

# KO TAKU REO

## Deaf Education New Zealand

### Job Description / Performance Agreement

NAME:

POSITION: Educational Interpreter

TENURE: Permanent

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

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

- 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"> <li>• Builds trusting relationships through active listening, caring for others, and demonstrating personal integrity.</li> <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>
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"> <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 teachers 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>
Competence in relation to change management is evident throughout the organisation.	<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> </ul>

	<ul style="list-style-type: none"> <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>
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"> <li>• Systematically and critically engages with evidence to reflect on, and refine, practice.</li> <li>• Actively seeks input and feedback from 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>

### 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"> <li>• Engages in ethical, respectful, positive and collaborative professional relationships with: <ul style="list-style-type: none"> <li>• Ākonga</li> <li>• Teaching colleagues, support staff and other professionals</li> <li>• Whānau and other carers of ākonga</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> </ul>

	<ul style="list-style-type: none"> <li>• Transparently relays relevant information to other staff in a clear and concise manner as needed.</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>	<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>	<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>	<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 Provision Lead/Teacher.</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

### 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/whānau 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