

KO TAKU REO

Deaf Education New Zealand

Job Description / Performance Agreement

NAME:

POSITION: NZSL Tutor

TENURE:

RESPONSIBLE TO: NZSL Services Operational Lead
NZSL Services Manager

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 Services Manager

DATE _____

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

	<p>feedback on student participation and use of NZSL Checklist.</p> <ul style="list-style-type: none"> • Responsively acts as a resource to teachers by finding opportunities to connect the NZ National Curriculum with the NZSL Curriculum and other local curricula i.e. Deaf Studies, Social-Emotional, Literacy. • Provides Deaf cultural links to support curriculum areas. • Is mindful of professional obligations associated with the role, including confidentiality both within and beyond Ko Taku Reo Deaf Education New Zealand.
Students, teachers, support staff and parents are supported in NZSL.	<ul style="list-style-type: none"> • Shares NZSL bilingual/bicultural skills and knowledge with students, teachers, support staff and parents. • Lifts NZSL proficiency across all disciplines through supporting and leading educational team members' professional development e.g. workshops etc. • Influences positive bilingual/bicultural environments through collaboration and modelling of appropriate language, cultural and professional practices. • 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. • Undertakes professional development to grow own NZSL skills, cultural knowledge and Deaf-specific technologies. • Contributes to the teams' ethos through respectful, constructive, collaborative and positive dialogue and relationships.

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"> • 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 the NZSL Tutor Co-Lead 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. • 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.
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.	<ul style="list-style-type: none"> • Systematically and critically engages with evidence and professional literature to reflect on and refine practice. • 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 NZSL Tutor engages in appropriate professional relationships and demonstrates commitment to professional values.

Criteria	Key Tasks/Indicators
Professional and effective relationships are established throughout the organisation.	<ul style="list-style-type: none"> • Engages in ethical, respectful, positive and collaborative professional relationships with: <ul style="list-style-type: none"> • Ākonga

	<ul style="list-style-type: none"> • Colleagues, support staff and other professionals • 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. • 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, as appropriate.
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.

	<ul style="list-style-type: none"> • 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. • 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 NZSL Tutor Co-Lead and/or NZSL Services Operational Lead.	<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.

	<ul style="list-style-type: none">• Performs additional duties in an efficient manner, to the required standard and within a negotiated timeframe.
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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.
 - 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
 - communication skills
- Skill and competence in IT
- Ability to:
 - see the big picture and work with details
 - 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