

# KO TAKU REO

## Deaf Education New Zealand

### Job Description / Performance Agreement

**NAME:**

**POSITION:** Deaf Studies Lead

**TENURE:**

**RESPONSIBLE TO:** Head of Curriculum, Assessment and Reporting  
Deaf Strategic Lead

**DIRECT REPORTS:** None

**DIMENSIONS OF RESPONSIBILITY:** Lead the Development & Implementation of Deaf Studies  
Teacher of the Deaf Responsibilities  
Professional Conduct  
Professional Relationships and Values  
Professional Knowledge in Practice

**NB** - 0.8 leadership role and 0.2 teaching component across the school, depending on need. Flexibly work with Teaching and Learning Senior Leaders about where this will be term by term (e.g. Enrolled, Outreach, Day School, Early Years, Immersion, v-school).

**DESCRIPTION:**

Deaf Studies is an important part of our Extended Curriculum (local curriculum) here at Ko Taku Reo. It is part of why our students are connected with our school, and the value that we can add to their learning, language, culture and identity. We are at the start of our journey developing our extended curriculum, embedded within the New Zealand Curriculum, so this is a great time for us to be putting a focus on Deaf Studies.

As a concept, Deaf studies is like a basket of Deaf knowledge. It is important for Deaf well-being. Through exploring the knowledge, history, culture, community, language and identities within Deaf space, Deaf Studies support deaf ākonga to discover themselves in their journey to find their place in the world.

Please note that all teaching positions are based on the Teaching Council Code and Standards. These criteria recognise that teaching is a highly complex activity, drawing on repertoires of knowledge, practices, professional attitudes and values to facilitate academic, social and cultural learning for students with diverse learning needs. The Code and Standards are viewed as interdependent and overlapping.

**CONTEXT:**

- This role will work across the school (like EOTC Lead, Curriculum Lead, v-school Lead, SMS lead etc) in all Teaching and Learning areas (Early Years, Enrolled School, Outreach School, Online School, Residential and Immersion).
- Weave Deaf Studies through curriculum within all teaching and learning opportunities within Ko Taku Reo as identified by the Extended Curriculum.
- Identify contexts to teach Deaf Studies across the school in different ways.
- Strengthen delivery of Deaf Studies through direct, explicit teaching or weaving through all eight curriculum areas as appropriate to student need.
- Create links to the Deaf Community and opportunities to link with whānau and families to involve them in their child's Deafhood journey.

**SIGNED** \_\_\_\_\_  
Deaf Studies Lead

**DATE** \_\_\_\_\_

**SIGNED** \_\_\_\_\_  
Head of Curriculum, Assessment and Reporting

**DATE** \_\_\_\_\_

## DIMENSIONS OF RESPONSIBILITY

### Dimension One – Lead the Development & Implementation of Deaf Studies

Work across the school in all Teaching and Learning areas (Early Years, Enrolled School, Outreach School, Online School, Residential and Immersion) to develop and implement Deaf Studies through curriculum.

Criteria	Key Tasks/Indicators
Lead the development of Deaf Studies as part of the local/extended curriculum for Ko Taku Reo.	<ul style="list-style-type: none"> <li>• Collaborate with the Curriculum, Pedagogy and Resources teams to ensure cohesion and alignment across Ko Taku Reo.</li> <li>• Ensure that Mātauranga Māori is given place in Deaf Studies and actively promote Turi Māori learning opportunities.</li> <li>• Continue to collaborate and develop Ko Taku Reo Deaf Studies Guidelines, providing clarity and understanding, using them as a living guiding document.</li> <li>• Actively promote learning opportunities that benefit Turi Māori and all DHH students associated with Ko Taku Reo.</li> </ul>
Lead the implementation of Deaf Studies to all teachers and relevant staff as part of the local/extended curriculum.	<ul style="list-style-type: none"> <li>• Plan and lead professional learning opportunities/workshops consulting and collaborating with the Curriculum and Pedagogy teams.</li> <li>• Regularly share resources and promote new content/resources using all platforms available for use at Ko Taku Reo (e.g. Kelvan 'Tip of the Week,' face-to-face workshops) and influencing middle leaders.</li> <li>• Support teachers with planning in conjunction with the curriculum lead (e.g. Develop exemplars using agreed planning templates), preparing, delivery and formative assessment related to deaf studies.</li> </ul>
Document/show students' achievement/growth and navigation of personal journey.	<ul style="list-style-type: none"> <li>• Show growth using qualitative and quantitative data/learning stories and report to Head of Curriculum, Assessment and Reporting.</li> </ul>

	<ul style="list-style-type: none"> <li>• Use Paddy Ladd's 'Unrecognized Curriculum' as a foundation reference document to develop achievement/growth/navigation understanding, or any other evidence-based research that comes out around best practice in this area.</li> <li>• Develop in conjunction with the SMS lead, Compass templates for setting expectation around recording assessment data and learning opportunities.</li> <li>• Report to Senior Leaders/Board as required when requested.</li> </ul>
<p>Lead and manage resource development for Deaf Studies resources to support guidelines/curriculum.</p>	<ul style="list-style-type: none"> <li>• Project manage key projects for resource development in line with Ko Taku Reo Project Management Office, resource and curriculum teams for consistency and coherence across Ko Taku Reo.</li> <li>• Work with Curriculum and Resource Leads to produce resources as aligned with Ko Taku Reo priorities.</li> <li>• Collaborates with Deaf Strategic Lead to investigate and embed best practice and new resources being developed internationally.</li> </ul>
<p>Actively and successfully provide leadership across whole school teams around Deaf Studies.</p>	<ul style="list-style-type: none"> <li>• Provides opportunities for professional conversations and dialogue that help share expertise.</li> <li>• Shows strong relationship building skills and can work collaboratively with a variety of colleagues across Ko Taku Reo teaching programs.</li> <li>• Is a willing and active participant in leadership learning and development opportunities.</li> <li>• Can utilise coaching and mentoring skills when working alongside colleagues to increase awareness and practices around integrating Deaf Studies</li> <li>• Works under the guidance of the Teaching and Learning Senior Leaders and Strategic Leads to prioritize work streams in line with strategic direction.</li> <li>• Directly reports to Head of Curriculum, Assessment and Reporting.</li> <li>• Is accountable to Deaf Strategic Lead to ensure that best practice is followed in line with the overall strategic direction of Ko Taku Reo regarding Deaf studies.</li> </ul>

<p>Can successfully teach in the Deaf Studies space using teaching principles [refer Dimension 2 below for Teacher responsibilities].</p>	<ul style="list-style-type: none"> <li>• 0.8 leadership role and 0.2 teaching component across the school depending on need – flexibly work with Teaching and Learning Senior Leaders about where this will be term by term (e.g. enrolled, outreach, day school, early years, immersion, online school).</li> <li>• Identify other skilled teachers of Deaf Studies to support across school opportunities for Deaf Studies teaching opportunities.</li> <li>• Model best practice around teaching Deaf Studies and share this widely across the school.</li> </ul>
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## Dimension Two – Teacher of the Deaf Responsibilities

Teaching throughout Ko Taku Reo Deaf Education New Zealand demonstrates excellence in teaching, delivering positive student outcomes.

Criteria	Key Tasks/Indicators
<p>Teaching and Learning is of a high level/standard and focused on improving outcomes for learners.</p>	<ul style="list-style-type: none"> <li>• Establishes and maintains learning-focussed relationships with learners where there is a shared ownership and responsibility for learning.</li> <li>• Effectively engages learners as active participants in their learning, including in defining their own goals and evaluating and reflecting on their progress.</li> <li>• Demonstrates high expectations for all learners in lifting student academic and wellbeing outcomes.</li> <li>• Collaborates with colleagues to regularly review and feedback on best practice.</li> <li>• Creates an environment where learners can be confident in their identity, language, and culture and as citizens of Aotearoa/New Zealand.</li> </ul>
<p>School data related to deaf studies is gathered formally and informally and appropriately analysed to inform best practice in teaching and learning.</p>	<ul style="list-style-type: none"> <li>• Gathers, analyses, and uses appropriate assessment information, identifying progress and needs of learners in relation to deaf studies to design clear next steps in learning.</li> </ul>

	<ul style="list-style-type: none"> <li>• Implements assessment procedures as determined by the relevant Head and in conjunction with Head of Assessment, Ko Taku Reo Deaf Education New Zealand.</li> <li>• Ensures that assessment data and student information held is accurate and complete.</li> <li>• Supports data analysis to produce reports on individual students and cohorts of students at specified times.</li> <li>• Involves whānau in the collection and use of information about the learning of ākonga.</li> </ul>
<p>Student behaviour positively reflects the School philosophy and procedures are followed to create a safe and caring learning environment for all ākonga.</p>	<ul style="list-style-type: none"> <li>• Follows and upholds the Positive Behaviour Strategy Philosophy in the Provision.</li> <li>• Contributes to ongoing review and feedback relating to the School behaviour procedures.</li> <li>• Collaborates and endorses partner school behaviour management procedures when appropriate.</li> </ul>
<p>Participates in assuring systems and processes relevant to the school service are current and fit for purpose.</p>	<ul style="list-style-type: none"> <li>• Follows current systems and process relevant to the efficient running of the school.</li> <li>• Provides attendance data for learners and liaises with parents/whānau when required.</li> <li>• Participates in the review of policies and procedures to ensure they are fit for purpose.</li> </ul>
<p>Teachers work with Hearing Assistive Equipment to ensure students have their technology working at optimal levels. Equipment includes Hearing Aid/s, Cochlear Implant Processor/s, BAHA/s, and RM systems.</p>	<ul style="list-style-type: none"> <li>• Demonstrates a knowledge of audiometric teaching and remediation of hearing loss.</li> <li>• Checks, troubleshoots, and manages issues with Cochlear Implants, Hearing aids and assistive listening devices within the field.</li> <li>• Liaises with parents, audiologists/habilitationists and other specialists regarding hearing aids, FM/RM, CI.</li> </ul>

## Dimension Three – Professional Conduct

The Teacher of the Deaf is professional, works in alignment with the strategic direction and in a manner that improves outcomes for all ākonga

Criteria	Key Tasks/Indicators
<p>Professional conduct is present throughout the organisation, creating a culture that is based on integrity and respect.</p>	<ul style="list-style-type: none"> <li>• Builds trusting relationships through active listening, caring for others, and demonstrating personal integrity.</li> <li>• Participates in the development and delivery of professional learning for staff.</li> <li>• Conducts themselves with exemplary practice and is a role model to others.</li> <li>• Manages the delicate balance between supporting and challenging others.</li> <li>• Encourages and participates in professional conversations that help teachers to share expertise and strategies that improve student learning and achievement.</li> <li>• Is open and responsive to professional conversations and feedback.</li> </ul>
<p>All Teaching Teams support the strategic direction to align practice with the best interests of learners, staff, and the community.</p>	<ul style="list-style-type: none"> <li>• Supports and models behaviours in a way that articulates, supports, and furthers the organisation’s mission, vision, and strategic direction.</li> <li>• Collaborates with Teachers, Lead Teachers, and Assistant Heads of School, Head of Curriculum, Assessment and Reporting to ensure teaching and learning practices and programmes align with the strategic direction of the organisation.</li> <li>• Works collaboratively with colleagues to embed the strategic direction into all areas of the organisation.</li> <li>• Works with Leads to ensure teaching and learning practices and programmes align with the strategic direction of the organisation.</li> <li>• Works collaboratively with colleagues to embed the strategic direction into all areas of the organisation.</li> </ul>

	<ul style="list-style-type: none"> <li>• Encourages all members of staff to recognise and fulfil their statutory responsibilities for all pupils.</li> </ul>
Competence in relation to change management is evident throughout the organisation.	<ul style="list-style-type: none"> <li>• Adopts a philosophy that recognises the importance of ongoing innovation and change.</li> <li>• Assists in change implementation that is focussed on a smooth transition to lead to the adoption of new practices.</li> <li>• Contributes within areas of speciality to ensure that change is informed by best practice and communicated effectively.</li> <li>• Understands and harnesses that change on a large scale invariably needs a team approach to leadership.</li> <li>• Shows ability to communicate the rationale for any change.</li> <li>• Monitors the impact of the change and adjusts when needed.</li> </ul>
There is proactive approach to problem solving adopted by all, as they take steps to work through problems to create solutions.	<ul style="list-style-type: none"> <li>• Explicitly checks own assumptions.</li> <li>• Relates the problem to the wider vision and values of the organisation.</li> <li>• Actively seeks the interpretations of others.</li> <li>• Anticipates obstacles and how they could be overcome.</li> <li>• Identifies and reports any risk to appropriate people in a timely manner.</li> </ul>

## Dimension Four – Professional Relationships and Values

The Teacher of the Deaf engages in appropriate professional relationships and demonstrates commitment to professional values.

Criteria	Key Tasks/Indicators
Professional and effective relationships are established that focus on the learning and wellbeing of all ākonga.	<ul style="list-style-type: none"> <li>• Engages in ethical, respectful, positive, and collaborative professional relationships with: <ul style="list-style-type: none"> <li>• Ākonga</li> <li>• Teaching colleagues, support staff and other professionals</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>• Partner school colleagues</li> <li>• Whānau and other carers of ākongā</li> <li>• Agencies external stakeholders, groups, and individuals in the community</li> <li>• Has a team-focused ethic and contributes to the cultural life of the school.</li> <li>• Fosters a climate of trust, modelling collegiality by working in partnership with other staff.</li> <li>• Transparently relays relevant information to other staff in a clear and concise manner as needed.</li> <li>• Represents the organisation and participates as a member of internal and external committees and organisations.</li> <li>• Ensures whānau and other carers are included and regularly informed in the life of the organisation.</li> <li>• Creates opportunities to foster whānau engagement with the school.</li> </ul>
<p>There is commitment to promoting the emotional, mental, and physical wellbeing of all persons within Ko Taku Reo Deaf Education New Zealand.</p>	<ul style="list-style-type: none"> <li>• Promotes inclusivity throughout the organisation, ensuring all learners feel they belong.</li> <li>• Takes all reasonable steps to provide and maintain an environment that is physically, socially, culturally, and emotionally safe.</li> <li>• Takes all reasonable and practical steps to ensure the health and safety of self and others.</li> <li>• Engages with outside agencies and teams to foster the pastoral care of ākongā.</li> <li>• Complies with any reasonable health and safety instruction, policy or procedure and ensure that all hazards, risks, and incidents are reported according to protocol.</li> <li>• Participates in any required emergency response or exercises to ensure that essential services are able to be maintained.</li> </ul>

<p>There is respect for, and commitment to best practice around all heritages, languages, and cultures, including Bilingual Bi Cultural pedagogy.</p>	<ul style="list-style-type: none"> <li>• Takes responsibility for growing others' confidence in culturally responsible practice, as well as their own.</li> <li>• Acknowledges and respects the languages, heritages, and cultures of all.</li> <li>• Leads and demonstrates commitment to the bicultural partnership in Aotearoa and a commitment to understanding of Te Tiriti o Waitangi.</li> <li>• Leads and strengthens best practice of Bilingual Bi Cultural pedagogy.</li> <li>• Develops understanding and use of tikanga and te reo Māori, building this within their team.</li> <li>• Has a good understanding (or is committed to developing an understanding) of Deaf Culture.</li> <li>• Is committed to improving the use of NZSL throughout the organisation.</li> <li>• Appreciates, respects, and affirms others and works effectively with all to create a positive and collaborative school culture.</li> </ul>
<p>Staff are committed to ongoing learning, and leadership learning, engaging in both formal and informal professional learning and development in their professional practice.</p>	<ul style="list-style-type: none"> <li>• Commits to developing personal skills in the use of NZSL.</li> <li>• Engages in the appraisal process for self, setting up a regular cycle for review, ensuring documentation is complete, self-reflection/feedback is engaged, and that there is progress towards and/or achievement of performance indicators.</li> <li>• Identifies professional learning goals in consultation with colleagues and communicates these to the appraiser when establishing performance expectations.</li> <li>• Identifies and initiates learning opportunities to advance personal professional knowledge and skills.</li> <li>• Participates responsibly in professional learning opportunities within the learning community.</li> </ul>

<p>Any additional tasks and/or responsibilities are completed, as requested by the Provision Lead or Assistant Head of Enrolled School.</p>	<ul style="list-style-type: none"> <li>• Ensures all tasks are completed efficiently and to a high standard.</li> <li>• Is professional in their appearance and manner, positively representing themselves and the organisation to ensure positive perceptions from the internal and external community.</li> <li>• Performs additional duties in an efficient manner, to the required standard and within a negotiated timeframe.</li> </ul>
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## Dimension Five – Professional Knowledge in Practice

Fully registered teachers ensure their professional knowledge and understanding to build a stimulating, challenging and supportive learning environment that promotes learning and success for all ākonga.

Criteria	Key Tasks/Indicators
<p>Learning programmes are appropriate, current, and well suited to ākonga.</p>	<ul style="list-style-type: none"> <li>• Conceptualises, plans, and implements appropriate learning plans.</li> <li>• Clearly articulates the aims of their teaching, gives sound professional reasons for adopting these aims, and implements them in their practice.</li> <li>• Through their planning and teaching, demonstrates their knowledge and understanding of relevant content, disciplines, and curriculum documents.</li> </ul>
<p>The learning environment is collaborative, supportive, and inclusive.</p>	<ul style="list-style-type: none"> <li>• Actively promotes an inclusive learning environment.</li> <li>• Demonstrates effective management of the learning setting.</li> <li>• Incorporates successful strategies to engage and motivate ākonga.</li> <li>• Fosters trust, respect, and cooperation with and among ākonga.</li> </ul>
<p>Teachers are subject-matter-experts and have excellent knowledge and understanding of how Deaf/HH ākonga learn.</p>	<ul style="list-style-type: none"> <li>• Demonstrates in practice their knowledge and understanding of ākonga learning.</li> <li>• Enables ākonga to make connections between their prior experiences and learning and their current learning activities.</li> </ul>

	<ul style="list-style-type: none"> <li>• Provides opportunities and support for ākonga to engage with, practice and apply new learning to different contexts.</li> <li>• Encourages ākonga to take responsibility for their own learning and behaviour.</li> <li>• Assists ākonga to think critically about information and ideas and to reflect on their learning.</li> </ul>
<p>There is an effective response to the diverse language, cultural experiences, and the varied strengths, interests and needs of all.</p>	<ul style="list-style-type: none"> <li>• Responds effectively to the strengths, interests, and needs of all individuals and groups of ākonga.</li> <li>• Demonstrates knowledge and understanding of social and cultural influences on learning, by working effectively in the bicultural and multicultural context of learning in Aotearoa New Zealand.</li> <li>• Selects teaching approaches, resources, technologies and learning and assessment activities that are inclusive and effective for diverse ākonga.</li> <li>• Communicates assessment and achievement information to relevant members of the learning community.</li> </ul>
<p>The bicultural context of Aotearoa New Zealand is respected and promoted through teaching and learning.</p>	<ul style="list-style-type: none"> <li>• Works effectively within the bicultural context of Aotearoa New Zealand.</li> <li>• Practices and develops the relevant use of te reo Māori me ngā tikanga-a-iwi in context.</li> <li>• Specifically, and effectively addresses the educational aspirations of ākonga Māori.</li> <li>• Displays and actively promotes high expectations in learning for Māori ākonga.</li> </ul>
<p>Assessment data is utilised to inform programmes and inform school-wide best practice in teaching and learning.</p>	<ul style="list-style-type: none"> <li>• Researches and inspects evidence to inform policies, practices, expectations, targets, and teaching methods.</li> <li>• Leads and participates in coordination around production and review of school policy and guidelines on assessment.</li> <li>• Identifies plans to assist with putting in place individual pupil programmes.</li> </ul>

	<ul style="list-style-type: none"> <li>• Identifies individual programmes needed to meet the needs of all pupils and advise the Director of Teaching and Learning of priorities for expenditure and human resources.</li> <li>• Monitors pupil progress on a termly basis from teacher's ongoing assessments against key learning objectives, providing appropriate staff with summary information.</li> <li>• Communicates assessment and achievement information to relevant members of the learning community.</li> </ul>
<p>Critical inquiry and problem solving is utilised by teaching staff in their professional practice.</p>	<ul style="list-style-type: none"> <li>• Systematically and critically engages with evidence and professional literature to reflect on and refine practice.</li> <li>• Responds professionally to feedback from members of their learning community.</li> <li>• Critically examines their own beliefs, including cultural beliefs, and how they impact on their professional practice and the achievement of ākonga.</li> </ul>

## Qualifications

### Essential

- Experienced teacher who also holds a current full teacher registration and a relevant Education or Teaching degree.

### Preferred

- Bachelor of Teaching or equivalent Teaching degree
- Post Graduate Diploma in Specialist Teaching (Deaf and Hard of Hearing) or ability to be accepted into this programme and complete it.

## Professional Competencies

- Recent classroom teaching experience
- Proficiency in NZSL – fluent in NZSL
- Computer literate and comfortable working at distance and online. Includes applied use of digital platforms, Word, PowerPoint, graphics design, spreadsheeting, etc.
- Excellent and engaging presenting skills.
- Ability to plan a week, month, term and year ahead.
- Development of adult learning opportunities
- Knowledge and skill in presenting using principles of Universal Design for Learning, SOLO taxonomy etc (<https://inclusive.tki.org.nz/guides/universal-design-for-learning/>)
- Have good working knowledge of Deaf Pedagogy and understanding of the foundation principles of the Deaf pedagogy/and Dr Paddy Ladd's Unrecognized Curriculum
- Understanding and working knowledge of child language development informing pedagogy
- Adaptive language register (code switch as needed)
- Strong across school relational skills
- Ability to understand and work through differing perspectives.
- Using interpreters effectively

## Personal Attributes

- Leads the organisation's guiding principles of 'Grow, Excel, Choose and Belong'
- Is motivated to develop a world leading service for Deaf and Hard of Hearing learners and whānau
- Demonstrates principles of equity and access in action
- Optimises quality and efficiency in work
- Respects diversity
- Is self-motivated and self-directed, taking personal accountability for work
- Understands personal strengths and limitation
- Is innovative and creative
- Is friendly, positive, and approachable to staff and students
- Demonstrates initiative, energy, and vitality
- Excellent interpersonal skills, and diplomacy with internal and external stakeholders
- Ability to anticipate problems and to be proactive in problem solving
- Ability to work well under pressure
- Experience within Deaf and Hard of Hearing or Special Education settings
- Experience with, and awareness of, Deaf Culture and the Deaf community
- Knowledge of the New Zealand Education sector
- Knowledge and understanding of the core business of lifting student achievement and wellbeing

- Skill in systems, strategic planning, implementation, and reporting
- Skill in organisation and time management
- Excellent interpersonal skills, and diplomacy with internal and external stakeholders
- Excellent communication skills
- Ability to support and lead change
- Ability to see the big picture and work with details

Universal Design: <https://inclusive.tki.org.nz/guides/universal-design-for-learning/>

7 Principles of learning: <https://nzcurriculum.tki.org.nz/Curriculum-resources/NZC-Online-blog/The-7-principles-of-learning>

The Unrecognised Curriculum is a body of work pioneered by Dr Paddy Ladd which explores Deaf pedagogies in use by Deaf educators <https://academic.oup.com/jdsde/advance-article-abstract/doi/10.1093/deafed/enad009/7152318>