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This study investigated specific guidance required by a teacher in a Year-3 classroom to improve the process of teaching and learning. The study was undertaken in a semi-urban mixed school. The researcher spent 30 days in the teacher's classroom in three phases, to understand the teaching/learning process with an insider perspective.

In the first phase, data was collected by observing what is happening in the classroom. Detailed field notes were taken by the researcher. In the second phase, the researcher worked in collaboration with the teacher in lesson planning and in teaching, giving priority for teacher's opinion. The final phase was to monitor teacher's work to study what the teacher learned from the collaborative activity. The researcher had a continual dialogue with the teacher in all the three phases.

Data analysis was done simultaneously, and at the end by triangulating data gathered from observations, interviews and documents. The discussions helped the teacher to understand some of the procedures undertaken in the collaborative activity by reflecting her own work. Of the several changes observed in the teacher, the most visible was the involvement of children in different activities. Children appreciated doing things in the classroom, and also undertaking responsibilities. The study has a positive impact on teaching and learning which will benefit teachers as well as teacher trainers, curriculum planners and policy makers.