

KO TAKU REO
Deaf Education New Zealand

Job Description / Performance Agreement

NAME:

POSITION: Early Childhood Pre-School Lead (Auckland)

TENURE: Permanent full time

RESPONSIBLE TO: Head of Early Years and Service Development

DIRECT REPORTS: ECE Teachers
ECE Teacher Aides

DIMENSIONS OF RESPONSIBILITY: Pre-School Service
Professional Leadership
Professional Relationships and Values
Professional Knowledge in Practice

DESCRIPTION:

The Early Childhood Pre-School Lead has full overview and responsibility for the on-site Pre-School at the Auckland campus. It is the responsibility of this person to fulfil licencing criteria of the Pre-School and reporting to the ECE Trust Board and the Ko Taku Reo Deaf Education New Zealand Board of Trustees. Please note that this role is based in Auckland.

SIGNED _____
Early Childhood Pre-School Lead

DATE _____

SIGNED _____
Head of Early Years and Service Development

DATE _____

DIMENSIONS OF RESPONSIBILITY

Dimension One – Pre-School Service

The pre-school service operates successfully, demonstrating effective and current approaches to teaching and learning that lead to positive outcomes for learners.

Criteria	Key Tasks/Indicators
<p>The Kelston pre-school operates successfully and within the terms of its ECE licence.</p>	<ul style="list-style-type: none"> • Holds responsibility for the day to day operations of the ECE service at the Kelston pre-school, working closely with direct reports and delegating to other ECE staff where necessary and in line with licensing criteria. • Contributes to requirements of renewing the ECE license in a timely manner to ensure the continuation of the service for all learners • Works with external stakeholders, where appropriate, to support the learning needs of the learners within the service. • Reports to the Head of Early Years on licence requirements. • Reports to the ECE Trust Board on policies and programmes, and contribute to strategic planning and overview of the ECE service. • Engages with internal and external evaluators in robust self-review of service, policies, procedures and programmes. • Keeps up to date with changes in legislation in ECE education and wider legislation around working with pre-school children.
<p>The operational and strategic overview of the provision of pre-school services is expertly lead and maintained, leading to positive outcomes for DHH children in Auckland.</p>	<ul style="list-style-type: none"> • Initiates, plans and manages policies and programmes which meet national requirements, are consistent with the organisation charter and strategic priorities, and which reflect a strong commitment to effective teaching and learning.

	<ul style="list-style-type: none"> • Has working knowledge of the ECE Trust Board strategic plan, vision and goals, and create annual plans to work towards achieving these. • Reports to the ECE Trust Board at regular times throughout the year, providing relevant information regarding the strategic plan. • Keeps records and reports on learners in accordance with the organisations requirements. • Maintains effective communication with Senior Leaders around the operational and strategic overview of the pre-school services. • Works with external stakeholders, families/whanau within the Auckland region to meet the needs for pre-school services.
<p>The pre-school team is led in such a way that demonstrates a thorough understanding of current approaches of effective teaching and learning in Early Childhood Education (ECE).</p>	<ul style="list-style-type: none"> • Understands the bi-lingual philosophy for the organisation, and how it transfers to the pre-school setting, ensuring all aspects of the programme uphold the philosophy whilst leading others in the fulfilment of this. • Demonstrates a competent knowledge of relevant curriculum, learning and assessment theory in an early childhood setting. • Is aware of and communicates current issues, initiatives and best practice in education, including Māori and Deaf education. • Demonstrates leadership and support in the professional development of the pre-school team to ensure current pedagogical knowledge in the area of ECE teaching and learning. • Contributes and leads others towards effective functioning of the ECE service, including its relationship with the parents and wider communities.

Dimension Two – Professional Leadership

The Early Childhood Pre-School Lead leads professionally, in alignment with the strategic direction and in a manner that improves learning for all ākonga.

Criteria	Key Tasks/Indicators
<p>Professional leadership throughout the organisation is effective, functional and based on integrity and respect.</p>	<ul style="list-style-type: none"> • 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. • Has an in-depth understanding of how to lead and develop a team. • Leads with exemplary practice, acting as a mentor for staff. • Effectively manages the delicate balance between supporting and challenging others. • Provides opportunities for professional conversations that help teachers to share expertise and strategies that improve student and outcomes. • Actively coaches and supports direct reports by providing feedback to teachers through professional conversations and regular documented classroom/practise observations. • Empowers and encourages staff in their personal and professional growth, ensuring they feel supported in their roles.
<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"> • Drives and models behaviours in a way that articulates, supports and furthers the School's mission, vision and strategic direction. • Collaborates with the Head of Early Years 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. • Leads and supports teachers to relate roles and tasks to the wider organisation's mission, vision and strategic direction. • Reviews how personal and departmental practice aligns with the mission, vision and strategic direction, suggesting improvements and implementing change.

	<ul style="list-style-type: none"> • Disseminates good practice in using assessment data to support future planning across the organisation. • Encourages all members of staff to recognise and fulfil their statutory responsibilities for all pupils.
<p>Leadership in change management is evident throughout the organisation.</p>	<ul style="list-style-type: none"> • 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 ensures all staff feel their concerns are genuinely listened to and understood. • 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.
<p>A proactive approach to problem solving is adopted by all, as they take steps to work through problems to create solutions.</p>	<ul style="list-style-type: none"> • 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

Early Childhood Pre-School Lead engages in appropriate professional relationships and demonstrates commitment to professional values.

Criteria	Key Tasks/Indicators
<p>Professional and effective relationships are established at all levels throughout the organisation.</p>	<ul style="list-style-type: none"> • Leads and engages in ethical, respectful, positive and collaborative professional relationships, based on bi-lingual pedagogy with: <ul style="list-style-type: none"> • Ākonga • Colleagues, support staff and other professionals • Whānau and other carers of ākonga • Agencies, external stakeholders, groups and individuals in the community (inc. local Deaf communities). • Leads a team-focused ethic and contributes to the corporate 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 school. • Leads by example using the organisations bi-lingual pedagogy when building relationships and working with DHH learners and colleagues.
<p>There is commitment to promoting the emotional, mental and physical wellbeing of all persons within Ko Taku Reo Deaf Education New Zealand.</p>	<ul style="list-style-type: none"> • Promotes and leads inclusivity throughout the organisation, ensuring all learners feel they belong.

	<ul style="list-style-type: none"> • 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 Syndicate teams to foster the pastoral care of ākongā. • 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.
<p>There is respect for, and commitment to best practice around all heritages, languages and cultures, including Bi Lingual Bi Cultural pedagogy.</p>	<ul style="list-style-type: none"> • 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, building this within their team. • 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 school culture.

<p>Staff are committed to ongoing learning, and leadership learning, engaging in both formal and informal professional learning and development in their professional practice.</p>	<ul style="list-style-type: none"> • Commits to developing personal skills in the use of NZSL. • Engages in the appraisal process for self and direct reports, setting up a regular cycle for review, ensuring documentation is complete, self-reflection/feedback 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 professional learning goals in consultation with colleagues. • Identifies and initiates learning opportunities to advance personal professional knowledge and skills. • Participates responsibly in professional learning opportunities within the learning community.
<p>Any additional tasks and/or responsibilities are completed, as requested by the Head of Early Years.</p>	<ul style="list-style-type: none"> • 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
<p>Learning programmes are appropriate, current and well suited to ākonga.</p>	<ul style="list-style-type: none"> • Conceptualises, plans and implements appropriate learning plans.

	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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 ākonga learn.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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. • Modifies teaching approaches to address the needs of individuals and groups of ākonga.

<p>The bicultural context of Aotearoa New Zealand is respected and promoted through teaching and learning.</p>	<ul style="list-style-type: none"> • 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.
<p>Assessment data is analysed and used effectively to inform feedback and improve learning outcomes.</p>	<ul style="list-style-type: none"> • Gathers formal and informal assessment information, using analysis to identify progress and ongoing learning needs of ākonga. • Uses assessment information to give regular and ongoing feedback to ākonga and whānau to guide and support further learning. • Analyses assessment information to reflect on and evaluate the effectiveness of teaching programmes and approaches. • Communicates assessment and achievement information to relevant members of the learning community. • Fosters involvement of whānau in the collection and use of information about the learning of ākonga.
<p>Critical inquiry and problem solving is utilised by teaching staff in their professional practice.</p>	<ul style="list-style-type: none"> • 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

- Current Teacher Registration
- Early Childhood qualification

Professional Competencies

Essential

- Recent teaching in experience in an early childhood setting
- 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
- Knowledge 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
- Skill in organisation and time management
- Excellent interpersonal skills, and diplomacy
- Excellent communication skills
- Skill and competence in IT
- Ability to support and lead change
- Ability to see the big picture and work with details
- Ability to think strategically, communicating and influencing at all levels
- Ability to build and sustain high trust relationships through distributive leadership
- Ability to lead and motivate a team and build leadership capability
- Ability to anticipate problems and to be proactive in problem solving
- Ability to 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