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This study focuses on the specific guidance required by a teacher in a Year 3 class to improve the process of teaching- learning process. The study was carried out in a semi-urban mixed school in 3 phases, each of 2 weeks duration. In the first phase, the researcher observed practices of teaching without any discussion with the teacher, and made assertions about the teacher's method of teaching.

During the second phase the researcher and the teacher worked in collaboration in lesson planning and implementation. The researcher guided the practice of teaching and helped the teacher to improve by reflecting on the teacher's own practices. The third phase was implemented to find out the impact of phase 2. Main modes of data collection were observation and interview. The transcripts and field notes were analysed using qualitative analysis techniques. Based on the main assertions made, this study aimed to explore the extent to which a teacher attempted to reduce the control over classroom discourse in order to allow for increased pupil participation and learning due to guided practice and reflective teaching. The changes observed were planning and implementing activity based lessons, constructing on students own knowledge relating to student experience, enabling the students to concentrate and participate in the lesson. This study is of importance to teacher educators, curriculum developers and policy makers as it reveals the effectiveness of teacher learning by guided practice and reflective teaching based on a collegial relationship in contrast to the traditional superior - subordinate relationship between the practitioner and the teacher educator.