

**I am less tired now: A case study on capacity building of primary teachers**A R G A M Abeykoon Menike<sup>1</sup> and S Karunaratne<sup>2\*</sup><sup>1</sup>*St. Joseph's Balika Maha Vidyalaya, Kegalle*<sup>2</sup>*Faculty of Science, University of Peradeniya, Peradeniya*

Based on the findings of many studies that were focused on improving the education system in Sri Lanka, National Education Commission had introduced several education reforms in 1997. One such reform was to improve the quality of education. Hence, special attention was given to improve the quality of primary education. The curriculum at primary level was suggested to be competency-based and, to use child-centred approach in teaching. To facilitate implementing reforms in primary curriculum, teacher training programmes were conducted in the whole country by conducting in-service sessions. A study sponsored by UNICEF had revealed that even though attempts were made to train the teachers, outcomes were not satisfactory in some localities in the country, and requested the National Institute of Education (NIE) to conduct a study on capacity building of primary teachers. A team of twelve researchers observed how twelve primary teachers in twelve schools taught the subject Environmental Related Activities (ERA) in grade two classrooms. Each member of the research team worked with a single teacher in help developing capacity building using the three phases of the guided practice model — i) Observation, ii) Collaboration and Conversation and iii) Monitoring. This paper discusses the findings of one member in the research team. During the observation phase the researcher was able to identify some areas in which she could help the teacher to improve her teaching process. These areas were, introduction of group work, ways of introducing lessons, understanding the purpose of the activities, correct usage of visual aids and questioning process. In the collaboration and conversation phase the researcher intervened to help overcome the weaknesses and the teacher felt that it is easier to teach with proper planning. During the monitoring phase it was observed that even though the teacher had shown improvement still she had difficulties in changing her usual way of questioning. It is recommended that teachers need to be supervised and guided to assist them in the proper implementation of reforms.

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