

An Irish Response to an International Concern: Challenges to Mathematics Teaching

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The issue of *quality* teachers has been well debated internationally. Both Ireland and England have previously flagged their concern about the lack of qualified teachers in secondary mathematics and overreliance on traditional teaching methods. The UK response to *improving teaching standards* has included changes to the structure of teacher training and skills testing and currently in Australia the topical education issue is the introduction of similar skills test for all trainee teachers. Despite facing similar issues, Ireland didn’t follow suit with skills testing. Instead the Irish government opted to implement a number of strategies which included the upskilling of practising teachers of mathematics. However, while this addressed one side of the issue a key aspect of the challenge still remained “challenging pre-service teachers to do more than talk the talk” (Prendergast et al., 2013). Hence, this paper aims to present the Mathematics Education team’s (at University of Limerick) response – “Mathematical Thinking”

Reference

Prendergast, M., P. Johnson, O. Fitzmaurice, M. Liston, L. O’Keeffe, and O’Meara, N. (2014). Mathematical Thinking: Challenging Prospective Mathematics Teachers to Do More than ‘Talk the Talk’. *International Journal of Mathematical Education in Science and Technology*. 45 (5), 635–647.