TAKU REO

Deaf Education New Zealand

Job Description / Performance Agreement

NAME:

POSITION: Best Practice Lead

TENURE: Permanent

RESPONSIBLE TO: Head of Pedagogy and Professional Development

DIRECT REPORTS: Various

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

DESCRIPTION:

Best Practice Leads utilise their up-to-date expertise in, and passion for Teaching and Learning and have the ability to adapt and maximise this for Deaf and Hard of Hearing ākonga. They demonstrate understanding and influence of teaching focusing on the NZC Key Competencies through our local DEC curriculum. This role focuses on increasing teacher performance so that our ākonga have the best teacher possible alongside them. The Best Practice Lead is highly relational and promotes professional learning for teachers by modelling a kaiārahi/coaching approach that focuses on teaching quality practices and conversations for change. They connect with local leadership and local curriculum leads to ensure that professional learning for teachers is meaningful, connected and coherent and lifts outcomes for ākonga.

SIGNED _____ **DATE** _____
Best Practice Lead

SIGNED _____ **DATE**_____
Head of Pedagogy and Professional Development

DIMENSIONS OF RESPONSIBILITY

Dimension One – Team Leadership

The Best Practice Lead provides leadership support to team members and ensures best practice in the service function.

Criteria	Key Tasks/Indicators
Best practice professional learning leadership is provided to teachers and their teams.	• Provides coherence for teacher learning needs by collaborating with teachers, curriculum leaders, delegations and local leadership. • Utilises a range of effective andragogy approaches by working as flexible and responsive kaiārahi approach including; Modelling, Teaching, Advising, Coaching and Mentoring as required. • Escalates support from curriculum leaders and delegates as required. • Empowers teachers to implement their own professional learning plans. • Collaborates approaches with other Best Practice Leads. • Supports Local leads with performance management as required. • Regularly communicates professional learning Ko Taku Reo-wide trends and progress to Senior Leadership. • Connects learning needs of teachers with DHH ākonga, their teams, local and national curriculum and the strategic direction Ko Taku Reo.
The teams within the Curriculum, Pedagogy & Professional Development are led expertly.	• Provides oversight, mentoring and coaching for the team. • Leads team members to clearly understand the expectations and responsibilities of their roles. • Facilitates team meetings.

	• Ensures good employment relations are adhered to throughout the team. • Provides advice and guidance for the appropriate resolution of conflict among staff and seeks advice and guidance for the appropriate resolution of conflict with external staff. • Supports the Head of Curriculum, Pedagogy & Professional Development to develop a collaborative and high functioning team.
Projects and initiatives are managed effectively and in accordance with the Annual Plan.	• Acts as project manager for planned projects and initiatives according to the Annual Plan. • Ensures team members clearly understand the team and individual projects, priorities and timeframes for planned work. • Ensures services follow established priorities, procedures and processes. • Ensures any direct reports provide support and contribute to the planning and resources to achieve the annual plan. • Collaborates with the wider Team Leaders on projects and initiatives.
Plans, reports, systems and processes are reviewed and completed in collaboration with key team members and stakeholders.	• Drafts proposals on projects and initiatives that require budgeting. • Generates and reports updates to the Head of Curriculum, Pedagogy & Professional Development. • Engages and collaborates with external partners on projects and initiatives. • Liaises with Administration to ensure team member leave applications are processed. • Consults with the Head of Curriculum, Pedagogy & Professional Development and HR on staff matters when required.

	• Assists Corporate Services with recruitment related to their team, including interviewing and reference checking candidates as required. • Makes requests or recommendations for property and equipment repair, replacement or purchase to the Head of Curriculum, Pedagogy & Professional Development. • Reviews systems and services in collaboration with the Head of Curriculum, Pedagogy & Professional Development and Best Practice Leads so that they are nationally consistent, effective, responsive and up to date.

Dimension Two – Professional Leadership

Best Practice Lead leads professionally, in alignment with the strategic direction and in a manner that improves learning for all ākonga.

Criteria	**Key Tasks/Indicators**
Professional leadership throughout the organisation is effective, functional and based on integrity and respect.	• Builds and role models trusting relationships through active listening, caring for others, and demonstrating personal integrity. • Assists in the development and delivery of professional learning for staff. • Conducts themselves with exemplary practice, and is a role model to others. • Effectively 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.

	• Empowers and encourages staff in their personal and professional growth, ensuring they feel supported in their roles.
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.	• Drives and models behaviours in a way that articulates, supports and furthers the organisation's mission, vision and strategic direction. • Collaborates with the Head of Curriculum, Pedagogy & Professional Development 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. • Reviews 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.
Leadership in change management is evident throughout the organisation.	• Leads and drives a philosophy that recognises the importance of ongoing innovation and change. • Ensures changes are implemented smoothly in a way that is most likely to lead to the adoption of new practices. • Is a subject-matter-expert in their area of responsibility, enabling any change to be informed by best practice and communicated effectively.

	• Understands and harnesses that change on a large scale invariably needs a team approach to leadership. • Competently communicates the rationale for any change and encourages conversations, ensuring all staff feel heard in relation to their concerns and questions. • Leads and supports staff development that results in positive and meaningful change. • Has knowledge of the ongoing conditions needed to support shifts in teaching practice. • Monitors and assesses 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 Three – Professional Relationships and Values

The Best Practice Lead 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.	• Leads and engages in ethical, respectful, positive and collaborative professional relationships, based on bi-lingual pedagogy with: • Ākonga

	• Teaching colleagues, support staff and other professionals • Whānau and other carers of ākonga • Agencies, external stakeholders, groups and individuals in the community • Leads a team-focused ethic and contributes to the cultural life of the organisation. • 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 organisation.
There is commitment to promoting the emotional, mental and physical wellbeing of all persons within Ko Taku Reo Deaf Education New Zealand.	• Promotes and leads 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. • Collaborates and co-ordinates 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 others' confidence in culturally responsible practice, as well as their own. • 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. • Leads and 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 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 Head of Curriculum, Pedagogy and Professional Development.	• 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.

Dimension Four – 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 and interprets relevant national, local and school assessment data. • 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

- Teaching Degree/Diploma
- Current Teacher Registration

Professional Competencies

Essential

- Recent coaching and mentoring 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
  - 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