

ABSTRACT

Best Practices in Teaching and Learning Mathematics: A Constructivist Perspective

Shereen Baksh

This paper examines the perceptions of a teacher about best practices in teaching and learning mathematics, that is, teaching and learning practices which are in keeping with the constructivist perspective. The research took the form of a pilot study that investigated the beliefs and perceptions of constructivism of one teacher from a government school in a central education district in Trinidad, and the extent to which these beliefs and perceptions were consistent with practice. The findings suggest that although most of the teacher's perceptions were in keeping with the constructivist principle, only some of the practices were employed and implemented in the classroom. Results from the interviews and observations indicated that the teacher maintains strong beliefs of constructivism but that there is a gap between the theory and the practice.

Keywords: Mathematics education; Educational practice; Teacher attitudes; Primary school mathematics; Constructivism; Trinidad and Tobago