

Primary school mathematics teachers' exploration of integration strategies within a community of practice

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We report on initial stages of a study where a group of eight primary school mathematics teachers, guided by the first author, work within a *Community of Practice* (Wenger, 1998) to explore ways of integrating music note values into their teaching of fractions to learners in Years 4 to 6. The teachers trial, reflect on, and adapt strategies to exploit opportunities deriving from synergies between mathematics and music, and, in so doing, pursue the dual curriculum goal of deepening young learners' conceptual understanding of fractions while simultaneously helping them recognise the beauty and elegance of mathematics as a human activity.

References

Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity*. New York: Cambridge University Press.

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