

**Implementation of grade 1 new syllabus: Reflection of a teacher**

A teacher in the District of Gampaha was guided to reflect upon the new grade 1 syllabus piloted in 1998. Objectives of the reflection were to assess the training package and to identify the successful and unsuccessful aspects of curriculum implementation at school level. Further the improvement of professional practice of the teacher, via Action Research was also aimed at. Reflective Action Research methodology was employed. The teacher collected observational data (sometimes using tape recorders) on the orientation she received, implementation of competency based lessons by herself in the old classroom/renovated classroom and the play area. Official documents were also reviewed. Data, qualitative in nature were analysed and categorized into three segments: training package, similarities and dissimilarities of instructions given by various sources and successful and unsuccessful aspects of curriculum implementation of new year 1 curriculum. Findings of the research are two fold i.e the assessment of the reforms and the improvement of professional practice via reflective practice. Findings related to the reforms are weaknesses in managing training sessions. Novelty in presentations of orientation programme, improper management of teacher deployment and training, the clash of instructions provided by National Institute of Education/In Service Advisers and Officers of Regional Departments, delay in completion of new classrooms hindering the successful implementation of relevant reforms and maintenance problems of the play area. More knowledge in English language will be helpful to the teacher in implementing simple English conversational programme. It was found that the teacher improved her capabilities in Action Research. The Research highlights the importance of employing teachers as action researchers to improve their professional practice.