



Policies, Programs, and Practices

Exploring the Complex Dynamics of Assessment Education in Teacher Education Across Four Countries

Article Summary

There has been a global trend toward increased accountability and assessment in schools over the past several decades. Concerningly, research indicates that teachers generally maintain low levels of assessment knowledge and skills, with beginning teachers particularly underprepared for assessment in schools. This paper analyzes teacher education policies, programs, and practices aimed at supporting initial teacher learning in assessment across four country contexts: Australia, Canada, England, and New Zealand. Bernstein's (1999) codes of classification and framing provide an analytic discourse for examining the vertical and horizontal messages about assessment that shape teacher capability in this key area of professional practice. In drawing on policy and teacher education documents and qualitative data (i.e., interview and teacher reflections) from across each country context, the paper concludes with five consistent and interconnected findings about the complex landscape for teacher preparation in assessment.

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