

**Title**

INVENTING MYSELF FROM THE REFLECTION

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**Course**

Practicum IV

When you read the first paragraph of Dr. Kumaravadevelu's profile, which is on his official website, it is impossible not to stop, search on Google and verify the information that our mind has just received; we have been seeing the world inside a box that someone else built, and the Mercator map has not told us the whole truth. And the invitation of Hasbanny (2012) while she is evoking the words of the Hindu professor is quite clear: "start to see the world differently".

I think these words did not have much echo in my professional reflection until I saw the need to put them into practice. I still remember that after two days in the educational institution where I started my professional practices I was in a real existential crisis. It was not that I doubted about my vocation to be a teacher, I was clear about why I wanted to dedicate myself to this profession, I had already understood a little about my own beliefs, and I had overcome social, family and personal barriers. The crisis was born because everything I had learned until then seemed to be of no use to me in the practice of teaching. Neither the social theories of Vygotsky, nor the Montessori educational model, much less Piaget's learning stages seemed to take on the slightest sense in a non-regular school, with students so heterogeneous, schedules so flexible and expectations so varied in the same classroom of traditional architecture.

It was there, in the middle of that apparent chaos, where everything took on meaning. To deal with such a particular situation, it was necessary to think in a particular way, that is, to think outside the box. Clearly it was not about discarding months and months of theory, the challenge for me was to identify what of that theory was useful, to combine strategies, to contextualize my planning and, above all, to be able to reflect on my practice and continue to invent myself from that reflection. Because it is in the reflection about the own teaching exercise where there are truly strengths and opportunities for improvement; "To be a good teacher requires

reflecting on the educational practice because it involves working with the heterogeneity, the diversity of interests, attitudes, concerns of students and ways of learning" (Camarillo, 2017).

There have been many, and very significant, experiences that I have been able to live through almost two years of professional practice; It has been for me a bidirectional process in which what I have learned is more than what I have taught; Thanks to these experiences, I was able to enter into the experience of the "authenticity demanded by the practice of teaching-learning" of which Freire (2004) speaks. And it is precisely from this teaching exercise that I have been able to understand that the real driving force that takes us every day to the classroom is the hope that "teacher and students can together learn, teach, worry, produce and together also resist the obstacles that oppose our happiness "(Freire, 2004). Losing sight of that engine can only result in an empty teaching exercise, detached from the social and cultural context, without long-term objectives and focused only on academic knowledge.

Having participated during these time in the training process of hundreds of men and women in vulnerable situations, with such clear and diverse life projects, and having managed to give a positive and indelible mark on several of them has been the most rewarding experience I have lived and it has convinced me that it is through teaching that I can also invite others to see the world in a different way, to think outside the box as Kumaravadivelu does but in my own way.

## References

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