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Standards for excellence, sustainable assessment and the development of teacher identity.

Anthony, Glenda (ed.) et al., Teachers of mathematics: recruitment and retention, professional development and identity. Papers based on the presentations at the 10th international congress on mathematical education (ICME 10), Copenhagen, Denmark, July 4–11, 2004. Linköping: Svensk Förening för MatematikDidaktisk Forskning (ISBN 978-91-973934-7-8/pbk). Skrifter från Svensk Förening för MatematikDidaktisk Forskning (SMDF) 8, 177-185 (2010).

Summary: The Australian Association of Mathematics Teachers has recently developed standards for excellence in teaching mathematics in Australian schools. These standards outline what teachers believe are the characteristics of highly accomplished teachers of mathematics, and provide both a framework against which teachers can be assessed and for teachers' on-going professional learning. *D. Boud* ["Sustainable assessment: rethinking assessment for the learning society", *Stud. Contin. Educ.* 22, No. 2, 151–167 (2000)] argues that assessment should be sustainable in that it equips students with the skills and attitudes that will enable them to meet and monitor their own future learning. This paper describes how the standards for excellence were used to develop an assessment methodology in the context of teacher education that has the potential to develop a powerful and robust sense of teacher identity for exit students.

Classification: B50 B79 C29 D39

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