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Evaluating teachers as leaders in an Indigenous context

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The work of teachers as leaders in an Indigenous context is a topic of significance nationally.

Numeracy and literacy rates for Indigenous kids remain well below the achievement of mainstream Australians. The 2004 Queensland Ministerial Advisory Committee for Educational Renewal report into Indigenous Education highlighted the need for improving Indigenous performance levels in numeracy and literacy. There is an urgent emerging national need to find out why this is so... In particular, we need to evaluate programs of teaching, leadership and learning and discover what we can do better as principals and leaders of Indigenous students' learning.

This paper presents:

- (a) The story and context of students at Cherbourg School, Queensland;
- (b) Evaluative processes for gathering leadership of learning data from teachers and Indigenous staff;
- (c) Data gathering processes for community and Indigenous children's learning.
- (d) Asks questions through "mind-storming" of the audience as to how to go forwards for further research and evaluation into better leadership of more effective student learning and outcomes.