

Professional Experience and Curriculum Vitae

What I did wrong when I started working at school: three mistakes of teachers

Young teachers often come to school full of energy, aspirations and desire to change everything. But for some reason, this mood quickly disappears. Why? And who is to blame - colleagues who do not believe in a young teacher, or children who do not take him seriously?

In the first two years of work at the school, I did not get out of the problems: noise, low results of students. I expected that I would come to school and it would change, but in reality it turned out that I work much worse than my colleagues. I blamed the students, got angry at them.

Thought we weren't right for each other. I changed schools and realized how much I did wrong. And after a couple of years, the understanding came that it was not about what I did, but about what I believed in. I did not believe in my students and therefore I did not help them in teaching. I realized my mistakes and realized that when I did not use <https://bidforwriting.com/> I could not teach my students something useful. Therefore, in this text, I tried to describe the evolution of the attitudes that were with me when I came to school: how they changed me and my teaching.

"I'm coming to save you"

I came to school with a mission. I was sure that the school needed: "I will come to teach you. You have nothing, but I will give you everything." It would seem that what is wrong with a noble impulse to make the school better? Students live in their own world. They are used to it and do not at all consider that they need to give something or that they do not have something. For them, my desire to sow reasonable, good and eternal is an uninvited intrusion into the established order of things. "We certainly appreciate what you are going through for us, but actually planned to do to cope" - so they told me. So I changed the approach of teaching. When I spoke to the paper helper I then gave them to work independently in order to enable them to express their own thoughts on paper. So I changed the approach to their students.

In addition, there is no salvation subjectivity. If I come to give something, then students are not in an equal position. Pupils - the object to which I am working. To work on writing a written work is very often use the help of the essay builder that helps is that the children are well attended. But children - not a stone, the work of a sculptor. They are the authors of their own learning. It is not we teach, students learn it.

The position of a savior is very vulnerable and touchy. If the rescuer that something does not work, I want to cry out: "Well, I do everything for you, and you are ungrateful, does not take!". With this setting, the teacher constantly feeling unsatisfied. Sacrificial installation requires recognition of the sacrifices that the children did not sign it.

Retreated to a few paragraphs back: well, let this setting prevents the teacher, but then instead? After all, for some reason we come to school? And is it necessary to give up the desire to make the world a better place? No need.

I found for myself a phrase that allows me to save a landmark in the work, and does not make the students something compelled me: "Would not it be cool if ..."

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