

**Let us learn and achieve development through experiences: A study of reflective learning environment in a Sri Lankan school**

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The reflective learning, an approach to functional In - Service Teacher Education is the focus of this study. The objectives of this study were to identify the professional behavioural routines of a school and to examine whether reflection actually takes place within its routine, to assess as to how it will be useful for In Service Teacher Education and to identify problems that may arise in the use of reflection as a teacher education approach. Action, Critical Narrative and Participatory research methods were used. A Type 2 school was the research setting, and five researchers collected data from the school Principal and four teachers of Grade 1, 4, 7, and 10 who participated as practitioners. Reflective journals, participatory observations, informal and unstructured interviews, open - ended questionnaires were data collection techniques. Four conferences were held with the participants to collect data through collaborative event analysis, open-ended questionnaires and brain storming discussions. Data were read and triangulated to identify professional behaviour routines, self-reflective patterns and collaborative reflective patterns of a Sri Lankan school.

Professional behaviour routine patterns of teachers were moulded by instructions of syllabi/ teachers' guides and professional experience than any theoretical knowledge that teachers have acquired. The layout of the expense of primary and secondary school buildings have influenced the nature and content of collaborative reflective styles. There is a polarisation in the roles as administrative, and classroom, and practitioners reflect on their roles accordingly. There is little opportunity for reflection by teachers since the school head employs linear administrative principles and not shared governance principles. The relation between professionals in the school is of official and administrative in nature, and not friendly that lead to reflection. There are teachers who are able to play their roles creatively within this framework. The importance of imparting teachers with a basic knowledge of reflective journals at their enrolment and In-Service Teacher Training Programmes was identified. Apart from the logbook, reflective journal can be used to improve reflection of administrators, too.

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