



**Report on Mathematics Stakeholders' Meeting (MSM)**  
**School of Education Auditorium**  
**June 13, 2017**

The School of Education, The University of the West Indies, St. Augustine Campus, Trinidad hosted the first in a series of stakeholders' meetings to address the teaching and learning of Mathematics in Trinidad and Tobago. In attendance were Minister of State (Ministry of Education), The Honourable Dr Lovell Francis, Ministry of Education Mathematics Curriculum Officers, Ministry of Education Early Childhood Care and Education (ECCE) Coordinators, Heads of Department (Mathematics) and teachers from secondary schools, Senior Teachers and other teachers from primary schools, members of the University's fraternity, and Representatives from the Trinidad and Tobago Unified Teachers' Association (TTUTA).

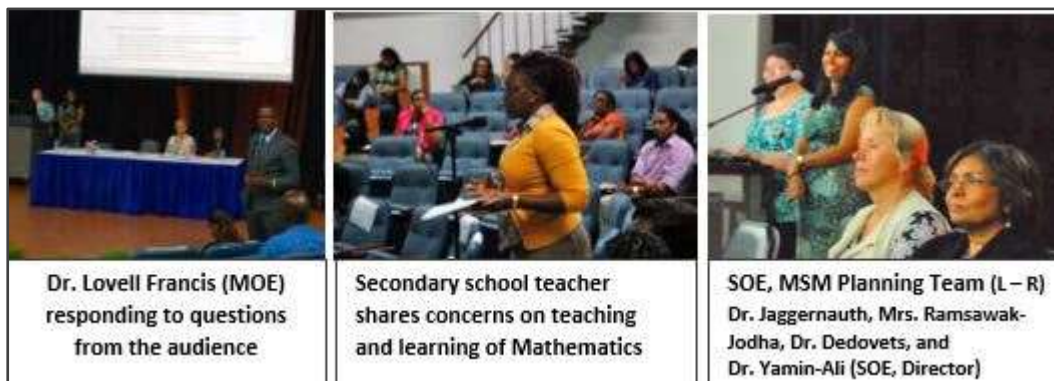
This first MSM was intended to begin the conversation between the School of Education, one of the main providers of teacher professional development in Trinidad and Tobago, and other stakeholders in education about the state of Mathematics education in the our education system. The primary focus of the meeting was to garner perspectives of two major stakeholder groups in education—educators and administrators—and to identify appropriate interventions pertinent to the Trinidad and Tobago educational context. This meeting followed up on a self-study conducted by the University in 2016, to identify the issues affecting Mathematics underachievement of undergraduate students across the St. Augustine campus. The findings of that study pointed to issues with the teaching and learning of Mathematics at pre-tertiary levels, among other things.

During a lively three-hour discussion, participants identified a number challenges that students encounter while learning Mathematics, including conceptual understanding challenges, inability to identify and apply appropriate problem-solving strategies, diverse learning needs, and Mathematics anxiety (resulting from these issues). Participants also identified a number of challenges that teachers encounter with teaching students Mathematics, including managing diversity among students in terms of their interests, learning experiences, and accessing professional development that is culturally and contextually relevant to improved teaching. Among the interventions participants recommended was the implementation of educational assessment to identify the different learning needs of students, coupled with continuous school-based professional development of teachers. This continuous teacher development would help teachers

to assess students in identifying their learning needs and meaningful interventions to address these needs of an increasingly diverse student population.

The School of Education is committed to developing teachers as well as other stakeholder groups interested in improving the teaching and learning of Mathematics. This development would aim to improve student outcomes and strengthen Mathematics literacy among the citizens of Trinidad and Tobago.

### The School of Education, Mathematics Stakeholders' Meeting Snapshots



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