Position Level
1 Position

Learning Specialist – Literacy and Data

Role

Learning Specialists will be highly skilled classroom practitioners who continue to spend the majority of their time in the classroom delivering high-quality teaching and learning and have a range of responsibilities related to their expertise, including teaching demonstration lessons, observing and providing feedback to other teachers and facilitating school-based professional learning. Learning Specialists are expected to have deep knowledge and expertise in high quality teaching and learning in delivering improved achievement, engagement and wellbeing for students. The role of the Learning Specialist will be to model excellence in teaching and learning through demonstration lessons and, mentoring and coaching teachers in improving the skill, knowledge and effectiveness of the teaching workforce.

The Learning Specialist role is aimed at building excellence in teaching and learning within the Teaching Service.

Introduction

The role of this College wide position is to:
- develop and lead the delivery of whole school literacy teaching and learning approaches and strategies
- ensure literacy pedagogy is embedded
- develop a plan for the analysis of whole school achievement data

Learning Specialist Responsibilities

- Demonstrating high-level expertise in teaching and learning practice
- Providing a child safe environment in accordance with the child safe standards
- Providing significant presence as a member of the School's Leadership Team.
- Modelling exemplary classroom practice including through teaching demonstration lessons
- Working with the school leadership team to develop a shared view of highly effective teacher practice
- Leading and modelling the implementation of whole-school improvement strategies related to curriculum planning and delivery
- Playing a key role in the provision of professional learning, including through developing processes and protocols for observation and feedback of teacher practice and peer collaboration
- Modelling effective learning practice and supporting teachers to seek, analyse and act on feedback on their practice
- Providing evidence-based feedback to teaching staff to inform their effectiveness and development
- Providing expert advice about the content, processes and strategies that will shape individual and school professional learning
- Supervising and training one or more pre-service teachers, and mentoring and, or coaching teachers
- Modelling exemplary use of student data to inform teaching approaches
- Developing and promoting school-wide professional learning structures, processes and protocols through professional learning communities, and
- Modelling exemplary professional learning practice including through seeking feedback from other teachers and leaders on their own classroom practice as part of critical reflection and inquiry to improve practice
- Building and maintaining collaborative teams and developing cooperative working relationships that produce excellence in teaching and learning.

- Providing high level professional assistance to other teachers and to participate in actively promoting and supporting the College Performance and Development Process; including opening your classroom to other teachers, carrying out observations and walkthroughs and providing critical and constructive feedback.
- Actively contributing to and supporting a broad range of extra-curricular activities including: EXPLORE Evening, Parent Information Evenings, Pastoral Care Programs, College celebrations and other events.
- Demonstrating high level communication skills and professional behaviour when interacting with parents, students, colleagues and community.
- Showing a strong commitment to developing their own ICT skills and actively use and encourage the use of ICT by others within the classroom.
- Actively contributing to the implementation of the Strategic Plan, Annual Implementation Plan, along with a broad range of other activities.
- Adopting a flexible attitude to the Leadership position description and complete other duties as required by the College Principal.

Building School capacity and learning culture

- Leading the delivery of whole school literacy teaching and learning approaches and strategies
- Ensuring the delivery of whole school literacy support programs including, but not limited to, MYLNS and & Fast Track Reading (FTR)
- Ensuring that Literacy Pedagogy is embedded
- Leading and implementing the NAPLAN and PAT and other achievement/assessment data sets
- Leading and implementing the NAPLAN and PAT assessment programs
- Building teacher capability in the knowledge and use of targeted strategies and approaches for students with diagnosed learning disorders
- Building teacher capability in literacy and numeracy goal setting and strategies
- Strengthening beliefs and attitudes amongst teachers to facilitate each student's learning – regardless of background, ability or learning history.
- Supporting and managing the performance of staff to improve the quality of teaching and learning, through mentoring, coaching, collegial interaction and critical reflection on practice, feedback and data.
- Collaborating with teaching teams to develop and document curriculum which incorporates teaching strategies which develop literacy and numeracy skills.
- Coaching teachers to develop literacy and numeracy goals for students with Individual Education Plans
- Modelling Instructional leadership through coaching
- Modelling Best Practice through classroom visits and other means
- Conducting Learning Walks
- Establishing, continuing and delivering targeted Professional Learning as identified by the AIP and SSP

Data
- Developing a plan for the analysis of whole school achievement data that focuses on building teacher capability to support goal setting and the implementation of Individual Education Plans (IEPs)
- Developing data walls and the data literacy of teachers to inform understanding of student needs and identifying students who require additional support
- Collecting and curating relevant data pertaining to literacy and numeracy
- Leading the analysis and reporting of relevant data pertaining to literacy and numeracy
- Developing data inquiry cycles with the goal of developing literacy data plans and changing practice to make improvement and measure improvement.
- Building teacher capacity to systematically analyse student literacy data and use it to plan their curriculum and teaching to cater for diverse needs of students

Building Student Capacity

- Building student agency in literacy and numeracy goal setting
- Implementing personal learning, incorporating learning goals, so as to empower students to take control of their learning

Building Parent and Community Capacity

- Providing regular information, advice and reports on literacy developments and decisions to leadership team, staff, council and the community.
- Creating connections between learning at school and learning outside of school
- Ensuring families understand the importance of learning at home