

## HELPING TEACHERS ACCULTURATE WITH THE SCHOOL SYSTEM

*by:*

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Teachers are the most important human resource that aids the educational system in delivering quality instruction to needy learners. However, there are times teachers experience culture shock on the schools where they are deployed.

The school's culture can be a powerful propeller or a resister to the ability of the school to move forward to increase student learning. As beginning teachers observe the school culture, they try to understand their power and role. A teacher's faith in students can help them achieve success even beyond the classroom. It is indeed true that many new teachers enter the profession with this intent. However, conventional veteran teachers can negatively impact their beliefs and convey a school culture that harmfully changes the views of the new teachers (Blakey, 2013). Since intercultural competence among young people is one of the educational missions at schools, teachers should deal cultural diversity with constructive minds and encourage and shape intercultural learning processes in their classes (Griminger, 2011).

Studies of how prospective teachers acculturate help facilitate teacher education development programs provide a clear picture of incoming teachers' beliefs and values and how such are being shaped through their acculturations to their schools of assignments (Merrem & Curtner-Smith, 2019).

In that context, teachers have different ways of handling school culture and successfully integrate it with their new school assignments. As professionals, they can acculturate with the new school system, but there are times when teachers fail to do so due to some intervening factors. Indeed, teachers nowadays have many tasks to perform;

hence, school administrators need to find ways to lessen their burden and provide a more conducive working environment.

As new K to 12 teachers, there are clear challenges on how beginning or novice teachers handle teaching the new curricula. It is also integral for the Department of Education (DepEd) to gather information on how teachers acquaint themselves with the teaching in public school and the K to 12 system where higher expectations were laid on the responsibility of the teachers as curriculum implementers.

The school primarily existed to provide essential educational services for the people. If teachers failed to immerse with the educational system due to demotivation and inability to cope with the challenges, the services for the people will not be delivered as planned, posing an uncompetitive disadvantage. More so, the mantra of DepEd on having continuous improvement has been recognized as an integral part in the attainment of the goals of education and continual progress in the workplace.

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