



# Professional Accreditation Award Scheme

*-what, why & how to apply*



**Cherie Todd-Williamson (Massey)**

**Deborah Laurs (VUW)**

**Kaaryn Cater (Weltec/Whitireia)**

**Mark Bassett & Rachael Harding (AUT)**

Ko wai koe?



# Award scheme's background - Deb

**2018:** ATLAANZ Journal special issue: "[Identity & Opportunity](#)" - Caitriona Cameron

**2019:** Member consultation at Northern, Central & Southern hui - Deb Laurs

**2022:**

- Liaison with [ALDinHE](#) (UK) colleagues - Deb
- ATLAANZ conference wānanga - Deb, Ruth Thomas (Toi Ohomai) & Mona Malik (MIT)

**2023:** Proposal presented to ATLAANZ AGM - Deb

**2024:**

- Working party to develop guidelines & criteria - Caitriona, Cherie & Deb
- Pilot applications - Deb, Rachael & Mark
- ATLAANZ conference 'launch' - Deb, Cherie, Mark, Rachael & Kaaryn

# Award criteria & application process - Cherie

## ATLAANZ values:

### Professional Practice doc (2022)

- Values & Principles
- Knowledge, Skills & Attributes
- Roles & Responsibilities
- Practice
- Qualification & Experience

## Two Award Levels:

- Accredited Learning Advisor (ALA) - *early career*
- Accredited Advanced Learning Advisor (AALA) - *more experienced*

## Accredited Learning Advisor (ALA)

= **proactively seeking to develop their own relevant knowledge, skills and relationships** through activities such as

- delivering learning and teaching activities and workshops
- building relationships with students and colleagues
- attending professional development sessions
- participation in mentee/mentor partnerships
- engagement with wider institutional community.

## Accredited Advanced Learning Advisor (AALA)

### Accredited Advanced Learning Advisor (AALA)

= **proactively developing relevant knowledge, skills and relationships for themselves and for others**, through activities such as

- design, delivery, and evaluation of learning & teaching activities, workshops and training programmes
- demonstrated impact on student retention & success
- relationship-building within - and beyond - immediate institutional context
- leading/organising professional development, mentoring & training programmes
- research into – and sharing of – good practice.

## Guide for Applicants

Aim .....	2
<b>Accreditation levels .....</b>	<b>2</b>
Accredited Learning Advisor (ALA).....	2
Accredited Advanced Learning Advisor (AALA) .....	2
<b>Application Portfolio.....</b>	<b>3</b>
Accredited Learning Advisor (ALA) application requirements:.....	3
Accredited Advanced Learning Advisor (AALA) application requirements: .....	3
<b>ATLAANZ Principles &amp; Values.....</b>	<b>4</b>
<b>Criteria at Each Level .....</b>	<b>4</b>
<b>Supporting Evidence .....</b>	<b>5</b>
Representative Sample Portfolio .....	6
<b>Submission of your application .....</b>	<b>7</b>
Application steps: .....	7
Recommended expectations: .....	7
Accreditation panel & decision making process .....	7

[https://www.atlaanz.org/wp-content/uploads/2024/11/Professional-Accreditation-Scheme\\_Guide-for-Applicants.pdf](https://www.atlaanz.org/wp-content/uploads/2024/11/Professional-Accreditation-Scheme_Guide-for-Applicants.pdf)



# Professional accreditation awards

## Professional accreditation

ATLAANZ members have created a set of good practice guidelines, articulating the values, skills, roles & responsibilities and qualifications that exemplify our profession as learning advisors in Aotearoa/New Zealand.

### [2022 Professional Practice](#)

Members are invited to apply for professional recognition in the form of one of the Association's two awards: (early career) **Accredited Learning Advisor (ALA)** or (more experienced) **Accredited Advanced Learning Advisor (AALA)**.

### [Professional Accreditation Scheme: Guide for Applicants](#)

These professional accreditation awards recognise the breadth of skills and expertise learning advisors bring to their mahi, providing formal acknowledgement not only for you but also for your teams and the profession as a whole. Applications are being accepted in May and August. Keep an eye out for the Chatlaanz information sessions.

### Apply for Professional Accreditation Awards

Fields marked with an \* are required

**Name and title \***

**Position & institution**

**Email \***

**Level of award**

The award I am applying for...

- ☐ Accredited Learning Advisor (ALA)
- ☐ Accredited Advanced LA (AALA)

**I have read the guidelines and addressed the criteria.**

See links to the guidelines in the description above this form.

- ☐ Yes
- ☐ No

**Link to my online application portfolio... \***





Remember to check your permission settings when sharing a link to a digital portfolio space.

<https://www.atlaanz.org/accreditation/>

# 2024 pilot application: **ALA** - Rachael

**Tips:** evidence- what/how links

**Accreditation**  
Rachael Harding (AUT) BA(hons) International Relations, CELTA, DELTA, PGCert Education

Relationships	Equity, Diversity & Inclusion	Te Tiriti- based practice	Values-based practice	Ongoing learning
<b>Professional development sessions &amp; Case study publication</b>  journal.aldinhe.ac.uk Developing librarians' teaching practice: a case study of learning advisors sharing their knowledge R.1 Collaboration with Learning	<b>Canvas resource development</b> E.1 Create accessible and multi modal resources on Canvas. Worked with deaf lecturer to develop NZ Deaf studies presentation example. Presentations for Te Ara Poutama - include mihī, pepeha and whakapapa. Consulted with Kaiwhakamawa on cultural aspects. Ensure that student body is represented in images and we have accessible versions available.	<b>Te Aronui (AUT)</b>  T.1 I am participating in ongoing staff professional development starting with Te Tiriti education. <a href="#">Te-Aronui-v7.pdf (aut.ac.nz)</a> Faculty- Te Ara Poutama	<b>Student centred approach</b>  V.1 Peer observation & student evaluation I tailor approach (content and resources) to student cohorts - year level Returning students New to NZ students International students Scholarship students Deaf students	<b>Peer observations</b>  DOCX observation notes Quentin observing Rachael HIST504 essay 2023 10 17 1 O.1 Peer observation & feedback help me to maintain currency The example provided here was an online embedded workshop for Assessment 2 of the course.



## Personal statement

For me, a holistic and integrated approach to my learning advising role demonstrates manaakitanga, translated into academic hospitality it reflects openness, generosity, and a sense of welcoming, which can stimulate authentic conversation (Author Collective, K.I.N). Relational pedagogies (Su & Wood, 2023) and person- centred teaching sit at the core of my teaching, valuing people, interactions and recognising motivations and barriers to engagement (V.1). In my everyday practice I try to meet individuals where they are at and demonstrate principles of Ako (V.2). I recognise that learning success has different connotations to different cohorts of students. Therefore, my approach is nuanced and responsive rather than reactive or prescriptive (E1 & E2).

**Criteria:** V = Values based E=Equity, Diversity & Inclusion

<https://padlet.com/rachharding38/accreditation-gylnrd09bn63x839>



# 2024 pilot application: AALA - Deb

:Padlet



deborahlaurs • 1mo

## Deborah Laurs - BA (Hons), Dip Tchg, Dip Ed, PhD, SFHEA

Supporting evidence for ATLAANZ Accredited Advanced Learning Advisor Award application, based on institutional, national & international contributions to learning advising over 20+ years

### BUILDING RELATIONSHIPS



#### Contributing to student wellbeing & success



<https://www.wgtn.ac.nz/student-learning>

As Learning Advisor (2001-2024): delivered regular 1-to-1 student consultations, study and research skills **workshops & seminars**, and engaged with academic and professional colleagues.

Photos

#### Collaborating with academic colleagues



PDF

FGR doctoral feedback\_2024

2001-24: delivered **customised workshops** (in response to requests from 100-500-level course coordinators) on wide range of topics, including literature reviews, business reports, research proposals, sentence structure, editing, essay writing,

#### Engaging in pan-institutional research



Giving feedback on doctoral writing: A guide for supervisors and advisors  
2018: collaborated with colleagues from VUW, Auckland University and Tai Poutini on \$37,000 **Ako Aotearoa-funded project**, creating nationally-available resources:  
• 10,000 word research **report**

#### Contributing to national association



PDF

Proposal to establish ATLAANZ accredited practitioner

- **2002, 2018, 2022:** ATLAANZ conference committee member
- **2015—** national Exec member
- **2017-2023:** Journal editor, publishing four volumes;



<https://tinyurl.com/2p923dju>

# 2024 pilot application: AALA - Mark

**Mark Bassett AALA Application** Public Board

**Introduction - Open me first :-)**

My relationships / collaboration with colleagues / mentoring

Practice to foster equity, diversity and inclusion

A Teitō-based, culturally inclusive practice

Values based and/or evidence-based practice

Ongoing professional learning

Key to application: Five colours match the five criteria

**Applicant's Commentary & Two Supporting Statements**

Applicant Commentary

Supporting statement 1 - Kate Absolum - Learning and Academic Engagement Senior Manager

Supporting statement 2 - Lucy Macnaught - Learning Advisor

**Teaching and Learning**

**Critically evaluating an action plan with Te Tiriti**

Lecturer evaluations and some stats re. my embedded teaching and online resource creation - including example materials

Student feedback & stats re. online resources I lead the design of

**Research, Conferences, and Other forms of dissemination**

**Publications**

**ATLAANZ**

Conference / Symposia / Invited talks

**Key relationships / collaboration with colleagues / mentoring**

At AUT

National and International

**Ongoing professional learning**

Qualifications/Fellowships

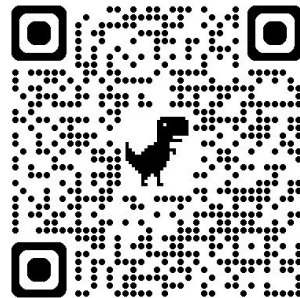
**AUT**

TE WĀNANGA ARONUI O TĀMAKI MAKĀU RAU

Training provided by AUT

**TORO MAI**

Enrolment and participation in Toro Mai MOOC (2023-ongoing)



<https://trello.com/b/329p4A2V/mark-bassett-aala-application>

# LAs are like an onion - Kaaryn

- Individual appointments
- Class sessions -embedded teaching and skills development
- Workshops
- Teaching staff mentoring
- Team responsibilities
- Institutional leadership
- Organisational leadership
- National leadership
- International leadership
- Research
- Student mentoring
- Student leader training



- Student supervision
- Personal expertise
- Course moderation
- Creation of Digital Learning Objects (DLOs – aka. single or series of accessible online tutorials), and publications.
- Online resource creation (including co-design/user experience with students)
- Conference presentation and chairing
- Other contributions to the academic environment - peer reviewing, blogging,
- Publishing
- Editing

# Formal Recognition

Example



Example



Questions/comments?





# Showcase your strengths (*applications open May 2025*)

- Be among the first to [apply](#)
- Check out [Guidelines](#)
- Choose your level: ALA or AALA
- Discuss with colleagues; gather evidence; approach peer-reviewer(s)
- Keep an eye out for upcoming [Chatlaanz](#) sessions
- Enhance mana of ATLAANZ professional community



For more information, contact [deblaurs36@gmail.com](mailto:deblaurs36@gmail.com)