

## Stretching the hunched back: A case study on capacity building through team teaching

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This is a study on competencies of a teacher who had 23 years of service in primary grades. The objective of the study is to identify the prevailing characteristics of the selected teacher and to further improve her capacity of implementing the Environment Related Activities (ERA) syllabus through guided practice. Action research approach and qualitative research methodology were used in the study. Data gathered from participatory observations, informal interviews with the teacher and written sources in the classroom were triangulated. After preliminary investigations, plans were drawn up using pair teaching method under guided practice. Then interventions were made and the results of the interventions were evaluated.

Two positive characteristics identified in the teacher at the initial investigation were the utilization of the entire class timetable paying attention to each child, and incorporating aesthetics with each lesson of the ERA. Planning lessons mainly to provide subject knowledge without focusing on the objectives mentioned in teachers' guides and syllabuses, lack of proper pupil response patterns, not using play area for out - door activities, and not being able to manage physical and human resources in the class were the areas that could have further improved the teacher's potentiality. Because of the interventions made through the research, lesson plans suited to achieve the curricular objectives better, were prepared. There was much room to achieve the objectives of subject themes in ERA, by implementing the lesson plans in the open area, which provided teacher and the pupils a chance to get rid of limited behavioral patterns. The importance of visiting classroom through qualitative research methods to identify teachers' problems, and the possibility of intervening in order to develop teacher potentiality through pair teaching, thus equaling her to understand the shortcomings of her professional role by having a close relationship with the teacher, was realized. The use of participatory observation according to qualitative research methodology was helpful in obtaining an in-depth understanding of the teachers' professional role. It also revealed that, by planning lessons by pair-teaching methodology thus, highlighting the positive features of the teachers role and minimizing the negative features, and implementing them while providing clues for the teacher to identify them, it was possible to minimize the drawbacks in the teachers' role.

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