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| Introduction  * **Me** * **Purpose** | Thank you for agreeing to take part in this survey. My name is Bernie Donoghue and I am a part-time PhD at the University of Limerick where my research interest is Literacy and Numeracy in Mathematics Teaching in Ireland. As you are aware, when you enter the teaching profession you will be required to meet the demands of the New Junior Cycle Framework which lists literacy and numeracy as key skills in all subject areas. As a researcher, I am trying to learn about pre-service teachers understanding of what literacy and numeracy for mathematics teaching means, and to explore how we see it in the work of teaching. Reviewing the feedback from the survey will help me design a course specifically focussed on literacy and numeracy for mathematics teaching. |
| Ground Rules | 1. Before we begin I would like to explain the process of this interview. I will be asking you some questions which will help me learn more about literacy and numeracy in mathematics teaching in Ireland. 2. This session will be audiotaped to help me focus on your comments and ideas instead of having to take detailed notes. 3. The interview will be transcribed but I am not going to ask for anything that could identify you and your answers will be treated as confidential. 4. I will destroy the notes and audiotapes after I complete my study and publish the results. 5. Before we start, is there anything you would like to ask me? |
| Topic 1 **Survey** | The first thing I would like you to discuss is the survey:  What did you find difficult? What did you find easy?  Do you have any further comments you would like to make? |
| Topic 2 **Understanding of LNMTI** | Now I would like to focus on what is your understanding of literacy and numeracy for mathematics teaching?  If they say, I am not sure or the answer is short do the following:  Probe 1: using PowerPoint show them the definitions of literacy and numeracy from the national strategy and ask: ‘in light of these definitions, what is your understanding of literacy and numeracy for mathematics teaching’.  Probe 2: use PowerPoint to show definition of mathematical proficiency from the Junior Certificate Syllabus. Can you identify references to literacy and numeracy in these objectives?  Probe 3: using PowerPoint show the synthesis and problem solving outcomes. Can you identify references to literacy and numeracy in these learning outcomes? |
| Topic 3 **Enactment** | Could you give examples of literacy and numeracy in practice in the mathematics  Classroom?  Probe 1: Use the trigonometry questions and ask them to compare and contrast these questions  Further probes:   1. Are these problems the same in any way? 2. Does the second problem develop numeracy in mathematics in any way? 3. Would you use both of these problems in your teaching? 4. Would you have a preference to use one over the other? 5. What challenges do these questions present for mathematics teaching?   Probe 2: Using this textbook page to teach volume of a cylinder, how do these type of questions support/hinder literacy and numeracy skills development? |
| Topic 4 **Training** | Can you describe the training offered for literacy and numeracy for mathematics teaching when you were a pre-service teacher?  Probe 1: Estimate a percentage of PME training was devoted to literacy and numeracy?  Probe 2: Estimate a percentage of maths methods course devoted to literacy and numeracy in mathematics  Probe 3: If you were designing a module on LNMTI, what would you consider to be essential elements for inclusion? |
| Conclusion | I have asked all my questions. Do you have any further comments to make?  Thank you for participating in the study. Your comments and opinions will help shape and focus my research. |