



IDENTIFICATION OF MATHEMATICS' TEACHERS BELIEFS CONNECTED TO INQUIRY-BASED LEARNING

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ABSTRACT. *Teachers are considered as one of most important factors concerning implementation of innovation in education, including inquiry-based learning. From the research in this area we consider beliefs and knowledge for teaching mathematics as the biggest influence on teachers' decisions making in practice. So that is why beliefs and knowledge of teachers are crucial inputs to courses of professional development. In our contribution we design the theoretical framework for analysis of teacher beliefs. Tool for characterizing teachers based on their beliefs is described and its use is illustrated on case of Beata who participated in course of professional development.*

KEY WORDS: *teachers' beliefs, in-service teachers, professional development*

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