

KO TAKU REO

Deaf Education New Zealand

Job Description

Position:	Head of Pedagogy and Professional Development
Tenure:	Permanent
Reporting to:	Deputy Principal, Pedagogy and Curriculum
Direct reports:	NZSL Bi/Bi project, Best Practice Leads

Internal Relationships: Executive Team, Head of Curriculum, School Leaders, teachers, NZSL tutors, residential and support staff

External Relationships: Teaching Council, Ministry of Education, Education Review Office, Kāhui Ako, iwi and whānau partners, Deaf Aotearoa, tertiary providers and professional associations

Position Purpose

The Head of Pedagogy and Professional Development provides strategic and operational leadership in teaching practice and staff capability across Ko Taku Reo's national services. The role ensures that all educators, tutors, and support staff are equipped with the knowledge, skills, and dispositions to deliver high-quality, inclusive, and culturally responsive learning experiences for Deaf and hard-of-hearing ākonga.

Reporting to the Deputy Principal - Pedagogy and Curriculum, this position leads the development of professional learning systems, pedagogy frameworks, and best practice initiatives that reflect bilingual education (NZSL and English), Deaf culture, and bicultural obligations under Te Tiriti o Waitangi. The Head of Pedagogy and Professional Development oversees the Best Practice Leads and the NZSL Bi/Bi Lead, ensuring a coherent and impactful approach to staff development, pedagogy innovation, and evidence-based practice.

Key Accountabilities

Pedagogical Leadership

- Lead the development, articulation, and implementation of a shared pedagogical framework for Deaf education, bilingual teaching, and inclusive practice.
- Ensure teaching practices across Enrolled School, Early Years, Outreach Services, residential learning, and online provision reflect current research, Universal Design for Learning, and Deaf pedagogies.
- Collaborate with the Head of Curriculum to ensure pedagogy and curriculum development are aligned and mutually reinforcing.

Professional Learning and Development (PLD)

- Design and implement a coherent, evidence-based PLD strategy for teachers, Resource Teachers of the Deaf, NZSL tutors, and support staff.
- Oversee induction, mentoring, and coaching programmes that build professional capability and confidence.
- Ensure PLD reflects the needs of Māori and Pasifika learners and integrates Te Reo Māori me ōna tikanga and bicultural practice.
- Evaluate PLD programmes to measure effectiveness and impact on teaching quality and learner outcomes.

Innovation and Best Practice

- Lead and mentor the Best Practice Leads to research, trial, model innovative best practices methods and resources.
- Promote the use of digital tools, distance learning methods, and adaptive technologies to enhance accessibility and engagement.
- Share and disseminate best practice across national services, creating a culture of professional inquiry and reflective practice.

Staff Capability and Workforce Development

- Support career-long professional growth of educators and staff through structured pathways, aligned with Teaching Council requirements and professional standards.
- Identify and respond to workforce development needs in partnership with senior leaders.
- Lead initiatives that strengthen bilingual teaching, Deaf cultural competence, and inclusive practice across the workforce.

Monitoring, Evaluation, and Quality Assurance

- Establish systems for evaluating pedagogy and professional development initiatives, including teacher practice, classroom observations, and learner outcomes.
- Provide evidence-based reports to the Deputy Principal, Learning, Senior Leadership Team, and Board of Trustees on professional capability development.
- Ensure continuous improvement processes are embedded in pedagogy and PLD delivery.

Cultural Responsiveness and Equity

- Champion teaching practices that affirm Deaf culture and identity, and that promote equitable outcomes for Māori Deaf, Pasifika Deaf, and other diverse learners.
- Lead the integration of culturally responsive teaching strategies into PLD and pedagogy frameworks.
- Partner with Māori and Deaf community organisations to inform and shape staff development.

Stakeholder Collaboration and Engagement

- Work collaboratively with curriculum, residential, outreach, and online service leaders to ensure pedagogy is consistent across contexts.
- Build strong relationships with whānau, iwi, professional associations, universities, and education agencies to extend professional learning opportunities.

- Represent pedagogy and professional learning in external forums, networks, and sector partnerships.

Project Leadership – NZSL Bilingual–Bicultural (Bi/Bi)

- Lead a portfolio of strategic projects that advance NZSL Bi/Bi pedagogy across Enrolled and Outreach settings, ensuring coherence with Ko Taku Reo’s Teaching Strategy and bilingual–bicultural principles.
- Define clear project scopes, outcomes, milestones, budgets and success measures (e.g., shifts in teaching practice, ākonga progress, whānau engagement, staff capability).
- Co-design with Deaf leaders, NZSL experts, iwi/Māori partners, whānau and teaching staff to ensure cultural and linguistic integrity, honouring Te Tiriti o Waitangi.
- Develop and deliver high-quality PLD and coaching cycles (modules, workshops, micro-learning, modelling/observations), with resources and exemplars (including NZSL video) that embed Bi/Bi practice in classrooms.
- Ensure alignment with NZC/local curriculum (and Te Whāriki where relevant), IEP processes, and inclusive assessment practices; collaborate closely with Heads of Curriculum, Resources, Assessment & Reporting, Enrolled and Outreach Schools.
- Pilot–iterate–scale: run evidence-informed pilots, evaluate impact, refine resources, and manage change for organisation-wide adoption with clear readiness supports.
- Establish robust evaluation: use pre/post rubrics and observation tools for Bi/Bi pedagogy; partner with Assessment & Reporting to build simple dashboards and reports that inform leaders, the Executive Team and the Board.
- Manage governance, risk and compliance (privacy, copyright, procurement, Health & Safety for any learning activities), maintaining a transparent risk register and regular status reporting.
- Leverage digital platforms to extend access to PLD and resources (captioned, NZSL-first, plain English/te reo Māori as appropriate) and to showcase effective practice across sites.
- Build internal capability by developing project leads/champions and communities of practice to sustain Bi/Bi improvement over time.

Person Specification

Qualifications and Experience

- Registered teacher with current practising certificate.
- Extensive experience in teaching and pedagogical leadership, ideally within Deaf education, bilingual, or inclusive learning contexts.
- Demonstrated expertise in professional learning and development, coaching, and mentoring.
- Strong knowledge of Deaf pedagogy, NZSL, and the educational needs of Deaf and hard-of-hearing learners.
- Sound understanding of Te Tiriti o Waitangi, culturally responsive practice, and equity in education.

Skills and Attributes

- Inspirational pedagogical leader with the ability to influence and build capability across a national workforce.
- Skilled facilitator of professional learning, with expertise in adult learning theory and practice.

- Strong communicator who can engage diverse audiences in accessible and culturally responsive ways.
- Strategic thinker with the ability to innovate, evaluate, and embed sustainable practices.
- Collaborative, culturally aware, and committed to improving outcomes for Deaf and hard-of-hearing ākongā.

SIGNED _____
Head of Pedagogy and Professional Development

DATE _____

SIGNED _____
Deputy Principal, Pedagogy and Curriculum

DATE _____