

## 2025 Editorial

Welcome to Volume 8, Issue 1 of the *ATLAANZ Journal* (2025). This issue contains six insightful articles by tertiary learning advisors, lecturers, and a learning designer in Aotearoa New Zealand. The issue covers various matters of current relevance to the work of tertiary learning advisors, and the Journal Co-Editors would like to take this opportunity to thank all of our authors this year for submitting their valuable scholarship. We are delighted to be able to share these articles with you, our readers, because they offer a range of topics from embedding academic literacy and te reo Māori to effective online pedagogies and the evolving nature of individual consultations.

- In *He rautaki whakaako hei whakatō te reo Māori ki ngā whare kōhungahunga: Teaching strategies for the embedding of te reo Māori within the early childhood education programme at Toi Ohomai*, Chrissie Keepa, Kelly Warren (Toi Ohomai), Rachael Burke (University of Waikato), and Mallory Tomsett (Toi Ohomai) present findings on strategies for embedding te reo Māori in early childhood teacher education, identifying effective practices to inform teaching approaches that honour Te Tiriti o Waitangi.
- In *How tertiary learning advisors can support students engaged in online collaborative group work in large STEM courses*, Nigel Gearing (University of Auckland) outlines strategies to support student engagement in collaborative online group work for large courses, based on an intervention addressing amotivation and demotivation in a STEM course.
- In *Myers-Briggs Personality Types? How do they matter to our learning advisor role?*, Hua Dai (Unitec) examines how Myers-Briggs personality types, cultural factors, and personal circumstances impact learning advisor work and offers strategies to support more mindful and effective student engagement.
- In *Learning advisors should be doing individual consultations differently: Why is that and what should we be doing instead?*, Mark Bassett (Accredited Advanced Learning Advisor, Auckland University of Technology) argues that traditional individual consultations must evolve to address equity, demonstrate impact, and adapt to challenges to the learning advisor role posed by generative AI and third-party writing support.
- In *Embedding academic literacies in software architecture courses using threshold concepts and skills*, Vanessa van der Ham (Auckland University of Technology), Andre Breedt (University of Sydney), and Jing Ma (Auckland University of Technology) articulate a collaborative initiative between learning advisors and a lecturer that applies the abstract notion of threshold concepts and skills to develop learning materials and strategies that help students design and document software architecture solutions.
- In *Exploring effective individual consultations: Core competencies, challenges, and institutional tools*, Quentin Allan (Auckland University of Technology) takes an autoethnographic approach to explore the use of asynchronous academic literacy resources in individual consultations in responding to student needs and to foster student agency, extending calls by other authors for a professional competencies framework for learning advisors in Aotearoa New Zealand.

## 2025 Editorial Board

We acknowledge and thank the *Journal's* team of peer-reviewers and copyeditors: Fellow ATLAANZ members whose insightful comments, and willingness to mentor novice authors, have helped make this publication possible:

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The *ATLAANZ Journal* invites submissions on topics relevant to the tertiary learning advisor community, such as higher education, learning partnerships, responding to environmental changes, innovative practice, and working with students (including international, postgraduates, Māori, Pasifika, neurodiversity, rainbow-takatāpui, etc.). We provide guidance and support for new authors, and we are also keen to hear from colleagues interested in acting as peer-reviewers. Please send expressions of interest to [mark.bassett@aut.ac.nz](mailto:mark.bassett@aut.ac.nz) and [c.todd@massey.ac.nz](mailto:c.todd@massey.ac.nz)

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