

Capacity building of primary teachers through creative activities

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To plan the teaching learning process for the fulfillment of primary reforms it is needed to identify the skills and the potential of the child. Primary class teacher is the key person involved in the implementation of the primary education curriculum creating learning opportunities through effective use of environment. To help developing skills in children, it demands the capacity building of primary teacher to carry out tasks to the best of their ability.

This study focuses on the capacity building of a grade two teacher in a school in the North-Western province. Guided practice model, which characterizes the quality of teacher reflection was selected to improve the capacity of the teacher. The model comprises of three phases, namely, observation, co-planning and co-teaching and monitoring. At phase one, behavioural and teaching aspects of the teacher and students were observed in teaching Environmental Related Activities (ERA) for five days. During ten days of second phase, co-planning and co-teaching were carried out. Captured weak points of the teacher were eliminated with strong qualities when improving her capacity. Lesson plans were developed with the help of the teacher to overcome identified weaknesses while respecting her knowledge, ideas and creative abilities. One month later monitoring phase was conducted for five days and teachers' improvement was observed. Detailed fieldnotes, artifacts of students, school records, formal and informal interviews with teacher, principal, and students were collected during all the three phases. It was revealed that the activities the teacher had given for ERA were totally changed to student-centred way after the second phase which aroused students' curiosity, motivation and creative thinking that helped to build up several skills in students. Capacity building of primary teachers towards the creative abilities of them can be sharpened through long-term continuous implementation of well-planned guided practice by well-trained educationists and for this organized training is needed.

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