COMMUNITY IMMERSION FOR ADMINISTRATORS AND EDUCATORS: A MUST

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In these trying times, the number of struggling Filipinos increase due to inflation or rise of price of goods and services. As of June 2018, inflation was at 5.2% (Rivas, R. July 5, 2018). By knowing this factor, even when one is economically privileged, because of experience in community immersion, decides better on the school programs or activities that may lessen the financial burden that parents of the pupils bear. When acts are made to decrease or diminish challenges in realizing optimum learning, schools become proactive in the development of the population.

Community immersions provide opportunity in every person to learn more on a certain context. As stated on Vocabulary.com, “The idea of immersion as a physical submergence came first and the idea of something being absorbed in a situation came about later” (immersion, n.d.). Thus, in being part of an immersion, one’s orientation to the way of life, values and beliefs of the people of a community goes on to a deeper level. These new insights or ideas, when reflected upon, can guide administrators and educators to make better decisions in the school.

For administrators, community immersions are humbling experiences that may guide reflection on the lifelong nature of education. Insights that immersion experiences could provide can amalgamate with the learnings in the academia to shape better professional decision. By living in a community for a month or two, one would not find it hard to identify the reasons some of the pupils were not able to attend early their classes, or why some pupils are lagging behind. For one thing, it may be due to financial difficulties, or on another hand, the community might be having difficulty to keep pace with life’s
challenges. Experiencing firsthand those struggles can provide guides on the adjustments or remediation that must be done.

Furthermore, it is during community immersions that we become more oriented to the life of our indigenous people, whose cultural identity might be compromised when they assimilate in the school. Development or realignment of instruction to the context of the pupils would be easier if one had experienced community immersions. The decline on the practice or observance of traditions of local tribes may be resolved if school administrators will become immersed in the pupils’ respective community. Immersions can provide insights on how tradition and culture of the local tribes may be preserved to promote cultural awareness.

Thus, being the head of learning institutions, we must also encourage the teachers in our respective schools to be part of community immersions. Because in doing so, they will become oriented to the norms and context of the pupils that they have, which may eradicate stereotypes that causes disconnect in instruction. Through immersion, the teachers in our respective schools will be able to shape their instruction to the context of their pupils. Additionally, insights the teachers yielded in immersions may be used as springboard in designing learning activities that have impact on the life of the pupils.

Recognizing the importance of immersion can tantamount to the realization of the four pillars of learning: learning to know, learning to do, learning to be and learning to live together (UNESCO, 2017). Educators and school administrators’ familiarity on the pupils’ context in a deeper level than that of in theory would substantially enhance the educational service. For being part of the community, where our pupils live, can better us on guiding our pupils to realize the four pillars. Since schools are the early foundation of every community, we must actively provide education, which may help pupils to know, act, and become part of the context where they could live together.
References:

