

Professional Development Resources: Capability, Belonging and Equity in Higher Education Overview

This website seeks to bring the importance and power of the pedagogical relationship to the forefront of developing equity in higher education. Building on [Teaching Inclusively: Changing Pedagogical Spaces](#), this website offers a suite of open access digital resources designed to generate and support professional development. The resources draw on research funded by the [National Centre for Student Equity in Higher Education](#) by a team of researchers at the [Centre of Excellence for Equity in Higher Education \(CEEHE\)](#).

The purpose is to provide a conceptual toolkit, which aims to encourage educators to critically reflect on institutional/programmatic perceptions of capability, belonging and equity. A central question is the ways that capability is constructed and recognised in higher education. [Capability](#) is often taken for granted but research reveals that it often unwittingly produces exclusions, lack of belonging and dis/connection.

The resources include think pieces designed to engage you in critical reflection about the ways pedagogical relationships shape constructions of capability in our everyday experiences of teaching and learning and over time. The think pieces are offered through conceptual films that draw attention to the kinds of experiences of not belonging and disconnection expressed by students in our research.

The conceptual films are complemented by short videos of our reflections on the conceptual films to nurture further discussion by you in your communities of practice, course committee or individually through reflective exercises. An aim is to develop a critically reflexive approach that then enables equitable pedagogical spaces. We offer reflective exercises to support this process.

We have intentionally designed this toolkit to engage critical reflection and deepen our equity practices. This is not a “how to” toolkit. Research shows that developing high quality equity practice requires the space, time and conceptual resources that support critical reflection to challenge the assumptions and taken-for-granted practices that unwittingly reproduce inequalities.

We hope you find the resources of value in addressing the complex dilemmas and challenges that equity in higher education presents and as a way of embracing the importance of being a ‘Reflexive Practitioner’.