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 A day in the life of...

Elisa Guerra

At the school she founded in Mexico, this Global Teacher Prize finalist fosters technology-driven learning, in between focusing on family time and catching up on her never-ending to-do list

Your day

Do you want to tell the world's teachers about your working day, the unique circumstances in which you teach or the brilliance of your class? If so, email chloe.darracott-cankovic@tesglobal.com. We will give your school £100 if your story is published.

TEACHERS IN Mexico usually wake up before the sun, and I'm no exception. As I'm also a mother, I like nothing more than waking up my kids with a kiss. We have breakfast and I drive to work with Santiago, my youngest. He is 12 and is in the 7th grade at my school.

I rent a house in a quiet gated community just eight minutes from Colegio Valle de Filadelfia in Aguascalientes, so by 7:30am I am already standing in my technology classroom. I greet my 8th and 9th grade students as they arrive. They open their computers and start working on their own projects.

Karime is sharp and dedicated. She is writing a novel: "creepy pasta style", whatever that means – I learn a lot from my students. We're hoping to publish it as an e-book, and discuss style and storyline before looking into Kindle formatting requirements. Karime will need to design a book cover and devise a marketing strategy.

Valeria has special educational needs and can be restless. She is designing a webpage for her uncle's restaurant. She demands constant attention and reassurance, but is bright and determined. The website is looking great: "Maybe your uncle can hire you to administer it," I say and her face lights up.

A team of students is experimenting with the online video platform Livestream. They have been tasked with broadcasting our Family Festival, where our elementary and preschool pupils will perform music and dance numbers for the school community. The girls go around the school and test broadcasting from my iPhone, while the boys receive the transmission on their computers. They then switch places

so that they're all familiar with every step in the process.

I have a few hours before my next class, and rush to a meeting with the school's landlords. I founded the school 11 years ago and we have overcome many challenges. Today we face a new one: we need more space. We are outgrowing the available resources; some groups have been sharing the same classrooms but it's getting crowded. The landlords promise to take a look and come back to me. I hope we are able to build what we need to expand. I also wonder if this will mean a rent increase and the need to come up with new funds.

At 2:50pm, I leave for home with Santiago. There, we meet with his sister Annie, who is finishing high school this year. We eat and chat before I take Santiago to tennis practice – he trains for three hours every day.

I spend the rest of the afternoon working on one of many projects. Today, I connect online with a group of teachers in Colombia. They are using textbooks I've written for teaching reading, writing and global awareness to preschoolers.

When that session finishes, I respond to emails. Then I prepare a PowerPoint for a workshop that I'm presenting to educators and parents in a few days' time about teaching children with cerebral palsy to read. I am so engrossed in this project that I need to interrupt myself after a while as it's time to pick up Santiago from tennis practice.

After supper, we spend time together until it's bedtime. I usually drift off after catching up on some reading. There is always a pile of books on my nightstand and still many things on my to-do list. Maybe tomorrow I will tackle some more. ●

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