

2023 Editorial

Welcome to Volume 6 of the *ATLAANZ Journal* (2023). This special issue represents our largest volume to date with nine thought-provoking articles from tertiary learning advisors in Aotearoa New Zealand and Australia, and mainly comprises articles expanding on presentations from the [2022 ATLAANZ Conference](#), “Toitū te Tangata: The Whole Person”:

- In **“Reflections on the Development of the Otago Polytechnic | Te Pūkenga Neurodiversity Community of Practice”**, Kristen Bracey, Marje Schaddelee and Sarah Wood (Otago Polytechnic Te Pūkenga) share their experiences of establishing inclusive learning environments at their institution, with learning advisor and student perspectives.
- In **“Learning Support for Distance Learners: Towards the Future”**, Ruth Thomas (Toi Ohomai Te Pūkenga) reflects on part of her master’s research into the effectiveness of provisions for off-campus students, with recommendations for future practice.
- In **“Learning from the Experiences of a Kura Kaupapa Māori Graduate”**, Ruth Thomas (Toi Ohomai Te Pūkenga) focuses on the experiences of a Māori-medium educated student as they engaged with an English-medium learning environment.
- In **“Applying the Lens of Second Language Motivation Research to Interpret Online Learner Amotivation and Demotivation”**, Nigel Gearing (University of Auckland), provides insight into factors that influence language learning motivation by sharing analysis of the experiences of one participant in his doctoral research.
- In **“Cultural Perspectives on the Concept of Whanau and Health Decisions”**, Hua Dai and Daisy Bentley-Gray (Unitec Institute of Technology Te Pūkenga) reflect on their experiences of positioning their teaching in the natural and cultural environment of Aotearoa New Zealand to support students and staff in becoming culturally conscious.
- In **“The Benefits of Padlet in Online Writing Retreats”**, Maryam Mariya and Andrea Haines (University of Waikato) describe how their use of Padlet has facilitated collaboration and academic writing development among postgraduate students and how their use of this technology has evolved over time.
- In **“Establishing a Professional Accreditation Framework and Core Competencies for Tertiary Learning Advisors in Aotearoa: Reflection”**, Cherie Todd-Williamson (Massey University) critically reflects on two sessions from the 2022 ATLAANZ Conference that aimed to enhance the recognition of learning advising as a core element of tertiary education in New Zealand.
- In **“Collaboration Between Teachers and Learning Advisors to Improve Learner Outcomes”**, Marcus Brons (Toi Ohomai Te Pūkenga) reports findings from a qualitative study of teaching staff experiences of working with learning advisors, with recommendations for how to enhance collaboration between these two groups.
- In **“Best Practice in Peer Mentoring Programs: Reflecting on the Role of Student Writing Mentors”**, Linda Thies (Deakin University) presents qualitative research that articulates the importance of student writing mentors and tertiary learning advisors having clear understandings of their respective roles, with implications for future 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 and mark.bassett@aut.ac.nz

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