

F-17. Crushed amongst teacher guide, instructions and students in practice of teaching: learning from own reflections

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This study investigated specific guidance required by teachers to improve their practices of teaching, by reflecting their own teaching. The study was undertaken in 5 year-3 classrooms in a semi-urban school, using qualitative research methods. There were 3 phases of data collection, each of 2 weeks duration. In the first phase, all the 5 researchers observed practices of teaching in the 5 classrooms. Each researcher worked with a teacher in a separate classroom. During the second phase, researchers worked in collaboration with the teachers in lesson planning and teaching (mathematics, environmental studies and mother tongue). The final phase was to monitor what teacher learned from the collaborative activity. Several changes were observed in the practice of teaching. The most significant change was the deviation of lesson planning and teaching following the instructions in the teacher guide, to do modifications according

to children's needs in classroom. This resulted in some other changes; namely, content oriented teaching to student oriented teaching, transition of teacher domination to students' engagement, whole group discussions to small group discussions, teacher talk to student talk and teacher given notes to notes generated by the students. Students appreciated the intervention, which enabled them to be active participants in the classroom. Teachers will be benefitted by this study to rethink their practice. Teacher education and especially the curriculum developers will be benefitted in designing course content. The in-service instructors will be benefitted to guide teachers with special reference to the context of teaching.

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