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# This we believe: Articulating pedagogic principles for guiding professional development work with postgraduate students

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## Paper 152 – Poster

### **This We Believe: A Collaborative Philosophy of Practice for Graduate/Postgraduate Student Educational Development Work**

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#### **Abstract**

We are simultaneously education developers, career services professionals, mentors of graduate student or currently enrolled graduate students, and scholars engaged in lifelong learning. Through our work with postgraduate and professional students we provide programming and professional development events related to teaching, researching and career planning. Through our recent cross-cultural collaborations and interdisciplinary interactions, we have written, compared, probed our practices, realizing the multiple ways we are guided in our work by shared beliefs about teaching and learning, social justice, human development, and mentoring future academics who we encounter while they are navigating the problems and potentials within academe on their way to careers in and beyond the academy.

Like our peers who hold single or multiple roles, as teachers we have articulated philosophies of teaching, as researchers composed research plans and statements, and as educational developers shaped philosophies of practice providing a base for our interactions with academic staff – lecturers, adjuncts, faculty, and professors. But – again like our peers doing work with graduate, professional and postgraduate students as well as postdoctoral researchers – we have not publicly voice a philosophy of practice. Given that we are called to provide more programming and support with less funding and visibility, now is the time to name a Philosophy of Graduate/Postgraduate Professional Development that we – and our peers – can review, remark upon, test.

This poster will present (1) a description of the responsibilities of graduate/postgraduate professional development staff, (2) a brief discussion of academic philosophies of practice as a genre, (3) the 10 collaboratively generated principles, and (4) an analysis of the change-agent role of graduate/postgraduate professional development staff whose work connects us to teaching, learning, research and community endeavors on a campus – as well as to these communities near to and well beyond our communities.