

KO TAKU REO
Deaf Education New Zealand

Job Description / Performance Agreement

NAME:

POSITION: Structured Literacy and Language Resource Teacher

TENURE: Fixed term – one year

RESPONSIBLE TO: Head of Resources
(Head of Curriculum)

DIRECT REPORTS: N/A

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

DESCRIPTION:

The Structured Literacy and Language Resource Teacher works alongside specialist BiBi teachers to design and develop high-quality structured literacy and language resources that support the effective implementation of the New Zealand Curriculum for Deaf and Hard of Hearing ākonga. They collaborate with resourcing teams and the Curriculum, Assessment and Reporting group to align resources with pedagogy and best practice, while coaching and supporting teachers to embed evidence-based literacy and language approaches into classroom teaching.

SIGNED

DATE

Structured Literacy and Language Resource Teacher

SIGNED

DATE

Head of Resources

DIMENSIONS OF RESPONSIBILITY

Dimension One – 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 Structured Literacy and Language Resource Teacher.

Criteria	Key Tasks/Indicators
Learning programmes are appropriate, current, and well suited to ākonga.	- Plans and supports implementation of structured literacy and language programmes aligned to the New Zealand Curriculum. - Designs and develops high-quality resources in collaboration with BiBi teachers and Teachers of the Deaf. - Applies knowledge of curriculum content, assessment, and pedagogy to ensure learning is relevant, evidence-based, and effective for Deaf and Hard of Hearing ākonga.
Learning environments are collaborative, supportive, and inclusive.	- Works alongside BiBi teachers and classroom teachers to create inclusive, language-rich environments. - Create resources that engage, motivate, and support diverse ākonga. - Promotes respectful, trusting, and cooperative professional relationships to support teaching and learning.
Teachers demonstrate expertise in how Deaf and Hard of Hearing ākonga learn.	- Works alongside Teachers of the Deaf and BiBi teachers to support classroom teachers in applying Deaf pedagogy, language development, and structured literacy approaches. - Guides teachers to build on ākonga prior experiences, strengthening learning connections and ensuring resources

	are accessible and effective. • Provides strategies and resources to help teachers enable ākongā to practise and apply learning across contexts. • Supports teachers in fostering ākongā independence, critical thinking, and reflective learning.
There is an effective response to the diverse language, cultural experiences, strengths, and needs of all ākongā.	• Designs and adapts teaching resources to reflect and respond to individual strengths, needs, and cultural identities. • Uses inclusive and accessible teaching approaches, technologies, and assessment practices. • Collaborates with teachers to modify and adapt classroom practice to meet the needs of Deaf and Hard of Hearing ākongā.
The bicultural context of Aotearoa New Zealand is respected and promoted.	• Incorporates te reo Māori me ngā tikanga-ā-iwi into resources and practice where appropriate. • Ensures programmes and resources reflect the educational aspirations of ākongā Māori. • Promotes high expectations and equitable outcomes for Māori ākongā.
Critical inquiry and problem solving are integral to professional practice.	• Engages with research and evidence to inform structured literacy, language development, and Deaf education practice. • Reflects on and refines practice in response to feedback from colleagues, BiBi teachers, and leadership. • Critically examines assumptions, including cultural perspectives, to improve teaching and learning outcomes.

Dimension Two– Professional Relationships And Values

The Structured Literacy and Language Resource teacher will engage in appropriate professional relationships and demonstrate commitment to professional values.

Criteria	Key Indicators
Establish and maintain effective professional relationships .	- Engages in ethical, respectful, positive and collaborative professional relationships with: - Ākonga - Teaching colleagues, support staff and other professionals - Fosters a climate of trust, modelling collegiality by working in partnership with other staff.
Demonstrate commitment to promoting the wellbeing of all.	- Takes all reasonable steps to provide and maintain an environment that is physically, socially, culturally and emotionally safe. - Acknowledges and respects the languages, heritages and cultures of all. - Complies with relevant regulatory and statutory requirements.
Demonstrate respect and commitment to all heritages, languages and cultures within Ko Taku Reo Deaf Education Aotearoa New Zealand.	- Demonstrates commitment to the bicultural partnership in Aotearoa and a commitment to understanding of Te Tiriti o Waitangi. - Demonstrates understanding and use of tikanga and te reo Maori. - Has a good understanding (or committed to development) of Deaf Culture and communicates well with Deaf and Hard of Hearing community. - Learns/builds NZSL proficiency and has a commitment to improving its use across the organisation.

Demonstrate commitment to ongoing professional learning and development of personal professional practice

- 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.
- Identifies professional learning goals in consultation with colleagues.
- Participates responsibly in professional learning opportunities within the learning community both internally and externally, directed and self-directed.
- Initiates learning opportunities to advance personal professional knowledge and skills.
- Commits to developing personal skills in the use of NZSL.
- Is professional in their appearance and manner, positively representing themselves and the organisation to ensure positive perceptions from the internal and external community.
- Has strong classroom teaching practise and is able to support students and staff at all levels of the curriculum.

Professional Competencies

- Strong knowledge of the New Zealand Curriculum, assessment, and pedagogy.
- Recent classroom experience, with expertise in structured literacy and language.
- Skilled in resource development and strength-based teaching approaches.
- Understanding of DHH education, Deaf culture, and inclusive practice (NZSL or willingness to learn).
- Proficient in organisation, planning, and digital tools for distance support.
- Clear communicator, able to collaborate with BiBi teachers, Teachers of the Deaf, and classroom teachers.
- Problem-solver who supports change while keeping student outcomes central.

Personal Attributes

- Committed to equity, diversity, and the values of Grow, Excel, Choose, and Belong.
- Self-motivated, innovative, and accountable.
- Energetic, approachable, and positive.
- Collaborative and relationship-focused.
- Reflective, with awareness of strengths and growth areas.