

# Trends and Exemplary Practices of Effective Training Transfer in Teachers' Professional Development

Sanita Baranova, Dzintra Iliško, Svetlana Surikova, Dita Nīmante, Gunta Siliņa-Jasjukeviča, Inga Grigaļuna

*University of Latvia, Latvia*

## Abstract

This paper presents the primary results of a multiple case study on effective training transfer practices within diverse educational and national contexts. The study was conducted under the State Research Programme's "Education" project No. VPP-IZM-Izglītība-2023/4-0001, funded by the Ministry of Education and Science of the Republic of Latvia. Based on results of literature review, desk research, and structured interviews with educational experts, researchers selected seven cases of evidence-based practice from Lithuania, Norway, Estonia, and Germany. These cases benchmark the training transfer process by describing (a) factors determining the most effective knowledge transfer after training, (b) difficulties encountered during the knowledge transfer process, and (c) the sustainability and limitations of training transfer. The selection of cases was based on the availability and willingness of experts to share their best practices. The study revealed that the success factors for effective training transfer in the selected cases include the transformative nature of the training, time allocated for critical reflection within communities of practice, and increased teacher autonomy in planning their professional development and practising leadership skills. In all selected cases, effective teacher training initiatives are characterised by their transformative nature, training content related to real-life problems, opportunities for teachers to rethink and reshape their practice, and the availability of peer support and mentoring.

**Keywords:** case study; effectiveness, teacher transformative learning, reflective practice