The exponential rate of change in our world, including our sense of what constitutes knowledge & learning affects us all, and demands that we respond by developing a flexible and responsive school that encourages and supports our students to be confident, collaborative and creative learners. As Marists, in responding to the emerging needs of our students we ‘face the future with audacity and hope’.

**Position Description**

The Learning Leader – Student Data is appointed by the Principal and has the overall responsibility for sourcing, establishing, and making available student learning data to support the College learning and teaching programme.

The Learning Leader - Student Data ensures that evidence inspires teachers and students to set new goals and undertake further learning. They will inspire and sustain a culture of learning within the College by promoting the possibility that everyone can be active designers of their own learning.

The Learning Leader - Student Data will establish and educate Leaders and Teachers on indicators of success relating to student outcomes. Along with the learning team they will educate teachers and leaders to articulate how changes in their practice are impacting on student achievement, engagement and wellbeing. Most importantly, they will help teachers access, understand and utilise student data for the improvement of student academic outcomes.

The Learning Leader - Student Data plays a pivotal role in promoting the College’s professional learning to the teaching staff with a particular focus on student outcomes and teacher knowledge and practice. With the Learning team the Learning Leader - Student Data will establish appropriate interventions based on data evidence.

**Reports to:** Deputy Principal – Learning and Teaching, Professional Practice Leader

**Collaborates with:** Learning Leaders, Senior and Middle School Leaders, Teachers and Study Supervisors

**Contract:** This a Position of Leadership, Level 3. The time release is 12 periods per cycle. The Learning Leaders are supported in their work by the Administration Officer: Teaching and Learning. As an employee of Marist Schools Australia, this is a permanent position.

**Responsibility as a Member of the Learning and Teaching Team**

- Actively articulates the school’s vision and mission as a Catholic school, and uses this as a wellspring in all discussion and decision-making

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• Is active as an individual, or as a team member, to work towards the success of the school’s Strategic Plan, providing support, stimulus and action as necessary.
• Communicates and exemplifies to staff correct procedures and processes.
• Contributes to the development of College policies and procedures.
• Seeks professional development to further his/her understanding of the mission of Assumption College.
• Attend non-teaching staff meetings and faculty/team meetings as required

Responsibility as the Learning Leader – Student Data

Use of Data:
• Help determine which qualitative and quantitative data will be gathered for the evaluation of student tracking and development
• Select an appropriate combination of methods to collect data.
• Identify the purpose of the evaluation as well as ascertain who will be the audience for the results and how the results be used.
• Plan teacher involvement in the analysis and use of the results.
• Determine what combination of data will give the most reliable evaluation and demonstrate how this will impact on student achievement, engagement and/ or wellbeing.
• Be able to assist teachers to identify:
  • measurable improvement
  • achievement and engagement indicators
  • intended and actual outcomes
  • common goals for improvement
  • support for learning
  • sustained development and change
  • changes in thinking
  • quality of learning
  • underlying beliefs
  • classroom practice
  • use of new skills and knowledge
  • evidence of growth
  • progress in meeting personal learning needs and goals
• Ensure that evaluation take into account multiple factors including:
  • Whether the learning program design was suitable to produce the intended results.
  • When impacts can realistically be expected to be observed.
  • The best methods to measure the intended results.
  • Who will use the outcomes from the evaluation and what information will be most useful to them.
• Support the delivery of professional learning and training of relevant staff in the use of data to assist student outcomes
• Assist Professional Practice Leader to review, evaluate and support staff to build capacity and to review performance in a range of forums, including the Peer Observation Program and other

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Professional Learning Opportunities

- Nurture culture:
  - Understand and drive cultural change.
  - Help to establish clarity of purpose and empower others to share in the decision-making process.
  - Draw on the knowledge and skills of staff members to support change.

Continuous Improvement:

Understand that changing student improvement data is not a linear process. It is a continuous cycle that can include:
- Active engagement with teachers as professionals in a collaborative setting and raising awareness about the goals for improvement (based on an analysis of current student outcomes).
- Determining what is currently working well (and why).
- Engaging with current teacher understandings and beliefs, and teachers’ personal goals for improvement.
- Increasing teacher knowledge which includes the exploration of how and why the practice is likely to be more effective than what is being used currently.
- Application of the knowledge within planning and classroom practice through trying it out, then analysing successes and problem-solving issues that arise.
- Sharing of expertise, reflection and ongoing improvement of that practice.

Key Selection Criteria

Education and Experience:

- Teaching qualifications;
- Current Victorian Institute of Teaching (VIT) registration;
- Accreditation to teach in a Catholic school (or be working towards such accreditation);
- Have undertaken, or be exploring the option to undertake further tertiary study.

Demonstrated Leadership Attributes:

- A firm belief in and commitment to values and Marist tradition of the College and an ability to articulate and promote these;
- Demonstrated ability to liaise effectively and regularly with the Principal regarding issues relating to leadership of the College, specifically in the areas of pastoral care, learning and teaching;
- Understands, applies and shares contemporary education research theory, practice in pedagogy, assessment and reporting, including relevant State and National policies and compliance requirements;
- Demonstrates and shares the importance of emotional intelligence and empathy in building trust and a positive learning community across the College.
- Demonstrates understanding and knowledge of current educational trends, issues, policies and directions;
- Can show developed strategies to ensure educational opportunities for all students to reach their full potential.

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Communication:
- Provide effective communication and feedback opportunities to parents, students and other members of the school community;
- Receive and administer parent and student enquiries particularly those related to learning and teaching and pastoral care.

Essential personal qualities:
- Personal sense of initiative, enthusiasm and high energy;
- Outstanding communication and interpersonal skills to build relationships with key stakeholders;
- Excellent organisational skills, planning, analytical and data mining capabilities;
- Ability to balance the demands of competing projects;
- Commitment to professional learning and continuous improvement;
- A resourceful team member who is able to operate in a mentoring, collaborative and inclusive manner;
- The highest level of loyalty and discretion, and the capacity to maintain the strictest levels of confidentiality;
- Access ongoing personal professional development.

**Child Protection Requirements, Duties and Responsibilities**

All staff are required to be familiar with the content of our Child Protection and Safety Policy and our Child Protection Program and their legal obligations with respect to the reporting of child abuse.

It is each individual’s responsibility to:
- Know, understand and abide by the Child Protection Code of Conduct and the Staff and Student Professional Boundaries Policy
- Be aware of key risk indicators of child abuse, to be observant, and to raise any concerns they may have relating to child abuse with one of the College’s Child Safety Officers.
- Support a child safe environment through identifying and removing risks and promoting the participation and empowerment of children in participating in the College’s child safety program.
- Report any concerns that a child may be subject to abuse to the College’s Child Safety Officer, noting that this does not release the staff person from other legal and regulatory reporting obligations that may apply, namely:
  - Obligation to report a sexual offence (Crimes Act 1958 (Vic) s 327))
  - Obligation to Act to Protect (49C of the Crimes Act 1958 (Vic) (Crimes Act))
  - Obligation to Make a Mandatory Report (The Children, Youth and Families Act 2005 (Vic) (CYFA))

It is our policy that all new staff and members of the Council undergo additional screening to meet Child Protection requirements including:
- Working with children check clearance
- Relevant qualifications and registrations
- Personal identity verification and background check

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• Child-connected work
• Reference check will address the persons’ suitability for the working with children

**Occupational Health & Safety**

The Staff Member will:

• Perform the above duties in line with any safe work practices and processes, and conduct oneself at work in a manner that is safe to self and others;
• Encourage colleagues and others on the worksite to adhere to safe work practices;
• Support and contribute to the improvement of safe systems of work and safe work practices;
• Participate in relevant OHS&W training programs;
• Report all work related incidents and near misses which result in injuries, ill health, or property damage in writing, in accordance with the school’s OHS&W policies and procedures;
• Suggest changes to eliminate workplace hazards, or minimise the risks associated with them;
• Correctly use any equipment provided for health and safety purposes;
• Follow reasonable instructions given by the school in relation to health and safety at work;
• Support the consultative processes for managing OHS&W, when opportunities arise.

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June 2019