

Team efforts of teachers for their own capacity building

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Learning occurs in a social environment. Teaching and learning is a plural activity. In schools, teachers plan their lessons without consultation of peers and others. Generally, they do not consider the content in the previous grade and the next grade. This study presents how a primary teacher has changed her practice with guidance and collaborative efforts with special emphasis on continuity of a theme across grades. At the primary level the curriculum is developed under themes and it is competency-based. A rural school was selected for the study considering the convenience of the researcher. Majority of the students came from the lower middle class. Five teachers from grades one to five in the same school were observed for two weeks to get an understanding of how teachers plan and implement lessons in the subject Environment Related Activities (ERA.) Detailed notes of observations were taken down to identify weaknesses in planning and teaching. The researcher had meetings with the sectional head and with the teachers of the same grade and all primary teachers. With the intervention of the researcher, teachers planned lessons for a theme staying after the school closed. In this activity they shared their ideas together. Special attention was given to study the subject content of all five grades on the same theme. While following the guidelines given in the teacher guides, teachers investigated ways of presenting the lesson to match their content involving students in various activities. The researcher observed how teachers implemented these lessons in their classrooms. The study made them confident in using multiple ways of teaching to make all students in to active participants. Above all, they expressed the relief they had in limiting the content to the grade level, knowing how concepts would be built up across grades. They made it a practice to plan lessons together. Collaborative efforts help teachers to improve the practice and for learners to learn with understanding. Collaborative learning relies on social interactions of students.

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