

CULTURAL ADVISOR – DEAF & HARD OF HEARING (DHH)	
NAME	
TENURE	<ul style="list-style-type: none"> <li>• 1 FTE</li> <li>• Permanent</li> <li>• Start Date:</li> </ul>
PLACE OF WORK	Flexible
DEPARTMENT	
REPORTING TO	DP Culture and Language
DIRECT REPORT(S)	NA
FUNCTIONAL RELATIONSHIPS	<ul style="list-style-type: none"> <li>• Managers and Team Leads</li> <li>• Cultural Advisors</li> </ul>
TRAVEL	National as required
PURPOSE OF THE ROLE	<p>The Cultural Advisor – DHH will foster inclusive and equitable learning environments by bridging cultural gaps and promoting culturally responsive teaching practices. They will assist educators to understand and integrate students' cultural backgrounds, languages, and experiences into the curriculum and classroom interactions, enhancing student engagement and achievement.</p> <p>They will provide advice and guidance on strategy and actively contribute to a culture of continuous learning, training, and professional development of staff, by ensuring practice, knowledge and skills are contemporary, and evidence based. Sharing cultural advice, knowledge of communities, and awareness of culturally significant processes and events, they will strengthen workforce capability.</p>

KEY ACCOUNTABILITIES	
<p>Cultural Development – Guidance and Advice</p>	<p>Supporting staff to enhance their Deaf cultural awareness, knowledge, and confidence:</p> <ul style="list-style-type: none"> <li>• Contribute to building cultural competence within the school community by raising awareness, providing knowledge, and developing skills related to DHH cultural competence.</li> <li>• Help educators understand the importance of valuing and respecting Deaf cultural differences and pedagogy.</li> <li>• Offer training, workshops, and resources to help teachers develop their Deaf awareness and cultural competence.</li> <li>• Offers guidance and advice to leaders as applicable, working as an ally to enhance collaboration and shared understanding.</li> </ul> <p>Programmes are explicit in promoting New Zealand Sign Language (NZSL) and embedding Deaf culture:</p> <ul style="list-style-type: none"> <li>• Is committed to embedding a strong positive Deaf culture including NZSL and ensures that this is reflected through the school’s culture, and educational programmes.</li> <li>• Champions the use of NZSL throughout Ko Taku Reo</li> <li>• Ensures all planning and preparation is completed to a high standard with clear outcomes identified for ākongā. Where immersion student programmes are run ensure that all programmes are prepared in collaboration with the lead teacher.</li> <li>• Develops physical and digital resources to support learning and training outcomes. Resources need to be functional, accessible, and easily utilised in a variety of settings by ākongā, teachers, staff, and stakeholders as applicable.</li> </ul> <p>Communications throughout Ko Taku Reo are presented with consideration of DHH learners, staff, community, and stakeholders:</p> <ul style="list-style-type: none"> <li>• Works closely with staff to apply a Deaf lens to all communications.</li> <li>• Considers and advises on language, translations, and content.</li> <li>• Takes a lead in communicating with external stakeholders to develop strong connections with the</li> </ul>

	<p>Deaf community, sharing the strategic objectives of Ko Taku Reo more widely.</p> <ul style="list-style-type: none"> <li>• Work collaboratively with Communications and Engagement following our Communications plan and Engagement Strategy</li> </ul> <p>DHH priorities are respected, with research, discussion and action around how to best embed these throughout the service and provision:</p> <ul style="list-style-type: none"> <li>• Is informed of the latest evidenced-based research in Deaf Education</li> <li>• Facilitates the sharing of evidenced-based research in Deaf Education throughout the organisation to positively impact Deaf and Hard of Hearing learner and staff outcomes.</li> <li>• Contributes to the strategic plan and annual implantation plans with evidence-based practices to improve outcomes for learners</li> <li>• Collaborates with appropriate Leads to ensure priorities for DHH learners are embedded throughout the school's programmes with approved actionable plans.</li> </ul>
<p>Leadership – Is professional and in alignment with the strategic direction and in a manner that improves learning for all ākongā</p>	<p>Professional leadership throughout the organisation is effective, functional and based on integrity and respect:</p> <ul style="list-style-type: none"> <li>• Builds and role models allyship and trusting relationships through active listening, caring for others, and demonstrating personal integrity.</li> <li>• Assists in the development and delivery of professional learning for staff.</li> <li>• Conducts themselves with exemplary practice and is a role model to others.</li> <li>• Effectively manages the delicate balance between supporting and challenging others.</li> <li>• Encourages and participates in professional conversations with teaching staff to share expertise and strategies that improve student learning and achievement for ākongā.</li> <li>• Is open and responsive to professional conversations and feedback.</li> </ul> <p>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:</p> <ul style="list-style-type: none"> <li>• Drives and models behaviours in a way that articulates, supports, and furthers the school's mission, vision, and strategic direction.</li> </ul>

	<ul style="list-style-type: none"> <li>• Collaborates with the Head of Culture and Language to ensure tasks and deliverables align with the strategic implementation plan.</li> <li>• Works collaboratively with colleagues to embed the strategic plan into all areas of the organisation.</li> <li>• Works collaboratively with Ko Taku Reo Deaf Futures Group</li> <li>• Ensures plans take account of changing social, political, cultural, and economic trends.</li> <li>• Relates roles and tasks to the wider organisation’s mission, vision, and strategic direction.</li> <li>• Reviews how personal and departmental practice aligns with the mission, vision, and strategic plan, suggesting improvements and implementing approved changes as part of the implementation plan.</li> </ul> <p>Leadership in change management is evident throughout the organisation:</p> <ul style="list-style-type: none"> <li>• Drives a philosophy that recognises the importance of ongoing innovation and change.</li> <li>• Ensures changes are implemented smoothly in a way that is most likely to lead to the adoption of new practices.</li> <li>• Is a subject-matter-expert in their area of responsibility, enabling any change to be informed by best practice and communicated effectively?</li> <li>• Understands that change on a large scale invariably needs a team approach to leadership.</li> <li>• Competently communicates the rationale for any approved change and encourages/facilitates conversations, ensuring all staff feel heard in relation to their concerns and questions.</li> <li>• Supports and leads staff development that results in positive and meaningful change.</li> <li>• Monitors and assesses the impact of the change and adjusts when needed.</li> </ul> <p>A proactive approach to problem solving is adopted by leaders, as they take steps to work through problems and create solutions:</p> <ul style="list-style-type: none"> <li>• Explicitly checks own assumptions.</li> <li>• Relates the problem to the wider vision and values of the organisation.</li> <li>• Actively seeks the interpretations of others.</li> <li>• Anticipates obstacles and how they could be overcome.</li> <li>• Identifies and reports any risk to appropriate people in a timely manner.</li> </ul>
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<p><b>Professional Relationships and Values</b></p>	<p>Professional and effective relationships are established at all levels throughout the organisation:</p> <ul style="list-style-type: none"> <li>• Engages in ethical, respectful, positive, and collaborative professional relationships with:             <ul style="list-style-type: none"> <li>• Ākonga</li> <li>• Colleagues, support staff and other professionals</li> <li>• Agencies, external stakeholders, groups, and individuals in the community</li> </ul> </li> <li>• Has a team-focused ethic and contributes to the corporate life of the school</li> <li>• Fosters a climate of trust, modelling collegiality by working in partnership with other staff.</li> <li>• Transparently relays relevant information to other staff in a clear and concise manner as needed.</li> <li>• Represents the School and participates as a member of internal and external committees and organisations.</li> </ul> <p>There is commitment to promoting the emotional, mental, and physical wellbeing of all persons within Ko Taku Reo:</p> <ul style="list-style-type: none"> <li>• Takes all reasonable steps to provide and maintain an environment that is physically, socially, culturally, and emotionally safe.</li> <li>• Promotes inclusivity throughout the organisation, ensuring all learners feel they belong.</li> <li>• Takes all reasonable and practical steps to ensure the health and safety of self and others.</li> <li>• Complies with any reasonable health and safety instruction, policy or procedure and ensure that all hazards, risks, and incidents are reported according to protocol.</li> <li>• Participates in any required emergency response or exercises to ensure that essential services are maintained.</li> </ul> <p>There is respect and commitment to all heritages, languages, and cultures within New Zealand:</p> <ul style="list-style-type: none"> <li>• Takes responsibility for growing their own, and others' confidence in culturally responsible practice.</li> <li>• Has an excellent understanding of Deaf Culture</li> <li>• Is committed to improving the use of NZSL across the organisation.</li> <li>• Acknowledges and respects the languages, heritages, and cultures of all.</li> <li>• Demonstrates commitment to the bicultural partnership in Aotearoa and a commitment to understanding of Te Tiriti o Waitangi.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Develops understanding and use of tikanga and te reo Māori.</li> <li>• Appreciates, respects, and affirms others and works effectively with all to create a positive and collaborative school culture.</li> </ul> <p>Staff are committed to ongoing learning, engaging in both formal and informal professional learning and development in their professional practice:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Identifies professional learning goals in consultation with colleagues.</li> <li>• Identifies and initiates learning opportunities to advance personal professional knowledge and skills.</li> <li>• Participates responsibly in professional learning opportunities within the learning community.</li> </ul> <p>Any additional tasks and/or responsibilities are completed, as requested by the Head of Culture and Language:</p> <ul style="list-style-type: none"> <li>• Ensures all tasks are completed efficiently and to a high standard.</li> <li>• Is professional in their appearance and manner, positively representing themselves and the organisation to ensure positive perceptions from the internal and external community.</li> <li>• Performs additional duties in an efficient manner, to the required standard and within any negotiated timeframes.</li> </ul>
<b>PERSON SPECIFICATION</b>	
Qualification(s) and Technical Skills	<ul style="list-style-type: none"> <li>• Tertiary qualification in Education or similar (or extensive experience)</li> <li>• Fluent NZSL</li> <li>• Full NZ Driver’s License</li> </ul>
Experience and Knowledge Profile	<ul style="list-style-type: none"> <li>• Lived experience of Deafness</li> <li>• Experience with Special Education in New Zealand</li> <li>• Experience in NZ Education sector</li> </ul>
Key Competencies	Decision Quality / Sound Judgement

	<p>Makes good decisions based on a mixture of data, analysis, experience and good judgement. Is sought by team members for advice, approval where applicable, and solutions</p> <p><b>Planning</b> Accurately scopes out timeframe, difficulties in tasks, resources required, sets objectives and goals, breaks down work into process steps and tasks; develops schedules and task/people assignment with thresholds for decision-making; reviews and measures performance and costs against goals and evaluates outcomes</p> <p><b>Problem Solving / Analytical Skills</b> Anticipates and adjusts plans for problems with pragmatism and a solution focus using rigorous logic; probes all probable sources and looks beyond the obvious for answers</p> <p><b>Peer Relationships and Collaboration</b> Professional relationships that provide for collaboration, consultation and professional growth. Excellent communication skills both written and verbal; builds excellent rapport, checks assumptions and open to the ideas of others</p> <p><b>Interpersonal Savvy</b> Excellent time management with ability to prioritise and multi-task. Reliable and efficient, adaptable, dynamic and articulate</p> <p><b>Professional Integrity and Trust</b> Accountable, reliable and transparent. Builds and maintains trust with direct and kind communication. Consistently takes personal and full responsibility. Authentic reflective practice.</p>
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**SIGNED:**

**DATE:**

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(enter name)

**Cultural Advisor – Deaf and Hard of Hearing**

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(enter name)

**DP Culture and Language**

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