



POSITION DESCRIPTION

DATA MODERATOR – POL 4

Catherine McAuley College lives out the Mercy charism, striving to make Jesus Christ known and loved by all. We are a Child Safe School, our learning community identifies, values and develops the gifts of each young person and provides them with educational opportunities to experience personal success.

At Catherine McAuley College we are impelled to thrive and serve.

The Data Moderator is appointed by the Principal and has the overall responsibility for the sourcing, establishing and publishing of College data to support the College learning and teaching culture. The Data Moderator is responsible for fostering the Mercy values of Compassion, Justice, Respect, Hospitality, Courage and Service across the College, consistent with the College's strategic plan, vision, mission and values.

The Data Moderator ensures that evidence inspires teachers and leaders to set new goals and undertake further learning. Providing quality data and research for an individual cohort context, they will inspire and sustain a culture of learning within the College by promoting teachers and leaders to be active designers of their professional learning.

The Data Moderator will establish and educate Leaders and Teachers on indicators of success relating to student outcomes. They will in partnership with the Year Level Leader's (YLL's) and Interdisciplinary Leader's (IDL's), educate teachers and leaders to articulate how changes in their practice are impacting on student achievement, engagement and wellbeing.

The Data Moderator plays a pivotal role in promoting the College professional learning to the teaching staff with a particular focus on student outcomes and teacher knowledge and practice. The Data Moderator will support and complement appropriate interventions based on data evidence.

The Data Moderator will support and model the College values and ethos when dealing with all stakeholders.

With high-level relationship skills, they will serve as an outstanding ambassador for the College, promoting its policies and exemplify its standards.

KEY RESPONSIBILITY AREAS

Responsibilities and duties are subject to the discretion of the Principal and include:

QUALITATIVE AND QUANTITATIVE DATA

- Determine which qualitative and quantitative data will be gathered for the evaluation of professional learning;
- Select an appropriate combination of methods to collect data;
- Identify the purpose of the evaluation;
- Publish various State, Federal and CECV data to conform with compliance;
- Ascertain who will be the audience for the results and how the results be used;

- Plan for how often teachers are involved in the analysis and reporting 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;
- Seek to evaluate the impact of professional learning on the College, the individual, and on student outcomes.

EVALUATION

Be able to identify:

- measurable improvement
- achievement, engagement, wellbeing indicators
- intended and actual outcomes
- culture of professional learning
- common goals for improvement
- support for learning
- sustained development and change
- reaction to professional learning
- 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 takes into account multiple factors including:

- Professional learning program and their suitability 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.

CONTINUOUS IMPROVEMENT

Understand that changing teacher and leader practice 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.

PERSONALISED LEARNING PLANS:

- Work with Leaders (LEL, YLL's and IDL's) to plan, act, review and respond to a high level of professional practice by developing strategies, aligning resources and implementing actions for improvement based on data;
- With the support and direction of the Deputy Principals and in accordance with College policy, manage and oversee the process across the school including:
- The development of reporting timelines to be approved and communicated to staff;
- Liaise with LEL, YLL's and IDL's to ensure PLP templates are completed and up-loaded by established timelines;
- Provide direction to administration staff supporting the PLP process to ensure effective organisation of the reports and required support for teaching staff across both sites;

- Assist with the induction of new staff in the use of PLPs;
- Provide reports to the Leaders, Directors and Teaching staff regarding issues related to the completion of PLPs within the school;
- Assist work carried out by admin staff:
- Work with ICT Coordinator to trouble shoot issues related to software;
- Create PLP templates in consultation with the Leaders and oversee data entry;
- Administering timelines and generation of reports.

LEADERSHIP FUNCTIONS:

- Make informed decisions supported by available evidence and analysis;
- Communicate, negotiate, promote, collaborate and build partnerships effectively relating to the whole College community;
- Understand the different demographic groups within the College community and work effectively with them to address their diverse needs;
- Work with other Leaders to develop strategies to ensure innovation, enabling students to reach their full potential;
- Develop and maintain structures for effective liaison and consultation within the school community;
- Offer students opportunities to build self-worth and self-esteem; to become “their best selves” and to contribute to building more inclusive and compassionate societies where God’s mercy and justice meet;
- Act in a supportive and supervisory capacity for College functions as directed by the Principal;
- Lead Child safe practice.

POLICY:

- Contribute to the development, maintenance and implementation of efficient administrative policies, programs and procedures;
- Contribute to and implement the College’s strategic plan, vision, mission and values while taking a leadership role in the coordination, monitoring and updating of the strategic plan.

TECHNOLOGY:

- Work closely with the ICT Coordinator on best solutions for data capture.
- Ensure that all relevant documents are appropriately posted, accessible and retained within the College online environment and compliant with child safe legislation;
- Support the delivery of professional learning and training of relevant staff in the use of data to assist student t outcomes;

PROFESSIONAL LEARNING:

- In conjunction with the other Leaders, oversee and manage the professional learning opportunities and annual review for all staff to enable them to deliver the learning and pastoral imperatives and legislative and governance priorities of the College;
- Develop, nurture and sustain a child safe culture and an integrated learning program throughout the College.
- Assist members of the Leadership Team to review, evaluate and support staff to build capacity and to review performance in a range of forums, including the Peer Observation Program, other Professional Learning Opportunities;
- Oversee the cost budget of the professional learning program
 - Ensure all staff are well informed of professional learning programs;
 - Encourage teachers to reflect on their practice and contribute to conferences to inform the wider community of developments within the College;

- Encourages initiative within the college by developing opportunities for staff to explore areas of interest which are of benefit to students' learning.

NURTURE CULTURE:

- Understand and drive culture change.
- Be responsive to the complex, challenging and changing environment and the diverse nature of the College context
- 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.

KEY SELECTION CRITERIA

Essential qualifications, skills and experience:

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 Mercy 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.

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.

PASTORAL CARE AND CHILD SAFETY:

- Be familiar with and comply with the College's child safe policy and code of conduct and any other policy, procedures or legislation related to child safety.
- Provide students with a child-safe environment and proactively monitor and support student wellbeing.

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.

CONDITIONS

This position is appointed by Mercy Education Limited.

Conditions are in accordance with the Victorian Catholic Education Multi Employer Agreement 2013. This is a full-time position.

Due to the nature of the role, some duties will need to be performed at times other than during the day, including afterhours in the evenings and on weekends.

No position description can be entirely comprehensive and the incumbent will be expected to carry out such other duties as may be required from time to time and are broadly consistent with the position description and the status of the post within the College. The position encompasses participation in decision-making processes and other activities relevant to the role which may require occasional involvement outside the currently designated school hours.

ACCOUNTABILITY

Reports to:	Principal and Deputy Principals.
Internal liaisons:	Principal, Deputy Principals, Interdisciplinary Leader, Year Level Leaders, Learning Enrichment Leader, Registrar, teaching and non-teaching staff, and whole College community.
External liaisons:	CEO Sandhurst, CEM, VCAA
Review and Appraisal:	As an employee of Mercy Education Limited this appointment will comply with the contract of employment.
Professional development:	Undertake professional development as the position required.