

**Learn, love and live together unto fullness: Good practices on peace
at Tri / St. Mary's Girls' College**

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Tri/ St. Mary's girls' college (name is cited with consent) was one of the five schools selected to identify the good practices in peace and conflict resolution followed by the Sri Lankan school system. Observations, questionnaires, informal interviews, and document analysis were the data collection techniques. Data from questionnaires were collected from ten students in grade eleven, ten parents/guardians of them and ten teachers who taught them. Number of important themes was identified from informal interviews and observations and the ten students were asked to write essays on them. Exhibits, models, quotations, photos and written sources kept in the principal's office and in classrooms were considered as data for document analysis. Good practices related to nine school processes were identified.

The school management was completely built up on the vision of the school. "Love learn and live together unto fullness". All tasks in the school were decentralized. Every process in the school was bound to each other in a good communication chain. It helped to build a peaceful environment without conflicts. Principal's flexibility, humanity and capability helped to build the peaceful school environment. A large portion of work related to classroom management was assigned to the students. Every classroom in the school had a common systematic plan and due to this no conflicts emerged among students or teachers. The Monitor was responsible to prefects for their workload. The student of this school was directed towards leadership practice, through student centered management. The characters of social harmony and environmental harmony were developed in students through this process. This also induced other students in the school to acquire such characters it made the classroom a joyful place for them. The prepared duty list for monitors beginning from the time they enter the school premises in the mornings thoroughly effects the student development. There was the chance to students to engage in all activities such as co-curricular activities, extra curricular activities, cleaning classrooms and school premises. Accordingly every student has to take responsibility and get accountable to his or her immediate higher management and to fare higher management. Hence we could observe higher degree of attitude development in students. Teacher development and Teaching-learning process promotes the teaching-learning process. Co-curricular activities built the peace in the school system through cooperation between various types of societies. School premises developed with the help of school community have developed an environment of Cultural harmony.

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