Aslan, Carmel, 2012, *The Continuity of Mathematics Teaching and Learning from Primary to Post-primary School in the South of the Republic of Ireland.*

ABSTRACT OF DISSERTATION

This dissertation is set in an era of ever increasing change in the field of education and against a backdrop of very difficult economic times. The recent changes in the mathematics curriculum in Post-Primary school in Ireland are being driven by the demands for a knowledge society so that Ireland can play its part in the recovery of the global economy.

There is no doubt that the period of transition from Primary to Post-Primary school is a traumatic one and a time of great adjustment for the students involved. The challenge to teachers and educators and those setting new curricula is to reduce disparities cross- phase and to improve the continuity from Primary to Post-Primary, thus easing the transition process for the students. Ultimately, this should have the desired outcome of more students taking higher level mathematics at Junior Certificate and Leaving Certificate. This in turn will lead to graduates from our Post-Primary schools having greater understanding in mathematics, being better able to apply the knowledge they have acquired in third level or indeed in industry.

The purpose of the current research is to study the perceptions and practices of students and teachers in sixth class in Primary and first year in Post-Primary to be able to identify the areas of continuity and discontinuity in the teaching and learning of mathematics from Primary to Post-Primary.

Ongoing research is needed particularly now as the new Project Maths course comes on stream in Post-Primary. We will watch with interest to see how the new courses effect not only what is taught in mathematics but also how mathematics is taught and ultimately how mathematics is learned.