Conference theme: Professional Learning for Academic Practice

**Building academic resilience through teaching philosophy (TP) development**

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This workshop will use a collaborative reflective practice model *(Schonell et al 2016*) which seeks to create a safe, trusting, respectful space where participants can explore the values of teaching philosophies.

Facilitators will explore the findings of an international research study supported by a HERDSA research grant on the value of TP for today’s academics and their institutions. Educators who develop and apply their TP identified a direct connection to improved reflective practice, student learning, and collegial engagement, as well as opportunities for increased personal resilience and career fulfillment.

New findings presented at HERDSA 2021 highlight the value of TP beyond an individualistic or formulaic role for promotion or awards, rather its potential for enhancing academic practice and institutional capacity building. These ‘value-adds’ of TP development are the focus of this session, engaging participants in the mostly untapped potential of activating TP in academic learning and development and identifying linkages to longer term institutional capacity building.

The facilitated group activities aim to draw upon the research project as well as participants’ diverse journeys, backgrounds, and experiences. Participants are introduced to a new teaching philosophy framework spanning personal resilience, collaborative communities, and institutional capacity development. Reflective questions deepen the conversation and connections across these aspects.

Participants will:

- Reflect and engage with key resilience building themes presented,

- Identify factors that can motivate academics to build confidence, self-efficacy, and resilience,

- Re-value the TP reflective development for professional learning and capacity building,

- Receive a valuable TP toolkit for personal growth, for enhancing learning communities on TP, and for assisting institutional capacity building.

Targeted outcomes are to activate participants’ interest and understanding in TP as integral part of academic learning and institutional reflective practice. The research-based framework presented offers a practical tool to strengthen academic conversations and institutional strategies for professional resilience, collegial community development, and educational outcomes alignment.