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Engage – Activate – Reflect – Integrate: Catalysts for Behavioural Change in Learning

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Victorian Skills Authority Fellowship, 2024

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Acknowledgements

The Awarding Bodies

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The Victorian Skills Authority works in partnership with the International Specialised Skills Institute by funding the VET International Practitioner Fellowships. The Fellowship program focuses on developing opportunities within the VET sector to assist in building an Education State in Victoria that produces excellence and reduces the impact of disadvantage. In addition, the program is funded to support the priorities of Skills First, including developing capacity and capability, innovative training practices and increasing teacher quality within the VET sector as well as building industry capability and developing Victoria's current and future workforce.

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The researcher hopes to honour the contributions of everyone mentioned and expresses profound thanks for making this journey academically enriching and personally rewarding.

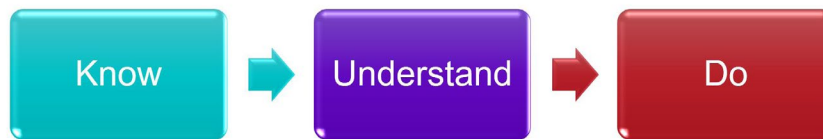
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02

Executive summary

In the pursuit of advancing the Victorian Vocational Education and Training (VET) sector, the researcher's Fellowship delves into international trends to ensure training not only imparts knowledge that it is a catalyst for meaningful behavioural change.



Over the Fellowship period, the focus has been on unravelling innovative strategies employed by global educational institutions and training organizations to effectively engage adult learners, structure training programs, and drive sustainable behavioural transformations.

The core objective of this Fellowship is to address critical gaps within the Victorian VET sector. By exploring international approaches, aiming to glean insights into methodologies that foster behavioural change and yield tangible results. This initiative is pivotal in navigating the evolving landscape of adult education, ensuring that our training programs are informative and also transformative.

My research aimed to address gaps in the Victorian VET sector, particularly in how Professional Development is delivered to educators and subsequently, how training is delivered to learners to ensure behavioural change. As I delved into the subject, I discovered additional gaps that, if addressed proactively, could significantly enhance the learning journeys of our students.

The well-known gap in the VET sector is the emphasis on the TAE qualification, which primarily focuses on compliance. While compliance is essential, the key focus should be on engaging our learners. A shift in the TAFE students' journey can occur if the TAE qualification emphasizes learner engagement.

This is not a new insight at all. It was reported by NCVET in 2017 "VET practitioners are currently required to have a Certificate IV in Training and Assessment to deliver training packages. There are concerns that this qualification in isolation does not adequately prepare VET practitioners for the variety of teaching and assessment scenarios they will encounter. More readily accessible and recognised continuing professional development could complement the minimum qualification by providing additional training as practitioners' responsibilities change."¹

The researcher is intrigued by the absence of change, continuous improvement, and innovation in the sector, and frustrated.

Vocational education and training (VET) practitioners play a critical role in skilling Australia's workforce. The need to ensure that both their teaching practices and industry skills and knowledge remain current has never been more paramount, especially when faced with rapidly changing industrial, technological, and economic environments.ⁱⁱ

The Council of Australian Governments (COAG) acknowledges the crucial role of VET in skilling the workforce and supporting economic growth. 'VET and higher education are equal and integral components of a cohesive post-secondary education system.'ⁱⁱⁱ

Improving the quality of VET teaching is widely supported. Most of the stakeholders consulted by Misko, Guthrie and Waters (2020) agreed that teaching quality in nationally recognised training is variable: some teachers are experts in training delivery; others have well-regarded industry expertise, while the teaching skills and/or industry expertise of others need improvement. It was reported that, while teachers are doing their best, they are challenged as 'dual professionals' to maintain their industry currency while continuously improving their teaching and assessment expertise^{iv}

The National Centre for Vocational Education Research commented "Understanding the needs of learners to ensure meaningful engagement with the education system and examining what works to ensure quality of outcomes across teaching and learning models, assessment and reporting."^v

Call to Action: It is imperative that we take decisive action. Our educators need us to, our learners need us to, business and industry need us to, the economy need us to. So, let's be inspired, let's step out of the comfort zone, embrace a growth mindset, develop a continuous improvement culture, innovate, and make a positive difference.

Education is an evolving journey, and the Victorian educational sector is no exception. This Fellowship is a proactive step towards continuous improvement and innovation, aligning with the sector's pivotal role in skilling the workforce for the future. Recognizing the nexus between education and economic growth, this initiative is integral to the vision outlined by the Council of Australian Governments (COAG) and the imperative underscored by the VET for Schools report.

Embarking on the journey of an international research project was not merely a professional endeavour and a heartfelt commitment to become a more impactful and transformative trainer. The driving force behind this pursuit stems from a profound passion for facilitating learning experiences that extend beyond the conventional and leaves a lasting impression on the learners.

At the core of the researcher's motivation is a deep-seated passion for training that goes beyond the transfer of knowledge. The belief that training should be a catalyst for behavioural change, empowering learners to not only absorb information also to apply it meaningfully in their professional lives. This passion fuelled the desire to explore international trends and strategies that could redefine the landscape of training.

Global Perspectives for Local Impact:

Recognizing the interconnectedness of the global learning landscape, the researcher sought to glean insights from diverse corners of the world. The belief that what works internationally can be adapted and applied locally inspired their choice to undertake research in various countries. They aimed to bridge the gap between global best practices and the unique needs of their learners.

Innovation and Continuous Improvement:

Education is a dynamic field, and as a dedicated trainer, the researcher views themselves as a lifelong learner. The opportunity to engage in international research presented itself as a natural avenue for continuous improvement and innovation. By staying abreast of innovative methodologies and transformative approaches employed by leading organisations globally, they aspired to bring innovation to their training methodologies, benefiting their learners.

Leadership and Positive Impact:

As a trainer, the researcher sees themselves as an educator and as a leader who has the potential to inspire positive change. The motivation to enhance skills and broaden perspectives was grounded in the belief that effective leadership in the training realm involves more than just disseminating information. It entails creating an environment that nurtures confidence, encourages collaboration, and fosters a genuine passion for learning.

Personal Growth and Fulfilment:

Undertaking this international research project was, fundamentally, a journey of personal growth and fulfilment. It was driven by a genuine desire to evolve as an educator, to broaden horizons, and to bring a renewed sense of purpose to training endeavours. The aspiration to be a catalyst for positive change within the learning journeys of participants fuelled the commitment to this transformative undertaking.

In summary, the motivation to undertake this international research project was rooted in a commitment to elevate the training experience for learners, drawing inspiration from global best practices, fostering innovation, and embodying the principles of impactful leadership in education. The aim was to impart knowledge and to spark behavioural change, leaving an indelible mark on the professional growth of those they have the privilege to train.

International Research Destinations

Canada – 8th International Positive Psychology Congress:

Canada hosted the 8th International Positive Psychology Congress, offering the latest insights in positive psychology, wellbeing, and science. Attending provided opportunities for discussions, networking, and interviews with leading experts in the field.

London - Global Training Expert Interviews:

London was selected for interviews with global training experts to understand their cultural adaptations. Exploring their strategies informed the development of a culturally sensitive and globally applicable training approach.

Spain - NeuroHeart Education Conference:

Virtual attendance at Spain's NeuroHeart Education Conference explored brain-friendly learning techniques, integrating neuroscience, coaching, storytelling, and heart leadership. The insights gained contribute to reshaping training practices for greater impact.

Sydney - Happiness and Its Causes Conference:

With presenters from various fields, the conference emphasized creating positive change, finding joy in everyday experiences, and meeting challenges with resilience which all contribute to positive behavioural change.

In summary, these countries were selected strategically for their unique contributions to positive psychology, global training practices, brain-friendly learning, and the exploration of happiness factors. Each destination added valuable perspectives to the international research fellowship.

Fellowship learnings

Learning and development (L&D), also known as human capital development and upskilling, is the practice of enhancing the abilities, skills, and work ethic of employees to improve overall workplace performance. L&D goes beyond teaching the basic job requirements; it involves absorbing information to increase skills across various contexts, enabling employees to handle unexpected situations.

Despite being a significant investment, learning and development in many organizations still follows the traditional one-day delivery model. This approach aims to enhance skills, advance careers, and meet various objectives. However, research suggests that the 'one day to change everything model' is akin to a temporary fix, a band-aid, or a patchwork solution. Participants may have an enjoyable day, but there's often no real behavioural shift.

Despite the initial enthusiasm and intentions to apply this new found knowledge in practical ways, participants consistently found themselves leaving these sessions without clear plans, directions, or actionable steps.

In the aftermath of these training sessions, a disheartening pattern emerged. Participants, having missed a day of work to engage in what was supposed to be a transformative learning experience, returned to their professional environments only to be absorbed by the demands of their daily tasks. The anticipated changes in behaviour, strategies, or perspectives failed to materialize. Although the training day was often enjoyable and fostered a sense of camaraderie among participants, the core objective of instigating tangible change in the workplace remained elusive.

This incongruity prompted a deeper exploration into alternative approaches to professional development that would not only captivate participants during sessions it would also facilitate sustained and meaningful application of acquired knowledge.

Current State of Professional Development:

Participation in training sessions, whether driven by personal motivation or organizational directives, failed to translate into meaningful changes within the workplace. Despite the participants' eagerness to enhance their skills, the professional development landscape remained stagnant as there was an absence of follow-up discussions.

Upon returning to their work environments, there was a notable lack of dialogue regarding what had been learnt, potential adjustments to be made, experimentation with new concepts, sharing insights with colleagues, strategic implementation, and an understanding of the underlying significance of the acquired knowledge.

Recognizing this gap, the researcher directed their focus towards fostering behavioural change through a reimagined approach to professional development. During extensive research, including literature reviews and interviews with industry experts, it became evident that a change in thinking was occurring. Many individuals and organizations were adopting innovative strategies, deliberately avoiding the conventional model of exhaustive information dissemination, and abandoning the traditional format of full-day training sessions. This signalled a departure from the outdated training methods toward more dynamic and impactful approaches.

Transition to New Approach:

A transformative shift in the delivery of professional development is currently underway, forward-thinking facilitators such as Dr. Michelle McQuaid (The Michelle McQuaid Group) and Maureen (Mo) McKenna (Return on Energy). Their approach centres on shorter, more focused learning sessions lasting between 90 minutes to two hours, conducted over several weeks. The emphasis is not merely on information dissemination also on fostering in-depth reflection and practical application. The innovative nature of this approach is underscored by a series of probing questions designed to guide participants through a process of introspection and real-world application:

- How have you incorporated the concepts from the training into your daily work since our last session?
- Can you share a specific example of a situation where you applied the skills or knowledge gained in the training? What were the results?
- Have you faced any challenges in implementing what you learned? If so, how did you overcome them, or what support do you need?
- In what ways has the training influenced your approach or perspective on [specific topic]? Can you provide examples?
- Reflect on a recent success related to the training content. What actions or strategies contributed to that success?
- Have you shared what you've learned with colleagues or team members? If yes, what was their response, and did it lead to any collaborative efforts or improvements?
- Are there areas where you feel more confident or proficient after the training? Conversely, are there areas where you still feel the need for further development?
- What unexpected insights or discoveries have you made while applying the knowledge from the training?
- How has your understanding of [specific concept] evolved or deepened since the training? Can you pinpoint any key moments of realization or clarity?
- Can you identify any changes in your mindset or habits because of the training? How do these changes contribute to your professional growth?
- Reflect on a situation where you had to adapt the training content to meet a unique challenge in your work. What adjustments did you make, and what was the outcome?
- Consider a time when you had to troubleshoot or problem-solve using the skills acquired in the training. What strategies did you employ, and what lessons did you learn from the experience?
- Reflect on feedback you've received from colleagues or supervisors regarding your performance in areas covered by the training. How has this feedback informed your ongoing development?
- Can you share an example of a situation where you leveraged the training to innovate or improve a process within your team or organization?

These reflective questions form a crucial part of the learning process, encouraging and supporting participants in understanding the material and actively applying it to their professional contexts. This shift towards more interactive and practical learning experiences aims to empower learners to assess their progress, identify growth areas, and articulate the tangible impact of the training on their professional practice.

Reflective Questions and Interactive Approaches:

Trainers and educators are increasingly recognizing the power of interactive approaches to enhance the effectiveness of workshops and training sessions. Figures such as Loren Pettigrew from The Leadership Sphere have pioneered dynamic learning environments where the traditional lecture format is avoided. In Pettigrew's workshops, the trainer deliberately limits their speaking time to approximately 7 minutes before engaging participants in a relevant activity, ensuring constant participant involvement and active learning.

Dr. Michelle McQuaid, of The Michelle McQuaid Group, takes a minimalist approach to presentations, using only three to four PowerPoint slides before transitioning to an activity-based segment. This deliberate choice emphasizes the importance of experiential learning over passive reception of information.

“In workshops and training sessions, we frequently focus solely on the ‘learning’ phase. However, it’s crucial to recognize that true mastery extends beyond acquiring knowledge. Embracing the entire spectrum of experiences, from initial failures and practice to moments of feeling lost and eventual breakthroughs, is essential for developing a new skill. Only by navigating the challenges, struggling through uncertainties, and persisting through the learning curve can we truly achieve proficiency and competence in the desired skill.”



Rachel Colla from Merakai Pty Ltd adopts a coaching approach in her workshops, creating an interactive and reflective space. Rachel guides participants through a series of thought-provoking questions, fostering an environment where individuals actively discover insights, share experiences, and take ownership of their learning journey. This method empowers participants to engage deeply with the content and connect it to their own experiences, thereby enhancing the retention and practical application of knowledge.

Source: Grant, A., (2023) Hidden Potential - The Science of Achieving Greater Things.

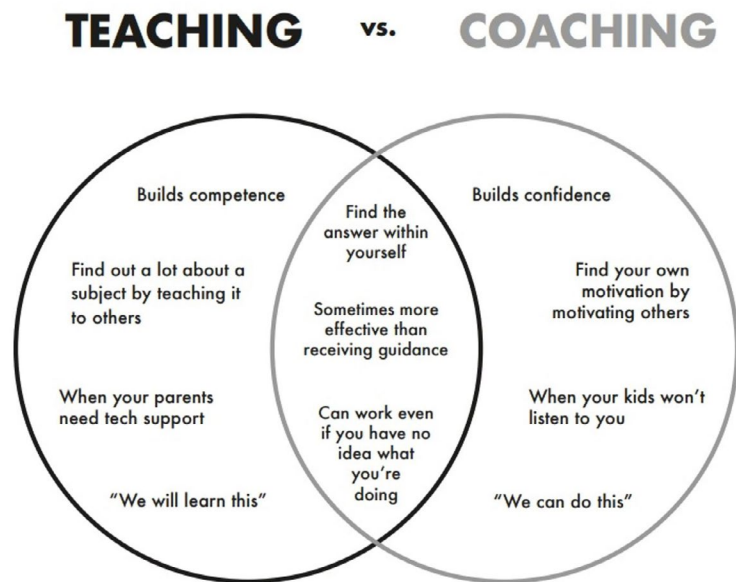
Integration of Coaching and Mentoring:

Innovative approaches to professional development now incorporate coaching and mentoring as integral components, recognizing their transformative impact on individual growth and organizational culture.

Stephane Grenier, the driving force behind Mental Health Innovations Consulting, has revolutionized training programs by seamlessly integrating mentoring. Every session facilitated by Grenier and his team includes built-in mentoring components. This unique approach involves mentors from within the client organization, creating a supportive structure that extends beyond the training session. The intentional arrangement of mentors within the company creates a shift in culture, with the goal of influencing individual employees and causing a ripple effect throughout the organization.

Dr. Suzy Green, an advocate for positive psychology and the founder of The Positivity Institute, emphasizes the importance of weaving coaching into the fabric of professional development. This emphasis extends beyond the training session itself, encompassing the crucial post-development period. Whether the format is a concise 90-minute webinar or an extensive full-day training, Dr. Green underscores the need for ongoing coaching support. This post-development coaching serves as a catalyst for sustaining and applying the acquired knowledge, ensuring that the benefits extend well beyond the immediate learning environment.

By incorporating coaching into the training sequence, Dr. Green promotes a holistic approach that maximizes the impact of professional development on individuals and organizational success.



Insights from Brain Science:

Dr. Rick Hanson, a distinguished speaker from the Greater Good Science Centre at UC Berkeley, delivered a captivating presentation at the 8th IPPA World Congress, delving into the intricate process of 'encoding lasting changes into the brain.' His presentation is a framework encompassing key stages: Encoding, Consolidation, Activation, Installation, State, and Trait. Dr. Hanson emphasized the prevailing tendency to focus more on activation than on installation, thereby diminishing the overall gains. This observation underscores the critical importance of considering how learning is applied – what learners actively intend to do with new information and how they follow up to observe the ensuing changes, outcomes, and benefits.

Key insights from brain science further illuminate the intricacies of effective learning and memory formation, encompassing the following engagement factors:

- **Duration:** Deliberately extending the duration of experiences strengthens their effects, facilitating heightened transfer into long-term memory stores.
- **Intensity:** Heightening experiences increases norepinephrine and cortisol activity, particularly in the amygdala and hippocampus, thereby enhancing learning.
- **Multimodality:** Focusing on multiple aspects of an experience, including thoughts, perceptions, emotions, desires, and actions, enhances the overall learning process.
- **Novelty:** The release of dopamine in the hippocampus is promoted by the ventral tegmental area, facilitating memory formation.
- **Salience:** Increased personal relevance activates the amygdala, contributing to hippocampus-based memory formation.
- **Intention:** The amygdala responds to motivationally important stimuli, shaping what individuals remember based on their intentions.

- **Interception:** Similar to multimodality, focusing on multiple aspects of an experience contributes to enhanced learning.
- **Reward:** Increased dopamine and norepinephrine activity, along with heightened synaptic formation and protein synthesis in the hippocampus, promotes memory formation.
- **Linking:** Expanding the field of awareness to include positive material in the foreground, juxtaposed with related negative material in the background, enhances the overall learning experience.

As Stephane Grenier of Mental Health Innovations Consulting highlighted in an interview, a nuanced understanding of the brain is integral to influencing human behaviour. The connection between brain function and behavioural outcomes underscores the importance of incorporating neuroscientific principles into the design and delivery of effective professional development programs.

Call to Action for Educators and TAFE System:

The critical link between effective teaching and an understanding of how individuals learn is paramount in the rapidly evolving landscape of education. While it's not necessary for educators to delve into the intricate details of brain science, a foundational understanding of the key factors influencing learning outcomes is imperative. Despite the wealth of knowledge possessed by our teachers, the current Training and Education (TAE) qualification for TAFE educators falls short in imparting essential insights into these factors.

To bridge this gap, a call to action is imperative. We must empower our TAFE teachers with a deeper understanding of the science of learning. This involves not only acknowledging the existing knowledge base among educators and validating their expertise. Our TAFE teachers have honed their skills through years of hands-on experience, navigating the complexities of teaching through trial and error.

The call to action involves a multifaceted approach:

Professional Development Initiatives: Implement comprehensive professional development programs that go beyond conventional training. These programs should expose educators to the latest research findings, methodologies, and pedagogical approaches. Continuous learning opportunities will keep them abreast of advancements in the field.

Peer support: Peer support can be approached through various channels, such as providing coaching by champion educators, implementing mentoring programs within departments and across different departments, and fostering connections with specialists from other TAFEs in the same subject matter.

Validation of Existing Knowledge: Recognize and validate the wealth of experience and knowledge our TAFE teachers bring to the table. Acknowledge their dedication and commitment to student success. This validation boosts morale and serves as a foundation upon which to build further knowledge.

Application of Knowledge: Encourage and support educators in applying the newly acquired knowledge in their teaching practices. This involves creating a conducive environment that fosters experimentation, innovation, and the application of evidence-based strategies.

Re-evaluation of TAE Qualification: Advocate for a revision of the TAE qualification to incorporate essential elements related to the science of learning. By integrating this knowledge into the curriculum, we ensure that educators are equipped with the tools necessary to optimize their teaching methodologies. (The researcher is aware this is currently under review.)

The call to action is a commitment to the ongoing development of our educators, recognizing that the journey of learning is continuous. By addressing the current gaps in the TAE qualification, providing targeted professional development, and validating the invaluable experience of our teachers, we pave the way for an education system that is informed by the latest research and honours the expertise of those shaping the future of our learners.

Sticking to the old model is missing an opportunity, it's missing an opportunity for growth, it's missing an opportunity for impact, it hinders innovation, stifles creativity, reduces a competitive edge, allowing others who embrace change to surpass and outperform. At its core it's missing the opportunity for strong return on investment.

Investing in professional development as an organization can yield a variety of benefits, contributing to the growth, efficiency, and overall success of the company. Several reasons why organizations choose to invest in learning and development for staff is to grow the business, enhance skills, increase productivity, improve employee engagement, retain top talent, improve morale and motivation, enhance company reputation.

By investing in professional development, organizations not only empower their employees, they also position themselves for long-term success by fostering a culture of learning, growth, and adaptability.

Let's pause and take time to analyse are we using our money for learning and development in the right way or are we the problem by sticking to our very short-term thinking around travel costs, that getting everyone together for one day is less impact on the business? It may be less impact on the business for that day but what you're not getting is the impact on the business long term from the incredible knowledge the facilitators have and can give to the participants.

It's also not asking for too much information to be covered in one day of PD. It should be about asking how much time will be spent on reflection? How much time will be spent on action steps? How much time will be thinking about potential barriers to implementing this new knowledge? How much time throughout the training session will be spent on processing the information because we can only retain so much information in our short-term memory and we must make sure we're doing something with it during that training session that it's not just continuous outpouring of knowledge. That we are allowing our learners time to process and upload that knowledge. It's allowing our learners the space to think about what are the new habits and routines that they need to develop? We need this new knowledge to change the neural pathways because the easy part is for nothing to change and so why are we doing this learning and development in the first place if we are not setting everyone up for success?

Let's think differently and do differently so that our learners are coming away with:

- Sustained Motivation
- Concrete Action Steps
- Accountability Partnerships
- Extended Support Networks
- Continued Guidance and Mentoring
- Self-Driven Commitment
- Empowered and Self-Reliant
- Long-Term Empowerment
- Practical Implementation Skills
- Community of Support
- Resilient Commitment
- Leveraging Peer Support
- Customized Development Plans
- Cultivating Intrinsic Motivation
- Building Lasting Habits

Let's design professional development experiences that go beyond mere checkboxes, ensuring they are truly impactful and transformative.

03

Fellowship Background

In the pursuit of advancing the Victorian Vocational Education and Training (VET) sector, the researcher undertook a Fellowship with a core focus on ensuring that training not only imparts knowledge it also stimulates meaningful behavioural change. The imperative behind this Fellowship is grounded in the understanding that learning occurs during training, but true transformation takes place after the training.

The overarching aim of the Fellowship is to address gaps within the Victorian VET sector, emphasizing the need for impactful training that leads to behavioural change. Drawing insights from international trends, the researcher aspires to contribute to the continuous improvement and innovation of the VET sector in Australia. The significance of this initiative aligns with the Council of Australian Governments (COAG) vision and the imperatives outlined in the VET for Schools report.

The research methodology involved an extensive review of academic literature, including over fifty books, numerous blogs, journal articles, and research papers. Additionally, the researcher actively participated in professional development activities, such as webinars, and workshops, both in-person and online. Furthermore, the researcher attended international and national conferences, including an international congress. A significant component of the methodology included conducting over twenty-two interviews to gather insights and perspectives from various experts in the field.

Initiating the International Research Fellowship in November 2021, the researcher faced delays in overseas travel due to both Covid-related restrictions and personal circumstances. Despite the setback to the initial travel plans, the researcher proactively advanced the research by extensively reading during this period, fostering connections, and establishing robust networks.

The researcher is a highly regarded workplace trainer, with expertise in Leadership and Management, Human Behaviour, and Emotional Intelligence. Boasting over 25 years of valuable experience in coaching, facilitation, and training, the researcher is recognized for their exceptional workshops.

Driven by an unyielding passion for education and a genuine commitment to continuous learning, the researcher believes in the transformative power of training. With the understanding that influencing one learner can initiate a ripple effect of positive change in their interactions, they are dedicated to empowering individuals for both professional and personal development, guiding them toward realizing their full potential.

As an NLP practitioner, DISC and workplace motivators assessor, emotional quotient expert, workplace, and business coach, the researcher possesses a diverse skill set that uniquely positions them as a catalyst for growth. Their dedication to the field is exemplified not only by their experience and by their authorship of the insightful book, "Time to Create a Better Life."

Recognizing their unwavering dedication and expertise, they were honoured with an International Research Fellowship from the ISS Institute in 2021. This prestigious fellowship has empowered them to delve into international trends, ensuring that their workshops are innovative and tailored to deliver behavioural changes and tangible results for both individuals and organizations.

To augment their research and professional endeavours, they pursued and successfully obtained a Certificate IV in Workplace and Business Coaching in 2021.

Professional Memberships include:

- Member of the International Positive Psychology Association (IPPA)
- Volunteer for Action for Happiness

Abbreviations / Acronyms / Definitions

AP	American Psychological Association
AVETR	Australian Vocational Education and Training Research Association
COAG	Council of Australian Governments
DIS	Dominance, Influence, Steadiness, Conscientiousness (a behavioural assessment tool)
EDTAS	Education and Training Advisory Services
IPPA	International Positive Psychology Association
ISS Institute	International Specialised Skills Institute
NLP	Neuro-Linguistic Programming
PEC	Professional Educator College
TAFE	Technical and Further Education
VDC	VET Development Centre
VET	Vocational Education and Training

04

Fellowship Learnings and Findings

Learning and development (L&D), also known as human capital development and upskilling, is the practice of enhancing the abilities, skills, and work ethic of employees to improve overall workplace performance. L&D goes beyond teaching the basic job requirements; it involves absorbing information to increase skills across various contexts, enabling employees to handle unexpected situations.

Despite being a significant investment, learning and development in many organizations still follows the traditional one-day delivery model. This approach aims to enhance skills, advance careers, and meet various objectives. However, research suggests that the 'one day to change everything model' is akin to a temporary fix, a band-aid, or a patchwork solution. Participants may have an enjoyable day, but there's often no real behavioural shift.

While one-day training sessions offer advantages in terms of efficiency and convenience, it's essential to balance these benefits with the depth of learning required for the specific training objectives. Companies should carefully consider learning objectives, audience needs, engagement strategies, follow-up support when designing the training program.

Why do we have a general reluctance to shift from the all-day training model? Of course, it can be easily justified for reasons such as:

- Cost-Effectiveness
- Minimized Disruption
- Focuses on specific learning objectives or a targeted skill set
- Time Constraints
- Accessibility for Remote Workers
- Employee Availability
- Urgent Training Needs
- Intensive Learning Experience
- Logistical Ease

And that is not the fault of the people that have attended the training, and it is not the fault of the facilitator conducting the training. It's because we are looking at the L&D with a short-term focus not a long-term vision, we are looking at immediate gratification versus long term perspective, we are not future planning, we are focusing on immediate objectives rather than strategic vision. Our inability to think big picture, establish holistic thinking, a comprehensive vision, far reaching goals, and strategic outlook means we are not really

considering the return on investment, and what is necessary for behaviour change?

A fascinating element is we have organisations that get frustrated because their staff are averse to change, too traditional, reluctant to adapt, reluctant to change, adhere to the status quo, inflexible, fixed mindset, rigid, rooted in established methods, unbending in approach without looking at what they are doing themselves. They are role modelling old fashioned structures, they aren't open to new ways of doing things, because they're focused at times on the dollar rather than the actual outcome and what will benefit:

- the organisation
- the individuals
- the customers
- employees
- shareholders
- investors
- suppliers
- partners
- communities
- Board of Directors
- Governance
- Internal Departments

By considering the perspectives and interests of all these stakeholders, you can develop a more comprehensive understanding of the broader ecosystem in which the organization operates. This, in turn, can inform strategic decision-making and help build positive relationships with various groups connected to the business.

We need to embrace a growth mindset, explore new perspectives, be curious, challenge assumptions, to think differently, explore emerging trends, pursue intellectual curiosity, to question if the way we've always done it is the way we should be doing it, to think critically, to look at the research, and to look at the innovators and the leaders in the field of learning and development.

What are these companies who are focused on behaviour change doing? It is not a one size fits all model; it is many small elements that do make a significant difference.

It is innovators and leaders like Dr Michelle McQuaid and Maureen (Mo) McKenna who are no longer delivering full day training. They are breaking their training into chunks 90 minutes to two hours over a number of weeks. With this sort of model, we have accountability occurring week after week reflecting on what has been learnt, what has been implemented, what has been discovered, what's has worked, what hasn't yet worked. This model involves continuous reflection, it involves learning from our peers, it involves the people with the knowledge supporting those who are the learners.

It's trailblazers like Stephane Grenier, Founder and Lead Innovator, Mental Health Innovations Consulting who works with large organisations and establishes mentoring and accountability buddies within the organisation, so everyone is supported in ensuring the knowledge becomes behavioural change. It's pioneers like Dr William DeJean founder of Unleash learning who is focused on 'making learning stick' not just handing information over. It's thought leaders like Sharon Bowman who focuses on teaching from the back of the room and not aiming to be the 'sage on the stage' at all. Educators who understand the power lies in the less they do as a teacher and foster more active engagement from the learners. It is positive disrupters like Donna McGeorge who are focused on rapport and connection before content. It's transformers like Dr. Susie Green from The Positivity Institute that believe coaching is a key element of learning and development to ensure behaviour change.

Sticking to the traditional model is missing an opportunity for growth, it's missing an opportunity for impact, it hinders innovation, stifles creativity, reduces a competitive edge, allowing others who embrace change to surpass and outperform. At its core it's missing the opportunity for strong return on investment.

Investing in professional development as an organization can yield a variety of benefits, contributing to the growth, efficiency, and overall success of the company. Several reasons why organizations choose to invest in learning and development for staff is to grow the business, enhance skills, increase productivity, improve employee engagement, retain top talent, improve morale and motivation, enhance company reputation.

By investing in professional development, organizations not only empower their employees they position themselves for long-term success by fostering a culture of learning, growth, and adaptability.

Facilitating Dynamic Learning: Moving Beyond the Traditional Classroom Approach

Education transforms lives.
But education must also be transformed
to meet the challenges of today and tomorrow.
Linked In UNESCO 20 January 2022

In the quest for effective teaching, it is imperative to move beyond traditional models and embrace dynamic strategies that actively engage learners.

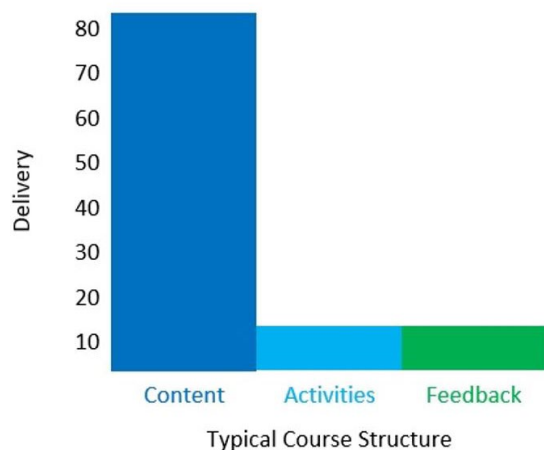
Active Engagement Through Activities:

Dr. Michelle McQuaid’s approach of interspersing activities after every 3 to 5 PowerPoint slides underscores the importance of active engagement. This technique ensures that learners are not passive recipients, they are active participants, allowing for the application and consolidation of knowledge.

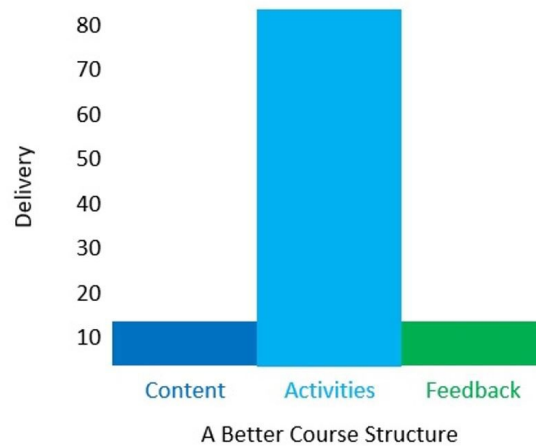
Balance Between Facilitator and Participant Involvement:

Adhering to the 80-20 rule advocated by workshop design principles, educators should aim for 80% of the workshop time to be dedicated to participant tasks, activities, and discussions. The remaining 20% can be allocated to facilitator-led presentations. This shift from a “sage on the stage” to a “guide on the side” encourages self-directed learning.

In the realm of learning experience design, our emphasis often leans heavily toward content. The typical course structure tends to follow this pattern:



A Better Approach - What we need is a course design that rebalances the equation:



This approach, known as the Minimum Viable Content Framework, which advocates for a shift from passive content consumption to hands-on activities. By allocating a significant portion of the course to engaging activities, learners become more immersed and can make substantial strides toward mastering the topic.

Encourage Problem-Solving and Independent Thinking:

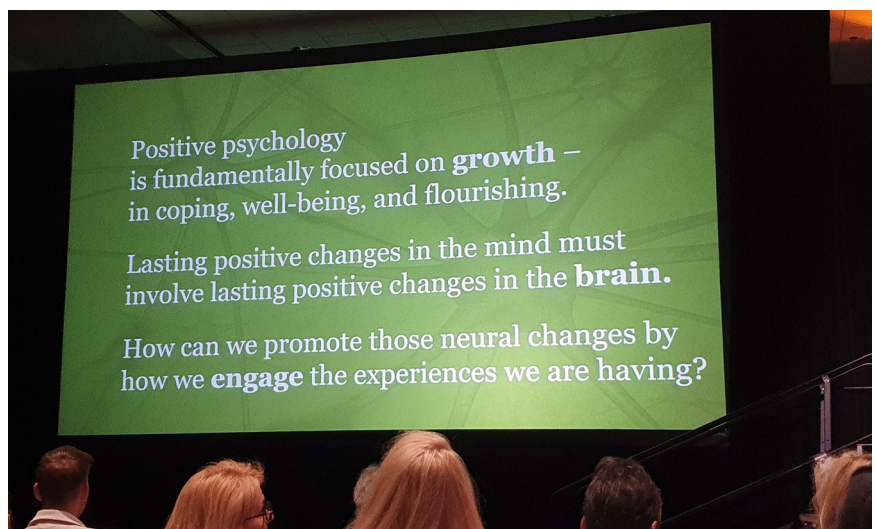
Resonating with the idea that “teaching is not preaching,” educators can guide learners in problem-solving rather than spoon-feeding information. Consider what happens when you go to the gym. The trainer doesn’t do all the talking and the trainer doesn’t do all the lifting. The trainer gives you some guidance and you then lift the weights. That is what our learners need to do. Dr William DeJean commented “Our learners need to do the heavy lifting.”

Embrace Lazy Teaching for Active Learning:

Educators should step aside and let the learners learn. The more they talk the less students learn. Create as many opportunities as possible for the learning to be active. Becoming a “lazy teacher” with the best intentions involves encouraging peer-to-peer teaching. When learners teach each other, they summarize and integrate information, reinforcing their own understanding and creating lasting memories.

Stimulation and Interaction:

Actively engaging learners with stimulation and interaction is key. Research by Wieman (THE, 2018) emphasizes that active learning consistently outperforms traditional lectures. Creating an environment where learners interact with each other fosters engagement, accelerates information absorption, and enhances overall outcomes.



Cultivate a Thinking Culture:

“Teaching is successful only as it causes people to think for themselves.
What the teacher thinks matters little; what he makes the child think matters much.”

Source: Life Lessons: Truths Concerning People Who Have Lived

Foster a thinking culture by encouraging learners to ask questions and think critically. The process of questioning stimulates neural connections and promotes creative insights.

Knowledge Sharing and Social Learning:

Actively promote knowledge sharing among learners. Social learning not only enhances metacognitive functions it creates a collaborative atmosphere that fuels engagement, productivity, and satisfaction.

Learner-Conducted Conclusions:

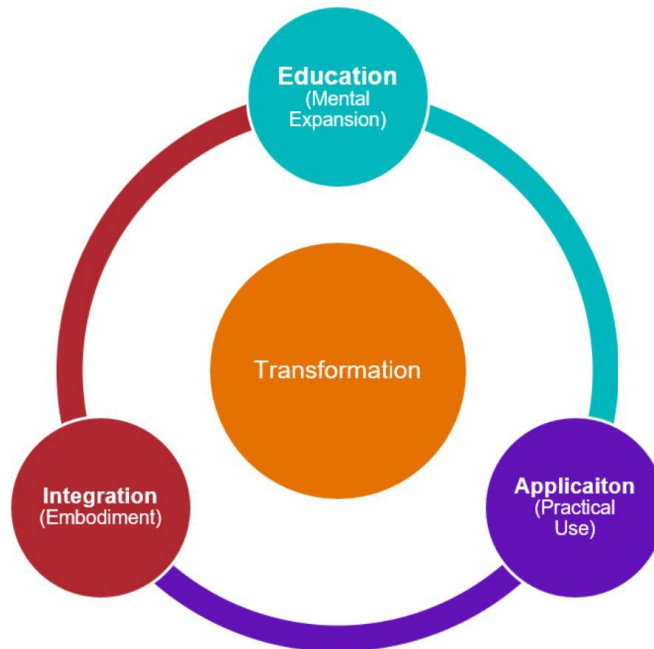
Empower learners to conclude the training themselves. This final step allows them to summarize, evaluate, create action plans, and celebrate the learning experience. It solidifies their understanding and commitment to applying newfound knowledge.

It is not the most intellectual of the species that survives;
it is not the strongest...
the species that survives is the one that is able best to adapt.
-Lyon C Megginson

In conclusion, a shift towards dynamic and participatory learning methodologies is essential for creating meaningful educational experiences. By incorporating these strategies, educators can foster environments where learners actively engage, think critically, collaborate, and take ownership of their learning journey.

Culminating in Behavioural Change: Unveiling the Essence of Learning Transformation

In the exploration of learning dynamics, the researcher has delved into the foundational pillars of design and the classroom environment. These components lay the groundwork, the bedrock of learning, as without them, the journey of the learner remains incomplete. Knowledge, crucial as it is, only finds true purpose when coupled with a conducive learning environment.



The inquiry becomes: How do we propel learners beyond the classroom, encouraging the practical application of their newfound knowledge?

Behavioural change involves the sustained alteration of habits and behaviours over the long term. According to Davis et al.'s (2015) literature review, a staggering eighty-two theories of behaviour change applicable to individuals have been identified. As we explore the learning environment, it becomes crucial to determine which behavioural change theories are most applicable and how we can leverage them to influence our learners. The objective is to ensure that the knowledge and insights gained during training seamlessly transition into the workplace.

Integration of Practice and Reflection:

Integration of practice and reflection serves as a catalyst for application. Whether through practical exercises, follow-up assessments, or reflective journals, providing opportunities for learners to actively engage with the material reinforces their understanding and promotes lasting behavioural change.

Theory of Reasoned Action:

One such theory, the Theory of Reasoned Action by Fishbein and Ajzen, centres around an individual's attitude toward changing their current behaviour to align with their desired behaviour. This directly correlates with their intention to change behaviour. In the context of learning, our approach should mirror that of coaching, prompting discussions and posing questions such as:

Just Checking - On a scale of 1 to 10 (10 being the highest rating):

- How strong is your intention to take the first step?
- How high is your enthusiasm for taking the first step?
- How strong is your commitment to taking the first step?
- How certain are you that you will take the first step?

If you score less than 7 in the questions above, we then ask, 'what needs to happen to raise the score?'

By aligning our strategies with behavioural change theories, we can facilitate a more effective transition of knowledge and insights from training to practical application in the workplace.

Theory of Planned Behaviour:

The Theory of Planned Behaviour is intricately linked to an individual's confidence in their ability to perform a certain behaviour and their belief in overcoming associated barriers and challenges. Considering this theory, a valuable reflection exercise during training, particularly towards its conclusion, involves identifying potential barriers and challenges that might be encountered when implementing this new behaviour in the workplace. By proactively addressing these obstacles, individuals can enhance their preparedness and increase the likelihood of successful behaviour adoption.

Social Cognitive Theory:

The Social Cognitive Theory, as proposed by Bandura, emphasises that many behaviours are acquired through observing others in our social environment. This underscores the importance of conducting training over several weeks rather than in a single day. This extended format allows for a dynamic element where learners can share their experiences, fostering a sense of inspiration for those who may not have immediately applied the learning.

To further enhance the impact, managers and leaders are encouraged to move beyond a generic 'how was the training?' inquiry. The preference is they can ask questions such as:

- What did you learn?
- How do you plan to apply it in the workplace?
- What insights would you like to share with the team?
- How can we support you in implementing what you have learned?
- Can you identify any areas where you feel you need further support or clarification?
- Are there any additional resources or training opportunities you believe would complement what you have learned?
- Do you foresee any potential roadblocks in implementing what you have learned, and how can we address them proactively?
- How can we integrate your newfound knowledge into our existing processes or workflows?
- Schedule a follow up in two weeks to discuss what you have done?

Bandura acknowledges that personal resources, abilities, and perceived self-efficacy (the capability of performing the behaviour) play a significant role. While we may not control all these factors, incorporating a lot of practice through:

- Scenarios
- Role plays
- Case studies
- Simulation exercises
- Fishbowl discussions

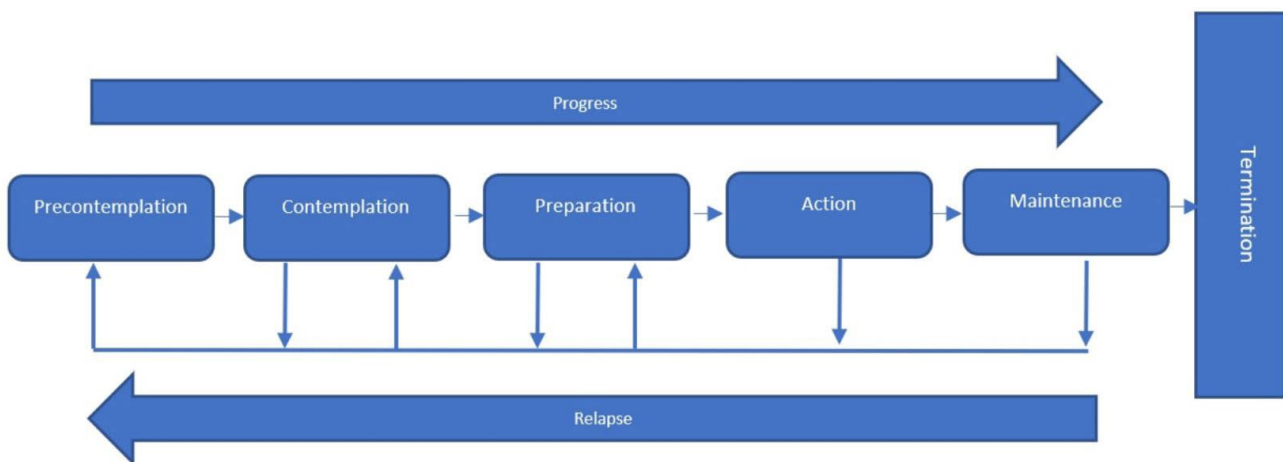
- Role rotation in scenarios
- Feedback sessions
- Debriefing
- Adaptability exercises

into the learning process can help learners build confidence and capability in the newly acquired skills.

Stages of Change Model (or Trans-theoretical Model):

Acknowledging James Prochaska and Carlo DiClemente's "Stages of Change model" or "Trans-theoretical model," we understand that behaviour change is a gradual process. This model emphasizes the need for ongoing support, recognizing that change unfolds over time, with relapses being a natural part of the transformative journey.

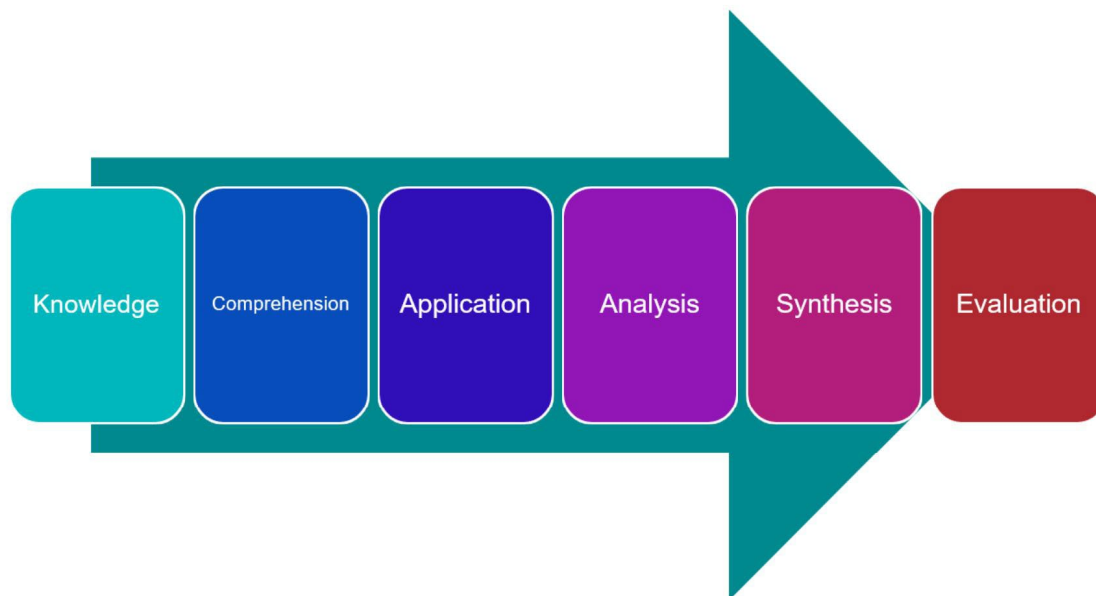
Again, this is where the manager in the workplace can have a significant impact or workplace mentors (as used by Stephane Grenier, Founder and Lead Innovator, Mental Health Innovations Consulting) and follow up conversation, coaching questions, or reflective workshops.



Bloom's Taxonomy:

Bloom's Taxonomy explains the stages of competence in a learning journey. Knowledge serves as the foundation, but to achieve true behavioural change, learners must progress through application, analysis, and evaluation. This progression marks the evolution from knowing to doing and to becoming a subject matter expert capable of inspiring change in others.

To facilitate this transformative journey, peers, and managers play a crucial role. They can provide ongoing encouragement, create an environment that fosters application and critical thinking, and offer resources tailored to the learner's needs. Simultaneously, learners can take an active role in their development by seeking feedback, participating in relevant projects, and continually applying and refining their knowledge in real-world scenarios. This collaborative effort between peers, managers and learners ensures that the learning is not just a one-time event it is a continuous process of growth and application within the organizational context.



Information-Motivation-Behavioural Skills model:

Introducing yet another influential model, the Information-Motivation-Behavioural Skills model designed by Fisher and Fisher. Within this model, three pivotal factors are identified as key influencers of behaviour change:

- Information about the behaviour
- Motivation to perform the behaviour.
- Behavioural skills required for the behaviour.

This model seamlessly aligns with the multiple delivery model of learning. We initiate the learning process by providing comprehensive information, followed by the practical rehearsal of new behaviours and skills. This approach ensures that learners not only gain knowledge and develop a sense of comfort and confidence that they also cultivate the motivation and behavioural skills necessary for sustained behavioural change.

As the learning group reconvenes, whether it's after a week, a fortnight, or a month, the anticipation of discussing experiences becomes a vital element. This reflective dialogue taps into both motivation and the impact of the social environment, actively contributing to the solidification of learned concepts and skills.

We recognize that embracing change is inherently challenging. It involves the creation of new neural networks, the cultivation of habits, routines, and practices, which can indeed be a daunting prospect. It is crucial to bear in mind that change is a gradual process, not a one-off event. This perspective serves as a guiding principle, emphasizing the importance of acknowledging the complexities of change and fostering a supportive environment for learners.

Nudge:

How can we ensure that learning is not a one-off event? Even when we can't bring learners back together as a cohort, a nudge may be the answer.

In behavioural science, a "nudge" is a concept that suggests positive reinforcement and subtle suggestions which can influence behaviour and decision-making. Simply put, it's a gentle push or guidance in the right direction, offering people the chance to learn and do the right thing.

In a learning context, nudges can be delivered through mediums like email, text, or organizational learning management systems (LMS). Google’s whisper courses exemplify nudge-learning, using a series of emails to suggest actions to implement the training.

The researcher has successfully applied this approach with learners. After attending a one-day workshop, they receive brief weekly emails reminding them of training components and encouraging implementation and action.

Why do we need nudges? Learners face a challenge in retaining knowledge after training. The “Ebbinghaus Forgetting Curve” shows that almost 60% of knowledge is lost within an hour of learning. Lack of reinforcement is a key factor. Nudging learners with periodic reinforcement training material can potentially improve knowledge retention.



Habits:

Let’s consider talking to our learners about forming new habits, focusing on minor changes. In “Atomic Habits,” James Clear emphasizes that small habits can lead to significant changes. James is quoted as saying: “If you can get 1% better each day for one year, you’ll end up 37 times better by the time you are done.” This is based on the principle of “aggregate marginal gains.”

Here are some key lessons:

Small habits matter. Tiny improvements daily can yield remarkable results over time.

Forget setting goals; concentrate on your system. Goals are about outcomes, while systems focus on the processes leading to those outcomes. If you struggle with habits, it might be the system, not you, that needs adjustment.



Source: JamesClear.com

Build identity-based habits. Lasting habits are formed by first creating a new identity. Your current actions mirror your current identity. To change behaviour permanently, start believing new things about yourself.

James Clear, recommends the following steps to create a good habit:

Cue (1st Law):	• Make it obvious.
Craving (2nd Law):	• Make it attractive.
Response (3rd Law):	• Make it easy.
Reward (4th Law):	• Make it satisfying.

To break a bad habit:

Inversion of Cue (1st Law):	• Make it invisible.
Inversion of Craving (2nd Law):	• Make it unattractive.
Inversion of Response (3rd Law):	• Make it difficult.
Inversion of Reward (4th Law):	• Make it unsatisfying.

These insights provide a practical framework for understanding and changing habits, emphasizing the importance of system, identity, and the power of small, consistent improvements.

As suggested, there is a valuable connection between habits and nudges. While workplaces heavily invest in professional development, incorporating these small elements can significantly enhance the impact of learning, ideally fostering long-term behavioural change.

Next Steps – Actions:

Achieving behaviour change involves a range of factors, and Gollwitzer's insights highlight key aspects that boost success. Here are simplified tips:

- Specific Goals: Make your goals clear, not vague.
- Immediate Focus: Aim for goals in the near future, not distant.
- Positive Gain: Change behaviour for positive outcomes, not to avoid negatives.
- Learning Motive: Strive for behaviour change for learning, not just performance.

At the end of each learning session, whether a short webinar or a full-day training, we emphasize clarifying next action steps. This step is as crucial as the information itself because without it, our time together may be enjoyable, yet the likelihood of real change is limited.

While many find setting goals motivating, some may feel pressured or resistant due to expectations. Understanding these dynamics is key to fostering effective behaviour change.

Four Ss:

Navigating change isn't always easy; resilience becomes crucial for picking up the pieces and forging ahead. Carol Pemberton (2015) suggests applying the four Ss, equally relevant for resilience and change. Reflect on:

Skills:	• What abilities do I possess?
Supports:	• Who stands by me (family, friends, colleagues)?
Strategies:	• What approaches can I adopt?
Sagacity:	• What wisdom and insight might be helpful?

Utilize the “Four Ss for Resilience and Change” to identify your psychological capital for the change journey. Learn from past successful transformations to boost confidence in your change capabilities.

Implementation intentions:

Implementation intentions involve associating a specific behaviour with a particular situation, establishing a clear link between the two: “If X happens, then I will do Y.” This approach ensures that when a specific situation arises, the individual is automatically prompted to recall the intended behaviour.

This method serves as a powerful tool for cultivating new habits and has proven effective across various scenarios (Gollwitzer, 1999). For instance, if I wanted to improve feedback with my students I might adopt the practice of affirming, “If I notice a student excelling in their studies, then I will provide immediate positive feedback to acknowledge their contribution.”

Some examples for teachers may include:

Classroom Management:

- If I notice a disruption during class, then I will address it calmly and promptly to maintain a positive learning atmosphere.

Providing Constructive Feedback:

- If a student submits an assignment, then I will provide specific and constructive feedback within a week to support their learning and growth.

Encouraging Student Participation:

- If I introduce a new topic, then I will incorporate interactive activities to encourage student engagement and participation.

Adapting to Different Learning Styles:

- If I observe that a student is struggling to grasp a concept, then I will explore alternative teaching methods and resources to accommodate diverse learning styles.

Promoting an Inclusive Classroom:

- If I encounter a sensitive topic, then I will create a safe space for open discussion, ensuring that diverse perspectives are respected and valued.

Supporting Students with Challenges:

- If a student expresses difficulty with the coursework, then I will schedule one-on-one time to provide additional assistance and guidance.

Fostering a Growth Mindset:

- If a student faces setbacks, then I will emphasise the importance of resilience and a growth mindset, encouraging them to view challenges as opportunities for learning.

Utilizing Technology:

- If I plan a lesson, then I will integrate relevant technology tools to enhance engagement and facilitate a dynamic learning experience.

Building Positive Relationships:

- If I notice a student struggling emotionally, then I will initiate a private conversation to understand their concerns and offer support or connect them with appropriate resources.

Promoting Creativity:

- If I assign a project, then I will provide students with the flexibility to express their creativity, encouraging innovative approaches and solutions.

These implementation intentions are personalized based on the goals of the individual. By formulating such intentions, individuals are more likely to be vigilant in recognizing the targeted situation and taking appropriate action when it occurs.

Motivational interviewing:

Motivational interviewing serves as a valuable tool for individuals seeking clarity in their thoughts and motivations to bring about change. It involves recognizing and addressing barriers to change, a process referred to as “change talk.”

The essence of motivational interviewing lies in guiding rather than dictating, assisting learners in identifying their strengths and goals, and enhancing their sense of self-efficacy and autonomy. This approach proves especially beneficial for those who may be hesitant or ambivalent about modifying their behaviour, surpassing the effectiveness of traditional advice-giving methods in facilitating behavioural change (Rubak, Sandboek, Lauritzen, & Christensen, 2005).

We use this with follow up conversations whether that is in subsequent training or individual conversations after the training. As mentioned, many people interviewed are reluctant to facilitate a one-day workshop only, the training that they prefer is about follow up conversations whether as individuals or smaller groups. This allows for these change conversations and often involves coaching techniques.

Empowering change through coaching questions:

When facilitating training sessions, it is crucial to prompt participants to reflect periodically. Rather than solely pinpointing key insights, it's essential to inspire learners to contemplate how they can apply that new found knowledge in their professional or educational settings. This may elicit some resistance, and the following are potential challenges or excuses alongside corresponding questions to engage our learners:

I don't have time.

- How can you make the time?
- Who has the time?
- When might you have the time?
- What can we prioritise?
- Where is your time going at the moment?

We tried and it didn't work!

- What did you try?
- How long ago?
- What happened when you tried?
- How would it look if we changed it?
- What could we do now?

They always do that! It has always been that way!

- Where can we do it differently?
- Where can we improve?
- Where are the opportunities?
- What has been done?
- What's the reason behind doing it that way?
- Who has done it that way?
- How long ago was that?
- How long have we been doing this for?
- Always?
- Why is it important that we do it this way?

I don't know.

- (First line of defence = not thinking)
- That's okay, take your time
- What do you know about the topic that you can bring?
- Or what do you know about the person and how they are going to react?
- What do you know about the person and how they respond?

- That's okay I am interested in what you think.
- If you were to guess?
- If you had a stab in the dark?
- If you were to experiment with this?
- If you were to be curious with this?
- What are the possibilities?
- What are the options?

Offering suggestions

- If I had a better way of doing this, is that something you would be interested in?
- If I had a faster way of doing this, is that something you would be interested in?
- If I had a cheaper way of doing this, is that something you would be interested in?
- If you are interested, I am open to giving you some ideas?

Questions to Uncover Learning and Reinforce Learning

- What have you learnt?
- What are your insights?
- What will you do to move forward?
- By when?
- How will you keep yourself accountable?
- What does success look like?
- Scaling questions: How confident are you on a scale of 1 to 10?
- Any thoughts / questions that will make this more complete?

Milestones Matter: The Power of Celebrating Success in Education:

Another valuable element involves prompting the learner to consider how they can celebrate their successes. Celebrating success in the learning process is essential for several reasons:

Positive Reinforcement:

Celebrating achievements reinforces positive behaviour. When learners acknowledge their progress and accomplishments, it strengthens the connection between effort and success, motivating them to continue investing in their learning journey.

Boosts Motivation:

Recognition of success boosts motivation. Feeling a sense of accomplishment encourages learners to set and pursue new goals. It acts as a driving force, fostering a proactive and engaged attitude towards learning.

Builds Confidence:

Celebrating success contributes to the development of self-confidence. Recognizing one's achievements enhances self-esteem and belief in one's abilities, creating a more confident and empowered learner.

Creates a Positive Learning Environment:

Celebratory moments contribute to a positive and supportive learning environment. They foster a sense of community and shared achievement, encouraging collaboration and a supportive peer network.

Enhances Retention:

Positive emotions associated with celebrating success can enhance memory and information retention. When learners connect positive emotions with their learning experiences, it can make the information more memorable.

Promotes Goal Setting:

Celebrating success provides an opportunity for learners to reflect on their goals and progress. It encourages the setting of new, challenging objectives, promoting continuous growth and development.

Reduces Stress:

Acknowledging and celebrating success can alleviate stress and anxiety associated with learning. It helps learners appreciate the journey, reducing the fear of failure and promoting a more relaxed and enjoyable learning atmosphere.

Celebrating success is a powerful tool in the learning process, contributing to motivation, confidence, and a positive learning environment. It reinforces the value of learning and sets the stage for ongoing personal and academic growth.

Understanding resistance to change:

The incorporation of new skills and knowledge is intricately tied to the concept of change, and we recognize that a range of factors can contribute to resistance. Common apprehensions include the fear of the unknown, fear of failure, anxiety about losing control, and a general aversion to change itself. Hence, it becomes imperative for us to guide our learners in contemplating their motivations for adopting these new skills and cultivating beneficial habits.

Motivation emerges as a pivotal force in both initiating and sustaining change, playing a vital role in overcoming resistance and indifference (Ryan & Deci, 2018). To facilitate this introspection, we introduce the 'Advantages and Disadvantages of Changing' worksheet—a simple yet impactful tool designed to help individuals assess the potential benefits and drawbacks associated with embarking on a transformative journey.

Emotional Intelligence and Change:

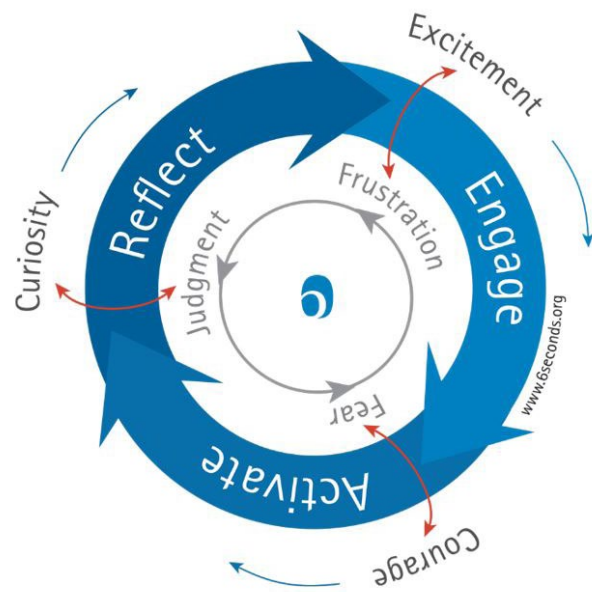
Six Seconds a non-profit organisation whose mission is to increase emotional intelligence in the world, have created a change map. Acknowledging that change is an emotional driven process. There are three phases of change in the model. This approach prioritizes placing people at the forefront of the transformation process.

As you can see the blue arrows (Engage, Activate, Reflect) are all components built into the learning process.

The inner grey ring represents the “Cycle of Resistance,” encapsulating emotions that hinder change.

The outer ring signifies the “Cycle of Engagement,” encapsulating emotions that propel change forward. The red arrows denote transitions, illustrating the efforts required to generate the momentum necessary for the transformation to take hold.

When we consciously build this process into our facilitation, we are building the foundations for successful change.



Source: 6 seconds business models.
<https://www.6seconds.org/business/models/>

The culmination of learning lies in its application. Unless knowledge is applied, transformed into action, the true essence of learning remains elusive. As educators and facilitators, our mission is not just to impart information it is to guide learners on a transformative journey, where the application of knowledge sparks behavioural change, creating a ripple effect that extends far beyond the confines of the classroom.

Unless what is learned is applied, there is no learning.

Sharon Bowman – Training from the Back of the Room

The single biggest problem which prevents people from achieving their goals, and the root cause of most people's suffering lies in their inability to close the gap between knowing what they need to do and doing it.

Confucius was right when he said over two thousand years ago...

"To know, and not to do, is still not to know."

05

Considerations and Next Steps

The research has revealed valuable insights extending beyond traditional training methods, highlighting a strong commitment to transformative education. The next step involves disseminating these findings to spark positive changes in adult learning and training.

In the subsequent sections, the avenues through which this knowledge will be shared are outlined, recognizing the diverse networks and influential platforms that will play a pivotal role in amplifying the impact of this research. Each initiative is a deliberate step towards fostering a culture of continuous improvement and innovation in the field of adult education.

Assuming the role of Learning and Development Specialist at Chisholm Institute's Professional Educator College (PEC) in November 2023, the researcher is tasked with enhancing the professional capabilities of Chisholm's teaching staff. The focus is on crafting, implementing, and assessing dynamic professional development programs tailored to uplift the skills of VET educators across the Institute. The goal is to encourage positive changes in teaching practices for better learner support. At the core is fostering an environment that nurtures development, ignites passion, and encourages innovation.

We are currently exploring various approaches to further enhance our educators' skills. These include concise teaching prompts in the Chisholm newsletter, self-paced training modules, learning nudges following webinars, extended learning journeys comprising workshops over several weeks with action-based projects for reflection, mini summits, and opportunities for educators to showcase their expertise, fostering connections and sharing the remarkable knowledge within our community of educators.

Within the Professional Educator College (PEC), numerous partnerships have been cultivated with various Victorian TAFE Colleges, creating a valuable avenue for disseminating research findings. Through these collaborative endeavours, the objective is to impart insights, enhance the collective knowledge of educators, and instigate positive transformations across the expansive terrain of Victorian TAFE education.

Presently, we collaborate to discover the needs of our educators, addressing topics such as behaviours of concern, neurodiverse learners, and the impact of AI on education. We identify subject matter experts, design workshops and learning journeys, and disseminate these resources among our partners. Gathering feedback is an integral part of our process, enabling continuous development, improvement, and innovation. This approach ensures the creation of impactful and insightful training programs that align with the evolving needs of our educational community.

Other avenues through which the research findings will be disseminated may include, and are not limited to:

- Conducting ongoing interviews with thought leaders and experts from the 8th International Positive Psychology (IPPA) World Congress to deepen insights and broaden perspectives.
- As an existing member of the International Positive Psychology Association (IPPA), the researcher can capitalize on the diverse divisions to enhance the possibilities for further discussions and opportunities, encompassing articles, and podcast interviews.
- Initiating discussions with the VET Development Centre (VDC) to explore opportunities for conducting webinars and workshops.
- Ideally contributing insights and research findings through presentations organized by the ISS Institute, which may include VET Illuminate, AVETRA, and other opportunities as they present.
- Providing professional development workshops for Adult Learning Australia to disseminate research findings and enhance industry knowledge.
- Crafting insightful articles for prominent publications, including VDC Magazine, Australian Education Union's TAFE Teacher Magazine, various TAFEs, and sharing on LinkedIn.
- Exploring the possibility of authoring a book that captures on insights from this research.
- Prioritising the sustaining and expanding of professional networks by actively engaging with connections established during congresses, conferences, and events.
- Compiling a comprehensive research report to serve as a foundation for designing and developing workshops, webinars, seminars, and articles.
- Securing a platform to present research findings at the Positive Education Schools Association conference.
- Actively contributing by submitting articles to the Positive Education Schools Association for broader dissemination.
- Securing participation as a speaker at the World of Learning Conference and Exhibition to share research insights with a diverse audience.
- Contributing valuable insights and research findings to the Training Journal for the benefit of the wider training community.
- Securing a speaking opportunity at LEARNTEC to present research findings, and actively exploring other educational conferences to share research findings.
- A key aim is to actively engage with policy makers, leveraging our partnership with the Victorian Skills Authority (VSA). The aim is to establish a blueprint for the broader TAFE sector in Victoria by replicating the successful methods and research we have developed. Through this collaborative effort, we aspire to contribute valuable insights and best practices that can be integrated into the larger educational framework, ensuring a positive impact on TAFE institutions across the state and perhaps even nationally.

06

Impacts of Fellowship

Personally

The opportunity to embark on the International Research Fellowship has been truly transformative. Despite encountering delays, the journey has been nothing short of extraordinary. Engrossed in extensive research, the challenge seems ceaseless, yet the researcher's enthusiasm for learning and uncovering new insights remains insatiable. Education is not merely a profession, it is a passion, and this fellowship has allowed them to delve deeper into the intricate components of education.

While already excelling as a subject matter expert in Leadership and Management, the research has expanded their expertise, providing a comprehensive understanding of various facets of education. Every moment spent in research has been a source of joy and fulfillment. The connections made with people along the way have been profoundly impactful, evolving into strong relationships and, in some instances, lasting friendships.

This journey has been an enriching experience, equipping them with knowledge and skills and bolstering their confidence. Their passion for education has been intensified, making this fellowship an invaluable chapter in both their personal and professional life.

Professionally

The fellowship has significantly expanded the individuals understanding of the roles of a teacher and trainer. They prefer to identify themselves as an educator and facilitator because they approach every workshop, webinar, or professional development session with unwavering confidence, knowing that their contributions leave a lasting impact. Recently, they were honoured to serve as a guest presenter at a workplace professional development showcase named "Spotlight: Educators in Action." Unlike before the fellowship, where they may have grappled with feelings of inadequacy, they now stand assured that their presentations are impactful, rooted in robust research.

Their confidence in their knowledge has grown, and they consistently deliver presentations that resonate. There's an inner strength within them that both excites and challenges, propelling them forward. They eagerly anticipate the next chapter, as they embark on endeavours armed with well-researched knowledge. They are confident that whatever they undertake will have a positive impact on the educators they work with, and the resulting ripple effect will extend to the learners. It's this ripple effect that truly inspires and excites them.

Organisationally

In response to the learnings from the fellowship, the individual's organization has established a pivotal role known as the Learning and Development Specialist. Tasked with guiding the Manager and members of the Professional Educator College (PEC), this role focuses on addressing the learning and development needs of Chisholm Institute's educators and their teams. Grounded in thorough research, their guidance encourages a fearless challenge to contemporary approaches in delivering professional development. Continuous improvement and the incorporation of best practices are at the core of their initiatives.

Components of this new role include:

Reporting on Research and Trends: Regularly reporting on the latest research and trends in teaching and learning to shape informed professional development programs.

Leading Educator Training: Effectively leading training sessions to foster ongoing improvement in teaching quality.

Mentoring and Support: Serving as a mentor and support system for teaching staff, aiding them in adapting to change and thriving in their roles.

Championing Development and Projects: Advocating for development initiatives and projects that align with innovation and the Education Plan.

Adopting Innovative Teaching Approaches: Embracing new and innovative teaching approaches designed to instigate behavioural change.

Skills Assessment: Conducting assessments of educator skills and abilities, identifying gaps in knowledge or experience.

Customized Program Development: Developing customized programs tailored to enhance the professional skills of educators.

Evidence-Based Feedback: Providing evidence-based feedback to teaching staff to inform their effectiveness and foster ongoing development.

This multifaceted role underscores the commitment to stay abreast of educational advancements and to proactively shape and elevate the professional development landscape within our institution.

In the initial phase assuming the Learning and Development Specialist role, the focus has primarily been on planning to the implementation of the findings derived from the fellowship.

One significant development is the formulation of a diverse range of workshops, spanning from 90-minute sessions to comprehensive three-hour modules. These workshops are designed to incorporate the latest research and trends in teaching and learning, providing educators with a dynamic platform for professional development.

Additionally, a key innovation in the approach are Learning Journeys. These comprehensive programs consist of a series of 90-minute to two-hour sessions, totalling six to eight workshops. Each Learning Journey is accompanied by an action-based project, encouraging educators to apply the acquired knowledge directly to their classrooms. The subsequent reflection on these projects serves as a valuable feedback loop, allowing educators to assess and adapt their practices based on the information gleaned during the sessions.

The overarching goal of these initiatives is to foster a culture of continuous improvement and innovation within the organization. By aligning the professional development offerings with the latest research insights, aiming to empower educators with the tools and knowledge necessary to bring about positive changes in their teaching methodologies. As we move forward, these programs will play a pivotal role in shaping the learning landscape at our institution throughout the upcoming year.

The Professional Educator College (PEC) at Chisholm Institute is currently in the phase of formulating its forthcoming strategic plans. The research aims to align seamlessly with and contribute substantively to the realization of this future vision.

Notably, PEC maintains strong partnership ties with various other Victorian TAFE institutions. To foster collaboration and facilitate collective growth, the insights gleaned from this report will be shared extensively with our esteemed partners. This will pave the way for meaningful conversations centred around the transformative changes and innovations that we can collectively initiate and implement.

The Fellowship has left a discernible impact, primarily reflected in the ongoing professional development sessions that the researcher facilitates. Moreover, this influence extends to the programs for inclusion in the 2024 professional development calendar for Chisholm Institute educators.

These initiatives, shaped by the insights gained during the Fellowship, transcend the boundaries of the institution. Many of the developed professional development programs are collaboratively shared with our Victorian TAFE partners. This interconnected approach not only fortifies our internal capabilities it also contributes to the broader sector by fostering a culture of knowledge exchange and collective growth.

The comprehensive report, stemming from the Fellowship findings, will be disseminated strategically to key stakeholders within and beyond Chisholm Institute. Internally, recipients will include influential figures such as the CEO, Chief of Education, Associate Director Teaching and Learning, Associate Director Academic Quality, Chief of Student Success and Support, Head of Student Support and Engagement, and the Manager of the Professional Educator College.

Externally, the report will be shared with a broad spectrum of entities, encompassing our valued partners, the Victorian TAFE community, and other Australian TAFEs. Additionally, it will be extended to the Victorian Development Centre (VDC) to foster collaborative efforts and other like organisations.

The overarching objective is to cultivate engaging and innovative discussions on how best to support our educators and students. By involving both internal and external stakeholders, we aspire to cultivate a collective commitment to advancing education and enhancing the learning experience across the sector and state.

The researcher is actively working towards effecting substantial changes in the landscape of teacher professional development at Chisholm Institute. Their goal is to steer and influence the direction of policies and methodologies to enhance the overall quality and effectiveness of teacher training initiatives. Through ongoing discussions and collaborative efforts, they aim to contribute to a positive transformation in the organizational approach to teacher professional development. This, ultimately, fostering a more robust and impactful learning environment within Chisholm Institute. Additionally, these efforts have the potential to extend their influence to other TAFE institutions.

As a direct outcome of the Fellowship, the individual is actively engaged in the development of Professional Learning Journeys tailored specifically for educators at Chisholm Institute. The wealth of research information

gathered during the Fellowship is extensive, prompting the creation of multiple distinct programs designed to enrich and advance the professional development of educators.

To ensure the highest quality and relevance, the individual is collaborating with specialists in various fields. This collaborative effort aims not only to grow and support educators and to enhance their knowledge base significantly. By identifying new opportunities and incorporating diverse perspectives, these initiatives are positioned to add substantial value to the overall experience of the educator community, fostering continuous learning and growth.

07

Sector Engagement (Dissemination)

The dissemination of the individual's research is outlined in Section 6: Impacts of Fellowship, presenting a comprehensive overview of the strategic directions and initiatives slated for the future. While the table below outlines confirmed professional development, it is noteworthy that, in the early stages, the individual is initiating the sharing of research insights with the VET sector more broadly.

Date	Organisation / Stakeholders	Event / Activity	Nature of presentation (workshop, presentation, webinar etc)	Project(s)	Key Contacts	Future Actions
29 November 2023	Chisholm Institute – Open to all educators	Spotlight: Educators in Action	Presentation	Powerful Ways of Engaging Students	Professional Educator College	This initiative will be an annual Chisholm event
13 December 2023	Chisholm Institute – open to all educators	Elective	90-minute webinar	Managing difficult conversations	Professional Educator College	To be scheduled into 2024 professional development
15 December 2023	Chisholm Institute – Plumbing Department	Planning Day	3-hour face to face workshop	Difficult conversations	PCS - Workforce Development	

Date	Organisation / Stakeholders	Event / Activity	Nature of presentation (workshop, presentation, webinar etc)	Project(s)	Key Contacts	Future Actions
17 January to 22 March 2024	Chisholm Institute – Engineering Department	Learning Journey	7 sessions – webinars and face to face facilitation	Navigating the Emotional Landscape: Strategies for Teaching and Support Students (Engineering Department)	Educational Mangers Engineering Department	<p>Workshop 1 – Introduction</p> <p>Workshop 2 – Emotional Intelligence – Building self-awareness.</p> <p>Workshop 3 – Teaching strategies for behaviours of concern</p> <p>Workshop 4 – Teaching students who suffer with anxiety.</p> <p>Workshop 5 – Student support services</p> <p>Workshop 6 – Engaging students through guest speakers</p> <p>Workshop 7 – Reflections and key learnings</p>
17 January to 15 March 2024	Chisholm Institute – Automotive Department	Learning Journey	7 sessions – webinars and face to face facilitation	Elevating Education: Emotional Intelligence and Strategies for Classroom Success (Automotive Learning Journey)	Educational Mangers Engineering Department	<p>Workshop 1 – Introduction</p> <p>Workshop 2 – Emotional Intelligence – Building self-awareness.</p> <p>Workshop 3 – Teaching strategies for behaviours of concern</p> <p>Workshop 4 – Teaching students who suffer with anxiety.</p> <p>Workshop 5 – Student support services</p> <p>Workshop 6 – Emotional Intelligence – Managing difficult conversations.</p> <p>Workshop 7 – Reflections and key learnings</p>

Date	Organisation / Stakeholders	Event / Activity	Nature of presentation (workshop, presentation, webinar etc)	Project(s)	Key Contacts	Future Actions
6 March 2024 and 17 June 2024	Chisholm Institute – open to all educators	Elective	90-minute webinar	Managing difficult conversations	Professional Educator College	To be scheduled into 2024 professional development

08

Conclusion

“Life is a learning experience,
only if you learn.”

— Yogi Berra

“Growing our knowledge is one of the fastest ways for us to evolve. It’s invaluable to everyone, both professionally and personally. Without learning and development, we don’t have innovation. We don’t have creativity, growth, or transformation.”

Navigating behaviour change is undoubtedly challenging. “Effective PD programs for teachers should be, on-going, include training, practice and feedback and provide adequate time and follow-up support. Successful programs involve teachers in learning activities that are similar to those they will use with their students and encourage the development of teachers’ learning communities (OECD, 2009).”

Continuous, high-quality professional learning is imperative for maintaining the relevance and effectiveness of our educators’ skills and knowledge. However, not all professional learning experiences are created equal. Passive, one-time sessions not only squander time, money, and effort they yield minimal impact on both the educator and their students.

The 2019 Victorian Auditor-General’s report underscores this assertion in its findings, emphasizing that professional learning is frequently “ineffective” and comprised of “one-off, generic events” conducted outside the classroom, offering “limited capacity to address the diverse needs of every teacher.” The same report highlights the importance of continuous, high-quality teacher professional learning as a key factor in enhancing teachers’ confidence, competence, and capabilities over time.

Let’s embark on a journey to effect positive change for both our educators and learners. Education deserves to lead the way in innovation, yet unfortunately, we often find ourselves trailing behind, being passive, and adopting innovations belatedly. The individuals interviewed are pioneering alternative approaches with a focus on making a real impact. It’s time for us to embrace the same commitment.

Our primary focus should be on our learners – both students and educators alike. It’s essential that we design robust orientation programs that deliver a high impact for our students. It is also essential that we provide impactful learning experiences for our educators.

We can and need to empower our educators to acquire the necessary skills, knowledge, and confidence. Exposing them to the latest advancements in brain science will enable them to set up learning environments for success. With a solid foundation of knowledge, skills, and confidence, they will comprehend the 'why' behind their actions and decisions, ensuring a purposeful and effective educational experience.

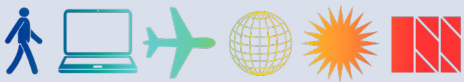
As educators, it is essential for us to reflect and ask ourselves: Do we have a vision for how the learning will endure beyond the confines of the training session? Are we providing the right learning environment?

Our educators are a force of inspiration—remarkable, passionate, and possessing profound knowledge. Each day, they pour their best into shaping the future with the knowledge at their disposal. It's time to bridge the knowledge gaps, to deliver training in a way that empowers them to unleash an even greater impact. Together, let's amplify their potential and cultivate a legacy of transformative education.

09

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