

M A A S Dias, S Karunaratne

*Dept of Educational Research, National Institute of Education, Maharagama*

This study was conducted in a semi-urban mixed school in association with teaching of mathematics in a Year 3 class. In the first phase of the study, the researcher collected data while observing the mathematics teaching - learning process. During the second phase the teacher and the researcher planned and implemented mathematics lessons in collaboration. The teacher and the researcher engaged in discussions and interviews during this phase. In the final stage, the researcher observed the impact of the intervention made in the previous phase. It was observed that by the end of the study the nature of the lesson plans of this teacher had changed from being very brief, to a detailed lesson note. Instead of implementing the activities given in the teachers' guide in a mechanical manner, they were organised in a better way, where children had more opportunities to participate in them. With the implementation of such lessons, students participated actively in the process of learning. The learning acquired in mathematics teaching was applied in teaching other subjects as well. The teacher benefited from this study by gaining skills in implementing the primary curriculum more effectively. The friendly relationship that developed between the researcher and the practitioner was an important factor which facilitated teacher learning. The most important result was that the students became active learners when compared to the time of onset of the study.