

Teaching for the Conceptual Understanding of Fractions: The Role of the Official Curriculum

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The importance of teaching for conceptual understanding is regularly highlighted in the current literature around the teaching of fractions. This communication presents preliminary planning for a study exploring the role that official curriculum plays in teaching for conceptual understanding. Content analysis will be utilised to investigate ‘the intent’ of official curriculum documents and how they guide teachers in planning for the teaching of fractions in Kindergarten to Grade 2, with a focus on conceptual understanding. Teachers’ teaching programs will be examined and teachers will be interviewed to clarify what they plan to teach in their classrooms. These teachers will then be observed to ascertain how the intent of official curriculum documents is actually enacted in the classroom.