

ABSTRACT

A Relationship Between Epistemological Beliefs on the Nature of Mathematics and Pedagogy of Mathematics

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This study will seek to investigate secondary school mathematics teachers' beliefs about mathematics and the teaching and learning of mathematics at a secondary school in Trinidad and Tobago. It also will seek to examine whether there is a relationship between teachers' espoused beliefs about the nature of mathematics, the teaching and learning of mathematics, and their classroom practices. An extended literature review is presented, as well as a brief conclusion on some projected outcomes of the study.

Keywords: Mathematics education; Secondary school teachers; Teacher attitudes; Mathematics teachers; Literature reviews; Trinidad and Tobago