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## **Adaptive Cross-cultural Pedagogy Theory: Cross-cultural Teaching Experiences of J1 Filipino Teachers**

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**Abstract:** This study explores the experiences of Filipino teachers in Teacher Exchange Program that focuses on enhancing pedagogical practices and classroom dynamics. This research employed a qualitative research methodology known as Constructivist Grounded Theory. The study included six participants and utilised iterative coding and analysis, encompassing initial, focused, and axial coding stages. As a result of this study, four key propositions emerged: (i) Pedagogical practices enhance classroom dynamics by underscoring the necessity of adapting teaching methods, strategies, and approaches to improve the overall classroom environment. (ii) Customising and contextualizing instructional materials fosters cross-cultural understanding, highlighting the strategic efforts of J1 teachers in adapting resources and curricula to diverse educational contexts. (iii) Effective classroom management techniques boost student engagement and cultural awareness by addressing the complex challenges of maintaining order, managing behaviour, and promoting a positive learning atmosphere. Developing cultural competence enhances participation in professional development activities, emphasising the crucial role that cross-cultural experiences play in teachers' growth and expertise. These propositions collectively contribute to the development of Adaptive Cross-Cultural Pedagogy Theory that offers insights into the dynamic interconnections between pedagogical practices, cultural competence, classroom management, and professional development among J1 teachers.

**Keywords:** Adaptive Pedagogy Theory, Cross-Cultural Teaching, Qualitative Research, Constructivist Grounded Theory, Teacher Exchange Program

## Introduction

Amidst the recent and growing trend in the international education system, a significant number of teachers from the Philippines have been recruited to teach in the United States. This recruitment strategy has become increasingly important in addressing the educator shortage and high demand for teachers in the U.S. (Darling-Hammond et al., 2023). Despite of this growing trend, many teachers have experienced significant changes to their personal and professional growth and to their adaptations to pedagogy.

In the landscape of contemporary education, the demand for culturally responsive pedagogy has been significant (Kumari, 2023). One of the significant factors that are evident among J1 Filipino teachers focus on teaching adaptations that further enhances pedagogical practices and classroom dynamics. Through this, teachers gained a complex understanding of cultural diversity and its implications on teaching and learning. With the growing trend, J1 teachers explored as a rich source of insights into effective pedagogical strategies and approaches.

Through the experiences of J1 teachers, teaching adaptations are comprehensively explored across various dimensions crucial to the teaching experience (Dinu & Chian, 2023). At its core, their experiences highlight the crucial role of pedagogical practices in shaping the classroom environment. Furthermore, their teaching experiences suggest that by refining methods, strategies, and approaches, J1 teachers can create a dynamic and supportive atmosphere for learning, emphasizing the importance of pedagogy in fostering an inclusive and engaging classroom culture.

Furthermore, as J1 teachers have adapted various pedagogical strategies, J1 teacher have emphasised the importance of customisation and contextualisation of instructional materials in promoting cross-cultural understanding. With cross-cultural understanding, it highlights how adapting materials to reflect diverse cultural perspectives not only enhances students' understanding of subject matter but also fosters empathy and appreciation for cultural differences. Through their experiences, instructional materials become powerful tools for facilitating meaningful cross-cultural exchanges within the classroom (Rahmawati, 2023).

The classroom management emerges as another critical aspect addressed by J1 teachers in this study. According to Abacioglu et al. (2023), the study suggests that effective management techniques not only maintain order but also contribute to increased student engagement and cultural awareness. By creating a supportive and respectful learning environment, J1 teachers can empower students to actively participate in their education while fostering an appreciation for diverse cultural backgrounds.

Moreover, cultural competence and professional development among J1 teachers has been a significant attribute. According to Eden et al. (2024), cultural competence and professional development highlight how to cultivate an understanding of diverse cultural norms and practices enhance educators' engagement in professional development activities. Through collaborative learning opportunities and exposure to diverse perspectives, teachers can expand their repertoire of teaching strategies and approaches which ultimately enrich their pedagogical practice.

However, a research gap exists regarding the specific challenges these teachers face, particularly in terms of the adaptations required in the classroom. While most studies emphasise pedagogical strategies, a comprehensive understanding of these challenges and the necessary adaptations has yet to be fully explored. In essence, this study explored teaching adaptations for Filipino J1 teachers to navigate the complexities of teaching in diverse classrooms. By embracing pedagogical innovation, cultural responsiveness, and continuous professional growth, J1 teachers can create inclusive learning environments that empower students to thrive in an interconnected world.

Ultimately, this research aimed to develop a theory that assumed Filipino teachers' cross-cultural teaching experiences under teacher exchange programs that addressed the differences in teaching methods, strategies, and cultural interactions. This study employed an inductive qualitative approach to the theory development using a Constructivist Grounded Theory approach (Charmaz, 2008). Additionally, it sought to contribute to the broader understanding of how cross-cultural experiences impact teachers' professional and personal growth and pedagogical effectiveness, which will be valuable not only for every teacher, host school, and school district but also for further research in the field of international teacher exchange and cross-cultural education.

### ***Research Problem***

The increasing globalisation of education has led to a surge in international teacher exchange programs. However, the transition and adaptation experiences of these teachers in new cultural and educational contexts remain underexplored. Notably, there is a lack of substantive theory on how J1 Filipino teachers adjust their teaching methods when integrating into the U.S. educational system. Most existing research focuses on the general challenges faced by international teachers but fails to examine the specific pedagogical adjustments required. While cultural differences in classroom settings have been discussed broadly, there is a noticeable gap in focused research on how these differences impact classroom dynamics, teacher-student interactions, and teaching effectiveness. This study addresses these gaps by offering detailed insights into the adaptation processes and cultural challenges faced by these teachers, contributing valuable knowledge to the field of international education and teacher exchange programs.

### ***Research Aim***

The aim of this research was to explore and develop a theory by examining the experiences of Filipino teachers in Teacher Exchange Programs. This study primarily focused on enhancing pedagogical practices and classroom dynamics through qualitative analysis using Constructivist Grounded Theory. This study involved modifying teaching methods, customising instructional materials, implementing effective classroom management techniques, and cultivating cultural competence which can improve student engagement, cross-cultural understanding, and professional development among J1 teachers.

### ***Literature Review***

The adaptation of adaptive teaching practices has become crucial in the ever-changing field of education to effectively meet the different demands of students. These strategies entail adapting education to accommodate the unique differences in students' talents, motivation, and linguistic backgrounds. As Filipino teachers actively participate in teacher exchange programs, their experiences become connected with the ever-changing field of adaptive teaching methodologies.

In education, adaptive teaching is frequently defined as adjusting instruction to accommodate individual differences in students' abilities, motivation, and linguistic backgrounds (Vaughn et al., 2021). According to Katsantonis and McLellan (2023), students frequently come from varied social and linguistic backgrounds, with varying cognitive, motivational, and self-regulatory capacities. Notably, there has been a renewed emphasis on meeting individual student needs in recent theoretical, empirical, and practice-oriented initiatives, particularly in educational situations with high student diversity, such as inclusive environments.

Teachers' flexibility to their students' developmental stages is a critical component of effective teaching. According to Anyichie et al. (2023) define adaptive teaching as a socially created phenomena

in which teachers engage in metacognitive reflection on their students' needs before, during, and after instruction. This definition of adaptive teaching as a social practice emphasizes the role of reflective teachers in classroom settings who skilfully change their techniques to meet students' individual variances and learning needs. As added by Parson (2020) review finds critical teacher-related aspects influencing adaptive teaching, such as beliefs, experiences, knowledge, and cognitive processes. Additionally, they identify opportunities for adaptive teaching in educational settings, emphasising the importance of instructional methodologies and assessment practices. Adaptive teaching offers a strategic approach to addressing the on-going challenge of inclusive education across various contexts. This resource advocates for a comprehensive and fully inclusive teaching approach, aiming to improve the effectiveness of instructional practices in diverse learning environments (Sanger & Gleason, 2020). As anticipated previously, children's overall school and learning experiences heavily depended on the teacher ability to create an engaging and constructive learning environment. Many times, the different strategies used by teachers are responsible for the observed variations in student involvement in the classroom (Pedler et al., 2020). These strategies are essential in determining the immediate learning environment of a student and efficiently constructing circumstances that support higher student involvement (Law et al., 2020).

Student involvement is essential to the teaching and learning process, and the pedagogical decisions made by teachers greatly influence the experiences of engagement of their students (Kelly et al., 2022). One of the biggest chances to greatly influence student enthusiasm and engagement is through the choice of classroom activities and the skilful use of successful pedagogies by teachers (Radovan & Radovan, 2024). Research shows that teachers have different views on how to engage their students. Teacher prioritising of pedagogies that support different dimensions or define student participation in different ways demonstrates this difference (Berry, 2020). This theoretical difference is important because it emphasises how teachers must focus on improving aspects of engagement to successfully support student performance and outcomes (Kelly et al., 2022).

Furthermore, studies accomplished in Australia have shown that productive pedagogies are distributed unevenly in schools, with secondary schools in low socioeconomic areas typically being exposed to these pedagogies at lower levels (Kelly et al., 2022). Many times, this difference is explained by the unequal distribution of recently certified instructors in these domains (Wiggan et al., 2020). This finding thus provides important new information on how educators rank pedagogical strategies that promote student involvement and clarifies how school demographics and other contextual elements affect these priorities.

In conclusion, this review highlights the critical role of adaptive teaching in addressing the diverse needs of students and fostering inclusive learning environments. It underscores the importance of teachers' reflective practices, beliefs, experiences, and contextual factors in the effective implementation of pedagogical strategies. This understanding is crucial for the present investigation into the pedagogical adaptations of J1 teachers, as it provides a foundation for exploring the challenges and adjustments faced by Filipino educators in the U.S. By addressing the identified research gap, this study aims to enhance our understanding of cross-cultural teaching experiences, ultimately contributing to improved pedagogical practices and student engagement across diverse educational settings.

## **Methodology**

### ***Design***

In this study, constructivist grounded theory was used in order to explore the cross-cultural experiences of Filipino teachers participating in the California-based Teacher Exchange Program. The main goal of this design was to develop a theoretical framework that clarifies the complex teaching

experiences of J1 Filipino teachers in many cultural settings. Furthermore, Constructivist Grounded Theory bridged the gap between realist and relativist views by recognising an unchangeable reality together with the existence of several interpretations and perspectives.

### **Participants**

The researcher selected participants who were J1 teachers working in public schools as part of the Teacher Exchange Program in California. Initially, the researcher employed purposive sampling to identify and select 6 participants. This section presents a table of respondents and their responses for the first iteration. The table below includes 6 participants: 2 from Thornton High School, 2 from Terra Nova High School, and 2 from Jefferson High School.

**Table 1**

*Profile of the Respondents (First Iteration)*

<b>Participant</b>	<b>Gender</b>	<b>Age</b>	<b>Highest Educational Attainment</b>	<b>Participant's Initial Name</b>	<b>School</b>	<b>Subject-Taught</b>	<b>Number of Years in J1 Program</b>
1	F	40	Post-Graduate	Ja Ar	Terra Nova High School	SPED	5
2	F	37	Post-Graduate	Co Ga	Jefferson High School	Mathematics	5
3	M	43	Post- Graduate	Pa Jo Ar	Terra Nova High School	SPED	3
4	F	38	Post- Graduate	Le Ma	Thornton High School	Mathematics	5
5	M	36	Post- Graduate	Ma Ma	Thornton High School	Mathematics	5
6	M	31	Post-Graduate	Ma Al	Jefferson High School	Filipino	2

*Source:* Author's development.

### **Instrument**

In this study, the researcher acted as the main tool for data collection. Open-ended instruments were preferred, comprising three sections. Initially, informal questions in an open format aimed to establish rapport and comfort during interviews. Subsequently, the questions were tailored to address the study's core objectives. Finally, participants were invited to share additional perspectives on the research beyond the questions posed during the interview. The participants were asked "how their teaching methods and strategies were adapted when they transitioned to a new environment" and the participants were asked "how the observed cultural differences impacted their classroom teaching" and whether they "have modified their strategies to align with the educational norms in California". These interviews provide the researcher with an opportunity to explore their experiences with teaching strategies and the influence of cultural differences within the context of the teaching exchange program in California.

### **Data Gathering Procedure**

Before gathering data, the researcher planned and submitted permission from the University of the Visayas Graduate School of Education dean and asked the Research Ethics Committee (REC) to review and approve the study. Once approved, participants received forms to agree their participation.

During data collection, participants were informed about the study's purpose, procedures, potential risks, benefits, and privacy protocols, and provided their consent to participate. Data was collected through interviews, conducted both in person and online using Google Forms, with participants' permission to record. Following data collection, the researcher organized and analysed the information, securely storing it on a password-protected computer, with a commitment to delete the data one year after the study's completion or upon publication.

### **Data Analysis**

In this first iteration, data analysis consisted of three phases: initial, focused coding, and theoretical coding. This intricate coding framework served as a nuanced lens through which the data is analysed and interpreted. As a result, collective memoing plays a crucial role in the development of grounded theories, actively involving the researcher in the process of memo writing. This step serves as a vital link between data collection and the eventual documentation of findings. Ultimately, the researcher formulates propositions that effectively facilitate the emergence of rich, contextually grounded theories, leading to a nuanced and robust process of theory generation.

### **Results**

Here are the results of the initial coding, focused coding, and axial coding for the first iteration process.

**Table 2**

*First Iteration Coding Matrix on the Cross-cultural Experiences of J1 Teachers*

<b>Initial Coding</b>	<b>Focused Coding</b>	<b>Axial Coding</b>
Adapting differentiated strategies to address gaps. (P1, L13-14) Transitioning teaching methods approaches (P4, L217-218) Adapting flexibility in teaching strategies (P4, L220-221) Adapting teaching methods (P6, L392-394)	Teaching Methodology and Strategies	Enhancing Pedagogical Practices and Classroom Dynamics
Creating variety of teaching approaches and conducive classroom atmosphere (P1, L25-27) Creating safe and trustworthy classroom environment (P2, L92-93) Designing relevant and engaging lessons (P3, L158-159) Creating individualized learning (P4, L242-245)	Teaching approaches and classroom atmosphere	
Emphasizing active learning (P3, L199) Practicing inclusive education and student-centred teaching. (P2, L123-124) Utilizing diverse teaching strategies (P6, L477-478) Engaging dialogues. (P6, L382-485)	Teaching Methodology and Engagement	
Adapting student-centred curriculum (P1, L47-48) Developing effective communication. (P6, 812-815) Designing creative and age-appropriate lesson plans. (P6, 816-819) Establishing positive classroom management. (P6, 820-825)	Student-centred approach	
Modifying materials for student needs (P4, L265-266) Modifying teaching materials, curriculum, and assessments (P5, L357-358) Designing Lessons appropriate to a student's level. (P6, L678-679)	Materials and Curriculum Modification	Materials and Curriculum Modification
Modifying curriculum in teaching special education (P2, L119-120) Aligning assessments with district scope and sequence (P4, L267-268)	Curriculum Development	

Modifying teaching materials, curriculum, and assessments (P5, L357-358)			
Teaching basic Filipino Language (P6, L398-L399)	Subject-Specific Support	Support Understanding Teaching and Learning	and in and
Maintaining the goal of subject appreciation (P4, L251-252)			
Providing translations as support (P6, L404-405)			
Understanding student behaviour and perspectives towards teaching (P1, L20-22)	Understanding and Engagement		
Recognising diversity of learning styles (P4, L239-240)			
Understanding students' beliefs and values (P5, L325-326)			
Observing cultural differences in student behavior (P6, L412-413)			
Teaching student values of respect (P6, L416-417)			
Employing strategies for student engagement (P5, L420-421)			
Emphasising the importance of learning and education (P1, L37-38)	Teaching and learning targets		
Maintaining the goal of subject appreciation (P4, L251-252)			
Challenging student perceptions and learning (P4, L254-255)			
Unwavering commitment to student learning (P5, L3325-336)			
Understanding language and cultural barriers (P6, L433-435)	Language and Communication		
Managing significant challenges in teaching methods (P6, L443-444)			
Providing support to students (P6, L457-460)			
Establishing clear rules for behaviour management (P3, L161-162)	Classroom management and discipline	Classroom Discipline and Behaviour Management	
Being consistent in rule reinforcement (P3, L166-167)			
Focusing on student engagement (P3, L229-230)			
Stereotyping in teaching practices (P1, L35-36)	Stereotyping and Behaviour		
Understanding student behaviour (P3, L266)			
Indicating attendance as a measure of attitude shift. (P1, L292-294)	Classroom Environment and Mind-set		
Providing encouragement and motivation. (P1, L297-301)			
Eliciting a positive impact through student feedback (P3, L435-437)			
Developing student-teacher relationships. (P2, L166-167)	Student-teacher Relationships and Trust		
Exploring trust and relationship building (P2, L89-90)			
Varying student learning pace (P6, L480-481)	Cultural sensitivity and diversity	Cultural Competence	
Exploring trust and relationship building (P2, L89-90)			
Emphasizing sensitivity to cultural norms and practices (P5, L309-310)			
Bringing cultural values (P3, L175-176)	Cultural Adaptation		
Acknowledging initiatives and flexibility (P6, 177-178)			
Setting firmness with respect in the classroom (P3, L181-182)			
Exposing students to cross-cultural teaching. (P5, L598-604)	Cultural appreciation		
Fostering appreciation for cultural diversity. (P5, L604-610)			
Fostering appreciation of Filipino culture. (P6, 766-772)			
Exposing cross-cultural approaches. (P5, L365-366)	Exposure to Diverse Perspective	Professional Development	
Exposing students to wider perspectives. (P5, L368-369)			
Challenging students to think critically. (P5, L372-377)			
Gaining professional growth and expertise. (P2, L121-122)	Professional Development		
Being prepared. (P3, L331-332)			
Showing firmness with empathy. (P3, L333-335)			
Developing resourcefulness. (P4, L270-271)	Teaching resourcefulness	Student Engagement and Awareness	
Utilizing the availability of resources. (P5, L362-363)			
Conducting personal research for resources. (P6, L469-470)			

Engaging daily preparation for sharing culture and language. (P6, 800-805)	Student-engagement and cultural awareness
Embracing and respecting cultural differences. (P6, 806-808)	
Participating in cultural activities. (P6, 829-834)	

*Source: Author's development.*

This study presented the results of J1 teachers' cross-cultural experiences on teaching methodology and strategies, materials, and curriculum, subject-specific support, understanding and engagement, teaching approaches and classroom atmosphere, classroom management and discipline, cultural sensitivity and diversity, cultural adaptations, teaching and learning targets, language and communication, stereotyping and behaviour, curriculum development, teaching methodology and engagement, professional development and resources, exposure to diversity, classroom environment and mind-set, student-teacher relationships and trust, cultural appreciation and student-centred approach, student engagement and professional development.

The study revealed that J1 Filipino teachers in California significantly enhanced their pedagogical practices and classroom dynamics by adopting a student-centred approach. They adapted their teaching methodologies to foster a more interactive and engaging classroom atmosphere, emphasizing active learning and student participation. This shift involved incorporating diverse teaching strategies such as collaborative projects, experiential learning activities, and culturally responsive pedagogy. The teachers reported that these methods not only improved student engagement and learning outcomes but also helped bridge cultural gaps and build a more inclusive classroom environment. The transition to a student-centred approach was pivotal in aligning with Californian educational standards and meeting the diverse needs of their students.

Furthermore, the study revealed that J1 Filipino teachers in California made substantial adjustments to their materials and curriculum to better align with local educational standards and address the diverse needs of their students. They proactively developed and customised their curricula to include a range of instructional materials that reflected both the cultural backgrounds of their students and the academic expectations of the California education system. This involved the integration of technology, local historical and cultural references, and differentiated instructional strategies to cater to varying student abilities and learning styles. These adjustments not only enhanced the learning experience but also facilitated a smoother transition for the teachers into the new educational environment, ensuring that their teaching remained relevant, engaging, and effective.

Moreover, the study also highlighted the comprehensive strategies employed by J1 Filipino teachers to address subject-specific support, understanding and engagement, teaching and learning targets, and language and communication. Teachers incorporated the teaching of basic Filipino language to enhance subject appreciation and provided translations to support student comprehension. They demonstrated an understanding of student behaviour, perspectives, and diverse learning styles, recognising the importance of cultural differences in shaping student attitudes and behaviours. By emphasising respect and actively engaging students through various strategies, teachers reinforced the importance of education and maintained high expectations for student achievement. They navigated language and cultural barriers effectively, managed challenges in teaching methods, and consistently provided support to ensure student success. This holistic approach fostered a supportive and dynamic learning environment that was culturally responsive and educationally enriching.

Conversely, the research underscored the importance of cultural sensitivity and diversity in enhancing pedagogical practices and classroom dynamics among J1 Filipino teachers in California. Teachers adjusted their instructional pace to cater to different learning speeds, established trust and

relationships with students, and highlighted the importance of being sensitive to cultural norms and practices. They incorporated Filipino cultural values and demonstrated flexibility and firmness with respect in the classroom. By exposing students to cross-cultural teaching and fostering an appreciation for cultural diversity, teachers created an inclusive environment that celebrated Filipino culture. These efforts not only enriched the educational experience but also promoted mutual respect and understanding, essential for navigating the diverse cultural landscape of California schools.

Furthermore, the study revealed that J1 Filipino teachers in California played a pivotal role in exposing students to diverse perspectives and fostering critical thinking. By introducing cross-cultural approaches and encouraging students to consider wider viewpoints, teachers enriched the classroom dialogue and promoted a global mind-set. Concurrently, these teachers experienced significant professional growth and development. They prepared diligently, demonstrating firmness combined with empathy, which enhanced their professional expertise and classroom management skills. This dual emphasis on expanding student perspectives and enhancing teacher professional development fostered a dynamic educational setting that was advantageous for both students and educators, leading to a more inclusive and effective learning experience.

Nonetheless, the research emphasised the development of resourcefulness and the enhancement of student engagement and cultural awareness among J1 Filipino teachers in California. Teachers demonstrated resourcefulness by effectively utilizing available resources, conducting personal research to find additional materials, and creatively addressing classroom needs. Their daily preparation for sharing culture and language enriched the educational experience and facilitated cultural exchange. By embracing and respecting cultural differences, and actively participating in cultural activities, teachers fostered a deep sense of cultural awareness and appreciation among students. This holistic approach not only enhanced teaching effectiveness but also promoted a culturally rich and engaging learning environment.

In conclusion, the findings of this study highlighted how J1 Filipino teachers in California enhanced their pedagogical practices and classroom dynamics by integrating a student-centered approach, adapting materials and curriculum, and fostering cultural sensitivity and diversity. They exposed students to diverse perspectives and cross-cultural teaching methods, promoting critical thinking and global awareness. The teachers developed resourcefulness by utilizing and researching resources and engaged in daily preparation to share their culture and language. Through building trust, understanding student behaviours, and embracing cultural differences, they created an inclusive and respectful classroom environment. Their efforts in professional development, including demonstrating firmness with empathy and embracing cultural activities, contributed to a dynamic and effective learning experience for both students and educators.

## **Discussion**

### ***Enhancing Pedagogical Practices and Classroom Dynamics***

Toropova et al. (2020) state that the creation of educational policy is giving teacher quality more and more importance. This focus emphasises the need of improving the general calibre of educational experiences as well as the efficacy of teachers. This information includes enhancements to teaching techniques, approaches, strategies, and the general classroom environment. Statistics indicates that teachers improve their classroom teaching skills by using a variety of successful teaching techniques and strategies. This validates the research of Vidergor (2021) that these adjustments give educators the chance to address learning gaps, teaching strategies, and approaches; they also allow them to be flexible in their teaching methods, adjust to the latest teaching trends, and modify the student-centred learning approach. It is crucial for J1 teachers to adapt and incorporate teaching strategies that resonate with

children from diverse backgrounds in order to cultivate an inclusive and engaging learning atmosphere. Teachers also create a safe and trustworthy environment, use culturally sensitive techniques including altering classroom practices, and create an inclusive and positive environment that accepts a variety of viewpoints. As such, this approach helps to create a peaceful learning environment that promotes cooperation and involvement from the students. Besides, concentrating on how J1 teachers organise their teaching strategies to actively include students and emphasise the use of a student-centred approach.

### ***Materials and Curriculum Modification***

This data represents a deliberate modification and adaptation of curriculum and teaching resources to meet the particular and varied demands that students in a cross-cultural context bring. According to Mallillin (2022), deliberately modify instructional materials to meet the unique needs and learning styles of students from culturally diverse backgrounds. This includes translating or contextualizing materials to make sure they are understood by students from different linguistic and cultural backgrounds. As noted by Meidl and Meidl (2021), incorporating culturally relevant examples, illustrations, and case studies into lessons can enhance students' comprehension and engagement by effectively catering to the cultural diversity present in their classrooms. Beyond specific lessons, the adaptation also includes more extensive teaching resources, curriculum frameworks, and evaluation techniques as well as meticulously crafting lessons that are tailored to the different academic levels and cultural backgrounds of the students.

### ***Support and Understanding in Teaching and Learning***

Subject-specific help catered to their teaching tasks is very beneficial to J1 teachers, who frequently navigate new educational environments. In an ever-changing educational environment, schools are seeing an increase in pupils from a variety of cultural, linguistic, economic, and other backgrounds (Daddow, 2020). The demographic shift is disrupting traditional instructional methods designed for more homogeneous student populations, necessitating adaptations in how texts are utilized in both professional and educational settings. This support simplifies the complexities of the curriculum, ensuring effective engagement with the subject matter and the achievement of teaching and learning objectives (Khasawneh & Khasawneh, 2023). Evidence suggests that subject-specific support plays a crucial role, as it aids J1 teachers in grasping the intricacies of the curriculum and the instructional expectations within a new learning environment. Guidelines on curriculum alignment, subject-specific teaching, and focused techniques to improve student learning may be part of this support (Johnson et al., 2020). Moreover, comprehension and involvement represent the J1 teachers' attempts to understand not only the academic material but also the cultural quirks that affect student participation. It is recognising different learning styles, using examples that are pertinent to the culture, and creating a welcoming environment in the classroom.

### ***Classroom Discipline and Behaviour Management***

When considering the experiences of J1 teachers, data shows a dynamic interaction with many aspects that have a big influence on their teaching career. Teachers frequently struggle to adjust their classroom management strategies to different cultural standards and expectations (Matterson, 2021). One factor that likely enhances teacher classroom management is the ability to create culturally appropriate and effective disciplinary procedures. Furthermore, J1 teachers saw cases of stereotyping that affects student conduct. This gives them a chance to consider their own thoughts on how to confront stereotypes in the classroom and create an impartial and respectful environment. Strategies to dispel prejudices and foster a welcoming atmosphere that supports constructive behaviour might be part of it

(Moreu et al., 2021). Furthermore, efficient behaviour control depends on developing close bonds with pupils. J1 instructors shared how they had developed relationships.

### ***Cultural Competence***

Data shows that J1 teachers who exhibit cultural adaptations and appreciation, are aware of cultural differences, and are exposed to many cultural viewpoints. According to Yeh et al. (2022), state those teachers frequently use cultural sensitivity in their classes by acknowledging and appreciating the variety of origins found there. They have both experienced welcoming and appreciating the cultural variances among pupils, therefore creating a welcoming and diverse environment. Furthermore, effective J1 teachers vary teaching strategies, include culturally appropriate examples, and modify communication techniques to match the cultural backgrounds of their students. Even with the modifications and flexibility, J1 teachers have looked for opportunities to interact with a range of viewpoints both inside and outside of the classroom. This data entail attending a variety of cultural events, bringing in special guests, or including a wide range of books in the course work. Teachers are exposed to the various viewpoints in this study, which has deepened their knowledge and improved their methods of instruction. Moreover, cultural competency beyond sensitivity and entails recognizing and cherishing the diversity of cultures that enriches the learning setting.

### ***Professional Development***

Data shows how important it is to J1 teachers' experiences to provide them with many opportunities for professional development and learning competency, department and staff collaboration meetings, curriculum instruction training from the county and district office, and resource management training. Good teaching calls for both initial and continuing professional development (Sims & Fletcher-Wood, 2020). Data indicates that a major element of professional growth is cooperation. Teams and shared learning are fostered by teachers' frequent attendance at departmental meetings. Pre-service teachers first get confidence-boosting discipline-based instruction. Reflection and analysis of actual teaching experiences are part of on-going professional development (Sancar et al., 2021). These cooperative experiences highlight the way that contacts with co-workers have enhanced their knowledge of teaching strategies and strengthened the professional community. Lesson study was used in research done in the Philippines to establish a classroom-based learning community as a professional development approach (Gutierrez, 2021). Teachers were able to enhance their teaching strategies by cooperation and information exchange. Teachers can also find great use for the training offered by county and district offices, which offers advice on curriculum and teaching techniques suited to the local educational environment. Furthermore, convenient access to resources is crucial for professional development as educators often rely on various resources, tools, and support systems to enhance their instructional practices.

### ***Student Engagement and Awareness***

According to Leng (2020), teachers frequently find themselves actively working to engage students in meaningful ways, so making the learning experience joyful and effective. This could include using engaging teaching methods, including various activities, and tailoring classes to pique students' attention. Reflecting on these experiences, the teacher may give examples of excellent student participation, emphasizing effective tactics for establishing a dynamic and engaged classroom atmosphere. Furthermore, given their pupils' different origins, teachers must be culturally informed to engage them effectively. It entails recognising and embracing the cultural differences that shape pupils' viewpoints and learning styles. Teachers might reflect on their efforts to incorporate cultural awareness into their teaching practices, identifying instances of cultural sensitivity and altering instructional approaches to resonate with the varied cultural backgrounds in the classroom.

## Propositions

In this section, the researcher presents four propositions that serve as foundational pillars for the advancement of a theory based on the results.

### ***Proposition 1: Pedagogical Practices Improve Classroom Dynamics***

The study demonstrates how the varied environment and diverse classrooms in California offer special chances and challenges for J1 teachers taking part in the Teacher Exchange Program. This is made up of a thorough examination of the experiences of teachers in improving teaching methods and techniques, classroom climate and atmosphere, teaching involvement, and student-centred approach.

As per Wimberly (2023), by taking into account the experiences of J1 teachers in the classroom, there exists a distinct opportunity to empower educators through a targeted initiative aimed at improving their pedagogical approaches and fostering a dynamic classroom environment.

*“It was not easy at first; I used my scaffolding and differentiated strategies to cater to this gap” (P1, L13-15)*

Participant 1 acknowledged the initial difficulty in adapting to the new educational setting. Participant 1 suggested the use of scaffolding and diversified strategies to address this gap which demonstrates their proactive attitude to adapting their teaching methods to bridge the gap they encountered, demonstrating a dedication to guaranteeing effective training despite the initial challenges.

*“My teaching methods and approaches change from the way I develop the lessons and present them to the students.” (P4, L217-218)*

As added by Participant 4, it clearly illustrates a major change in their instructional strategies. Participant 4 convey a significant change in their methods and strategies for creating and delivering lessons to students which implies a flexible and dynamic teaching approach, demonstrating a readiness to adapt and change their methods in response to different circumstances, like the needs of the students and the learning environment. Moreover, the flexibility and readiness to modify their teaching style show a commitment to effective and responsive teaching that ensures their approach is in step with the evolving needs and dynamics of their classroom (Gheysens et al., 2022).

*“As a Filipino teacher, I make significant adjustments in my teaching methods to align with the level of interest and understanding of the students in the subject I teach.” (P6, L394-397)*

Participant 6 emphasizes their responsiveness and flexibility as a Filipino teacher, showcasing a conscious effort to adapt their teaching methods. According to Mallillin (2021, 2022), this flexibility is clear in the teacher's commitment to attending to the needs of the various student groups and ensuring that the teaching strategy is suitable for each of their skill levels. Participant 6 exhibits a flexible, student-centred approach by tailoring their approaches to the interests and comprehension levels of their students. This strategy aims to improve the learning experience and make the subject more approachable and captivating for their students.

*“What I did was to apply the welcoming atmosphere of my classroom but be tough when it is needed”. (P1, L23-25).*

*“So as a teacher and the adult in the classroom, you just need to help them trust you by assuring them that they are safe, and you can be trusted”. (P2, L92-95)*

Participants 1 and 2 also added the importance of creating a welcoming atmosphere in the classroom while also being firm with students' behaviour when necessary. Balancing warmth with appropriate discipline helps establish a safe environment where students can trust the teacher. And by demonstrating reliability and a sense of security, the teacher aims to cultivate a space where students feel secure and respected.

*"Engagement is so low that you need to make your lesson interesting and relate to their everyday experiences." (P3, L159-161).*

*"Students prefer doing activities rather than just listening to an entire period of lecture. They do better if they must do it than just sitting around watching and listening." (P3, L200-204).*

As added by participant 3, reinforcing the challenge of low engagement suggests that making lessons interesting and relevant to students' daily experiences is crucial for getting their attention in the classroom. Additionally, participant 3 also highlights that students generally prefer hands-on activities over extended periods of passive listening. This implies that when students actively participate instead of just receiving knowledge, they are more likely to be interested and teach efficiently (Lombardi et al., 2021).

### ***Proposition 2: Customisation and Contextualisation of Instructional Materials Enhance Cross-cultural Understanding in the Process of Teaching***

The study indicates the importance of adjusted curriculum and teaching materials in promoting understanding and supporting learning throughout the educational process. This includes a brief review of teacher experiences with materials and curricular changes, subject-specific supports, comprehension and engagement, teaching and learning objectives, and language and communication. As added by El-Sabagh (2021), customizing curriculum content and materials to meet the unique needs, preferences, and learning styles of every student enhances and engages the teaching process. This study incorporated J1 teachers' valuable experiences into the classroom. That enhances the educational environment with varied viewpoints and techniques and establishes a vibrant and inclusive learning environment. With their unique cultural experiences, it enriches the classroom by adapting curriculum and tools to foster deeper knowledge and embracing diverse perspectives to improve the teaching and learning process.

*"Almost all the materials that I am using in my class are modified based on the needs that the students have." (P4, L 266-268)*

As an example of an individualised approach to teaching, Participant 4 explained that their class uses materials that are mostly customised to meet the needs of each student. This individualized method shows that instructional materials have been carefully modified and adjusted to meet the various needs and learning preferences of the students.

*"Yes, I modified everything such as the teaching materials, curriculum, and assessment for the students to learn based on their needs." (P5, L359-362)*

Participant 5 also supports modification of the curriculum, teaching materials, and assessment techniques, among other pedagogical aspects to support students' academic needs. The goal of this strategy was to meet each student's unique demands. By means of curriculum modification, customisation of teaching materials, and modification of assessment procedures, teachers intend to promote a more student-centered learning environment (Al-Ansi, 2022).

*“While it's relatively easy to come up with teaching strategies for students in the Philippines, where I teach Literature, here in America, I am teaching the most basic Filipino language to make it easier for them to grasp the lessons. Understanding the language is not easy for them, so I need to level the activities according to each student's ability to avoid difficulty.” (P6, L397-406)*

As added by participant 6, diverse classroom setting draws attention to the differences in the educational settings where they have taught the fundamentals of the Filipino language. The participant also observes that because of student's lack of familiarity with the language, teaching Filipino is difficult. Consequently, the participant also modifies their pedagogical strategy to streamline the instruction that recognises the challenges learners encounter when comprehending a foreign language. Moreover, to ensure that the learning process is tailored to each student's capacity to alleviate problems and make the lessons more accessible, this entails leveling activities to accommodate varied capacities.

*“The attitudes and viewpoints of students regarding learning. Their study habits. This is not yet solved since this is part of their culture and as a young generation.” (P1, L20-23)*

Participant 1 also talks on how kids view and behave in class, particularly about their study habits, and demonstrates how these issues have become embedded in the students' cultural and generational traits. The participant claims that these problems persist and have not yet been fully resolved, which could indicate that these components have permeated society and influenced the characteristics of the next generation.

*“When it comes to teaching and interacting with students you must find out what the student's strengths and weaknesses are.” (P4, L239-242)*

Regarding teaching and communication with students, Participant 4 also emphasizes the need of understanding both their strengths and shortcomings. This indicates a personalised and individualised teaching method that seeks to recognize and tackle the strengths and areas for improvement of each student.

*“Being traditional and pushing them to understand that learning/education is the key to their success, which is contradicted by some students.” (P1, L 37-39)*

Participant 1 emphasises the challenges in upholding tradition and promoting the notion that success depends on education, positions that some students may disagree with. This shows the divergences in the traditional approach to education that the teacher maintains and the attitudes or opinions of some students.

*“There are a lot of times that my students challenge it. They viewed my subject differently; they found it to be the hardest class that they would have to take. Appreciating the class itself would require a lot of time and effort.” (P4, L254-259)*

As such, participant 4 supports the notion that students' views and beliefs are not the same by stressing that their subject is among the hardest for them. The participant notes that it often takes a long time and effort for students to understand the topic. The findings suggest and relates to the study of Howell (2021) that one of the main challenges is involving pupils and encouraging knowledge of the material. An obvious hurdle to creating an environment where students are eager to learn and recognize the value of the subject is the obvious complexity, which may deter them from being motivated and from devoting the required time and effort to understand the material.

### ***Proposition 3: Classroom Management Techniques Increased Student Engagement and Cultural Awareness***

The study demonstrates that their difficulties and approaches in adjusting to new educational environments are closely related to well-established classroom management. Transitioning to teaching in California, participants frequently run across a variety of classroom dynamics and cultural variances. According to Hunter et al. (2021), managing these differences and establishing a conducive learning environment become contingent on this established classroom management. J1 instructors often must develop efficient classroom management techniques that fit the new pupils' behavioural and cultural standards. This can include disciplining and classroom management that control behaviour and stereotypes, trust and relationships between teachers and students, and student involvement and cultural knowledge.

Good classroom management promotes student awareness and active involvement in addition to guaranteeing an organised learning environment. J1 instructors used techniques including setting up a secure and welcoming environment, giving positive feedback, and having clear expectations. Particularly individuals from varied cultural backgrounds find that these techniques make them feel at ease and involved in the learning process. By employing inclusive and well-organised classroom management strategies, J1 teachers create an environment that encourages student interaction and enhances awareness, which benefits all parties concerned in a more successful and dynamic learning experience (Forsman, 2024).

*“Student behaviour and engagement play a big role in teaching. Students here abroad easily get distracted by peers, mobile phones, and sleep. Engagement is low and you need to make your lesson interesting and relate to their everyday experiences. Behaviour is very important as well. You need to implement rules together at the beginning of the school year for them to be part of the rules and regulations and stay committed to these rules. You need to remind them now and then of the rules set for them to act accordingly. Failure to do this strategy would likely increase student disruptive behaviour.” (P3, L156-170)*

Sharing knowledge is only one aspect of teaching; another is how students act and engage in class. According to participant 3, it's typical for J1 teachers—who frequently deal with kids from diverse backgrounds—to witness distractions like using phones, talking to peers, or even dozing off during class. Teachers of J1 pupils must make their teachings engaging and applicable to the kids' everyday life to solve this. Collaboratively, at the beginning of the academic year, set clear expectations to foster engagement and commitment from the students. Consistently reinforcing these expectations helps students stay focused.

*“As Filipino teachers, we adopt some stereotypes that are not effective to the students in this country.” (P1, L35-37)*

Additionally, participant 1 recognises the need to re-evaluate and possibly modify teaching approaches or beliefs that might not align with the cultural or educational context of the new setting. It highlights the importance of adapting and evolving teaching methods to better suit the needs and expectations of students in a different cultural and educational landscape.

*“Know the reason before doing some consequences that might affect a student's behaviour for the whole duration of the class.” (P3, L188-190)*

Participant 3 stresses the importance of understanding the reasons behind implementing consequences, as they have a lasting impact on student behaviour throughout the entire class where it

highlights the need for thoughtful decision-making when it comes to disciplinary actions or teaching methods, aiming for a positive and enduring influence on students.

*“Actively participate in cultural exchange activities within your school and community. Share aspects of your own culture with your students and learn about American culture from them.” (P6, L422-428)*

Above all, participant 6 also supports vigorous participation in cross-cultural activities both inside the school and in the larger community. Exchanging aspects of the participant's own culture with children and learning about American culture from them creates a reciprocal interaction in this scenario. Its goal is to encourage a dynamic sharing of cultural knowledge by creating an environment where the teacher and the students both contribute to and absorb from one another's cultural backgrounds (Landsman & Lewis, 2023).

#### ***Proposition 4: Cultivation of Cultural Competence Increased Engagement in Professional Development Activities***

Professional growth of Filipino educators working in California is greatly impacted by cultural competence that is nurtured. Their experiences demonstrate the need of accepting and valuing cultural differences in the classroom. Through the development of their cultural competency, these educators become more adaptable and more aware of the minute cultural variations in their new classroom (Yeh et al., 2022). Their professional development as a result enables teachers to successfully negotiate various classroom dynamics and design inclusive learning environments.

*“Different students have different upbringings which manifest in their values and behaviour. Because of these factors, some students have trust issues with adults who create a hindrance or a barrier when teaching.” (P1, L87-92)*

This response supports the assertion that students' varied upbringing shapes their morals and conduct. Participant 1 admits that these different elements raise a barrier in the teaching process by making some pupils have trust problems with adults. This connection highlights how diverse backgrounds influence student behaviour and interactions with teachers. According to the study of Payne and Welch (2022), supporting student's different upbringing draws attention to how effective communication and trust-building with students from many cultural and personal backgrounds need teachers to understand and negotiate these differences.

*“Sensitivity to cultural norms, parental involvement, and values and beliefs have a great impact on the teaching and interactions with the students. As teachers, we should be aware of cultural norms and practices related to dress, food, religion, and others. We must be respectful and sensitive to these differences to help us create an inclusive and effective learning environment. Parental involvement varies from one parent to another based on their culture. Some may encourage active participation and frequent communication, while others may have different expectations or barriers to involvement. As teachers, we should find ways how to engage and involve parents.” (P5, L311-326)*

As stated by Participant 5, the impact of cultural norms and parental engagement in the educational setting is consistent with the need of comprehending the various upbringings and beliefs of the students. From their perspective, teaching and student interactions are greatly impacted by cultural conventions and parental participation. Participant 5 also discussed the importance of teachers being empathetic and accepting of cultural diversity, similar to how Participant 1 highlighted the influence of varied upbringing on students' challenges with trusting adults.

Knowing this enables educators to establish a welcoming classroom where pupils feel important and included.

*“In my culture, discipline and respect in the classroom is very important. And I want to bring these practices here in my host country. While I must demonstrate initiative and flexibility. Being firm in your set of rules about respect in class really matters a lot. However, you need to be soft in implementing them towards students so that they won't feel embarrassed but still give them a sense of accountability.” (P3, 176-185)*

Participant 3 emphasizes, therefore, the value of respect and discipline in the classroom—values that are ingrained in their own culture. They admit the requirement of flexibility and adaptation and declare their desire to introduce these methods to their host nation. This is consistent with the knowledge that the upbringings, values, and actions of various pupils can affect how they view respect and disciplinary measures. As added by Worline and Dutton (2021), the concept of managing various cultural origins and student conduct while maintaining accountability in the classroom stresses the need of implementing rules in a firm but compassionate manner.

### ***First Tentative Theory: Adaptive Cross-Cultural Pedagogy Theory (ACPT)***

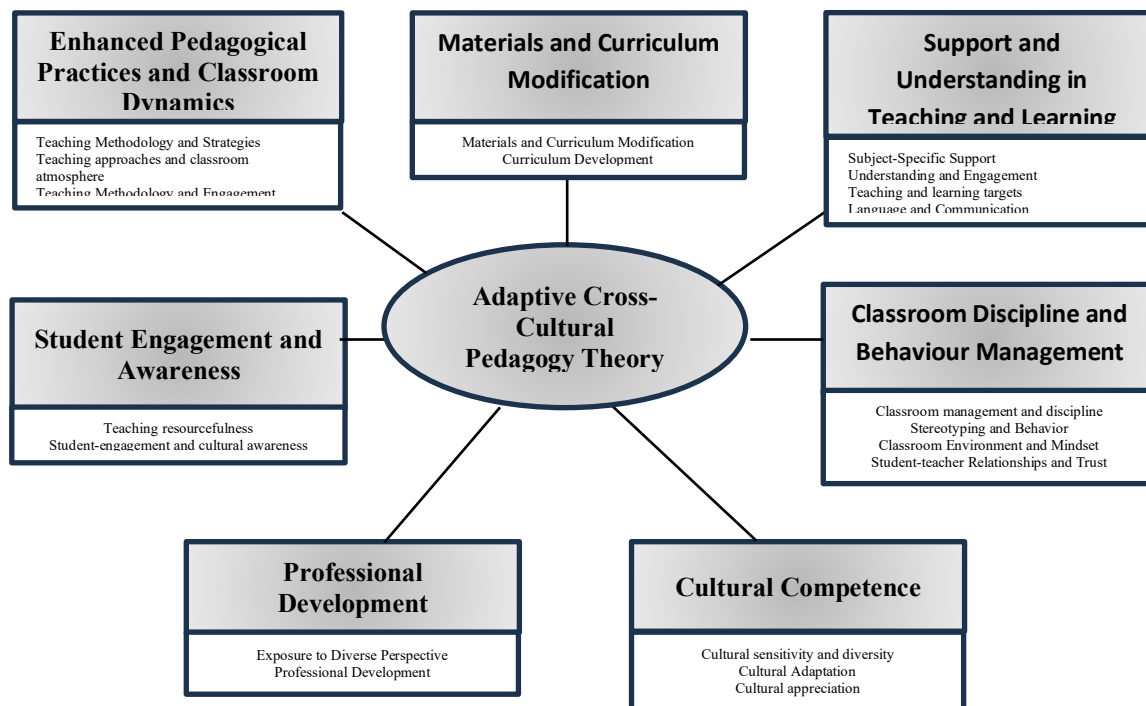
This theory captures the methods and techniques used by J1 instructors taking part in the California teacher exchange program to handle the variety of classroom circumstances. J1 teachers that embrace cross-cultural pedagogical approaches have the chance to enhance their methods, accommodate the diverse cultural backgrounds of their students, handle and strengthen the relationship between the teacher and the student, and enable themselves to be culturally aware while in the classroom.

- A dynamic teaching environment is produced by combining better pedagogy, a curriculum that is focused on the student, well-established classroom administration, and encouraged student involvement.
- J1 teachers promote student participation and cultural awareness by customising and changing the curriculum to accommodate different cultural backgrounds of the students.
- J1 teachers promote student involvement and awareness by using tried-and-true classroom management strategies include controlling stereotypes and fostering trust and connections between students and teachers that are based in a thorough cultural awareness.
- Finally, by promoting professional growth and teaching creativity among J1 teachers and enabling them to adapt and comprehend the cultural complexities by being sensitive to the diversity, adapt and appreciating to the exposure of diverse perspective in their teaching environment, ultimately fostering a more inclusive and engaging educational and cultural experience.
- This concept aims to support J1 educators in enhancing their professionalism, adaptability, and inclusivity towards all students in the classroom.

The schema of the Adaptive Cross-Cultural Pedagogical Theory (ACPT) represents a comprehensive framework that integrates various propositions aimed at enhancing pedagogical practices, curriculum tailoring, classroom management techniques, professional development, and teaching resourcefulness (Figure 1).

**Figure 1**

*Adaptive Cross-Cultural Pedagogy Theory Schema (ACCPT-Schema)*



Source: Author's development.

The ACCPT concept provides a framework for addressing the difficulties Filipino Teachers face in promoting positive classroom dynamics and promoting student achievement as they negotiate the complexity of cross-cultural teaching experiences. By combining more effective pedagogical strategies, such differentiated instruction and culturally sensitive teaching, Filipino J1 instructors may establish welcoming and interesting learning environments that meet the various needs of their students.

- Further, Filipino J1 teachers can improve relevance and foster deeper comprehension among their students by customising and modifying the curriculum to match the cultural backgrounds and learning styles of their students. Putting into practice well-established classroom management strategies guarantees a safe, respected, and enthusiastically participating learning environment for the students.
- Additionally, offering opportunities for on-going professional development assists Filipino J1 teachers in enhancing their skills, adapting to changing circumstances, and staying current with educational best practices. J1 teachers who develop their teaching resourcefulness are more able to manage cultural differences, get beyond obstacles, and come up with creative teaching methods that satisfy their students' changing demands.
- These ideas support better classroom dynamics marked by respect for one another, teamwork, and purposeful learning experiences as they relate to the ACPT framework. Both academically and personally, students feel empowered, valued, and supported. Students that actively participate in conversations, group projects, and learning activities engage more fully in the classroom. In addition, professional development turns into a cooperative and continuous process in which Filipino J1 teachers constantly absorb knowledge from their experiences, co-workers, and students, so enhancing their teaching methods and advancing their careers.

- Therefore, the ACCPT framework provides a robust structure that empowers Filipino J1 teachers to excel in cross-cultural teaching environments, promoting student success and fostering a culture of continuous learning and growth.

## **Conclusion**

The Adaptive Cross-Cultural Pedagogical Theory (ACCPT) addressed strategies and approaches employed by J1 teachers engaging in California's teacher exchange program to navigate varied educational environments. By incorporating cross-cultural pedagogical resources, J1 teachers improve their teaching practices, help students from diverse cultural backgrounds, and develop strong student-teacher connections based on cultural understanding. Combining enhanced pedagogical practices, student-centred curriculum, established classroom management strategies, and on-going professional development results in a dynamic teaching environment that promotes student participation and cultural understanding. By adhering to ACCPT principles, Filipino J1 teachers cultivate inclusive and dynamic learning spaces, bolstering student achievement and cultivating a culture of on-going growth and flexibility within California's educational sphere.

## ***Suggestions for Future Research***

Future research should explore the long-term impact of cross-cultural teaching experiences on both international teachers and their students, focusing on academic outcomes, cultural competence, and personal growth. Investigating the perspectives of educators from diverse cultural backgrounds across different U.S. regions can offer a more comprehensive insight into cross-cultural adjustment. Additionally, examining the effectiveness of specific support mechanisms and professional development programs designed for international teachers can offer insights into best practices for facilitating smoother transitions. Longitudinal studies tracking the progress and challenges of international teachers over multiple years would be valuable in identifying enduring benefits and areas for improvement in teacher exchange programs.

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