

KO TAKU REO

Deaf Education New Zealand

Job Description / Performance Agreement

NAME:

POSITION: Educational Interpreter

TENURE:

RESPONSIBLE TO: Assistant Head of School
Provision Lead Teacher

DIMENSIONS OF RESPONSIBILITY: Educational Interpreter Responsibilities
Professional Conduct
Professional Relationships and Values

DESCRIPTION:

The Educational Interpreter ensures effective communication in educational settings between teachers, Deaf/Hard of Hearing learners and hearing students according to the language level of the learner and the individual education plan.

SIGNED _____
Educational Interpreter

DATE _____

SIGNED _____
Head of Enrolled School

DATE _____

DIMENSIONS OF RESPONSIBILITY

Dimension One – Educational Interpreter Responsibilities

The Educational Interpreter supports teachers/specialists/tutors in a variety of classroom contexts through facilitating communication between teacher(s) and student(s).

Criteria	Key Tasks/Indicators
Student(s) and teacher(s) are supported through interpretation, to ensure clear and accurate communication of concepts and language.	<ul style="list-style-type: none"> • Interprets, then voices, teacher and student peer communication with Deaf student/s whose primary language is NZSL. • Provides interpretation for the teacher, clarifying and explaining instructions in NZSL ensuring the student/s understand concepts and language of the class. • Provides a voice for students so that they are active participants. • Uses professional judgement when interpreting to make adaptations to language to increase overall understanding. • Interprets in a range of settings, including small groups, 1:1 and whole class, and EOTC settings including community and integrated settings. • Follows the teacher's pedagogical approach, supporting play based and student-led learning programmes.
Teacher(s) and student(s) are supported in relation to curriculum delivery and device use.	<ul style="list-style-type: none"> • Uses initiative to enhance learning environments and delivery of curriculum. • Utilises a set of teaching and interpreter strategies to meet overall learner needs. • Supports and encourages students to be independent learners. • Meets physical needs of student/s whilst encouraging independence. • Assists with hearing devices and FM system use, where appropriate. • Assists/encourages students to use equipment and materials provided.

	<ul style="list-style-type: none"> Plans and prepares for interpreting assignments through the school year.
Student progress is reported accurately, with transparent communication between the Educational Interpreter and appropriate teacher(s).	<ul style="list-style-type: none"> Maintains reliable and accurate data related to students, as required. Maintains informal and/or formal records of student progress, as directed. Reports to the Teaching Team on student progress, while working toward individual goals. Contributes and presents information at IEP meetings as required. Contributes to educational reviews for students' achievement, if requested.
Relationships and communications with students are built in a positive, bilingual, bicultural learning environment.	<ul style="list-style-type: none"> Follows the SLIANZ Interpreter Code of Conduct. Maintains boundaries and a professional approach in relationships and interactions with students. Uses effective communication strategies to support teachers and other staff. Provides clear, effective modelling of the appropriate communication mode. Proactively collaborates with language/culture specialists at Ko Taku Reo Deaf Education New Zealand, when required, in the development of strategies and resources that support a bilingual bi cultural environment.
Positive strategies are implemented to assist in the management of student behaviour to create an environment that is safe, secure and organised.	<ul style="list-style-type: none"> Follows the school's behaviour management policies, philosophy and process. Understands students' behaviour levels and responds with appropriate attitudes and approaches to de-escalate behaviour. Seeks and responds positively to advice on student behaviour management. Interprets and supervises students during interval, lunchtimes and on EOTC events, as required. Recognises and informs the appropriate people and/or whānau of progress and changes concerning student wellbeing.

- Promotes student's social and emotional wellbeing, sharing with the Teaching Team.

Dimension Two – Professional Conduct

The Educational Interpreter 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"> • Builds trusting relationships through active listening, caring for others, and demonstrating personal integrity. • Conducts themselves with exemplary practice, and is a role model to others. • Manages the delicate balance between supporting and challenging others. • Encourages and participates in opportunities for professional conversations that help to share expertise and strategies. • Is open and responsive to professional conversations and feedback.
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.	<ul style="list-style-type: none"> • Supports and models behaviours in a way that articulates, supports and furthers the organisation's mission, vision and strategic direction. • Works with teachers to ensure tasks and deliverables align with the strategic direction of the organisation. • Works collaboratively with colleagues to embed the strategic direction into all areas of the organisation. • Assists in reviewing how personal and departmental practice aligns with the mission, vision and strategic direction, suggesting improvements and implementing change.
Competence in relation to change management is evident throughout the organisation.	<ul style="list-style-type: none"> • Adopts a philosophy that recognises the importance of ongoing innovation and change. • Assists in change implementation that is focussed on a smooth transition to lead to the adoption of new practices.

	<ul style="list-style-type: none"> • Contributes within areas of speciality to ensure that change is informed by best practice and communicated effectively. • Understands that change on a large scale invariably needs a team approach to leadership. • Shows ability to communicate the rationale for any change. • Monitors 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.	<p>In partnership with teachers;</p> <ul style="list-style-type: none"> • Systematically and critically engages with evidence to reflect on, and refine, practice. • Actively seeks input and feedback from 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 Educational Interpreter 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.	<ul style="list-style-type: none"> • Engages in ethical, respectful, positive and collaborative professional relationships with: <ul style="list-style-type: none"> • Ākonga • Teaching colleagues, support staff and other professionals • Whānau and other carers of ākonga • Agencies, external stakeholders, groups and individuals in the community • Has 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.

	<ul style="list-style-type: none"> • Transparently relays relevant information to other staff in a clear and concise manner as needed.
There is commitment to promoting the emotional, mental and physical wellbeing of all persons within Ko Taku Reo Deaf Education New Zealand.	<ul style="list-style-type: none"> • Promotes 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. • 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 and commitment to all heritages, languages and cultures within Ko Taku Reo Deaf Education New Zealand.	<ul style="list-style-type: none"> • Takes responsibility for growing their own confidence in culturally responsible practice. • Acknowledges and respects the languages, heritages and cultures of all. • Demonstrates commitment to the bicultural partnership in Aotearoa and a commitment to understanding of Te Tiriti o Waitangi. • 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.	<ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • 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 Provision Lead/Teacher.	<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.

Qualifications

Desirable

- Bachelor of Arts (BA) with a major in New Zealand Sign Language – English Interpreting
- Experience within Deaf and Hard of Hearing or Special Education settings
- Possible but not limited to course completion and qualifications;
 - Qualifications that add value and lift student achievement and wellbeing of Deaf/Hard of hearing students
- Has a current drivers licence

Professional Competencies

Desirable

- Experienced Educational Interpreter
- Experience
 - within Deaf and Hard of Hearing or Special Education settings
 - with, and awareness of, Deaf Culture and the Deaf community
- Skilled and competent in IT
- Organisational skills and time management
- Excellent interpersonal skills
- Openness and willingness to support change
- Ability to:
 - see the big picture and work with details
 - build and sustain high trust relationships
 - anticipate problems and to be proactive in problem solving
 - work flexibly to meet the needs of students

Personal Attributes

Essential

- 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
- 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