



agenda

Academic Board Standing Committee
Electronic Meeting 20-22 February 2018

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1. **Award of Qualifications**
 2. **New Temporary Sites for the Delivery of Police Studies Short Course POLCS402 Foundation Policing Studies**
 3. **New Temporary Sites for the Delivery of the Postgraduate Certificate Applied Practice (Digital & Collaborative Learning) by The MindLab by Unitec**

Award of Qualifications

That Academic Board confers or awards qualifications to the students as listed at the following Unitec H: Drive location: <H:\4. Non-Academic Services\Business and Marketing\Graduation Office\Reference Lists\Lists for Academic Board\2018\2018-02-20 ABSCMtg 20 Feb 2018>

To	Academic Board	From	Shirley Wilson
Title	New Temporary Sites for Police Studies	Date	19 February 2018

Recommendation

That Academic Board notes the following temporary sites for the delivery of POLCS402 Foundation Policing Studies, a short course designed in collaboration with NZ Police, at the following locations:

- Rotorua: Rotorua Girls High School, 251 Old Taupo Rd, Hillcrest, Rotorua 3015
- Rotorua: Rotorua Boys High School, Pukatua St, Utuhina, Rotorua 3010

Background and Justification

This course aims to provide students with a common base (foundational) level understanding of the knowledge, skills, attributes and attitudes associated with the Police and Policing, and potentially other agencies, in Aotearoa New Zealand. In addition to this, the course will provide an opportunity for students to explore the physical and leadership requirements of a police officer. This course is a prerequisite for entry to the New Zealand Police.

The structure of the programme aligns to the current Introduction to Police Studies Aotearoa New Zealand course (POLCS401). Within this programme, the material is tailored to meet the needs of the students with both respective high schools, therefore 25 Level 3 NCEA credits have been embedded within the programme. As stated above, the purpose of the programme is to explore the role of police and policing within New Zealand. To support this, both Royal New Zealand Police College and Rotorua Police will also support both schools.

Next Steps

Following Academic Board endorsement, a notification and relevant documentation for each of the listed sites will be sent through to NZQA as per the established process.

Attachments

The respective MOU is attached as an Appendix to this memo.



Short Course / Training Scheme / Vocational Pathway proposal form

Overview

Course/ Scheme/ Pathway Title	<i>Foundation Policing Studies</i>		
Catalogue code and catalogue number.			
Development Type	<i>Vocational Pathway/Short course</i>	Course Type	<i>Assessed</i>
Level:	3	Subject code:	POLC
Delivery Mode(s):	<i>Face to Face Blended Practice Experiences</i>	Contact Hours Face to Face: On-line: WBL:	<i>175 face to face hours 75 self-directed hours</i>
Credits, level, qualification and programme ownership	<i>NZQA Level 3 programme 25 NCEA credits</i> <i>The programme is owned in partnership with Rotorua Boys' High School, Rotorua Girls' High School, Rotorua Police and Unitec. Please see collaboration agreement</i>		
Certification	<i>N/A</i>		
Expected start	<i>Semester 1, 2018</i>		
Funding	<i>Please see Collaboration agreement attachment</i>		

Core Information for Short Courses / Training Schemes / Vocational Pathway Courses

Purpose Statement:	<i>This course aims to provide students with a common base (foundational) level understanding of the knowledge, skills, attributes and attitudes associated with the Police and Policing, and potentially other agencies, in Aotearoa New Zealand. In addition to this, the course will provide an opportunity for students to explore the physical and leadership requirements of a police officer. This course is a prerequisite for entry to the New Zealand Police.</i>
Structure of the scheme (if applicable)	<i>The structure of the programme aligns to the current Introduction to Police Studies Aotearoa New Zealand course (POLCS401). Within this programme, the material is tailored to meet the needs of the students with both respective high schools, therefore 25 Level 3 NCEA credits have been embedded within the programme. As stated above, the purpose of the programme is to explore the role of police and policing within New Zealand. To support this, both Royal New Zealand Police College and Rotorua Police will also support both schools.</i>
Evaluation	<ul style="list-style-type: none"> <i>Course evaluations will be conducted at the end of each term. This will be conducted by both schools.</i> <i>Teacher evaluations will be conducted by respective schools in accordance to their teaching and learning policies.</i> <i>Moderation and review of assessment materials and decisions will be overseen by the Academic leader of Police Studies.</i>

Staffing	Teaching staff will be determined by both Rotorua Boys' and Rotorua Girls' High Schools respectively. Both teachers will report to the Academic leader of Police Studies.
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Short Course / Training Scheme / Vocational Pathway Course Details			
Purpose Statement	This course aims to provide students with a common base (foundational) level understanding of the knowledge, skills, attributes and attitudes associated with the Police and Policing, and potentially other agencies, in Aotearoa New Zealand. In addition to this, the course will provide an opportunity for students to explore the physical and leadership requirements of a police officer. This course is a prerequisite for entry to the New Zealand Police.		
Learning Outcomes	Unit Standard	NZQA Learning Outcomes	NZQA Credits
	4251	Plan a career pathway	2
	26971	Describe factors that contribute to mental health wellbeing and mental health problems	3
	1304	Communicate across cultures	2
	1296	Interview in informal situations	3
	1297	Conduct an interview in a formal situation	5
	91501	Demonstrate quality performance of a physical activity in an applied setting	4
	9681	Contribute within a team or group which has an objective	3
	11097	Listen actively to gain information in an active setting	3
Content	Topics include: <ul style="list-style-type: none"> The role of Police in contributing to better public services and societal outcomes History of police within the community Diversity of policing in the community Mātauranga Maori and police Communication Formal and informal interview strategies Physical appraisal training and testing Psychometric testing Leadership in Police Emotional Intelligence and policing 		
Delivery methods	Face to Face teaching Practical experiences On-line learning Guest presentations		
Assessment Grading basis (if applicable)	Assessment standards within the NZQA framework		
Assessment methodology (if applicable)	Students will be advised of all matters relating to summative assessment at the outset of the course. Overall course grades will represent a balanced assessment of achievement in relation to all stated learning outcomes.		
	Assessment	Description	Standard
	1	Complete an Individual develop plan aligned with the Career progression framework from NZ Police	4251
	2	Online activities describing factors that contribute to mental health well-being and mental health problems.	26971
	3	Develop a presentation demonstrating knowledge of communication with people from other cultures	1304
	4	Plan, conduct and review an informal interview within a police setting.	
	5	Complete an investigative interview within policing scenario, including note taking, written summary and reflection of the process.	1297 and
	6	Complete the Physical appraisal test and Physical competency test delivered by the New Zealand Police recruitment.	91501

	7	Within a group, plan, organise and manage a sporting event within a community setting.	9681
	<p>This course is assessed using Achievement Based Assessment. Students must successfully complete all assessment activities in order to pass and receive credit for this course. Students who do not attempt a compulsory item of assessment may be awarded a 'Did Not Complete' for the achievement standard they did not attempt.</p>		
Embedded Assessment or Achievement Standards	Unit Standard	NZQA Learning Outcomes	NZQA Credits
	4251	Plan a career pathway	2
	26971	Describe factors that contribute to mental health wellbeing and mental health problems	3
	1304	Communicate across cultures	2
	1296	Interview in informal situations	3
	1297	Conduct an interview in a formal situation	5
	91501	Demonstrate quality performance of a physical activity in an applied setting	4
	9681	Contribute within a team or group which has an objective	3
	11097	Listen actively to gain information in an active setting	3
Information for students	<p>Detail information for students including (where applicable)</p> <ul style="list-style-type: none"> entry and selection requirements: This will be determined by both Rotorua Boys' and Rotorua Girls' High respectively. cross-crediting and credit transfer: N/A recognition of prior learning: N/A reassessment and appeals: This will be in accordance with Unitec Academic and Programme Management Policy. student progress: This will be determined by both Rotorua Boys' and Rotorua Girls' High respectively. requirements for completion: Students must successfully complete all assessments standards outlined within the course descriptor for the programme. availability of assessment in te reo Māori: N/A 		
Resources	Resources for the course will be provided by the New Zealand Police, Rotorua Police and Unitec Institute of Technology's Police Studies team.		

Strategic Case	
Strategic case	<p>In March 2017, NZ Police became aware that psychometric testing used during selection favoured those in the 20-25-year age group. As a result, those under the age of 20 had less opportunity to be accepted for entry into NZ Police; this has resulted in a growing concern that the average age of existing police officers is, in some regions, 45-47 years.</p> <p>As one strategy to mitigate this, in August 2017, the Police College approached Unitec to work with Rotorua Boys' High School and Rotorua Girls' High School to run a pilot programme for their current Year 13 learners.</p> <p>The purpose of the initiative was to provide those who successfully complete the programme an opportunity to enter the recruitment pool for NZ Police.</p>
Need & market analysis	N/A
Stakeholder support	The support for this programme has been driven from both New Zealand Police recruitment and Royal New Zealand Police college. As this programme will be developed in Rotorua for the first time, local iwi within the region are wanting to support the development of the programme.

Proposed learning & teaching model	<p><i>The development of this programme is aligned to the Teaching and Learning methodology within Unitec Institute of Technology. The support this, both Rotorua Police and Royal New Zealand Police college will provide an additional support to the enhancement of the programme.</i></p> <p><i>Please see Collaboration Agreement attachment</i></p>
Economic case	<i>Please see proposal for alternative delivery methods document</i>
Delivery resource requirements	<i>Please see Collaboration Agreement attachment</i>
EFTs value	<i>20 students is approximately 8 EFTS</i>
Advertising / marketing	<i>N/A</i>
Benefits & risks	<p><i>From New Zealand Police Recruitment, data suggests the increase in recruit numbers is likely to last for the next four years. With the government providing financial resource towards an increase in 880 constabulary staff in addition to current recruitment of required staff among districts, New Zealand Police recruitment will increase their recruitment resource in order to meet the demand. With the proposed alternative models, Unitec Institute of Technology has an opportunity to develop the two additional methods of delivery, which can be replicated and delivered across New Zealand. This opportunity provides New Zealand police recruitment additional options to potential recruits across various regions of New Zealand.</i></p>
Management case	<i>Please see Collaboration Agreement attachment</i>

Development Requirements	
Course / Scheme development resource requirements	<i>N/A</i>
Course development costs [Indicative]	<i>This will be completed within the current FTE of the Police Studies team</i>
Moodle	<i>A Moodle shell is required for the course</i>
Return on investment	<i>Low</i>

UNITEC INSTITUTE OF TECHNOLOGY

AND

NEW ZEALAND POLICE

AND

ROTORUA GIRLS' HIGH SCHOOL

AND

ROTORUA BOYS' HIGH SCHOOL

COLLABORATION AGREEMENT

THIS AGREEMENT is dated

2017

BETWEEN:

1. **Unitec Institute of Technology**, whose offices are at Carrington Road, Mount Albert, Auckland ("**Unitec**"); and
2. **New Zealand Police** acting through its Bay of Plenty District headquarters at 1190-1214 Fenton St, Rotorua 3010 ("**NZPolice**")
3. **Rotorua Girls' High School** 251 Old Taupo Road, Hillcrest, Rotorua 3015 ("**RGHS**")
4. **Rotorua Boys' High School** Pukuatua St, Utuhina, Rotorua 3010 ("**RBHS**")

BACKGROUND

- A. Unitec is a provider of tertiary education services and has established projects to deliver educational initiatives to NZPolice.
- B. NZPolice wishes to engage with young people and provide them with the opportunity to prepare for employment with NZPolice.
- C. RGHS and RBHS wish to participate in a pilot programme that will provide training and employment opportunities for each of its students.
- D. Unitec and NZPolice have agreed to collaborate on a pilot project to co-create and share the teaching of the Course (as defined below) to students of RGHS and RBHS on the terms set out in this Agreement.

AGREEMENT

1. **DEFINITIONS**

In this Agreement these expressions have the following meanings:

Business Day:	Monday to Friday (inclusive) except statutory or public holidays in Auckland;
Confidential Information:	In respect of a party, any information which is either identified as or would be reasonably expected to be confidential and disclosed by that party for use in the Project or the Course;
Commencement Date:	The date on which this Agreement is signed by all parties;
Course:	A course to teach Introduction to Police Studies (or any replacement name) having 24 NCEA Level 3 unit standard credits comprising 175 teacher-contact hours and 35 self-directed hours from the indicative modules set out in the

Appendix;

Intellectual Property Rights:	All intellectual property rights in the Course and the Project including, but not limited to, copyright;
NCEA:	National Certificate of Educational Achievement administered by NZQA;
NZQA:	New Zealand Qualifications Authority;
On-line Course	The web-based content, being Unitec's on-line course, Introduction to Police Studies Aotearoa New Zealand (Level 4), which forms the foundation of the Course;
Project:	The programme of work to develop the Course in accordance with the responsibilities described in clause 3.

2. RELATIONSHIP PRINCIPLES AND PURPOSE

- 2.1 The parties agree that the principles of openness and good faith will guide their relationship and the way they each carry out their obligations under this Agreement, the Project and the Course.
- 2.2 On entering into this Agreement, the parties recognise that it is impractical to make provision for every contingency that may arise in the course of the performance of the parties' obligations under this Agreement, the Project or the Course. Accordingly, the parties declare their intention that this Agreement shall operate between them with fairness and without detriment to the interests of either of them, and if in the course of the performance of this Agreement unfairness to any party is disclosed or anticipated then the parties shall use all reasonable endeavours to agree upon such action as may be necessary and equitable to remove the cause of the unfairness.
- 2.3 The parties agree that the Project shall be overseen by the Course development team comprising members appointed by each of Unitec, NZPolice, RGHS and RBHS. The members shall be free to set their own procedures and shall liaise as often as they consider necessary whether by email, teleconference, videoconference or face-to-face meetings.

3. COLLABORATION

- 3.1 Each of the parties agrees:
 - (a) That the approval of New Zealand Qualifications Authority ("NZQA") is a prerequisite to the delivery of the Course;

- (b) To commit the necessary staff, resources, materials and access to that party's know-how to the Project in order to ensure the effective development and delivery of the Course.

3.2 NZPolice agrees:

- (a) To work with Unitec, RGHS and RBHS to modify the On-line Course to develop the Course;
- (b) To provide staff who can assist with teaching the Course as required and in collaboration with RGHS and RBHS.

3.3 Each of RGHS and RBHS agrees:

- (a) To promote the Course to its students and to select at least 20 students for enrolment in the Course;
- (b) To assist NZPolice and Unitec to modify the On-line Course in order to develop the Course to meet the needs of its students;
- (c) To provide staff to teach the Course;
- (d) To pay Unitec the sum of \$600.00 (plus GST) for each of its students enrolled in the Course and, in that respect, to pay Unitec's invoice within 15 Business Days after receipt;
- (e) To apply for NCEA accreditation of the Course by NZQA and comply with all requirements as to academic and quality assurance and with all relevant NCEA policies and procedures;
- (f) To report student results to NZQA.

3.4 Unitec agrees:

- (a) To assist NZPolice, RGHS and RBHS to modify the On-line Course to develop the Course;
- (b) To enrol students of RGHS and RBHS selected to undertake the Course as students of Unitec;
- (c) To provide pupils of RGHS and RBHS access to the Course through its Moodle e-learning platform;
- (d) To undertake quality assurance of the Course, including student assessments and moderation;
- (e) To award a certificate of completion to RGHS and RBHS students who successfully complete the Course.

4. OWNERSHIP OF INTELLECTUAL PROPERTY

- 4.1 The parties agree that, subject to any third party rights thereto, any and all of the Intellectual Property Rights in any teaching and learning resources and know-how owned by a party as at the Commencement Date and contributed by that party to the Course, is now and shall at all times remain the property of the contributing party. In particular, the parties acknowledge that the On-line Course is owned by Unitec.
- 4.2 The parties also agree that, from the Commencement Date, all Intellectual Property Rights in the Project and the Course shall be owned jointly by NZPolice, Unitec, RGHS and RBHS.
- 4.3 Unitec hereby grants to RGHS, RBHS and NZPolice a non-exclusive, royalty-free licence to access and use the On-line Course for the purposes of creating the Project and the Course.

5. CONFIDENTIALITY

- 5.1 No party will, either during the term of this Agreement or for 3 years after the termination of this Agreement, disclose to any third party, nor use for any purpose except as expressly permitted by this Agreement, any of another party's Confidential Information.
- 5.2 No party will be in breach of any obligation to keep any Confidential Information or other information confidential or to not disclose it to any other party to the extent that it:
 - (a) Is known to the party making the disclosure before its receipt from the other party, and not already subject to any obligation of confidentiality to the other party;
 - (b) Is or becomes publicly known without any breach of this Agreement or any other undertaking to keep it confidential;
 - (c) Has been obtained by the party making the disclosure from a third party in circumstances where the party making the disclosure has no reason to believe that there has been a breach of an obligation of confidentiality owed to the other party;
 - (d) Has been independently developed by the party making the disclosure;
 - (e) Is approved for release in writing by an authorised representative of the other party.

6. COMMENCEMENT AND TERMINATION

- 6.1 This Agreement will commence on the Commencement Date and shall continue until 30 November 2018 unless it is terminated sooner in accordance with this clause 6.

6.2 If the parties agree in writing, this Agreement may be renewed for a further term of 12 months.

6.3 This Agreement may be terminated without penalty by the written agreement of all the parties.

6.4 A party ("first party") may terminate this Agreement with immediate effect by giving notice to the other party if that other party:

- (a) is in breach of any provision of this Agreement and (if it is capable of remedy) the breach has not been remedied within 20 days after receipt from the first party of written notice specifying the breach and requiring its remedy;
- (b) is, or becomes, or is deemed to be, insolvent or bankrupt, becomes unable to pay its debts as they fall due, makes or negotiates for any composition or arrangement with or assignment for the benefit of its creditors, presents a petition for its winding up, passes a resolution for its dissolution or liquidation (other than for the purposes of a solvent reconstruction or amalgamation), calls any meeting of its creditors for purposes of considering any of the foregoing, has a receiver, trustee or manager appointed over all or any of its undertaking or assets, or ceases to carry on its business;
- (c) does anything which, in the reasonable opinion of the first party, brings into disrepute the first party or the Course.

6.5 If this Agreement is terminated for any reason:

- (a) The parties shall provide such assistance as may be required to each so as to facilitate a smooth transition which does not prejudice any students of the Course;
- (b) A party shall not thereafter hold itself out in any way as having a collaborative relationship with the other and shall refrain from any action that would, or may, indicate any relationship between the parties;
- (c) Each party shall thereafter return all copies of Course documentation or material provided by the other party;
- (d) The termination of this Agreement shall be without prejudice to the accrued rights of the parties.

6.6 Clauses 1, 4, 5, and 6.6 will survive the termination of this Agreement for any reason and will continue indefinitely.

7. **GENERAL**

7.1 **Notices:** Any notice to be given under this Agreement must be in writing, may be delivered to the other party by any of the methods set out in the left hand column below, and will be deemed to be received on the corresponding day set out in the right hand column:

Method of service	Deemed day of receipt
By hand or courier	the day of delivery
By email	the next Business Day after emailing
By fax (provided the sender's fax machine confirms complete and error-free transmission of that notice to the correct fax number)	the next Business Day after sending

The parties' respective representatives for the receipt of notices are, until changed by notice given in accordance with this clause, as follows:

For Unitec:

Name: Nick Shepherd

Address: Carrington Road,
Mt Albert, Auckland, New Zealand

Email: nshepherd@unitec.ac.nz

For RGHS:

Name: Ally Gibbons

Address: 251 Old Taupo Road,
Hillcrest, Rotorua 3015

Email:

For RBHS:

Name: Chris Grinter

Address: Pukuatua St, Utuhina,
Rotorua 3010
Email:

For NZPolice:

Name: Superintendent Andy McGregor

Address: 1190-1214 Fenton Street, Rotorua
3010

Email:

- 7.2 **Headings:** The headings in this Agreement are for ease of reference only; they do not affect its construction or interpretation.
- 7.3 **Assignment:** No party may assign or transfer this Agreement as a whole, or any of its rights or obligations under it, without first obtaining the written consent of the other parties. That consent may not be unreasonably withheld or delayed.
- 7.4 **No agency:** Nothing in this Agreement creates, implies or evidences any partnership or joint venture between the parties, or the relationship between them of

principal and agent. No party has any authority to make any representation or commitment, or to incur any liability, on behalf of the others.

- 7.5 **Amendments:** No variation or amendment of this Agreement will be effective unless it is made in writing and signed by each party's representative.
- 7.6 **Governing law:** This Agreement is governed by, and is to be construed in accordance with, New Zealand law. The New Zealand Courts will have exclusive jurisdiction to deal with any dispute which has arisen or may arise out of, or in connection with, this Agreement, except that either party may bring proceedings for an Injunction in any jurisdiction.
- 7.7 **Differences:** If the parties are unable to reach agreement on any issue concerning this Agreement or the Project within 14 days after one party has notified the other of that issue, they will refer the matter to Superintendent Andy McGregor in the case of NZPolice, and to Rick Ede in the case of Unitec, and to Chris Grintner in the case of RHBS, and to Ally Gibbons in the case of RGHS in an attempt to resolve the issue within 14 days after the referral.

EXECUTION

SIGNED for and on behalf of **Unitec Institute of Technology** by:

.....
Signature of Authorised Signatory

.....
Name of Authorised Signatory

SIGNED for and on behalf of **Rotorua Girls' High School** by:

.....
Signature of Authorised Signatory

.....
Name of Authorised Signatory

SIGNED for and on behalf of **New Zealand Police** by:

.....
Signature of Authorised Signatory

.....
Name of Authorised Signatory

SIGNED for and on behalf of **Rotorua Boys' High School** by:

.....
Signature of Authorised Signatory

.....
Name of Authorised Signatory

APPENDIX

Course Modules

1. Policing and the Police
2. Organisational Structure of the Police
3. Crime and Society in Aotearoa
4. Diversity of policing
5. Investigation
6. Response
7. Understanding legal documents
8. Resolution
9. Professional Practice
10. Communication
11. Emotional Intelligence
12. Complexities of Policing



INTRODUCTION TO POLICE STUDIES
PROPOSAL FOR ALTERNATIVE DELIVERY METHODS
OCTOBER 2017



Executive Summary

The purpose of this report is to provide a summary of current and proposed alternative delivery methods. From 2015, Unitec Institute of Technology and New Zealand Police, in particular Royal New Zealand Police College (RNZPC), developed a flexible online/distance learning programme to provide service to the New Zealand Police recruitment process.

From the inauguration of the programme, success and retention rates for the new programme are very satisfying; between 94% and 97%. Unitec's KPI for course completion in 2014 was between 80 and 85%. The rate for all Level 4 courses across Unitec was 76.3%. Across all cohorts delivered throughout 2016, success and retention averaged 96%.

Over the past six months, following the announcement from the Government in February 2017, there is been an increase in demand on New Zealand Recruitment team to fulfil the increase in demand of additional Police officers. A request from both RNZPC and New Zealand Recruitment have asked Unitec Institute of Technology for assistance to provide additional delivery methods to support the increase in demand of recruits applying for the New Zealand Police.

This report will outline the current delivery method, and provide rationale behind the two proposed delivery methods; Blended learning method, and the Rotorua Secondary School pilot.

Diagram 1: A summary of the additional 880 constabulary staff across New Zealand by 2021



<http://www.police.govt.nz/news/release/all-regions-new-zealand-boosted-increased-police-presence>

Table of Contents

INTRODUCTION	4
BACKGROUND	4
KEY PURPOSE	4
CURRENT AND PROPOSED DELIVERY METHODS FOR INTRODUCTION TO POLICE STUDIES	
AOTEAROA NEW ZEALAND COURSE	4
BLENDED/HYBRID MODEL	5
ROTORUA SECONDARY SCHOOL PILOT	6
CURRENT RESOURCE	7
OPPORTUNITY	8
APPENDIX SECTION	9

INTRODUCTION

BACKGROUND

The New Zealand Police released a Request for Proposal (RFP) seeking a partnership with a tertiary provider to develop and deliver the Foundation Learning phase of the Career Foundation Initial Training Programme, the first phase in training police recruits in New Zealand. Unitec responded to the RFP and was successful. The New Zealand Police also want the opportunity to enter into a long term partnership with a tertiary education provider and see this Foundation Learning Course as a first step in the partnership. During 2015, a project group was established to begin the creation of the course. Knowledgeable facilitators came together from various departments across Unitec (The Pacific Centre, Bridgepoint, Department of Sport and the Department of Language Studies) to create and deliver the 12 week course to students within the New Zealand Police recruitment process.

KEY PURPOSE

The key purpose of the Introduction to Policing in Aotearoa New Zealand course (Level 4; 15 credit course) is to provide students with a common base (foundational) level understanding of the knowledge, skills, attributes and attitudes associated with the Police and Policing, and potentially other law enforcement agencies, in Aotearoa New Zealand. This course prepares students for and is a prerequisite for entry to the Royal New Zealand Police College (RNZPC).

CURRENT AND PROPOSED DELIVERY METHODS FOR INTRODUCTION TO POLICE STUDIES AOTEAROA NEW ZEALAND COURSE

The current delivery method for the Introduction to Police Studies Aotearoa New Zealand course is delivered via online/distance learning over a 12-week period (see Table 1). This course is delivered to a national audience, which is determined by the invitations sent from New Zealand Police Recruitment. Recruits are provided support through the tools of Moodle, Blackboard Collaborate and Turnitin. Within the course, recruits work through a variety of activities to support the assessments within the course. Course facilitators and New Zealand Police teaching staff interact through discussion forums and virtual classroom sessions to provide context to the theory within the course.

Table 1. Summary of Current delivery method for the Introduction to Police Studies Aotearoa New Zealand course.

Learning hours	150 Learning hours 25 Facilitator contact hours 125 Self-directed learning This is completed over a 12 week period.
Mode	Online via Moodle e-learning platform
Assessment	Three summative assessments (refer to the course descriptor attached)

BLENDDED/HYBRID MODEL

Through June 2017, the number of cohort delivered from January to December has increased from six cohorts of approximately 70-90 recruits to 11 cohorts of approximately 70-120 recruits. With the significant increase in recruits requiring to complete the course, New Zealand Police Recruitment are open to the opportunity of alternative delivery methods of the current course, to increase the overall recruitment pool.

In addition, the number of recruits required for Tāmaki Makaurau has also increased from previous forecasts. Phil Weeks (Director of Training from RNZPC) presented the number of recruits within the current delivery model would not satisfy the demand of the region. Thus, the opportunity to develop an alternative method was requested. Following consultation with the Police Studies delivery team and Nick Sheppard (Dean Innovation and Development for the Bridgepoint and Te Miro Networks respectively), an alternative method of delivery was developed.

Table 2. Summary of Blended /Hybrid method for the Introduction to Police Studies Aotearoa New Zealand course.

Learning hours	150 Learning hours 67 Facilitator contact hours 83 Self-directed learning This is completed over a six week period.
Mode	<ul style="list-style-type: none"> • 3 x Weekend classroom sessions • 12 x evening classroom sessions • Online via Moodle e-learning platform
Assessment	Three summative assessments (refer to the course descriptor attached)

The purpose of the Blended/Hybrid method is to allow recruits to complete the Introduction to Police Studies Aotearoa New Zealand course within a six-week period. In addition to the current method of delivery, this would provide an increase of recruits within the wider recruitment pool for RNZPC. In order for the Blended/Hybrid method to be delivered, the timetable imperatives must be taken into consideration;

Timetable imperatives:

- Within the proposed model, the on-site delivery will take place at Unitec Institute of Technology, Mt Albert Campus.
- The three weekend classroom sessions could be delivered on a Friday (6.30pm-8.30pm) Saturday (8.30am- 3:30pm)
- The 12 evening classroom sessions could be delivered on Monday and Wednesday evenings (6.30pm-8.30pm)
- The reminder of the delivery would be facilitated via our Moodle e-learning platform.

With the proposed alternative method, there is also the potential to support the recruits with an in-depth learning experience. Suggestions from the consultation include:

- Involvement from local Police within West Auckland to provide support around key areas of the course.
- A Noho Marae experience to be a part of the course. This would provide an opportunity to embed the elements of Mātauranga Maori within the current course into this experience. This could be held at Unitec Institute of Technology Te Noho Kotahitanga Marae.
- Other areas of the recruitment process to be embedded within the course.
- Introduction to the proposed Bachelor of Policing and Master of Police Practice (Detective).

The size of the class for the Blended/Hybrid model will be 30 recruits, with an SSR of 1:30 maximum. This has been developed from the proposed budget for the course indicated in appendix 1 within the appendix section.

ROTORUA SECONDARY SCHOOL PILOT

During March 2017, both Ian Saunders of RNZPC and Nicola Wills of the New Zealand Recruitment team spoke of the current cognitive psychometric testing methods within the New Zealand Police have focused on people within the 20-25-year age group. Thus, youth within New Zealand had not previously been given an opportunity to apply for the New Zealand Police. Therefore, the percentage of the recruit population is already in deficit. The impact of this is now becoming noticeable within the wider New Zealand Police organisation, with the average in some areas of New Zealand 45-47 years old. This is become a significant risk within the organisation.

In August 2017, Ian Saunders approached Unitec Institute of Technology with two schools from Rotorua; Rotorua Boys' High School and Rotorua Girls' High School as two potential schools to run a pilot programme within their current Year 13 offerings to their students.

The purpose of this programme is to provide an opportunity for youth within Rotorua to apply for the New Zealand Police, with the potential of entering the recruitment pool for RNZPC the following year. The proposed model of the course is similar to STAR courses within Unitec Institute of Technology and current offerings within the Unitec Pathways College.

Table 3: *Summary of Rotorua Secondary School pilot programme*

Learning hours	210 Learning hours 175 Teacher contact hours 35 Self-directed learning This is completed over a 35 week period.
Mode	<ul style="list-style-type: none"> • Classroom sessions • Practical based learning sessions • Online via Moodle e-learning platform
Assessment	Three summative assessments (refer to the course descriptor attached)

The purpose Rotorua Secondary School pilot requires support from four key stakeholders; Unitec Institute of Technology, Rotorua Boys' High School and Rotorua Girls' High School, and Rotorua Police. This programme will be seen as a positive step towards bridging the youth of Rotorua and Rotorua Police within the region. It could also provide an additional career option for youth of Rotorua to consider, following the completion of secondary school. For the programme to be delivered, there are a number of key requirements needed to be taken into consideration;

Key considerations:

- Delivery of NCEA Level 3 credits into the programme
- Unitec Institute of Technology to provide support for Quality Assurance for the programme. Additional teaching support will also be provided to teaching staff from both secondary schools.
- Rotorua Police to provide support within elements of the curriculum
- RNZPC to act as additional support to Rotorua Police
- New Zealand Police Recruitment to support students through the various stages of the recruitment process within the programme.

The proposed number of the Rotorua Secondary School pilot is 40 students (20 from Rotorua Boys' High School and 20 from Rotorua Girls' High School). The cost of the programme has been developed from the proposed budget indicated in appendix 2 within the appendix section.

CURRENT RESOURCE

In 2017, the Police Studies department is led Vinesh Sima (Academic Leader; 0.2FTE), with six other part-time course facilitators on the programme. This provides coverage across all activity within the delivery of the online/distance learning model. The above alternative methods would also form additional strands to the portfolio of the Academic Leader of Police Studies.

OPPORTUNITY

From New Zealand Police Recruitment, data suggests the increase in recruit numbers is likely to last for the next four years. With the government providing financial resource towards an increase in 880 constabulary staff in addition to current recruitment of required staff among districts, New Zealand Police recruitment will increase their recruitment resource in order to meet the demand. With the proposed alternative models, Unitec Institute of Technology has an opportunity to develop the two additional methods of delivery, which can be replicated and delivered across New Zealand. This opportunity provides New Zealand police recruitment additional options to potential recruits across various regions of New Zealand.

APPENDIX SECTION

Appendix 1: The proposed budget for the Blended/Hybrid model to deliver the course

Income	Current Delivery	One Cohort	Five Cohorts/ year	Additional Notes
Other	\$ 360,000.00	\$ 21,000.00	\$ 105,000.00	30 recruits @ \$700 per recruits
Expenditure				
Part time tutor salaries		\$ 5,313.60	\$ 26,568.00	1 part-time covering the 6 – week delivery on \$80000/annum
<i>Total Labour Costs</i>	\$ 214,220.00	\$ 5,313.60	\$ 26,568.00	
Operating Expenses				
Class materials		\$ 1,500.00	\$ 7,500.00	
Travel				
Lease costs		\$ 100.00	\$ 500.00	
Other		\$ 250.00	\$ 1,250.00	
<i>Total Operating Expenses</i>	\$ 12,500.00	\$ 1,850.00	\$ 9,250.00	
Total expenditure	\$ 226,720.00	\$ 7,163.60	\$ 35,818.00	
SURPLUS/DEFICT	\$ 133,280.00	\$ 13,836.40	\$ 69,182.00	
Contribution Margin %	37.02	65.89	65.89	

Appendix 2: The proposed budget for the Rotorua Secondary Schools Pilot to deliver the course

Income	Scenario 1	Scenario 2	Additional Notes
Other	\$24,000.00	\$24,000.00	<i>40 Students @ \$600 per student</i>
Expenditure			
Part time tutor salaries	\$9,968.00	Nil	<i>Scenario 1: 1 Part time tutor @ 2.5 days/month on \$80000/annum</i>
<i>Total Labour Costs</i>	\$9,968.00	Nil	<i>Scenario 2: Academic Leader to take responsibility of this role</i>
Operating Expenses			
Class materials	\$1,000.00	\$1,000.00	
Travel	\$2,000.00	\$2,000.00	
Lease costs	\$500.00	\$500.00	
Other	\$1,000.00	\$1,000.00	
<i>Total Operating Expenses</i>	\$4,500.00	\$4,500.00	
Total expenditure	\$14,468.00	\$4,500.00	
SURPLUS/DEFICT	\$9,532.00	\$19,500.00	
Contribution Margin %	39.72	81.25	

To	Academic Board	From	Shirley Wilson
Title	New Temporary Sites for The MindLab by Unitec	Date	15 February 2018

Recommendation

That Academic Board notes the following temporary sites for the delivery of the Postgraduate Certificate Applied Practice (Digital & Collaborative Learning) by The MindLab by Unitec:

- Kaitaia: Kaitaia College, Redan Rd, Kaitaia 0410
- Takapuna (Auckland North): Westlake Girls High School, 2 Wairau Rd, Takapuna, Auckland 0627
- Warkworth: Mahurangi College, Woodcocks Rd, Warkworth
- Dannevirke: Dannevirke High School, Grant St, Dannevirke 4930
- Cambridge: Leamington School, 249 Lamb St, Leamington, Cambridge 3432
- Palmerston North: St Peters College, 1 Holdsworth Ave, Milson, Palmerston North 4414
- Porirua: Mana College, 1 Awarua St, Elsdon, Wellington 5022

Background and Justification

Since mid-2015, The Mind Lab by Unitec (TMLU) has been partnering with schools across New Zealand to establish temporary delivery sites for the Post Graduate Certificate Applied Practice (Digital & Collaborative Learning). We now have the opportunity to establish new temporary delivery sites for the delivery of the programme at the above locations.

Of the listed sites, Takapuna, Warkworth, Dannevirke and Cambridge are new sites. The remaining three (Kaitaia, Palmerston North and Porirua) are replacement sites in town or cities where the programme has already being offered. Students undertaking the programme at the new sites will be supported by The Mind Lab by Unitec student services including the Learning and Achievement team.

Next Steps

Following Academic Board endorsement, a notification and relevant documentation for each of the listed sites will be through to NZQA as per the established process.

Attachments

The respective MOUs for the 7 sites are attached as an Appendix to this memo.

Benjamin Egerton

39a Onslow Road
Khandallah
Wellington 6035

m: 027 871 7541
h: 04 970 2737
e: ben.egerton@yahoo.com

About me

I am a highly capable, accomplished, organised and enthusiastic educator and writer. I have seventeen years' experience designing and implement educational programmes in New Zealand and in the United Kingdom – for students, colleagues, and for professional organisations. I have authored a number of outcomes-driven bespoke units and schemes of work, as well as working both collaboratively and independently to develop long-, medium-, and short-term planning for education programmes. I have had significant input into creating organisation-wide strategic plans, and providing for and co-ordinating needs-based training.

Working with, and managing, a number of colleagues over the last seventeen years demonstrates my ability to foster excellence and effectiveness in teams: through organisation, hard work, and leadership. In fostering close professional relationships with all internal and external stakeholders, I approach difficult situations with clarity, understanding and care. I bring experience of top-level team sport, high standards and personal motivation to my work environment.

Currently, alongside my dual roles as teacher and team leader, I am responsible for writing and implementing a new school inquiry-based curriculum, and leading staff professional development around it. I facilitate collaborative planning, increase pedagogical understanding, and encourage critical thinking and problem solving. This direction is the one I wish to continue heading in: inspiring a love of life-long learning by providing colleagues and stakeholders with strategies and platforms in order for that learning to take place.

Employment

January 2015 to present:

Evans Bay Intermediate School
14 Kemp Street, Wellington 6022, New Zealand
(roll c.400 co-ed, Years 7&8)

Team Leader and Class Teacher Year 7&8

- Implement integrated planning/inquiry learning within national curriculum framework
- Develop and introduce school-specific inquiry method – lead whole staff through inquiry pedagogy, develop understanding of how technology can support teaching and learning, facilitate implementation of, and run, an integrated inquiry curriculum, write units of work
- Source internal and external training providers for on-going needs-based professional development
- Digital technology steering group
- Teach New Zealand national curriculum
- Differentiate planning for large range of abilities – including ESOL
- Preparing Year 8s for scholarship exams and entry to colleges and high schools at Year 9
- Write, produce and direct of school productions
- Coach of 1st XI cricket and boys' and girls' hockey teams

January 2008 to present:

Freelance writer

Feature Writer. Kiwi Kids News (kiwikidsnews.co.nz) since 2014

- Create units of work and other educational resources for students (Years 5-9)

Author

- Co-authoring with an internationally-renowned Danish artist on her first book of images

Editor, *Turbine* literary journal, (victoria.ac.nz/modernletters/resources/turbine), 2014

Education articles published in *Times Educational Supplement* (Britain), *Education Review* (New Zealand) and syndicated in *New Zealand Herald*

Poetry published in *Otoliths*, *Turbine*, *broadsheet: new New Zealand poetry*, *Visual Verse*, *SWAMP Journal* and *Cordite Poetry Review* (Australia), and installation poetry at LitCrawl, Wellington and DigitalArt Live, Auckland

January 2014 to December 2014 (while studying for MA in Creative Writing):

Relief Teacher at St Mark's Church School, Scots College, Brooklyn School, Evan's Bay Intermediate

December 2012 to December 2013:

Chair, Primary Sport Wellington Central Zone sports committee:

- Strategic planning for Wellington Central Zone sport
- Co-ordinate and lead responsibility for schools' organisation of sports events
- Twice-annual reporting to Primary Sport Wellington main committee
- Organise and run Central Zone Athletics Day at Newtown Park, Wellington for over 250 students
- Liaise with stakeholders: schools, sport governing bodies, press, Wellington City Council, parents/care-givers

January 2011 to December 2013:

St. Mark's Church School
11 Dufferin Street, Wellington 6021, New Zealand
(roll c.300 co-ed, Years 1-8)

Head of Sport

- Plan and implement comprehensive sports programme for Years 3 to 8
- Strategic planning, curriculum development and unit writing
- Lead and facilitate staff training with internal and external providers
- Involve key stakeholders in school sports development: community and national sporting organisations, sports professionals, Wellington City Council, Sport Wellington, local schools and clubs, St Mark's Board of Trustees, parents, staff and students
- Prepare copy for external and internal web and print publications
- Raise standards and expectations of all stakeholders
- Problem-solve and manage crises
- Co-ordinate a busy inter-school fixture programme across different venues and stadia in Wellington and lower North Island
- Monitor annual \$25,000 budget
- 1st XI hockey, 1st XI cricket and 1st XI soccer coach
- Chair of Primary Sport Wellington central zone sports committee

Class Teacher Year 6 and Year 7

- Create, plan for and manage purposeful inquiry-based learning environment
- Teach International Baccalaureate's *Primary Years Programme*
- Prepare students for a range of internal and external assessments – including PAT and ICAS

- Differentiate effectively for a range of abilities, including students with English as a second language
- Write for Trinity Guildhall drama exam/school productions

House Co-ordinator

- Redesign the House reward system to celebrate every student's individual goals and enable students to gain school-wide recognition and contribute to House corporate success

September 2004 to December 2010:

Abingdon Preparatory School
Josca's House, Frilford, Oxfordshire, OX13 5NX, United Kingdom
(roll c.250 boys, Years 1-8)

Director of Sport

- Long-, medium- and short-term strategic planning
- Consultation with stakeholders – governing body, staff, parents, children, education authorities
- Design whole-school schemes of work and write policy
- Facilitate staff professional development using internal and external expertise – including England Rugby, Oxford University, Oxford United FC, Oxfordshire County Council, England Hockey
- Develop and maintain relationships with professional sports clubs and high-profile sports players
- Responsible for participation and development of over 250 children
- Manage a team of staff, grounds and catering staff
- Oversee aspects of \$3 million improvement in sports facilities
- Organise and run an inter-school sports programme of over 400 fixtures a year
- Manage and monitor annual \$50,000 budget
- Organise and lead sports tours to France, Switzerland, Holland and Italy
- Edit copy and content on website and provide copy for national media and school publications

Senior House Tutor

- Responsible for pastoral care and welfare and of 80 students from Years 3 to 8
- Promote intra- and inter-house sporting and cultural competitions
- Organise prizes, certificates and recognition for success of students in my House

Teacher of English and History to Years 6, 7 and 8

- Design and deliver innovative teaching programmes for Years 6, 7 and 8
- Proven track-record at successfully preparing students for ISEB Common Entrance and senior school scholarship and entrance exams in English at 11+ and 13+

January 2001 to December 2001:

Hamilton Trust
1 Howard St, Oxford OX4 3AY, United Kingdom

Author of unit plans and schemes of work:

- Write differentiated weekly and daily mathematics unit plans for Years 3 and 4 for 'Save our Sundays' teachers' planning website (hamilton-trust.org.uk)
- Create nationally-adopted schemes of work based on England's national curriculum

September 2000 to August 2004:

Wood Farm Primary School
Titup Hall Drive, Oxford, OX3 8QQ, United Kingdom
(roll c.220 co-ed, Years 1-6)

Class Teacher, Years 3, 5 and 6

Information and Communication Technology Co-ordinator

- Oversee installation of broadband internet in 2002
- Set up school's first peer-to-peer networked computer suite

Physical Education Co-ordinator

Music Co-ordinator

- Develop community music partnership with Oxford Brookes University
- Produce and direct musicals and plays, and direct and accompany the school choir for music events

Teacher Governor

- Strategic planning
- Governance and policy decisions

Education, academic qualifications and professional certificates

Professional

- New Zealand Fully Registered Teacher (Practising Certificate number 326301)
- UK Qualified Teacher Status (DfES number 99/39122)

Tertiary and postgraduate

- Master of Arts in Creative Writing, Distinction, IIML, Victoria University of Wellington, 2014
- 'Poetry Writing', Oxford University Department for Continuing Education, 2012
- Postgraduate Certificate in Education in Upper Primary Education and English, Bath Spa University College, Bath, 2000
- Bachelor of Arts (Hons), 2:1, in Politics and Music, Oxford Brookes University, Oxford, 1995 to 1998

School

- 3 A Levels (English, Music and History), 1 S Level (History, with Merit), and 9 GCSEs, Monkton Combe School, Bath, UK, 1989 to 1994

Select professional development

- *Leadership Training*, Wellington, 2015 and 2016
- *Planning for the International Baccalaureate Primary Years Programme*, Wellington, 2013
- *Conceptual understanding in inquiry pedagogy*, Wellington, 2013
- *Making the Primary Years Programme happen*, Wellington, 2012
- *Teachers new to New Zealand numeracy*, Victoria University, Wellington, 2011
- *Developing rugby coaching*, Abingdon, UK, 2009
- *Aspiring deputy head leadership*, London, UK, 2009
- *Leading a sports department*, London, UK, 2009

Sporting achievements and coaching qualifications

Representative hockey and other sport:

- International: 10 caps for New Zealand masters hockey, May 2015 and April 2016
- International: 2 caps for England mixed hockey, June and July 2007
- Masters: Capital at New Zealand National hockey tournaments, 2013, 2014, 2015 and 2016

- Oxford Hawks Hockey Club, UK, National Hockey League, 2003 to 2010
- Compete in long- and short-course triathlons, including the Half Ironman in Auckland and Wanaka
- Oxford Brookes University 1st XI hockey and cricket

Coaching qualifications and certificates:

- Level 1 qualifications in Swimming and Aquatics, Athletics and Hockey
- Primary certificates in Athletics and Rugby

Additional information

Right to work

- I am a New Zealand permanent resident

Drivers licence

- I hold full, clean New Zealand and United Kingdom licences
-

Referees

Ms Rochelle Thorn

Mr Shem Banbury

Mrs Christine McKinley

Postgraduate Facilitator

*Editor of Kiwi Kids News
& Head of Curriculum*

*Former Team Leader
at Evans Bay Intermediate School*

The Mind Lab
25 Victoria Street
Petone
Wellington 5012

St Aquinas College
Tauranga 3173
New Zealand

14 Dormar Place
Churton Park
Wellington 6037
New Zealand

t: 021 240 6923
e: rochelle@themindlab.com

t: 022 500 7436
e: shembanbury@gmail.com

t: 027 243 7579
e: cmckinley05@gmail.com

ASSOCIATE PROFESSOR

DAVID PARSONS



SUMMARY

- ❖ Experienced academic, researcher, educator and professional IT specialist
- ❖ Leading researcher in technology enhanced learning and agile software development with an international profile
- ❖ Extensive publication record including 6 authored books, 4 edited books, 20+ journal articles and many book chapters and conference proceedings
- ❖ Professional consultant and trainer in software development methods and tools
- ❖ Founding editor in chief of the International Journal of Mobile and Blended Learning
- ❖ Citizen of the United Kingdom and New Zealand

CURRENT POST AND LOCATION

Associate Professor of Information Technology
106.19b, Building 106
School of Engineering and Advanced Technology
Massey University, Albany Campus
Auckland, New Zealand
Email: D.P.Parsons@massey.ac.nz
Phone: +64 (0)9 414 0800 x43135

FINDING ME AND MY WORK

- ❖ Web: <http://www.massey.ac.nz/~dpparson>
- ❖ Wordpress: <http://daveparsonsnz.wordpress.com/>
- ❖ LinkedIn: <https://www.linkedin.com/in/drdauidparsons>
- ❖ Twitter: https://twitter.com/dave_parsons
- ❖ Facebook (journal): <https://www.facebook.com/pages/International-Journal-of-Mobile-and-Blended-Learning/151503554872562>
- ❖ Slideshare: <http://www.slideshare.net/dparsonsnz>
- ❖ Academia.edu: <https://massey.academia.edu/DavidParsons>
- ❖ ResearchGate: https://www.researchgate.net/profile/David_Parsons6/
- ❖ Google Scholar: <http://scholar.google.co.nz/citations?user=rbzoUSAAAAAJ>
- ❖ Microsoft Academic Search: <http://academic.research.microsoft.com/Author/442172/david-peter-parsons>
- ❖ DBLP: <http://www.informatik.uni-trier.de/~ley/pers/hd/p/Parsons:David.html>

ROLE AND RESPONSIBILITIES

TEACHING RESPONSIBILITIES INCLUDING POSTGRADUATE SUPERVISION

- ❖ Teaching undergraduate classes (both internal and distance) in Information Technology topics
- ❖ Teaching post graduate classes Information Sciences
- ❖ Supervision of postgraduate research including PhD, Masters and post graduate diploma.
 - 6 PhDs supervised to completion, 3 as main supervisor, 4 currently under supervision

ADMINISTRATIVE RESPONSIBILITIES

- ❖ As Information Technology Major Leader, responsible for day to day running of the subject group, including staff allocations, curriculum development, and coordinating delivery with the other campuses.
- ❖ As Information Technology Postgraduate Coordinator, responsible for approving postgraduate applications, managing supervision and approving postgraduate programmes.
- ❖ Member of Information Sciences Committee, Teaching and Learning Committee and Technology Enhanced Learning Committee

ENTREPRENEURIAL/THIRD MISSION ACTIVITIES

- ❖ Knowledge Engineer for Software Education Associates, specialising in Java technologies and agile software development
- ❖ Agile methods mentor, e-centre start-up programme
- ❖ Course tutor, MobiMOOC

BACKGROUND

PRIOR WORK EXPERIENCE

Employer	From	To	Role
Massey University, Auckland	1/2007	1/2011	Senior Lecturer in IT Range 2
Massey University, Auckland	9/2003	1/2007	Senior Lecturer in IT Range 1
Valtech, London	12/2001	9/2003	Senior Training Consultant
BEA Systems, Southampton	4/2000	11/2001	Principal Technologist, Internal Education
The Object People, Southampton	2/1999	4/2000	Senior Trainer / Consultant
Southampton Solent University	9/1990	2/1999	Senior Lecturer in Computing
Richmond College, London	9/1987	9/1990	Lecturer in Computing

QUALIFICATIONS

- ❖ Ph.D. Information Technology, Nottingham Trent University, 1999
- ❖ M.Phil. Electronics and Computer Science, University of Southampton, 1996
- ❖ Cert. Ed. (Further Education), Garnett College of Higher Education, 1987
- ❖ B.A. Hons. Music (2.i), University of Sussex, School of English and American Studies, 1981

PERSONAL AND PROFESSIONAL DEVELOPMENT IN POST

- ❖ Waikato University Data Mining MOOC 2013
- ❖ Visiting Professorships: Lancaster University, Southampton University (2008), York University (2012), Hanyang University (2013)
- ❖ Massey University E-learning Certificate 2009
- ❖ Massey University Research Management Skills Certificate 2006
- ❖ IBM Registered WebSphere Instructor 2003
- ❖ BEA WebLogic Server Certified Professional 2001
- ❖ Sun Certified Java Programmer 1999

SERVICE ON EXTERNAL BODIES

- ❖ Editor in chief: International Journal of Mobile and Blended Learning
- ❖ Editorial board: Computers & Education and International Journal of Web Portals
- ❖ Many conference committee memberships, including track chair at World Conference on Mobile and Contextual Learning (MLearn), IADIS Mobile Learning Conference, IEEE Wireless, Mobile & Ubiquitous Technologies in Education (WMUTE)
- ❖ Senior academic advisor for accreditation, New Zealand Qualifications Authority
- ❖ Member of the New Zealand Institute of Information Technology Professionals (IITP), the British Computer Society (BCS), the International Association for Mobile Learning (IAMLearn), Australia New Zealand Mobile Learning (anzMLearn), Information Systems Academic Heads International and Professors and Heads of Information Systems New Zealand.

❖ RECENT GRANT AWARDS

- ❖ 2003–2013, external consulting contracts, total \$50,000+
- ❖ 2008, Foundation for Research, Science and Technology, 'Mobile CRM', \$30,000
- ❖ 2011, Ako Aotearoa 'Mobile Location Aware Business Game' \$20,000
- ❖ 2012, Strategic Investment Fund 'Industry engaged learning' \$32,000
- ❖ 2013, Hanyang University Korea, Visiting Professorship \$12,000
- ❖ 2014, Ako Aotearoa, 'Learners and Mobile Devices – A Framework for Enhanced Learning and Institutional Change' \$300,000

SKILLS, TEACHING AND TRAINING

TECHNICAL SKILLS

- ❖ Programming; Java and related languages, VB.NET, C#.NET, C++
- ❖ Web Development; HTML, CSS, JavaScript, Java EE, ASP.NET, Grails
- ❖ Database; Schema design, SQL, Oracle, MySQL, ObjectDB, OR Mapping
- ❖ Analysis and Design; BOOM method, UML, Unified Process
- ❖ Agile Software Engineering; XP, Scrum
- ❖ Testing; xUnit, TDD, Fitnesse, Selenium
- ❖ Mobile Development; Android, HTML5

RECENTLY TAUGHT ACADEMIC COURSES

Massey University, New Zealand

- ❖ Undergraduate
 - Computer Applications and the Information Age
 - Fundamentals of Information Technology
 - Systems Analysis and Design
 - Systems Management and Testing
 - Application Software and Web Development
 - Database Development
- ❖ Postgraduate
 - Agile Software Engineering
 - Mobile Systems Development
 - Information Sciences Research Methods
 - Rapid Application Development

Hanyang University, Korea

- ❖ Undergraduate
 - Computer Programming (Java)
- ❖ Postgraduate
 - Mobile Learning

RECENTLY TAUGHT PROFESSIONAL TRAINING COURSES

- ❖ Introduction to Java
- ❖ Introduction to JavaScript and jQuery
- ❖ Introduction to Grails
- ❖ Java for Experienced Programmers
- ❖ Java Server Programming
- ❖ Agile Programming Techniques
- ❖ Test Driven Development

RECENT EXTERNAL CLIENTS

- ❖ ACI Worldwide
- ❖ Airways
- ❖ Foxtel TV
- ❖ Jade
- ❖ KiwiRail
- ❖ Livestock Improvement Corporation
- ❖ National Library of Australia
- ❖ NEC
- ❖ New Zealand Internal Revenue Department
- ❖ New Zealand Customs Service
- ❖ New Zealand Racing Board
- ❖ Sensis (Australian Yellow Pages)
- ❖ Thomson Australia
- ❖ Reserve Bank of Australia
- ❖ Suncorp Insurance
- ❖ selected Publications
- ❖ Vodafone NZ

SELECTED PUBLICATIONS

For a full publication list please see <http://www.massey.ac.nz/~dpparson/publications.htm>

AUTHORED BOOKS

- Parsons, D. (2012). *Foundational Java: Key Elements and Practical Programming*, London: Springer.
- Gravell, A., & Parsons, D. (2010). *Dynamic Web Application Development using ASP.NET*, London: Cengage Learning
- Parsons, D. (2008). *Dynamic Web Application Development Using XML and Java*, London: Cengage Learning.
- Stobart, S., & Parsons, D. (2008). *Dynamic Web Application Development using PHP and MySQL*, London: Cengage Learning.
- Parsons, D. (2003). *Introductory Java*, 2nd edition. London: Continuum,
- Parsons, D. (2002). *Object Oriented Programming with C++*, 2nd edition. London: Thomson.
- Parsons, D. (1997). *Introductory Java*, 1st edition. London: Letts.
- Parsons, D. (1994). *Object Oriented Programming with C++*, 1st edition. London: DPP.

EDITED BOOKS

- Parsons, D. (Ed.) (2013). *Innovations in Mobile Educational Technologies and Applications*. Hershey, PA: IGI.
- Parsons, D. (Ed.) (2012). *Refining Current Practices in Mobile and Blended Learning: New Applications*, Hershey, PA: IGI.
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- Ryu, H. & Parsons, D. (Eds.) (2009). *Innovative Mobile Learning: Techniques and Technologies*, Hershey, PA: IGI.

BOOK CHAPTERS

- Parsons, D. (in press), Stakeholder, Corporate and Policy Perspectives, in J. Traxler (Ed.) *Skills Development, Lifelong Learning and Mobile Technology* (pp. 92-100). International Telecommunication Union.
- Parsons, D. & Stockdale, R. (2014). The Agile Hour in a Virtual World: Teaching Agile Methods with Open Wonderland. In M. Thomas (Ed.) *Pedagogical Considerations and Opportunities for Teaching and Learning on the Web* (pp. 196-215). Hershey, PA: IGI Global.
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- Ahmed, S., & Parsons, D. (2013). Abductive Science Inquiry Using Mobile Learning Technologies. In J. Jovanovic & R. Chiong (Eds.) *Technological and Social Environments for Interactive Learning*, Santa Rosa, California: Informing Science Press.
- Parsons, D., & Lange, M. (2013). Test driven decomposition of legacy systems into services, in X. Wang and N. Ali (Eds.) *Agile and Lean Service-Oriented Development: Foundations, Theory and Practice*, Hershey, PA: IGI Global, 269-280.
- Xie, F., & Parsons, D. (2009). Assessing the Benefits of AJAX in Mobile Learning Systems Design, in H. Ryu & D. Parsons (Eds.) *Innovative Mobile Learning: Techniques and Technologies*, Hershey, PA: IGI Global. 323-354.
- Parsons, D. (2009). Mobile Portal Technologies and Business Models, in D. Taniar (Ed.) *Mobile Computing: Concepts, Methodologies, Tools and Applications*, Hershey, PA: IGI Global
- Parsons, D. (2008). Evolving Web Application Architectures, from Model 2 to Web 2, in D. Brandon (Ed.) *Software Engineering for Modern Web Applications - Methodologies and Technologies*, IGI Global, Hershey, PA: 138-159.

SELECTED JOURNAL ARTICLES

- Parsons, D. (2014). A Mobile Learning Overview by Timeline and Mind Map. *International Journal of Mobile and Blended Learning*. 6(4) 1-21.
- Parsons, D., Mathrani, A., Susnjak, T. & Leist, A. (2014). Coderetreats: Reflective Practice and the Game of Life. *IEEE Software, special issue on reflective practice*. 31(4), 58 - 64
- Parsons, D., Susnjak, T. & Lange, M. (2013). Influences on Regression Testing Strategies in Agile Software Development Environments. *Software Quality Journal*.
- Ahmed, H., & Parsons, D. (2013). Abductive science inquiry using mobile devices in the classroom, *Computers & Education* 63, 62–72

- Mathrani, A., Mathrani, S., & Parsons, D. (2013). Knowledge Management Initiatives in Offshore Software Development: Vendors' Perspectives. *Journal of Universal Computer Science*, 18(19), 2706-2730.
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- Mathrani, A., & Parsons, D. (2012). Managing meta-learning in offshore software vendor environments, *Journal of Management Development*, 31(6), 565-583.
- Parsons, D., Lal, R., & Lange, M. (2011). Test Driven Development: Advancing Knowledge by Conjecture and Confirmation, *Future Internet* 3(4), 281-297.
- Park, J., Parsons, D., & Ryu, H. (2010). To Flow and Not to Freeze: Applying Flow Experience to Mobile Learning. *IEEE Transactions on Learning Technologies*, 3(1), 56-67
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- Ryu, H. and Parsons, D. (2008). A learner-centred design of a location-aware learning reminder. *International Journal of Mobile Learning and Organisation* 2(2) 187-200
- Parsons, D., Ryu, H. and Cranshaw, M. (2007). Applying a Framework to the Study of Design Requirements for Mobile Learning Environments, *Journal of Computers*, 2(4) 1-8
- Parsons, D., Rashid, A., Telea, A. and Speck, A. (2006). An Architectural Pattern for Designing Component-Based Application Frameworks', *Software Practice and Experience*, 35, 2006, pp. 157-190.

RECENT CONFERENCE PROCEEDINGS

- Parsons, D. & Rees, M. (2014). Can We Improve Participation in University Course Surveys Using Mobile Tools? A Practical Experiment. *Proceedings of 25th Australasian Conference on Information Systems (ACIS 2014)*, Auckland, New Zealand, Dec 8-10.
- Parsons, D. (2014). Pathways to a Better World: Assessing Mobile Learning Policy against UNESCO Guidelines in a New Zealand Case Study. *Proceedings of 13th World Conference on Mobile and Contextual Learning (mLearn 2014)*, Istanbul, Turkey, Nov 3-5.
- Ryu, H., Parsons, D. & Lee, H. (2014). Using Game-Based Collaborative Learning to Enhance Critical Thinking Skills. *Proceedings of 5th International Conference on Applied Human Factors and Ergonomics (AHFE 2014)* Kraków, Poland, July 19-23.
- Parsons, D. (2014). Creating Game-Like Activities in Agile Software Engineering Education. *Proceedings of 23rd Australasian Software Engineering Conference (ASWEC)*, Sydney, Australia, April 7-10.
- Parsons, D. (2013). Jam Today – Embedding BYOD into Classroom Practice. *Proceedings of 12th World Conference on Mobile and Contextual Learning (mLearn 2013)*, Doha, Qatar, Oct 21-24
- Ahmed, S., & Parsons, D. (2012). Evaluating 'ThinknLearn': A Mobile Science Enquiry Based Learning Application in Practice. *Proceedings of 11th World Conference on Mobile and Contextual Learning (mLearn 2012 - Best Paper Award)*, Helsinki, Finland, Oct 16-18
- Ahmed, S., Parsons, D., & Mentis, M. (2012). An Ontology Supported Abductive Mobile Enquiry Based Learning Application, *Proceedings of IEEE International Conference on Advanced Learning Technologies (ICALT 2012)*, Rome, Italy, July 4-6.
- Parsons, D., Petrova, K., & Ryu, H. (2012). Mobile Gaming - A Serious Business! *Proceedings of 7th IEEE International Conference on Wireless, Mobile & Ubiquitous Technologies in Education (WMUTE 2012, Best Paper Nomination)* Takamatsu, Japan, March 27-30.

CAREER OBJECTIVES

To work in a role where I can use my educational experience, professional leadership, management and facilitation skills coupled with my passion to improve educational outcomes.

ATTRIBUTES

- Future focused
- A critical and creative thinker; a practical problem solver
- Able to listen with understanding, empathy and without judgment
- Ethical, respected and trusted
- Efficient and effective administrator
- Collegial, respectful team player
- Able to keep calm in the midst of stressful situations
- Able to take the initiative / thrive on challenges and achieving results

EDUCATIONAL BACKGROUND

Certificates Available on Request

MASTERS (SECOND CLASS HONOURS)

(GRADUATED 2015)

EDUCATIONAL LEADERSHIP AND MANAGEMENT

Thesis: 'Investigating the initiative of students bringing their own technology device (BYOD) into New Zealand secondary schools'

		B+	2014
EDUC8885	Research Methodology	B	
EDUC8884	Organisation Theory in Education	B+	2013
EDUC8883	Human Resources in Education	A	
EDUC8882	Education Policy and Strategy	-A	
EDUC8881	Leadership in Education	-A	2012

DIPLOMA IN ADVANCED TOURISM OPERATIONS AND GUIDING

SIR GEORGE SEYMOUR NATIONAL COLLEGE OF TOURISM AND TRAVEL 2004

DIPLOMA OF SECONDARY SCHOOL TEACHING

TEACHERS COLLEGE Hamilton, New Zealand 1995

BACHELOR OF ARTS DEGREE: MAJOR: JAPANESE MINOR: ENGLISH

WAIKATO UNIVERSITY Hamilton, New Zealand	Intermediate Japanese A, B, Extended Language Acquisition, Translating Skills Counseling Perspectives, Jacobean / Caroline Drama, Women's Fiction 1800 – 1930	1994
WAIKATO UNIVERSITY Hamilton, New Zealand	Japanese Civilization, Japanese 2: A / B New Zealand Literature, American Literature, Adolescent Behaviour, Education and Society, General and Experimental Psychology	1993
WAIKATO UNIVERSITY Hamilton, New Zealand	Japanese, Human Development, Social and Moral Philosophy, English, Education	1992

PROFESSIONAL / INDUSTRY TRAINING

Certificates Available on Request

- **Certificate of Queensland Teacher Registration**
(Identification number: 781649) Status: Full valid **31st December 2020**
- **Certificate of Registration as a teacher in New Zealand**
(Registration number: 194877) Status: Full valid till **8th December 2018**
- **Certified Google Educator** Valid till **7th September 2016: To confirm certification**
<https://googlerecords.starttest.com?code=I0069EF63F36AF6620069E869EE6FF56A0D7B8C29>
Google for Education Qualified – Chrome (Verification ID: 4327690)
Google Educator Apps + Chrome (Verification ID: 4327774)
- **PB4L Tier One Booster Training 17th Nov 15**
- **U-Learn Conference 2015** – Presenter in the research strand: BYOD
- **e-learning and SOLO Taxonomy** with Pam Hook **November 2014**
- **Non-violent Crisis Intervention Training November 2014**
- **BYOD Learning Network NZ Conference May 2014**
- **Comprehensive First Aid Course March 2014**
- **Restorative practices – ‘A change of heart’ 2012**
2 day Restorative Practices Workshop

EMPLOYMENT HISTORY

References Available on Request

KAMO HIGH SCHOOL (WHANGAREI)

(2007 JAN - CURRENT)

SCHOOL WIDE RESPONSIBILITIES

- Acting Deputy Principal of Staff (half of one term) – organized relief, hired relievers, provided reliever induction to school
- Provided staff with Google professional development
- PISA School Coordinator
- Part of the PB4L Leadership team
- Acted as staff liaison for prize giving (2013)
- Member of the ICT Committee
- Co- Organiser of Tourism and Geography trip to Australia (2010)
- Teacher at Year 9 Camps
- Chaperone for South Island 10 day tour with NZET (New Zealand Educational Tours) September school holidays which involved a collection of 45 International students nationwide (2008)
- Liaison coordinator for ‘Peace for Cranes’ acknowledging Hiroshima Day. This involved departments within the school and our contributing school, Kamo Intermediate, producing film and jointly arranging an assembly (2008)

WHANAU CO-ORDINATOR (2015)

- Build relationships and work with a wide range of cultures
- Create a Whanau identity and spirit
- Empower Whanau leaders to have a positive contributing influence on the school culture
- Organise Whanau assemblies that encourage student participation
- Support Whanau teachers to make Whanau time an organized and positive experience
- Organise / facilitate inter whanau events
- Promote and maintain student well being
- Support new Whanau staff with the routines of being a Whanau teacher
- Provide an effective Emergency Assembly Routine
- Oversee a split Level ‘Whanau’ class of Year 9 – 13

E-ASTTLE / ONLINE PAT COORDINATOR (2015)

- Use of data to set individual and school wide goals
- Teaching teachers how to analyse data
- School wide department and individual training of e-asTTle and online PAT tests administration
- Setting of tests that are student specific rather than cohort specific
- Use of ARB's to promote student learning

FACULTY LEADER LANGUAGES (2009 – 2014)

- Appraisal of staff - provided members with the support, training and resources they needed to deliver quality outcomes
- Recruited, trained and lead existing staff within the department
- Acted as a mentor and support for beginner teachers within the department
- Walked through colleagues classes
- Oversaw pathway development within the school for the National Certificate in Tourism Introductory Skills and subjects within the department such as Maori, French and Spanish
- Kept a data base of notes in KAMAR of students at risk
- Provided an in-depth knowledge and experience of the curriculum
- Monitored new standards and applied these to current courses
- Managed the development of schemes of work, which included all NZC & NZQA requirements
- Delegated appropriate responsibilities to promote staff development and utilize skill sets
- Hosted local language cluster meetings
- Held minuted meetings fortnightly with staff
- Supported parents and students in referrals and problem resolution
- Liaised with the STAR coordinator and Gateway staff, NZQA Principal's nominee regarding moderated work and Service IQ (Independent Training Organisation)
- Engaged and developed supportive networks within the team, community and local businesses
- Fund raised for events
- Brought in skill sets from the community for Languages and Tourism

INITIATIVES AT KAMO HIGH SCHOOL IN WHICH I PARTICIPATE(D):

- Te Kotahitanga, Ka hikitia, Kia Eke Panuku, Rongohia te Hau,
- PB4L
- Restorative Practice

TEACHING SUBJECTS

- | | |
|--------------------------|---------------|
| • Spanish – Year 9 – 10 | Current |
| • Tourism – Year 12 – 13 | Current |
| • Year 9 Social Studies | 2012 and 2015 |
| • ESOL – all levels | 2007-2010 |
| • Japanese – all levels | 2007-2009 |

WHANGAREI BOYS HIGH SCHOOL

17th July 2006

Terms Three and Four only

Jan 2007

JAPANESE / ENGLISH TEACHER

(REASON LEFT: Long Term Relief for Maternity Leave Vacancy)

- Teacher of Year 9 and 10 English
- Teacher of Year 9, 10, 11 and combined 12 and 13 Japanese
- Internal Assessment of NCEA Level 1, 2 and 3 of the Japanese Curriculum
- Split Level 'Whanau' class Teacher of Year 9 – 13
- Preparing Japanese Quiz questions and Haiku competition for International Languages Week
- Arranging Restaurant trip for Kansai Okura (Sister School) visit
- Server of tea and coffee for Intermission of school Drama Performance

NEW ZEALAND CUSTOMS SERVICE

April 4th 2005 - Jun 2006

CUSTOMS OFFICER

(REASON LEFT: Moved to Whangarei due to ageing grandparents)

- Ability to communicate with a variety of people from different cultural backgrounds
- Facilitation of legitimate travelers
- Completing Immigration procedures
- Interpersonal skills that enable the establishment of rapport
- Ability to interact effectively with others in a team
- Managing interaction with internal and external clients
- Ability to analyse information and take appropriate action
- Ability to identify risks and respond appropriately
- An understanding and commitment to the service ethic
- Accurate interpretation of legislative and regulatory procedures
- Conducting baggage and personal searches
- A courteous and considerate approach to clients with respect for their privacy and rights
- Maintain confidentiality
- Experience in the use of computers and reporting of information
- Social Volleyball Convener for Auckland Customs

ONEHUNGA HIGH SCHOOL, Auckland

May 2005 – July 2005

RELIEF TEACHER

(REASON LEFT: Relief work while working at New Zealand Customs)

STRAY TRAVEL, Auckland

Dec 2004 – Mar 2005

DRIVER GUIDE

(REASON LEFT: Seasonal work)

- Driver Guide for backpacker buses for 21 day tours around the North and South Island of New Zealand
- Describe and explain points of interest on the tour
- Arrange entry to places such as museums, exhibitions etc
- Pre-book accommodation for passengers
- Arrange or prepare some meals
- Arrange pick up and drop off points
- Act as an interpreter
- Market the business
- Maintain, prepare bus for trip

NORTH SHORE SUCCESS COLLEGE, Takapuna, Auckland

Feb 2004 – July 2004

ENGLISH AS A SECOND LANGUAGE TUTOR

(REASON LEFT: Worked here while transitioning between Call Centre and Tourism Studies)

- Coaching English classes mainly to Chinese students
- Ages 8 – 15 year old primary and secondary school students
- Completing reports and updates on student progress
- Part time weekend work

TOURISM HOLDINGS LIMITED

Nov 2003 – Mar 2004 **CALL CENTRE CONSULTANT**

(REASON LEFT: Night shift job till Tourism studies began)

- Assist with email communications internally & externally
- Meet required deadlines
- Arrange bookings for products e.g Transport, activities and attractions
- Make bookings for overseas travel agents

JAPAN AIRLINES (JAL), London, England

May 2002 – November 2003 **MILEAGE BANK CUSTOMER SERVICE REPRESENTATIVE**

(REASON LEFT: Returned home to NZ after marriage breakup)

- Responsible for assisting customers and travel agents for Japan Airlines by answering incoming calls
- Making and confirming flight reservations, using specialized computer systems
- Answering inquiries pertaining to reservation related issues
- Performing computer and paperwork based tasks
- Answering calls in Japanese and English
- Training staff regarding the mileage earned for Oceanic flights.

AMAZON.CO.UK Slough, England

Nov 2001 – May 2002 **CUSTOMER SERVICE REPRESENTATIVE**

(REASON LEFT: Wanted to use my Japanese language skills)

- Listen and respond to customers' need and concerns
- Provide information about products and services
- Take orders, determine charges, oversee billing or payment
- Review or make changes to customer accounts
- Handle returns or complaints
- Record details of customer contacts and actions taken
- Research answers or solutions as needed
- Refer customers to supervisors, managers or other appropriate people

NOVA, Sannomiya Honko, Kobe, Japan

May 25th 2000 - **ENGLISH AS A SECOND LANGUAGE TEACHER**

September 1st 2001

(REASON LEFT: Husband wanted to go to England)

- Teaching curriculum based English lessons to a range of students between the ages of 4 and 88 years old
- Guiding students in a non- text based conversation lounge
- Teaching TOEFL and TOEIC classes
- Providing students with a positive and supportive atmosphere in which to study
- Completing counseling forms
- Co-coordinator of Business Courses: Allocating classes and teachers for those classes
- Attending and preparing presentations for meetings
- Purchasing resources for creative purposes
- Grading students according to company criteria
- Sales and Demonstration lessons
- Oral and written checks of students ability

- Consulting with staff about students and products

GRACE LUTHERAN COLLEGE, Rothwell, Queensland, Australia

February 1999

JAPANESE / ENGLISH TEACHER

May 2000

(REASON LEFT: Moved to Japan to improve Japanese language skills)

- Using Japanese software programs to teach the language
- Teaching English and Japanese to Years 8, 9 and 10
- Teaching Microsoft Word to 12 – 13 year olds as part of the English course
- Supporting school liaisons

WAIUKU COLLEGE, Waiuku, New Zealand

28th January 1996

JAPANESE / ENGLISH TEACHER

December 1998

(REASON LEFT: Married and moved to Australia)

- Teaching English from Form 3 through to Form 5
- Teaching Japanese from Form 3 through to Form 7
- Supporting School Liaisons with Sister Schools in Japan
- Arranging Cultural Activities
- Supporting School Drama Performances
- Camp Leader at Form 3 Marae Experiences
- Camp Leader at Form 4 Outdoor Education
- Coach for Mixed Hockey Team
- Assistant Producer in two school plays

REFEREES

- Elaine Delaney
Assistant Principal – Teaching & Learning
Elaine.Delaney@kamohigh.school.nz
School: 09-4351688 a/h 09-4375313 Mob: 0212642404
- Emma Leyland
Assistant Principal – Students
Emma.Leyland@kamohigh.school.nz
School: 09-4351688 a/h 09-4335957 Mob: 021433761
- Phil Mahoney
Assistant Principal – Staff
philip.mahoney@kamohigh.school.nz
School: 09-4351688 a/h 09-4351193 Mob: 0292007993

Milla Inkilä

Email: milla.inkila@gmail.com
Name: Milla Mirjami Inkilä
Date of Birth: 12.7.1980

Phone number: +358 44 561 8698
Nationality: finnish
Place of Birth: Nurmijärvi, Finland



Professional Experience

Training and Consulting Manager at Innofactor Plc

11/2010 – Present (3 years 5 months)

Innofactor is one of the leading Nordic IT solution providers focused on Microsoft platforms. My main responsibilities include administration and management of training services. During my Training management Innofactor listed on the Nasdaq OMX Helsinki Stock Exchange. Leading Finnish business media Kauppalehti selected Innofactor as the most successful company on the Finnish stock exchange in 2013. My responsibilities have been creating and growing the training and consulting businesses.

Trainer and Consultant at Innofactor Ltd

10/2008–11/2010 (2 years 1 months)

Trainer and consultant of Innofactor and Microsoft products. Main focus on content management systems (Prime and SharePoint) and the Prime product family (ERP).

Primary school teacher at Koskela Primary school, City of Helsinki Education Department

8/2006–06/2008 (1 years 10 months)

Teaching the lower grades of a multicultural comprehensive school. Main focus on information and communications technology, visual arts and music.

Personal helper at City of Helsinki Socialwork Department

06/2004–08/2004 (2 months)

Assisting in information and communication technology training.

Class assistant / Day care assistant / Camp assistant at Järvenpää Parish and the Cities of Järvenpää and Jyväskylä

During the years 1995-2001 (lengths from 1 week up to 5 months)

Education

Bachelor of Education at University of Eastern Finland

Savonlinna School of Applied Educational Science and Teacher Education, 08/2007 (Master's Degree completion at 95 %). Major subject: Educational science. Minor subjects: Information and communications technology in Education, Work and Organizational Psychology, Drama Education and Visual Arts. I completed all the Teachers' pedagogical studies and Teaching practises by 2004. In 2013 I continued studying the secondary subject Information and communications technology in Education, while working at Innofactor Plc.

Exchange student

St.Patrick's College, Teacher Training College, Dublin, 2003

Graduate

Järvenpää Upper Secondary School, 1999

Top Management Skills

Strategic planning and finance

- Responsible for Innofactor's Training strategy for 5 years, planning it yearly 1, 5 and 10 years forward
- Reporting in every quartal (in stock exchange company) to the board (and expect team members to report to me)
- I've created communication plans for Innofactor (esp. for social media), long-term project plans for big customers (on how they implement new solutions). I was the one creating e.g. the first Innofactor company Twitter, Facebook, LinkedIn and Yammer profiles.
- Knowledge in several analytics tools (business intelligence and web analytics, management dashboards)
- Sales managers ask me to help them in demanding business cases to close the deal with them, continuous additional sales during the trainings, created new lines of business for the company: training, consulting in different customer sectors
- Marketing experience: wide knowledge of different digital marketing tools , trained these for large enterprises and municipalities and education consortiums
- Monitor billing rate, actual billing for customers, budget planning, negotiated legal contracts with customers
- Experience in working in projects with financial institutions (Finnvera, Tekes) and management with large enterprises (Metso, Luja, Ensto)

Resource management and HR

- Team leader for trainers and consultants
- Responsible for the training teams business resource management
- Responsibility of development discussions and development plans, recruitment and leading the daily work
- Trained internal communication for universities, hospitals, universities of applied sciences, municipalities, non-profit organizations and ministries
- Internal trainings for HR (ERP systems), Marketing team (e.g. internal and external Marketing, social media and SEO), Customer support unit (all the customer solutions and products) and the whole staff (ERP systems)
- Trained lot of big organizations how to use their enterprise resource planning systems (e.g. 15 parishes including the parish of Helsinki, 10 cities including the City of Helsinki/Sports and Culture Department and non-profit organizations)

Expertise in Education

Wide knowledge from the Educational sector

- Learning is my passion, and teaching is one of the best ways to do that. And by teaching I can spark the same passion for learning in others. And those others, are where I get my own spark on learning even more. I know I always need the interaction to learn, but it can also happened online. I don't think that learning itself moves into the web, but information technology gives us loads of new options for sharing, connecting and interacting. It gives us information, equally, and it leads us to use our own potential for the common good. And even with the information technology, we still need all three to learn something new – hands, heart and mind combined.
- Main consultant of the company strategic product development project (education concept), planning and creating new business for education customers
- Company has 30 education sector customers (universities, universities of applied sciences, schools) that I have trained
- Worked in the whole education field - at a kindergarten (summer jobs and substitute worker), in primary schools and in special education, high schools and summer camps for kids
- When developing education concept, cooperation with National board of education, ministry of education, University of Helsinki media research group, University of Eastern Finland 21st century skills development in teacher training, University of Oulu all faculties including the faculty of education
- Participated a lot of events in the education sector in the latest trends, 21st century skills

- Knowledge of the newest technology is a must in the current job. I must be one step ahead, even though my audience is mainly very technology-oriented. Especially training web publishing technologies – I always add the latest trends in the training and this is why it always comes out differently to my audience.

Customer satisfaction

- I have constantly received top customer reviews –4.6 out of 5
<http://www.innofactor.com/trainingfeedback>
- From my latest training project the best of the company: 5 out of 5

International experience

- Innofactor is an international company, international colleagues
- Trained in English (e.g. the international staff of the University of Oulu), multinational enterprises all trainings in English across the world
- Written manuals and done video tutorials for international customers in English
- Educational studies at the St. Patrick's Teacher training College, Dublin, Ireland

Positions of Trust

Chair for the Siskot ja Simot Community of Creative Caring 2013-

<http://www.siskotjasimot.fi/>

Chair for the Iitu Inkilä memorial fund 2008-

<http://olipakerran.wordpress.com/yhteystiedot/>

Student council member and student tutor

Järvenpää Upper Secondary School, 1994-1996

Student council member and student trustee

Järvenpää music classes, Kartano school, 1997-1999

Recommendations for the position at The Mind Lab by Unitec

You'll find recommendations from the LinkedIn -profile page <https://www.linkedin.com/in/millainkila>

I will provide you with further recommendations as soon as I have discussed the matter with my supervisor and my thesis instructor at the University.

Study leave and professional goals for the upcoming months

I'm going to be on a two month study leave from next Friday (1.5.2014) on, to write my Thesis about 4th graders self-assessment of the 21st Century Skills.

While that time I'm also going to attend to:

- International conference on Media Education Futures, 8-9 May 2014
<http://www.uta.fi/cmt/mediaeducationfutures/index.html>
- Assessment and Teaching of 21st Century Skills – MOOC – The University of Melbourne – 30 June
<https://www.coursera.org/course/atc21s>
- ICT in Classroom Teaching – ICT4 and ICT 5 online courses – University of Helsinki and Eastern Finland – 1-31 May
<http://blogs.helsinki.fi/mediakasvatus25/>

I'm also working short periods for our Skilli Educational Product development team, as it is in close relationship with my Thesis. I'm attending to the Teacher workshops, and organizing a field day for the 4th graders who have helped us to develop the product. They are going to visit our Innofactor Campus and the next door Microsoft Finland Main Office. I'm also representing our company in other possible Education field seminars.

R M THORN
Mobile: 021-240-6923
Email: rochellethorn@hotmail.com
Address: 108B Westchester Drive,
Churton Park, Wellington
<https://www.linkedin.com/in/rochellethorn>

CURRICULUM VITAE

Rochelle Marie Thorn

Bachelor of Arts, Graduate Diploma of Teaching (Sec)

***You Tube:** <https://youtu.be/0FZ-JC7jx4w> Please view for a snapshot of the teaching and learning experiences I facilitate, and of my professional practice.*

Private and Confidential

Iwi: Ngati Ruanui/Nga Rauru

R M THORN
 Mobile: 021-240-6923
 Email: rochellethorn@hotmail.com
 Address: 108B Westchester Drive,
 Churton Park, Wellington
<https://www.linkedin.com/in/rochellethorn>

Teaching Career Overview

Year	Employer	Role
2015-Current	<i>The Mindlab by Unitec - Education Director and Facilitator for Postgraduate Certificate in Applied Practice</i>	<p><i>Key elements of the role focus on facilitating teachers in being able to:</i></p> <ul style="list-style-type: none"> <i>- build learning around the 'learner' and away from a one-size-fits-all model of education</i> <i>-develop collaborative learning environments that balance the relationship between 'teacher-driven' and 'student-centered'</i> <i>-maximize resources for improved engagement including physical and creative spaces, technology and software</i> <i>-turn the classroom into a real-world learning environment that explores risk-taking and creative problem solving</i> <i>-Integrate digital tools and technologies to facilitate idea sharing across all areas of curriculum</i>
July 2014- January 2015	<i>Victoria University of Wellington (fixed term contract)</i>	<p><i>Learning Adviser - Student mentor: Undergraduate and Postgraduate students. Student mentoring and facilitation of workshops: Range</i></p> <ul style="list-style-type: none"> <i>- essay writing skills; academic writing; grammar (non-native speakers and native speakers), time management; note taking, mind mapping; study skills, editing and proofreading; effective reading and critical thinking.</i>

R M THORN
Mobile: 021-240-6923
Email: rochellethorn@hotmail.com
Address: 108B Westchester Drive,
Churton Park, Wellington
<https://www.linkedin.com/in/rochellethorn>

May 2014 – July 2015	St Bernard's College	Classroom Teacher (English) Years 9-11 HOD Junior Studies: Years 7- 8
Jan 2013- May 2014/2016	Westmount School (Wellington)	Classroom teacher (English) Years 9-13
2008-2012	St Mark's Church School (IB Accredited)	Classroom teacher Year 8 HOD Language (English)
2006-2008	Oldbury College of Sport (UK)	Classroom Teacher (English) Years 7-11
2005	Awatapu College (Palmerston North)	Learning Support Teacher
2004	Massey College of Education	Teacher Training

Qualifications

Graduate Diploma of Teaching, Massey College of Education
Certificate of TESOL –TESOL International
Certificate in International Travel – Perth School of Hospitality
Bachelor of Arts (Social Sciences), University of Otago

Continuing Education

Masters of Education (Endorsement in E Learning) – Massey University, current.
Certificate Te Ara Reo Maori – Te Whare Wananga O Aotearoa

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Churton Park, Wellington
<https://www.linkedin.com/in/rochellethorn>

Work History – Teaching Experience

ST BERNARD'S COLLEGE 2014-2015

- Year 7-8 Homeroom Teacher: English, Social Studies, Health
- HOD Junior Studies
- English Teacher: Years 9-10 and NCEA level 1

Responsible for:

- HOD Junior Studies: Years 7-8
- Head of Curriculum Junior Studies - Curriculum overview and integration across all subjects taught to Years 7-8
- Junior Studies budget
- Writing of end of year Department Report
- Review and Development of Department Management Document
- Collation of and analysis of a range of assessment data including National Standards for the Ministry of Education, Board of Trustees, Principal and for departmental review
- Analysis of whole department data to identify areas of need and department focus for teaching and learning
- Identification of professional development needs, individual and whole department
- Duke of Edinburgh Awards

Achievements:

- Development and implementation of department action plan
- Development of two year programme of study
- Whole department integrated unit planning
- Common assessment across the department
- Implementation of writing moderation process
- Introduction of and implementation of solo taxonomy into classroom English programmes
- Led departmental professional development: Unit planning and the NZ curriculum.
- Review of spelling programme across Years 7-8.
- Design of department mark books in classroom manager - MUSAC
- Implementation of writing processes to raise student achievement in writing
- Implementation of assessment rubrics aligned to the NZ Curriculum, National Standards and Literacy Learning Progressions
- Review and restructuring of learning support within the department
- Review of texts and purchase of classroom novel sets
- Implementation of Classroom DOJO in the classroom to engage and encourage student ownership over positive classroom behaviour (PB4L)
- Member of school wide curriculum review committee
- Development of student learner profile, pastoral and academic focus

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ROXBURGH AREA SCHOOL
2014 FIXED TERM MATERNITY LEAVE COVER:

- Year 7-8 Homeroom teacher: English, Social Studies, Science, Te Reo, Drama; Years 9-10 Drama.

Responsible for:

- Composite Year 7/8 class of 36 students
- Organisation of Year 7-8 camp
- Junior debating

Achievements:

- Relocation and Organisation of school camp
- Implementation of assessment processes in Mathematics and Science

WESTMOUNT SCHOOL WELLINGTON
2013-2014/2016

- Classroom teacher (English): Years 9-13 and PE (Years 11-13)

Responsible for:

- Development of Junior English Programme
- Implementation of Senior English programmes: NCEA levels 1-3
- Moodle online learning and Video Conferencing Teaching
- Teaching and educational visits to satellite campuses.
- Senior Netball

Achievements:

- Successful implementation of MOODLE programmes for satellite schools and own campus
- High level of student engagement in subject area
- Co-ordination and production of school newspaper

ST MARK'S CHURCH SCHOOL (IB ACCREDITED SCHOOL)
2008-2013

- Year 8 Homeroom Teacher: English, Mathematics, Inquiry, Technology, Exhibition
- HOD Language (IB PYP programme)

Responsible for:

Iwi: Ngati Ruanui/Nga Rauru

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Address: 108B Westchester Drive,
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- Overseeing transition from NZ curriculum to IB PYP programme.
- Review and implementation of Language programmes (English and Maori) throughout the school
- Whole school language budget
- Organisation of the Year 8 Leavers Dinner
- Organisation of Year 8 EOTC week
- Whole school Spelling Bee: Years 1-8
- Year 7-8 debating
- Year 7-8 Netball and Softball
- Organisation of annual school year book

Achievements:

- Development and implementation of the teaching of Te Reo and Te Ao Maori throughout the school, Years 1-8
- Organising and implementing Kapa Haka programme: Years 6-8
- Implementing SRA from Years 4-8
- Updating novels in Years 7/8
- Implementation of the moderation of writing across the school
- Creating and implementing a writing process Years 1-8
- Redesign and organisation of the annual school year book
- Creation of annual teacher/student debating competition

**OLDBURY COLLEGE OF SPORT
2006-2008**

- Classroom teacher (English) Years 7-11

Responsible for:

- Implementation of junior programme, SATS and delivery of GCSE programme
- Vertical form classroom.

Achievements:

- High level of student achievement in SATS and GCSE
- Ability to deliver the British Curriculum to a high level

**AWATAPU COLLEGE
2005**

- Learning Support Teacher

Responsible for:

- The school's only high and complex needs student
- The transition of this student from Intermediate School, to High School.
- Inter-sectorial communications
- Support of a range of students with behavioral and learning difficulties

Achievements:

R M THORN
Mobile: 021-240-6923
Email: rochellethorn@hotmail.com
Address: 108B Westchester Drive,
Churton Park, Wellington
<https://www.linkedin.com/in/rochellethorn>

- Successful transition of this student into high school, with support phasing out as the school year progressed

Most Recent Professional Development

- CANVAS – Learning Management System
- Staff professional development: *ELLS and inquiry teaching*.
- *New teachers to Catholic Schools*.
- Joy Allcock: Spelling workshops.
- E-asTTle: Writing
- Financial literacy
- PB4L
- Staff professional development: *Developing as an independent learner and the flip classroom*.
- Moodle
- Best practice workshops: Levels 1-3.
- Implementing the PYP: St Mark's Church School
- PYP Inquiry: St Mark's Church School

Extra-Curricular Activities

- Netball
- Softball
- Debating
- Fitness
- Tramping
- Tutoring: Years 7-13

Referees:

Dr David Parsons
National Postgraduate Director – The Mindlab by Unitec
Phone: 09 964 4444
Mobile: 021 061 0441
Email: david@themindlab.com

Ben Egerton
Former H.O.D Sport St Mark's Church School
Postgraduate Facilitator - The Mind lab by Unitec
Phone: 0278717541
Email: ben@themindlab.com

Andrew Mackenzie
Campus Coordinator
Westmount School, Wellington Campus
Johnsonville
Wellington
Phone: (04) 478 4055
Email: andrew.mackenzie@westmount.school.nz

R M THORN
Mobile: 021-240-6923
Email: rochellethorn@hotmail.com
Address: 108B Westchester Drive,
Churton Park, Wellington
<https://www.linkedin.com/in/rochellethorn>



7th December, 2017

Mrs Jane Stanley
Principal
Westlake Girls High School
2 Wairau Rd,
Takapuna,
Auckland 0627

Re: Agreement to provide teaching space to The Mind Lab by Unitec

Westlake Girls High School agrees to provide The Mind Lab by Unitec the ability to utilise Room H8 as a teaching environment for the delivery of evening classes for teachers on the 32 week Postgraduate Certificate of Applied Practice (Digital and Collaborative Learning). The room provided will be able to accommodate 30-40 teachers and will have heating, adequate wifi, tables and chairs.

This agreement commences on Monday 26th March 2018 and extends through to 9th November March, 2018. This will be for one intake only unless future demand surfaces, at which point the MOU will be reviewed. The requirement is for the teaching space to be available between 3:30pm and 8:30pm each [Tuesday] from the commencement date. The space may also be required to host one or two open lab/workshops in the lead up to the first intake starting, which will be communicated and agreed in advance.

All technology resources required to deliver the postgraduate programme will be provided by The Mind Lab by Unitec. A lockable storage area will be provided by Westlake Girls High School for this technology. This storage space needs to be big enough to house 4 large plastic storage containers.

The Mind Lab by Unitec will provide disposable cups, teaspoons, coffee, tea, milo, milk and biscuits. Access to hot water will be provided by Westlake Girls High School.

Access to nearby bathrooms will also be required.

Westlake Girls High School will provide unrestricted access to the WiFi network and provide building access codes and keys as needed for setup and lock down for the helper. Access to all social platforms such as Facebook, Twitter, You Tube etc are all required.

Westlake Girls High School will provide projector, screen, speakers and white board.

The Mind Lab by Unitec will employ a local assistant to set up the class each week between 3:30pm and 4:30pm, to help arrange chairs, tables and resources and to set up the tea and coffee so the teaching is ready for postgraduate class to begin at 4:00pm. At the end of each evening, the room will be tidied up and reinstated as per the arrival set up and locked securely by the assistant by 8:30 pm. Alternatively, this can be done by a Westlake Girls High School staff member on the programme.

Westlake Girls High School will provide relevant venue and Health and Safety documentation and an induction to the Postgrad Director/Facilitator that can be used to train other members of The Mind Lab by Unitec who are visiting.

This agreement is subject to a minimum number of educators commencing their studies at the date of commencement from surrounding schools enrolling in the intake. Should the minimum number of educators not be fully enrolled by the time the course commences, The Mind Lab reserves the right to defer the intake start to a future date.

In return for the generosity shown to The Mind Lab by Unitec to host the Postgrad Programme, Westlake Girls High School will receive **four free places** on the programme to be used within the time frame of the MOU.

This agreement is provided on the basis of reciprocal benefit and trust. At any stage should an incident arise that jeopardises this understanding or trust, both parties will work together to find a remedy as quickly as possible.

Please sign in agreement:

Mrs Jane Stanley
Principal
Westlake Girls High School

Dated:

13/12/2017

Fee McLeod
General Manager
The Mind Lab by Unitec

Jiona Webby
Dated:

Thursday February, 2018



6th February, 2018

Mike Malcolm
Principal
Leamington School
249 Lamb St,
Leamington,
Cambridge 3432

**Re: Agreement to provide teaching space to The Mind Lab by Unitec for the delivery of the
Postgraduate programme in Digital and Collaborative Learning**

Thank you for offering to provide your school facility as a regional location for the delivery of The Mind Lab by Unitec programme for local teachers. We greatly appreciate your generosity and we hope that this partnership is the beginning of a long-term association with your school.

The below terms have been set out to provide clarity, however should you have any concerns or queries please let us know prior to signing.

Thank you again for your tremendous support.

Memorandum of Understanding

Leamington School agrees to provide The Mind Lab by Unitec the ability to utilise Room ¹²~~13~~ at Leamington School as a teaching environment for the delivery of evening classes for teachers on the 32-week Postgraduate Certificate of Applied Practice (Digital and Collaborative Learning). The room provided will be able to accommodate 35-40 teachers and will have heating, adequate WiFi, tables and chairs.

This agreement starts Thursday 29th March 2018 and extends through to week commencing November 26th, 2018. The requirement is for the teaching space to be available between 3:30pm and 8:30pm each Thursday for 32 weeks from the commencement date.

All technology resources required to deliver the postgraduate programme will be provided by The Mind Lab by Unitec. A lockable storage area will be provided by Leamington School for this technology. This storage space needs to be big enough to house 4 large plastic storage containers.

The Mind Lab by Unitec will provide disposable cups, teaspoons, coffee, tea, milo, milk and biscuits. Access to hot water will be provided by Leamington School.

Leamington School will provide unrestricted access to the school's WiFi network for 80 devices and provide building access codes and keys as needed for setup and lock down. A digital TV, data projector and screen, speakers and whiteboard will be provided by Leamington School.

In return for the generosity shown to The Mind Lab by Unitec to host the Postgrad Programme, Leamington School will receive four free places on the programme to be used within the time frame of the MOU.

The Mind Lab by Unitec will employ a local assistant to set up the class each week between 3:30pm and 4:30pm, to help arrange chairs, tables and resources and to set up the tea and coffee so the teaching is ready for postgraduate class to begin at 4:00pm. At the end of each evening, the room will be tidied up and reinstated as per the arrival set up and locked securely by the assistant by 8:30 pm.

Leamington School will provide relevant venue and Health and Safety documentation and an induction to the Postgrad Director/Facilitator that can be used to train other members of The Mind Lab by Unitec who are visiting.

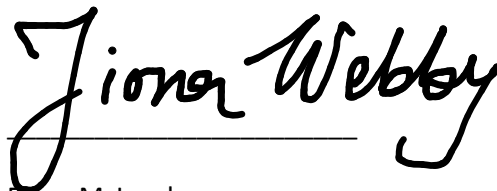
This agreement is subject to a minimum 35 educators commencing their studies at the date of commencement from surrounding schools enrolling in the intake. Should 35 teachers not be fully enrolled by the time the course commences, The Mind Lab reserves the right to defer the intake start to a future date.

This agreement is provided on the basis of reciprocal benefit and trust. At any stage should an incident arise that jeopardises this understanding or trust, both parties will work together to find a remedy as quickly as possible.

Please sign in agreement:

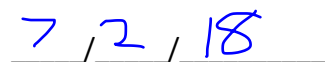


Mike Malcolm
Principal
Leamington School



Fiona McLeod
General Manager
The Mind Lab by Unitec

Date



Friday February 9th, 2018





23rd January, 2018

Di Carter
Principal
Dannevirke High School
Grant St,
Dannevirke 4930

Re: Agreement to provide teaching space to The Mind Lab by Unitec

Dannevirke High School agrees to provide The Mind Lab by Unitec the ability to utilise the library as a teaching environment for the delivery of evening classes for teachers on the 32 week Postgraduate Certificate of Applied Practice (Digital and Collaborative Learning). The room provided will be able to accommodate 30-40 teachers and will have heating, adequate wifi, tables and chairs.

This agreement commences on Monday 26th March 2018 and extends through to Monday 5th November, 2018. This will be for one intake only unless future demand surfaces, at which point the MOU will be reviewed. The requirement is for the teaching space to be available between 3:30pm and 8:30pm each Monday from the commencement date. The space may also be required to host one or two open lab/workshops in the lead up to the first intake starting, which will be communicated and agreed in advance.

All technology resources required to deliver the postgraduate programme will be provided by The Mind Lab by Unitec. A lockable storage area will be provided by Dannevirke High School for this technology. This storage space needs to be big enough to house 4 large plastic storage containers.

The Mind Lab by Unitec will provide disposable cups, teaspoons, coffee, tea, milo, milk and biscuits. Access to hot water will be provided by Dannevirke High School.

Access to nearby bathrooms will also be required.

Dannevirke High School will provide unrestricted access to the WiFi network and provide building access codes and keys as needed for setup and lock down for the helper. Access to all social platforms such as Facebook, Twitter, You Tube etc are all required.

Dannevirke High School will provide projector, screen, speakers and white board.

The Mind Lab by Unitec will employ a local assistant to set up the class each week between 3:30pm and 4:30pm, to help arrange chairs, tables and resources and to set up the tea and coffee so the teaching is ready for postgraduate class to begin at 4:00pm. At the end of each evening, the room will be tidied up and reinstated as per the arrival set up and locked securely by the assistant by 8:30 pm. Alternatively, this can be done by a Dannevirke High School staff member on the programme.

Dannevirke High School will provide relevant venue and health and safety documentation and an induction to the Postgrad Director/Facilitator that can be used to train other members of The Mind Lab by Unitec who are visiting.

This agreement is subject to a minimum number of educators commencing their studies at the date of commencement from surrounding schools enrolling in the intake. Should the minimum number of educators not be fully enrolled by the time the course commences, The Mind Lab reserves the right to defer the intake start to a future date.

In return for the generosity shown to The Mind Lab by Unitec to host the Postgrad Programme, Dannevirke High School will receive **four free places** on the programme to be used within the time frame of the MOU.

This agreement is provided on the basis of reciprocal benefit and trust. At any stage should an incident arise that jeopardises this understanding or trust, both parties will work together to find a remedy as quickly as possible.

Please sign in agreement:



Di Carter

Principal

Dannevirke High School



Fee Webby

General Manager

The Mind Lab by Unitec

Dated: 31/1/18 .

Dated: Tuesday 13th February, 2018



6th February, 2018

Jack Saxon
Principal
Kaitaia College
Redan Rd,
Kaitaia
0410

Re: Agreement to provide teaching space to The Mind Lab by Unitec

Kaitaia College agrees to provide The Mind Lab by Unitec the ability to utilise the Digital Room in the Tech Block as a teaching environment for the delivery of evening classes for teachers on the 32 week Postgraduate Certificate of Applied Practice (Digital and Collaborative Learning). The room provided will be able to accommodate 30-40 teachers and will have heating, adequate wifi, tables and chairs.

This agreement commences on Monday 26th March 2018 and extends through to 9th November, 2018. This will be for one intake only unless future demand surfaces, at which point the MOU will be reviewed. The requirement is for the teaching space to be available between 3:30pm and 8:30pm each Monday from the commencement date. The space may also be required to host one or two open lab/workshops in the lead up to the first intake starting, which will be communicated and agreed in advance (Tuesday 13th February).

All technology resources required to deliver the postgraduate programme will be provided by The Mind Lab by Unitec. A lockable storage area will be provided by Kaitaia College for this technology. This storage space needs to be big enough to house 4 large plastic storage containers.

The Mind Lab by Unitec will provide disposable cups, teaspoons, coffee, tea, milo, milk and biscuits. Access to hot water will be provided by Kaitaia College.

Access to nearby bathrooms will also be required.

Kaitaia College will provide unrestricted access to the WiFi network and provide building access codes and keys as needed for setup and lock down for the helper. Access to all social platforms such as Facebook, Twitter, You Tube etc are all required.

Kaitaia College will provide projector, screen, speakers and white board.

The Mind Lab by Unitec will employ a local assistant to set up the class each week between 3:30pm and 4:30pm, to help arrange chairs, tables and resources and to set up the tea and coffee so the teaching is ready for postgraduate class to begin at 4:00pm. At the end of each evening, the room will be tidied up and reinstated as per the arrival set up and locked securely by the assistant by 8:30 pm. Alternatively, this can be done by a Kaitaia College staff member on the programme.

Kaitaia College will provide relevant venue and Health and Safety documentation and an induction to the Postgrad Director/Facilitator that can be used to train other members of The Mind Lab by Unitec who are visiting.

This agreement is subject to a minimum number of educators commencing their studies at the date of commencement from surrounding schools enrolling in the intake. Should the minimum number of educators not be fully enrolled by the time the course commences, The Mind Lab reserves the right to defer the intake start to a future date.

In return for the generosity shown to The Mind Lab by Unitec to host the Postgrad Programme, Kaitaia College will receive \$3,000 worth of technology or furniture.

This agreement is provided on the basis of reciprocal benefit and trust. At any stage should an incident arise that jeopardises this understanding or trust, both parties will work together to find a remedy as quickly as possible.

Please sign in agreement:

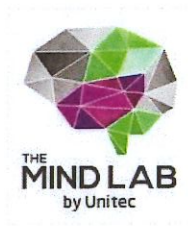
Jack Saxon
Principal
Kaitaia College

Dated: 14/02/2018

Fee McLeod
General Manager
The Mind Lab by Unitec

Jiona Webby

Dated: Thursday 15th February, 2018



February 5th, 2018

James Rose
Acting Principal
St Peter's College
Palmerston North

**Re: Agreement to provide teaching space to The Mind Lab by Unitec for the delivery of the
Postgraduate programme in Digital and Collaborative Learning**

Thank you for offering to provide your school facility as a regional location for the delivery of The Mind Lab by Unitec programme for local teachers. We greatly appreciate your generosity and we hope that this partnership is the beginning of a long-term association with your school.

The below terms have been set out to provide clarity, however should you have any concerns or queries please let us know prior to signing.

Thank you again for your tremendous support.

Memorandum of Understanding

St Peter's College agrees to provide The Mind Lab by Unitec the ability to utilise the St Peter's College Te Reo classroom as a teaching environment for the delivery of evening classes for teachers on the 32-week Postgraduate Certificate of Applied Practice (Digital and Collaborative Learning). The room provided will be able to accommodate 35-40 teachers and will have heating, adequate WiFi, tables and chairs.

This agreement starts Tuesday 27th March 2018 and extends through to week commencing November 26th, 2018. The requirement is for the teaching space to be available between 3:30pm and 8:30pm each Tuesday for 16 weeks from the commencement date.

All technology resources required to deliver the postgraduate programme will be provided by The Mind Lab by Unitec. A lockable storage area will be provided by St Peter's College for this technology. This storage space needs to be big enough to house 4 large plastic storage containers.

The Mind Lab by Unitec will provide disposable cups, teaspoons, coffee, tea, milo, milk and biscuits. Access to hot water will be provided by St Peter's College.

St Peter's College will provide unrestricted access to the school's WiFi network for 80 devices and provide building access codes and keys as needed for setup and lock down. A digital TV, data projector and screen, speakers and whiteboard will be provided by St Peter's College.

In return for the generosity shown to The Mind Lab by Unitec to host the Postgrad Programme, St Peter's College will receive four free places on the programme to be used within the time frame of the MOU.

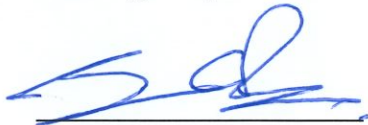
The Mind Lab by Unitec will employ a local assistant to set up the class each week between 3:30pm and 4:30pm, to help arrange chairs, tables and resources and to set up the tea and coffee so the teaching is ready for postgraduate class to begin at 4:00pm. At the end of each evening, the room will be tidied up and reinstated as per the arrival set up and locked securely by the assistant by 8:30 pm.

St Peter's College will provide relevant venue and Health and Safety documentation and an induction to the Postgrad Director/Facilitator that can be used to train other members of The Mind Lab by Unitec who are visiting.

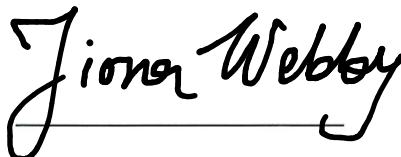
This agreement is subject to a minimum 35 educators commencing their studies at the date of commencement from surrounding schools enrolling in the intake. Should 35 teachers not be fully enrolled by the time the course commences, The Mind Lab reserves the right to defer the intake start to a future date.

This agreement is provided on the basis of reciprocal benefit and trust. At any stage should an incident arise that jeopardises this understanding or trust, both parties will work together to find a remedy as quickly as possible.

Please sign in agreement:



James Rose
Acting Principal
St Peter's College



Fiona McLeod
General Manager
The Mind Lab by Unitec

Date

08/02/2018

Thursday 8th February 2018

____/____/____



15th January, 2018

John Murdoch
Mana College
1 Awarua St,
Elsdon,
Wellington
5022

**Re: Agreement to provide teaching space to The Mind Lab by Unitec for the delivery of the
Postgraduate programme in Digital and Collaborative Learning**

Thank you for offering to provide your school facility as a regional location for the delivery of The Mind Lab by Unitec programme for local teachers. We greatly appreciate your generosity and we hope that this partnership is the beginning of a long-term association with your school.

The below terms have been set out to provide clarity, however should you have any concerns or queries please let us know prior to signing.

Thank you again for your tremendous support.

Memorandum of Understanding

Mana College agrees to provide The Mind Lab by Unitec the ability to utilise the Mana College Learning Hub as a teaching environment for the delivery of evening classes for teachers on the 32-week Postgraduate Certificate of Applied Practice (Digital and Collaborative Learning). The room provided will be able to accommodate 35-40 teachers and will have heating, adequate WiFi, tables and chairs.

This agreement starts **Thursday 29th March 2018** and extends through to week commencing November 29th, 2018. The requirement is for the teaching space to be available between 3:30pm and 8:30pm each Thursday for 16 weeks from the commencement date.

All technology resources required to deliver the postgraduate programme will be provided by The Mind Lab by Unitec. A lockable storage area will be provided by Mana College for this technology. This storage space needs to be big enough to house 4 large plastic storage containers.

The Mind Lab by Unitec will provide disposable cups, teaspoons, coffee, tea, milo, milk and biscuits. Access to hot water will be provided by Mana College.

Mana College will provide unrestricted access to the school's WiFi network for 80 devices and provide building access codes and keys as needed for setup and lock down. A digital TV, data projector and screen, speakers and whiteboard will be provided by Mana College.

In return for the generosity shown to The Mind Lab by Unitec to host the Postgrad Programme, we would like to gift a 3d printer, up to the value of \$3000 to Mana College.

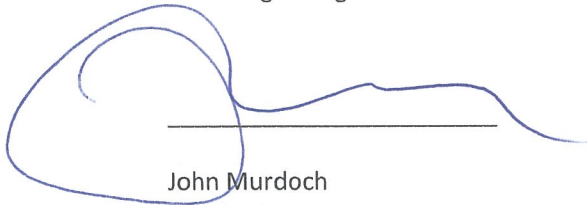
The Mind Lab by Unitec will employ a local assistant to set up the class each week between 3:30pm and 4:30pm, to help arrange chairs, tables and resources and to set up the tea and coffee so the teaching is ready for postgraduate class to begin at 4:00pm. At the end of each evening, the room will be tidied up and reinstated as per the arrival set up and locked securely by the assistant by 8:30 pm.

Mana College will provide relevant venue and Health and Safety documentation and an induction to the Postgrad Director/Facilitator that can be used to train other members of The Mind Lab by Unitec who are visiting.

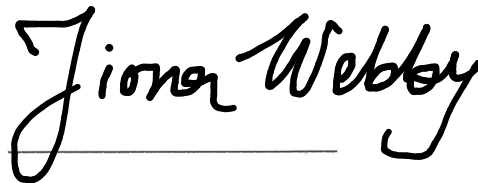
This agreement is subject to a minimum 35 educators commencing their studies at the date of commencement from surrounding schools enrolling in the intake. Should 35 teachers not be fully enrolled by the time the course commences, The Mind Lab reserves the right to defer the intake start to a future date.

This agreement is provided on the basis of reciprocal benefit and trust. At any stage should an incident arise that jeopardises this understanding or trust, both parties will work together to find a remedy as quickly as possible.

Please sign in agreement:



John Murdoch
Principal
Mana College



Fiona Webby
General Manager
The Mind Lab by Unitec

Date

30 / 1 / 2018

Wednesday 31st January, 2018

____/____/____



6th February, 2018

David Macleod
Principal
Mahurangi College
Woodcocks Rd,
Warkworth 0910

Re: Agreement to provide teaching space to The Mind Lab by Unitec

Mahurangi College agrees to provide The Mind Lab by Unitec the ability to utilise the library as a teaching environment for the delivery of evening classes for teachers on the 32 week Postgraduate Certificate of Applied Practice (Digital and Collaborative Learning). The room provided will be able to accommodate 30-40 teachers and will have heating, adequate wifi, tables and chairs.

Thursday 29th March

This agreement commences on ~~Wednesday 28th March~~ 2018 and extends through to 7th November, 2018. This will be for one intake only unless future demand surfaces, at which point the MOU will be reviewed. The requirement is for the teaching space to be available between 3:30pm and 8:30pm each ~~Wednesday~~ from the commencement date. The space will also be required to host a open lab/workshops on Tuesday 20th February, 4:30-6:30 in the lead up to the intake starting.

All technology resources required to deliver the postgraduate programme will be provided by The Mind Lab by Unitec. A lockable storage area will be provided by Mahurangi College for this technology. This storage space needs to be big enough to house 4 large plastic storage containers.

The Mind Lab by Unitec will provide disposable cups, teaspoons, coffee, tea, milo, milk and biscuits. Access to hot water will be provided by Mahurangi College.

Access to nearby bathrooms will also be required.

Thursday

Mahurangi College will provide unrestricted access to the WiFi network and provide building access codes and keys as needed for setup and lock down for the helper. Access to all social platforms such as Facebook, Twitter, You Tube etc are all required.

Mahurangi College will provide projector, screen, speakers and white board.

The Mind Lab by Unitec will employ a local assistant to set up the class each week between 3:30pm and 4:30pm, to help arrange chairs, tables and resources and to set up the tea and coffee so the teaching is ready for postgraduate class to begin at 4:00pm. At the end of each evening, the room will be tidied up and reinstated as per the arrival set up and locked securely by the assistant by 8:30 pm. Alternatively, this can be done by a Mahurangi College staff member on the programme.

Mahurangi College will provide relevant venue and Health and Safety documentation and an induction to the Postgrad Director/Facilitator that can be used to train other members of The Mind Lab by Unitec who are visiting.

This agreement is subject to a minimum number of educators commencing their studies at the date of commencement from surrounding schools enrolling in the intake. Should the minimum number of educators not be fully enrolled by the time the course commences, The Mind Lab reserves the right to defer the intake start to a future date.

In return for the generosity shown to The Mind Lab by Unitec to host the Postgrad Programme, Mahurangi College will receive **four free places** on the programme to be used within the time frame of the MOU.

This agreement is provided on the basis of reciprocal benefit and trust. At any stage should an incident arise that jeopardises this understanding or trust, both parties will work together to find a remedy as quickly as possible.

Please sign in agreement:

David Macleod
Principal
Mahurangi College



Dated:

12/02/18

Fee Webby
General Manager
The Mind Lab by Unitec



Dated:

Wednesday 14th February, 2018