Frameworks and core competencies for the practice of learning advising in contemporary tertiary education
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Tertiary learning advisors (TLAs) are professional educators who work with students towards achieving their academic goals, and support them in developing their academic literacy and understanding of the expectations of tertiary study. It is a relatively new professional role in the conventional academic system of tertiary education, with the first distinct reference to the need of addressing study skills of students being registered in the 1950s. It has been suggested that learning advising as a profession needs to address the issues of identity and recognition to ensure its relevance and resilient survival in a contemporary neoliberal environment of public disinvestment, privatisation, and sharper focus on value of higher education for individual, social, and national prosperity. To address this need of resolution of identity, I argue that the practice of learning advising would benefit by being articulated in terms of certain well-established frameworks of academic advising, and by adopting a paradigm to define the core competencies and skills needed in the role. The presentation draws upon the frameworks of Appreciative Advising, Developmental Advising, and Advising as Teaching, which have a well-developed tradition of guiding the practice, research, and scholarship in academic advising as recognised by National Association of Academic Advising (NACADA). The paradigm proposed in the presentation is based on the NACADA Academic Advising Core Competencies Model and includes key concepts, knowledge, and skills that learning advisors are expected to use in their practice regularly. The presentation will facilitate discussion of these frameworks in the context of student support stories based on experience.

Learning outcomes
- To demonstrate interpretation of tertiary learning advising in terms of Appreciative Advising, Developmental Advising, and Advising as Teaching
- To initiate a discussion on a paradigm defining the core competencies required for the role of TLA (tertiary learning advisor) to ensure quality and accountability
- To articulate different ways of narrating stories of student success and wellbeing resulting from strategic academic (and pastoral) support

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Presenter information not available.