FOR FUTURE-FOCUSED L&D PROFESSIONALS

JUNE 2026
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TRAINING & DEVELOPMENT



Learning in the Flow of Work

+

LEARNING IN THE HEAT OF WORK
CRAIG CROWTHER

WHAT ARE WE PUTTING IN THE SHOP WINDOW?
MICHELLE PARRY-SLATER

THE THREADS THAT HOLD THE WORK TOGETHER
NICOLE MURPHY AND KRISTIN BOAG

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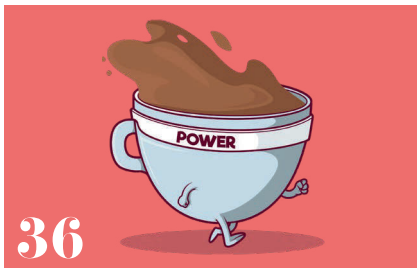
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The phrase "learning in the flow of work" has been sitting with me quite a lot lately.



Not because it's a new concept, but because I've become more aware of just how often it happens.

Sometimes learning is formal. We attend programs, workshops, conferences, webinars, or complete qualifications. But some of the most valuable learning we experience happens in the middle of everyday life and work — often unexpectedly.

For me, that learning shows up everywhere.

It might be my stepdaughter showing me functionality on my phone that I had no idea existed (usually while gently questioning how I've survived this long without knowing it).

It might be conversations with friends and colleagues about which AI tool is best for different tasks, and the sharing of prompts, tips, shortcuts, and lessons learned along the way.

And it absolutely happens through my AITD networks.

Some of the best professional learning I experience comes from hearing how others are applying learning methodologies in their organisations. What worked. What didn't. What they would do differently next time. Those conversations are rich with insight because they are grounded in real practice, real people, and real challenges.

I was reminded of this again at the AITD Conference 2026 in Brisbane.

Of course, the keynote speakers and formal sessions were fantastic. But some of the most meaningful learning happened in conversations over coffee, between sessions, and while reflecting with peers afterwards. The "Have you tried this?" moments. The "We had the same challenge" conversations. The collective sharing of ideas and experiences.

The same could also be said for the AITD Excellence Awards.

Listening to the finalists and winners speak about their work was incredibly inspiring. Not just because of the quality of what they delivered, but because of the thinking behind it. The experimentation. The courage to try something new. The lessons learned along the way. There is so much knowledge sitting within our profession, and events like these create opportunities for all of us to learn from one another.

Which brings me to a question I've been reflecting on lately:

How do we capture and record all this learning?

The informal conversations. The insights shared in passing. The lessons discovered through trial and error. The ideas exchanged between colleagues, peers, mentors, friends, and networks. Because while learning in the flow of work is powerful, it can also be fleeting.

So perhaps one of the opportunities for us as learning professionals is not only to create learning experiences, but also to become better at recognising, capturing, and sharing the learning that is already happening all around us every day.

I'd love to hear your thoughts.

How do you capture learning in the flow of work — for yourself, your team, or your organisation?

Abbie

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Tēnā koutou katoa,

Welcome to the winter edition of T&D magazine!

As we navigate the midpoint of 2026, the landscape of L&D in Aotearoa remains as dynamic (and occasionally as turbulent) as the weather patterns we're becoming accustomed to.

Currently, our industry is operating at the intersection of local resilience and global volatility. Within Aotearoa New Zealand, persistent cost-of-living pressures and the long-tail recovery from significant wild weather events have shifted the focus of many organisations toward extreme efficiency and immediate value.

Globally, the ongoing fuel crisis and supply chain shifts continue to impact how we move and how we resource our people. These aren't just headlines; it's the daily reality for our learners, many of whom are balancing personal pressures with the need to upskill in a rapidly evolving world.

This brings us to the timely theme of this issue: *Learning in the Flow of Work*.

When traditional "away-from-desk" training becomes a luxury, whether that's due to budget constraints or the logistical hurdles of a hybrid workforce, learning must become the wai (water) that flows through the cracks of the workday. We are no longer just event organisers or resource developers; we are architects of the workflow.

As L&D professionals, more of our role is becoming focused on helping our people navigate these challenging times by making growth feel like a natural part of their day, not an additional burden. By embedding learning into the very rhythm of work, we build the resilience necessary to face whatever comes next.

I hope the insights in this issue help to provide you with some practical tools to support your organisations and communities.

Ngā mihi nui

Anna

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A MESSAGE TO MEMBERS | BEN CAMPBELL | AITD CHIEF EXECUTIVE OFFICER



The 2026 AITD Conference and Awards was, in every sense, a reflection of what makes our community so unique.

With close to 350 people in attendance, the energy was evident from the very beginning, from the welcome drinks and conversations that flowed effortlessly, to the shared experiences across the sessions, and networking moments. There was a genuine sense of connection, curiosity and generosity that carried through every part of the event.

This year, we also experimented with a few new ideas, including the learning wall. What stood out to me was not just the volume of contributions, but the nature of them. Reflections on connection, practical insights, curiosity about what's next, and a clear desire to apply learning in meaningful ways. It was a simple but powerful reminder that learning is not confined to formal sessions. It happens in conversations, in moments of pause, and in the way we reflect and share with one another.

For the Conference and Awards to be the success it was, it truly takes a village. A village of like-minded, generous and committed professionals who contribute, often behind the scenes, to create an experience that is both impactful and memorable.

The expertise and professionalism of our community was on full display, supported by an outstanding venue, a dedicated event management team, AV specialists and volunteers who went above and beyond to support both speakers and attendees.

I would also like to acknowledge the exceptional quality of submissions for the AITD Excellence Awards. Each submission, whether recognised as a finalist or winner, represents the kind of work that continues to elevate our profession and inspire us all. To learn more about our winners, see the article on page 14.

What continues to stand out most, however, is the adaptability and commitment of our community. Whether responding to shifting organisational priorities or contributing to the success of the Conference itself, there is a consistent willingness to step forward, share knowledge and support one another. It is something I am deeply proud of.

This spirit connects strongly to the theme of this edition of T&D magazine: *Learning in the Flow of Work*. What we saw at the Conference, and what we continue to see across our profession, is a shift towards learning that is embedded, practical and immediately applicable. Learning that happens not as a separate activity, but as part of how we work, collaborate and improve every day.

I am continually inspired by the humility, professionalism and shared values that unite our community. There is a deep, collective belief that what we do matters; that we are contributing to better workplaces, stronger leadership and more effective learning.

Thank you to everyone who contributed to the 2026 AITD Conference and Awards, including our Board, divisions, speakers, sponsors, MCs, volunteers and attendees. Your contribution is what makes this community what it is.



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New members

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Jenny White
Ellen Wilcox
Kate Yoxall

AITD FELLOWS

Fellowship is the highest level of membership bestowed by the Australian Institute of Training and Development.

We have recently welcomed Christine (Chrissi) Ellankoon as an AITD Fellow.

Breaking News

AITD Advocates for Modernisation of L&D Occupational Classification



AITD has submitted a recommendation to update the current Occupational Standard Classification for Australia Training and Development Professional to better reflect contemporary practice.

On behalf of members across Australia's learning and development community, the Australian Institute of Training and Development has formally submitted a recommendation to update the current Occupational Standard Classification for Australia (OSCA) occupation *222431 Training and Development Professional* to better reflect contemporary practice.

The existing classification, while historically relevant, remains heavily oriented toward traditional training delivery. In contrast, today's L&D professionals operate as strategic partners—designing capability solutions, leveraging digital technologies, and aligning learning to organisational performance and transformation outcomes.

AITD has proposed a revised occupation titled *Learning and Development Professional (Capability and Performance)*. This updated definition recognises the expanded scope of the profession, encompassing strategic consulting, workforce capability planning, digital learning design, learning technologies, and data-driven evaluation. It reflects the reality that L&D now plays a critical role in enabling organisational agility, productivity, and workforce readiness.

The submission also highlights significant gaps in current task descriptions, including underrepresentation of business partnering, experience design, analytics, and capability systems integration. It further recommends clearer differentiation of emerging roles such as Learning Experience Designers, Digital Learning Developers, and Learning Technology Leads—roles that are increasingly visible in the labour market but currently obscured in national workforce data.

Updating the classification is not simply a definitional exercise. It is essential for improving workforce planning, informing policy, and ensuring the profession's contribution to organisational performance is accurately recognised. As outlined in the submission, not modernising descriptions to reflect contemporary practice risks continued under-representation and under appreciation of a rapidly evolving and strategically critical field.



AITD Releases New Research Challenging How Leadership Capability Is Measured

The Australian Institute of Training and Development (AITD) has released a new research report, Measuring Leadership Capability Beyond Participation: Six Patterns from Australian Leadership Development Practice, offering practical insights into how organisations can more effectively measure leadership capability in real-world settings.

Drawing on in-depth case studies from Australian organisations across sectors including agriculture, construction and the public sector, the research highlights a critical gap in current practice: while leadership development remains a significant investment, many organisations still struggle to demonstrate whether capability has genuinely improved.

AITD CEO Ben Campbell said the findings reflect a broader challenge facing the L&D profession. "Organisations are investing heavily in leadership development, but too often the evidence stops at participation and perception. What this research makes clear is that capability isn't built in programs. It is demonstrated in role, over time, under real conditions."



"This isn't a measurement problem in the traditional sense. It's a design, governance and operating rhythm challenge. If measurement sits outside the way leadership is developed and managed, it will always struggle to produce meaningful evidence."

Six patterns emerged consistently across organisations measuring leadership capability shift:

1. Measurement needs to sit inside the normal operating rhythm
2. Organisations with weak systems struggle to produce strong evidence
3. Transfer is designed in rather than diagnosed after
4. The useful evidence changes decisions
5. Organisations are borrowing from multiple frameworks rather than adopting one clean model
6. Someone must own the measurement cadence and follow-through

AITD would like to thank Beth Hall FAITD and Joanne Spriggs GAICD, lead researchers and authors of the report, as well as all the L&D practitioners who participated in the research.

For more information, visit:
www.aitd.com.au/news/aitd-releases-new-research-challenging-how-leadership-capability-is-measured

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VOLUNTEER Spotlight

MORGAN YARWOOD



Current volunteer role:
SA Divisional President

Volunteering with AITD since 2023

This month, I'm proud to recognise Morgan Yarwood, President of AITD's South Australian Divisional Council, and to thank her for the leadership she's bringing to the SA L&D community.

Morgan has been an AITD member since 2022, and has volunteered on the Divisional Council since 2023, taking on the state presidency in the past year. In that time, she's quickly become a driving force behind creating events that are useful, relevant, and genuinely worth showing up for — with practical insights and takeaways people can apply in their day-to-day work.

Morgan also represents something important for our profession. As an early-career leader, she's helping show other young and emerging L&D professionals that volunteering isn't "later, when you're more experienced". It's one of the best ways to build confidence, expand your network, and contribute to a community that supports you.

Having worked as a sole L&D practitioner, Morgan understands first-hand the value of connection. She speaks openly about how the AITD community can provide a safe space for honest conversation, learning, and professional growth — especially in roles where you're often supporting everyone else, but rarely have a space to invest in your own development.

Professionally, Morgan brings more than five years' experience in formal L&D, spanning program design and facilitation, onboarding, technical and project training, and a strong focus on supporting wellbeing and staff through change. In previous roles, she has driven a practical, data-informed approach, analysing and presenting reporting on compliance and engagement.

Prioritising strong business partnering, communication and high-quality outcomes, she works closely with senior leaders on how learning can enable strategy and is currently designing an organisation-wide capability framework to embed development across the employee lifecycle.

Thank you, Morgan, for the energy, leadership, and care you're putting into strengthening L&D in South Australia, and for being the kind of role model that helps the next generation of practitioners step forward.

Ben Campbell, AITD CEO

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MEMBER PROFILE



JULIEANN BARBARA

Capability Governance Manager, Westpac

With more than two decades of experience in learning and capability, Julieann Barbara brings a deep understanding of how governance, design and delivery come together to drive safe, compliant and customer-focused outcomes. In her role as Capability Governance Manager at Westpac, she plays a critical role in ensuring learning not only meets regulatory requirements, but genuinely supports workforce capability.

We spoke with Julieann about her career journey, the evolution of L&D, and the opportunities ahead for the profession.

WHERE DO YOU WORK? DESCRIBE YOUR JOB.
I work at Westpac as a Capability Governance Manager. My role focuses on working with Design and Delivery teams to strengthen workforce capability and mitigate risks. Through clear governance requirements, I ensure learning controls are completed keeping the business safe, compliant, with customer-centred outcomes. I work closely with the Design and Delivery teams, communication impacting changes, identifying risks and any malalignment. I also engage with business stakeholders to ensure business and capability supporting resources are consistently current, version controlled, and easily identifiable in a structured library of approved assets.

CAN YOU SHARE YOUR JOURNEY INTO THE L&D INDUSTRY? WHAT MOTIVATED YOU TO TAKE ON A CAREER IN L&D?
My journey into L&D began in 1994 when I worked for an organisation specialising in Australian Quality Standards, including the delivery of quality and training programs. After completing a Business Diploma, I pursued formal training accreditation and developed a strong interest in how learning enables performance and quality outcomes.

My transition into L&D accelerated after joining Westpac in 1996, but an opportunity to move into facilitation didn't become available until 2004. By this time, I had significant business knowledge and had achieved more higher education certificates, including the Training and Assessment Cert IV. I had focused my efforts on developing the skills required and which would support my application for a facilitation role. I succeeded though at that time, facilitation tools were minimal and compliance requirements were still emerging, which required creativity, adaptability, and strong learner connection.

I became deeply focused on understanding learning barriers, tailoring approaches to different learner needs, and creating meaningful connections between technical content, communication skills, and customer outcomes. Over time, as technology evolved and compliance requirements increased, my passion for designing structured, engaging, and effective learning experiences grew. In 2014, I transitioned into learning design, further strengthening my capability across the end-to-end learning lifecycle.

In 2023, I was successful in my application for a Capability Governance and Controls Manager role which supports all risk avenues of our Capability team and keeps us safe and compliant.

WHO OR WHAT HAS INFLUENCED YOU MOST PROFESSIONALLY?
I have a sincere passion and interest for learning and growth. Learning new skills excites me. I have been most influenced by working alongside professionals who demonstrate excellence in learning design, facilitation, and strategic capability development. Their belief in my potential and skill, combined with the challenges set by my managers, encouraged me to stretch beyond my comfort zone and continually refine my craft.

WHAT HAS BEEN THE MOST INTERESTING PROJECT YOU'VE WORKED ON AND WHY?
One of the most interesting projects I have worked on involved leading the learning transition for a significant business change. This included owning the facilitation approach across a large and diverse stakeholder group and supporting teams through complex questions and change impacts. The scale, complexity, and visible impact on both

learners and the business made it particularly meaningful. I inadvertently became a SME across most sectors, and while I loved the learning delivery, project support, and teamwork, it was the profound understanding of a vast range of people's different life experiences that remains the most impactful and important aspect of that entire experience for me.

WHAT ADVICE WOULD YOU GIVE TO SOMEONE JUST STARTING THEIR CAREER IN THE L&D INDUSTRY?
Connect with experienced practitioners and learn from their stories and approaches. Consistently practice skills but always be open to new ones. Practiced skills become second nature, so remaining adaptable and embracing change in educational techniques and tools is important. Design of learning experiences that are engaging, practical, and enjoyable are needed but facilitators bring the learning to life. Reflect on how governance ensures that the content of assets is safe for delivery and does not contain information that puts the organisation at risk of breaching customer or staff privacy. Learn about accessibility requirements as it applies to various tools. Start to expand what you know about L&D to have a more holistic understanding and capability.

WHAT HAS BEEN YOUR GREATEST PROFESSIONAL ACHIEVEMENT?
One of my greatest professional achievements led me to AITD. I established a Meetup group for Learning and Instructional Designers which purely focussed on learning design. It created a space where professional learning designers could collaborate and share their commitment to designing for outcomes. As this group only focussed on design, it led me to AITD, where I found a broader professional community that welcomes people from all avenues of skills and knowledge within the learning community.

WHAT DO YOU THINK IS THE BIGGEST OPPORTUNITY FOR THE L&D INDUSTRY MOVING FORWARD?
The greatest opportunity for the L&D industry lies in embracing technology where greater learner benefits can be applied. Blend design with other forms of learning ensuring a truly human-centred approach—balancing technology, compliance, and capability uplift while keeping the learner experience at the core. When learning connects meaningfully to real work and real customers, its impact is significantly amplified.

HOW HAS BEING A MEMBER OF AITD BENEFITED YOU PROFESSIONALLY OR PERSONALLY?
Being a member of AITD has provided valuable opportunities to share ideas, grow capability, and learn from highly experienced professionals across the learning and capability discipline. It has also enabled me to explore new and re-imagined approaches to L&D through a supportive and inspiring professional community.

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RECENT ACADEMIC PUBLICATIONS



Emotionally Intelligent Virtual Companions: Building Trust and Psychological Safety in Learning Organisations
By Monika Sharma and Richa Chauhan
Published in *Development and Learning in Organisations*
https://doi.org/10.1108/DLO-03-2026-0130
The increased use of artificial intelligence in the learning environment of organisations has opened up new opportunities regarding supportive and interactive learning systems. This article is focused on the prospects of creating emotionally intelligent virtual companions (EIVCs) to improve the trust and psychological safety within learning organisations.

A Proposed Framework for Effective Implementation of Quality Management Within Training
By Els Renier and Helen Meyer
Published in *International Journal of Training and Development*
https://doi.org/10.1111/ijtd.70007
Quality management is necessary for effective organisational processes, including training. This study investigates leaders' perceptions, attitudes, and commitment to quality training management. It identifies shortcomings in the way national human resource development strategies are conceptualised, especially regarding the integration of technological advances and global views.

Emotional Intelligence and Leader Outcomes: A Comprehensive Review and Roadmap for Future Inquiry
By Katharina Gerhardt, Robin Bauwens, and Marianne van Woerkom
Published in *Human Resource Development Review*
https://doi.org/10.1177/15344843251342689
Recent challenges have made the jobs of leaders increasingly complex. A different skillset that includes Emotional Intelligence (EQ) might be required for leaders to not only persevere but also thrive amid today's challenges. This study examines the relationship between EQ and leadership in a comprehensive and systematic manner.

Gamification and Autonomous Learning: An Antecedent–Decision–Outcome Review
By R.H. Latha and Kushe Shekhar
Published in *Development and Learning in Organisations*
https://doi.org/10.1108/DLO-02-2026-0064
This review paper examines the pedagogical role of gamification in promoting autonomous learning in digital learning environments. It concludes that deliberate inclusion of game features, individualised and personalised feedback, and problem-based and group-based gamified activities are some of the enabling factors of effective instructional decision-making.

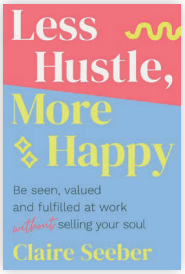
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THE LEARNING LIBRARY

WHAT'S NEW ON THE BOOKSHELF

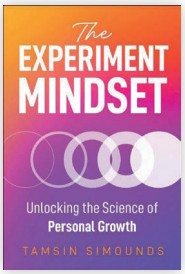


LESS HUSTLE, MORE HAPPY
Claire Seeber

Employees are searching for answers on how to operate in the post-COVID working world in a way that feels right for them. They don't need more information; they need practical direction on how to apply their knowledge and skills that are relevant. They need it shared in a way that doesn't feel as if their mum is telling them what to do but, instead, as if a friend is brainstorming with them in a way that makes them feel heard, seen, valued and understood.

Less Hustle, More Happy is packed with real insights, practical strategies, accessible tools, and a solid punch of laugh-out-loud moments where Claire Seeber shares some of her own career 'facepalm' stories. In her book, Claire distils her knowledge into a comprehensive blueprint that addresses the evolving challenges of today's professional landscape in a way that feels liberating, not stifling.

Less Hustle, More Happy is for ambitious individuals who know there must be more to a successful career than just working harder. It is a 'how to' guide to get you heard, seen, noticed, and valued in your workplace without selling your soul.

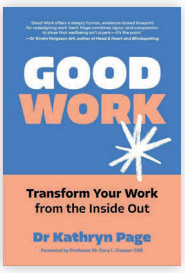


THE EXPERIMENT MINDSET: UNLOCKING THE SCIENCE OF PERSONAL GROWTH
Tamsin Simounds

We're taught to treat change like a destination: set the goal, make the plan and drive toward the finish line. But growth isn't a destination, it's an evolutionary process. You've already listened to the podcasts, devoured the books, mapped out countless strategies, yet the same patterns keep showing up and the breakthrough never arrives. What you need now is to stop thinking about transformation and to start experimenting with it.

In *The Experiment Mindset: Unlocking the Science of Personal Growth*, leadership coach and behaviour change expert Tamsin Simounds turns the science of change into a practical playbook. Drawing on cutting-edge neuroscience and years of real-world coaching, she shows why goal-setting keeps people stuck and how a simple shift to experimentation can unlock faster, more sustainable growth. Through the Three Levers of Change (psychology, physiology, and environment) Tamsin shows how to run small, low-risk experiments that create real momentum.

Growth doesn't come from waiting for the perfect plan. It comes from testing, learning, and adjusting as you go. Accessibly written and filled with real world examples, *The Experiment Mindset* is the definitive guide to help you stop overthinking and start evolving, one experiment at a time.



GOOD WORK: TRANSFORM YOUR WORK FROM THE INSIDE OUT
Kathryn Page

We're facing an epidemic of burnout, loneliness and quiet despair at work; not because people are weak, but because our systems are stretched and outdated. Despite more wellness apps and flexibility policies than ever, we've never felt more disconnected from meaning, purpose and each other.

Good Work argues that real change won't come from quick fixes, motivational quotes or coping strategies. It comes from reimagining the way we work — together. Drawing on decades of psychological research and stories from frontline teams to global organisations, organisational psychologist Dr Kat Page reveals a bold new blueprint for creating work that protects, fuels and connects people.

Whether you're leading others, shaping culture or redesigning your own relationship with work, *Good Work* is a call to action; an invitation to influence systems, practices and norms to make good work the rule, not the exception. Not just for yourself, but for all of us.

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2026 Excellence Awards

On Thursday 14 May 2026, we announced the winners of the 2026 AITD Excellence Awards at a glittering gala dinner. Held at the Sofitel in Brisbane, the event was attended by over 200 people.



Coveted by companies across Australia and New Zealand, the AITD Excellence Awards recognise outstanding achievements in learning and development. The Awards set new benchmarks for our members, recognising, rewarding and sharing quality and innovation across the learning and development spectrum.

AITD would like to take this opportunity to thank all our volunteer judges for 2026. Your time and dedication to the process is very much appreciated.









After a record number of entries and an exceptional calibre across the board, it was a hard-fought contest this year.

All of our finalists, winners and highly commended entries should be incredibly proud of their achievement.

BEST BLENDED LEARNING SOLUTION



Camp Australia
Aspiring Leaders Program

Camp Australia is a leading provider of Outside School Hours Care (OSHC), supporting over 4,000 educators who care for 76,000 children annually. Their people are at the heart of their success, and investing in their growth is essential to delivering exceptional experiences for children and families.

The *Aspiring Leaders Program* is a six-month, cohort-based leadership development initiative designed to build capability and confidence among emerging service leaders. Grounded in Camp Australia's core values - Joy, Belonging, Courage, Respect, and Gratitude - the program uses a blended learning approach, combining structured online modules, live virtual sessions, mentoring, DISC profiling, and practical application to prepare participants for the complexities of modern OSHC services.

The program fosters technical, managerial, and people leadership skills to create a strong internal leadership pipeline. Graduates consistently report increased readiness for leadership roles, improving retention and service quality. By shaping confident, values-driven leaders through blended learning, the *Aspiring Leaders Program* strengthens both Camp Australia and the broader OSHC sector, uplifting leadership capability across the industry.

BEST CAPABILITY BUILDING PROGRAM



Grant Thornton
AI Capability Uplift Program

Grant Thornton Australia's AI capability uplift program is a pioneering initiative designed to equip their workforce with the skills and confidence to thrive in an AI-driven future. Responding to the rapid evolution of AI and the growing demand for digital expertise, the program addresses gaps in AI literacy and readiness across all service lines and career stages.

Through a multi-modal, learner-centred approach, Grant Thornton offers adaptive, role-based pathways, including live training, on-demand resources, and innovative gamification via their AI Badges Program. Over 535 badges have been issued, with widespread sharing on LinkedIn, reflecting strong engagement and peer recognition.

The program's design ensures accessibility for all staff, including those with disabilities and remote workers, and features tailored content for both firm-wide and department-specific needs. Highlights include AI hackathons, prompt libraries, and a vibrant internal AI community of over 1,200 members.

Measurable impact is demonstrated by an exceptional adoption rate, significant productivity gains, and improved work-life balance, with Copilot users recording more recharge time and fewer administrative hours. The initiative has received external recognition, including coverage in the *Australian Financial Review* and invitations to present at major industry events.

BEST DIVERSITY AND INCLUSION PROGRAM



Department of Foreign Affairs and Trade
Understanding Indigenous Australia (UIA) Program

The Department of Foreign Affairs and Trade (DFAT) launched the online Understanding Indigenous Australia (UIA) Program to strengthen cultural capability across its global workforce. Recognising that cultural competence is a core diplomatic skill, DFAT identified a need to deepen understanding of Aboriginal and Torres Strait Islander histories, cultures, and perspectives—not only within Australia but across its international network.

Historically, cultural learning was limited to face-to-face programs, creating inequities in access. The UIA course addresses this gap through a scalable, interactive online experience hosted on DFAT's Lumi platform. Co-designed with First Nations partners and supported by the National Indigenous Australians Agency and Supply Nation providers, the program offers three modules: Culture, History, and First Nations Perspectives in Foreign Policy. Each combines multimedia storytelling, reflective practice, and real-world diplomatic scenarios to foster awareness, empathy, and behavioural change.

Since its introduction, UIA has become mandatory pre-posting training and strongly encouraged for all staff. Its innovative design and measurable impact position DFAT as a leader in inclusive learning, ensuring that every act of diplomacy reflects Australia's commitment to reconciliation and the world's oldest continuing cultures.

BEST LEADERSHIP DEVELOPMENT PROGRAM



Camp Australia
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BEST LEARNING CULTURE IN AN ORGANISATION



HR Consulting Australia
Australia and New Zealand Recycling Platform (ANZRP)

At Australia and New Zealand Recycling Platform (ANZRP), learning is the heartbeat of transformation. Faced with regulatory shifts, digital disruption, and organisational change, ANZRP turned challenge into opportunity by creating a values-driven learning ecosystem that empowers people and accelerates innovation.

The program blends formal compliance and technical training, social learning through recognition and collaboration, and experiential learning in the flow of work, guided by the 70:20:10 framework. Initiatives like Cloud Champs and the WOW Program champion digital capability and peer-to-peer knowledge sharing, while curated eLearning and LinkedIn Learning ensure flexibility and inclusivity.

The program has delivered significant cultural and operational benefits, strengthening resilience, capability, and engagement across the organisation. It has enabled ANZRP to adapt rapidly to change, embed continuous improvement, and deliver exceptional value to members and communities—all while fostering a workplace where learning is integral to success.

By embedding learning into everyday operations and aligning it with strategic priorities, ANZRP has built a culture where innovation thrives.

BEST ONBOARDING OR INDUCTION PROGRAM



Adbri
Driver Induction and Onboarding Program

Adbri operates one of Australia's largest logistics fleets across concrete, aggregates, and cement operations. With more than 600 heavy-vehicle drivers across 200 sites, the company identified inconsistent regional onboarding as a critical safety and compliance risk.

The new *Driver Induction and Onboarding Program* standardised learning nationally, ensuring every new driver begins their journey with the same training experience, competency standards, and safety expectations. Co-designed by Adbri's Learning and Organisational Development, Transport and Safety teams, the program blends online learning, supervised driving, and third-party assessments within a single digital workflow hosted in My Learning.

Drivers complete structured modules on pre-start inspections, technology-assisted driving, Chain of Responsibility (CoR) compliance, customer service, and hazard prevention before progressing to solo operations. AI-enabled in-cab cameras provide real-time feedback on fatigue, speed, and driver attention, creating a powerful link between learning and performance.

Since its rollout in 2024, the program has delivered measurable improvements: faster onboarding, enhanced compliance documentation, and a significant reduction in speeding and fatigue-related events. Over 500 new drivers have been inducted through the framework, returning more than 1,500 productive hours to logistics teams.

BEST USE OF GAMIFICATION OR SIMULATION FOR LEARNING



Kent Relocation Services and Yarno
Top 5 Campaign

Kent Relocation Services, Australia's largest family-owned removals provider, faced a costly challenge: rising damage claims to high-value household items and a workforce that was tough to reach with traditional training. Paper-based resources weren't cutting through, and inconsistent processes were impacting customer trust, operational costs, and team confidence. Kent partnered with Yarno to address these challenges.

The *Top 5 Campaign* was created – a mobile-first microlearning initiative designed to strengthen procedural knowledge for Kent's dispersed employees. Grounded in Yarno's human-centred five-step design process, the learning approach combined discovery workshops, targeted quiz-based learning, and a tailored communications rollout that met time-poor road crews where they were: on the job, direct to their phones.

Learners received three daily questions over two weeks. Using proven learning science – microlearning, spaced repetition, gamification, and team-based learning – the campaign transformed essential procedures into memorable, practical habits.

The impact was remarkable. Kent achieved a 41% reduction in damage claims across targeted items, translating into $30,000 in monthly savings. Engagement soared, with a 95% completion rate and strong performance results that demonstrated deep understanding of the material.

BEST USE OF TECHNOLOGY FOR LEARNING



Kent Relocation Services and Yarno
Top 5 Campaign

Yarno is a mobile-first learning platform. Its key feature is a gamified quiz-based tool, offering bite-sized learning and short, sharp videos that seamlessly integrate into teams' daily workflows. Yarno helps organisations build content within the tool, then supports them throughout the launch of the microlearning campaign. Yarno is also delivered in a team vs team format, with gamified elements such as leaderboards and badges, which encourage participation and completion as teams compete against their peers.

Kent Relocation Services is Australia's largest family-owned relocation and removals provider, with over 500 employees. Kent approached Yarno with a pressing business problem: increasing rates of damage to high-value items during household relocations. These incidents were not only costly (leading to high-value claims) but also damaging to customer trust and team confidence. Yarno's solution was a targeted microlearning campaign designed to bridge the gap between policy and practice, and reduce costs.

The results for Kent were exceptional, resulting in a 41% reduction in damage claims for targeted items and $30,000 in monthly cost savings from fewer claims.

DR ALASTAIR RYLATT AWARD FOR L&D PROFESSIONAL OF THE YEAR

Andrew Lawson



Andrew has delivered instructional design and facilitation that reflects best practices in short courses, adult learning, and neuroscience for 20 years. Working with organisations like Under Armour, Dell, Rio Tinto, Lockheed Martin, Telstra, and the Australian Government, Andrew has personally delivered over 4,000 workshops to 300+ clients, impacting more than 100,000 learners.

Andrew developed a brain-friendly 90-minute short course learning format, years before other providers adopted this approach. His approach combines pre-session priming, a neuroscience-based 90-minute workshop, and three to five spaced reinforcements that strengthens retention and behaviour change.

He has personally mentored 27 L&D professionals, strengthening their capability and confidence to design and facilitate programs. Many now lead programs, consult independently, and contribute to organisational capability uplift.

Andrew founded The Learning Zone in 2025, which shares thought leadership on applied neuroscience and learning practices. It explores topics such as priming, spaced repetition, making learning stick, and more. Andrew has been a solid contributor to the AITD community, and is making a real impact in the L&D industry.

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Conference 2026

Capability, Connection and the Craft of Learning.

For three days in Brisbane, the Australian learning and development community came together to do what it does best: learn, be curious, share, connect and look forward.

The 2026 AITD Conference brought together around 350 delegates, more than 50 speakers and a richly diverse cross-section of the profession. Corporate teams, state and federal government representatives, SMEs, consultants, leaders, generalists and specialists all found themselves united by a shared interest in one central question: how do we continue to build L&D capability that creates value, impact and agility?







Held at Sofitel Brisbane, the conference theme — *Building L&D Capabilities: Value, Impact and Agility* — felt timely and purposeful. In an environment where organisations are navigating shifting workforce expectations, technological change, capability gaps and increasing pressure to demonstrate impact, the program focused on strengthening the practical, strategic and human capabilities required to move the profession forward.

The Craft of Learning

The conference was not dominated by a single trend or technology. While AI certainly appeared across the program, it did not overwhelm the conversation. Instead, there was a refreshing return to the craft of learning: how people learn, how behaviour changes, how identity shapes capability, how practice embeds performance, and how L&D can work more closely with the realities of modern organisations.









This was captured beautifully in one of the most talked-about sessions of the conference: Dr Britt Andreatta's keynote on brain-based strategies for creating engaging learning. Her exploration of neuroscience, habit formation, neuroplasticity and attention reminded delegates that learning is not simply content delivery. It is a biological, behavioural and emotional process. Real learning depends on the right conditions, repeated practice, memory, motivation and the brain's capacity to change.

For many delegates, Britt's session was a powerful reminder of why learning design matters so much. If behaviour changes through repetition and practice, then our programs must be designed with that in mind. If attention is limited, we must design for it. If an "aha" moment has a physiological reality in the brain, then the work of L&D becomes even more meaningful. We are not simply producing workshops, modules or resources. We are helping people make sense of something new.

The Human Centre of Learning

That return to the human centre of learning was echoed throughout the conference. One of the recurring themes was that capability development cannot be separated from identity. Several sessions explored the idea that people do not simply adopt new behaviours because a program tells them to. They adopt them when those behaviours make sense within their understanding of who they are, what they value and how they see themselves in their role.



Glin Bayley's session on self-perception and identity was particularly thought-provoking in this regard. The idea that you cannot build capability in someone whose identity rejects it may sound simple, but it has profound implications for leadership development, behaviour change and organisational learning. It challenges us to go deeper than models and frameworks. It asks us to consider the stories people carry about themselves, and whether our learning experiences help expand those stories or unintentionally reinforce their limits.











Self-Leadership and Understanding Ourselves
The theme of self-leadership also appeared strongly across the program. Before people can lead others well, they need to understand themselves. Before they can adapt in uncertain environments, they need to develop a sense of groundedness. And before organisations can expect people to change, they need to create the conditions in which change feels possible.

That message found a moving expression in Hayley Lewis's keynote. Her story, from watching Tracey Wickham win gold as an eight-year-old, to writing '400m. Green and gold tracksuit. Queen.' on a piece of paper beside her bed, to later standing on the Commonwealth Games podium herself, carried all the hallmarks of high performance. But what resonated most was not only the success. It was the honesty.

Hayley spoke of pressure, reinvention, changing events as her body changed, business challenges, personal loss and the courage required to begin again. Her message was simple and deeply human: you are never too old to change something that isn't working.

For an audience of learning professionals, that message landed with particular force. After all, the work of L&D is often about helping people, teams and organisations adapt. But Hayley's story reminded us that adaptation is rarely neat. It involves courage, persistence, humility and the willingness to keep showing up when the plan changes.

Learning that Changes Behaviour
Across the conference, there was also a strong focus on learning that changes behaviour, not just learning that informs. Sessions explored coaching, embedded practice, strategic capability mapping, measurement, workforce development and integration across the employee lifecycle. Kathleen Gaynor's work on strategic capability mapping and Sue Borhan's insights into developing a dispersed workforce at Cater Care were strong examples of how L&D can connect learning initiatives to real organisational needs and workforce outcomes.

Another theme that surfaced strongly was the challenge of designing for modern attention. With Gen Z becoming a larger proportion of the workforce, and with digital platforms increasingly shaping how people consume information, L&D practitioners are having to think differently about engagement. Sessions exploring modern learner

expectations, attention and digital learning design sparked lively conversation.

Téa Angelos and the Vivlo Learning platform prompted discussion about how learning can meet people where they are, while still maintaining substance and quality. The challenge is not simply to make learning shorter or more visually appealing. It is to design experiences that respect attention, invite participation and create meaningful transfer into work.

The learning wall brought this to life in a particularly visible way. Across the event, delegates added reflections, ideas and provocations. Some were practical: “What’s the problem you are trying to solve?” Others captured moments of insight: “Prime the brain!” and “Visual storytelling”. Some reflected the value of connection: “An opportunity to pause, reflect + connect with colleagues” and “Meeting new people”. Others pointed toward the future: “Creating space for learning to be embedded” and “Learning in the flow of work does not need to be designed; it should be integrated into work as a natural part.”

Taken together, the wall became more than an activity. It was a live record of the conference experience: applied, social, curious and reflective.

Perhaps that is what made the 2026 conference so energising. It gave delegates space not only to absorb new ideas, but to test their own thinking against the thinking of others. It offered validation for work already underway, fresh language for familiar challenges and renewed motivation to keep developing as professionals.

It was also a reminder that L&D does not operate in isolation. The strongest sessions acknowledged systems, culture, leadership, data, technology and human behaviour as interconnected forces. Gabrielle Harris’s work on hidden dynamics and social defences, for example, pointed to a critical truth: sometimes the issue is not the individual, but the system they are working inside. That kind of thinking challenges L&D to move beyond fixing people and toward shaping environments where people can perform, learn and thrive.

A Sense of Momentum

By the end of the conference, delegates left with notebooks full of ideas, new professional connections and a strong sense of momentum. But perhaps the most important takeaway was simpler than any framework or model.

In a time of rapid change, uncertainty and technological acceleration, the conference brought the focus back to the learner, the workplace and the craft of creating conditions for meaningful growth. It reminded us that capability is not built through content alone. It is built through curiosity, practice, reflection, connection and courage.

AITD Conference 2026 was a celebration of all of that. A celebration of the profession’s expertise, generosity and adaptability. A celebration of the people who continue to design, facilitate, influence and evaluate learning in all its forms. And a celebration of a community committed to building better workplaces through better learning.







BEFORE YOU EMBED LEARNING,



ASK WHETHER PEOPLE STILL TRUST THE INSTITUTION

BY MADELINE MILLER

The conversation about embedding learning and development (L&D) into work has matured considerably. We have moved well beyond the debate about whether classroom-based training is sufficient. The field now asks sharper questions: How do we integrate learning into workflows? How do we support capability development in real time, in the moments that matter? How do we reduce friction between formal learning and daily practice?

MADELINE MILLER

> THE INSTITUTION HAS LOST ITS AUTHORITY AS A CREDIBLE SOURCE OF GUIDANCE ABOUT WHAT GOOD PRACTICE LOOKS LIKE. AND WHEN THAT HAPPENS, EMBEDDING LEARNING MORE DEEPLY INTO THE WORK DOES NOT HELP. IT EMBEDS THE DISCONNECT MORE DEEPLY.

These are important questions. But there is a prior question that the field has largely skipped, and it is the one that determines whether any of the above will actually work.

DO THE PEOPLE YOU ARE DESIGNING LEARNING FOR STILL TRUST THE INSTITUTION THEY WORK INSIDE?

THE DESIGN PROBLEM WE ARE NOT NAMING

Much of the current L&D discourse treats embedding as a design problem. Make learning shorter. Make it contextual. Reduce the distance between the learning event and the moment of application. Build it into the tools people already use. These are sound design principles, and they reflect genuine progress in how the profession thinks about impact.

But design cannot resolve a trust problem. And across many of the organisations that L&D practitioners are working inside right now, trust is the actual problem. When employees experience a significant gap between what their organisation says it values and what it actually rewards, between what leaders communicate and what people observe in practice, between the organisation's stated investment in its people and the lived reality of that investment, something specific happens to learning. People stop taking it seriously. Not because they are disengaged in some generic sense, but because they have made a rational assessment: the organisation's signals cannot be trusted as a reliable guide to what will actually help me here.

In that environment, embedding learning more efficiently into workflows does not solve the problem. It delivers the content faster to people who have already decided the content does not reflect the reality they are operating in.

WHAT LOW-TRUST ENVIRONMENTS DO TO LEARNING SIGNALS

Consider what happens in a professional services firm where early-career employees are told that good judgement, client relationships, and ethical practice are what get recognised and rewarded. If those same employees observe, over their first two years, that billing targets and visibility to senior partners are what actually determine advancement, they begin filtering all institutional communication through that lens.

A learning module on client communication, however well-designed and however efficiently embedded into their daily workflow, arrives into that filter. It gets processed not as useful knowledge, but as institutional messaging, which is a different category entirely. The employee may complete it. They may even perform competence in it. But they are unlikely to internalise it as a genuine guide to how to operate, because they have already learned from experience rather than from L&D what actually matters in this place.

This is not a motivation problem and it is not a content quality problem. It is a legitimacy problem. The institution has lost its authority as a credible source of guidance about what good practice looks like. And when that happens, embedding learning more deeply into the work does not help. It embeds the disconnect more deeply.

WHY THIS PARTICULARLY AFFECTS EARLY-CAREER PROFESSIONALS

The stakes of this problem are highest for people at the beginning of their professional careers. Early-career workers are not yet fluent in how to read an organisation. They are actively looking to institutional signals, including L&D, to help them understand what good practice looks like, what is actually valued here, and how to build the kind of professional judgment that will serve them over a career.

When those signals are unreliable or contradicted by what they observe in practice, early-career professionals do not simply disengage from learning. They develop an alternative, informal curriculum. They learn who actually gets ahead and why. They learn what is said in official contexts versus what is said in corridor conversations. They learn to perform institutional expectations while forming their own, often more cynical, model of how the organisation really operates.

MADELINE MILLER



The attrition patterns many organisations are now experiencing among early-career professionals are, in part, a consequence of this. People may leave because they were not given enough learning opportunities (and we know this is a highly valuable driver for Gen Z retention). However, they're more likely to leave if the training opportunities seem either irrelevant or mismatched to the environment they are actually in, and they conclude that the environment is unlikely to change.

WHAT L&D PRACTITIONERS CAN ACTUALLY DO

None of this is an argument against embedding learning into work; it is an argument for doing the diagnostic work first.

Before L&D practitioners invest in designing more contextual, workflow-integrated learning experiences, it is worth asking some harder questions about the environment that learning is being designed for, like:

- Is the organisation's stated investment in people's development reflected in how managers actually spend their time and attention?
- Is the content of formal learning consistent with what employees observe being rewarded in practice?
- Are the people responsible for delivering and modelling the behaviours L&D is trying to develop credible in the eyes of the people being developed?

These days, the most significant question is: does the learning give the professional skills that build internal authority, resilience, and judgement?

These portable power skills transcend job titles and create the sorts of professionals we want as future leaders.

The most powerful thing an organisation can do through its learning and development function is be honest. Transparent about the culture, including its failings. Realistic about what work can and cannot offer right now, and what the future of work genuinely requires.

This does not have to sound nihilistic; in fact, honesty and pragmatism are among the most underused tools in the L&D toolkit, precisely because they signal respect for the people in the room. Learning built around this foundation—developing great thinkers, strategists, relationship managers, and leaders with genuine judgement—is both what the future of work demands and what people are hungry for.

It is also the antidote to the cynicism that builds when training seems designed to teach people to perform a cultural reality they are not actually experiencing. We need to focus less on the survival of a workplace or industry and more on what builds capable and clear-eyed professionals who are equipped to lead in future technological, economic, and institutional conditions that none of us can fully predict.

If the answers to those questions are uncertain or uncomfortable, that is the more important design

> LEARNING BUILT AROUND THIS FOUNDATION - DEVELOPING GREAT THINKERS, STRATEGISTS, RELATIONSHIP MANAGERS, AND LEADERS WITH GENUINE JUDGEMENT - IS BOTH WHAT THE FUTURE OF WORK DEMANDS AND WHAT PEOPLE ARE HUNGRY FOR.

problem. We know that L&D can't fix institutional culture on its own. But L&D practitioners who understand the trust environment they are operating in can design with that reality in mind rather than against it, and create training opportunities that can actually be practised, integrated, and mastered.

In practice, this might mean designing learning that explicitly acknowledges the gap between stated values and lived experience, rather than pretending it does not exist. It might mean building in mechanisms for people to surface what they are actually observing, which is both more honest and more useful than delivering content that assumes a coherent institutional reality.

It might mean advocating, as a practitioner with genuine insight into how people are experiencing the organisation, for the conditions that would make learning credible rather than just convenient. Finally, it might be designing learning that speaks to the reality of an ambiguous and unpredictable future and offers personal development alongside professional development.

THE HARDER CONVERSATION

The push toward embedded, workflow-integrated learning reflects genuine insight about how people develop capability in practice. The research on this is clear and L&D has been right to take it seriously.

But learning does not happen in a vacuum. It happens inside organisations that have cultures, power structures, and gaps between what they say and what they do. The most elegantly designed learning intervention will underperform in an environment where people have stopped trusting the institution's signals.

The field's next maturation might be in developing the language and the courage to name that problem clearly, and to position L&D not just as a design discipline but as a diagnostic one.

One that asks not only how learning can be delivered more effectively, but whether the conditions for learning to land actually exist.

Embedding learning into work is worth doing. But it works best when the work itself is worth believing in.



MADELINE MILLER
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LEARNING IN THE FLOW OF WORK ISN'T THE GOAL.

IT'S THE BYPRODUCT.

BY JINA HARDY

WE DON'T CREATE LEARNING IN THE FLOW OF WORK, BECAUSE IT'S ALREADY THERE.

WHAT WE DO, WHETHER WE MEAN TO OR NOT, IS SHAPE WHAT HAPPENS NEXT.

Can I ask you a favour? Next time you hear someone say, "learning in the flow of work", just pause for a second and reflect on what that actually means to you.

We talk about it like it's something we can design and roll out, as if it's a program we haven't built yet. But it's already happening.

LEARNING ISN'T THE PROBLEM

People are learning all the time. It happens mid-task, in quick conversations, in those small moments where something doesn't quite work and they adjust. Someone asks a question, tries a different way, or watches how another person handles a situation and quietly borrows the approach.

If you look closely, most work moves through a familiar rhythm. We encounter something new, realise we need more, try to apply what we know, get stuck and solve something, then adjust again as things change. That's not a special learning moment. That's just work.

While we can talk all day about building learning organisations, it's not organisations that learn directly. People do. This isn't a new idea. Kim's work on organisational learning made this link explicit decades ago, highlighting that learning only becomes organisational when it's embedded into shared practice, systems, and ways of working.

That's where things start to break.

I regularly come back to the idea of meeting learners where they're at, and where they're at is the work itself. Most of the time, people are in the middle of doing something. If we're not paying attention to that context, we're not really meeting them where they're at—at all.

This is where the gap becomes obvious.

Learning and application were never really separate in practice. We've just treated them that way, designing for one and hoping it shows up in the other. So, the issue isn't whether learning is happening, but whether anything useful comes from it.

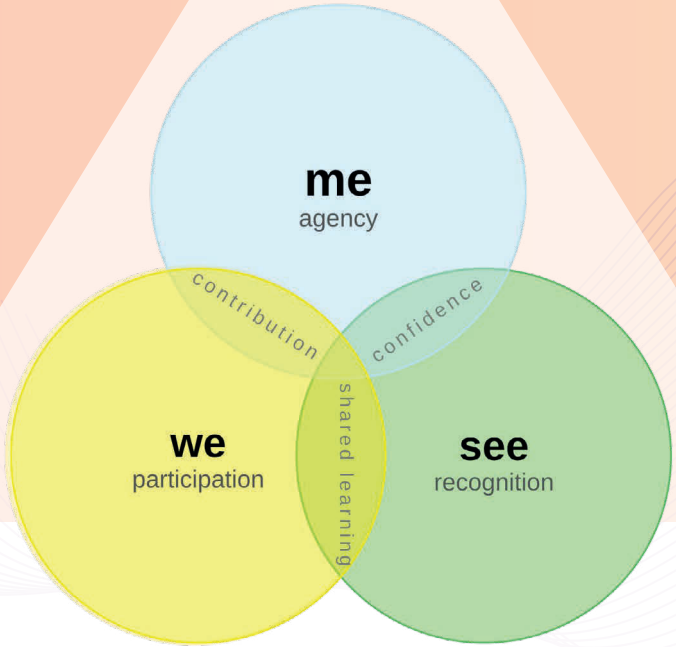
This type of thinking shifts the role of learning and development (L&D) away from creating more content, and towards shaping the conditions that allow learning to be used, shared, and built upon.

WHERE IT BREAKS

This is usually the point where we reach for solutions. Microlearning. Workflow tools. Better platforms. Some of these are genuinely helpful, but they all assume the same thing: that people don't have access to the right learning at the right time.

This isn't to dismiss the value of in-the-moment support. Approaches like performance support and the 'Five Moments of Need' have done important work in helping people access what they need during the flow of work. But access isn't the same as movement.

Even when people can apply something in the moment, it doesn't always carry forward, spread, or change how the work is performed next time. While most efforts still focus on the individual, the evidence is fairly clear that the work environment carries most of the weight when it comes to whether learning actually sticks.



Learning becomes organisational when it moves beyond the individual and into shared practice.

A SIMPLE WAY TO SEE IT
I see this as three overlapping conditions in the work environment: Me (agency), We (participation), and See (recognition).

It draws loosely on learning environment thinking, particularly the idea that visibility, participation, and space shape behaviour, as explored in the work of Stephen Heppell.

What's often overlooked is that even when learning is happening in those moments, it only carries forward if the surrounding conditions support it.

AGENCY: CAN I ACT?
Agency is usually the first point of friction. People work something out, find a better way, solve a problem, and then nothing changes. Not because they didn't learn, but because they can't act on it. The decisions sit somewhere else. Processes are locked down, and even small adjustments require approval.

So, the learning just sits there.

The question here isn't whether people are learning but whether they can act on what they've learned without friction.

PARTICIPATION: DO WE CONNECT?
Most learning at work happens in the doing and in the interactions around it, not from courses. It shows up in passing conversations, shared frustrations, and those quick "how did you do that?" moments. But that only works if people actually talk.

That's less about tools and more about the environment. Whether it feels safe to ask. Whether there's time to pause and think together. Whether those interactions are valued or quietly discouraged. If that layer isn't there, learning stays with the individual.

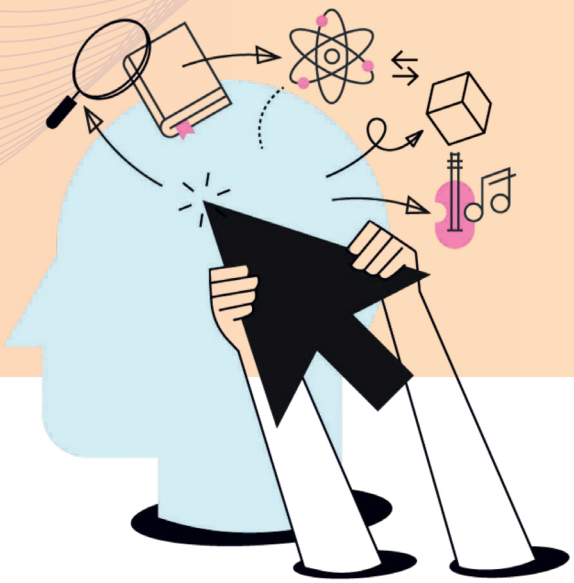
The shift here isn't about adding more tools. It's about making space for these interactions to actually happen.

RECOGNITION: DOES ANYTHING GET NOTICED?
Recognition is the part that's easiest to miss. Even when people are learning and sharing, you have to ask what the organisation actually pays attention to.

In most places, it's outcomes: targets achieved, work delivered, problems solved and closed. The learning that got people there is mostly invisible. Which means there's no signal to repeat it, share it, or indicate that it matters. It fades.

If learning isn't visible, it's hard for it to spread. What gets noticed tends to get repeated.

WHEN IT WORKS
When those three things line up, the shift is noticeable. People try things, they talk to each other, and they build on what's already working. Learning starts to move, not



LEARNING ISN'T THE CONSTRAINT. IT'S WHAT HAPPENS TO IT THAT MATTERS.

as a program or a platform, but as part of how the work improves over time.

That's usually what people mean when they talk about learning in the flow of work. They're describing what it looks like when the conditions are right.

WHAT THIS CHANGES

L&D only shapes a small part of learning. Most of it is already happening in the work, and our role isn't to create more, but to recognise what's already occurring and influence how it evolves.

It shifts where you start. Instead of asking what learning people need, you start by looking at the work itself. Where are people already figuring things out? Where are they getting stuck? Who do they go to? What gets noticed, and what doesn't?

Those questions don't replace a needs analysis so much as extend it.

LEARNING ISN'T THE CONSTRAINT

We don't create learning in the flow of work, because it's already there.

What we do, whether we mean to or not, is shape what happens next. Whether it moves, is shared, and builds into something better next time, or simply disappears.

Because in the end, learning isn't the constraint. It's what happens to it that matters.



JINA HARDY

Jina Hardy is the Founder and Chief Learning Officer at LX Design Agency and a Fellow of the Australian Institute of Training and Development (AITD). She works with organisations to understand how learning happens in real time, with a focus on learning ecosystems, performance, and the conditions that shape behaviour at work. She also facilitates adult and organisational learning programs, supporting stronger L&D outcomes in practice. Jina holds a Master of Education and, driven by her curiosity and love of learning, is currently studying a Graduate Certificate in Digital Innovation and AI.

FURTHER READING AND RESOURCES

Mosher, B. & Gottfredson, C. (2021) *The 5 Moments of Need: A Performance-First Approach*

Cross, J. (2007) *Informal Learning*

Heppell, S. *Learning Environments and Learner-Centred Design*, accessed via https://heppell.net/

Kim, D. H. (1993) *The Link Between Individual and Organisational Learning*, MIT Sloan Management Review

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LEARNING IN THE HEAT OF WORK



FROM COURSES TO CAPABILITY: INTENTIONALLY DIFFERENT

BY CRAIG CROWTHER



THE GOAL IS NOT TO MAKE LEARNING INVISIBLE INSIDE WORK, IT IS TO NOTICE WHERE DEVELOPMENT IS ALREADY HAPPENING, AND MAKE IT FEEL MORE SUPPORTED, MORE VISIBLE, AND MUCH MORE USEFUL THAN IT WOULD HAVE BEEN IF NOBODY HAD PAID ATTENTION.

“Learning in the flow of work” gets used so often now that it has started to lose its edges. For many teams, it has become shorthand for shorter modules, mobile-friendly content, or anything a person can finish in a few spare minutes between meetings. That is a problem, because it confuses format with function. You can make content smaller without changing its relationship to work at all.

What the phrase actually points to is learning that cannot be separated from performance. Not something scheduled before work, or bolted on after it, but something that happens inside the task itself. A decision made under pressure. A conversation that forces someone to rethink their approach. A moment of uncertainty that, handled well, shifts how a person operates the next time around. These are not interruptions to a development plan. They are the development.

If that framing holds, it significantly disrupts and challenges a lot of what L&D teams are historically set up to do. The job stops being about building and making available content and starts being about shaping the conditions in which people can learn while they work. Most formal learning is designed as though people will sit with it in a calm, unbroken stretch and then carry it neatly into their next challenge. That almost never happens. Work is fragmented. Priorities shift mid-week. Decisions have to be made before all the information is available.

This is especially true in leadership and government roles, where the stakes of getting it wrong are real and the luxury of waiting for certainty does not exist. Courses tend to front-load knowledge that only becomes useful much later, and even then, only if the learner can bridge the gap between what they studied and what they are facing. That bridge is rarely as short as designers assume.

Completion data makes the gap harder to spot. A finished module shows up as progress in a dashboard but finishing something and actually using it are not the same thing. We have built evaluation systems that are very good at tracking activity and much less good at asking whether anything changed as a result. That is not a minor blind spot. It is a structural one.


CRAIG CROWTHER

None of which is an argument against structure. It is an argument against structure that does not account for how work actually feels from the inside.

FRICTION AS THE DESIGN IMPETUS

There is a useful shift that happens when you stop treating friction as something to remove and start treating it as something to design around. The moments that feel hardest at work, where the evidence is incomplete, where two stakeholders want opposite things, where a conversation veers somewhere you did not expect, are exactly where learning gains traction.

A policy decision made with imperfect data teaches more about judgement than a case study ever will, provided there is something in the workflow that helps the person pause and make sense of what just happened.

That changes the design question. Rather than asking what someone needs to know, you ask what they need to do differently, and when in their working week that behaviour matters most. The answer almost always points to a specific moment rather than a general topic. A prompt that arrives at the right decision point. A structured reflection completed within an hour of a difficult meeting. These small, well-placed interventions tend to outperform entire courses consumed months in advance, because they meet the learner inside the problem rather than before it.

THE VALUE OF SOCIAL LEARNING

Social learning follows the same logic. Professional judgement does not develop in isolation. It sharpens when people see how others are thinking through comparable problems. But peer interaction only works when it has some structure around it. Left open and undirected, forums tend to either drift into polite generality or fall silent altogether. What produces real value is a specific question, a clear timeframe, and enough diversity in the group for people to encounter thinking that genuinely differs from their own.

When someone working in state health sees how a counterpart in a federal regulatory body weighed up a similar resource allocation problem, the point is not to copy the answer. It is to notice where the reasoning differs and why. That kind of calibration, learning where your own assumptions hold up and where they need adjusting, cannot be delivered through content. It has to happen through exchange.

Reflection ties all of this together, and it is the piece that gets dropped most often. Without it, experience piles up but never converts into learning. People repeat patterns without examining them. Decisions get made and moved past without anyone stopping to ask what worked. The issue is not that practitioners think reflection is pointless. It is that nothing in their day creates space for it.

Effective reflection has to be timely, close enough to the moment of action that the detail is still fresh. It has to be specific, aimed at one decision or behaviour rather than a vague sense of how the week went. And it often has to be at least semi-private, because the honesty that makes reflection useful does not always survive a group setting. Treated as a performance tool rather than a feel-good exercise, reflection earns its place. Treated as an afterthought, it gets skipped.

EXPLORING COMMON MISTAKES

A few common mistakes are worth exploration. The most widespread is treating “flow of work” as a content format, just shorter videos and quicker reads. Another is stripping out all structure in pursuit of flexibility, which tends to leave learners without enough scaffolding to sustain their own development. A third is placing too much weight on individual motivation without asking whether the environment actually supports what you



CRAIG CROWTHER

REAL LEARNING IS INSEPARABLE FROM PERFORMANCE, TRIGGERED BY REAL NEED, AND RESOLVED THROUGH ACTION RATHER THAN CONSUMPTION.

are expecting people to do. And there is still a persistent belief that the right platform or tool will solve what is fundamentally a design problem. Technology enables. It does not replace the thinking.

This cannot sit on the learner's shoulders alone. It needs environments where learning is treated as part of the job rather than something extra. It needs time for reflection and discussion that is genuinely protected, not just encouraged in a strategy document. It needs lightweight structures that sit alongside existing workflows rather than pulling people out of them. Where those conditions do not exist, individual willingness runs out fast.

Measurement is the hardest part, and probably the least resolved. Traditional metrics tell you what people did. They do not tell you whether it mattered. Better signals exist, things like shifts in decision quality over time, growing confidence in ambiguous situations, evidence of applied thinking showing up in real work outputs, but they require qualitative interpretation and a willingness to sit with incomplete data.

That is uncomfortable for organisations that want clean numbers, but it reflects the reality of how capability actually develops. The most useful framing is probably developmental rather than evaluative: measurement that informs the next design iteration, rather than measurement that tries to prove the last one worked.

There are tensions running through all of this that are not easy to resolve, but absolutely need consideration. Structure against flexibility. Speed against depth. What the individual can do against what the system allows. Learning against the immediate pressure to perform.

SUPPORTED, VISIBLE, USEFUL DEVELOPMENT

The goal is not to make learning invisible inside work, it is to notice where development is already happening, and make it feel more supported, more visible, and much more useful than it would have been if nobody had paid attention.

Real learning is inseparable from performance, triggered by real need, and resolved through action rather than consumption. Learning is work, and the more organisations consider it as such, the desired culture of reflective practice leading to better outcomes for all will follow.



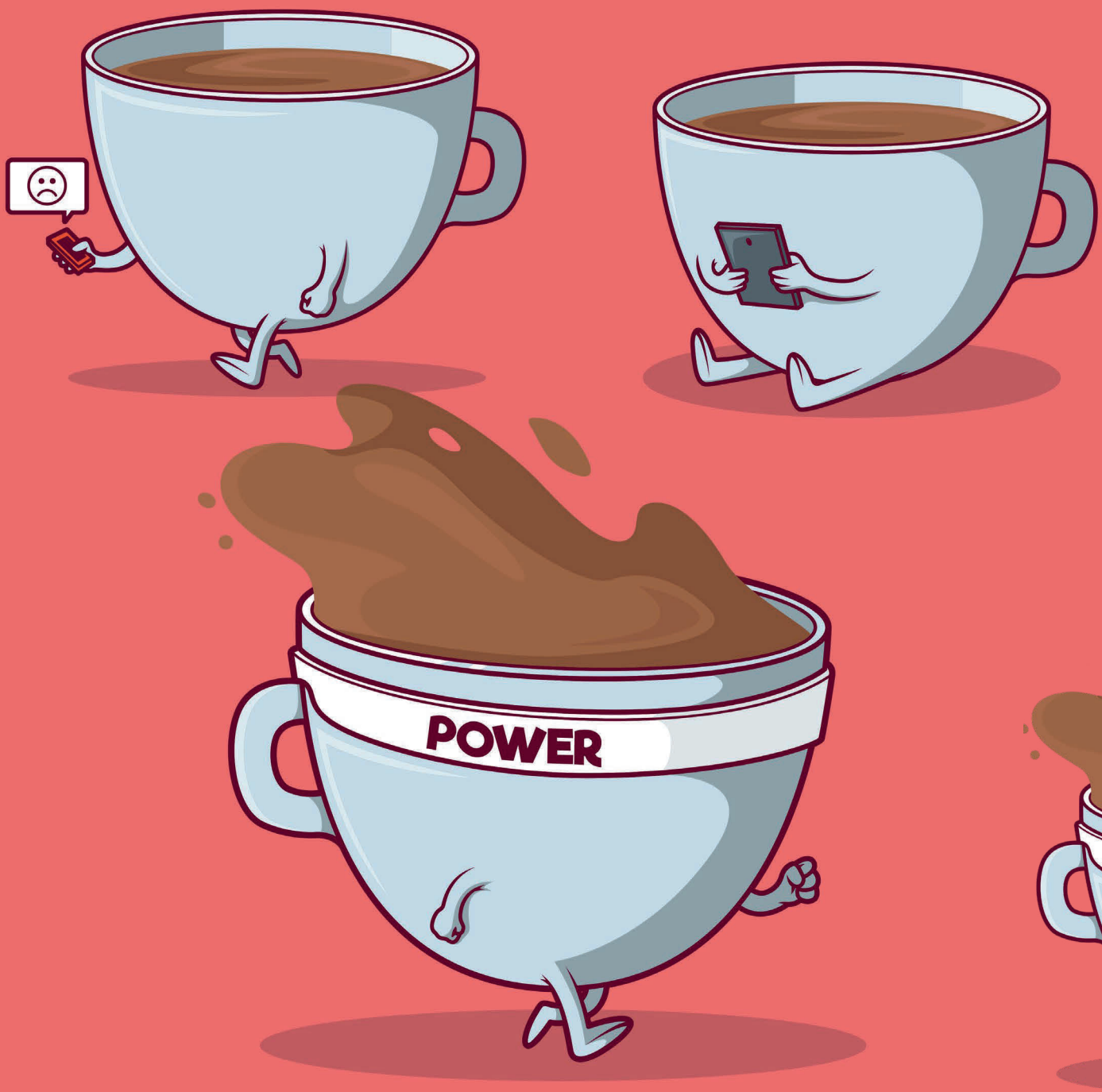
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Craig is the Chief Executive Officer of Cahoot Learning and founder of Global Education Specialists. He has over 20 years' international experience of strategic programme and project leadership within the education, training and workforce development sector where he has supported governments and organisations in over 40 countries across six continents.

Craig previously worked for National Police Training in the UK as a leadership programme designer, facilitator and evaluator and held HR and OD director roles in the chemical, oil and gas sectors globally. He has an MBA from the University of Durham and Postgraduate Qualifications in International Business and Education. He is an Associate Faculty member at a number of Universities in Australia, South East Asia and the UK.

THE WOBBLE AND THE WAY THROUGH

BY JORDAN KOLARIK



My team and I recently found ourselves on an unexpected group mission, assigned late on a Friday, no less. We were tasked with descaling the sacred office coffee machine.

Simple enough in theory. We had the descaling solution, a shared sense of end-of-week urgency, and the motivation that only the promise of fresh coffee can provide. What we did not have, however, were the instructions.

Well, not quite "no instructions". We did have them, but they were in French. Unfortunately, that did little to help us in the moment. And unless you're unusually confident in your ability to descale the all-important workplace coffee machine without proper guidance, you'll understand why this began to feel like the start of an unlikely team challenge.

"This must be one of those collaboration exercises I keep reading about," I thought, half-seriously, as I downloaded Duolingo in preparation for a very niche linguistic emergency. Before committing fully to that path, however, I noticed something small, almost undetectable, on the side of the machine: a QR code. Within seconds, we found ourselves huddled together, watching a short, three-minute YouTube video demonstrating exactly how to descale the machine step by step. Voilà!

Clear, practical, and immediately useful, the problem was solved. What struck me most was not the solution itself but its timing. That QR code had always been there, quietly present in the background of our shared kitchen, completely ignored. It held no value for us until the exact moment we needed it. And then, suddenly, it did. It had found its value just in time.

01 - WHEN THE LEARNING MACHINE STALLS

Watch people work closely enough, even somewhere as ordinary as a kitchen, and one begins to see where momentum quietly collapses and hesitation sets in. It surfaces when a simple process meets an unexpected exception, when a familiar system presents an unfamiliar screen, or when a task performed once a quarter suddenly reappears at 4:52pm on a Friday.

We don't fail because we lack knowledge; we stall because knowing something once is not the same as understanding it when it matters. Yet organisations often respond to this gap with "more". More modules, more slides, more refreshers, despite longstanding evidence that participation does not equal performance. Training can be completed, forgotten, and quickly replaced by asking a colleague, searching for a document, or improvising under pressure.

In 2025, LinkedIn released its *Workplace Learning Report*, which highlighted a lack of time and resources as persistent barriers, with 11% citing a lack of leadership belief in development. Learning systems can be improved, but compliance training often remains disconnected from daily work. Wouldn't more contextual learning likely reduce misconduct and improve engagement?

02 - JUST ENOUGH, JUST IN TIME

Consider a candidate moments away from stepping into an interview. In that instant, they're not recalling an entire course on "how to interview well". They need a simple prompt that is immediately useful: steady your breathing, structure your answers, and ask thoughtful questions. This is the essence of just-in-time support.







> **Knowles' principles of self-direction, experience, readiness, and intrinsic motivation highlight that adults learn not for the sake of learning, but to perform.**

The concept of "learning in the flow of work", popularised by Josh Bersin, reflects a shift away from formal courses toward learning embedded within everyday activity. Its foundations are deeply rooted in adult learning theory. Knowles' principles of self-direction, experience, readiness, and intrinsic motivation highlight that adults learn not for the sake of learning, but to perform.

When learning aligns directly with an immediate task, engagement becomes both natural and effective. Microlearning fits this model, but only when applied with intent and not defined by brevity alone, but by targeted, action-oriented content designed to support decisions and guide next steps within seconds.

Contemporary evidence increasingly supports improvements in retention, transfer, and performance when learning is delivered in this way. The QR code on the coffee machine proved its value by offering just enough information to act, exactly when it was needed.

03 - REDUCING THE GRIND IN EVERYDAY WORK

Standing in that kitchen, we were not looking for theory; we needed to know what comes first, what comes next, and how we know when we are finished. We would all recognise those moments when our teams reach for guidance mid-task, with a deadline looming. But rarely do we seek instruction when we have time and full attention. We seek it when the task is in front of us and the cost of error is immediate.

For workflow-embedded learning to succeed, design determines whether support is used or ignored. Cognitive Load Theory tells us that working memory is inherently limited, and poorly designed instructions only add friction, reducing both learning and performance. Clarity, simplicity, and reduced cognitive effort are therefore functional requirements.

Effective microlearning reflects a focus on what someone needs to notice and do next, using step-by-step guidance, plain language, and visuals that mirror the real environment. Anything that does not support action is considered "noise" and is removed.

Its strength also lies in repeatability, achieved through short checklists, timely prompts, and embedded cues that can be revisited when needed. Over time, these small interventions reinforce memory and support performance without adding pressure.

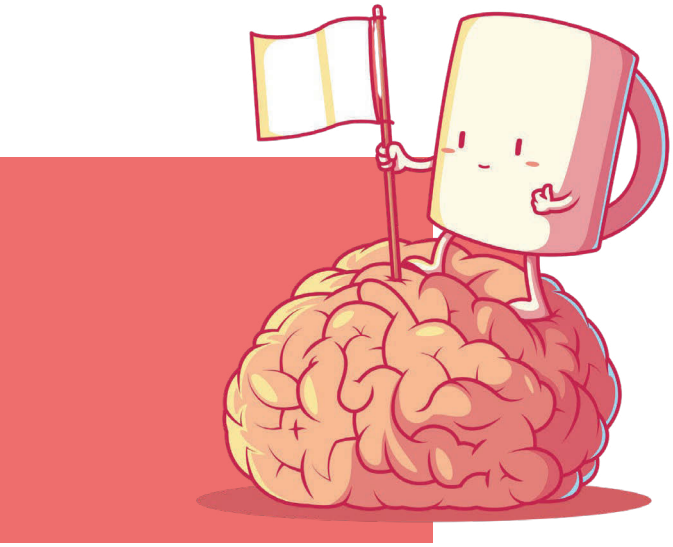
04 - EMBEDDING THE LEARNING INTO THE WORKFLOW

The QR code only worked because it was there, right beside the machine. We often talk about access to learning, but how close is support to the moment of need? How easily can it be accessed without breaking flow? If people must step outside their workflow, they often won't; instead, they'll ask a colleague, improvise, or just move on.

When guidance appears where work happens, it gets used. Point-of-use tools, such as QR codes, remain highly effective, particularly in frontline environments, because they provide immediate, location-specific access to support.

In digital settings, embedded walkthroughs, help widgets, and in-application prompts serve the same purpose, reducing reliance on memory and eliminating the friction of searching.

More advanced solutions, like digital adoption platforms, extend this approach by layering real-time guidance, tooltips, prompts, and step-by-step instructions, directly into task execution. The value lies in proximity to action, not merely in the technology itself.



Rarely do we seek instruction when we have time and full attention. We seek it when the task is in front of us and the cost of error is immediate.

This shift also reframes how impact is measured. Instead of tracking completion, organisations begin to observe fewer errors, faster execution, and reduced reliance on informal support. Across contexts, the pattern consistently tells us that learning is most effective when embedded within the workflow, not separated from it.

05 - FINDING THE WOBBLE

If we return to the coffee machine, the most important learning moment was not the task itself; it was the brief hesitation before action. Look closely, and these "wobble" moments appear almost everywhere.

For workflow-embedded learning, observation is the most practical starting point. One must identify tasks where delays, errors, or uncertainty are common, and then map how the work is actually performed. Within that flow, points of hesitation reveal where small, well-placed interventions can have a disproportionate impact: a short video, a simple checklist, a timely prompt, or even a QR code positioned precisely at the point of need.

Rather than building more content, the goal is to place the right support at the right moment. Initially, start small. Introduce a single resource within the workflow and observe what happens. If it is used, expand it. If it is ignored, treat that as valuable data about timing, placement, or relevance.

Signals that reflect real behaviour rather than abstract performance metrics. The most useful insights here can rarely be found within the content itself, but from understanding where support is needed and what "just in time" truly means in context.

THE POWER OF PLACEMENT AND TIMING

That coffee machine QR code did not attempt to teach us everything about maintenance, nor did it require preparation or interrupt our day. It simply waited, quietly, until it was needed. Workflow-embedded microlearning works in much the same way. It is neither loud nor intrusive, nor does it compete for attention. It earns its value by appearing precisely when it matters.

In our world of learning and development, it's easy to measure by volume. How much content was created, how many modules were completed, and how many hours were logged.

However, real value may instead appear elsewhere; in the moment someone needs to act and knows exactly what to do. Sometimes that moment is complex, and sometimes it carries real consequences. And sometimes, it looks like something as simple, and as satisfying, as a freshly descaled coffee machine on a Friday afternoon.



JORDAN KOLARIK

Jordan Kolarik brings over a decade of experience as an educator, shaped by service across Defence, emergency services, and health. Enlisting in the Australian Army at 17 and serving in a combat regiment, Jordan later went on to work as a professional firefighter with Fire and Rescue NSW, including deployment during the Black Summer Bushfires. He began his teaching career in one of Australia's most remote low-SES communities during COVID, where, as a first-year teacher, he delivered the full secondary English curriculum while leading wellbeing and engagement initiatives.

Today, Jordan works as the Acting Manager of Policy and Governance with NSW Ambulance, driving quality, policy, and workforce capability across the Triple Zero (000) environment. An international conference presenter and subject matter expert in adult education, he shares practical insights into learning in high-pressure settings. He also authors 'The Learning Leader', a newsletter exploring leadership, learning science, and professional practice, and is pursuing further postgraduate research in the field.



WHAT ARE WE PUTTING IN THE SHOP WINDOW?

BY MICHELLE PARRY-SLATER

As L&D professionals, there is often a dichotomy between what we provide and what we would like to provide when it comes to compliance learning. Our senior stakeholders want to ensure we have ticked the box. Our subject matter experts (SMEs) want absolutely everything included. Our learners want to get through it as quickly as possible. We want to provide a great learning experience, and yet our budgets require the lowest common denominator for people to 'get through' the learning cheaply.

It has long puzzled me why all those interested parties don't see compliance learning as *THE* most important learning experience that an L&D team offer an organisation.

Compliance learning is usually undertaken once a year, but what if it was an everyday occurrence, planted firmly in the ways of working and understood to be the culture of 'the way we do things around here'? In other words, what would it look like for compliance learning to be in the flow of work?

The shop window

Compliance learning is the one time that we have regular access to our learners. When it comes to encouraging people to partake in our discretionary



MICHELLE PARRY-SLATER

We have 100% of our audience moving through the compliance learning experience. The problem is, we often display our worst goods - our worst learning experiences - in that shop window.

training and development, we can make it more attractive if people's perception of workplace learning is positive.

This is how compliance learning acts as our shop window; we have 100% of our audience moving through the compliance learning experience. The problem is, we often display our worst goods—our worst learning experiences—in that shop window.

Imagine if compliance learning was streamlined, focused, able to be completed in the flow of work, meaningful, relevant, personalised and connected to a learner's work. That would be a shop window that entices learners to come inside the shop to choose further learning and development products. Learners would leave our 'shop', telling others what a useful experience they had.

Safe, legal, ethical and healthy

The element of compliance learning that seems so often forgotten is the reason we have compliance learning in the first place. It is not, as many might think, simply to tick a box to cover off an audit trail or legal obligation.

We have compliance learning because governments and regulators know that it is important to keep people safe at work, to ensure they act legally and ethically, and to keep the workforce both mentally and physically healthy.

Yet we reduce that experience to some of the worst eLearning imaginable, with click, click, click, quiz at the end. It is a test of endurance not understanding. When we ask stakeholders, SMEs and learners what they think of compliance learning, there is the inevitable eye roll and a yawn.

Imagine, instead, if you were to ask people do you want to stay safe at work? Are you keen to make legal and ethical decisions in your job? Do you want to be prosecuted for something you did at work? Would you



Compliance is lived and breathed every day as people answer customer emails, take phone calls or share a coffee with suppliers.

like to ensure your team feels less stressed and physically well at work? What would you do if a colleague lost their life at work?

Who is going to eye roll at those questions?

These are the reasons why compliance is our number one challenge and priority, and also our number one opportunity to showcase excellent learning experiences.

Do organisations and L&D not care?
So what is going on here? Are L&D practitioners doing a poor job because we don't care about safety or legality? Of course not. Compliance learning has long had a bad reputation.

Organisations know that everyone needs to tick the box, and that has become the focus of the exercise. Watching videos on double speed, asking colleagues for the quiz answers, taking the quiz countless times just to hit the required percentage. We all know the tricks.

But we cannot be let off the hook quite so easily. Compliance has a bad reputation with learners because we have made bad learning experiences. We have created depersonalised, overly long, click-next eLearning. We can demand better of ourselves whatever the constraints.

Ask better questions
When an SME insists on including the entire manual in a day-one eLearning module, our role is not to accept it at face value, but to guide the SME toward better learning design—by asking thoughtful questions and respectfully probing to uncover what truly matters.

Our role is to ensure that learners are exposed to the minimum they need to stay safe, legal, ethical and healthy. We can respectfully challenge SMEs to focus on what truly matters by continually clarifying our understanding and refining the requirement. We need to cross-reference what the SME suggests is required, against what laws and regulations state.

At a minimum, learners must clearly understand the law. It is the SME's context, however, that brings that understanding to life in the flow of work. By asking the right questions, we protect the learner, respect SME expertise, and create compliance learning that is both relevant and usable in practice.

When compliance is truly embedded in the flow of work
What does it look like if people are staying safe at work? Every meeting, every workshop, every gathering of people sees people looking out for each other, tucking their bags under desks to avoid trip hazards, people calling out unsafe practices without fear of repercussions from their boss. This is work in flow.

So then, what would learning safe practices in the flow look like? If it has to be eLearning, a 360 degree video of real work settings with highlighted hover spots, for example, is one way of bringing this to life in a more meaningful connected way. This is not an expensive option either; Australian Red Cross Lifeblood used a 360 degree camera to create training content tours around their blood processing centres.

When we consider the cost of off-the-shelf compliance packages, it really isn't too much of a stretch to consider making your own more personalised versions that have more relevance.

What about people behaving legally and making ethical decisions at work? Most people do not come to work each day with the express will to break the law or make bad decisions. Encouraging positive legal and ethical thoughts and actions can be achieved with internal communications. When regular communications reinforce your learning offer, they activate the power of behavioural nudges.

With a slogan on email banners, guerilla stickers around the workplace, and a regular item on team meeting agendas, compliance learning no longer sits in a single learning experience.

Compliance is lived and breathed every day as people answer customer emails, take phone calls or share a coffee with suppliers. Regular reminders make it easy to remember to do the right thing.

Organisations have used everything from puppets and songs, through to images and slogans to reinforce policies. For instance, a UK TV channel utilised the learning slogan 'Is it OK?' to reinforce anti-bribery and corruption training. AI tools now make it practical to personalise this further, surfacing role-specific compliance nudges at the moment of need, at scale, without ballooning the budget.

And finally, staying mentally and physically well at work is not a lunch time massage or providing apples on a Friday instead of cake. It is noticing that a usually active colleague is quiet that day, and sending them a message to check in. Physical wellness is noticing that culture has slipped to working through lunch every day, and encouraging each other to have afternoon walking meetings to compensate.

These ideas may appear to sit outside the traditional remit of L&D, often seen as the domain of Culture or Human Resources. While that may be true, it doesn't preclude L&D from partnering with these teams, understanding what's being promoted and reinforcing it through the learning offer. Where gaps exist, we can add value by asking better, more insightful questions.

Of course, we need to cover the letter of the law in our compliance learning, but that's only part of the job. It's when we bring it to life through stories, examples, imagery and real-world scenarios that compliance becomes something people can actually use. That's how we help our colleagues stay safe, legal, ethical and healthy at work. And really, who wouldn't want that?

FURTHER READING AND RESOURCES

Several case studies from the retail, entertainment, charity and care sectors https://www.acteoncommunication.com/case-studies

Learning Uncut Podcast

- *Blood Processing Centre Virtual Tour*, https://learninguncut.global/podcast/179/
- *Shaping Behaviours in Moments that Matter*, https://learninguncut.global/podcast/144/
- *Elevating Compliance Learning*, https://learninguncut.global/podcast/elevate-35/
- *Rethinking Regulatory Learning*, https://learninguncut.global/podcast/126/

MindTools L&D Podcast, *Click Next to Acknowledge*, https://podcast.mindtools.com/480-click-next-to-acknowledge

The L&D Podcast, *Taking the Pain Out of Compliance with Nick Taylor*, https://open.spotify.com/



MICHELLE PARRY-SLATER
Michelle Parry-Slater is a people development strategist, author, and practitioner. She is the Founder and Director of Kairos Modern Learning and Director and Lead Consultant of Learning Uncut, two connected businesses united in their mission to help L&D and OD professionals do more impactful work. Author of *The Learning and Development Handbook*, co-host of the *Learning Uncut* podcast, and a monthly contributor to *People Management Magazine*, Michelle brings over 25 years of experience in learning and organisational development across a wide range of sectors. She is a HR Most Influential Thinker, Fellow of CIPD, AITD, AHRI, RSA and ILP, and a sought-after speaker at conferences and events globally. Michelle's work is grounded in the belief that effective workplace development changes organisations, and that people deserve nothing less.

THE INVISIBLE ARCHITECTURE OF WORK

FROM DELIVERING LEARNING TO ENABLING WORK

BY SIRI SAWATDEENARUNAT



After more than a decade working in higher education and learning design, moving into workplace learning made one thing clear to me: a strong learning experience isn't enough on its own.

Even the most engaging activity with great content from subject matter experts can miss the mark if it isn't connected to day-to-day work.

Effectiveness in workplace learning depends less on content quality and more on how closely learning supports real work. Supporting learning in the flow of work required me to rethink the role of the learning and development (L&D) practitioner.

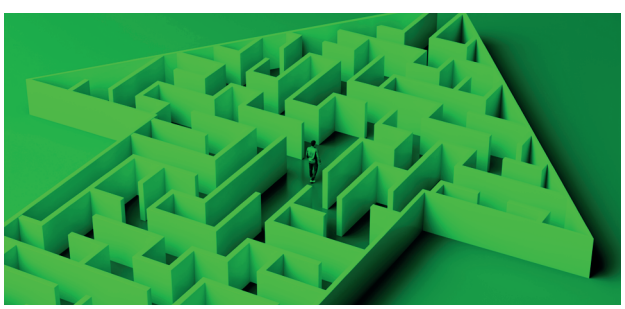
Drawing on experience in workplace learning, this article explores how shifting our role from delivering learning to enabling work makes learning timely, practical and sustainable. It offers three concrete role shifts and shows what they look like when we design for real tasks, rather than for learning journeys.

ROLE 01.

L&D as a signal amplifier

People don't experience their day as "learning moments". They experience deadlines, decisions, ambiguity and pressure. Effective learning doesn't start with learning solutions, but when L&D practitioners pay closer attention to where work was becoming difficult. Our job is less about promoting learning and more about surfacing challenges people encounter. Common issues, such as digital distractions, information overload, and uncertainty are frequent in the workplace. As signal amplifiers, L&D practitioners must shine a light on these moments and communicate in the language that people understand.

Why does it matter?
From a cognitive load perspective, when working memory is already saturated, even high-quality learning becomes noise. Signal amplification flips the sequence.



> Even the most engaging activity with great content from subject matter experts can miss the mark if it isn't connected to day-to-day work.

Instead of starting with "Here's something to learn", we should begin with "Here's a problem you're likely dealing with right now". This approach helps people perceive learning as a tool to address their challenges rather than another thing that takes their attention away from work.

When the signal is accurate, people don't need persuading. They recognise themselves in it.

ROLE 02.

L&D as a problem reframer

Once the signal is visible, the next task is to help people name the problem underneath it. Problem reframing turns a training request into a clearer articulation of what is actually getting in the way of effective work.

L&D practitioners should resist jumping to solutions or creating another learning module; instead, we need to spend time with the problem to fully understand it.

Why does it matter?
Training discussions often occur when outcomes begin to fall short of expectations like missed targets, more errors or slower delivery. These signs show a performance issue, but don't reveal the root cause.

Training requests focus on what's observed, not what's causing the issue. While skill gaps may play a role, performance can also be affected by other factors such as unclear expectations, complex processes, lack of resources, or competing priorities. Addressing every performance drop as a learning issue risks missing the real cause.

> If performance is the issue, improving competence alone may not lead to better outcomes.

Reframing the situation helps separate competence from performance:

- Competence refers to underlying capability or potential ability to do something
- Performance reflects what people actually do in real conditions, shaped by time pressure, ambiguity and constraints

If performance is the issue, improving competence alone may not lead to better outcomes.

ROLE 03.

L&D as a translator between work and capability

Work problems rarely present themselves as capability gaps; however, by dealing with these problems again and again help people build their abilities. Translating work into capability means making that connection explicit without requiring people to consciously switch into "learning mode".

Traditionally, work and development have been treated as separate activities, which makes it more difficult for people to recognise their connection. Capability frameworks often use concepts and terms familiar to L&D practitioners, but not always accessible to everyone else.

In reality, most people aren't motivated by abstract goals like building "critical thinking" skills. Instead, they're driven by the need to pinpoint the root cause of a problem or to challenge assumptions in order to find practical solutions that actually work.

Why does it matter?
This shift in mindset results in how learning is designed and positioned. Resources can be framed to support real tasks such as drafting clear emails, preparing insightful presentations, or asking the right questions. Recurring work challenges can be intentionally linked to capability development, not treated as one-off learning moments. By translating work into capability, learning no longer requires a pause. People learn through doing and capability development becomes embedded in work itself.

What learning in the flow of work looks like in practice

If learning in the flow of work is to be more than a slogan, not only our mindset but our practice has to change. Making small, deliberate changes can help people work more effectively without needing extra time for formal training.

1. Start with real work problems
Focus on issues that people already notice and amplify that signal. Look for moments where work is getting harder like feeling busy but lacking progress due to constant emails, messages, or back-to-back meetings. These are not "learning needs" in disguise but they're real friction points people feel every day.

When L&D acts as a signal amplifier and problem reframer, we are able to name the issue and make it visible. By using the language of work, people will recognise the issue immediately and likely feel motivated to make changes.

2. Make action easy
Once the work signal is clear, the next step is to make the response feel doable in real conditions. Instead of long courses or new frameworks, offer the smallest actions that reduce barriers in the work itself. The goal is to make the right action easier than defaulting to old habits.

For example, instead of delivering a course on "time management", offer actions people can try immediately as part of everyday tasks such as:

- Batch communications: check email and messages only during set times.
- Protect focus time: block out calendar for deep work and mute all non-essential notifications.



- Finish one task before switching
- Use available tools like GenAI to summarise long email threads and extract key actions

The aim is not to deliver a lengthy productivity course, but to support better judgement and focus while work is happening. Learning becomes a by product of action, not a prerequisite for it.

3. Design for repetition and lasting habits
Learning sticks when people can test ideas in their real context, observe the impact, and repeat what works. L&D can design for repetition by building light, repeatable practices into the flow of work by prompting at the point of need, providing reusable checklists and templates, and establishing simple routines people can re-run.

Repetition turns an idea into a reliable way of working, and habits form when that behaviour is supported by the environment such as a clear trigger, a simple default action, and reinforcement that makes it worth repeating. L&D's job is to design those conditions so people don't have to rely on willpower or memory.

For example, translate the signal "busy but no progress" into a standard prioritisation step, then embed it into an existing routine (such as a weekly planning ritual using an urgent/important matrix or an Outlook daily action-plan view). Reinforce it with quick reflection (what worked, what didn't) so the practice sticks because it improves progress, not because it was taught.

From learning delivery to enabling real work

Learning in the flow of work happens when L&D designs for the reality of work. When we act as signal amplifiers, problem reframers, and translators between work and capability, learning stops competing with work for attention. It becomes part of how work gets done.

The test is durability. Does the practice hold up next week, when the inbox fills and priorities shift? If it does, we've moved beyond delivering learning to shaping the default habits by embedding capability into routines, tools, and prompts so better work can happen on repeat.



SIRI SAWATDEENARUNAT

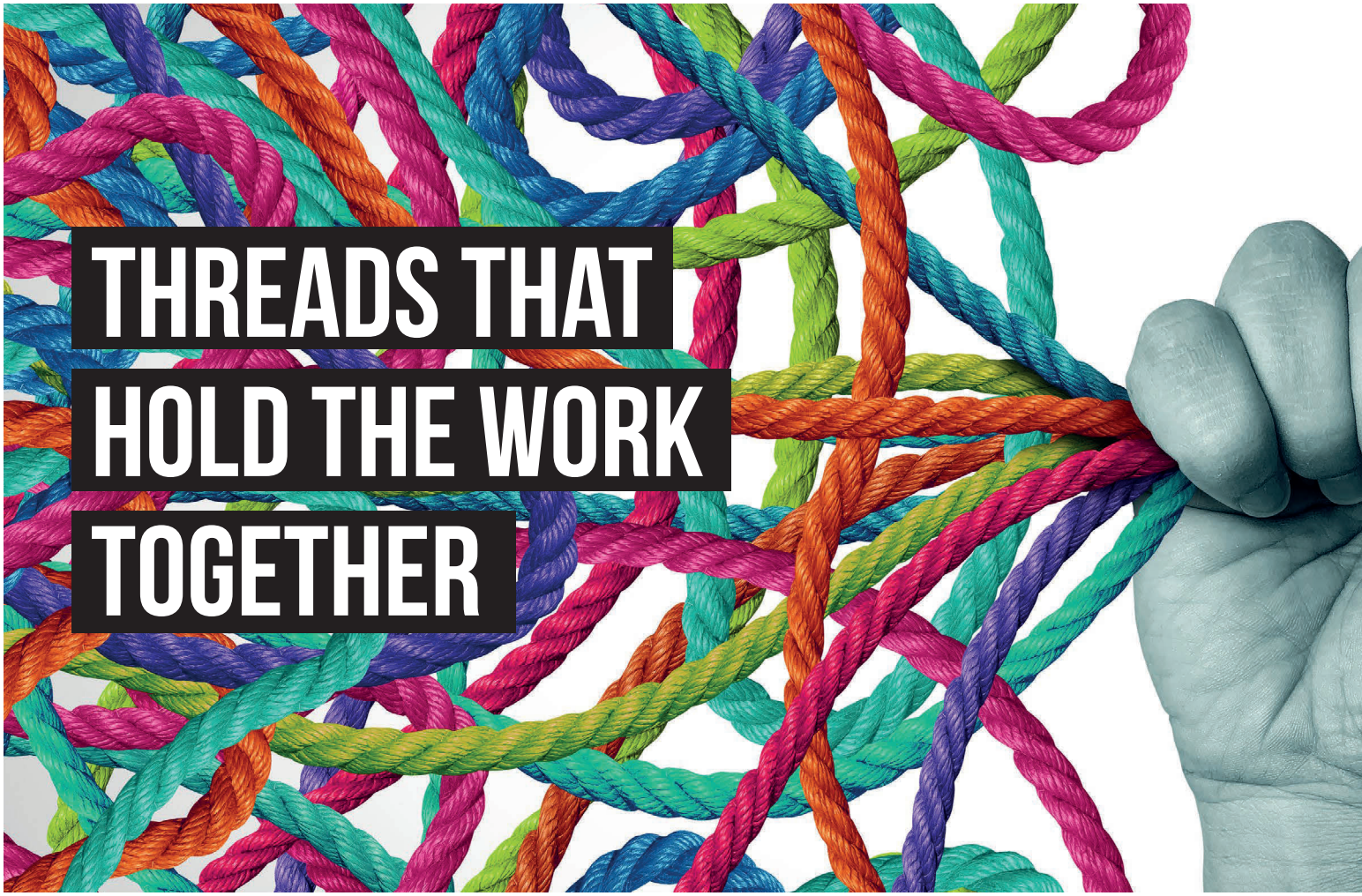
Siri Sawatdeenarunat is a Learning Specialist in Group Risk at ANZ Bank. She holds a PhD in Education, specialising in Digital Literacy. Previously, she was a Lecturer at Chulalongkorn University and the National University of Singapore, before transitioning to a Learning Designer where she collaborated with academics and peak bodies to design and deliver digital learning content and programs. Siri's passion lies in turning how people learn into actions that foster lasting behavioral change. Connect with her on LinkedIn: au.linkedin.com/in/sirinut-sawatdeenarunat

FURTHER READING AND RESOURCES

Peak Performance Centre, *Performance needs analysis versus training needs analysis*, https://thepeakperformancecenter.com/business/learning/course-design/developing-a-training-program/performance-needs-analysis-versus-training-needs-analysis

Sisyuk, K. (2018) *'What's the relationship between training, competence, and performance?', Journal of Administrative and Business Studies*, Vol.4, No. 6:297-312, https://tafpublications.com/gip_content/paper/Jabs-4.6.4.pdf

Sweller, J., van Merriënboer, J.G. & Paas, F. (2019) *'Cognitive architecture and instructional design', Educational Psychology Review*, Vol.31: 261-292, https://link.springer.com/article/10.1007/s10648-019-09465-5



THREADS THAT HOLD THE WORK TOGETHER

Learning in the flow of work at scale

BY NICOLE MURPHY AND KRISTIN BOAG

Learning in the flow of work is increasingly central to capability development. It is no longer enough for people to acquire knowledge; they must be able to apply it immediately. The closer learning is to the context of work, both physically and cognitively, the more likely it is to translate into action.

For large, dispersed organisations, this presents a challenge. How can meaningful, applied learning be delivered to a workforce that spans locations, roles and levels of experience?

This is the challenge faced by the Australian Public Service (APS) Academy, supporting a workforce of more than 180,000 people. One response has been the adoption of online social learning, designed not just for access, but for application.

BRINGING LEARNING PHYSICALLY CLOSER TO WORK

Embedding learning in the flow of work begins with removing the need for people to step away from it.

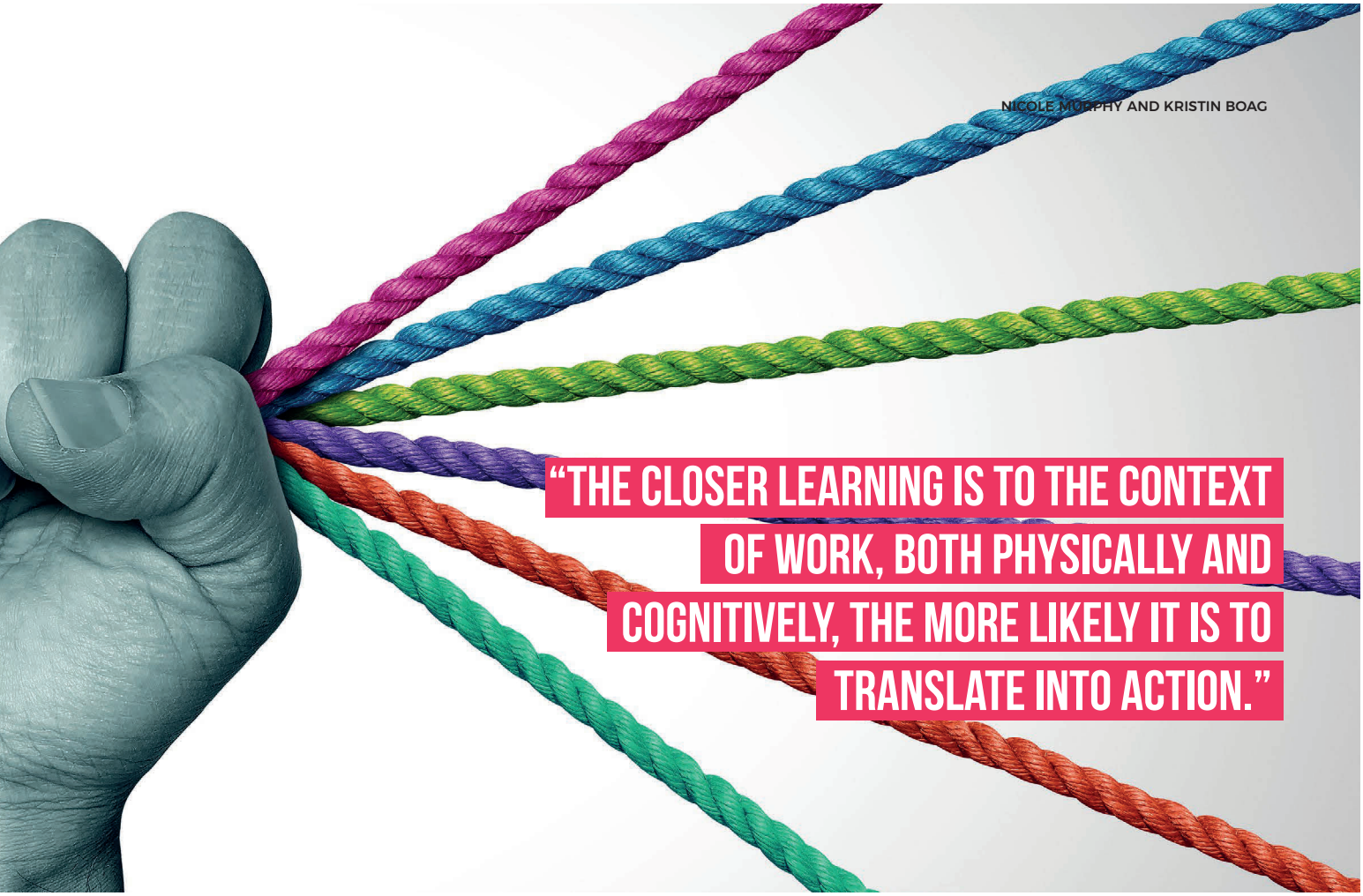
Online delivery allows participants to engage without leaving their workplace. Programs are designed to fit around work, rather than interrupt it. Asynchronous components enable participation in short bursts, integrating learning into daily routines rather than requiring large blocks of time.

This reduces the traditional disconnect between learning and doing. It also allows time for reflection, supporting deeper understanding and retention as learning is spaced over days or weeks.

However, proximity alone is not enough. Learning must also be social and applied.

LEARNING WITH AND FROM OTHERS

Online social learning is built on the idea that people learn most effectively through interaction.



"THE CLOSER LEARNING IS TO THE CONTEXT OF WORK, BOTH PHYSICALLY AND COGNITIVELY, THE MORE LIKELY IT IS TO TRANSLATE INTO ACTION."

Programs combine live and asynchronous elements, including:

- Facilitated webinars and discussions
- Small group interactions
- Structured peer activities
- Time-boxed 'learning sprints'

Live sessions create valuable moments of connection. Participants test ideas, share experiences and challenge assumptions, often generating the most powerful insights.

Asynchronous elements provide structure and flexibility, ensuring learning continues between live sessions.

THE ROLE OF LEARNING SPRINTS

Learning sprints are short, focused cycles, typically running over two weeks. Each sprint includes:

1. Targeted content on a specific topic
2. Reflection on how the topic applies to participants' work
3. Peer interaction to explore different perspectives
4. Immediate application in the workplace

This ensures learning is not abstract. Participants are consistently prompted to connect ideas to their own context and act on them.

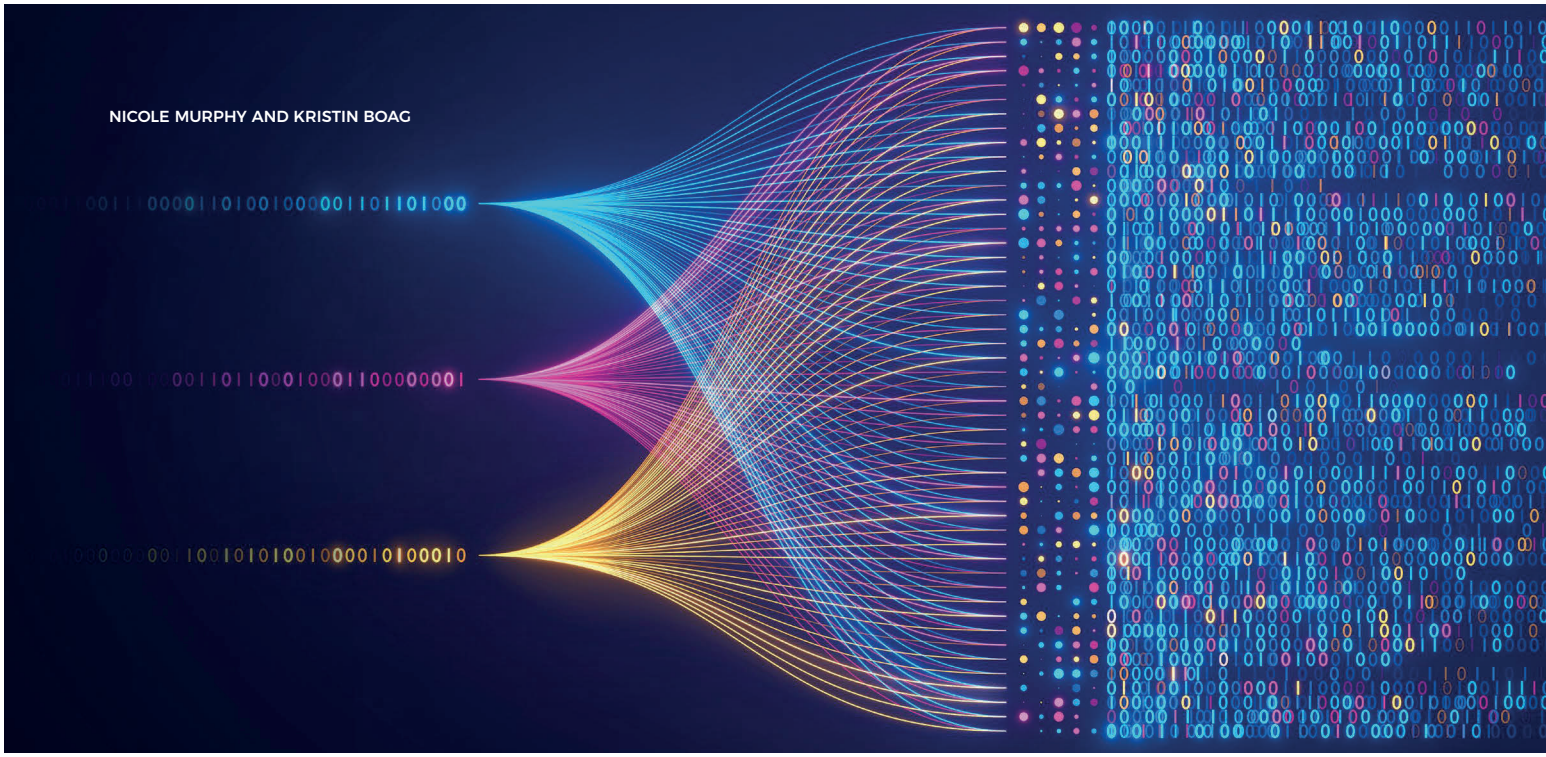
Cohort size is also critical. Groups of around 45–50 participants have proven effective, large enough to sustain discussion, but small enough to enable meaningful engagement.

The result is a learning environment where participants actively contribute, not just consume.

BRINGING LEARNING CONTEXTUALLY CLOSER TO WORK

Learning must also be relevant to participants' day-to-day work.

Rather than focusing on agency-specific content, the APS Academy centres its programs on the craft



of public service - capabilities that apply across roles and organisations. These include integrity, working in government, engagement & partnership, implementation & services, strategy, policy & evaluation, and leadership and management.

This approach ensures that learning is transferable. Participants can apply insights regardless of their role or context, making the learning both practical and scalable.

WHAT WE'VE LEARNED ABOUT MAKING IT WORK

Delivering learning in the flow of work at scale has highlighted several design principles.

- **Design activities, not just content** - the quality of interaction drives learning. Activities must prompt meaningful discussion and reflection. Well-designed tasks generate insight; poorly designed ones lead to repetition.
- **Know your audience** - different cohorts require different approaches. Graduates and senior leaders have different needs, constraints and levels of experience. Design must reflect this.
- **Maintain variety and engagement** - participants are balancing learning with competing priorities. A mix of formats e.g. discussion, reflection and application helps sustain engagement.
- **Be disciplined about objectives** - clear, focused objectives are essential. Every element of a sprint should contribute directly to them. Trying to cover too much reduces impact.
- **Enhancing scale with targeted, personalised feedback** - a key challenge in large-scale learning is maintaining the quality of feedback and facilitation.

As cohort sizes grow, it becomes harder to provide timely, relevant and personalised input. This is where artificial intelligence (AI) is beginning to play a supporting role.

At the APS Academy, we are exploring how AI can assist moderators and practitioners by identifying themes in discussions, surfacing common challenges, and highlighting opportunities for deeper learning. Rather than replacing human facilitation, this approach aims to augment it, helping facilitators focus their attention where it matters most.

For example, AI can:

- Analyse discussion threads to identify patterns or misconceptions
- Highlight contributions that warrant further exploration
- Suggest where additional guidance may be needed
- Support prioritisation of facilitator responses

This creates the potential for more targeted and personalised feedback, even in large cohorts.

Importantly, the role of the practitioner remains central. AI can indicate where intervention is needed, but it is the facilitator who brings judgement, context and experience. In this way, technology enhances, rather than replaces, the human elements that underpin effective learning.

SCALING LEARNING WITHOUT LOSING IMPACT

A common tension in L&D is the trade-off between scale and quality. Traditional face-to-face programs often deliver strong outcomes but are limited in reach.

"AS COHORT SIZES GROW, IT BECOMES HARDER TO PROVIDE TIMELY, RELEVANT AND PERSONALISED INPUT. THIS IS WHERE ARTIFICIAL INTELLIGENCE (AI) IS BEGINNING TO PLAY A SUPPORTING ROLE."

Online social learning offers a different model.

By combining structured design with a purpose-built platform, the APS Academy has significantly increased participation while maintaining engagement and application.

- The APS Academy's Graduate Development Program has expanded from around 70 in-person participants to up to 400 participants annually.
- The APS Academy's Leadership Edge has engaged more than 1,700 directors since 2023.

Importantly, this scale has not come at the expense of outcomes. Programs report higher completion rates than typical eLearning, alongside increased participant confidence and capability. Feedback from agencies also indicates observable improvements in leadership and public service craft.

WHAT THIS MEANS FOR L&D PRACTITIONERS

Learning in the flow of work is not simply about delivering content online. It requires a shift in mindset and design:

- From events to continuous learning
- From content delivery to facilitated interaction
- From knowledge acquisition to immediate application
- From small cohorts to scalable communities

For L&D professionals, the key question is not whether learning happens at work but how intentionally it is designed to fit within it.

Online social learning, increasingly supported by technologies such as AI, provides one answer. It shows that, with the right design, learning can be embedded in work, responsive to learners, and scalable across large, diverse workforces.



NICOLE MURPHY

Nicole Murphy is an assistant director in the Leadership and Graduate Development team at the Australian Public Service Commission. She began her working career as a primary school teacher and has been through a range of educational environments, including adult tuition and scientific conference management. She has qualifications in primary teaching, special education and English as a second language.



KRISTIN BOAG

Kristin Boag is the Director of the Leadership and Graduate Development team at the Australia Public Service Commission. Kristin has more than 15 years' experience in the Australian Public Service (APS) and most of this time her focus has been on corporate learning and capability development. Kristin has a Bachelor of Science in Agriculture and Economics from the University of Sydney and an MBA from the Paris Graduate School of Management.

THE LESSON I LEARNED AFTER LEAVING TEACHING

BY ASHLYN FORSAITH

There is a particular kind of professional frustration that comes with caring deeply about learners within a system designed primarily around content.



I felt it early in my teaching career, not as doubt about my own practice, but as a low hum of friction between what I believed good learning to be and what the structures around me seemed to reward.

For context, I was teaching Food and Nutrition to Years 7 through 12 at a Queensland independent school. I was designing with my students in mind; their lives, their contexts, what success would actually mean for them. Frustratingly, I kept bumping up against systems that pulled in the opposite direction: toward coverage, compliance, and content delivery.

The curriculum was the map. The system said to follow it. And I kept asking: but what about the person holding the map?

This question has followed me through every role since, from Learning Support Specialist to secondary teacher to Widening Participation program designer to, most recently, higher education curriculum and accreditation, and the longer I work across sectors, the more convinced I am that the friction I felt in the classroom is not unique to schools. It is endemic to the way learning is designed almost everywhere. The context changes. The instinct to start with content rather than the learner stays stubbornly constant.



THE CONCEPT THAT CHANGES EVERYTHING

Educators trained in curriculum design are often introduced to a concept called backward design, popularised by Wiggins and McTighe (2005) in their *Understanding by Design* framework.

The principle is deceptively simple: before planning a single activity or piece of content, identify what success looks like for the learner - what they should be able to do, understand, or feel by the end - and then work backwards from there.

It sounds obvious. In practice, it is surprisingly rare. Most learning experiences are still built from the content outward. Here is what we need to cover. Here is the compliance requirement we are meeting. Here is how long we have. The learner's actual context, experience, and starting point enter the picture late, if at all. This results in learning that is technically complete but experientially hollow: programs that are attended but not transferred, training that ticks boxes without changing behaviour.

Perhaps this matters most when the learners are adults with something at stake. Professional learners arrive with existing knowledge, hard-won experience, professional identity, and often considerable scepticism about whether this particular learning moment will be worth their time. Treating mature-age learners as empty vessels is not just a pedagogical error; it is a design failure.

In higher education, especially, where academics and postgraduate students bring deep disciplinary expertise into every room, that failure carries a particular cost: we ask highly knowledgeable people to engage with learning experiences that were not designed with their realities in mind, and then wonder why transfer is low, and engagement is even lower.

Factor in the dilemma that is generative artificial intelligence (AI). If you work in learning and development or higher education, you will have spent considerable time lately sitting through conversations, reading think pieces, and navigating genuinely contested debates about what AI means for learning; a discussion so loud and fast-moving that it can be difficult to know where to stand.

Much of that conversation has focused, rightly, on how L&D professionals should work alongside AI: what to automate, what to protect, where human judgement remains irreplaceable. These are important questions. But they sit one step downstream from the question this article is interested in.

Before we ask how to work with AI, we need to ask whether we are starting from the right place. In a world where content can be generated instantly and in infinite quantities, content alone is no longer a differentiator. What matters is the experience surrounding it; the conditions in which a learner encounters, wrestles with, and ultimately internalises something new. Designing those conditions well has always been the job, but AI just makes getting it right more urgent.

The question worth asking is not "how do we make learning more engaging?" because engagement is a symptom. The real question is, "did we start in the right place?"

WHAT CHANGES WHEN YOU BEGIN WITH THE LEARNER?

I left the classroom and found a new one in Widening Participation at UniSC, designing and coordinating outreach programs for secondary students for whom university wasn't just unfamiliar, it genuinely felt out of reach and like someone else's future. These were students from groups the Australian Government

ASHLYN FORSAITH



recognises as underrepresented in higher education; young people from low socio-economic, first-in-family, and remote backgrounds across regional Queensland.

The work made the backward design question unavoidable, because the cost of getting it wrong was immediate and visible.

If a workshop didn't connect to where a young person actually was - their fears, their sense of identity, what they believed was possible for someone like them - disengagement followed within minutes. Teenagers, as any teacher knows, are honest in ways adults rarely are.

So, we stopped designing from the content outward. We started with questions: *Who is this learner, really? What has their experience of education been so far? What does success look like?* Not for our program metrics, but for this person, in this community, at this point in their life? And critically: have we actually asked them?

That last question matters more than it is given credit for. Some of the most instructive design moments in my Widening Participation work came not from survey data, but from sitting with a group of Year 7 students in front of a large piece of butcher paper and asking: *What do you know about university? What have you heard?* The responses were illuminating, sometimes heartbreaking, sometimes wonderfully wholesome, and they consistently revealed assumptions no amount of content planning could have anticipated.

Learner voice, it turns out, is not a nice-to-have in learning design. It is a design input.

The measurable results followed. I fondly recall a campus visit last year, when we hosted a small regional P-9 school from Wondai, whose students had driven for hours to reach our Sunshine Coast campus. The majority of these students had expressed uncertainty about higher education, shifting to a majority positive intent by the end of a single session. Not because we delivered a polished presentation about university pathways, but because we built a program that began with their reality rather than our agenda.

Another moment I return to most often is quieter than any data point. During a Year 7 workshop on the Fraser Coast, the classroom teacher quietly pulled me aside after the session. A student who had recently returned from suspension and who was sitting alone during the workshop had engaged in a way that was, for them, significant (and clearly impressed their teacher).

The teacher asked if I had a spare piece of merch to give them discreetly as positive reinforcement for their improved behaviour. I had one notebook left. So, I wrote a short message inside, thanking them for how much they had impressed us that day.

I hadn't designed for that student specifically. I didn't know they would be there. But the design had created the conditions for something to happen, because it had begun not with what we wanted to deliver, but with what a learner needed to feel safe enough to show up.

That is what backward design actually means in practice. It is not a planning template. It is a philosophical commitment to the learner's reality as the non-negotiable starting point.

THREE QUESTIONS TO ASK BEFORE YOU OPEN A SLIDE DECK

This is not a critique of the learning and development profession's intentions. Most practitioners care deeply about their learners. It is an observation about default systems; how compliance frameworks, content-driven briefs, and organisational timelines can quietly pull even the most learner-centred designer back toward the content-first approach.

Learner voice, it turns out, is not a nice-to-have in learning design. It is a design input.

Backward design is the structural corrective. Before building anything, try sitting with these:

Who is this learner, not in theory, but actually? Not the job title or the compliance category. What is their current experience of this topic? What do they believe about their own capability? What barriers might they carry into the room: practical, psychological, or historical? If you cannot answer these questions confidently, you are not yet ready to design. Go and find out first. Ideally, with the learner in the room.

What does success look like for the learner, not just the organisation? There is a meaningful difference between "the learner will be able to identify the four steps of the process" and "the learner will feel confident applying this in a real and messy situation next week." The first is a learning objective. The second is a design outcome. They require different approaches, and only one of them tends to produce lasting change. In an era where AI can generate a list of steps in seconds, designing for the second has never been more important.

Have I created the conditions for learning before I have asked for it? Learning requires psychological safety; a genuine sense that it is acceptable to not know, safe to try, and acceptable to be wrong. In authentic, project-based, and work-integrated learning contexts, this condition is often built into the design itself: learners are doing real things with real stakes, which creates both the urgency and the permission to learn. In more traditional formats, such as online modules, workshop sessions, and compliance training, it must be deliberately constructed. Engagement does not follow good content. It precedes it.

THE TEACHER IN EVERY ROOM

I left the classroom, but I took the questions with me. They have shaped every program I have built since; scaffolded year-long pilots for regional high school students, career aspiration workshops for early secondary students in rural Queensland, and postgraduate course design work in higher education.

In each context, the most consequential design decision happened before a single piece of content was created: who is this for, and what do they need to feel, know, or believe by the end?

The learning design profession has a sophisticated and growing evidence base. It has frameworks, tools, and an increasingly prominent seat at the institutional table. What it sometimes still lacks, and what classroom teachers learn by necessity, is the reflex to begin with the learner's reality rather than the content's logic.

The most powerful learning experiences I have witnessed or been part of have rarely been the most content-rich. They have been the ones in which someone, before building anything, genuinely found out what a learner needs to do, and ideally, with that learner contributing to the answer.

That is not just good teaching. That is good design, and in a sector being reshaped by AI, workforce disruption, and learners who have more choices than ever about how and whether to engage, I truly believe it may be the most important design principle we have.

So, what if it were always the first question?



ASHLYN FORSAITH
Ashlyn Forsaith is an emerging Learning Designer and Professional Accreditation Support Officer at the University of the Sunshine Coast's Centre for Learning and Teaching. Her career spans learning support, secondary education, widening participation program design, and higher education curriculum governance across Queensland. She is currently completing a Master of Education (Innovative Learning Design) at QUT and writes about learning design that is evidence-informed, equity-centred, and unapologetically human.

FURTHER READING AND RESOURCES

Wiggins, G. & McTighe, J. (2005) *Understanding by Design* (expanded 2nd ed.), Association for Supervision and Curriculum Development (ASCD).

aitd. CALENDAR

STRATEGIC PARTNERING AND INFLUENCING FOR L&D

You'll learn what it takes to operate in complex environments where priorities shift, expectations are high, and decisions need to be made quickly. Communicate with confidence, speak the language of the business and use shared-ownership action plans to ensure the right buy-in and allocated resources.

Thursday 16 July	Online (1 Day)
Wednesday 5 August	Sydney CBD
Thursday 10 September	Perth CBD
Thursday 29 October	Melbourne CBD
Wednesday 4 November	Online (1 Day)

ADULT LEARNING

If you are just starting down your L&D pathway, Adult Learning is a great first step. This course introduces principles such as learner engagement, memory, how adults learn, neuroscience and learning environments.

Tuesday 2 June	Sydney CBD
Thursday 4 June	Online (1 Day)
Tuesday 4 August	Melbourne CBD
Tuesday 8 September	Online (1 Day)
Thursday 1 October	Brisbane CBD
Thursday 15 October	Canberra CBD
Thursday 5 November	Sydney CBD
Thursday 3 December	Online (1 Day)

AI ESSENTIALS FOR L&D PROFESSIONALS

This course introduces the core principles of using Generative (Gen)AI in learning and development. Learners will explore the impact of Gen AI on learner engagement, personalised learning experiences, and the future impact to L&D.

Thursday 18 June*	Online (1 Day) - with follow-up webinar
Tuesday 25 August*	Online (1 Day) - with follow-up webinar
Wednesday 25 November*	Online (1 Day) - with follow-up webinar

eLEARNING: FOUNDATIONS

Welcome to the world of eLearning! Whether you're interested in eLearning and its possibilities, or you're considering transitioning content into an eLearning format, this course is for you.

Tuesday 30 June*	Online (Blended Learning)

eLEARNING: PLANNING AND DESIGN

If you're interested in exploring ways eLearning can be designed and delivered and the methodologies and frameworks available to support the process, this course is for you.

Tuesday 25 August*	Online (Blended Learning)

eLEARNING: PRODUCTION AND DELIVERY

Up your eLearning game by mastering the technology needed to create engaging experiences. By the end of this practical course, you will have produced your own eLearning module, while building your expertise on authoring tools and best practice.
Delivered over 5 weeks.

Tuesday 13 October*	Online (Blended Learning)

EVALUATION AND IMPACT OF LEARNING

This practical, hands-on course will equip you to design, implement and communicate robust evaluation strategies that go beyond surface-level metrics. Participants will learn how to align evaluation with organisational priorities, capture meaningful data, generate actionable insights, and tell compelling learning impact stories that influence decision-making and ensure ongoing commitment to learning.

Wednesday 2 September	Online
Thursday 10 December	Online

FACILITATION SKILLS

Not just for L&D professionals, this course is for anyone who facilitates meetings, gives presentations, or just wants to improve on their delivery. Learn how to keep things on track, engage participants and ask great questions.

Wednesday 8 July	Sydney CBD
Tuesday 14 July	Canberra CBD
Tuesday 11 August	Online (1 day)
Wednesday 28 October	Brisbane CBD
Tuesday 17 November	Online (1 day)
Friday 27 November	Melbourne CBD

Transform your team's capability with tailored AITD in-house courses. Delivered online, on-site or hybrid, our expert facilitators customise learning to your organisational goals, close specific skill gaps and build shared language across your team. Ideal for targeted capability uplift and real workplace impact—ask us how we can design your solution.

INSTRUCTIONAL DESIGN

Our most in-demand course. Discover how writing learning outcomes, using storyboarding, and selecting the right visual graphics can make all the difference to creating engaging and memorable learning experiences.

Monday 15 June	Online (1 Day)
Thursday 25 June	Sydney CBD
Thursday 30 July	Perth CBD
Thursday 6 August	Canberra CBD
Thursday 27 August	Online (1 day)
Monday 7 September	Melbourne CBD
Monday 28 September	Brisbane CBD
Thursday 8 October	Sydney CBD
Tuesday 20 October*	Online (Blended Learning)
Monday 7 December	Online (1 Day)

NEEDS ANALYSIS & EVALUATION

Needs analysis and evaluation are the bookends to the instructional design process. This course explores the stages, tools and techniques used to identify needs, customise solutions and then how to evaluate and implement.

Wednesday 10 June	Brisbane CBD
Wednesday 1 July	Sydney CBD
Thursday 23 July	Melbourne CBD
Wednesday 29 July	Online (1 Day)
Tuesday 1 September	Canberra CBD
Tuesday 6 October	Brisbane CBD
Wednesday 18 November	Online (1 Day)

VIRTUAL CLASSROOM ENVIRONMENTS

With virtual classrooms more essential than ever, this course will show you how to optimise this format, covering practical considerations and strategies to maximise learning engagement and effectiveness.

Wednesday 17 June	Online (1 Day)
Thursday 17 September	Online (1 Day)
Tuesday 8 December	Online (1 Day)

PRESENTATION SKILLS

Confidence is key when presenting. Whether you're nervous in front of a crowd or just want to up your game, this course will equip you with the skills to engage your audience, communicate effectively and increase persuasiveness.

Tuesday 2 June	Online (1 Day)
Monday 22 June	Canberra CBD
Tuesday 21 July	Melbourne CBD
Thursday 3 September	Brisbane CBD
Wednesday 16 September	Online (1 Day)
Thursday 22 October	Sydney CBD
Wednesday 11 November	Canberra CBD
Tuesday 1 December	Online (1 Day)

L&D PROJECT MANAGEMENT

This practical course covers all key elements of project management as it relates to L&D professionals. You will learn about planning, sourcing content, budgeting, marketing, evaluation, risk analysis and more to run complex projects.

Friday 12 June	Canberra CBD
Tuesday 23 June	Brisbane CBD
Thursday 2 July	Melbourne CBD
Monday 6 July*	Online (Blended Learning)
Tuesday 22 September*	Online (Blended Learning)
Thursday 24 September	Sydney CBD
Tuesday 27 October	Canberra CBD
Thursday 19 November*	Online (Blended Learning)
Tuesday 24 November	Brisbane CBD

NEUROSCIENCE FOR LEARNING DESIGN AND DELIVERY

The brain is the driver of all learning and behaviour. As L&D professionals are tasked with making learning happen, this program provides an essential overview of the brain's role in learning and how to design adult learning experiences with the brain in mind.

Thursday 11 June	Melbourne CBD
Tuesday 18 August	Online (1 Day)
Tuesday 29 September	Sydney CBD
Tuesday 10 November	Online (1 Day)
Thursday 12 November	Melbourne CBD

*Start date shown. Please check website for dates and times of any live sessions scheduled for the course.

NZATD L&D WEEK 2026

Join us for NZATD L&D Week 2026 as we explore Manaaki Tangata, Akohia te Ao Hou / Nurturing Our People, Learning the New World, a theme that positions human-centred design as the definitive business strategy for the AI era.

Think human connection, coaching, and manaakitanga as critical strategic levers in an automated landscape. Embracing the principle of ako to empower L&D professionals to lead as both learners and teachers.

This is your opportunity to make sure that while the world evolves, our focus remains firmly on the people as the heart of success.

He aha te mea nui tea o? He tangata, he tangata, he tangata!

What is the most important thing in the world? It is people, it is people, it is people!



KEY EVENTS

EARLY BIRD TICKETS FOR THESE GREAT EVENTS ARE ON SALE NOW!

THURSDAY 10 SEPTEMBER

NZATD AWARDS 2026 GALA DINNER

Waipuna Hotel and Conference Centre, Auckland



FRIDAY 11 SEPTEMBER

DIGITAL LEARNING SHOWCASE

Foodstuffs, Auckland



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Write for T&D Magazine in 2026.

You are invited to contribute to T&D magazine in 2026.

Most of our readers are practising L&D professionals looking for ideas that they can implement in their own work. Case studies with real-life applications, new concepts and practices, innovative technologies and expert tips all make great subject matter. Articles can take the form of feature articles, opinion pieces, interviews, infographics, 'how to' guides and so on.

Top tips when drafting articles for T&D magazine:

- Articles should be unbiased, informative and free of commercial content and self-promotion
- Articles should be original, and should not have been published elsewhere
- Please be careful when using AI tools to write articles—it is very obvious when AI-drafted articles have not been edited by a human
- There is no fixed word count, but between 1,200 and 1,400 words works well

SEPTEMBER 2026 | Reskilling for a Changing World
Submission deadline: 17 July 2026

- **Proactive Workforce Planning and Reskilling:** Future skill gaps identification and reskilling programs that align with organisational strategy.
- **Emotional Intelligence, well-being and people skills:** Empathy, adaptability and mental health practices in -professional development initiatives.
- **Cultural Competency and Inclusion**: Learning that respects diverse cultural contexts and promotes inclusivity.
- **Immersive and Wearable Technologies:** Virtual and augmented reality and wearable devices in practice.

DECEMBER 2026 | Sustainable Business Impact and Organisational Resilience
Submission deadline: 16 October 2026

- **Impact Analytics:** Application of analytics to measure and demonstrate learning impact and inform continuous improvement.
- **Business Adaptability through L&D:** Effective L&D building capability pipelines, retains talent and enhances organisational adaptability and resilience.
- **Ethics, Privacy and Governance:** Data privacy, responsible technology use and robust governance in learning programs.
- **Community Building and Knowledge-Sharing**: Mentoring, peer learning and partnerships to sustain a thriving learning culture.



Articles should be submitted via email to editor@aitd.com.au

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