Kew High School Leading Teacher position

LEADER OF LEARNING: NUMERACY AND DATA

The role of Leading Teachers is to work collectively and individually to plan, develop, implement and review the key improvement strategies and actions of the School Strategic Plan.

In doing so, Leading Teachers are expected to

- Demonstrate a commitment to the school's strategic plan, goals and priorities and play an active role in the achievement of the relevant goals
- Ensure that any Strategic Plan, Key Improvement Strategies and associated action is implemented through their teams.
- Lead and manage the implementation of whole school improvement strategies
- Lead a significant area of the school with a high degree of independence
- Participate in and contribute to discussions re issues arising from aspects of the Strategic Plan
- Provide high level leadership within the school leadership team
- Be an exemplary classroom teacher
- Provide instructional leadership across the school
- Ensure that the instructional model informs the practice of all teachers in their teams
- Provide high level leadership in the development of classroom programs which are differentiated and incorporate ICT and enable students to achieve success
- Create and maintain a safe and secure environment within the school which is learner centred and caters for individual differences in learning and abilities
- Create and develop effective teams that will assist to further the progress of the area of responsibility
- Ensure that teachers in these teams are supported to improve the learning, engagement and wellbeing and transitions and pathways of students
- Lead, manage and mentor leaders of these teams, Year Level Coordinators. Learning area leaders.
- Undertake ongoing professional learning
- Ensure that the key elements of a performance and development culture are implicit in teacher practice, ie, that teachers mentor and are mentored, that they observe each other’s teaching practice, reflect on data and feedback together, build professional goals and strategies and learning plans, and trial teaching practices
- Model innovative teaching practices incorporating relevant technologies effectively
- Lead the school in pedagogy, building staff capacity, curriculum and assessment, wellbeing and engagement
- Ensure curriculum is responsive to student needs and provides learning challenges for all
- Develop the capacity of all staff to use student data to differentiate learning, monitor growth and provide accurate assessment
- Engage with the whole staff and articulate a clear vision
- Develop skills, knowledge of teaching in staff through modelling best practice, professional learning and leading and managing performance and development
- Participate fully in the Performance and Development process
- Lead the team through the performance and development process
Numeracy is the knowledge, skills, behaviours and dispositions that students need in order to use mathematics in a wide range of situations. It involves recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully. Number, measurement and geometry, statistics and probability are common aspects of most people's mathematical experience in everyday personal, study and work situations. Equally important are the essential roles that algebra, functions and relations, logic, mathematical structure and working mathematically play in people's understanding of the natural and human worlds, and the interaction between them. Students are exposed to increasingly sophisticated and refined mathematical understanding, fluency, reasoning, modelling and problem solving. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematics to make informed decisions and solve problems efficiently. There is now also good evidence that other areas of development – such as resilience and perseverance – support achievement in numeracy as well (VCAA, 2017)

Cultural leadership
• Continue to develop a vision for numeracy for the next three years with strategies, SMART goals and targets within a cycle of review, which will involve further investigation of the latest research, on-going examination of current practice including a needs analysis and preparation of a long-term strategy to continue a whole school approach to literacy.
• Create and update a numeracy policy for KHS, share with staff and regularly review and report on its progress
• Lead numeracy across the school in all learning areas reinforcing the culture that all teachers are responsible for literacy
• Lead the culture of supporting students through the provision of differentiation through the use of data and the development of resources
• Lead the analysis of data across all LA
• Lead the analysis of school data
• Improve the school wide use of data and levels of data literacy

Educational leadership
• Take an instructional leadership role based on deep content knowledge about the curriculum, formative, summative and diagnostic assessment, moderation and pedagogy of numeracy
• Have an in depth understanding of the school’s performance in numeracy through assessment and evidence of students learning
• Focus on instructional leadership including driving strong numeracy practice in every classroom and strong numeracy outcomes in every student
• Build the capacity of the staff
• Ensure staff have easy access to a vast range of achievement, learning needs and welfare student data to support students within their classes and use it to support their students, show growth and evaluate and improve their practice
• Work with leaders across the school to present, analyse and suggest potential areas for improvement
• Support learning area leaders and other in recognising achievement and potential areas of focus for their teams
• Analyse VCE data and work with learning areas and teachers with a focus on improving student outcomes
• Create ad disseminate an analysis of whole school data and provide reports to Education Committee, leadership and staff
• Examine a wide range of data and use this to inform the AIP/SP and to inform the development of future AIPs.
• Systematically interrogate the following sets of learning data to identify patterns, trends and future needs in relation to literacy and numeracy and student learning
  o NAPLAN school, cohort, year level and individual student data and Koori cohort data
  o On demand data and student growth
  o Vic curriculum teacher judgement data
  o School common assessment task data
  o VCE data service
  o Diagnostic assessments
  o Survey data
  o Other school determined data
  o Feedback from students and parents/carers
• Triangulate the data to identify needs and trends at the school, cohort, class and individual level
• Present data to all staff.
• Improve teachers data literacy and ability to use data to identify a student’s learning needs, to track student learning growth and to identify the impact of the curriculum, assessment and pedagogy
• Collect and analyse a wide range of student learning and assessment data and use this data to inform curriculum planning and assessment

July 2017
• Check there is
  o A collective of understanding of the school’s performance
  o Clarity around AIP goals, strategies and targets and an ability to identify students who are well below or well above the expected levels especially in literacy and numeracy
• Set the goals within the AIP and SP to progress along a continuum for evaluating the impact on student learning
• Lead the processes that ensure students are tested, assessed and the data is published and accessible
• Ensure teachers make use of assessment data to inform teaching and learning
  o Ensure teachers identify by name those students who are well below or well above expected level
  o Develop data informed learning and teaching plans that are differentiated
• Build teacher capacity and lead the focus on improved pedagogy in the classroom with a focus on differentiation in line with the school’s strategic plan
• Encourage and help facilitate cross curriculum links and programs that enhance student numeracy
• Develop and publish resources and strategies that support students with enhanced numeracy
• Lead professional learning in the provision of strategies to assist students requiring numeracy support
• Work with teachers to develop, implement and incorporate strategies to support student numeracy
• Have an active responsibility for the organisation and delivery of professional learning and development of resources
• Encourage staff to share ideas, strategies and resources and develop appropriate programs in the classroom
• Develop, support and provide innovative approaches to curriculum and assessment related to numeracy assessment across the school
• Ensure programs are developed and evaluated for numeracy support
• Contact parents as necessary
• Ensure information on students is updated and disseminated.
• Lead the utilising of data effectively for improved student learning working in collaboration with the LT Literacy
  - Provide advice for suitable assessment tools
  - Ensure the assessment and monitoring of student learning is a focus for improved numeracy
• Model teaching approaches to enhance teachers’ repertoire of effective practices to meet the diverse needs of students
  - Collaborate with teachers
  - Engage with teachers
• Disseminate an analysis of whole school data and provide reports to leadership and Education Committee
• Work in collaboration with LT Literacy to analyse Numeracy data and disseminate information and strategies
• Develop a strategy for the use of data to drive school improvement and growth in student learning outcomes

**Human Leadership**
• In conjunction with learning area personnel, develop and review curriculum at all levels with a numeracy focus
• Be a member of the Education Committee
• Encourage and facilitate involvement in at risk/support programs such as numeracy support
• Lead the effective team to enhance numeracy across the curriculum
• Communicate with parents/ guardians
• Lead a team to analyse data and develop strategies for improvement

**Symbolic leadership**
• Liaise with primary and other schools with a whole school numeracy focus as part of an investigation into best practice and apply to our context where appropriate
• Collaborate with others to provide relevant PD for staff to ensure a sustainable numeracy focus

**Technical leadership**
• Collect and review a range of data which monitors and tracks the numeracy skills of students and initiate a plan for improvement as part of whole school strategy
• Provide achievement data from NAPLAN, competitions, VCE and tests and share strategies to improve results
• Analyse whole school data
• Manage the budget and resources
• Manage the timetable for numeracy support and staffing with the timetable and Daily organiser
• Publish information on the programs
• Provide reports as required
• Ensure staff have access to student data and whole school data