

Teacher Learning: Emphasis on activities to improve capacity building of primary teachers

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The recent primary education reforms were introduced in 1997 with the aim of enabling students to face the challenges of life successfully. The teacher has to play a key role in implementing education reforms effectively. Therefore, it is necessary to strengthen the teachers with required competencies for effective implementation of education reforms. The study comprising of twelve case studies were conducted aiming at capacity building of primary teachers using guided practice and teacher learning.

This paper discusses a case study conducted in a school in the North Western province. The study was conducted in three phases--observation, co-planning and co-teaching and monitoring. In the observation phase five Environment Related Activities (ERA) lessons were observed and detailed fieldnotes were made. Analyzing the data gathered from the first phase, weaknesses were identified in three areas: planning activities, introducing lessons and style of questioning amidst several strengths in the teaching learning process. During the second phase of the study, the researcher and the teacher worked together and planned 10 lessons that help overcoming the identified weaknesses in the first phase. In the monitoring phase of the study, five lessons were observed. In all the three phases, detailed transcripts of observations were prepared for each lesson. In the third phase the teacher was competent in organizing lessons eliminating the weaknesses she had with her in some of the areas. Therefore, weaknesses of even most experienced teachers can be overcome through collaborative work with the teachers. It is suggested to conduct programmes in the zonal levels to plan ERA lessons and to provide teachers with opportunities to observe planned lessons of effective teachers in order to overcome their weaknesses.

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