Abstract

As part of the efforts aimed at discovering the factors that influence science teaching, the beliefs of seven science teachers in secondary and preparatory schools were identified in terms of learning in science; used for this end was an analytical model that considers predefined categories. The teachersí statements regarding their teaching practices were also explored. The principal results indicate the teachersí lack of awareness of their own beliefs as the possible reason for their differing postures in epistemology and learning. The paper discusses the need for teacher training in order to generate reflection and encourage the development of observation skills.

Keywords
Science teaching, teacher beliefs, secondary school, preparatory school.