

PREFACE

In recent mathematics education reform efforts, educational stakeholders in the Caribbean recommended changes within curriculum materials, pedagogical practices, and assessments. Given the impact of such recommendations on classroom discourse, learning environments, students' educational experiences, and measurable outcomes of learning objectives, researchers are yet to understand what actual occurs within classrooms. Furthermore, teachers as major stakeholders in the process from curriculum development to enactment are usually forgotten voices. Teachers are frequently critiqued or chastised about their efforts to implement recommendations without essential professional development or instructional support (Hiebert, Gallimore & Stigler, 2002). Nonetheless, there exists teachers in the Caribbean who merge their old and new practices to find the ideal learning space that appease both the recommenders and enactors of reform-based curriculum materials.

Throughout the Caribbean, both pre-service and in-service teachers have continually requested guidance on understanding the theoretical underpinnings of the objectives outlined by suggested reform-based pedagogical practices in the Caribbean Secondary Examination Certificate (CSEC) syllabi and curriculum documents for mathematics teaching in the Caribbean. The main objective of this issue consisting of four articles and a commentary essay is to provide useful advice, which can aid teachers' enactment of reformers' recommendations about the teaching and learning of mathematics. These pieces will include guiding principles for achieving the learning objectives outlined in mathematics education reform documents, CSEC Mathematics syllabi, and Elementary mathematics curriculum from domains throughout the Caribbean. On behalf of CERJ, I invite our readers to join our dialogue about mathematics education in the Caribbean and we hope that these discussions will be the catalyst for further conversations between reformers, curriculum developers, mathematics educators and mathematics teachers.

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