NZSLTA Hui 2018

Professional Development Programme

Mentoring Programme

Auckland

26 - 28 October 2018



#### **Executive Summary**

1. A Hui with 60 New Zealand Sign Language Teachers Association (NZSLTA) members gathered on the Whangaparaoa Peninsula for two days in October 2018. Members travelled from throughout New Zealand and included new and experienced NZSL Tutors. The main focus of the Hui was to develop a professional development plan.
2. Through a facilitated process participants engaged to understand upcoming changes occurring and to identify the changing learning needs of their students in order to position their thinking on our professional development needs in the future.
3. Changes to the world of learning include the utilisation of more student-led approaches, improved attitudes around NZSL and a greater range of technology and resources. In five years from now NZSL will become the norm. There may be changes to the number of fluent signers, and those who are learning today may well become tutors in the years to come.
4. To future proof NZSL teachers/tutors, we need to commit to a system that will support me, my peers and the Deaf community. This includes professional development, mentoring and more collaboration.
5. NZSL tutors are spread throughout New Zealand with the majority in the Northern region. They teach in diverse locations including schools, universities, community classes, with families, and through their own private businesses. Technology has changed the nature of NZSL teaching and assessment.
6. NZSLTA members require ongoing training on a range of topics including NZSL grammar, professional practice, operating a business, use of technology, teaching and using resources, planning programmes, Māori concepts, Deaf Studies and sector information.
7. Access to professional development needs to take place through a variety of mechanisms including online learning, local/regional face to face workshops, conferences and by observing other teachers.
8. There needs to be a conference every two years, with regional workshops occurring 2-3 times each year and webinars occurring monthly.
9. Partner organisations including the Deaf Education Centres, Merge NZ, First Signs, AUT/VUW and experienced teachers have the combined expertise required to provide teaching sessions to NZSL Teachers.
10. Two types of mentoring programme need to be developed. One is an expert based model where a mentee can contact an expert to receive tuition on a specific topic as a one off session. The second is the Tuakana-Teina model where an experienced tutor provides regular peer mentoring for one year.
11. NZSLTA needs to build capacity to implement its strategic plan. People contracted to undertake work for NZSLTA require coordination and leadership as a team.

#### Recommendations

In maintaining and growing a professional NZSL teaching/tutoring system in New Zealand, overseen by the New Zealand Sign Language Teachers Association, the NZSL Board can greatly assist in strengthening this area by enabling NZSLTA to:

1. **Support** the adoption by NZSLTA the strategic plan outlined in Appendix 1
2. **Implement** the development and delivery of the Professional Development and Mentoring Plan through the development of the programme and its ongoing coordination
3. **Strengthen** NZSLTA’s ability to achieve its mission.

#### Introduction

1. The NZSLTA Hui took place in the Peter Snell Youth Village on Whangapararoa Peninsula on 26 – 28 October 2019. The Acting Executive Committee opted for a camp style hui to reflect the traditional nature of NZSLTA and their NZSL Camps. It also meant participants were together in one location enabling further networking and natural mentoring opportunities.
2. The ‘Marching Forward’ theme was adopted to enable participants to reflect on themselves as individual tutors and as a collective of tutors and to recognise the changing needs and learning styles of their students. This allowed tutors to determine what is required to enable them to be effective as NZSL teachers in the future. This became the foundation of a potential Professional Development Plan.
3. Rachel Noble of ENNOBLE facilitated the discussion with the assistance of the outgoing President and the acting Executive Committee members. Joel Young from New Insight assisted with the design of one activity to assist with our thinking about the future of NZSL teaching, moving beyond what we know and do today.
4. All NZSLTA Members were invited to attend. To promote the hui advertising material was posted in the NZSLTA Hub on Facebook and emails were sent to all members. Members outside of Auckland region were offered a $350 flight subsidy. Vans and cars were hired to transport people from the airport to the camp in Whangapararoa.

Those living in the Auckland/Waikato/Northland region were offered petrol vouchers based on their distance from the campsite on the basis that there were two or more people in each car. As the evening meal on Friday was not provided by the camp, each participant was given a $20 voucher to cover the cost of buying a meal on the way to camp.

Unfortunately, in the week prior to the hui five participants withdrew for health and personal reasons. Despite our best efforts we were only able to organise for one ticket to be used by another tutor. The other tickets were non-refundable.

1. In all there were 61 participants on Saturday and 59 on Sunday. Five participants were hearing. Seven identified as Māori and one as Pasifika. Two people attended for the day only on Saturday and one on Sunday.
2. The NZSLTA Biennial General Meeting took place on Saturday evening. All participants attended (expect one who was unwell). An election took place for the new Executive Committee for the next two-year term.
3. This report outlines the deliberations of the Hui, the development of the professional development plan, a mentoring plan and a proposal for the structure of NZSLTA going forward.

#### Setting the scene

1. It was necessary, in order to understand the global space NZSL teachers currently operate within, to spend time setting the scene which reflects on what is happening today, and also what changes we are observing and what we may experience in the future.
2. To establish the framework for the hui, Josje Lelijveld from Dunedin gave a presentation on the role of professional development within her own NZSL teaching career. She outlined the importance of being reflective and seeking professional development opportunities. She described how this benefited her as a professional tutor and on a personal level.

Josje talked about what was not available to her that would have been beneficial including access to mentors, role models, resources and professional development specific to teaching NZSL.

1. Karla Smith presented information gathered at the earlier NZSLTA Think Tank session from 2017 which highlights the current nature of the environment the NZSLTA members are currently working in.
   1. NZSLTA has 124 members. Approximately 20 are Māori, and 3 are Pasifika. There are younger NZSL Tutors emerging too. Most tutors are based in the northern region, while those in the central and southern regions are more spread out.
   2. Teaching takes place in schools, with families, in universities, community classes and through private businesses with a few tutors also undertaking academic research.
   3. Learners include D/deaf children, whanau/family members, teachers and others who work with D/deaf children, future NZSL interpreters, D/deaf and Hard of Hearing adults, workplaces, university students, service providers including Police, hospitals etc. and the hospitality sector including cafes, hotels and restaurants. Learners come from different ethnic communities including migrants from overseas.
   4. Learners are demanding more diverse and flexible means of accessing NZSL tuition including utilising face to face one on one in classes and in social settings as well as online. Many learners will take a blended approach to learning NZSL. Often families like to learn together (First Signs Deaf Aotearoa) as do community or educational groups.
   5. Learners want to access NZSL resources and learning material on line. Currently this includes Learn NZSL, Thumbs Up, Online NZSL Dictionary, NZSL Week resources as well as resources and material through different websites including the Deaf Education Centres. It cannot be assumed that all learners have access to the internet (especially families and those living in economically challenged circumstances).
   6. Teachers have access to modern technology when teaching including social media, websites, Glide, video mail, Skype, Zoom, EditView and GoReact. They have the ability to store resources in Cloud.
   7. The increase in access to online resources for students brings with it changes in what they expect from class. This is moving towards what people need to know in order to have effective conversations. It depends on the context for the learner. The increase in access to online resources for students brings with it changes in what students expect from learning vocabulary in class by moving towards what people need to know in order to have effective conversations. Resources are available for the learner to access vocabulary learning opportunities in between face to face tuition time.
2. The history of professional development opportunities for NZSL teachers was outlined by Victoria Lessing. This presentation demonstrated how NZSL teachers have historically adapted to changing technology and adapted to the move from solely community class-based programmes to a range of programmes including academic, family and school-based programmes and more.

Regular biennial conferences were organised by NZSLTA with a professional development focus, including profRessional development opportunities for teachers.

1. NCEA. Sarah Cameron and Nirvana Graham from the Deaf Education Centres updated participants on the current status of NZSL as an NCEA subject. This was organised in response to numerous requests from members including those in regions who are being asked by schools to assist.

An outline of the NZSL NCEA unit standards was given together with an update on the classes being provided to students via the Deaf Education Centres.

Future opportunities were highlighted including the need to mentor and coach more teachers to work with NCEA Units and for schools to partner with NZSL tutors. E-classrooms and immersion block courses are emerging too.

Young people currently studying NZSL are potential NZSL teachers.

1. Rachel McKee explained where things are with the Sign Language Proficiency Interview (SLPI) project. It has been used within the education sector, however it is not clear where things will lead in the future.
2. An update on System Transformation, the Ministry of Health led project currently underway in the mid central region, was provided by Sonia Pivac with a focus on its potential impact on NZSL Tutors.

The programme is currently acting as a prototype for its potential roll out throughout New Zealand. There are changes to the way people can decide how they wish to access services and resources in order to have a good life. This means it is probable that there will be calls for more NZSL tuition to happen in a variety of ways. However, it also brings risks in that more people will decide they can provide NZSL Classes.

#### Role of Professional Development

1. An interactive series of exercises allowed groups to explore a number of questions to assist with engaging hearts and minds towards the development of the NZSLTA Professional Development Plan. The questions posted to each group allowed for robust conversations enabling more understanding of the variety of situations NZSLTA tutors teach in and the challenges all will face.
2. The outcome of the collaborative discussions are summarised below.
   1. Three things have changed in the world of learning:

* student-led learning approaches
* attitudes around NZSL
* technology and resources.
  1. For learners in 5 years from now:
* NZSL will become the norm
* the number of fluent signers may increase or decrease (different group responses)
* there will be more opportunities for learning NZSL
* learners of today will become tutors in 5 years from now.
  1. To future proof ourselves we need:
* to commit to a system that will support me, my peers and the Deaf community
* professional development
* mentoring
* collaboration.

#### Professional Development Programme Design

1. Continuing with the same groups and with agreement that Professional Development was critical for NZSLTA tutors in the future, participants were asked to design the future NZSLTA professional development programme. Groups were asked to consider who, how, where, what and when professional development may occur.
2. As the responses were recorded on large paper and presented to the full group it was possible for all participants to engage. Paper was displayed on the walls in the room and each participant was given 5 stickers to place on any idea or strategy they felt was a priority going forward. This allowed us to identify priorities to inform the development of the Professional Development Plan.
3. **What** identified content including grammar, professional practice, operating a business, technology, teaching and using resources, planning programmes, Māori concepts, Deaf Studies and sector information.
4. For **how** to access ongoing professional development, participants identified a range of methodologies including online learning, local face to face workshops, conferences and by observing other teachers. It was also suggested that those attending outside professional development opportunities can share their learnings with others.
5. **Where** members wish to access professional development include the use of webinars, regional workshops and through conferences.
6. For **when** it was suggested that webinars should take place monthly, regional workshops 2-3 times per year and with the conference taking place every two years.
7. As for **who** it was suggested that experienced tutors should be used to teach or co-teach programmes. Partnering with Merge, the Deaf Education Centres, First Signs (for working with families) and AUT/VUW was seen as a positive way to share knowledge and expertise. It was suggested that Peer Support Networks should be encouraged too, particularly at regional levels.
8. Panels to provide feedback to tutors were also suggested, with panel members including students, employers and other tutors to provide multiple perspectives. The information gathered mirrored the feedback received from employers of NZSL tutors.
9. The NZSLTA Executive Committee reviewed the plan during their January 2019 face to face meeting. The plan was then consolidated and approved for implementation (see Appendix 2).
10. The information gathered mirrored the feedback received from employers of NZSL tutors.
11. It is proposed that NZSLTA recruits a short-term contractor to develop the professional development programmes. With these programmes NZSLTA will then be in a position to recruit a coordinator to deliver the programme nationally. See Appendix 4 for the Professional Development and Mentoring Workplan 2019 – 2024.

#### Mentoring Programme Design

1. After a discussion on what mentoring is and how it is potentially useful to NZSL tutors, three presentations provided different mentoring models suitable for organisations and groups like NZSLTA. These were:
   1. Tuakana-Teina Mentoring programme as provided by the Sign Language Interpreters Association of NZ (SLIANZ).

Rose Butler-Stoney and Rebecca Curtis introduced the programme which is still being developed within SLIANZ. It offers a two-way mentoring model where an experienced interpreter (Tuakana) is matched with a new graduate (Teina).

The programme is designed to allow both to gain from the process which encourages mutual reflection, learning and growing for both the Tuakana and Teina. The focus is on skill mentoring, emotional wellbeing, logistical information sharing and professional mindfulness.

Key to the programme is that it is adaptable, changeable, flexible and reviewable in terms of meeting styles/times between the Tuakana and Teina.

Currently the programme is available to new graduates, however SLIANZ aims to expand this programme to include peer to peer mentoring.

* 1. IT Professionals NZ (ITP) is a community of people who work with IT (computers, technology, computer related education). They act as the authoritative voice of the IT professional that leads professional development and practice in IT.

The ITP Mentoring programme aims to help new people develop and for mentors to develop their mentoring and leadership skills. The mentors provide an opportunity for mentees to reflect on their work.

The mentoring process is formal. The mentee contacts ITP to be matched. At the first meeting goals and needs are identified, a plan is made and regular meetings take place 10 times over the next 12 months either face to face or via Skype.

Mentors do not provide advice, but help people make their own decisions to achieve their own goals.

* 1. The Music Managers Forum (MMF) acts as a collective voice for music managers and self-managed artists. Their aim is to grow artist manager businesses through education, networking and advocacy. They are part of the International Music Managers Forums network.

MMF issues weekly newsletters and holds seminars, speed networking events, professional development and a Music Month Summit (conference).

The MMF Mentoring Programme offers one to one mentoring sessions on a range of topics. Mentors are recognised as experts in their area (i.e. touring, bookings, contracts, marketing, publicity, company structure, general artist management). Mentors are listed on the website along with their area of expertise.

The person who wants to access mentoring clicks the mentor on the website directly or contacts the MMF manager for referral. They then meet for one hour only face to face or on Skype.

Mentors assist with decision making processes and do not give advice.

1. Following the presentations, groups were asked to discuss if they thought NZSLTA should establish a mentoring programme and if yes, what it should look like. Groups then presented their design ideas to the full group.
2. The members of NZSLTA see the establishment of the Mentoring Programme as an important role for NZSLTA. There was a strong preference for both an expert mentoring programme and a tuakana-teina style programme.
3. This feedback was collated and informed the development of the NZSLTA Mentoring Plan.
4. The Mentoring Plan was reviewed and confirmed by the NZSLTA Executive Committee during their January face to face meeting (see Appendix 3).
5. It is proposed that NZSLTA recruits a short-term contractor to develop the mentoring programmes and to design a training course for mentors. With these programmes NZSLTA will then be in a position to recruit a coordinator to deliver the programme nationally. See Appendix 4 for the Professional Development and Mentoring Workplan 2019 – 2024.

#### Delivery of the Professional Development and Mentoring workplan and budget

1. Under the direction of the NZSLTA Executive Committee it was proposed that the work development of the professional development programme and the mentoring programme should occur concurrently. It was also their preference to have the same person developing the programme and in turn, coordinating them.
2. It is expected that this person will work closely alongside the Communications Coordinator to ensure information is shared effectively with the community.
3. Initially NZSLTA will need to recruit a contractor for 10 hours per week for 4 months to develop the programmes. Once developed a Professional Development and Mentoring Coordinator is required to roll out and deliver the programme itself. The proposed job description for the Professional Development and Mentoring Coordinator can be seen in Appendix 6.
4. The proposed budget includes three sections. The first six months involves the recruitment and appointment of a short-term contractor to develop the programmes and to make necessary arrangements/agreements to enable it to be delivered. This stage also allows the contractor to purchase a laptop with livestreaming functionality including necessary software or licencing to enable webinars to screen. In total this will require an investment of $9,393 and $11,943.
5. The Coordinator will deliver on the predeveloped programme annually. This includes the delivery of webinars, regional workshops and the mentoring programmes. In total it is expected the Coordinator will be contracted for 10 hours per week by NZSLTA. Annually the cost will be $68, 980, over five years $254, 900.
6. The biennial conference is due to occur in 2020 then again in 2022. Each conference requires an investment of $30,000 to enable it to offer a comprehensive programme to NZSL and enable teachers to attend.

#### NZSLTA BGM

1. The Biennial General Meeting (BGM) for NZSLTA took place on Saturday evening. There were 54 members present.
2. Reports were presented and accepted. It was acknowledged that NZSLTA has experienced a difficult two years yet there was a feeling of renewal and moving forward with a clear purpose.
3. The Election of Officers process saw eight members stand for five positions on the Executive Committee.
4. The new NZSLTA Executive Committee members are Candice David (Central), Victoria Green (Southern), Susie Ovens (Northern), James Pole (Northern) and Ruth Sullivan-Whyte (Southern).

In accordance with the Constitution the new Committee selected Victoria Green as President.

#### Development of the NZSLTA Strategic Plan

1. Following the design process for the professional development and mentoring programme and the NZSLTA BGM, those attending the hui were invited to discuss the proposed NZSLTA Strategic Plan 2019 – 2024.
2. The initial version of the vision, mission, values and strategic areas were developed by the NZSLTA Think Tank in 2017.
3. A few amendments were suggested which were accepted by all present.
4. The new NZSLTA Executive Committee adopted the plan in January 2019 (see Appendix 1).

#### NZSLTA Constitution

1. Leading up to and during the BGM it was recognised that the Constitution required updating. The procedures for hosting a BGM including the remit process was unclear. The Department of Internal Affairs have expectations on what should be in a constitution including a dispute resolution process. The Department also offers an alternative approach for auditing accounts for smaller societies.
2. It was determined that updating the Constitution needed to take place after the BGM with the new Executive Committee.
3. ENNOBLE and one of the Executive Committee members led the process of revising the Constitution using the Incorporated Societies template as a tool to ensure all requirements were present. This was presented to the Executive Committee during their January face to face meeting where further adjustments were made.
4. Clarity was sought from the Ministry of Social Development around the clause related to audits to ensure NZSLTA will be able to continue accessing funds from the NZSL Board in the future.
5. The draft new constitution for NZSLTA is now ready for consultation with its members through a series of three regional workshops. It is hoped that this will take place as soon as possible.

#### Future Governance Structure of NZSLTA

1. As part of this project ENNOBLE understood there was need to review the structure of NZSLTA to determine if there was a better way to achieve its objectives.
2. An investigation demonstrated that all membership organisations in New Zealand are incorporated societies.
3. A conversation with Linda Noble, CEO of Governance NZ, indicated that the structure of NZSLTA currently is correct for the nature of its organisation as a professional body with members.
4. In conclusion, ENNOBLE determined that the structure of NZSLTA is appropriate for the purpose of the organisation. What is required though is an internal culture shift beginning at governance level with a clearer understanding of the Executive Committee’s role as leaders of the organisation rather than acting as managers.

The January Executive Committee meeting allowed this discussion to take place with the new Committee members.

Monthly Zoom meetings now take place allowing the momentum to continue.

The revised Constitution will also facilitate this culture shift. The new Strategic Plan drives it and with ongoing mentoring NZSLTA will be in a position to move forward and to deliver.

#### Future internal structure of NZSLTA

1. Traditionally NZSLTA employed a National Administrator whose role was to oversee its administrative, communications, finance and developmental functions. From mid-2015 the finance administration role was also in place.
2. Due to funding difficulties the National Administrator’s role was disestablished in March 2018 leaving NZSLTA with the Finance Administrator only. This role oversaw the membership register as well as its finances. The National Administrator’s role was filled by individuals with basic administrative skills and was very generalist in nature.
3. Contracts with the NZSL Board enabled NZSLTA to contract an external company to undertake tutor training programmes for its members. The TeachSign website was upgraded through a funding grant obtained by the NZSLTA Northern Branch.
4. The acting NZSLTA Executive Committee made the decision to move toward a contracting model as the overheads related to the employment of very part time staff members was costly and there were some additional risks. A Human Resource adviser assisted with the development of new contract agreements and reviewed job descriptions to ensure they are current.
5. Going forward to meet its strategic objectives and outcomes the proposed functions of NZSLTA include:
   1. Professional Development and Mentoring Programmes
   2. Communications with internal and external audiences
   3. Maintenance of the TeachSign website and resources
   4. Effective governance and effective operational practices including liaison with the Registration Advisory Panel (RAP).
6. It is proposed the roles for each task remain separate to ensure the capability of the lead person to produce expected deliverables.
7. There is still a need to have one centralised role to coordinate workplans, outputs, and reporting to the Executive Committee. This may be a separate role, or it may be in addition to one of the existing roles. It is not appropriate for the Executive Committee to receive multiple reports forcing it to manage, thus compromising its governance and leadership role.

#### Personnel changes within NZSLTA

1. In the lead up to the NZSLTA Hui the Finance Administrator resigned from the role due to changes within her workplace.
2. A Communications Coordinator was recruited for the short-term position. The preferred candidate was not able to take up the position until after the NZSLTA Hui. However, at the Hui the same person became very unwell and was not able to begin the role till the end of November. With the Christmas holiday period occurring it was agreed to allow her to finish before Christmas be ready to resume when the 2019 school term begins. The Communications Coordinator joined the two-day Executive Committee face to face meeting which was beneficial for all as the Communications Plan was finalised.
3. With the resignation of the Finance Coordinator, the election of the new Executive Committee and the appointment of a new Finance Coordinator, it is currently a time of transition, further disrupted by the holiday period. At the time of writing the new signatories for the bank accounts had not yet been activated.
4. Alongside this, the new Finance Administrator is yet to fully access NZSLTA Xero accounts. Fortunately, the previous administrator has continued to act in a caretaking role to ensure accounts are kept up to date.
5. Mentoring is required to assist NZSLTA to complete the transition process for 12 months. This will decline for the following 12 months in the lead to the 2020 BGM in order to consolidate the shifts occurring within NZSLTA to enable it to fulfil its lead role for NZSL Tutors.

**Appendix 1**

**NZSLTA Strategic Plan 2019 – 2024**

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| --- | --- | --- |
| **Vision:** A strong NZSL teaching profession  **Mission:** Unite, support and advance professionals involved in teaching NZSL | | **Values:**  Leadership  Being valued  Collaborative  Connected  Innovative |
| **Objectives and Outcomes:**   1. Develop skilled NZSL teachers 2. Mentor and guide teachers to teach NZSL effectively 3. Develop, maintain and adapt NZSL teaching resources | |
| **Strategies:**   1. Professional Development 2. Design, implement and evaluate a professional development plan 3. Mentoring 4. Design, implement and evaluate a mentoring plan 5. Curriculum and Resources 6. Maintain, and continually upgrade the TeachSign website and resources 7. Sustainable Operations 8. Maintain effective governance 9. Ensure transparent and sustainable operational and collaborative practices 10. Build internal capacity and capabilities 11. Implement the NZSLTA communications strategy with key messages | **About NZSLTA**   * Established in 1993 * Incorporated society & registered charity * Governed by the Executive Committee * Northern, Central and Southern branches * 94 members (approx. 20 are Māori) | |
| **About NZSL Members**   * Teach in schools, universities, community classes and with families and adults * Teach children, whanau, teachers and others who work with Deaf children * Future NZSL interpreters * Workplaces and service providers including police, hospitals etc * Hospitality sector – cafes, hotels * Teach through classes, online, one on one, face to face as a group * Use modern technology when teaching | |

**Appendix 2**

**NZSLTA Professional Development Plan 2019 – 2024**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Objective:** Develop Skilled NZSL Teachers | | | | **Values:** Leadership, Being Valued, Collaborative, Connected, Innovative | | | |
| ***Three things that have changed***   * Student-led learning * Attitudes around NZSL * Technology and resources | | **O*ur learners in 5 years from now***   * NZSL becomes the norm * The number of fluent signers may increase or decrease * More opportunities for learning NZSL * Learners of today will become tutors in 5 years from now | | | | **To *future proof ourselves we need to***   * **Commit to a system that will support me, my peers and the Deaf community** * Professional development * Mentoring * Mentoring * Collaboration | |
| **What**  Grammar  Professional Practice  Operating a business  Technology  Teaching and using resources  Planning programmes  Māori Concepts  Deaf Studies  Sector Information | **How**  Online  Local face to face workshops  Conference  Observing classes  Attending other professional development programmes and sharing information | | **Where**  On line webinars so accessible to all areas and can be viewed later:   * 2019 every two months * 2020 monthly * 1 – 3 hours per webinar by guest presenters combined with a face to face audience   Camp – organised by regions only | | **When**  On line monthly  Regional workshops 2 – 3 times per year (Sat 9-5, Sun 9-12)  Biennual Conference 2020 in Wellington | | **Who**  Taught by experienced tutors  Partner with Merge, Deaf Education Centres, First Signs (for working with families), AUT/VUW  Peer support networks  Panels with students, tutors for feedback |
| **Resources required:** Professional Development Coordinator, NZSLTA Webinar Hub, Partnerships | | | | | | | |

**Professional Development Content Areas**

|  |  |  |
| --- | --- | --- |
| **Grammar**  Back to basics  Classifiers, verbs, nouns, pronouns, possessive nouns, wh, yes/no questions  Stories with contrastive structure  NZSL continuum | **Professional Practice**  Class management  Dress  Equipment  Boundaries | **Operating a business**  How to set up a business  Invoices, tax, etc  Being self-employed |
| **Technology**  How to set it up  Laptop power point etc  New useful tools | **Teaching and using resources**  How to teach (all levels)  More on using resources  Adopting real life situations, strategies for teaching skills for real use i.e. in conversations, at events  Using AI media, real life stories when teaching  Resource making | **Planning programmes**  Designing and teaching a specialised course for a specific group/community  How to do course outline, learning outcomes, evaluation, planning |
| **Māori Concepts**  Especially for Levels 1 & 2 | **Deaf Studies** | **Sector Information**  Where relevant i.e. Enabling Good Lives |

**Appendix 3**

**NZSLTA Mentoring Plan 2019 – 2024**

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| --- | --- | --- | --- | --- |
| **Objective:** Develop Skilled NZSL Teachers | | **Values:** Leadership, Being Valued, Collaborative, Connected, Innovative | | |
| ***Three things that have changed***   * Student-led learning * Attitudes around NZSL * Technology and resources | **O*ur learners in 5 years from now***   * NZSL becomes the norm * The number of fluent signers may increase or decrease * More opportunities for learning NZSL * Learners of today will become tutors in 5 years from now | | | **To *future proof ourselves we need to***   * **Commit to a system that will support me, my peers and the Deaf community** * Professional development * Mentoring * Collaboration |
| **Expert Mentors**   * Mentors provide expertise in specific topics * Tutor can request mentoring from a mentor through a coordinator * Mentor and Tutor meet for one hour on line or face to face * Mentors are experienced NZSL Teachers and paid for their time * Mentors require a weekend training workshop prior to mentoring | | | **Tuakana-Teina Programme**   * Matching new tutors with experienced tutors * Based on the SLIANZ programme * Align with formal professional development opportunities * Coordinator to monitor matches and progress | |
| **Resources required:**  Mentoring Coordinator, Guidelines for Mentors, Training for Mentors | | | | |
| **Informal Mentoring Opportunities:** Branch gathering allow informal mentoring opportunities to take place | | | | |

**Appendix 4**

**Professional Development and Mentoring Work Plan 2019 – 2024**

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| **Period** | **Professional Development** | **Mentoring** | **Values:**  Leadership  Being Valued  Collaborative  Connected  Innovative |
| One month | Recruit contractor | Recruit contractor |
| Two to six months | Contractor to develop the webinar and regional workshop programme, identify tutors/topics, venues etc.  Engage with partners and establish a webinar provider  Develop an evaluation process  Recruit Coordinator | Contractor to develop the mentoring programme structure, training programme for mentors for both the Tuakana-Teina programme and the Experts mentoring programme  Develop an evaluation process  Recruit Coordinator |
| Six months to one year | Coordinator to run 2 or 3 trial webinars collating feedback for refinement  Coordinator to run one regional workshop in each region | Coordinator to trial the Tuakana-Tenia in one region offering training and establishing mentor partnerships |
| Year two onwards | Implement full programme with monthly webinars and regional workshops  Plan for conference in 2020  Review and adapt after the 2020 conference | Roll out Tuakana-Tenia in all regions  Implement the Expert Mentoring model  Maintain both mentoring programmes  Review and adapt after the 2020 conference |

**Appendix 5**

**Professional Development and Mentoring Budget 2019–2024**

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| **Budget Item** | **Breakdown** | **Investment** |
| ***First 6 months*** |  |  |
| Recruitment | Recruitment expenses (two stages) | $600 |
| Equipment | Livestreaming equipment  (Toshiba notebook, Logitech webcam, bag from PB Tech) | $1,643 |
| Contractor | 10 hours per week for 4 months (17 weeks @ $35 - $50ph  Sundry items including travel, parking, etc. | $5,950–$8,500  $600 |
|  | Total: | $8,793–$11,343 |
| ***Annually*** |  |  |
| Coordinator | 10 hours per week for 48 weeks ($35 x$480)  Sundry items | $16,800  $1,000 |
| Resources | Printing, resource development, communication templates | $2,000 |
| Webinars Feb – Nov (10 months) | $600 Presenters Fee (includes preparation and resource development time)  Venue Hire & Refreshments ($350 per location) | $6,000  $3,500 |
| Regional Workshop  3 times per year in each region | Venue hire 6 x $300  Trainer expenses (development and delivery of the programme)  Airfare/accommodation/travel for one trainer ($860 x6)  Equipment hire – data projector ($120 x6)  Travel subsidy for participants  Resource printing | $1,800  $6,000  $5,160  $720  $7,000  $1,000 |
|  | Annual total: | $68,980 |
|  | Total over five years: | $254,900 |
| ***Biennially*** |  |  |
| Conference 2020 | Contribution towards venue hire, travel and accommodation subsidy | $30,000 |

**Notes**

1. Communications and marketing functions will be undertaken by the Communications Coordinator.

2. We may have access to the Deaf Education Centre webinar facilities.

3. Travel to regional workshops includes flights and car travel where necessary to enable tutors to attend. There are large distances to travel particularly in the Southern Region. Carpooling sharing of resources will be encouraged.

**Appendix 6**

**Job Description: NZSLTA Professional Development and Mentoring Programme Coordinator**

|  |  |
| --- | --- |
| **Job title:**  Professional Development and Mentoring Programme Coordinator | **Reports to**: Chairperson or delegated person |
| **Key relationships:**  *Internal:* Finance Administrator, Communications Coordinator, NZSLTA Committee, NZSLTA Members  *External:* AUT/VUW, Deaf Education Centre, Educational Institutes, NZSL Board/ODI, Deaf Aotearoa, Deaf Action, Community Education Centres, Deaf Interpreters NZ, Independent NZSL companies, employers, students | |
| **Role purpose:** Implement the Professional Development and Mentoring Strategy for NZSLTA | |
| **Key tasks:**   1. Implement and Coordinate the NZSLTA Webinar Professional Development programme 2. Implement and coordinate the NZSLTA Tuakana-Teina Programme 3. Implement and coordinate the NZSLTA Experts Mentoring Programme 4. Engage with the Communications Coordinator to promote professional development opportunities 5. Implement an evaluation programme for all activities to inform further activities | |
| **Outcomes:**  Skilled NZSL teachers  Confident NZSL teachers  A system which continues to support teachers and the Deaf community | |
| **Person Specification: skills**   * Clear communication skills * Well organised, systematic approach * Positive relationship skills * Understands the role of professional development and mentoring * Has strong networks * Encourages others | **Person Specification: attributes**   * Works well with people * Proactive * Works independently in a timely manner * Personable manner * Bilingual NZSL/English * Knowledge of Deaf Culture |
| Position Reviewed: February 2019 | |