



POST-PRIMARY MATHEMATICS

NEWSLETTER

Dear Colleagues,

As we enter the summer term, we would like to thank you for your continued commitment to teaching and learning in post-primary mathematics. In this edition, we provide an update on Senior Cycle redevelopment and share recent publications of interest. We also focus on supporting numeracy across the curriculum, with the N Framework offering a practical lens for integration in all subject areas. A wide range of supports is now available on the Numeracy Across the Curriculum Padlet, and we are pleased to include a companion poster to support discussion and collaboration with colleagues at the whole-school level.

We wish you every success in the final term and hope you enjoy a restful and well-earned summer break.

Warm regards,

The Post-Primary Mathematics Team

Upcoming Events

- AI Collaborative (Online)**
April 2026
Registration opens soon
- Digital Technology in the Mathematics Classroom Webinar (Repeated)**
April 15th 7-8.30pm
[Register here](#)



Senior Cycle Redevelopment

The [development group for Leaving Certificate Mathematics](#) is continuing its work on the development of the new specification, guided by the brief and the findings of the consultation on the Background Paper. The most recent minutes available can be accessed by clicking on the link below:

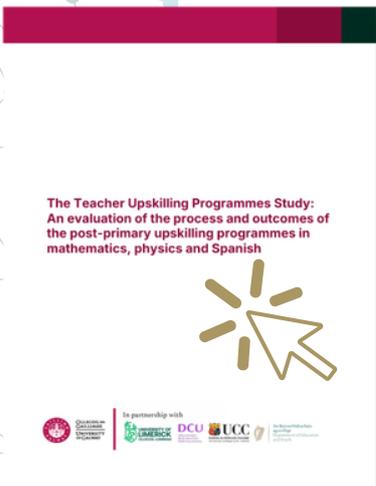
[Minutes](#)

UPDATE





Recent Publications



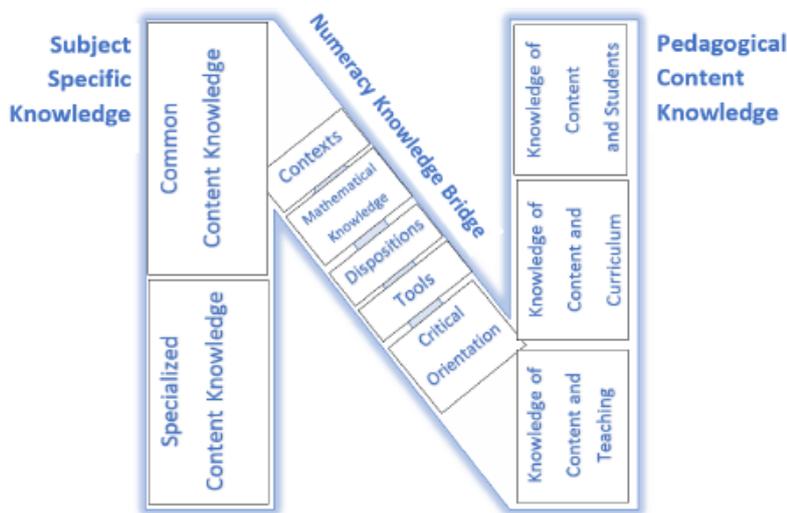
The Department of Education and Youth have published the Teacher Upskilling Study Report 2026. It includes an evaluation of the Professional Diploma in Mathematics for Teaching (PDMT) launched in November 2020 as one of three programmes introduced to address teacher shortages in priority subject areas. You can find a copy of the full report [here](#).

Supporting Numeracy Across the Curriculum

The N Framework

The "N" framework proposed by O'Sullivan et al (2025) is a teacher knowledge framework designed to help teachers across all disciplines meaningfully integrate numeracy into their specific subjects. Its structure consists of two main pillars: Subject Specific Knowledge and Pedagogical Content Knowledge, which are connected by a "Numeracy Knowledge Bridge". This bridge acts as a practical tool for teachers to identify numeracy opportunities by focusing on five key dimensions: real-life contexts, mathematical knowledge, student dispositions, the use of tools, and the development of a critical orientation.

The N Framework



O'Sullivan et al (2025)

By using the framework as a planning guide, teachers can exploit numeracy demands within their own curriculum, such as analysing patterns in Science or interpreting population pyramids in Geography, ensuring students develop the capacity to apply mathematical skills in diverse, real-world situations. You can find a link to the full paper by O'Sullivan et al (2025) below:

[The "N" Framework: A Teacher Knowledge Framework for Numeracy across the Curriculum](#)



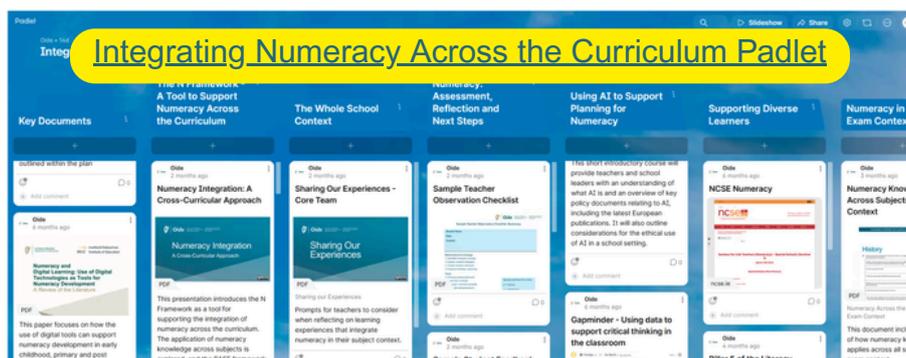
Whole-School Numeracy Support

A Padlet of resources has been created to support teachers and schools in integrating numeracy across the curriculum. It provides a comprehensive suite of supports to help schools embed numeracy in a meaningful and sustainable way.

The Padlet includes:

- Key documents that build a shared understanding of numeracy, alongside the N Framework, which draws on the 21st Century Model of Numeracy to support teachers in identifying and applying numeracy within their subject areas.
- Practical classroom resources such as a learner experience template, sample activities, and subject-specific examples are included to support teachers in designing learning that integrates numeracy in authentic contexts.
- Presentations and reflection prompts available on the Padlet support whole school numeracy development.
- Digital supports, including using AI and the RASE framework to engineer prompts, are designed to help teachers recognise the numeracy demands within their subjects and generate ideas efficiently for consideration in classroom practice.
- Assessment and reflection resources. Tools such as the sample teacher observation checklist, sample student feedback form, and sample teacher survey can provide valuable data on current practice and student experiences. These can help schools identify strengths and areas for development and set SMART targets to scaffold ongoing improvements in numeracy in the whole-school context.

The Padlet will continue to be updated and is available on the resources page in the Numeracy Section of the Oide website or via the link below:





NUMERACY ACROSS THE CURRICULUM

Numeracy is a whole-school responsibility.

"It involves using mathematical understanding and skills in a variety of contexts to describe, predict and explain phenomena, recognising the role that mathematics plays in the world"

(Literacy, Numeracy and Digital Literacy Strategy 2024-2033, pg 29)

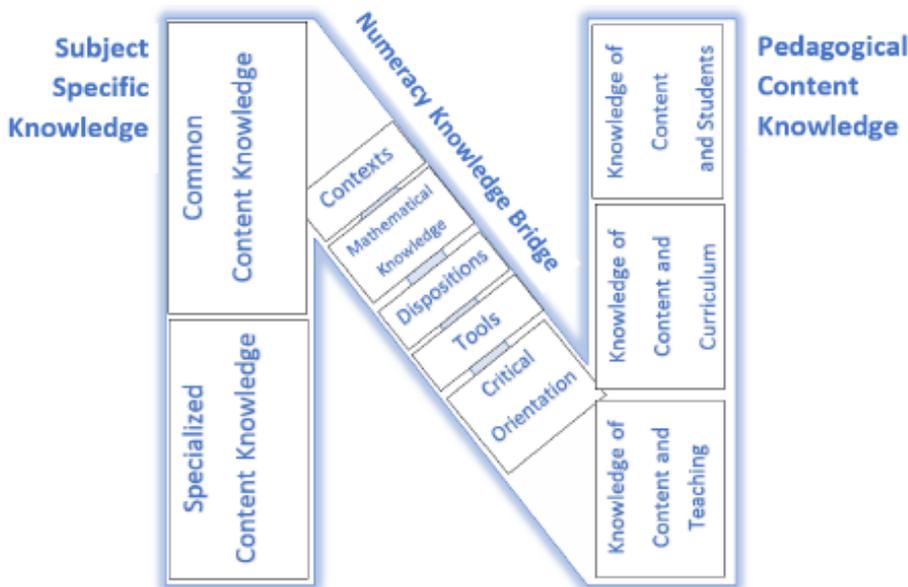


Numeracy is moments in any subject where students:

- ✓ Estimate, predict and calculate
- ✓ Gather, interpret and represent data
- ✓ See patterns, trends and relationships
- ✓ Express ideas mathematically
- ✓ Develop a positive disposition towards investigating, reasoning and problem solving
- ✓ Apply learning in real-world or subject-specific contexts.
- ✓ Use digital technology to develop numeracy skills and understanding.

Numeracy is using maths in context
NOT
teaching extra maths

The N Framework



O'Sullivan et al (2025)

The N Framework supports integrating numeracy across subjects by connecting three key elements:

- **Subject-specific knowledge** - where numeracy naturally occurs in your subject
- **Numeracy knowledge** - contexts, tools, mathematical knowledge, dispositions, critical thinking
- **Pedagogical Content knowledge** - how you make numeracy visible and accessible in your classroom.

What Numeracy Is Not

- Teaching maths topics outside your subject
- Replacing subject content with calculations
- Expecting subject teachers to be maths experts
- Adding extra work for the sake of it

It positions numeracy as a bridge between subject content and teaching practice, rather than an add-on.

Numeracy is already happening in your classroom. **Our role is to notice it, name it, and support it.**