



MANDIA MENTIS

CONCISE CURRICULUM VITAE

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🌐 <http://www.massey.ac.nz/massey/expertise/profile.cfm?stref=316430>

QUALIFICATIONS

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| 2008 PhD (Education) | 1982 Higher Diploma in Education (PG) |
| 1988 MEd (School Counselling) with distinction | 1981 Bachelor of Arts |
| 1984 BA (Hons) in Psychology | |

PROFESSIONAL EXPERIENCE

- Co-Director of the Centre for Equity Through Education, Massey University
- Member of the Leadership Team – Institute of Education
- Overall coordinator of the Learning Support Network for SENCo and Learning Support Coordinators
- Overall coordinator of the Post Graduate Specialist Teacher Training Programme
- Overall Coordinator of Postgraduate Inclusive Education programmes (Masters & Diploma)
- Coordinator of the following courses:
 - 249.741 Assessment and Planning for Learners with Diverse Needs
 - 249.742 Teaching Methods for Learners for Diverse needs
 - 254.765 Core theory and Practice for Specialist Teaching
 - 249.771 Specialist Teaching Additional Focus

PROFESSIONAL MEMBERSHIP / STAKEHOLDER RELATIONSHIPS

- Registered Educational Psychologist
- Research and Teaching partner with Mahidol University, Thailand on Inclusive Education projects
- Invitation for PLD in cognitive education at Alpha to Omega Centres in Chennai, India and Singapore
- Invited member of the Ministry of Education working party on Progress and Achievement for students learning within curriculum level for an extended period of time.
- Invited Member of the Ministry of Education working group of the Inclusive Practice and Capability
- Strong relationships with stakeholders nationally (RTLb; SENCo, Psychologists)
- Continued contribution to professional groups (ethics committee, reviewer for international journals)
- Provider of PLD to educational organisations including Psychologists, SENCo RTLb clusters, teachers

RELEVANT PUBLICATIONS

- Mentis, M., & Kearney, A. C. (2017). Networked teaching and learning for lifelong professional development. In M. A. Peters, B. Cowie, & I. Menter (Eds.), *A companion to research in teacher education* (pp. 253-268). Singapore: Springer.
- Kearney, A., Mentis, M., & Holley-Boen, W. (2017). Informal, non-formal, and formal networking: Ensuring autonomy and flexibility for special needs coordinators. *New Zealand Journal of Teachers' Work*, 14(2), 114-135. doi:10.24135/teacherswork.v14i2.234
- Mentis, M., & Holley-Boen, W. (2017). Mobile devices in an interprofessional community of practice. In S. Frielick & A. Sciascia (Eds.), *#npf14lmd: Learners and mobile devices*. Wellington, NZ: Ako Aotearoa. Retrieved from <http://mobilelearners.nz/>
- Bourke, R., & Mentis, M. (2014). Self-assessment as an 'insider' lens for learning and assessment. In L. Florian (Ed.), *The SAGE handbook of special education* (Vol. 2, 2nd ed., pp. 537-552). London: Sage Publications.
- Bourke, R., Mentis, M., & O'Neill, J. (2013). Using activity theory to evaluate a professional learning and development initiative in the use of narrative assessment. *Cambridge Journal of Education*, 43(1), 35-50. doi:10.1080/0305764X.2012.749214
- Annan, J., & Mentis, M. (2013). Shifting perspectives to shape inclusive practices. In Centre of Excellence for Research in Inclusive Education (Eds.), *Inclusive education: Perspectives on professional practice* (pp. 25-39). Auckland, NZ: Dunmore Publishing.
- Riley, T. L., Mentis, M., & Kearney, A. (2016). Editorial: Equity and diversity. *New Zealand Journal of Educational Studies*, 51(2), 139-142. doi:10.1007/s40841-016-0057-9