

KO TAKU REO

Deaf Education New Zealand

Job Description / Performance Agreement

NAME:

POSITION: Teaching and Learning Guidance Lead

TENURE: Permanent

RESPONSIBLE TO: Director of Education Services

DIRECT REPORTS: Nil

DIMENSIONS OF RESPONSIBILITY:

- Teaching and Learning Guidance and Support
- Developing professional relationships
- Fostering a culture of learning
- Identify challenges and address them in a variety of ways
- Designing and implementing comprehensive development plans for teachers
- Coaching middle leaders to grow their competency in classroom observations and challenging conversations
- Design systems and processes to manage teacher performance

DESCRIPTION:

The Teaching and Learning Guidance Lead will be responsible for teaching and learning guidance and support. The Teaching and Learning Guidance Lead will work closely with middle leaders to support observations, feedback and reflective practices and ensure rigor and accountability in their adherence to school systems. This position plays a crucial role in facilitating effective leadership across the school, reinforcing effective practices for teacher practice and meeting the Teachers Code and Standards and driving system and culture improvement within the school to best serve student needs and raise outcomes in wellbeing and achievement.

The Teaching and Learning Guidance Lead will support leaders in having courageous conversations aimed at lifting performance and improving student outcomes. They will also work with the Senior Leadership Team and the Director of Education Services (Teaching and Learning), to target areas of need and allocate time for team leads to support initiatives towards improved practices.

SIGNED _____
Teaching & Learning Guidance Lead

DATE _____

SIGNED _____
Director of Education Services

DATE _____

Dimension One – Professional Conduct

The Teaching and Learning Guidance Lead 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. • Participates in the development and delivery of professional learning for staff. • 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 professional conversations that help teachers to share expertise and strategies that improve student learning and achievement. • Is open and responsive to professional conversations and feedback.
All Teaching Teams 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. • Collaborates with Teachers, Provision Lead Teacher and Assistant Head of Enrolled School 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.

	<ul style="list-style-type: none"> • Works with Provision Lead 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. • Encourages all members of staff to recognise and fulfil their statutory responsibilities for all pupils.
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 and harnesses 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.
There is proactive approach to problem solving adopted by all, as they take steps to work through problems to create solutions.	<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 Two – Professional Relationships and Values

The Teaching and Learning Guidance Lead 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 Partner school colleagues Whānau and other carers of ākonga Agencies external stakeholders, groups and individuals in the community Has a team-focused ethic and contributes to the cultural life of the school. 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.

<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 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. • Engages with outside agencies and teams to foster the pastoral care of ākonga. • 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.

	<ul style="list-style-type: none"> • Appreciates, respects and affirms others and works effectively with all to create a positive and collaborative school culture.
Staff are committed to ongoing learning, and leadership 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, 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 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 or Assistant Head of Enrolled School.	<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 Three – 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
Learning programmes are appropriate, current and well suited to ākonga.	<ul style="list-style-type: none"> • Conceptualises, plans and implements appropriate learning plans. • 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 Deaf/HH 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.

	<ul style="list-style-type: none"> 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. Communicates assessment and achievement information to relevant members of the learning community.
The bicultural context of Aotearoa New Zealand is respected and promoted through teaching and learning.	<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.
Assessment data is utilised to inform programmes and inform school-wide best practice in teaching and learning.	<ul style="list-style-type: none"> Researches and inspects evidence to inform policies, practices, expectations, targets and teaching methods. Leads and participates in coordination around production and review of school policy and guidelines on assessment. Identifies plans to assist with putting in place individual pupil programmes.

	<ul style="list-style-type: none"> • Identifies individual programmes needed to meet the needs of all pupils and advise the Director of Teaching and Learning of priorities for expenditure and human resources. • Monitors pupil progress on a termly basis from teacher's ongoing assessments against key learning objectives, providing appropriate staff with summary information. • Communicates assessment and achievement information to relevant members of the learning community.
Critical inquiry and problem solving is utilised by teaching staff in their professional practice.	<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 Full Teacher Registration

Preferred

- Bachelor of Teaching or equivalent Teaching degree
- Post Graduate Diploma in Specialist Teaching (Deaf and Hard of Hearing)

Professional Competencies

- Recent teaching experience
- Experience
 - within Deaf and Hard of Hearing or Special Education settings
 - with, and awareness of, Deaf Culture and the Deaf community
- Knowledge
 - of the New Zealand Education sector
 - 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
 - organisation and time management
- Excellent
 - interpersonal skills, and diplomacy with internal and external stakeholders
 - communication skills
- Skill and competence in IT
- Ability to:
 - support and lead change
 - see the big picture and work with details
 - think strategically, effectively communicating and influencing at all levels
 - build and sustain high trust relationships through distributive leadership
 - lead and motivate a team and build leadership capability
 - anticipate problems and to be proactive in problem solving
 - work well under pressure

Personal Attributes

- 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 to staff and students
- Demonstrates initiative, energy and vitality