

## Ways of helping teachers in capacity building beyond the traditional methods

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Teaching is a challenging task, which helps to promote student development as well as learning. It is the teacher's responsibility to make a well-balanced child in order to face the challenges in future. The government introduced education reforms in 1997 with the aim of developing five basic competencies and nine national goals. The successes of a reform always depend on the ability of the implementers. Teachers as implementers of education reforms should have the ability to fulfill the expectations of reformers. It is necessary to build up the capacity of the teachers for the successful implementation of reforms. The aim of this research was to identify how far a researcher can help a teacher in capacity building.

A school was selected in Kurunegala educational district and it was in an urban area. Lessons on Environmental Related activities (ERA) of the class teacher of grade 2B was observed in three phases, namely, a) observation, b) conversation, co planning and co teaching and c) monitoring. In the first phase the researcher built up a close relationship with the teacher and observed the teaching-learning process of 5 lessons and kept detailed fieldnotes to identify weaknesses of the teacher. Out of these weaknesses, lack of groupwork, lessons were not related to day-to-day life and lack of planned lesson notes were selected to help the teacher in the second phase in which the researcher and the teacher collaboratively planned and practised 10 lessons. In the third phase researcher observed the teaching learning process of 5 lessons in the same class to observe changes that the teacher has made. At the end of this phase the researcher found out that the teacher had the ability to overcome her weaknesses and moving towards student-centred approach. This suggests that it is possible to change the behaviours of teaching with proper guidance. It is recommended that teachers should be guided by zonal monitoring panels by providing them with constructive feedback.

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