



REFLECTIVE DIARY SAMPLE

I will never forget the feeling I had when I first walked to school. Fear and the excitement stirred and changed throughout the first day of school. For the second day I had the feeling I belonged to. The longer I was schoolgirl, the desire was stronger. The very knowledge to give me the opportunity to teach everything I love was my greatest motivation. However, as the day of my "confrontation" with the students approached, so the first fear - the fear of the unknown - began to appear again. It really sounds ridiculous to be afraid of sixth grade students. When I look back, I see fear focused on me, on the eternal set of questions: "Will I be able? Will I be disappointed? Pupils?" I was used to being the best student and becoming the best teacher ... And this venture is much harder! I'm young, but it seems to me that everything was different in my time.

Relationship with professors, teachers and teachers was fair and full of respect. And again, maybe that just looked like my point of view. What started troubling me when I started working at school was the following: "Are all the students really chronically demotivated and directed to nothing, or is it just so in big cities?" At her first job she had I was a group of students I sat with on Saturday morning and made measurements in the nearby forest for the projects I joined. About ten of them were happy, engaged and satisfied with the activities. That's how I felt. But, however, the rest of the students were both strange to me. At one point, the student commented "that there was no money" for which he would go on measuring in the morning on Saturday. Sadly, many people agreed with him. My mentor has told me many times that I am alive and that I do not see what I find so much pleasure, especially since it does not even enter into debits. My answer has always been the same: "I'm happy when I see the curiosity of learning new methods on pupils' faces measuring the height of the tree when I hear that "A-haaa, so it's not hard to learn!" when I see them together as they think together that they will best present their work to the rest of the students ... and when I know that burning this flame contributes just me. "I continue to argue that students are congested with irrelevant information and outdated teaching methods and that their demotivation is the result of the interaction of the above. Time spent at school could be a challenge for them, and instead it is just part of the day they will not spend on computer games. I was always envious of colleagues who got work right away. I thought it was a big happiness and relief. When I think about it today, it seems to me that it has given me a wonderful opportunity to work on more jobs in different parts of our country. If I stayed in my first job, I would not meet beautiful people, I would not teach these fascinating children and I would not get a chance to see that there are still many students with such intense inner motivation that many times, in no more than three months, they left breathless. I will never forget the day they left me speechless for the first time. Teaching began at 7.30, my train moved to 4.42 and there was no indication of any complications. But the conductor has fallen asleep



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and forgot us to inform the passengers that the train will change the direction and be late in coming for nearly two hours. A terrible feeling came to me when I looked into the darkness. There was a raging storm in the cargo and a tremendous noise awakened the conductor that only confirmed what we knew. I cannot stand late to work, and this situation I could not control in my mind caused enormous anger. I called the principal and explained what was going on. His quiet voice suddenly relaxed and calmed me. He said, "Do not worry, colleagues, I'll change you until you come in." This is something that never happened to me. The shock occurred when I finally got to school. When I arrived in front of the classroom, it was so silent that I thought at first glance that the students were not in the classroom, but in the library watching the film with the director. I opened the door and saw them - 15 of them, all overwhelmed in their work materials. I apologized to them because it was late, and one student rose and said, "Professors, the director told us to handle the lesson independently. Here, after we have processed it, we've also solved the workbook, answered the questions, and you gave it a homework. "It's a homework - to research the internet more about bone and muscle diseases. It was difficult to hide my shocked expression, but I refused to start screaming at least. We had plenty of time to repeat everything about the lesson before it sounded. Later, in conversation with the principal, I was not surprised by the surprise or excitement of these young people. Moreover, when the next hour we discussed the results related to their little research (which, incidentally, was very successful), I praised them both in the classroom and later in the proceedings. What leaves them breathless is their curiosity and mutual help. They always help the students who do not have something, they do not have internet access and who in some way and for any reason tend to follow some of the material. I like to believe that this is the reason why they are in the classroom a bit, mostly between the ages of 14 and 20, and what is outside the school. Likewise, the school as an institution encourages the teacher's interaction with the parents, include students in a cooperative traditionally producing apple vinegar and blackberry marmalade. A wonderful example of a small community that works perfectly! They have a small garden where they grow blackberries and a small apple orchard and together with several teachers and principals. Take care of the seedlings, themselves stickers for jars and bottles, part of the girl in the knitting crafts decorative ruffles and small folk costumes with blackberry motifs. In this way, several student groups work together and learn about healthy co-operation and joint work, and such upbringing guarantees them a healthy workplace relationship later in life. This principle is very constructive and reminds me a lot of times that every lesson should be a collaboration between the student and the teacher and the student together to bring together the valuable information prescribed by the plan and program. Some would say - there is a lot of work, and there is no guarantee of good results. I do



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not consider this because I consider that the student who is active in the lesson and participates in the work is a much more valuable factor than the safe way of lecturing. The so-called front / frontal work guarantees only that the teacher will fulfill his or her job, and most often I will run to the goal, i.e. the lesson will be forwarded, so whoever understands, understands, and who does not understand, let the home read the lesson at home from scratch. Thus, when there is a discussion with clear signposts for me, I see the lessons to which students are clear to and who they are not in. In this way, they may be more fearful with the help of colleagues telling them something unclear. My professor said, "In ten years you will find that most of those legitimacy you have been teaching is not good and you will always sketch and direct something else at first." I believe that part of the teacher training is just that - constantly changing and find better ways of teaching. When the day of my departure from the small school on the hill came, I was terribly sad, but at the same time so fulfilled and happy. Having a chance to work in such a magical place is really a rare opportunity, but a gift and a great contribution to my professional development. Indeed, the teacher's vocation is a noble profession that is perfected throughout the whole working life.

