

# KO TAKU REO

## Deaf Education New Zealand

### Job Description / Performance Agreement

**NAME:**

**POSITION:** NZSL Tutor

**TENURE:** Permanent

**RESPONSIBLE TO:** NZSL Tutor Practice Co-ordinator

**DIMENSIONS OF RESPONSIBILITY:** NZSL Tutor Responsibilities  
Professional Conduct  
Professional Relationships and Values

#### DESCRIPTION:

The NZSL Tutor is responsible for delivering high quality NZSL and Deaf cultural responsiveness programmes to Deaf and Hard of Hearing (HoH) akongā, their whanāu and team members.

**SIGNED** \_\_\_\_\_  
NZSL Tutor

**DATE** \_\_\_\_\_

**SIGNED** \_\_\_\_\_  
NZSL Tutor Practice Co-ordinator

**DATE** \_\_\_\_\_

[NZSL Outline](#)

## DIMENSIONS OF RESPONSIBILITY

### Dimension One – NZSL Tutor Responsibilities

The NZSL tutor works in partnership with the educational team to meet and support learners' sign language needs.

Criteria	Key Tasks/Indicators
<p>NZSL learners' sign language needs are appropriately met and assessed.</p> <p><a href="#">NZSL</a></p>	<ul style="list-style-type: none"> <li>• In partnership with the educational team, plans appropriate programmes and adapts activities/materials to meet the needs of NZSL learners.</li> <li>• Plans/designs lessons and courses in response to assessment and feedback to best meet the needs of individuals and groups.</li> <li>• Supports the delivery of NZSL to students, staff and parents as identified and agreed on in conjunction with the educational team and students IEP plan.</li> <li>• Maximises effective learning opportunities through use of a variety of media that best meets the needs of individual students and groups (local/distance).</li> <li>• Utilises available resources to enhance the delivery of high interest NZSL programmes for learners.</li> <li>• Is an active participant in local team, tutor team and DEC-wide meetings. This may include call-back days.</li> <li>• Participates in additional student activities such as EOTC (KIT days, Speech Competitions, school trips and camps etc.).</li> </ul>
<p>NZSL Tutors collaborate with teachers in producing a streamlined curriculum and supporting learner assessment.</p> <p><a href="#">NZSL</a></p>	<ul style="list-style-type: none"> <li>• Supports the educational teams' on-going evaluation and assessment of learners as required e.g. observational feedback on student participation, and administration of the 'Assessing NZSL' Toolkit.</li> <li>• Responsively acts as a resource to teachers by finding opportunities to connect the NZ National Curriculum with the NZSL</li> </ul>

	<p>Curriculum and other local curricula i.e. Deaf Studies, Social-Emotional, Literacy.</p> <ul style="list-style-type: none"> <li>• Provides Deaf cultural links to support curriculum areas.</li> <li>• Is mindful of professional obligations associated with the role, including confidentiality both within and beyond Ko Taku Reo Deaf Education New Zealand.</li> </ul>
<p>Students, teachers, support staff and parents are supported in NZSL.</p> <p><a href="#">NZSL</a></p>	<ul style="list-style-type: none"> <li>• Shares Deaf bilingual/bicultural skills and knowledge with students, teachers, support staff and parents.</li> <li>• Lifts NZSL proficiency across all disciplines through supporting and leading educational team members' professional development e.g. workshops etc.</li> <li>• Influences positive bilingual/bicultural environments through collaboration and modelling of appropriate language, cultural and professional practices.</li> <li>• Uses 'Open to Learning' communication to: listen, reflect, take accountability for one's own behaviour and attitude, work to understand what is needed to negotiate and gain agreement and commitment from others.</li> <li>• Undertakes professional development to grow own NZSL skills, cultural knowledge and Deaf-specific technologies.</li> <li>• Contributes to the teams' ethos through respectful, constructive, collaborative and positive dialogue and relationships.</li> </ul>

## Dimension Two – Professional Conduct

The NZSL Tutor is professional, works in alignment with the strategic direction and in a manner that improves outcomes for all ākonga.

Criteria	Key Tasks/Indicators
Professional conduct is present throughout the organisation, creating a culture that is based on integrity and respect.	<ul style="list-style-type: none"> <li>• Builds trusting relationships through active listening, caring for others, and demonstrating personal integrity.</li> </ul>

<a href="#">NZSL</a>	<ul style="list-style-type: none"> <li>• Conducts themselves with exemplary practice, and is a role model to others.</li> <li>• Manages the delicate balance between supporting and challenging others.</li> <li>• Encourages and participates in opportunities for professional conversations that help to share expertise and strategies.</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> <p><a href="#">NZSL</a></p>	<ul style="list-style-type: none"> <li>• Supports and models behaviours in a way that articulates, supports and furthers the organisation's mission, vision and strategic direction.</li> <li>• Works with the NZSL Tutor Practice Co-ordinator to ensure tasks and deliverables align with the strategic direction of the organisation.</li> <li>• Works collaboratively with colleagues to embed the strategic direction into all areas of the organisation.</li> <li>• Assists in reviewing how personal and departmental practice aligns with the mission, vision and strategic direction, suggesting improvements and implementing change.</li> </ul>
<p>Competence in relation to change management is evident throughout the organisation.</p> <p><a href="#">NZSL</a></p>	<ul style="list-style-type: none"> <li>• Adopts a philosophy that recognises the importance of ongoing innovation and change.</li> <li>• Assists in change implementation that is focussed on a smooth transition to lead to the adoption of new practices.</li> <li>• Contributes within areas of speciality to ensure that change is 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>• Shows ability to communicate the rationale for any change.</li> <li>• Monitors the impact of the change and adjusts when needed.</li> </ul>

<p>Critical inquiry is engaged and a proactive approach to problem solving is adopted by all, as they take steps to work through problems to create solutions.</p> <p><a href="#">NZSL</a></p>	<ul style="list-style-type: none"> <li>• Systematically and critically engages with evidence and professional literature to reflect on and refine practice.</li> <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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### Dimension Three – Professional Relationships and Values

The NZSL tutor engages in appropriate professional relationships and demonstrates commitment to professional values.

Criteria	Key Tasks/Indicators
<p>Professional and effective relationships are established throughout the organisation.</p> <p><a href="#">NZSL</a></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 organisation.</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 organisation and participates as a member of internal and external committees and organisations, as appropriate.</li> </ul>

<p>There is commitment to promoting the emotional, mental and physical wellbeing of all persons within Ko Taku Reo Deaf Education New Zealand.</p> <p><a href="#">NZSL</a></p>	<ul style="list-style-type: none"> <li>• Promotes inclusivity throughout the organisation, ensuring all learners feel they belong.</li> <li>• Takes all reasonable steps to provide and maintain an environment that is physically, socially, culturally and emotionally safe.</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 able to be maintained.</li> </ul>
<p>There is respect and commitment to all heritages, languages and cultures within Ko Taku Reo Deaf Education New Zealand.</p> <p><a href="#">NZSL</a></p>	<ul style="list-style-type: none"> <li>• Takes responsibility for growing their own confidence in culturally responsible practice.</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> <li>• Develops understanding and use of tikanga and te reo Māori.</li> <li>• Has a good understanding (or is committed to developing an understanding) of Deaf Culture.</li> <li>• Is committed to improving the use of NZSL throughout the organisation.</li> <li>• Appreciates, respects and affirms others and works effectively with all to create a positive and collaborative 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> <p><a href="#">NZSL</a></p>	<ul style="list-style-type: none"> <li>• Commits to developing personal skills in the use of NZSL.</li> <li>• 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.</li> </ul>

	<ul style="list-style-type: none"> <li>• Identifies professional learning goals in consultation with colleagues and communicates these to the appraiser when establishing performance expectations.</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 NZSL Tutor Practice Co-ordinator.</p> <p><a href="#">NZSL</a></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 a negotiated timeframe.</li> </ul>

## Qualifications

### Essential

- Hold relevant qualification such as Deaf Studies Certificate or equivalent

## Professional Competencies

### Essential

- Have a thorough understanding of and experience of living with Deaf culture.
- Show competence in the use and understanding of New Zealand Sign Language, SLPI of Advanced or above.
- Knowledge and understanding of the core business of lifting student achievement and wellbeing
- Works effectively and in partnership with other team members across a variety of disciplines.
- Be knowledgeable about second language theories and putting NZSL linguistics into practical forms for the NZSL learner.
- Experience within Deaf and Hard of Hearing or Special Education settings
- Knowledge of the New Zealand Education sector
- Be sensitive to students and families from a variety of ethnic and religious cultural backgrounds.
- Have an ability to work in partnership with Deaf and hearing staff in order to teach and support the use and development of New Zealand Sign Language.
- Have an ability to work with education teams in creating and developing new activities and ideas for resources which may be produced by the Resource Centre.
- Demonstrate and apply understanding of the Principles of the Treaty of Waitangi to all aspects of programme development.
- Continue professional learning and development in relevant areas.
- Skill in organisation and time management
- Excellent interpersonal skills, and diplomacy
- Excellent communication skills
- Skill and competence in IT
- Ability to see the big picture and work with details
- 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