



Communication/Education Support Worker (C/ESW) **Job Description**

A Communication/Education Support Worker (C/ESW) is key in the growth and development of a Deaf or Hard of Hearing (D/HoH) student's learning through and of NZSL.

A person who is employed as a C/ESW for a student receiving NZSL@School funding will:

- Contribute to the provision of quality access to education by providing high-level support for teaching and learning through NZSL.
- Have the following characteristics: specialised knowledge, initiative and application of judgement.
- Work under the direction of the D/HoH student's classroom teacher and any other relevant stakeholders, directed by the classroom programme, the student's IEP and NZSL assessment goals where applicable.
- Actively participate in ongoing NZSL development provided by Ko Taku Reo specialist staff.

The duties to be performed by a C/ESW will be determined in partnership between the school of employment and Ko Taku Reo.

The C/ESW will be required to work closely alongside Classroom Teachers, SENCO, Specialist Staff members from Ko Taku Reo and parents and whānau to ensure that student learning needs are met.

Key Capabilities

Within the context of the role described in this document, the ideal applicant will be someone who has the following key capabilities:

- Understands and supports the Human Rights Commission report, 'A new era in the right to sign' – Human Rights Commission - Report of the New Zealand Sign Language Inquiry.
- Supports the strategic direction of the school of employment and Ko Taku Reo.
- Ability to effectively facilitate communication in a classroom setting and wider school setting using NZSL.
- Works as a team member to raise student achievement.
- Demonstrates effective interpersonal, organisational and problem-solving skills, including the ability to contribute as a member of a professional team and assist in the planning, preparation and implementation of education programmes and resources to enhance student support.
- Assist in liaising with teachers and other members of the D/HoH student's support team.
- Has a clear understanding of their role within the support team.
- Comprehensive knowledge and understanding of the Deaf community and its culture.
- Communicate sensitively and effectively with D/HoH students and adults.
- Understand the issues affecting D/HoH people and the diversity of needs in Aotearoa.
- Displays professional attributes; confidentiality, respect for student's dignity and rights to communication access.
- Be flexible and responsive in a changing classroom environment.
- High level written, oral and signed communication skills.

Student-based needs that a C/ESW supports:

Student need	Role of C/ESW in supporting student
Requires further unpacking or explaining of lesson content.	Unpack and explain new learning in NZSL. Provide examples and stories from their own or others' experiences to allow the student to make connections to real life. Checks for understanding and ensures learning is cemented. Shows a variety of ways to work through the learning, and may need to unpack content further using different techniques e.g. use of signs, drawing, pictures, stories.
Is developing use and knowledge of NZSL.	Is an NZSL language model* for the student. Increases and supports the students NZSL development. Partakes in PLD offered and actively seeks independent learning. Be willing to use NZSL proficiency testing, observations of practice and feedback from specialist Ko Taku Reo staff to guide future practice.
Requires material to access prior learning for revision for the student's own reference.	Records (written or pictorial) new learnings and reinforces previous learning. Communicates with parents/whānau to feedback learning foci as/when directed to by the classroom teacher.
Has additional behavioural issues.	Adheres to guidelines set by the school of employment.
Has additional learning needs.	Adheres to guidelines set by the school of employment. Actively seeks advice and learning from colleagues. Ie. Through the school network and/or through the C/ESW network.
Requires cohesive support from all stakeholders that work towards the completion of goals as identified in student's IEP and NZSL assessment (as applicable).	Attends IEPs and helps stakeholders to form goals. Supports the student to work towards the achievement of these goals. Supports the student to achieve the goals identified from the NZSL assessment.
Developing Deaf identity and understanding of Deaf culture.	Initiates and supports access to Deaf culture and identity. Understands and promotes Deaf culture. Partakes in PLD offered and actively seeks independent learning.
Requires support in communicating with teacher and peers.	Uses NZSL to communicate to the D/HoH student what the teacher and hearing peers are saying. Uses spoken English to communicate to teachers/peers the D/HoH student's expressive NZSL communication.

*A language model provides students with correct models of NZSL and supports the student to understand and use NZSL to communicate. They actively use NZSL throughout the school day and with other NZSL users to allow the student to see the language in use.

These activities are not exhaustive and other relevant activities may be performed by the C/ESW provided that such activities are appropriate having due regard to the classification, nature and purpose of the position.