

Ko Taku Reo Deaf Education New Zealand

Job Description / Performance Agreement

NAME:

POSITION:

CESW Practice Advisor

TENURE:

RESPONSIBLE TO:

CESW Practice Lead

DIRECT REPORTS:

TBA

**DIMENSIONS OF
RESPONSIBILITY:**

Professional Leadership
Professional Relationships and Values
Learning focused culture

DESCRIPTION:

The CESW Practice Advisor 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 Advisor

DATE _____

SIGNED _____
NZSL Services Manager

DATE _____

DIMENSIONS OF RESPONSIBILITY

Dimension One – CESW Practice Advisor

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

Criteria	Key indicators
Professional development and networking.	- Organises, in conjunction with the CESW Practice Lead the CESW Microsoft Teams space with timely responses, relevant information and ideas for participants development. - Collaborate with the NZSL Tutor team to support planning and teaching of NZSL for CESW. - Support the CESW Lead in maintaining current registration of CESW around Aotearoa.
Ensure regular ongoing mentoring, guidance, and support for new CESW is delivered, also including, where appropriate, interested current CESW.	- Use appropriate resources to plan and teach NZSL classes. - Working with the CESW Practice Lead, develop, implement then use a PLD (Professional Learning and Development) request system for the CESWs to use. - Work with CESW Practice Lead to establish a self-learning plan/program for CESW to complete at own pace. Implement then maintain this system.
Ensure CESW have access to quality resources to support DHH ākonga.	- Support the CESW Lead in the development and streamlining of NZSL resources for adult NZSL lessons. - Continually looking for current and appropriate resources to upskill and support CESW. - Create resources to be used in PLD for CESWs.

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
Improve learning for all ākonga by demonstrating and practising an understanding of effective functional and interpersonal relationships.	• Builds trusting relationships through active listening, caring for others, and demonstrating personal integrity. • Actively supports the participation in professional learning with staff. • Manages the delicate balance between supporting and challenging others. • Role models professional conversations that help to develop expertise and strategies. • Provides support to the CESW Practice Lead to ensure direct reports are supported, and feel supported, in their roles.
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.	• Supports and follows the mission, vision, and strategic direction of the organisation. • Works collaboratively with colleagues to embed the strategic direction into all areas of teaching and learning.
Demonstrate understanding of change management and that change on a large scale invariably needs a team approach to leadership.	• Has up-to-date knowledge of data management systems. • Has knowledge of the ongoing conditions needed to support shifts in teaching practice. • Monitors the impact of the change and adjusts when needed. • Ensures all team members feel their concerns are genuinely listened to and understood and feedback to the CESW Practice Lead.
Identify, analyse, and solve problems.	• Explicitly checks own assumptions. • Relates the problem to the wider vision and values of the school. • 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 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.	- 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 - Fosters a climate of trust, modelling collegiality by working in partnership with other staff.
Demonstrate commitment to promoting the health, safety and wellbeing of self and others.	- Takes 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. - Develops understanding and use of tikanga and te reo Māori. - 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. • 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.
--	---

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.