

Ko Taku Reo Deaf Education New Zealand

Generic Job Description – Resource Teacher of the Deaf

Standard 1	Ngā Tohu (he tauira) Elaboration of the Standard	Performance Outcomes
<p><u>Te Tiriti o Waitangi Partnership</u></p> <p>Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership and practice in Aotearoa New Zealand.</p> <p>(RTC 3,10)</p>	<p>a) Specifically and effectively address the educational aspirations for Māori learners, displaying high expectations for their learning, so Māori achieve educational success as Māori.</p> <p>b) Demonstrate respect for the histories, heritages, languages and cultures of both partners to the Treaty of Waitangi/te Tiriti o Waitangi.</p> <p>c) Practice and develop the use of te reo Māori me ngā tikanga.</p>	<p>Respects the rights of students to have their own beliefs, values, language and culture</p> <p>Uses effective approaches to communicate and engage with families/whanau about their child’s learning, aspirations and progress. (Engages with family/whanau of deaf/Māori students)</p> <p>Maintains high expectations of Deaf, Māori and Pasifika learners succeeding, and encourages them to take responsibility for their own development and learning</p> <p>Through Ako co-construct learning plans and consciously use pedagogy that engages Deaf, Māori and Pasifika learners and caters for their needs</p> <p>Actively works towards achieving equitable outcomes for Deaf /Deaf Maori students. (Provides for facilitating a connection to the deaf Māori communities)</p> <p>Promotes socio-cultural connections through local Iwi, Keep In Touch Days, and immersion courses and at distance technology.</p> <p>Demonstrates an understanding of te Ao Māori (Māori world view), including tikanga and te reo Māori</p>

Standard 2	Ngā Tohu (he tauira) Elaboration of the Standard	Performance Outcomes
<p><u>Professional Learning</u></p> <p>Use critical inquiry, collaborative problem solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.</p> <p>(RTC 4,12)</p>	<p>a) Engage in professional learning and adaptively apply this learning in practice.</p> <p>b) Ensure an up-to-date knowledge of research, understandings and innovations related to content disciplines, pedagogy and wider education matters.</p> <p>c) Use evidence from a range of sources to engage systematically and critically in professional inquiry.</p> <p>d) Critically examine my own assumptions and beliefs, including cultural beliefs and how they impact on practice and the achievement of learners now and into the future.</p> <p>e) Seek and act on feedback from colleagues, learners and other education professionals.</p> <p>f) Engage in collaborative problem-solving and learning focussed collegial discussions.</p>	<p>Inquire into and reflect on effectiveness of practice in an on-going way, using evidence from a range of sources.</p> <p>Identifies own professional development opportunities and objectives to improve performance and communicates these to the appraiser when establishing performance expectations against the Job description, Ko Taku Reo’s Clear Expectations and Professional Standards.</p> <p>Explores, critiques and engages in dialogue around up-to-date findings in Deaf Education and Kaupapa Maori Education practices with colleagues</p> <p>Demonstrates knowledge of up-to-date research on national and local curriculum, assessment and learning that will support the deaf learner</p> <p>Actively updates skills in NZSL, visual communication strategies, English, and Te Reo Māori within the bilingual bicultural framework to support the student’s communication pathway</p> <p>Demonstrates engagement in ongoing professional learning:</p> <ul style="list-style-type: none"> ● Within the context of the curriculum ● Latest audiological technology ● Specific to deafness and well-being of students ● Specific to additional needs (as appropriate) ● Within the context of a bi-cultural heritage, informed by Treaty of Waitangi <p>Overall teacher judgments are based on a critical analysis of assessment tools, observations of the processes the student uses and conversations about learning.</p> <p>Teachers are mindful of their own frames of reference and how these impact on expectations and relationships</p>

		<p>Takes responsibility for their own professional learning in response to feedback from appraiser, colleagues, learners and other education professionals</p> <p>Uses open to learning conversations during professional dialogue as a framework for problem solving and learning focused discussions</p>
Standard 3	Ngā Tohu (he tauira) Elaboration of the Standard	Performance Outcomes
<p><u>Professional Relationships</u></p> <p>Establish and maintain professional relationships and behaviours focussed on the learning and well-being of each learner.</p> <p>(RTC 1,2,3, 5,11)</p>	<p>a) Engage in collaborative learning-focussed relationships with:</p> <ul style="list-style-type: none"> • parents/caregivers and families/whānau of learners • teaching colleagues, support staff and other professionals • agencies, groups and individuals in the community. <p>b) Work collegially and collaboratively in the pursuit of improving practice</p> <p>c) Communicate clearly and effectively.</p> <p>d) Communicate clear and accurate assessment and achievement information.</p>	<p>Collaboratively constructs learning goals/pathways with student, parents/caregivers, and other professionals.</p> <p>Families/whānau are informed, listened to and concerns are acted on</p> <p>Communication with families, whānau, colleagues and students is open, constructive, accurate and timely. It focuses discussion around the deaf student’s learning and social/emotional needs</p> <p>Demonstrates collaborative practices with everyone involved around the deaf student</p> <p>Meets regularly with other professionals to discuss the deaf students learning and social/emotional needs to improve effectiveness of practice</p> <p>Identifies and shares effective resources collaboratively</p> <p>Act as a facilitator to model and share strategies of inclusive practice with other professionals and support staff who work with deaf students</p> <p>Maintains communication with senior leaders and other professionals keeping all informed where appropriate</p> <p>Actively contributes and works collegially, to improve own and the Centre’s practice. (Contributes to working groups, projects and Centre wide activities where appropriate)</p> <p>Actively takes responsibility for/supports teachers with:</p> <ul style="list-style-type: none"> ● Knowledge about the impact of deafness on the development of language and learning ● differentiation and adaptation of national and local curriculum delivery ● formative and summative assessment ● Support/managing the classroom environment ● effective use of technologies ● cultural competencies ● visual strategies

	<p>e) Show leadership that contributes to effective teaching and learning.</p> <p>f) Undertake areas of responsibility effectively</p>	<p>Actively contributes to the review, evaluation and development of Ko Taku Reo school and regional curriculum programmes designed to support the needs of all deaf learners</p> <p>Contributes to staff meetings and syndicate meetings that progress the annual plan. Contribute to self-review of procedures.</p>
Criteria / Standard 4	Ngā Tohu (he tauira) Elaboration of the Standard	Performance Outcomes
<p><u>Learning-focused Culture</u></p> <p>Create and maintain learning-focussed environments which are collaborative, inclusive and safe.</p> <p>(RTC 2,3,7,8)</p>	<p>a) Establish and maintain learning-focussed relationships with learners where there is a shared ownership and responsibility for learning.</p> <p>b) Effectively engage learners as active participants in the process of learning.</p> <p>c) Demonstrate high expectations for the learning of each learner.</p> <p>d) Foster trust, respect and cooperation with and among learners.</p> <p>e) Demonstrate effective management of the learning setting which is physically, socially, culturally and emotionally safe.</p> <p>f) Create an environment where learners can be confident in their</p>	<p>Learner-focused relationships are developed enabling students and whanau to be active participants in their learning, defining their own goals, evaluating and reflecting on their progress.</p> <p>Support learners in developing skills in the key competencies prioritising self-management and student voice</p> <p>Encourage learners to confidently participate, take risks in their learning and share their success.</p> <p>High/realistic expectations for all students are demonstrated</p> <p>Modelling and sharing of strategies of inclusive practice to support the inclusion of the deaf learner in the school and class curriculum; communication, listening, viewing, identity and culture.</p> <p>Creates/contributes to a classroom environment that is: warm, welcoming and positive, inclusive, stimulating, and encouraging of collaborative learning</p> <p>Supports the behavioural guidelines, expectations and support systems of ākongā.</p> <p>Demonstrates an understanding of: Deaf culture and Tikanga Māori</p> <p>Promotes, respects and provides an environment that is physically, culturally, emotionally and socially safe for all.</p> <p>Demonstrates professional and ethical practice around confidentiality of student information, student data and referral and reporting procedures</p>

	<p>identity, language and culture and as citizens of Aotearoa / New Zealand.</p> <p>g) Meet relevant regulatory, statutory and professional requirements.</p>	<p>The Centre's policies, procedures, and annual management goals are understood.</p> <p>Professional Standards and Job Description indicators are reflected on and informs teaching knowledge and teaching practice.</p>
Criteria / Standard 5	Ngā Tohu (he tauira)	Performance Outcomes
<p><u>Design for Learning</u></p> <p>Design learning based on professional knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identity, language and cultures.</p> <p>(RTC 6,9,11)</p>	<p>Elaboration of the Standard</p> <p>a) Gather, analyse and use appropriate assessment information, identifying progress and needs of learners to design clear next steps in learning.</p> <p>b) Select teaching approaches, resources and learning and assessment activities based on a thorough knowledge of curriculum content and pedagogy.</p> <p>c) Design and plan approaches which reflect the bicultural</p>	<p>Engages and motivates deaf ākonga by planning and implementing appropriate quality programmes that are based on a thorough knowledge of National and Local Curriculum – Language, Literacy, Numeracy and Culture</p> <p>Implements assessment procedures as determined by Ko Taku Reo and records and analysis the outcomes</p> <p>Assessment for learning practices are well understood, analysed, shared and implemented with formative and summative assessments on-going</p> <p>Analyse and use the assessments in the schedule of assessment and triangulate these with other data such as the local school to make overall teacher judgement (OTJ) to set achievable goals with clear next learning steps, and monitors progress collaboratively with the IEP team</p> <p>Understanding of the social and cultural factors that may influence student learning is evident in planning, implementing and reflections on teaching and learning actions</p> <p>Demonstrates knowledge in practice of teaching strategies that are responsive to learning strengths and needs of students from diverse linguistic, cultural and socio-economic backgrounds.</p>

	<p>partnership in Aotearoa New Zealand and the local community.</p> <p>d) Design and plan approaches which demonstrate knowledge and understanding of social and cultural influences on learning.</p> <p>e) Be informed by national policies and priorities.</p>	<p>National policies and priorities are understood, can be articulated and are evident in assessment, planning, teaching and learning actions</p>
Criteria / Standard 6	Ngā Tohu (he tauira) Elaboration of the Standard	Performance Outcomes
<p><u>Teaching</u></p> <p>Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.</p> <p>(RTC 6,8,9,10,11)</p>	<p>a) Use an increasing repertoire of teaching strategies, approaches, learning activities, technologies and assessment strategies</p> <p>b) Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make connections with prior learning</p> <p>c) Enable learners to collaborate and self-regulate their learning, and develop agency</p>	<p>Understanding of the social and cultural factors that may influence student learning is evident in teaching and learning actions.</p> <p>Identify and apply a variety differentiation/adaptations/strategies in order to provide best access to the curriculum in an appropriate inclusive setting.</p> <p>Teaching practice reflects current knowledge of effective teaching and learning and modes of communication.</p> <p>Support students to use IT appropriately throughout curricula</p> <p>Applies a variety of visual and communication strategies to meaningfully engage learners</p> <p>Provides opportunities to make connections, apply new learning in different, and real life contexts, with sufficient opportunities for repetition and practice.</p>

	<p>d) Modify teaching approaches to address the needs of individuals and groups of learners</p> <p>e) Give regular and ongoing feedback and assessment information to learners and support them to use this information to guide further learning</p> <p>f) Support the educational aspirations, taking shared responsibility for these learners to achieve educational success as Maori.</p>	<p>Students are enabled to develop strong self-advocacy skills; awareness of personal strengths and learning needs, set goals and expectations, and to take responsibility for their own learning.</p> <p>Encourages a Growth Mindset for both students and teachers.</p> <p>Students are engaged through clear learning goals and regular specific feedback and feedforward discussions.</p> <p>Actively displays a genuine commitment to Maori learners success.</p>
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