

2021 Editorial

Welcome to Volume 5 of the *ATLAANZ Journal* (2021). Globally much has changed since the publication of the 2019 volume, yet tertiary learning advisors continue to reflect upon, and refine, their practices to meet the challenges of the current learning and teaching environment. This volume exemplifies the breadth of the *Journal's* readership, with authors from universities, polytechnics and private education providers across Aotearoa and Australia, and papers on a range of topics from individual reflections to pan-institutional relationships to the state of learning advising as a whole:

- **“Pop the ‘maths anxiety’ bubble: An approach to support nursing students to self-manage anxiety while studying drug calculation”** recounts one advisor’s journey of discovery on how best to help students;
- **“Lessons learnt from the 2020 Covid-19 lockdown: Case study of an online students’ MS Teams project”** describes an online community for international students;
- **“The work is the talk: Collaboration and power in tertiary language advisory practice”** explores the impact of power relations on learning advisor-lecturer interactions;
- **“Thinking of doing a doctorate?: Reflections from a tertiary learning advisor perspective”** recounts the experience of undertaking higher degree research studies;
- **“Core competencies for the practice of tertiary learning advising in New Zealand”** proposes the establishment of a professional framework; and
- **“2019/2020 learning centre practice in Aotearoa New Zealand: Report”** provides a timely snapshot of our current practice.

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 and Rainbow). We provide guidance and support for new authors, and are also keen to hear from colleagues interested in acting as peer-reviewers. Please send expressions of interest to deborah.laurs@vuw.ac.nz or lis.roche@ara.ac.nz

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