DIARIES

1/7/2010 Education vs Teaching	Today was the first meeting with the group. At the beginning of the session I felt nervous. Although the group looked very collaborative I felt nervous. It seemed that the group got tired after two hours of talking. I decided to do some group work in order to keep people interested in the theme. I explain my philosophy behind these seminars and stated that I do not see them as training but rather as education. I said that we all know different things, I don't know more than them and that we come to the seminars in order to interact and learn from each other. At the end we will create something new, new knowledge
5/7/10 Transmission vs communication	The meeting started with enthusiasm but people got tired after the long discussion. I felt that some people might complain at the end. I was afraid not to loose more participants because I wasn't sure how many participant we would have at the seminars. We had 19 applications but not all of them turned up. Next time I will use more collaborative work in order to keep

	people motivated to the theme. Or I will different activities every half an hour.
6/7/10 Creativity	Today the participants seemed to enjoy the art related activities. At the beginning they had trouble to understand what we mean with creativity. I think participants like group work and I will use it in the following meetings. I will go on with discussions for two hours and then I will use group work. After two hours of discussions people seem to be tired or bored.
8/7/10 Power vs domination	The participants enjoyed the discussion, especially the effort to distinguish the terms leadership and management. Trying to discuss the terms power and domination we got into an interesting discussion with the participants on leadership and how power can be used for improving organisations.
12.7.2010 Adult education	I decided to start the group discussion with adult eduction because as I know from my previous experience with such groups they have strong arguments about the issue and I expected them to have a good discussion. Points for improvement:

	(a) The group should be consisted of some men too. (b) I have to improve my discussions interventions because some of the participants (two) dominated the discussion, and they didn't let the low profile people to express their ideas. Although I tried several times to involve all the participants in the discussion I think I need more practicing on this ability. (c) One paper of the reading material was difficult to be understood by the participants, so the next time I should find something easier.
13/7/2010 **Democracy and social inclusion**	In relating theory to my practice the main problem I encountered was where to begin? Some previous discussion and research defining the characteristics of a leader and a manager was very useful in focusing my reading. Identifying the different leadership and management facets of my role helped to put my learning experiences into different categories. I could then search for renowned writers on these themes in journals and books. For example, I felt that my role as a leader included: • leadership of adult learning • leadership of colleagues

	• sharing good practice • management of the class • management of their behaviour
19/7/2010 **Conflict** **transformation**	Today's theme was a very interesting especially for Cypriots because half of Cyprus is occupied. At some points some people felt offended and I had to calm them down. However, this experience had certain advantages for me: • reflection on my learning has helped me to step back and put experiences and developments into perspective • it has made me recognise my capacity for and enjoyment of learning • I have realised that reflection is only one part of a learning experience-forming ideas and testing these are part of the learning process • it has helped me to identify support for and criticism of ideas I have had and ways in which I can take my learning forward • it has given me a greater understanding of my own learning process, which has made me feel more in

	touch with leading learning of others in my classroom. If I can be in control of my own learning experiences I feel more qualified to be in charge of guiding the learning experiences of others; both learners and colleagues.
20/7/2010 **Interculturality**	Intercultural dialogue was an interesting theme for participants because they talked about their problems with immigrants. Through this process I got involved in some difficult situations where I had to help people understand the positions of the others. Reflecting now on this experience it seems that it helped me in many respects. Being a reflective teacher has had implications for my practice and my professional development as a result of two main changes: • making a conscious effort to acknowledge my learning experiences • reading about aspects of leadership and management that are relevant to my role • …two small changes, numerous benefits. Teaching adults involves an appreciation of the teaching and

learning process and the ability to intervene purposefully and positively in the learning experience. My journal provided me the opportunity for to think critically about what I do and why. It provided me

- a record of events and results and my reactions to them,
- data on which to base reflective discussion,
- opportunity for me to challenge myself and what I do and to free me to do it differently and better,
- impetus to take action that is informed and planned,
- the means to develop a personal philosophy of teaching,
- an opportunity to view my teaching objectively and not see all problems as personal inadequacy,
- an enrichment to our classroom because we are prepared to innovate,
- increased confidence through increased insight which enables us to trust our students and enjoy them,
- basic documentation to support future entries

	in our teaching portfolio and for job applications etc.
22/7/2010 **Cooperation**	Today I observed a number of learning situations and while doing this I took notes on the presence of issues related to the themes of the seminars. For this piece explored the dimensions of cooperation. I began with the description of the learning situation and then explored how the particular dimensions were evident within them. I identified the particular elements of these dimensions, I felt existed, and also made reference to those, which appeared absent in the learning situation. I finished by reflecting on the importance of this assignment and the implications for teaching otherness in general. The participants were asked to 'think carefully' about their favourite characters and what they knew about them. All participants did this and it was obvious by the expressions on their faces that they were concentrating and thinking really hard. This to me indicated that they were involving themselves in a form of higher order thinking. Their presentations were evidence of this, they produced extremely

| | interesting and clever work, which showed a great deal of thought on the participant's part. Both 'deep understanding' and 'deep knowledge' were present in this lesson. The participants demonstrated a deep understanding of the underlying concepts of otherness; they were able to use their knowledge to discuss particular issues and were able to establish the relationship with the themes discussed in previous sessions. |
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