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| **Learning Goal** | **Processes (Structuring)** | **Tasks (Soliciting)** |
| Understand the context for Literacy and Numeracy for Mathematics Teaching in Ireland from three perspectives: primary source; recontextualised source; secondary source | **Primary**  Recap on the definitions of Literacy and Numeracy published in National Literacy and Numeracy Strategy  Introduce objectives from the mathematics syllabus  **Recontextualised**  Compare objectives of the mathematics syllabuses to the model of numeracy advocated by the university Initial Teacher Education programme  **Secondary**  Introduce examples of mathematics questions for students and relate to syllabus learning objectives and model of numeracy | Ask participants can they identify a connection between numeracy elements and the strand structure in the mathematics syllabus.  Ask participants can they identify literacy elements in the problem solving and synthesis learning outcomes from the mathematics syllabus.  Ask participants can they identify a connection between numeracy elements and the strand structure in the mathematics syllabus.  In groups, ask participants can they identify a connection between mathematics syllabus learning objectives and Goos et al. (2012) model  In groups, map Junior Certificate and Leaving Certificate learning objectives to Goos *et al.* (2012) numeracy model  In groups, sort syllabus Junior Certificate Higher Level summative assessment questions in 2015 into learning objectives/Goos et al (2012) numeracy model |

**Hypothetical Learning Trajectory: LNMTI: Workshop 1**