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**A study of teacher focused interventions to strengthen the implementation of curriculum in Grade one**

This study was designed to identify the problems and weaknesses of the teachers in implementing Grade 1 environment related activities with a view to strengthening their teaching capacity for effective implementation of 1997 reforms. An action research model was used in this study lasting one academic year where five researchers worked with four teachers in the implementation of educational reforms. The four teachers had

received training in reforms through in-service advisers. Group discussions, observations, and interviews were involved in collecting data.

Researchers were able to identify specific problems faced by the teachers in lesson planning and implementation during the first phase. A gap was discovered between grade one curriculum objectives and its implementation. Effective involvement of children in play and activities, attention for differently able children, use of oral English and adding an aesthetic touch were some identified problems.

During the second phase, researchers helped the teachers in lesson planning and to implement those plans while making them to reflect their own practices. They were also helped to adopt the teachers' guide to their own classroom situations. Opportunities were made to meet the curriculum developers to clarify their problems further.

Finally, teachers were able to prepare detailed and novel lesson plans and to implement them effectively. They were able to overcome most of their problems. Nevertheless there were instances where the teachers misinterpreted some science concepts and mismanaged activities. This shows the importance of guiding teachers continually. Hence, a mentor's role should be introduced to the system.