

HEAD OF CULTURE AND LANGUAGE	
NAME	
TENURE	<ul style="list-style-type: none"> • 1 FTE • Permanent • Start Date:
PLACE OF WORK	Christchurch or Auckland
DEPARTMENT	Culture & Language
REPORTING TO	Deputy Principal – Culture & Language
DIRECT REPORT(S)	5
FUNCTIONAL RELATIONSHIPS	<ul style="list-style-type: none"> • Teachers • Managers and Team Leads • Cultural Advisors
TRAVEL	National as required
PURPOSE OF THE ROLE	<p>The role is dedicated to leading and developing a learning environment that is steeped in cultural responsiveness and linguistic diversity. One that celebrates Deaf Culture, promotes bilingualism (e.g. New Zealand Sign Language (NZSL), Te Reo Māori and English), and fosters inclusive, high-quality education for all students.</p> <p>This role ensures that cultural identity and language acquisition are central to the school's curriculum and community engagement.</p>

KEY ACCOUNTABILITIES	
Curriculum and Pedagogy	<ul style="list-style-type: none"> • Support the design, delivery, and evaluation of cultural programmes, including NZSL and additional languages where appropriate. • Ensure curriculum reflects Deaf Cultural perspectives and supports bilingual/bicultural learning. • Support innovative, inclusive teaching strategies that support diverse learners.
Staff Development and Support	<ul style="list-style-type: none"> • Provide professional learning and mentoring for teachers in culturally sustaining pedagogy and language development. • Support staff in developing fluency and confidence in NZSL, and understanding of various cultures of our ākongā, including Deaf Culture as a priority. • Lead a team of cultural advisors. Lead the Deaf Futures Group and Deaf staff meetings and be a conduit for shared understanding across the school.
Community and Cultural Engagement	<ul style="list-style-type: none"> • Foster strong relationships with Deaf communities, iwi, whānau and cultural organisations. • Organise cultural events, language weeks, and community workshops that celebrate linguistic and cultural diversity. • Act as a liaison between the school and external cultural/language bodies.
Assessment and Evaluation	<ul style="list-style-type: none"> • Support the monitoring of student progress in language acquisition and cultural understanding • Use data to inform teaching practices and programme development • Ensure alignment with national standards and Deaf education best practices.
Professional leadership throughout the organisation is effective, functional and based on integrity and respect	<ul style="list-style-type: none"> • Builds and role models trusting relationships through active listening, caring for others, and demonstrating personal integrity. • Assists in the development and delivery of professional learning for staff. • Conducts themselves with exemplary practice and is a role model to others. • Effectively manages the delicate balance between supporting and challenging others.

	<ul style="list-style-type: none"> • Encourages and participates in professional conversations with teaching staff to share expertise and strategies that improve student learning and achievement for ākongā. • Is open and responsive to professional conversations and feedback.
<p>All departments, teams and individuals with the organisation support the strategic direction to align practice with the best interests of learners, staff, and the community</p>	<ul style="list-style-type: none"> • Drives and models behaviours in a way that articulates, supports, and furthers the school’s mission, vision, and strategic direction. • Collaborates with the Senior Leader Planning and Engagement to ensure tasks and deliverables align with the strategic implementation plan. • Works collaboratively with colleagues to embed the strategic plan into all areas of the organisation. • Works collaboratively with Ko Taku Reo Deaf Futures Group. • Ensures plans take account of changing social, political, cultural, and economic trends. • Relates roles and tasks to the wider organisation’s mission, vision, and strategic direction. • Reviews how personal and departmental practice aligns with the mission, vision, and strategic plan, suggesting improvements and implementing approved changes as part of the implementation plan.
<p>Leadership in change management is evident throughout the organisation</p>	<ul style="list-style-type: none"> • Drives a philosophy that recognises the importance of ongoing innovation and change. • Ensures changes are implemented smoothly in a way that is most likely to lead to the adoption of new practices. • Is a subject-matter-expert in their area of responsibility, enabling any change to be informed by best practice and communicated effectively. • Understands that change on a large scale invariably needs a team approach to leadership. • Competently communicates the rationale for any approved change and encourages/facilitates conversations, ensuring all staff feel heard in relation to their concerns and questions • Supports and leads staff development that results in positive and meaningful change. • Monitors and assesses the impact of the change and adjusts when needed.
<p>A proactive approach to problem solving is adopted by leaders, as they take steps to work through problems and create solutions</p>	<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.

<p>Professional Relationships and Values</p>	<ul style="list-style-type: none"> • Engages in ethical, respectful, positive, and collaborative professional relationships with: <ul style="list-style-type: none"> • Ākonga • 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 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 school and participates as a member of internal and external committees and organisations.
<p>There is a commitment to promoting the emotional, mental, and physical wellbeing of all persons within Ko Taku Reo</p>	<ul style="list-style-type: none"> • Takes all reasonable steps to provide and maintain an environment that is physically, socially, culturally, and emotionally safe. • Promotes inclusivity throughout the organisation, ensuring all learners feel they belong. • 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 maintained.
<p>There is respect and commitment to all heritages, languages, and cultures within New Zealand</p>	<ul style="list-style-type: none"> • Takes responsibility for growing their own, and others' confidence in culturally responsible practice. • Has an excellent understanding of Deaf Culture. • Is committed to improving the use of NZSL across the organisation. • 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. • Appreciates, respects, and affirms others and works effectively with all to create a positive and collaborative school culture.
<p>Staff are committed to ongoing learning,</p>	<ul style="list-style-type: none"> • Engages in the appraisal process, ensuring documentation is complete, self-reflection is engaged, and that there is

<p>engaging in both formal and informal professional learning and development in their professional practice</p>	<p>progress towards and/or achievement of performance indicators.</p> <ul style="list-style-type: none"> • Identifies professional learning goals in consultation with colleagues. • Identifies and initiates learning opportunities to advance personal professional knowledge and skills. • Participates responsibly in professional learning opportunities within the learning community.
<p>Any additional tasks and/or responsibilities are completed, as requested by the Executive Principal</p>	<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 any negotiated timeframes.
<p>PERSON SPECIFICATION</p>	
<p>Qualification(s) and Technical Skills</p>	<ul style="list-style-type: none"> • Relevant leadership experience (minimum 4+ years) • Fluent NZSL • Full NZ Driver's License
<p>Experience and Knowledge Profile</p>	<ul style="list-style-type: none"> • Deep understanding of Deaf Culture and bilingual education principles • Proven leadership experience • Strong interpersonal and cross-cultural communication skills • Experience working in Deaf education setting • Knowledge of Te Tiriti o Waitangi and its application in education • Familiarity with inclusive education and multilingual learner support
<p>Key Competencies</p>	<p>Decision Quality / Sound Judgement Makes good decisions based on a mixture of data, analysis, experience and good judgement. Is sought by team members for advice, approval where applicable, and solutions.</p> <p>Planning Accurately scopes out timeframe, difficulties in tasks, resources required, sets objectives and goals, breaks down work into process steps and tasks; develops schedules and task/people assignment with thresholds for decision-making; reviews and measures performance and costs against goals and evaluates outcomes.</p> <p>Problem Solving / Analytical Skills</p>

	<p>Anticipates and adjusts plans for problems with pragmatism and a solution focus using rigorous logic; probes all probable sources and looks beyond the obvious for answers.</p> <p>Peer Relationships and Collaboration Professional relationships that provide for collaboration, consultation and professional growth. Excellent communication skills both written and verbal; builds excellent rapport, checks assumptions and open to the ideas of others.</p> <p>Interpersonal Savvy Excellent time management with ability to prioritise and multi-task. Reliable and efficient, adaptable, dynamic and articulate.</p> <p>Professional Integrity and Trust Accountable, reliable and transparent. Builds and maintains trust with direct and kind communication. Consistently takes personal and full responsibility. Authentic reflective practice.</p>
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SIGNED:

DATE:

(enter name)

Head of Culture and Language

(enter name)

Deputy Principal – Culture and Language