

# Ko Taku Reo Deaf Education New Zealand

## Job Description / Performance Agreement

**NAME:**  
**POSITION:** CESW Practice Teacher  
**TENURE:** Permanent  
**RESPONSIBLE TO:** CESW Practice Lead

**DIRECT REPORTS:** TBA

**DIMENSIONS OF RESPONSIBILITY:** Professional Leadership  
Professional Relationships and Values  
Learning focused culture

**DESCRIPTION:** The CESW Practice support role works alongside the CESW Practice Lead in overseeing the professional development of paraprofessional staff employed by local schools receiving NZSL@School funding. This role actively supports the Deaf/Hearing partnership.

**SIGNED** \_\_\_\_\_  
CESW Practice Teacher

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

**SIGNED** \_\_\_\_\_  
NZSL Services Manager

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

## DIMENSIONS OF RESPONSIBILITY

### Dimension One – CESW Practice Support

The CESW Practice Support is responsible for supporting and delivering the professional development of CESWs that are funded under NZSL@Schools.

Criteria	Key indicators
<p>Professional development and networking.</p> <p>Ensure regular ongoing mentoring, guidance, and support for new CESW is delivered, also including, where appropriate, interested current CESW.</p> <p>Ensure CESW have access to quality resources to support DHH ākongā.</p>	<ul style="list-style-type: none"> <li>• Organises, in conjunction with the CESW Practice Lead the CESW Microsoft Teams space with timely responses, relevant information and ideas for participants development.</li> <li>• Collaborate with the NZSL Tutor team to support planning and teaching of NZSL for CESW.</li> <li>• Support the CESW Lead in maintaining current registration of CESW around Aotearoa.</li>   <li>• Use appropriate resources to plan and teach NZSL classes.</li> <li>• Working with the CESW Practice Lead, develop, implement then use a PLD (Professional Learning and Development) request system for the CESWs to use.</li> <li>• Work with CESW Practice Lead to establish a self-learning plan/program for CESW to complete at own pace. Implement then maintain this system</li>   <li>• Support the CESW Lead in the development and streamlining of NZSL resources for adult NZSL lessons.</li> <li>• Continually looking for current and appropriate resources to upskill and support CESW.</li> <li>• Create resources to be used in PLD for CESWs</li> </ul>

## Dimension Two – Professional Leadership

School leaders lead professionally, in alignment with the strategic direction and in a manner that improves learning for all ākonga.

Criteria	Key indicators
<p>Improve learning for all ākonga by demonstrating and practising an understanding of effective functional and interpersonal relationships.</p>	<ul style="list-style-type: none"> <li>• Builds trusting relationships through active listening, caring for others, and demonstrating personal integrity.</li> <li>• Actively supports the participation in professional learning with staff.</li> <li>• Manages the delicate balance between supporting and challenging others.</li> <li>• Role models professional conversations that help to develop expertise and strategies.</li> <li>• Provides support to the CESW Practice Lead to ensure direct reports are supported, and feel supported, in their roles.</li> </ul>
<p>Support the strategic direction of Ko Taku Reo Deaf Education New Zealand to ensure teaching and learning aligns with the best interests of learners, staff, and the community.</p>	<ul style="list-style-type: none"> <li>• Supports and follows the mission, vision, and strategic direction of the organisation.</li> <li>• Works collaboratively with colleagues to embed the strategic direction into all areas of teaching and learning.</li> </ul>
<p>Demonstrate understanding of change management and that change on a large scale invariably needs a team approach to leadership.</p>	<ul style="list-style-type: none"> <li>• Has up-to-date knowledge of data management systems.</li> <li>• Has knowledge of the ongoing conditions needed to support shifts in teaching practice.</li> <li>• Monitors the impact of the change and adjusts when needed.</li> <li>• Ensures all team members feel their concerns are genuinely listened to and understood and feedback to the CESW Practice Lead.</li> </ul>
<p>Identify, analyse, and solve problems</p>	<ul style="list-style-type: none"> <li>• Explicitly checks own assumptions.</li> <li>• Relates the problem to the wider vision and values of the school.</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 Three – Professional Relationships and Values

Engage in appropriate professional relationships and demonstrate commitment to professional values.

Criteria	Key Indicators
Establish and maintain effective professional relationships.	<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> <li>• Whānau and other carers of ākonga</li> <li>• Agencies, external stakeholders, groups, and individuals in the community</li> <li>• Fosters a climate of trust, modelling collegiality by working in partnership with other staff.</li> </ul> </li> </ul>
Demonstrate commitment to promoting the health, safety and wellbeing of self and others.	<ul style="list-style-type: none"> <li>• Takes reasonable steps to provide and maintain an environment that is physically, socially, culturally, and emotionally safe.</li> <li>• Acknowledges and respects the languages, heritages, and cultures of all.</li> <li>• Complies with relevant regulatory and statutory requirements.</li> </ul>
Demonstrate respect and commitment to all heritages, languages, and cultures within Ko Taku Reo Deaf Education Aotearoa New Zealand.	<ul style="list-style-type: none"> <li>• Demonstrates commitment to the bicultural partnership in Aotearoa and a commitment to understanding of Te Tiriti o Waitangi.</li> <li>• Develops understanding and use of tikanga and te reo Māori.</li> <li>• Has a good understanding (or committed to development) of Deaf Culture and communicates well with Deaf and Hard of Hearing community.</li> <li>• Learns/builds NZSL proficiency and has a commitment to improving its use across the organisation.</li> </ul>
Demonstrate commitment to ongoing professional learning and development of personal professional practice.	<ul style="list-style-type: none"> <li>• Engages in the appraisal process, ensuring documentation is complete, self-reflection is engaged, and that there is progress towards and/or achievement of performance indicators.</li> <li>• Identifies professional learning goals in consultation with colleagues.</li> </ul>

	<ul style="list-style-type: none"><li>• Participates responsibly in professional learning opportunities within the learning community.</li><li>• Initiates learning opportunities to advance personal professional knowledge and skills.</li><li>• Commits to developing personal skills in the use of NZSL.</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></ul>
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## Qualifications/Experience

- Proficient in NZSL with proven strengths in literacy - required.
- Bachelor's degree in education - desirable (or related qualification and experience)

## Role Competencies

- Knowledge of the New Zealand Education sector.
- Experience and a proven track record in supporting staff on-site and remotely.
- Experience within Deaf and Hard of Hearing or Special Education settings.
- Experience with working in Deaf Cultural settings and the Deaf community.
- Knowledge and understanding of the core business of lifting student achievement and wellbeing.
- Demonstrate lifelong love of learning.
- Skill and experience in implementing systems and reporting.
- Excellent interpersonal and communication skills.
- Skill and competence in IT, and the ability to connect over distance.
- Ability to build and sustain trusting relationships.
- Ability to anticipate problems and to be proactive in problem solving.
- Ability to work at pace and under pressure.

## 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 whanau.
- Demonstrates principles of equity and access in action.
- Optimises quality and efficiency in work.
- Respects diversity.
- Understands personal strengths and limitations.
- Is innovative, creative and uses their initiative whilst being personally accountable for their work.
- Is friendly, positive, and approachable.
- Establish and maintain connections around Aotearoa.
- Plan and deliver NZSL lessons and relevant PLD.
- Anticipate, identify, and resolve issues and complaints.