SCHOOL IS A VISION, NOT A CONCEPT

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Preparing learners for the real world is the optimum obligation of educators. Hence, a classroom functions as a training ground for learners’ future career. This is an environment where they acquire basic principles which serve as their foundation to understand complex concepts. This only stresses that the learning competencies taught at school must be in accordance to the required competencies in the learners’ prospective workplace.

This is where school sometimes fall short at. Learners find school and real-world disjointed – one of the prevailing reasons why learners do not continue their studies. People who do not believe in education even argue that school does not encompass or define learning. Guise (2017) supposed schools train people to fail in the real world. In his article, he enumerated how school does not serve justice to its name. First on his arguments is that school teaches only knowledge whereas life requires wisdom. He claimed schools lack lessons for personal growth training, financial management training, communication training, emotional intelligence training, and healthy living training. He suggests these skills be taught sooner than college due to the fact that not everyone affords and plans to pursue higher education. In addition, he does not recognize school as a suitable learning environment for many jobs. He backed this up with stats showing the increasing number of unemployed college graduates. As a solution, he exemplified boot camps as an alternative to college. By definition, boot camps are old-school intense apprenticeships where learners get to learn directly from experts of their chosen career.
In the Philippine setting, senior high school now offers “work immersion.” However, as a reality check, learners are not given the chance to do what experts do in the actual workplace. Moreover, the duration of work immersion is fleeting which narrows down the opportunities of students to obtain necessary competencies. In most cases, learners are merely treated as assistants and observers, not as participants, and are given clerical works.

Guise (2017) also denies the idea of college as a sure route to a great career. Potentials in graduates are not what employers look for. Companies eye those who can actually do the job; hence, the former group has a greater chance of being hired. Lastly, “grades distort our perception of reality” (Guise, 2017). He does not approve of the famous equation that student who gets straight As in school will surely be successful in the outside world. For him, failures and success come in combo. Failures at school mentally prepare learners to accept job turn downs. As a conclusion, he says the only key not to flop is to never give up a try.

This is a deep-rooted dilemma that academia is trying to solve. As asserted by other people, school is just a concept.

Perhaps, what needs mending are the strategies used by educators and everything else may follow – the assistance of the authorities for instance.

Not a single classroom can be considered homogenous. Classroom is a place of diverse learners. Therefore, there is no “one-size fits all” strategy that can cater all the learners in a room. As it is always labelled, teaching is a demanding job. Hence, it can be concluded that inculcating different strategies in one class would be laborious on the teachers’ part. This happens to be the notion of pessimist teachers which ensues “half-baked” learners.

Gauging the learners’ progress is challenging when only one measure is employed to a varied set of learners. There must be a differentiation of teachings. This goes by allocating tasks based on students’ abilities, learning styles, and interests. In this scheme, the
affective aspect of students will be uplifted. Considering the students’ affective aspect is significant to their learning for it paves way to a sense of acceptance and belongingness.

Differentiated instruction can aid students to see the relevance of their lessons in their life preferences.

Another tactic that can eradicate the stigma of school is “visualization.” One technique to execute this is with the scaffolding of technological advancements. While short span of attention of students has become the teachers’ complication, videos, photos, and audio clips can hook their interest. There can also be a conduct of local field trips so learning would not be abstract yet real and meaningful. Learners must be given practical learning experiences for better learning.

In the near future, learners will work with different types of people. Thus, as early as an elementary or high school, they must be exposed to varied communicative experiences. This could build their self-confidence and communicative competence which are necessary in any workplace.

A wide range of teaching strategies flock the books and the internet. It is only in the hands of teachers to whether update his or her techniques to better teach the dynamic students of today’s age. Teachers must incessantly think of ways to encourage learners to love learning and see its importance in a long run.

Beyond everything, school is not just a concept. School is a vision. It is a vision of moulding learners to become what they want to be and to triumph in their future chosen career.
References:
