

ABSTRACT

Teachers' Perceptions of the Implementation of the Trinidad and Tobago National Mathematics Curriculum

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This qualitative case study sought to explore teachers' perceptions of the new national Mathematics Curriculum of Trinidad and Tobago. It examined the perceptions of three mathematics teachers about the curriculum and their concerns about its implementation at a boys' secondary school in the North Eastern Educational District in Trinidad. Data were collected through interviews. The findings suggest that the teachers' understandings of the curriculum were of different levels of soundness. They simultaneously experienced three types and levels of concerns about having to implement the curriculum.

Keywords: Curriculum implementation; Mathematics education; Teacher attitudes; Secondary school mathematics; Secondary school curriculum; Perceptions; Case studies; Trinidad and Tobago