

KO TAKU REO

Deaf Education New Zealand

Job Description / Performance Agreement

NAME:

POSITION: Curriculum Resource Lead

TENURE: Permanent

RESPONSIBLE TO: Head of Curriculum (Acting)

DIRECT REPORTS:

DIMENSIONS OF
RESPONSIBILITY: Curriculum Leadership
Professional Relationships and Values
Professional Knowledge in Practice

DESCRIPTION:


The Curriculum Resource Lead will have current proven up-to-date expertise in, and passion for Teaching and Learning across all areas of the New Zealand Curriculum. They will use best practice pedagogy to adapt and maximize learning for D/HH ākonga. The Curriculum Resource Lead will develop and support development of teaching plans which reflect our Ko Taku Reo curriculum and underpin all teaching and learning programmes. They will also support development of best practice exemplars to inform the school curriculum and teacher practice. They will support development of curriculum programmes and resources for Ko Taku Reo teachers and students based on the New Zealand Curriculum. They will assist with the implementation of the New Zealand Curriculum refresh findings, recommendations and re-visioned New Zealand Curriculum. This person will be highly relational and promote professional learning for teachers by modelling a kaiārahi / coaching approach that focuses on teaching quality practices and conversations for change. They will support resources which are in line with agreed teaching methods at Ko Taku Reo.

SIGNED

Curriculum Resource Lead

DATE _____

SIGNED



Acting Head of Curriculum

DATE 6th March 2025

DIMENSIONS OF RESPONSIBILITY

Dimension One – Curriculum Leadership

The Curriculum Resource Lead will focus on curriculum delivery and supporting ES teachers to positively impact student learning outcomes.

Criteria	Key Tasks/Indicators
Practice areas are improved in line with the Ko Taku Reo vision through current pedagogical knowledge and implementation.	<ul style="list-style-type: none"> • Models and supports high-impact evidence-based approaches across Ko Taku Reo, in relation to the curriculum. • Keeps up to date with current curriculum pedagogy, ensuring it is in line with International and National Deaf Education best practice. • Understands relevant research and evidence-based practices in learner development and connects these to programme delivery. • Champions the New Zealand curriculum across all levels of Ko Taku Reo and across all year levels and disciplines. • Works in collaboration with the Head of Curriculum and Curriculum Development Lead to review and implement Curriculum action plans.
Service delivery and plans ensure objectives and priorities are clearly outlined for the area of responsibility.	<ul style="list-style-type: none"> • Contributes to the formulation, monitoring, and review of the Ko Taku Reo development plan on practices related to curriculum. • Ensures that objectives and priorities related to curriculum are included in Ko Taku Reo plans, including the Annual Plan. • Analyses data at a pupil, cohort and school level. Makes recommendations based on findings. • Contributes to local curriculum development resources.

Teachers within the organization, and in the wider community, are supported.	<ul style="list-style-type: none"> • Grows others by co-teaching with teachers to enhance the impact of practices related to curriculum, and drives progress and learning growth for all ākonga. • Advises and recommends resources and approaches to Ko Taku Reo leaders. • Provides coherence for local curriculum leaders and teachers by linking learning needs related to curriculum responsibility with language, literacy technology and social-emotional goals. • Establishes and supports Professional Learning Communities within and outside of Ko Taku Reo.
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Dimension Two – Professional Relationships and Values

The Curriculum Resource Lead 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"> • Engages in ethical, respectful, positive and collaborative professional relationships, based on bi-lingual pedagogy with: • Ākonga • Teaching colleagues, support staff and other professionals • Whānau and other carers of ākonga • Agencies, external stakeholders, groups and individuals in the community • Fosters a climate of trust, modelling collegiality by working in partnership with other staff. • Transparently relays relevant information to other staff in a clear and concise manner as needed. • Represents the organisation and participates as a member of internal and external committees and organisations.
There is commitment to promoting the emotional, mental and physical wellbeing of all persons within Ko Tāku Reo Deaf Education New Zealand.	<ul style="list-style-type: none"> • Takes all reasonable steps to provide and maintain an environment that is physically, socially, culturally and emotionally safe. • Takes all reasonable and practical steps to ensure the health and safety of self and others.

	<ul style="list-style-type: none"> • Complies with any reasonable health and safety instruction, policy or procedure and ensure that all hazards, risks and incidents are reported according to protocol. • Participates in any required emergency response or exercises to ensure that essential services are able to be maintained.
There is respect for, and commitment to best practice around all heritages, languages and cultures, including Bi Lingual Bi Cultural pedagogy.	<ul style="list-style-type: none"> • Acknowledges and respects the languages, heritages and cultures of all. • Leads and demonstrates commitment to the bicultural partnership in Aotearoa and a commitment to understanding of Te Tiriti o Waitangi. • Leads and strengthens best practice of Bi Lingual Bi Cultural pedagogy. • Develops understanding and use of tikanga and te reo Māori. • Has a good understanding (or is committed to developing an understanding) of Deaf Culture. • Is committed to improving the use of NZSL throughout the organisation. • Appreciates, respects and affirms others and works effectively with all to create a positive and collaborative culture.
Staff are committed to ongoing learning, engaging in both formal and informal professional learning and development in their professional practice.	<ul style="list-style-type: none"> • Commits to developing personal skills in the use of NZSL. • Engages in the appraisal process for self, ensuring a regular cycle for review, ensuring documentation is complete, self-reflection is engaged, and that there is progress towards and/or achievement of performance indicators. • Identifies professional learning goals in consultation with colleagues and communicates these to the appraiser when establishing performance expectations. • Identifies and initiates learning opportunities to advance personal professional knowledge and skills. • Participates responsibly in professional learning opportunities within the learning community.
Any additional tasks and/or responsibilities are completed, as requested by the Head of Curriculum, Assessment and	<ul style="list-style-type: none"> • Ensures all tasks are completed efficiently and to a high standard.

Reporting.	<ul style="list-style-type: none"> • Is professional in their appearance and manner, positively representing themselves and the organisation to ensure positive perceptions from the internal and external community. • Performs additional duties in an efficient manner, to the required standard and within a negotiated timeframe.
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Dimension Three – 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. This also applies to the Curriculum Resource Lead.

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

	<ul style="list-style-type: none"> • Encourages ākonga to take responsibility for their own learning and behaviour. • Assists ākonga to think critically about information and ideas and to reflect on their learning.
There is an effective response to the diverse language, cultural experiences, and the varied strengths, interests and needs of all.	<ul style="list-style-type: none"> • Responds effectively to the strengths, interests and needs of all individuals and groups of ākonga. • 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. • Selects teaching approaches, resources, technologies and learning and assessment activities that are inclusive and effective for diverse ākonga. • Modifies teaching approaches to address the needs of individuals and groups of ākonga.
The bicultural context of Aotearoa New Zealand is respected and promoted through teaching and learning.	<ul style="list-style-type: none"> • Works effectively within the bicultural context of Aotearoa New Zealand. • Practices and develops the relevant use of te reo Māori me ngā tikanga-a-iwi in context. • Specifically and effectively addresses the educational aspirations of ākonga Māori. • Displays and actively promotes high expectations in learning for Māori ākonga.
Critical inquiry and problem solving is utilised by teaching staff in their professional practice.	<ul style="list-style-type: none"> • Systematically and critically engages with evidence and professional literature to reflect on and refine practice. • Responds professionally to feedback from members of their learning community. • Critically examines their own beliefs, including cultural beliefs, and how they impact on their professional practice and the achievement of ākonga.

Qualifications

Essential

- Bachelor's Degree in Education or Teaching and Learning
- High levels of competency as a classroom teacher (supported by evidence)

Professional Competencies

Essential

- Knowledge of and recent teaching experience in the New Zealand Education sector
- Current knowledge of NZC refresh process
- Proficient in NZSL (or a willingness to learn)
- Recent successful experience in project management and module creation
- Skill in organisation and time management
- Excellent communication skills
- Skill and competence in IT
- Ability to anticipate problems and to be proactive in problem solving
- Ability to work well under pressure

Desirable

- Experience within Deaf and Hard of Hearing or Special Education settings
- Experience with, and awareness of, Deaf Culture and the Deaf community
- Ability to work well under pressure

Personal Attributes

Essential

- Leads the organisation's guiding principles of 'Grow, Excel, Choose and Belong'
- Is motivated to be part of the development of 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 limitations
- Is innovative, creative and comfortable taking risks
- Is friendly, positive and approachable
- Demonstrates initiative, energy and vitality
- Proven ability to develop effective relationships with others in their team

Key skills:

- Systems and process orientated
- Excellent IT literacy and digital fluency
- High level of pre-existing current curriculum knowledge
- High level of collaboration with quick dynamic workloads and demands
- Ability to follow through on deadlines and communicate barriers in a timely manner
- Ability to use agile principles and highly adaptative to change as needed
- Passionate educator with a modern approach to best practice
- Experience creating professional learning content on a range of online platforms specifically Te Rito, Compass, Teamwork Projects and Office 365

Key actions:

- Adapt and modify current MOE resources to support our teachers and Deaf and HH students

- Ability to create teaching written or visual materials to support specific learning goals and demonstrate how they will be used in classroom contexts
- Work alongside teachers to embed and implement daily best practice in the classroom
- Work alongside technical professionals to ensure resource creation materials are fit for purpose
- Collaborate effectively with the curriculum team on determining scope and resource materials
- Ability to confidently maintain the preferred online platforms