

Master of Teaching and Education Leadership Participant Handbook

Valid (02/04/2019 - 15/11/2019)

This participant handbook provides applicants with an introduction to The Mind Lab and the Master of Teaching and Education Leadership ('Programme'). It outlines the expectations and requirements of the Programme.

The Mind Lab	2
Master of Teaching and Education Leadership	2
Application for admission to the Programme	3
Fees, Scholarships and Discounts	4
Programme Information	5
Programme Structure and Attendance Requirements	5
Programme Calendar	6
Assessment	7
Participant Support and Wellbeing	8
The Mind Lab Policies and Procedures	9

The Mind Lab

The Mind Lab is a specialist education provider dedicated to enhancing digital fluency across New Zealand. In particular, The Mind Lab is committed to helping implement equity-driven practice in the teaching profession by reflecting new theoretical and practical frameworks of educational leadership.

The Master of Teaching and Education Leadership is an initial teacher education (ITE), a practice-based Master's Programme designed to attract outstanding professionals and graduates from high-need specialist teaching areas. Participants contribute to the teaching profession by completing practice-based research incorporating discipline-specialty knowledge and skills. These practical projects address the particular needs of lower socioeconomic schools in Aotearoa New Zealand, through leadership and collaboration.

The Vision of The Mind Lab is to lead New Zealand education, to share knowledge, to collaborate, and to build partnerships in order to achieve sustainable, impactful change.

The Mind Lab Mission is to transform New Zealand education to better align skills and capabilities to the demands of the contemporary world.

[Master of Teaching and Education Leadership](#)

The Master of Teaching and Education Leadership (MTEL) qualification blends highly practical taught postgraduate knowledge with classroom-based applied practice and online learning. Through it, participants will develop teaching expertise and leadership skills that will allow them to apply contemporary educational approaches and teaching strategies in environments where they can positively affect educational inequity. This Master's degree is a registrable teaching qualification (New Zealand Council Graduating Teacher Standards-NZC/GTS), which pathways towards leadership development in the unique educational context of Aotearoa.

This Programme is currently delivered in partnership with Teach First NZ: Ako Mātātupu, a government-funded organisation committed to tackling educational inequity. This programme is designed for delivery over 2 years to allow for 0.6 Full-Time Teaching Equivalent (FTTE) work-based learning, and 0.4 FTTE for study. The Master of Teaching and Education Leadership takes one cohort of participants per year, commencing every November.

The Programme is applied, which means learning is demonstrated through a real-world project that delivers actual outcomes – not a written thesis. Being project-based means participants minimise their time out of work, and the focus of the project is entirely up to the individual.

Application for admission to the Programme

To be accepted onto the Programme applicants must also be accepted into the Teach First NZ: Ako Mātātupu Programme. The Teach First NZ Programme provides carefully selected participants with the opportunity to make a meaningful impact in a school community, inspiring future generations of New Zealanders to fulfill their potential. Applicants apply for the Teach First NZ Programme via the Teach First NZ website: <https://teachfirstnz.org/applications>. This is where all required details and documentation for enrolment are provided by applicants to be processed. Once accepted and all required applicant information is gathered, The Mind Lab will enrol successful participants into the Master of Teaching and Education Leadership courses.

Eligibility

The high level entry criteria as approved by NZQA for entry into the Programme are as follows:

- A recognised bachelor's degree in the same or similar discipline, with merit achievements, deemed to be an average grade of B- or higher in all level 7 courses
OR
- A professional qualification in a relevant discipline, recognised as being equivalent to merit achievement in a bachelor degree

Applicants must also give consent to undergo a process of safety checking as set out in the Vulnerable Children's Regulations 2015.

In addition, to be admitted to this programme applicants must meet the selection requirements outlined in the Programme Regulations and must meet the criteria for provisional registration of the Education Council New Zealand.

Admission

For admission into the Programme, the selection panel will select participants based on the written information in the online application and a selection process that includes a questionnaire, a written submission and an interview.

The following admission criteria will be applied:

- Willingness to commit to the Programme;
- Demonstrated competency in achievement, leadership, humility, respect and empathy, self-reflection and commitment to the vision of the Programme.

Verification of Enrolment

Teach First NZ will issue successful candidates with an Offer of Place for the programme by email.

Credit Recognition and Transfer and Assessment of Prior Learning

The Mind Lab has robust processes for the recognition of learning and award of credit by formal, informal and non-formal learning. However, it is important to note that Credit Recognition and Transfer, and Assessment of Prior Learning do not usually apply to our work-based and highly-integrated programmes and courses. For instance, assessments are often integrated across courses. Applications will be assessed on a case-by-case basis. Please contact mtel@themindlab.com for more information. [*The Mind Lab Recognition and Assessment of Prior Learning Policy and Procedures*](#) applies to any process that evaluates formal learning (including cross-crediting and transfer of formal learning to The Mind Lab courses, programmes and qualifications) and the Assessment of Prior Learning (APL) by informal (no formal curriculum, no credits earned) and non-formal learning (organised curriculum, no credits earned).

Fees, Scholarships and Discounts

Participant fees for those offered a place in the programme are covered by Teach First NZ: Ako Mātātupu and the Ministry of Education.

StudyLink Student Loan

Full-time Master's participants are eligible to apply for Student Living Costs. The process for applying can only be started once a participant is fully enrolled in the Programme. To check eligibility for Student Living Costs, or to apply, participants can visit www.studylink.govt.nz.

The Mind Lab takes no responsibility for the approval or otherwise of an applicant's application for a Student Allowance or Living Costs.

Refund Entitlements

A participant who has already enrolled in the Programme and decides to withdraw is not eligible for a refund of fees due to the nature of the funding for this Programme.

Participants must agree to the terms and conditions around refund entitlements (see [*The Mind Lab Student Fee Protection Policy and Procedure*](#)) before The Mind Lab's enrolment team will process a participant's application for the Programme.

Programme Information

This section of the Participant Handbook details important Programme information including structure, delivery, an academic calendar and any other important information about the Programme itself.

Programme Structure and Attendance Requirements

This 180-credit Programme is structured as follows:

Summer Initial Intensive

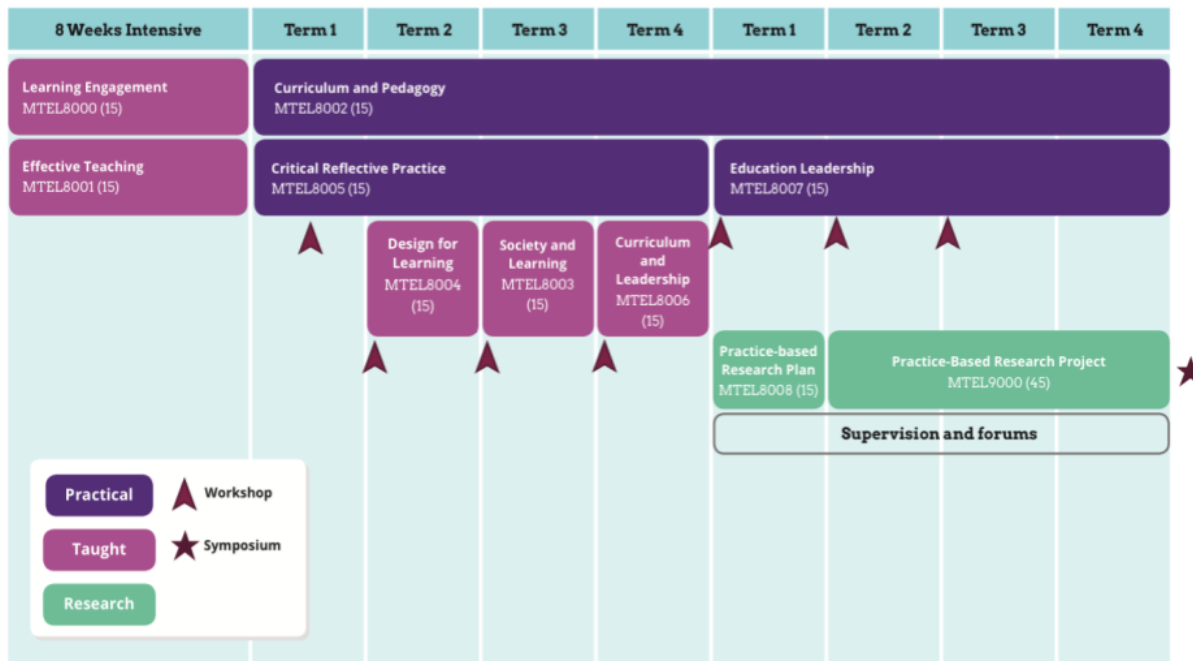
The Programme commences with an 9-week Summer Initial Intensive (SII) period. Participants complete two practical placements and receive face-face teaching and engagement for the first two co-requisite courses in the programme, MTEL8000 Learning Engagement (15 credits, Level 8) and MTEL8001 Effective Teaching (15 credits, Level 8).

Year 1

Following on from SII, candidates continue to work collaboratively to support and lead each other in their learning journeys, from their individual classrooms. There are four face-face workshops during the year (Auckland-based) as well as a Mid-Year Intensive (three days). Participants complete the first half of Practicum course MTEL8002 Curriculum and Pedagogy (15 credits, Level 8) and all of MTEL8005 Critical Reflective Practice (15 credits, Level 8). In Term Two, participants complete MTEL8004 Design for Learning (15 credits, Level 8). MTEL8003 Society and Learning (15 credits, Level 8) is covered in Term Three and MTEL8006 Curriculum and Leadership (15 credits, Level 8) in Term Four.

Year 2

In this year, participants continue teaching in their schools and will complete the second half of MTEL8002 in conjunction co-requisite Practicum course MTEL8007 Education Leadership (15 credits, Level 8). Commencing in Term One, participants also complete MTEL8008 Practice-Based Research Plan (15 credits, Level 8). This leads into the final 45-credit course, MTEL9000 Practice-Based Research Project (Level 9) where participants demonstrate their capability in leadership and collaboration towards positive change. Participants use contemporary pedagogical knowledge to address education challenges in their own context. Participants lead a project and work collaboratively with one or more of their peers to support, mentor and coach them in their projects. There is a requirement that participants attend the face-to-face sessions and online workshops as required. Participants must also present their Project to their peers and other stakeholders at the end of Year 2 at The Mind Lab Symposium.



Mode of Study

This Programme is offered as a full-time commitment (1.0 FTTE) over two years of study that does not fit a traditional semester structure.

Programme Calendar

Year One	Indicative date
Summer Initial Intensive	Mid-November to late January
Workshop 1	Late February/early March
Workshop 2	Mid-May
Mid-Year Intensive	Mid-July (3 days)
Workshop 3	Mid-August
Workshop 4	Late October
Year Two	Indicative date
Mid-Programme Intensive (Auckland)	Early January (1 week)
Workshop 5	Late February/early March
Workshop 6	May
Mid-Year Intensive	Mid-July (3 days)
Workshop 7	August

Note that workshops (one day) and intensives (three days to one week) take place in Auckland at venues that will be confirmed prior to the event.

Resources Required for Study

As this programme has blended delivery, participants will need to have access to a device and internet so they are able to access online materials and communication tools throughout the programme.

Assessment

Assessment Strategy

Assessments in this Programme have been designed to support the learning process. There is no formal thesis in the Programme. Participants on the Programme are assessed through both formative and summative assessments. Formative assessments are designed to provide participants with feedback from their peers and advisors (with no credits attached), while summative assessments are the academic assessments of the Programme for which formal credits are awarded. Assessments should be thought of as learning tools, where participants present and receive feedback on their work in order to improve it.

The Programme provides participants with an opportunity to transition from an intensive teacher training programme into the classroom, where they will hone their skills and ability to be effective teachers with support from scheduled workshops, in-school mentors, The Mind Lab staff and Teach First NZ staff. Coursework continues throughout the Programme, with regular formative assessment leading participants to periodic submission of summative assessments. Assessments outputs can include artifacts, written reports, presentations and portfolios. In the second year of the programme, participants begin working towards achievement of a practical outcome (Practice-Based Change Project) which contributes to their professional development and the goal that underpins the Master of Teaching and Education Leadership: to enable all young New Zealanders to reach their educational potential by tackling educational inequity in all its forms. Outputs from the Practice-Based Change Project include a written report and symposium presentation, and can also involve artefacts depending on the focus of the project.

Further detail on assessments can be provided if requested. Please contact mtel@themindlab.com.

Assessment Outcomes

This programme employs both Competency-Based Assessment (CBA) and Achievement-Based Assessment (ABA) for its courses. A participant must achieve a minimum of 'Competent' in CBA courses or obtain at least 50% overall in ABAs to pass those courses.

For CBAs, participants can receive a Not Yet Competent or a Competent grade. To get a Competent grade for a course overall, participants must satisfy all assessment criteria related to the Learning Outcomes of the courses. Importantly, participants will receive feedback targeted to these Learning Outcomes especially through the formative assessment process. A participant may receive an interim outcome of 'Pass with Requirements' for an assessment, which means that there are further requirements to fulfill in order to pass the assessment. These requirements must be met in the stated time frame before continuing. Recommendations are at the participant's discretion to implement.

For ABAs, course grades are calculated by the mathematical aggregation of weighted summative assessment grades.

Te Reo Māori and New Zealand Sign Language

All participants are offered the opportunity to submit any assessment in the official languages of New Zealand: New Zealand English dialect, te reo Māori, and New Zealand Sign Language. We ask participants to indicate to the Programme Lead when starting the Programme if they intend to submit assessments in Te Reo Māori or New Zealand Sign Language, to ensure there is available resourcing to support their learning.

Special Assessment Circumstance (SAC)

If an unforeseen circumstance impairs the ability of a participant from completing an assessment (including submitting assessment on time and/or giving a presentation), participants are able to apply for a Special Assessment Circumstance providing relevant evidence within 7 days of the assessment due date.

Participant Support and Wellbeing

The Mind Lab team is committed to creating an inclusive learning environment and to working alongside all participants to support them through their studies on this Programme. This support includes educational and learning support, as well as different types of non-educational support.

The MTEL team is available to all participants online during work hours (Monday through Friday, 9am - 5pm). The team members are spread across the country so are generally most accessible to participants via online platforms such as Slack, or using video conference tools such as Zoom. As a participant's first point of contact, they should speak with the Academic Programme Team or the Programme Lead. The Academic Programme Team or Programme Lead will work with the participant to support them, or provide details for others who can support.

If a participant has any impairments that impact on their learning, we encourage them to speak to the Programme Lead so that appropriate support systems can be put in place to assist them.

Variations on Enrolment

If participants encounter circumstances or challenges which are impacting their ability to continue with a programme or course, they should contact the Programme Lead in the first instance to discuss what options for support are available. It may be possible to suspend an enrolment for a period of time, or for participants to withdraw from the programme and re-enrol at a later date. Terms and conditions for variations to enrolment are outlined during the enrolments process.

Participant ID Cards and Benefits

All participants can request a Student ID card once they are fully enrolled in the Programme. Participants enrolled on the Programme are eligible for Student Discounts that are offered to all tertiary students nationwide.

The Mind Lab Policies and Procedures

Below are some key policies and procedures relevant to all programmes of study at The Mind Lab.

[*The Mind Lab Code of Conduct*](#) applies to all staff, contractors and participants and is designed to promote the upholding of professional standards.

[*The Mind Lab Privacy Policy*](#) provides details of how participant and staff privacy will be maintained.

About The Mind Lab Governance and Management

The Mind Lab is governed by an Independent Board, and The Mind Lab Academic Board is accountable to The Mind Lab Board for ensuring processes exist to facilitate, manage, evaluate, and monitor all aspects of the Quality Management System including the Academic Quality of Programmes.

All Governing Members of The Mind Lab have provided a verified statutory declaration to NZQA and no conflicts of interest have been declared.