

KO TAKU REO

Deaf Education New Zealand

Job Description / Performance Agreement

NAME:

POSITION: Resource Teacher of the Deaf

TENURE:

RESPONSIBLE TO: Outreach Team Lead

DIRECT REPORTS: N/A

DIMENSIONS OF RESPONSIBILITY

- Direct Teaching Responsibilities
- Indirect Teaching Responsibilities
- Professional Conduct
- Professional Relationships and Values
- Professional Knowledge in Practice

DESCRIPTION:

The Resource Teacher of the Deaf is a specialised teacher role in the Regional team that involves working directly and indirectly with DHH learners, their mainstream schools and supporting whanau in providing educational programmes, advice and guidance and audiological support to learners within allocated geographical areas across New Zealand.

The role includes supporting schools to provide educational access, academic and social achievement outcomes for learners who are Deaf or Heard of Hearing. They provide well-coordinated, consistent, equitable, evidenced based professional services for learners and their families. They will also develop and maintain collaborative practice around service provision between the MoE and Ko Taku Reo Deaf Education New Zealand.

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.

SIGNED _____
Resource Teacher of the Deaf



DATE _____

SIGNED _____
Head of Regional Outreach Services

DATE 30th September 2025

DIMENSIONS OF RESPONSIBILITY

Dimension One – Direct Teaching Responsibilities

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

Criteria	Key Tasks/Indicators
Excellence in teaching is demonstrated throughout Ko Taku Reo Deaf Education New Zealand.	• Teaches and responds to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace. • Uses an increasing repertoire of teaching strategies, approaches, learning activities, technologies and assessment strategies. • Provides opportunities and support for learners to engage with, practice and apply learning to different contexts and make connections with prior learning. • Provides opportunities to make connections in real life contexts, with sufficient opportunities for repetition and practice. • Modifies teaching approaches to address the needs of individuals and groups of learners. • Gives regular and ongoing feedback and assessment information to learners and supports them to use this information to guide further learning. • Supports students' use of IT appropriately throughout curricula. • Applies a variety of visual and communication strategies to meaningfully engage learners. • Engages students through clear learning goals, feedback and feedforward discussions.

Teachers understand the social and cultural factors that may influence student learning.	• Demonstrates an understanding of the social and cultural factors that may influence student learning through teaching and learning actions. • Enables learners to collaborate and self-regulate their learning, and develop agency. • Enables students to develop strong self-advocacy skills, awareness of personal strengths and learning needs, and setting goals and expectations. • Encourages and enables students to take responsibility for their own learning. • Encourages a Growth Mindset for both students and teachers.
Teachers demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership and practice in Aotearoa New Zealand.	• Sets and maintains high expectations for Māori learners, so that they achieve educational success as Māori. • Demonstrates respect for the histories, heritages, languages and cultures of both partners to the Treaty of Waitangi/te Tiriti o Waitangi. • Co-constructs learning plans through Ako and consciously uses pedagogy that engage Māori learning and caters for their needs. • Actively works towards achieving equitable outcomes for Deaf/Deaf Māori students. • Promotes socio-cultural connections through local iwi, Keep in Touch Days, immersion courses and at distance technology. • Demonstrates an understanding of te Ao Māori (Māori world view), including tikanga and te reo Māori.
A learning-focused culture and environment is created and maintained which is collaborative, inclusive and safe.	• Establishes and maintains learning-focussed relationships with learners where there is a shared ownership and responsibility for learning.

	• Effectively engages learners as active participants in their learning, including in defining their own goals and evaluating and reflecting on their progress. • Encourages learners to confidently participate, take risks in their learning and share their success. • Demonstrates high expectations for all learners. • Creates an environment where learners can be confident in their identity, language and culture and as citizens of Aotearoa/New Zealand.
Design for Learning is based on professional knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identity, language and cultures.	• Gathers, analyses and uses appropriate assessment information, identifying progress and needs of learners to design clear next steps in learning. • Selects teaching approaches, resources and learning and assessment activities based on a thorough knowledge of curriculum content and pedagogy. • Designs and plans approaches which reflect the bicultural partnership in Aotearoa New Zealand and the local community. • Designs and plans approaches which demonstrate knowledge and understanding of social and cultural influences on learning. • Is informed by national policies and priorities. • Implements assessment procedures as determined by Ko Taku Reo Deaf Education New Zealand. • Ensures national policies and priorities are understood, inform teaching and learning, can be articulated, and are evident in assessment, planning, teaching, and learning actions.

Dimension Two – Indirect Teaching Responsibilities

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

Criteria	Key Tasks/Indicators
Teachers determine learning needs through school assessments and progress, ensuring sufficient data is gathered to provide the right degree of service and guidance to the school or to make additional referral/s.	• Gathers information to enable appropriate recommendations. • Monitors students as required to: • Discuss and recommend level/type of service. • Provide advice and guidance. • Refer, communicate, share information with relevant teams on further specialist assessment required. • Maintains records of indirect service time as requested. • Updates master files with any changes to personal details and/or changes to learner profiles. • Maintains records of all contacts.
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.	• Demonstrates a knowledge of audiometric teaching and remediation of hearing loss. • Checks, troubleshoots and manages issues with Cochlear Implants, Hearing aids and assistive listening devices within the field. • Requests, orders and trials RM systems, facilitating the completion of pre- and post-trial questionnaires, and completes applications to MOE Assistive Technology Committee. • Liaises with parents, audiologists/habilitationists regarding hearing aids, FM/RM, CI. • Oversees transition, monitoring and management of assistive technology and equipment for students Y4 to Y13, non ORS and ORS.

Teachers manage referrals to ensure students will receive an appropriate service that meets their needs at the time required. Referrals may be to Resource Teachers of the Deaf, Audiology/ENT, MOE, and other services.	• Acts on referrals within 10 working days. • Checks informed consent process is completed. • Ascertains the level of service. • Writes reports. • Refers for MoE Services. • Responds to referring agency to confirm that actions have been taken.
There is effective delivery of the service that is achieved through collaboration with the MOE, AODS, Audiology and Cochlear Implant Programmes to meet the needs of students.	• Attends liaison meetings and shares information with MoE/AODC/Audiology/SCIP. • Maintains records of service and time. • Provides up-to-date information for Spreadsheet on a monthly basis. • Shares information with relevant professionals.
Students and their technology is effectively transitioned from one school/setting to another.	• Transitions students to/from a different school, MoE area, and/or DEC region. • Transfers assistive technology between educational settings or gifts to students leaving secondary education. • Collaborates in the transition of students from MoE AODC service to RTD service.

Dimension Three – Professional Conduct

The Resource 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
Professional conduct is present throughout the organisation, creating a culture that is based on integrity and respect.	• Builds trusting relationships through active listening, caring for others, and demonstrating personal integrity.

	• Participates in the development and delivery of professional learning for staff. • Conducts themselves with exemplary practice, and is a role model to others. • Manages the delicate balance between supporting and challenging others. • Encourages and participates in professional conversations that help teachers to share expertise and strategies that improve student learning and achievement. • Is open and responsive to professional conversations and feedback.
All departments, teams and individuals within the organisation support the strategic direction to align practice with the best interests of learners, staff and the community.	• Supports and models behaviours in a way that articulates, supports and furthers the organisation's mission, vision and strategic direction. • Works with Team Lead to ensure teaching and learning practices and programmes align with the strategic direction of the organisation. • Works collaboratively with colleagues to embed the strategic direction into all areas of the organisation. • Assists in reviewing how personal and departmental practice aligns with the mission, vision and strategic direction, suggesting improvements and implementing change. • Disseminates good practice in using assessment data to support future planning across the organisation. • Ensures goals related to assessment data are set in the Annual Plan and development plan, and that these are regularly reviewed. • Encourages all members of staff to recognise and fulfil their statutory responsibilities for all pupils.

Competence in relation to change management is evident throughout the organisation.	• Adopts a philosophy that recognises the importance of ongoing innovation and change. • Assists in change implementation that is focussed on a smooth transition to lead to the adoption of new practices. • Contributes within areas of speciality to ensure that change is informed by best practice and communicated effectively. • Understands and harnesses that change on a large scale invariably needs a team approach to leadership. • Shows ability to communicate the rationale for any change. • Monitors the impact of the change and adjusts when needed.
A proactive approach to problem solving is adopted by all, as they take steps to work through problems to create solutions.	• Explicitly checks own assumptions. • Relates the problem to the wider vision and values of the organisation. • Actively seeks the interpretations of others. • Anticipates obstacles and how they could be overcome. • Identifies and reports any risk to appropriate people in a timely manner.

Dimension Four – Professional Relationships and Values

The Resource 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.	• Engages in ethical, respectful, positive and collaborative professional relationships with: • Ākonga • Teaching colleagues, support staff and other professionals

	• Whānau and other carers of ākonga • Agencies, external stakeholders, groups and individuals in the community • Has a team-focused ethic and contributes to the cultural life of the school. • 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. • Ensures whānau and other carers are included and regularly informed in the life of the organisation. • Creates opportunities to foster whānau engagement with the school.
There is commitment to promoting the emotional, mental and physical wellbeing of all persons within Ko Taku Reo Deaf Education New Zealand.	• Promotes inclusivity throughout the organisation, ensuring all learners feel they belong. • 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. • Engages with outside agencies and teams to foster the pastoral care of ākonga. • 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.	• Takes responsibility for growing their own confidence in culturally responsible practice. • 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. • 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 school culture.
Staff are committed to ongoing learning, engaging in both formal and informal professional learning and development in their professional practice.	• 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 Team Lead.	• Ensures all tasks are completed efficiently and to a high standard. • 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 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
Learning programmes are appropriate, current and well suited to ākonga.	• 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.
The learning environment is collaborative, supportive and inclusive.	• 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 learn.	• Demonstrates in practice their knowledge and understanding of ākonga learning.

	• 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. • 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.	• 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. • Communicates assessment and achievement information to relevant members of the learning community.
The bicultural context of Aotearoa New Zealand is respected and promoted through teaching and learning.	• 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.
Assessment data is utilised to inform programmes and inform school-wide best practice in teaching and learning.	• Analyses data at a pupil, cohort and whole school level. • Researches and inspects evidence to inform policies, practices, expectations, targets and teaching methods.

	• Leads and participates in coordination around production and review of school policy and guidelines on assessment. • Identifies plans to assist with putting in place individual pupil programmes. • 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. • Monitors pupil progress on a termly basis from teacher's ongoing assessments against key learning objectives, providing appropriate staff with summary information. • Communicates assessment and achievement information to relevant members of the learning community.
Critical inquiry and problem solving is utilised by teaching staff in their professional practice.	• 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

- Current Full Teacher Registration (with a minimum of two years' experience)
- Bachelor of Teaching or equivalent Teaching degree

Preferred

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

Professional Competencies

Essential

- Recent teaching in experience
- Experience and a proven track record in successfully leading a staff
- 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
- Proficient in NZSL (or a willingness to learn)
- Skill in:
 - systems, strategic planning, implementation and reporting
 - organisation and time management
- Excellent
 - interpersonal skills, and diplomacy
 - communication skills
- Skill and competence in IT
- Ability to:
 - support and lead change
 - see the big picture and work with details
 - think strategically, communicating and influencing at all levels
 - build and sustain high trust relationships through distributive leadership
 - lead and motivate a team and build leadership capability
 - anticipate problems and to be proactive in problem solving
 - work well under pressure

Personal Attributes

Essential

- 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 limitations
- Is innovative and creative
- Is friendly, positive and approachable
- Demonstrates initiative, energy and vitality
- Is able to engage with families/whanau in a positive and respectful way that promotes quality relationships based on learner outcomes