Director of Digital Learning and Data Insights
Marist-Sion College Warragul
Position Description

Position Information

POL Classification Level	POL 4 under the DOSCEL Schools and Secretariat Agreement 2022
Strategic Pillar and Organisational Strand	Learning and Teaching
Team Membership	Digital Learning and Systems Strategic Leadership Team Curriculum Implementation Team Pedagogical Practices Team
Reports to	Deputy Principal – Student Learning Culture and Growth
Time-release minutes per fortnight cycle	960 minutes

Our College

Marist-Sion College, Warragul, is a Catholic co-educational secondary school, inspired by the traditions of the Marist Brothers and the Sisters of Our Lady of Sion.

Our mission is to provide an innovative education which integrates faith, learning and life in a welcoming community.

Our vision is that students experience an education where they are known and loved, grow as life-long learners, and live as active citizens inspired by the principles of Catholic Social Teaching.

Leadership Statement

At Marist-Sion College leaders develop a culture of effective learning and teaching which is future focused and based in a vibrant Catholic learning community. We are impactful leaders, building capacity and driving school improvement.

Leaders at Marist-Sion College:
- Are visionary and inspire a learning culture of high expectations.
- Build a team-based culture that is self-reflective and build positive relationships with others.
- Adopt an evidence-based approach, supporting targeted professional learning and monitoring progress in school improvement.
- Create a sustainable future by working with data to change, adapt and grow.

Leaders at Marist-Sion College are living witnesses to the Gospel who activate:
- **Improvement**: Leaders inspire team members to support the pursuit of school improvement.
- **Growth**: Helping others to flourish, promoting a climate of challenge, support, and effective learning.
- **Learning**: Engaging in continuous professional learning and development.
- **Reflection**: Fostering staff wellbeing to enable/encourage others to shine through reflective practice.

"Everyone's talents and involvement are needed" (Pope Francis – Laudato Si' 14)

Position Information

The Director of Digital Learning and Data Insights has primary responsibility for enhancing teacher practice, leading digital literacy initiatives and embedding data analytics into pedagogy and learning. The role ensures digital innovation is applied effectively within the Instructional Model to maximise student outcomes.

This role leverages, but does not lead, ICT infrastructure, operational systems, or technical platforms.

Working in close partnership with the Director of ICT and Systems, the role ensures seamless alignment between pedagogy, data insights and digital systems so that innovation in teaching and evidence-based decision making is fully enabled by robust ICT foundations.

Capabilities and Responsibilities

Leading Strategically and with Purpose	• In conjunction with the Deputy Principal – Student Learning Culture and Growth, develop plans for the College digital learning program which identify clear targets, timelines, and success criteria for its development and/or maintenance in line with the College Strategic Improvement Plan. • Lead the College Data Plan in collaboration with the College Executive Team. • Develop processes and procedures that realise the goals of the SIP and AIP in Teaching and Learning and Stewardship of Resources pillars. • Ensure the Curriculum, Assessment and Reporting, and Learning Adjustment and Inclusive Education Policies are realised. • Develop and implement policies, procedures and practices which reflect the College's commitment to achieving excellent use of technology. • Collaborate with the ICT Manager to ensure effective roll out of resources for staff and students including student and staff laptops. • Regularly review current digital platforms and licences and ensure they are still relevant to the College SIP and AIP goals.
Leading the Development of Expert Teacher Practice	• Lead improvement initiatives by motivating teachers, developing their expertise, increasing confidence in digital and data literacy, and building and maintaining high performing professional teams. • Support curriculum planning sessions and support the development and implementation of the digital learning program within learning areas. • Support learning area teams to establish the direction and coordination for how the curriculum is taught, consistent with recognised best instructional practices. • Support teaching staff whose Teaching Sprints may have a digital learning focus. • Coach the Learning Area Leaders in both digital literacy and data analysis in order to be effective in their roles. • Mentor and coach leaders and teachers supporting their professional development and growth in instructional leadership roles in relation to digital literacy and data analysis. • Lead regular forums, workshops, and professional learning sessions for Teachers and Learning Support Officers, focusing on sharing best practices, exploring instructional strategies, and promoting a culture of continuous improvement. • Lead and support the intentional use of digital technology within the classroom. • Collaborate with the Pedagogical Coaches to provide support and guidance on developing confidence in teacher practice with digital technology.

Capabilities and Responsibilities	
Leading the Development of Digital Programs and Literacy	• Ensure the Digital Technology Program aligns with the Digital Learning and Systems Strategies to support all elements of pedagogical practice in the College. • Liaise and collaborate with key stakeholders in the planning of future learning environments in relation to digital innovations. • Measure the effectiveness of the College's Digital Technology Program to differentiate the learning program, enhance student achievement and enhance College operations. • Provide instructional leadership to the College community supporting the curriculum through correct use of digital technology and data analysis to build learning capacity. • Intentionally align and lead the College's digital technology strategies with the implementation of the Instructional Model. • Maintain efficient records of staff digital learning competencies. • Inform the College of current developments in pedagogy and digital learning practice as technologies evolve. • Network with other Directors of Digital Learning from other schools. • Ensure minimum standards are met to maintain Cyber security for the College. • Embed cyber safety awareness and ethical digital practices within teaching and learning. • Support staff and students to understand their responsibilities for the secure and safe use of digital technologies. • Lead the College's ethical use and practice in Generative Artificial Intelligence for staff and students. • Periodically review the College's policy documentation regarding the use of Digital Technology. • Lead and collaborate with the eLearning and Data Leader in providing robust and relevant Professional Learning for teaching staff in a timely manner regarding the use of SIMON and reporting. • Collaborate with the Director of ICT and Systems to ensure classroom practices, professional learning, and digital literacy initiatives align with the College's cyber security policies and practices.
Leading the use of Learning Data Analytics	• Collaborate on the College's school wide Data Plan ensuring shared, regular, and timely updates to appropriate stakeholders. • Develop strategies to improve data literacy across the College. • Lead and support staff teams to use specific data and evidence-based feedback to improve teacher effectiveness and to maximise student educational outcomes that can be measured and evaluated. • Obtain and analyse data relevant to digital learning use and provide suggestions on strategic improvement. • Create regular reports on student learning data that align with the College's strategic intent and Instructional Model. • Compile data from multiple assessments to develop student, subject, year level or school achievement profiles and update staff accordingly. • Interpret and review assessment data with Learning Leaders to proactively identify improvement opportunities and plan next steps. • Build teacher capability in evaluating the impact of their teaching, including use of formative assessment and student voice to adapt and refine practice. • Identify and ensure compliance with relevant information management legislation and policy, particularly in relation to Privacy and Security, working with key College staff in establishing protocols and guidelines for reporting, sharing and storage of learning outcome data.

Capabilities and Responsibilities	
	• Support the planning and conduct of the College's standardised testing program to ensure its success. • Support the success of the Teaching Sprints, providing suggestions regarding efficient and useful data collection. • Support teachers in their understanding of Teaching Sprints results. • Lead and collaborate with the eLearning and Data Leader in providing relevant and up to date data that supports student learning and teacher practice.
Activating a Culture of Leadership	• Embrace an inquiry approach that aligns, activates, and fosters collaboration among teaching teams. • Ensure a shared vision, cohesive efforts, and measurable maximum impact. • Utilise data analytics to inform and enhance professional practices, leading to evidence-based decision-making and improved outcomes. • Any other duties as directed by the College Executive consistent with the skills and experience required for this position.

Selection Criteria	
Catholic Identity	• Ability to promote and uphold the Catholic Identity of the College. • Accreditation to teach in a Catholic school, or a willingness to undertake accreditation to teach in a Catholic school.
Skills and Attributes	• Ability to lead the people and lead the work in alignment with the Marist-Sion College Strategic Improvement Plan and Leadership Statement. • Lead the activation of staff voice in student outcomes and school improvement. • Displays a professional mindset and character to effectively lead staff to cater for the diverse needs of learners. • Ability to lead collegial teams underpinned by a team-based culture. • Inspiring and motivating team members towards achieving shared goals and objectives. • Ability to build staff capacity through coaching and mentoring, promoting a culture of continuous improvement and learning.
Education and Experience	• Victorian Institute of Teaching (VIT) full registration. • An appropriate qualification in education. • Demonstrated understanding and experience of the learning and teaching pedagogy associated with the Victorian Curriculum.
Child Safety	• Experience working with children. • Commitment to and understanding of child protection and child safety issues in schools. • Demonstrated understanding of appropriate behaviours when engaging with children. • Be a suitable person to engage in child-connected work. • Demonstrated understanding of Mandatory Reporting.
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