

APRENDICES 3 - TRADUCCIÓN A INGLÉS

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https://youtu.be/BBaD_dDwvL4

INTRO

In the first day of class the students ask me: "When is the teacher coming?"

Fortunately, the world has allowed a lot of things to become visible and for the teacher to say: "I can't deal with this". There are times when you continue to think that the teacher can do everything and it's a lie.

The possibility that if you don't like something, change, but study, do something, prepare yourself, it will give you tools for life itself.

This apprentice status is the nicest thing.

PREVIA

Besides, I'm doing the Crandon course now, professional cook.

Well, it opened a little door for you there.

Yes, yes, yes.

You always have to be prepared, you always have to have options A, B and C.

Yes, but your thing... multitasking is too small for you.

Aprendices

Oh, that's why. That's why.

How nice.

Welcome, dear.

How are you, Red? Welcome.

Dear.

All good?

How are you doing? Everything well?

First, how do you like to be called?

In my first years of teaching, I thought that the name commanded respect, which is a lie.

A kind of brand.

Like a brand. Well, Eduardo, and after two days they call me Red.

Well, I'm going to call you Eduardo all the same.

No, no. They really call me Red. It doesn't bother me in any way.

Communicators, athletes, musicians, different profiles that tell us their experiences. And lessons can come from anywhere, so in order to share them we need a slightly more intimate, slower atmosphere. Well, not to mention the carnival.

Sure, forget about it.

Well, that was the intention.

And it makes me nervous. It puts me in another place, coming here.

Besides, you have home advantage, because being from Ceibal you are outside and inside.

Yes, but well.

Aprendices

On the contrary, the interview is different, precisely because it puts me in another place. Figure out the interview from another place.

We like to go places already thinking about the resource that we generate later. But in reality there is only one question which is the one that opens the conversation, which is how you define yourself, and from there we talk.

Well, let's go then.

Let's go.

Oh, this ladder moves.

Red, take 0, final clapperboard. Well, here it goes.

CHARLA

It's a difficult question. I think we should all ask it at some point. I am a tenacious, hardworking person, happy to have reached the place I am now, that has to do with doing what I like. Luckily, I enjoy all the places I'm at very much and I want to be in that place, and I enjoy the work. So I think that was no coincidence. It was thanks to working hard, focusing, looking to the future.

So, nowadays I enjoy being in the classroom with the students, I enjoy being with the teachers, I enjoy being with my Maths team, thinking about things that I am passionate about. I enjoy being on TV and making viewers forget about their problems. I enjoy being at the carnival, I enjoy being interviewed, and that is no coincidence. It was sought after and took hours of work. I believe in tenacity, work and structure. I'm a very structured person, so those are the three words that can define me.

How do you juggle your daily life with so many different commitments?

Aprendices

It's something I'm still learning, in the sense that each of the roles requires something from me. And that means that when I have to change from one to the other, in my head there is a break, as if to say: "Well, here I am a teacher", "here I am a communicator". Even though I feel that all my roles have something in common, which is communication.

But it's hard to live with that. It is difficult because different things are expected, no matter how much one says: "They have a lot in common". I go in the first day of class and the students ask me: "When is the teacher coming?". It's as if I'm not associated with the teacher role. And that, after many years of work, and understanding that they are all important roles and roles I want to fill. It's learning to say: "I'm leaving this role", "I'm going to class now", and being something else. It's also important for the other person to understand my role, even though I have a certain consistency in what I do because I try to make it that way. So it's a bit difficult, something I'm working on. I'm not saying I have it all figured out. It is one of the things that tires me the most, changing from one role to another. But hey, I'm working on it.

Although it's a process, you look solid from the outside.

What is it like to reach those places?

**How did you become a teacher? How did you come to communication?
How did you get to the carnival?**

The carnival is the first place that I arrived at. Though it really has nothing to do with my arrival, it was my family who arrived and I got there later. I come from a very carnival-esque family. My childhood memories are in the carnival. So I got there thanks to my family, back in 1997, when I appeared on a revue, I had never danced and that's when I realized that I had the conditions to dance and act. Carlos Barceló, a major figure of the carnival, wrote the revue, and well, that was my first impulse. And in that arrival, as in my first Teatro de Verano, or those initial stages, I felt very comfortable. Once I got there, I didn't stop for many years.

Aprendices

Later, as I told you, I always did very well in my studies, I really enjoyed them. And when I finished high school, around 2002, 2003, I started the Engineering career, because I liked Maths, but also thanks to my sister. My sister was studying at the Faculty of Engineering. My sister is the most important thing I have in my life, and she was a central figure to me.

And so I started. I did about three years of college. And when I was one subject away from graduating as an analyst, I realized that it was not what I... I thought of my future and I realized I didn't want to... I was going to be a systems engineer, but I didn't want to be on a computer, in front of a computer, designing and not having contact with the world. And I remember the vocational tests, which many times people say are useless, one of the things they told me was that I needed to be working with people. I won't ever forget that. And I said, "Well, look at that". I wasn't very sociable, I didn't have many friends in high school, so I didn't feel like that was my thing. And the carnival showed me that space where I liked to be with people, share art, discuss things. And so after those three years I realized that it wasn't my thing and I left college. I fought with my father, because my father... It's okay, I think about it now having children, and for a son to drop a career with only one subject to go... But I felt that it was not for me. And so I quit and had a gap year. Which at the time felt like a lot. And today, with another perspective, I see that that sabbatical year catapulted me to do everything I love today. It was time well spent, in retrospect.

One day a person told me: "If you like Maths, why don't you sign up to be a Maths teacher?" It was like a light that went on. The next day I went to IPA to find out. And so I did the four years of the career there, time that flew by, it was never a chore for me. I remember IPA very fondly. And then I graduated in the Liceo 71, which is where I did the last practice, and my family was there, and my father, and I told him: "See, that sabbatical worked nicely for me?" There I started as a teacher and later I realized that this job wasn't a job to me. I mean, in the sense that I enjoyed it, being in class. That was where I had to be.

How did I manage that four-year career? I come from a very hard-working family, divorced parents, a mother who did everything so that we didn't lack for anything. I started at IPA somewhere between 2003 to 2007. I was able to do those four years because I had previously started working on the

Aprendices

show. I started with "Do re mi," which was a program on VTV, a children's program, which was a kind of... I laugh, because I even sang in that show, a kind of Uruguayan "Hi-5".

And those jobs allowed me to pay for my degree. Later, in 2009, halfway through my IPA career, I joined "Agitando". And that job allowed me to calmly complete my degree in four years and teach spare lessons in some high schools, but not having to work, which often happens to teachers. When you start your degree for a couple of years, you sign up in a list of interns to teach and then teaching takes away the possibility of finishing the degree, which is very important because it gives you all the tools for you to be able to really enjoy that role.

And so those are the three places where I started.

Eduardo, you talked about the moment where you realized you had advanced on your career, but there came a time when you said, "I don't see myself here, I don't see myself in this place." There is value in crisis too, because in such moments, you contemplate the future. What is the value of crises in your life?

It's a central thing. Central for what you say. I face them knowing what is important today. When I left the Faculty of Engineering, I did not understand anything. I only knew that it was not my place and that I was not going to enjoy it. I wasn't enjoying programming, Programming 1, Programming 2. I wasn't enjoying that place, so I left.

But nowadays, I take crises as an opportunity for something. Back then, it was the opportunity to find my calling, so I can answer the "What are you?" question, saying I am a Maths teacher. That is my role and that is my vocation, and that is the place where I feel safest because I feel that it is the place where I have the most tools to face everything that is coming. I don't have all the answers.

Today, the world, luckily, has allowed a lot of things to become visible, and for the teacher to be able to say, "I can't handle this, I need a psychologist to help me in this matter, I need a lot of things because I can't do it alone."

Aprendices

Before, the teacher had to do everything. There are times when we continue to think that the teacher can do everything and it's a lie. We can't do everything. But that crisis taught me a lot of things. And today that is how I see it, as a chance to learn.

It is important for children, especially when they face a decision. For example, when they are in 4th grade and they're faced with doubts: "Which path should I take? And what if I don't like it?" If you don't like it, you try another one. You do something else you like. The time that you lose is not wasted time. We have to take the pressure off. Kids have to make many decisions at a time in their lives when they're not quite ready for them, looking to the future, as if saying, "I'm going to have to work and I'm going to have to..." At that point, they're thinking in terms of making money or having a nice life. And there are other things that are much more important.

I believe that today, for me to leave home and to tell my son, "I'm going to work" and for him to see me happy, I think it's a tremendous lesson. Dad works a lot, but Dad works happily and Dad is happy. So, I don't know if at 16 kids are prepared to make such a long-term decision. I tell them: if you don't like it, change course, but study, do something, get ready, train yourself, it will give you the tools for life itself.

I feel like a prepared person beyond my vocation. I feel prepared for life, prepared to talk to you, to sit down with you today and tell you my position, good and bad. Study gave me all that, and life too.

You started studying Engineering, which you want to pick up at some point.

Only one subject left to finish.

Later, IPA, and also training in the carnival. Today you are studying cooking. These worlds can seem from the outside to be quite different, with a fairly large distance.

But when we started talking, you defined yourself as an orderly guy. I think you said this.

Structured.

Structured. Is structure important in your life? How did you achieve it and what has it allowed you to do?

Well, structure allows me to do all those things that you mention. Without it, I just wouldn't have the time. All the jobs you mentioned don't end when you leave that job. You teach, you go home, you continue planning, correcting. I have to continue thinking about them. So, structure allows me to organize myself very thoroughly and have moments to enjoy each of the things.

There's also the structure of enjoying my children. So, I try to set priorities and anticipate, as a good teacher, what can happen. Obviously life sometimes surprises you and messes things up a little bit, but you have to be open to that, even though you have a structure, it's good for it to go away sometimes. And you have to move on.

I am the same in all worlds. I believe that if you look at me from the outside, inside a class, I am the same person as in the carnival. Maybe not entirely, but in truth I am the same. I am the same who listens to the other person, who likes to debate because if we all think the same it is because no one is thinking, and if we all agree it is because no one is thinking anything. I like debate, I like to argue and give my position. I like to fight for what I think. I like to give the other person the chance to give his opinion. To generate a low-risk climate so that everyone can have a voice. I believe that I am the same in those worlds. What changes is the context, but I am the same.

When you enter different worlds you think you have to be different in each. For example, when I began teaching I thought: "They have to call me Eduardo". Because... how are they going to call me Red? It lasted two days. They called me Eduardo for two days and on the third they called me Red. And does that matter? Not really.

Aprendices

So, I establish a bond with the kids that another teacher must earn in three months or they have to earn it based on what they say about the teacher. Afterwards, I do have to make them understand that I am not in the same role, that I am in this place for something else. But I come in winning, and that generates good emotions and they are more prone to learning.

On the break we talked about...

That I have to go back to Engineering, yeah.

This attitude towards life, being an apprentice, signals a joy in learning. Today you are learning to cook better. How are you in that kitchen, which you have expressed with great pleasure, what are you learning, how does this new world you are entering relate to the one you already know, that of Maths and education?

They go hand in hand. Cooking and Mathematics go hand in hand. This apprentice status is the nicest thing. It's the best status. It's like learning something new. If you manage to enjoy being an apprentice, you already have a very big advantage in life because you enjoy every little thing you learn. If I come here and learn one thing about a camera, I leave the place happier, I leave thinking that I'm a photographer and I can buy a camera and experiment, you know?

But it seems to me that this state of apprenticeship is the most beautiful thing, just lovely. I want to do the Faculty of Psychology, and I'm going to do it. And I'm going to graduate as an engineer. Not an engineer, an analyst, because I'm going to do only one subject, I am not doing the other two years, but I will do that subject. So it's about enjoying that state, having the time to be an apprentice. Or being an apprentice next to my wife, who is an educator, and realizing that she has a vision when we play with my son that I do not have because I am removed from it. It makes you pay attention to what is happening outside, it makes you leave your safety place.

How would you like for this conversation to be utilized to inspire the educational world?

I believe that a well-known person sometimes breaks barriers to get to know the other side, and I think this interview does just that. So... to go to the classroom with the message that everything is fine. At an educational level. That we each have our processes and our moments to grow, that learning is not linear, it is not something that starts here and ends there, it is something that keeps growing. It's like an electrocardiogram.

I always say the same thing: "Kids, you're here to enjoy this, everything else will just happen". Enjoy your partner, enjoy me, enjoy being together, enjoy sharing. If we are in a full-time school, enjoy getting together and having a snack, enjoy discussing things that interest us. Don't be afraid of suggesting something interesting; I am sure that the teacher will take it up. Hopefully we have a welcoming environment in the classroom so that the students say what they want to investigate, what they want to learn. And that everything is fine.

To me, that's like... Sometimes you go to school or to high school with the idea of getting good grades. Relax, that's going to happen. But you have to enjoy the process and let the teacher put things together for them to learn, so that they can enjoy the class and do what they like. For me, that is essential. It is what I have done all my life. Studying hard, preparing, training. But let them do what they like. Everything else will come to pass, but doing what one likes is what will give them happiness. At least momentary happiness, not eternal bliss.

Obviously, we have our bad days, we get sad, we argue, etc. But you have to value those moments, like this interview, those moments when you say: "This is good". So when you look back, you can say: "I have more good moments than bad ones". But that's because I do what I like. So that's the message—everything will be fine, enjoy being in the moment and do what you like.