

Frameworks and Core Competencies for Learning Advising in contemporary tertiary education

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In New Zealand, the gap between secondary and tertiary education in terms of academic literacy, information literacy, and study skills is wider than what is commonly acknowledged.

(Emerson, Kilpin & Feekery, 2015)



- **Academic literacy** : ability to read, understand, and write about academic topics requiring analysis, synthesis, and evaluation of ideas and information
- **Information literacy**: ability to search for, locate, and evaluate information and then use it ethically
- **Study skills**: include ability to manage time, read effectively, and take notes



Most secondary school students in New Zealand are ill-prepared in this regard as they transition to tertiary study, and in need of support.



Needs of support for these literacies and skills are even higher for

- Mature students (≥ 21 yrs in the first tertiary year)
- Māori and Pasifika students
- International students
- NESB (Non English Speaking Backgrounds) students



Role of Tertiary Learning Advisor (TLA)

TLAs are professional educators who provide specialist teaching/ learning support to students for

- developing their academic literacy and study skills;
- enhancing student retention and academic achievement

(Griffith University, n.d.; Ministry of Education, 2019)



Issue of professional identity of TLAs

TLAs' skills and experience are not adequately recognized by their institutions – significant barriers to progression within their institutions exist.

“Issues of identity and recognition should be addressed to ensure a resilient profession”

(Cameron, 2018, p.44)

What does professional identity involve?

Making meaning of experiences and being self-aware of one's beliefs, values, and motivation for pursuing and progressing in one's profession

My central thesis:

TLAs' professional identity may be defined by

- (a) interpreting the practice of learning advising in terms of certain **well-established frameworks**; and

- (b) articulating the **core competencies and skills** needed in the role.

Who may find this useful?

TLAs

- To encourage reflexivity
- To develop “capability in self-assessment”

LC Managers

- To aid selection while recruiting
- To enhance transparency in appraisals

Other Staff

- To increase clarity for better referrals
- To show validity of familiar frameworks for learning advising



Overview

A. Frameworks of academic advising:

- Appreciative Advising
- Developmental Advising
- Advising as Teaching

B. Core Competencies of Advising

Narrative of
Student Success

Appreciative Advising

Based on the organisational developmental tool of
Appreciative Inquiry

“People have a way of becoming what you encourage them to be – not what you nag them to be” S.N. Parker



Appreciative Advising

Six-phase framework that guides verbal and non verbal communication the advisor has with the student

All six phases are neither compulsory nor employed sequentially in each session

(Bloom, Hutson, & He, 2013)



Appreciative Advising

1. **DISARM :**

build trust and rapport through verbal and non verbal behaviours

2. **DISCOVER:**

learn about strengths, abilities, and goals of students using positive, open-ended questions



Appreciative Advising

3. DREAM:

elicit students' hopes and dreams for their future

4. DESIGN:

co-construct plans to realise goals

Appreciative Advising

5. DELIVER:

Students take responsibility for executing those plans

Advisors offer support through positive reinforcement

6. DON'T SETTLE:

Students and advisors alike strive continuously for self improvement

(Bloom, Hutson, & He, 2013)

Zoya's Success Story

Name: Zoya (not her actual name)

Age group : 25 – 35yrs

Ethnicity: Middle-eastern

Educational background: NCEA Level 1

Prog. Enrolled: New Zealand Diploma in Early Childhood Education and Care (Field-based) Level 5

Zoya's Success Story

Short-term goal: Pass all the assessments and get the qualification successfully

Long-term goal: To be a qualified ECE educator

Support needs:

Academic literacy

(Paraphrasing; Academic Style; Synthesising)

Information literacy

(Researching; Referencing)



Zoya's Success Story

Support provided: March – November 2019

Workshops: 4

One-to-one sessions: 11

Outcomes:

Zoya has passed all her assessments.

She is employed as a teacher at a childcare centre through her practicum placement.



Appreciative Advising for Zoya

DISARM & DREAM: building a genuine professional relationship & believing in her potential

DISCOVER & DESIGN: asking positive, open-ended questions; identifying her needs precisely; making plans accordingly



Appreciative Advising for Zoya

DELIVER: ensuring mutual support and accountability by keeping to the planned schedule as much as possible

DON'T SETTLE: staying in touch and encouraging her to pursue higher qualifications in ECE in future



Developmental Advising

Articulated by Burns B. Crookston in 1972

Educational, career, and personal goals of students are interrelated areas affecting tertiary experience, but extending well beyond it



Developmental Advising



Student is enabled to find meaning & direction in education, which may extend later to personal and vocational lives (Grites, 2013).

Developmental Advising for Zoya

Encouraging reflection to understand her strengths and areas of improvement: a process that hopefully becomes increasingly self-directed

Asking strategic questions:

e.g., What did you find most difficult when completing this assessment?

How would you do it differently if you could do this assessment again to improve?



How are they different?

Appreciative Advising

- Insight of the advisor into student's future potential
- Affirmative Questioning
- Works with strengths & abilities

Developmental Advising

- Student's reflection on their own values, interests, and abilities
- Strategic questioning
- Identifies both strengths and areas of improvement

Advising as Teaching

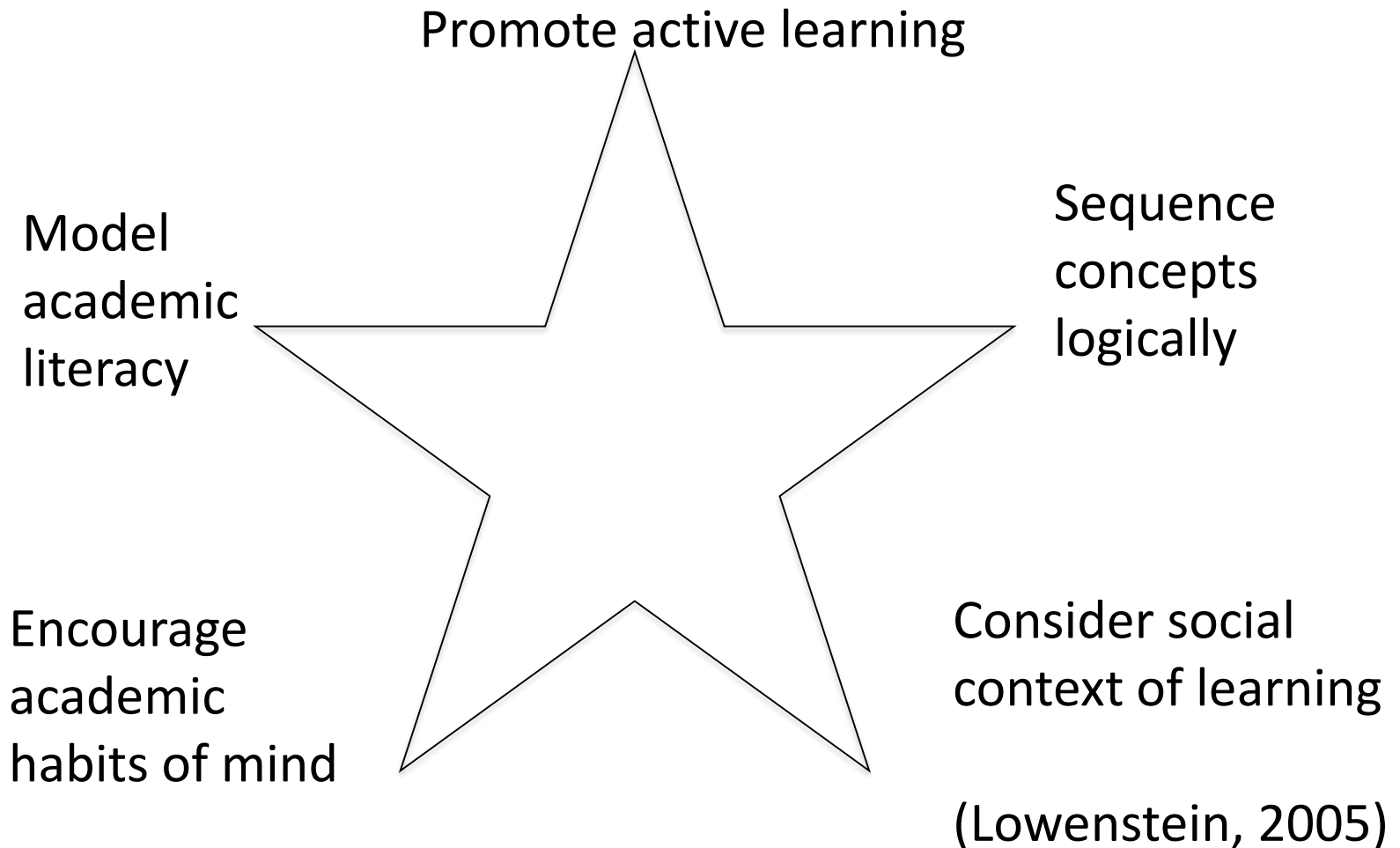
Like effective teachers, advisors are:

- Knowledgeable about content areas
- Active & caring listeners, believing in human dignity of all students
- Professional and task-oriented in behaviours

(Wade & Yodder, as cited in Lowenstein, 2005)



Advising as Teaching



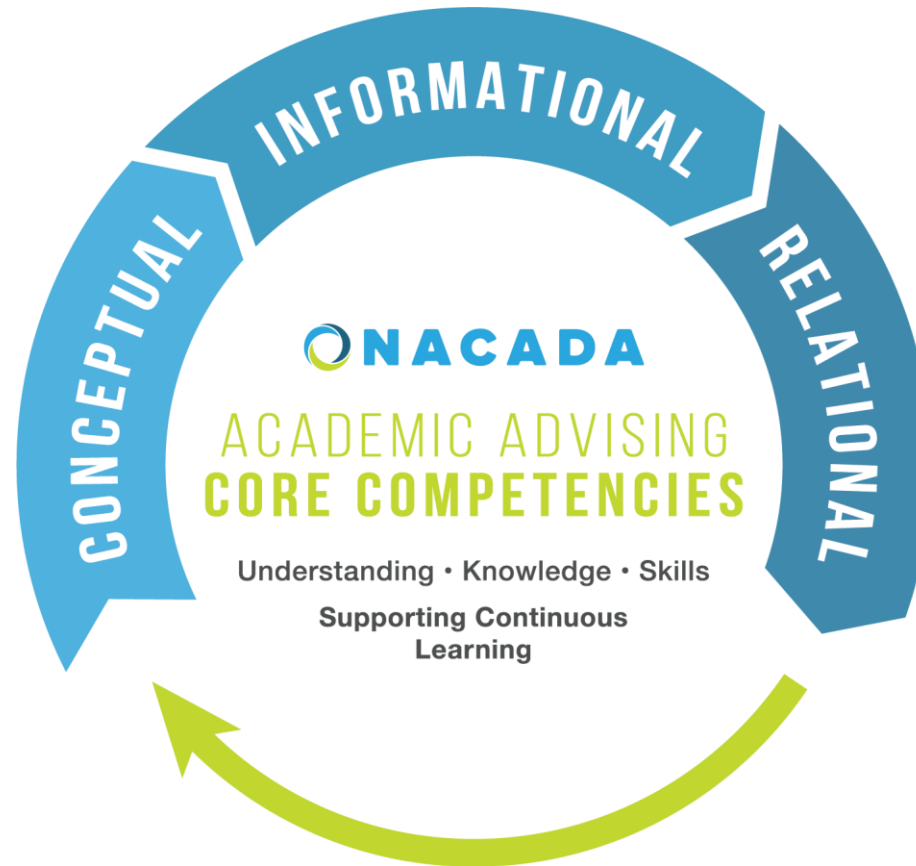
Advising as Teaching for Zoya

Sequencing concepts of academic literacy logically:

- a) Academic Style and Structure
- b) Paraphrasing
- c) Referencing
- d) Synthesising

Modelling academic literacy to demonstrate making sense of the academic material

B. Core Competencies of Advising



(NACADA: The Global Community for Academic Advising, 2017)

Core Competencies and Skills for TLAs

1. Articulate a personal philosophy of tertiary learning advising
2. Communicate in a clear, inclusive, and respectful way
3. Plan and conduct successful advising interactions, in one-to-one, small group or workshop settings
4. Facilitate academic literacy and/or (discipline-specific) study skills

Core Competencies and Skills for TLAs

5. Facilitate problem-solving, planning, decision-making, and goal-setting

6. Engage in an ongoing self-assessment, reflective practice, and professional development

7. Know about institution-specific policies & procedures, and professional guidelines regarding advising practice (including privacy & confidentiality regulations)



Core Competencies and Skills for TLAs

8. Stay current on characteristics, needs, and experiences of major and emerging student populations
9. Be familiar with campus and community resources that support student success
10. Be fluent in use of information technology as relevant to pedagogical and advising aspects of the role.

(NACADA, 2017)

Summary

A. Frameworks for decoding tertiary learning advising:

- ✓ Appreciative Advising
- ✓ Developmental Advising
- ✓ Advising as Teaching

Zoya's
Success

B. Core competencies and skills of learning advising

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Any questions?



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