

## KO TAKU REO

### Deaf Education New Zealand

#### Job Description / Performance Agreement

NAME:

POSITION: Teaching & Learning Data Analyst Lead

TENURE: Permanent

RESPONSIBLE TO: Head of Assessment and Reporting

DIRECT REPORTS: N/A

DIMENSIONS OF  
RESPONSIBILITY: Data Management  
Professional Leadership  
Professional Relationships and Values  
Professional Knowledge in Practice

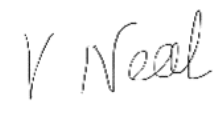
DESCRIPTION:

The role is about providing Leaders with accurate and relevant data, through a range of information management systems and initiatives, to enhance learning and teaching. This includes development of systems related to teaching and learning data, the maintenance, monitoring, utilisation and analysis of this data to support evidence-based decision making and continuous improvement in T&L. They will also be involved in the investigation of AI/ML and help make recommendations to ensure data systems are meeting the needs of students, whanau and staff as well as external agencies e.g MOE, ERO and more.

They will contribute to discussions to ensure staff understand the focus and functionality of data analysis systems. The Teaching & Learning Data Analyst will be part of the Assessment and Reporting team and will work in a collaborative, dynamic team, responsible for driving electronic solutions to the school's assessment model. This position is a teaching position due to the important links between the system development, learning outcomes and management of all students and education delivery nationwide. This role will have a 0.2 teaching component which will be negotiated and could be teaching online.

SIGNED \_\_\_\_\_  
Teaching & Learning Data Analyst Lead

DATE \_\_\_\_\_

SIGNED   
Acting Director Education Services

DATE 21/03/2025

## DIMENSIONS OF RESPONSIBILITY

### Dimension One – Data Management

The Teaching & Learning Data Analyst will make recommendations about the methods and ways in which the school analyses data to improve quality and the efficiency of teaching and learning systems.

Criteria	Key Tasks/Indicators
Data Analysis Systems are developed and maintained.	<ul style="list-style-type: none"> <li>• Develops, implements and maintains systems and processes to visualise and represent data.</li> <li>• Develops evaluation tools for strategic objectives in collaboration with Leaders.</li> <li>• Develops custom tools to monitor student progress across the school.</li> <li>• Develops custom systems to analyse data.</li> <li>• Documents procedures for data analysis.</li> </ul>
Data is analysed to determine opportunities for improvements to current systems.	<ul style="list-style-type: none"> <li>• Adapts and is responsive to the changing needs of the organisation and students.</li> <li>• Identifies patterns and trends in data to provide insight and identify areas of risk.</li> <li>• Identifies opportunities for improvement to reporting practices and processes.</li> <li>• Develops solutions for data capture and reporting requirements for new projects/ initiatives.</li> <li>• Makes recommendations on adaptations or requirements at a national level.</li> </ul>

	<ul style="list-style-type: none"> <li>• Produces reports on findings and/or presents findings.</li> </ul>
Data management systems are efficient.	<ul style="list-style-type: none"> <li>• Investigates the use of AI/ML to improve the efficiency and accuracy of T&amp;L data systems.</li> <li>• Reviews AI/ML systems for relevance, privacy, security and cost.</li> <li>• Recommends and implements appropriate changes to improved efficiency and accuracy of T &amp; L data systems.</li> </ul>
Findings in relation to use of data management systems are communicated to the Head of Assessment and Reporting, and with relevant staff when appropriate.	<ul style="list-style-type: none"> <li>• Reports findings back to relevant members of the school.</li> <li>• Generates discussion to lead informed decision making with a focus on improving teaching and learning.</li> <li>• Provides advanced support around data management systems to Leaders.</li> <li>• Builds staff's capability in their use of data management systems.</li> </ul>

## Dimension Two – Professional Leadership

The Teaching & Learning Data Analyst Lead leads professionally, in alignment with the strategic direction and in a manner that improves outcomes for all ākonga.

Criteria	Key Tasks/Indicators
Professional leadership throughout the organisation is effective, functional and based on integrity and respect.	<ul style="list-style-type: none"> <li>• Builds and role models trusting relationships through active listening, caring for others, and demonstrating personal integrity.</li> <li>• Assists in the development and delivery of professional learning for staff.</li> </ul>

	<ul style="list-style-type: none"> <li>• Conducts themselves with exemplary practice, and is a role model to others.</li> <li>• Effectively manages the delicate balance between supporting and challenging others.</li> <li>• Encourages and participates in professional conversations that help teachers to share expertise and strategies that improve student learning and achievement.</li> <li>• Is open and responsive to professional conversations and feedback.</li> </ul>
All departments, teams and individuals within the organisation support the strategic direction to align practice with the best interests of learners, staff and the community.	<ul style="list-style-type: none"> <li>• Drives and models behaviours in a way that articulates, supports and furthers the organisation's mission, vision and strategic direction.</li> <li>• Collaborates with the Head of Reporting, Planning &amp; Projects to ensure teaching and learning practices and programmes align with the strategic direction of the organisation.</li> <li>• Works collaboratively with colleagues to embed the strategic direction into all areas of the organisation.</li> <li>• Reviews how personal and departmental practice aligns with the mission, vision and strategic direction, suggesting improvements and implementing change.</li> <li>• Disseminates good practice in using assessment data to support future planning across the school.</li> <li>• Encourages all members of staff to recognise and fulfil their statutory responsibilities for all pupils.</li> </ul>
Leadership in change management is evident throughout the organisation.	<ul style="list-style-type: none"> <li>• Leads and drives a philosophy that recognises the importance of ongoing innovation and change.</li> <li>• Ensures changes are implemented smoothly in a way that is most likely to lead to the adoption of new practices.</li> </ul>

	<ul style="list-style-type: none"> <li>• Is a subject-matter-expert in their area of responsibility, enabling any change to be informed by best practice and communicated effectively.</li> <li>• Understands and harnesses that change on a large scale invariably needs a team approach to leadership.</li> <li>• Shows ability to communicate the rationale for any change.</li> <li>• Has knowledge of the ongoing conditions needed to support shifts in teaching practice.</li> <li>• Monitors and assesses the impact of the change and adjusts when needed.</li> </ul>
A proactive approach to problem solving is adopted by all, as they take steps to work through problems to create solutions.	<ul style="list-style-type: none"> <li>• Explicitly checks own assumptions.</li> <li>• Relates the problem to the wider vision and values of the organisation.</li> <li>• Actively seeks the interpretations of others.</li> <li>• Anticipates obstacles and how they could be overcome.</li> <li>• Identifies and reports any risk to appropriate people in a timely manner.</li> </ul>

### Dimension Three – Professional Relationships and Values

The Teaching & Learning Data Analyst Lead engages in appropriate professional relationships and demonstrates commitment to professional values.

Criteria	Key Tasks/Indicators
Professional and effective relationships are established that focus on the learning and wellbeing of all ākonga.	<ul style="list-style-type: none"> <li>• Leads and engages in ethical, respectful, positive and collaborative professional relationships with: <ul style="list-style-type: none"> <li>• Ākonga</li> <li>• Teaching colleagues, support staff and other professionals</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Whānau and other carers of ākonga</li> <li>• Agencies, external stakeholders, groups and individuals in the community</li> <li>• Leads a team-focused ethic and contributes to the cultural life of the organisation.</li> <li>• Fosters a climate of trust, modelling collegiality by working in partnership with other staff.</li> <li>• Transparently relays relevant information to other staff in a clear and concise manner as needed.</li> <li>• Represents the organisation and participates as a member of internal and external committees and organisations.</li> <li>• Ensures whānau and other carers are included and regularly informed in the life of the organisation.</li> <li>• Creates opportunities to foster whānau engagement with the organisation.</li> </ul>
There is commitment to promoting the emotional, mental and physical wellbeing of all persons within Ko Tāku Reo Deaf Education New Zealand.	<ul style="list-style-type: none"> <li>• Promotes and leads inclusivity throughout the organisation, ensuring all learners feel they belong.</li> <li>• Takes all reasonable steps to provide and maintain an environment that is physically, socially, culturally and emotionally safe.</li> <li>• Takes all reasonable and practical steps to ensure the health and safety of self and others.</li> <li>• Collaborates and co-ordinates outside agencies and teams to foster the pastoral care of ākonga.</li> <li>• Complies with any reasonable health and safety instruction, policy or procedure and ensure that all hazards, risks and incidents are reported according to protocol.</li> </ul>

	<ul style="list-style-type: none"> <li>• Participates in any required emergency response or exercises to ensure that essential services are able to be maintained.</li> </ul>
There is respect for, and commitment to best practice around all heritages, languages and cultures, including Bilingual Bi-Cultural pedagogy.	<ul style="list-style-type: none"> <li>• Takes responsibility for growing their own confidence in culturally responsible practice.</li> <li>• Acknowledges and respects the languages, heritages and cultures of all.</li> <li>• Leads and demonstrates commitment to the bicultural partnership in Aotearoa and a commitment to understanding of Te Tiriti o Waitangi.</li> <li>• Leads and strengthens best practice of Bilingual Bi-Cultural pedagogy.</li> <li>• Develops understanding and use of tikanga and te reo Māori.</li> <li>• Has a good understanding (or is committed to developing an understanding) of Deaf Culture.</li> <li>• Is committed to improving the use of NZSL throughout the organisation.</li> <li>• Appreciates, respects and affirms others and works effectively with all to create a positive and collaborative culture.</li> </ul>
Staff are committed to ongoing learning, engaging in both formal and informal professional learning and development in their professional practice.	<ul style="list-style-type: none"> <li>• Commits to developing personal skills in the use of NZSL.</li> <li>• Engages in the appraisal process for self, ensuring a regular cycle for review, ensuring documentation is complete, self-reflection is engaged, and that there is progress towards and/or achievement of performance indicators.</li> <li>• Identifies professional learning goals in consultation with colleagues and communicates these to the appraiser when establishing performance expectations.</li> </ul>

	<ul style="list-style-type: none"> <li>• Identifies and initiates learning opportunities to advance personal professional knowledge and skills.</li> <li>• Participates responsibly in professional learning opportunities within the learning community.</li> </ul>
Any additional tasks and/or responsibilities are completed, as requested by the Head of Reporting, Planning & Projects.	<ul style="list-style-type: none"> <li>• Ensures all tasks are completed efficiently and to a high standard.</li> <li>• Is professional in their appearance and manner, positively representing themselves and the organisation to ensure positive perceptions from the internal and external community.</li> <li>• Performs additional duties in an efficient manner, to the required standard and within a negotiated timeframe.</li> </ul>

## Dimension Four – Professional Knowledge In Practice

Fully registered teachers ensure their professional knowledge and understanding to build a stimulating, challenging and supportive learning environment that promotes learning and success for all ākonga.

Criteria	Key Tasks/Indicators
Learning programmes are appropriate, current and well suited to ākonga.	<ul style="list-style-type: none"> <li>• Conceptualises, plans and implements appropriate learning plans.</li> <li>• Clearly articulates the aims of their teaching, gives sound professional reasons for adopting these aims, and implements them in their practice.</li> <li>• Through their planning and teaching, demonstrates their knowledge and understanding of relevant content, disciplines and curriculum documents.</li> </ul>
The learning environment is collaborative, supportive and inclusive.	<ul style="list-style-type: none"> <li>• Actively promotes an inclusive learning environment.</li> </ul>



	<ul style="list-style-type: none"> <li>• Demonstrates effective management of the learning setting.</li> <li>• Incorporates successful strategies to engage and motivate ākonga.</li> <li>• Fosters trust, respect and cooperation with and among ākonga.</li> </ul>
Teachers are subject-matter-experts and have excellent knowledge and understanding of how Deaf/HH ākonga learn.	<ul style="list-style-type: none"> <li>• Demonstrates in practice their knowledge and understanding of ākonga learning.</li> <li>• Enables ākonga to make connections between their prior experiences and learning and their current learning activities.</li> <li>• Provides opportunities and support for ākonga to engage with, practice and apply new learning to different contexts.</li> <li>• Encourages ākonga to take responsibility for their own learning and behaviour.</li> <li>• Assists ākonga to think critically about information and ideas and to reflect on their learning.</li> </ul>
There is an effective response to the diverse language, cultural experiences, and the varied strengths, interests and needs of all.	<ul style="list-style-type: none"> <li>• Responds effectively to the strengths, interests and needs of all individuals and groups of ākonga.</li> <li>• Demonstrates knowledge and understanding of social and cultural influences on learning, by working effectively in the bicultural and multicultural context of learning in Aotearoa New Zealand.</li> <li>• Selects teaching approaches, resources, technologies and learning and assessment activities that are inclusive and effective for diverse ākonga.</li> <li>• Modifies teaching approaches to address the needs of individuals and groups of ākonga.</li> </ul>

<p>The bicultural context of Aotearoa New Zealand is respected and promoted through teaching and learning.</p>	<ul style="list-style-type: none"> <li>• Works effectively within the bicultural context of Aotearoa New Zealand.</li> <li>• Practices and develops the relevant use of te reo Māori me ngā tikanga-a-iwi in context.</li> <li>• Specifically and effectively addresses the educational aspirations of ākonga Māori.</li> <li>• Displays and actively promotes high expectations in learning for Māori ākonga.</li> </ul>
<p>Assessment data is utilised to inform programmes and inform school-wide best practice in teaching and learning.</p>	<ul style="list-style-type: none"> <li>• Analyses and interprets relevant national, local and school assessment data.</li> <li>• Analyses data at a pupil, cohort and whole school level.</li> <li>• Researches and inspects evidence to inform policies, practices, expectations, targets and teaching methods.</li> <li>• Leads and participates in coordination around production and review of school policy and guidelines on assessment.</li> <li>• Identifies plans to assist with putting in place individual pupil programmes.</li> <li>• Identifies individual programmes needed to meet the needs of all pupils and advise the Director of Teaching and Learning of priorities for expenditure and human resources.</li> <li>• Monitors pupil progress on a termly basis from teacher's ongoing assessments against key learning objectives, providing appropriate staff with summary information.</li> <li>• Communicates assessment and achievement information to relevant members of the learning community.</li> </ul>
<p>Critical inquiry and problem solving is utilised by teaching staff in their professional practice.</p>	<ul style="list-style-type: none"> <li>• Systematically and critically engages with evidence and professional literature to reflect on and refine practice.</li> </ul>

	<ul style="list-style-type: none"><li>• Responds professionally to feedback from members of their learning community.</li><li>• Critically examines their own beliefs, including cultural beliefs, and how they impact on their professional practice and the achievement of ākonga.</li></ul>
--	--

## Qualifications

### Essential

- Current teacher registration
- A relevant teacher qualification
- Bachelor's degree in data science, Statistics, Mathematics, Computer Science, Economics, or a related field

## Professional Competencies

### Essential

- Recent teaching experience
- Proven experience in data analysis, with the ability to interpret complex data sets and generate actionable insights
- Experience within Deaf and Hard of Hearing or Special Education settings
- Experience with, and awareness of Deaf Culture and the Deaf community
- Understanding of Deaf Studies Guidelines
- Knowledge of the New Zealand Education sector
- Knowledge and understanding of the core business of this role – student health, safety, education and wellbeing
- Proficient in NZSL (or a willingness to learn)
- Skill in systems, strategic planning, implementation and reporting
- Skill in organisation and time management
- Excellent interpersonal skills, and diplomacy
- Excellent communication skills
- Skill and competence in IT, and the ability to connect over distance
- Ability to:
  - support and lead change
  - see the big picture and work with details
  - think strategically, communicating and influencing at all levels
  - build and sustain high trust relationships through distributive leadership
  - lead and motivate a team and build leadership capability
  - anticipate problems and to be proactive in problem solving
  - work well under pressure

## Personal Attributes

### Essential

- Leads the organisation's guiding principles of 'Grow, Excel, Choose and Belong'
- Is motivated to develop a world leading service for Deaf and Hard of Hearing learners and whānau
- Demonstrates principles of equity and access in action
- Optimises quality and efficiency in work
- Respects diversity
- Is self-motivated and self-directed, taking personal accountability for work
- Understands personal strengths and limitations
- Is innovative and creative
- Is friendly, positive and approachable Demonstrates initiative, energy and vitality

