

AI for Professional Learning

Category: Artificial Intelligence in Education

AI for professional learning is the purposeful use of artificial intelligence to support continuing development in a field of practice. In education, it may assist lecturers, teachers and other professionals to identify learning needs, locate resources, rehearse decisions, obtain formative feedback and participate in professional communities.

The emphasis is on sustained learning rather than one-off task completion. UNESCO presents this competency as a progression from using AI for individual development to supporting collaborative and organisational learning, while maintaining human agency and professional responsibility ([Miao & Cukurova, 2024](#)).

Professional Learning Cycle

1. **Identify needs:** Use evidence from practice to define a specific capability or problem for development.
2. **Curate resources:** Use AI-supported discovery selectively and verify authority, relevance and contextual suitability.
3. **Rehearse and inquire:** Explore cases, simulations or alternative explanations without treating AI as a qualified mentor.
4. **Collaborate:** Discuss AI-assisted insights with peers and include professional, disciplinary and local knowledge.
5. **Evaluate and document:** Examine changes in practice, record AI use and protect confidential workplace information.

Examples in Practice

A lecturer may use AI to generate possible misconceptions about a difficult concept, compare these with actual student work and discuss responses with colleagues. The AI output initiates inquiry; professional learning comes from checking evidence, testing a revised explanation and reflecting on its effect in practice.

Why It Matters

Used carefully, AI can make professional learning more responsive and accessible across locations and languages. It should complement, not replace, expert dialogue, experience and institutional support. Effective development remains collaborative, evidence-informed and connected to real improvements in practice over time ([OECD, 2025](#)).

Further Reading

6. Miao, F., & Cukurova, M. (2024). [AI competency framework for teachers](#). UNESCO.
7. OECD. (2025). [Reimagining teaching in an accelerating world](#). OECD Publishing.
8. Redecker, C. (2017). [European framework for the digital competence of educators: DigCompEdu](#). Publications Office of the European Union.

Related Terms: Professional Development | Reflective Practice | AI Pedagogy | Communities of Practice