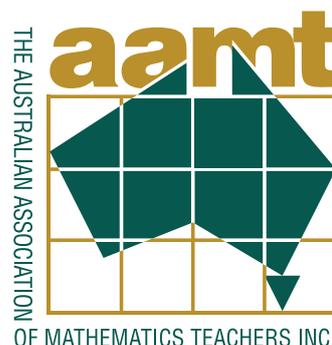


## Submission

To the Education and Training  
Committee of the Parliament of  
Victoria

## From

The Australian Association of  
Mathematics Teachers Inc. (AAMT)



## Suitability of Current Pre-Service Teacher Training Courses

### **Scope of the Submission**

This Submission addresses section (b) iii of the Terms of Reference:

*determine the skills and knowledge required of teachers, and therefore of pre-service teacher training courses, in response to reflect the changing nature of education in the 21<sup>st</sup> century.*

The Mathematical Association of Victoria (MAV) is the Victorian affiliate of the AAMT. It is appropriate for that organization to provide a detailed submission to the Committee, given that the issues require detailed knowledge of and engagement with the Victorian context. This Submission seeks to draw the Committee's attention to some work undertaken nationally by the AAMT that should, in our view, help guide the further development of pre-service teacher education courses in Victoria.

### **Submission**

Since 1999 the AAMT has been involved in work to develop and implement professional standards for the teaching of mathematics. The development stage involved teachers in several states working to gain consensus about the characteristics of 'good' teaching of mathematics. The MAV and a number of its members were key contributors to this work. This phase culminated in January 2002 when the governing Council of the AAMT — a body with representatives from all state and territory mathematics teacher associations — adopted the *AAMT Standards for Excellence in Teaching Mathematics in Australian Schools*. The core document was subsequently printed and distributed, and a website of supporting material developed. A copy of the core document is part of this transmission. Further hard copies are available on request.

The AAMT Standards:

- are nationally agreed;
- are a public statement of what the profession values in the teaching of mathematics;
- apply to the teaching of mathematics at all levels of schooling and in all school sectors and settings.

The AAMT sees its *Standards* being used, among other things, as a 'roadmap for teachers' career-long professional growth'. They set targets to which all teachers of mathematics should aspire. Teachers at any stage of their career are able to map their knowledge, skills, achievement and attributes against the framework provided by the *Standards*. They can set developmental trajectories, and monitor their progress.

Graduates from pre-service teacher education courses who commence as teachers of mathematics (whether in primary schools where mathematics is usually one of several areas of curriculum responsibility or in secondary schools where much greater specialisation is the norm) should be able to locate themselves on the roadmap provided by the AAMT *Standards*. This will be made feasible if there is an alignment between the intentions and outcomes of pre-service courses and the AAMT *Standards*.

It is possible that, as a result of the Committee's investigations, pre-service teacher education courses in Victoria will be revised in some ways. Insofar as courses that prepare teachers of mathematics for primary and secondary schools are concerned, the AAMT and MAV would be keen to assist in working toward the alignment of courses and AAMT *Standards*. We believe this will be a significant achievement as it will help set up these beginning teachers to be life-long learners of their craft as teachers of mathematics. It will inculcate in them a sense of purpose and profession.

### ***Recommendation***

That the Committee consider the ways in which the AAMT's nationally developed professional standards for teaching mathematics can be incorporated into the planning and conduct of pre-service teacher education in mathematics.

### ***Additional note***

Like the AAMT, professional bodies in science and English language and literacy have been engaged in similar work — their standards are developed and published. Hence this orientation towards alignment of teacher education courses will be possible across three of the core areas of schooling. It is also worth noting that several other professional groups are embarking on work to develop teaching standards — this is a national movement that can assist any re-engineering of pre-service teacher education in Victoria to meet graduates' needs as they progress through their careers in teaching.

### ***Submission presented by***

Barry Kissane  
**PRESIDENT**

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### **For further information about this Submission please contact**

Mr Will Morony  
Executive Officer  
AAMT  
GPO Box 1729  
ADELAIDE SA 5001  
Ph 08 83630288  
office@aamt.edu.au