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Academic migrants in Aotearoa New Zealand:

Acculturation experiences of long-term or permanent migrant teaching staff in a tertiary Institute of Technology

A thesis

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Abstract

International teaching staff are increasingly sought after by tertiary education providers in their drive to build institutional knowledge and research capacity. While a growing body of research has examined the cultural, social and academic adjustment experiences of university academic staff moving to work in a new context, the experiences of staff working in other tertiary providers appear under-represented.

This multiple case study focuses on Aotearoa New Zealand's Institutes of Technology and Polytechnics (ITP) sector and explores how the experience of migration impacts on four long-term or permanent academic staff with a range of industry, teaching and research experience. The study identifies how political and economic circumstances in their country of origin and/or aspirations of a better lifestyle were initial drivers of migration. Adapting to a new teaching and learning context and managing diverse student groups have created some professional challenges for these academic migrants. While immigration status impacts how they articulate their experiences to date, they have experienced migration largely positively. These international teaching staff were found to bring valuable industry insights and subject expertise, and to engage actively in curriculum development and research activities. The study highlights ways in which international teaching staff impact the institution, local staff and student population and is potentially of interest to anyone involved in recruiting and supporting overseas teaching professionals.

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Introduction

Context for the study

It is suggested that migration is one of the most visible indicators of globalisation (Castles, 2016; Triandafyllidou, 2018), the latter characterised by shifting ‘ethnoscapes’ or movements of people across borders and boundaries (Appadurai, 1990). Migration has intensified in the last quarter of a century, with international migration representing a small but increasing statistic within overall world migration (Castles, 2016; Triandafyllidou, 2018). As international migration increases, it is also becoming increasingly controlled and regulated (Castles, 2016; Triandafyllidou, 2018; Webb, 2015b), with settlers needing to meet certain criteria around employment, qualifications, experience and language proficiency. Relations between migrants and their host society also become an important consideration, with conflicting national political and local societal discourses simultaneously representing the migrant as an economic resource and a cultural asset to communities (Webb, 2017b).

Statistics show that migration to Aotearoa New Zealand remains consistently high (Statistics New Zealand, 2019), with government policy acknowledging migrants as significant contributors to the economy and actively encouraging skilled migration under a points-based system which ensures that those entering the country bring with them the skills, qualifications and work experience that New Zealand needs (Ministry of Business Innovation and Employment, 2018). Migrant individuals may arrive in-country through other pathways than skilled migration however, including spouse and family applications (Roberts, 2019) or by using international study as a pathway to long-term or permanent migration (Iredale, 2005; Roberts, 2019).

Migrants are motivated to relocate for a range of reasons but key drivers are economic conditions and security in the home country or aspirations of a better standard of living and overall quality of life (Triandafyllidou, 2018). Today’s migrant is seen as more connected and less uprooted, with potential diaspora networks in a new country and easier options for staying in touch with family and friends in their country of origin (Triandafyllidou, 2018). It is suggested, however, that migration is becoming more complex and less linear (Roberts, 2019), with a move to New Zealand perhaps representing only one in a series of moves across an individual's lifetime. Migrants' lives are suggested to be ever more transnational, spanning country borders not just physically and financially but also emotionally and affectively (Fauser et al., 2015; Webb, 2017b). Migrants too may articulate their stories and experiences very differently depending on where they are in the immigration journey and whether they perceive their stay as temporary or permanent (Roberts, 2019).

The education sector plays a significant role in international migration and mobility (Webb, 2017b). International students are recruited for the revenue and increased diversity they can bring to an educational institution while international staff may also be considered strategically important in improving teaching and research capacity, in turn impacting on an institution's global rankings (Morley, Alexiadou, Garaz, González-Monteagudo, & Taba, 2018). From the academic's perspective, a personal choice to relocate or repatriate may be based on a range of reasons including better earnings, improved quality of life, professional development, research opportunities, promotion, enhanced employability, personal enrichment or increased cultural competence.

While significant research has been undertaken into the experiences of international students adjusting to a new country, considerably less research has been undertaken into the experiences of migrant teaching staff. Mason and Rawlings-Sanaei (2014) indeed ask the question "where is the narrative on academic migration?". When one considers that these teaching professionals may be engaged in anything from short-term exchanges to research projects or permanent relocation, defining the academic migrant becomes challenging. Mason and Rawlings-Sanaei (2014) however suggest that a broad definition might capture such an academic as one whose physical relocation has also reshaped their ideas and thinking.

Whilst categorising migrants as short or long-term runs the risk of being perceived as a reductionist and linear approach (Roberts, 2019), it is nevertheless common to initially conceive of academic migration according to criteria such as length of stay and type of mobility (Bauder, 2015; Hoffman, 2009; Mihut, de Gayardon, & Rudt, 2017). In this study, the focus is on teaching professionals who have a long-term intention to remain in New Zealand but it is equally acknowledged that the migration pathways of the research participants to this point are incredibly varied and will inevitably continue along very different trajectories in the future. The significance of focusing on permanent or long-term migrant teaching staff in this study is in order to address suggestions in the literature that research appears focused on short-term mobility with little documented on the experiences of longer-term or permanent migrant academic staff (Mihut et al., 2017; Rumbley & de Wit, 2017).

Bönisch-Brednich (2014) reports that New Zealand employs a significant proportion of international academic faculty, with her studies into the experiences of overseas teaching staff in New Zealand universities providing initial inspiration for this research, along with a study of migrant staff adapting to working in a New Zealand polytechnic undertaken by Lewis (2005). The latter study appears to be unique in addressing the experiences of staff in the wider tertiary sector in New Zealand, albeit combining research into administrative and teaching staff experiences rather than being focused exclusively on academic personnel. Webb (2017b) too has produced some excellent studies from Australia related to the adaptation experiences of migrants and refugees more generally and these have developed my understanding of the issues as a researcher, whilst also forming an excellent framework from which to explore academic migration more specifically.

An interesting question raised in recent literature is whether current global research into academic migration is focused on elite universities and their faculty, rather than “worker bee” institutions (Mihut et al., 2017, p. 15). Indeed in a New Zealand context, ‘worker bee’ universities occupy a key role in international student recruitment and attraction of overseas teaching staff, whilst other tertiary providers such as Institutes of Technology and Polytechnics (ITPs) are also important stakeholders in a national tertiary strategy aimed at growing international linkages (Tertiary Education Commission, 2016).

This leads me as a researcher to consider the ITP sector and how its migrant teaching population have come to be working here. Is their presence simply a consequence of an increasing migrant population in New Zealand or is this sector also beginning to acknowledge the strategic significance of drawing from a more diverse teaching workforce in order to meet the graduate profile outcomes of a 21st century global citizen? As pressure increases for educational institutions to reshape their provision so that it is relevant and responsive to the global contexts in which their graduates are increasingly likely to operate, how might the very diversity of the teaching staff lend itself to shaping or broadening student worldviews and delivering innovative curriculum or teaching pedagogies (Minocha, Shiel, & Hristov, 2019)? What does the institution stand to gain therefore from nurturing such teaching professionals as they adapt to a new teaching and learning environment and for the staff themselves, what are the benefits and drawbacks of being a migrant staff member and how do they perceive their fit and potential to impact on students, curriculum and pedagogy?

Motivation for the study

The proposed study is based on my own experiences as a migrant teacher working in the ITP sector in Aotearoa New Zealand. Originally from the UK, I worked for a language and cultural awareness consultancy for approximately ten years prior to emigrating. During this time, I was responsible for developing cultural awareness programmes for industry and met a significant number of staff who were planning to expatriate for professional reasons or who were working for significant periods in other countries. This gave me a good appreciation of the challenges of moving overseas, which I then experienced firsthand on migrating to New Zealand in 2003. It is only in retrospect, however, that I have perhaps been able to look back on my own adjustment as a complex and profound learning experience and to identify areas where earlier opportunities to learn, share and reflect in a professional context might have further accelerated my adjustment.

Having worked in the ITP sector in New Zealand as both an ESOL (English for speakers of other languages) tutor and ESOL teacher trainer, I have come into contact with a range of international teaching professionals and have always been interested in their perceptions of the New Zealand tertiary teaching and learning environment when compared with their country of origin. Inevitably I find myself asking whether their experiences of adjustment have been similar or different to my own and why. I have certainly observed these international teaching professionals to be a tremendous asset to their employers. In a climate where it is becoming increasingly difficult to hear balanced perspectives around migrants and migration, the International Organisation for Migration (2020) notes a greater need than ever to endorse the significant contributions made by migrants to their societies. Indeed, the ESOL teacher's role, according to Watts and White (2004), extends to developing an awareness in society of the tremendous assets that those coming from overseas bring to New Zealand.

It is suggested that academic migration is a growing phenomenon, which is only set to increase in the coming years (Mihut et al., 2017) and from personal observation, Aotearoa New Zealand's ITP sector already appears to employ a significant number of migrant teaching staff. It is hoped that by profiling the experiences of some of these staff, further insights into the positive and negative consequences of academic migration for the tertiary education sector will be gained, thus contributing to both national and international research. While institutions appear to be increasingly intentional about recruiting academic migrants, there is little evidence of widespread or successful policies being implemented to assist these staff in adapting to a new environment (Mihut et al., 2017) or to measure their impact (Rumbley & de Wit, 2017; Shaikh, 2009). If one considers that students come and stay for a while before moving on, while academics on the whole come and stay longer, there is much to be gained from an institutional perspective in nurturing migrant teaching staff (Walker, 2015) and recognising their significant potential contributions.

This study is potentially of interest to anyone involved in recruiting and supporting overseas teaching professionals in the tertiary sector. It aims to highlight how these professionals come to be working in the ITP sector in Aotearoa New Zealand and what their challenges and strengths are, whilst also increasing understanding of how these teaching professionals might be supported with adjustment and integration.

Aim and Scope

The aim of the study has been to explore the acculturation experiences of long-term or permanent migrants working in a New Zealand tertiary institution in the ITP sector. The research has involved a small group of four academic staff with a range of industry, teaching and research experience. All participants have been in New Zealand for at least a year and less than five years.

The study has been undertaken in one region of New Zealand and within one small tertiary education establishment. A multiple case study approach has allowed exploration of the complexity of academic migration within a real-world context (Atkins & Wallace, 2012; Yin, 2018) by comparing a number of cases. The emphasis has been on refining and extending existing theory, rather than generalising the findings to populations (Yin, 2018). It is hoped, however, that the insights gathered expand the scope of existing national literature by specifically addressing the experiences of migrant teaching staff working in the ITP sector in Aotearoa New Zealand.

Overview of the thesis

In the sections which follow, a background to academic migration and mobility is first established through literature review, together with a definition of an academic migrant for the purposes of this study. The literature review synthesises global and national studies which have been conducted into the experiences of academic migrants (with a particular focus on England, Australia and New Zealand), examining these in the light of key themes in international comparative adult education research into the education and employment experiences of migrants and refugees. Having analysed a range of international studies, the literature review highlights the limited availability of research on migrant teaching staff working in the tertiary ITP sector, thereby establishing a context for this study.

Following the literature review, the methodology for the research is outlined, together with theory which supports the choice of a multiple case study approach and the selection of interviewing as the primary method of data collection. Findings are presented in the results section, while the final discussion section addresses some of these outcomes and draws some Implications. Limitations of the study and recommendations for future research are then addressed.

Chapter One: Background

Purpose

The aim of this section is to establish a background to academic migration and mobility, together with a definition of an academic migrant for the purposes of this research.

The literature review situates the tertiary education sector’s contribution to mobility within a wider context of globalisation and migration, before moving on to identify key themes in international comparative adult education research into the employment and education experiences of migrants and refugees. These themes are then used as a broad framework from which to explore and analyse a range of issues relating to academic migration and mobility.

The literature review identifies that while research into the experiences of international teaching staff working in higher education is beginning to increase, representation of staff from other tertiary sectors appears scarce, thus illustrating how this study contributes to both national and international literature.

Literature Review

Introduction: Globalisation, Migration and Academic Mobility

Alfred (2015) notes the highly interdependent nature of globalisation and migration: a competitive global economy propelling the movement of people across borders and at the same time necessitating regimes by which to facilitate and regulate such mobility. Indeed, migration is suggested to be one of the most visible indicators of globalisation, having intensified and diversified significantly in the last quarter of a century (Castles, 2016; Triandafyllidou, 2018). Motivations for migration typically centre around economic need, security and better prospects for quality of life (Triandafyllidou, 2018), with Alfred (2015) and Webb (2017b) acknowledging that while some migrants relocate voluntarily in search of better economic or educational opportunities, others are pushed from their homelands due to a range of economic, social and political differences or conflicts.

The fact that migrants enter a new country through so many different pathways leads to them being assigned labels such as ‘asylum seeker’, ‘temporary worker’ or ‘permanent migrant’ (Guo, 2015). These categories are primarily instigated by governments in order to manage population flows (Roberts, 2019) and fail to acknowledge migration as a complex and often multi-stage undertaking which typically sees individuals moving within and between different categories and occupying multiple visa statuses across time (Iredale, 2001; Roberts, 2019; Spoonley, 2012). A distinction is generally made however between short-term and long-term or permanent migration, the latter referring to a “change of country of residence for a duration of one year or more” (United Nations, 2018). While the terminology of ‘migration’ classifies movement of individuals through a political lens, ‘mobility’ is a more fluid and appropriate term with which to represent an increasingly shifting and non-linear phenomenon and one which intersects with a range of complex individual factors, Roberts (2019) suggests.

According to Morley et al. (2018), mobility is key to processes of internationalisation. Internationalisation became a significant issue in higher education in the 1990’s (Teichler, 2015) and is described by Knight (1995) as the process of implementing a range of initiatives, programmes and policies within the institution so as to promote an international dimension to its teaching, research and service functions. Educational institutions contribute significantly to global mobility through recruitment of international students (Webb, 2017b) but academic staff too may be actively recruited for their potential to build knowledge and research capacity as part of an institution’s internationalisation strategy (Altbach & Yudkevich, 2017; Morley et al., 2018).

Two key institutional drivers of academic mobility appear to be a desire to increase quality, outputs or rankings and a desire to promote innovation through involvement of ‘outsiders’ with new ideas (Rumbley & de Wit, 2017). Higher education institutions are ranked globally according to their research outputs

(Teichler, 2015) while for example the QS World University Rankings also uses international faculty ratio as one of its six metrics to rank universities (QS Top Universities, n.d.). On a national level, New Zealand's PBRF (Performance-Based Research Fund) assesses and funds tertiary education providers on the basis of their research performance (Tertiary Education Commission, 2018). Aotearoa New Zealand employs large proportions of international academic staff (Bönisch-Brednich, 2014) and prioritises growth of international linkages in its national tertiary strategy (Tertiary Education Commission, 2016).

For academic migrants themselves it is usually circumstances in the home country (for example, low salary, poor conditions or shortage of available appointments) which may 'push' an individual to search more satisfactory conditions (Altbach & Yudkevich, 2017) while indeed an overseas appointment may prove attractive due to reasons such as prestige or personal ties in the country (Rumbley & de Wit, 2017). Some academics are motivated by the potential for increased earning capacity or further education possibilities (Balasooriya, Asante, Jayasinha, & Razee, 2014) while career progress, job stability, better lifestyle opportunities for self and family and an attractive living environment may also be factors (Altbach & Yudkevich, 2017).

Who is an academic migrant?

Defining the academic migrant presents considerable challenges (Altbach & Yudkevich, 2017; Hoffman, 2009; Rumbley & de Wit, 2017) given that individuals may choose to be mobile in different ways and for varying reasons and lengths of time (Mihut et al., 2017). The academic migration literature also addresses the terminology of academic 'migration' and 'mobility', considering whether this relates to students or teaching staff (Hoffman, 2009; Maadad & Tight, 2014) and whether 'mobility' is a short or longer-term phenomenon (Hoffman, 2009; Teichler, 2015). Teichler (2015) proposes that 'mobility' signals a non-permanent border crossing, whereas 'migration' suggests a permanent arrangement, conceding however that 'mobility' is often an umbrella term used to describe a range of movements by academic professionals. A number of literature sources agree, however, that distinctions are generally made between temporary and permanent relocation of academic staff (Bauder, 2015; Mihut et al., 2017; Teichler, 2015).

A wide range of terms may be used to refer to a migrant teaching professional including ‘expatriate’ or ‘internationally mobile academic’ (Richardson & McKenna, 2002), ‘international educator’ (Lewis, 2005) and ‘foreign’ or ‘immigrant academic’ (Shaikh, 2009). Other references in the literature include the ‘international academic’ (Balasooriya et al., 2014), ‘global scholar’ (Handal, 2014) or ‘global academic’ (Maadad, 2014), ‘academic migrant’ (Mason & Rawlings-Sanaei, 2014) or ‘migrant academic’ (Morley et al., 2018), ‘transnational academic’ (Pherali, 2012) and ‘mobile academic’ (Bönisch-Brednich, 2018). There also exists more collective terminology such as ‘international academic staff (IAS)’ (Minocha et al., 2019; Walker, 2015) or ‘international faculty’ (Altbach & Yudkevich, 2017; Bönisch-Brednich, 2014; Mihut et al., 2017; Rumbley & de Wit, 2017).

Referring to those working in higher education, Rumbley and de Wit (2017) define ‘international faculty’ for their purposes as “those academics who are hired from abroad by an institution as an employee” (p. 270) while Altbach and Yudkevich (2017) characterise such staff as “academics who hold appointments in countries where they were not born and/or where they did not receive their first postsecondary degree” (p. 1). Altbach and Yudkevich (2017) choose to specifically exclude doctoral students from the latter definition notwithstanding their significant value to the field, while Balasooriya et al. (2014) see the experiences of such individuals as highly significant in their analysis of the professional, economic and socio-cultural challenges of three staff transitioning to Australian academia through postgraduate studies. Walker (2015) appropriates the term ‘International Academic Staff (IAS)’ to refer to “academic staff educated and enculturated in one system of education and currently teaching and researching in another” (p. 61) whilst also acknowledging the existence of “novice IAS”: those staff lecturing, tutoring or supervising for the first time after recently completing their studies or having held professional posts other than in higher education (p. 61) . Given such varying definitions and the challenges in reaching a standardised understanding, Rumbley and de Wit (2017) stress how incredibly difficult it becomes to carry out global or comparative analyses in the field.

Putting temporal perspectives and varying individual definitions to one side, in a broader sense when one defines the academic migrant one is attempting to encapsulate an academic professional engaged in teaching and research who has not just undergone a physical relocation, but whose ideas and thinking have been reshaped in the process (Mason & Rawlings-Sanaei, 2014). Mason and Rawlings-Sanaei (2014) suggest such an individual to be one "who has experienced a cultural transition involving different cognitive styles of learning and who locates their field of enquiry in a supranational frame of reference" (p. 3).

Maadad and Tight (2014) suggest that studies into academic mobility predominantly focus on Australia, the United Kingdom and the United States but with other countries beginning to feature including China, Germany, Singapore and Switzerland. Four key approaches in existing literature, according to Maadad and Tight (2014) range from broad views of contemporary trends, patterns and kinds of mobility, to studies of the experience of academics moving to or from a particular country, and from research into how academic mobility varies in terms of different factors such as age or academic discipline to more specialist accounts which link academic mobility to other issues such as immigration, the labour market or knowledge transfer.

Migration: Key themes in adult education research

Webb (2017b) notes two particularly important contributions of adult education research into the education and employment experiences of migrants and refugees. The first has explored the informal and formal learning which occurs as part of adjusting to a new context and the second explores how recognition of prior qualifications and experience may present challenges in the labour market for migrants. Those themes are now explored below in the specific context of academic migration. In theme one below, the literature review turns its focus to the experiences of academics moving to New Zealand, the UK and Australia; these three destinations suggested by Walker (2015) to have the highest proportions of international staff worldwide, alongside Canada. In theme two, academic migration is considered within the context of broader issues related to immigration and the labour market. The third theme identifies the ‘conflicting societal discourses’ in which the migrant is often operating (Webb, 2017b) and uses these ideas to explore notions of the academic migrant as an economic, intellectual and cultural resource.

Theme 1: Adjusting to a new context

Introduction

It is suggested that while a growing body of research has explored how international students adjust culturally, socially and academically to a new environment, the experiences of migrant teaching staff remain underexplored (Lewis, 2005; Mason & Rawlings-Sanaei, 2014; Morley et al., 2018; Rumbley & de Wit, 2017; Teichler, 2015), particularly in the area of long-term mobility of academic staff (Mihut et al., 2017; Rumbley & de Wit, 2017).

Webb (2017a) suggests that an important accomplishment of migrant international adult education research has been to explore the informal and formal learning involved as migrants navigate their integration into a new culture, with concepts such as transformation or perspective learning (Mezirow, 1991; Taylor, 1994) continuing to provide a useful framework from which to understand how migrants make sense of the new context. Increasing attention is also being given to an understanding that “learning to adapt to new contexts is emotional as well as cognitive work” Webb (2017a, p. 157). In theme one below, some of the potential personal and professional adjustment issues for academic migrants are explored. Academic migration is then considered in the light of perspective transformation or transformation learning theory (Mezirow, 1991; Taylor, 1994).

Initial arrival and adjustment

While the main challenge often lies in navigating cultural differences between country of origin and country of relocation (Handal, 2014), individuals experience a range of initial practical, financial, logistical and social issues which may challenge them to varying degrees (Balasooriya et al., 2014; Lewis, 2005; Pherali, 2012; Rumbley & de Wit, 2017). Lewis (2005) for example demonstrates how culture shock and the initial difficulties of securing employment impacted significantly on female staff in a New Zealand tertiary polytechnic while Rumbley and de Wit (2017) signal that the cost of living in the host environment can create immediate challenges. Pherali (2012) underlines how the logistical issues of finding accommodation, organising transportation and sourcing schooling for children can become stressful alongside the work pressures of teaching, preparation and meetings. Balasooriya et al. (2014) capture the loneliness associated with being removed from family as a PhD student and the social and financial impact of moving mid-career from being an established academic in one country to an international student in another, the impact on one's personal and professional identity also being highly significant.

Adapting to a new teaching and learning environment

Adjustment to a new context is suggested to be a long and ongoing process (Bönisch-Brednich, 2014) which may involve a reassessment of values and construction of new understandings around learning and teaching (Handal, 2014; Lewis, 2005). International staff may experience difficulties in adapting to local processes and practices (Minocha et al., 2019) and may also lack a 'cultural compass' by which to navigate very diverse and complex working environments and student populations (Walker, 2015).

Rumbley and de Wit (2017) note that while different countries will present varying personal and professional experiences for international staff, one must consider how issues of geographical location, language and culture may impact to varying degrees on the experiences of international faculty. Indeed, language becomes particularly significant when considering the extent to which non-native speakers are able to participate fully in the life of the new academic environment

(Pherali, 2012; Rumbley & de Wit, 2017). For those from culturally and linguistically diverse backgrounds, the linguistic challenges of delivering academic content whilst also adjusting to a new sociocultural context in which students may have disparate values and beliefs can be formidable (Pherali, 2012). Pastoral care or personal tutoring responsibilities in the teaching role will inevitably also entail a general understanding of lifestyles, attitudes, family and relationships in the new culture (Pherali, 2012).

Local staff appear to provide a generally supportive environment (Balasooriya et al., 2014; Minocha et al., 2019; Pherali, 2012) but there nevertheless exist subtle hierarchies and cultural differences to navigate (Balasooriya et al., 2014), with Lewis (2005) also alluding to a need for international teaching staff in New Zealand to often 'intuit' various unspoken processes and procedures. For Bönisch-Brednich (2014) and her colleagues, New Zealand's bi-cultural environment also appeared to create uneasy dynamics within the workplace, many local staff often found to be equally ill-at-ease or unfamiliar with Maori customs and meeting protocols. Given that the migrant academic is constantly referring their experiences to the home country, the absence of a reference point with regard to bi-culturalism or to issues associated with New Zealand's postcolonial condition become very significant, Bönisch-Brednich (2014) suggests.

Differing approaches to curriculum and its development may also be a point of confusion or contention, with the UK higher education system reportedly found by some international teaching staff to be a bureaucratic environment (Minocha et al., 2019) in which curriculum was constantly subjected to upgrades and revalidation (Minocha et al., 2019; Walker, 2015). In addition, staff reported that they were often not involved in curriculum development when in fact they felt that they could have contributed significantly to internationalising the approaches and content (Minocha et al., 2019). Morley et al. (2018) indeed question whether in the new context international teaching staff may be seen as 'knowledge workers' rather than 'knowledge producers', constrained to absorbing local ways of (re)producing knowledge rather than actively contributing to or creating new knowledge, this suggested to be felt particularly keenly by international staff moving from Global South to Global North (Morley et al., 2018). Teaching staff will certainly need to consider how readily their subject expertise and pedagogical approaches transfer to the new context (Handal, 2014) with Balasooriya et al. (2014) highlighting for example how lack of familiarity with the local health care system can present an immediate challenge in transitioning one's subject knowledge.

A more student-centred approach to teaching appears to be a key challenge facing international teaching staff (Balasooriya et al., 2014; Lewis, 2005; Minocha et al., 2019; Walker, 2015) as they simultaneously transition from one educational system to another and from one cultural context to another (Mihut et al., 2017). Minocha et al. (2019) note for example that the introduction of a more student-centred approach to teaching and learning in the UK, combined with an independent learning culture where the academic is essentially a guide are contradictory concepts to some international academic staff, while Walker (2015) suggests that some staff also struggled with the concept of 'student-centredness', being overly preoccupied with a fear of offending or upsetting students. Walker (2015) and Pherali (2012) highlight too that some international teaching staff were used to the role of a teacher being one of status and respect, where questioning the teacher was akin to questioning their competence (Walker, 2015). As a result, some international staff in the UK appeared unfamiliar or uncomfortable with an environment of open-ended discussions and questions to which the tutor did not necessarily know the answer (Walker, 2015).

Student interactions

It is suggested that initial contact with local students can cause some significant differences in pedagogical approaches to surface (Altbach & Yudkevich, 2017; Bönisch-Brednich, 2014). With regard to managing student dynamics, Bönisch-Brednich (2014) notes a less direct approach in how feedback is given to students in New Zealand which might challenge the academic migrant's personal perspectives of what represents clear, open and honest feedback. Walker (2015) notes more generally that international academic staff working within a very diverse multicultural context in the UK found student behaviours very unpredictable and difficult to anticipate. Lewis (2005) suggests that overseas teaching staff perceived learner motivation levels in local New Zealand students to be low when compared with those of students in their home country where the education environment was extremely competitive, a sentiment apparently echoed by some migrant academics in the UK. Walker (2015) suggests for example that international teaching staff appeared to find the UK context to be one where 'average' was condoned as being acceptable, international faculty thus becoming impatient with what they saw as low achievers in the UK institution.

Bönisch-Brednich (2014) also describes how some migrant staff members struggled initially with New Zealand's policy around open access to higher education, having rarely encountered low-decile learners within their own education systems either as learners or educators. An open-access policy was perceived by some as an indulgent approach, with international faculty found to struggle initially in understanding the needs of minority learner groups such as Maori and Pasifika students and perhaps underestimating the multiple difficulties and challenges such students were facing in accessing education (Bönisch-Brednich, 2014). By extension, staff might fail to recognize the extent to which such groups need friendliness, approachability and empathy in order to make progress (Minocha et al., 2019) with Bönisch-Brednich (2014) reflecting that it was only after an extended period that she and her international colleagues were able to undergo a conceptual shift with regard to what tertiary education represented in a New Zealand context.

Examining the relationship between educator and learner in the UK, Minocha et al. (2019) note how overseas teaching staff appeared to find students more consumerist, high fees bringing with them high learner expectations and a sense that students could exercise greater power of appeal on issues such as assessment. Bönisch-Brednich (2014) too notes the contractual relationship between student and teacher in New Zealand's neoliberal environment, one in which the student appears to enjoy a shift in power. Balasooriya et al. (2014) illustrate that while some international students in Australia actively sought out international staff for support in times of difficulty, postgraduate students conversely appeared to show a preference for a 'local' professor or teacher. Isolated reports of indifference, disrespect and even "blatant disregard" for international teaching staff in Australia (Balasooriya et al., 2014, p. 130) appear balanced with a generally positive reception to international migrant academic staff in New Zealand (Bönisch-Brednich, 2014). Local students were found to attribute sometimes very contradictory teaching and learning approaches to individual teacher personalities rather than cultural factors, notwithstanding a few disparaging comments around difficulties in understanding the accents of some lecturers from non-English speaking backgrounds (Bönisch-Brednich, 2014).

Advantages and disadvantages of academic mobility

Academic mobility can be personally enriching and improve intercultural competence, with staff potentially motivated by the 'capital' they can acquire as a result of gaining international experience (Morley et al., 2018). While these teaching staff demonstrate a strong desire to fit in and be appreciated (Rumbley & de Wit, 2017), they are not always well integrated within an organisation however (Mihut et al., 2017). Some academic migrants report feelings of isolation (Balasooriya et al., 2014; Mihut et al., 2017; Morley et al., 2018) and 'otherness' (Morley et al., 2018) while others express feelings of being under-valued (Hoffman, 2009; Morley et al., 2018) or underutilized (Minocha et al., 2019). They may articulate their experiences in terms of a loss of identity and stability (Morley et al., 2018). Hoffman (2009) suggests that it is perhaps staff who are mobile over the longer-term who are more qualified to express the 'darker side of mobility', with Morley et al. (2018) concluding that the experience is rarely either positive or negative, rather offering a range of complex opportunities and constraints.

Academic migration as a transformational learning experience

Mason and Rawlings-Sanaei (2014) propose that the academic migrant undergoes a cognitive cultural transition as they encounter a new context. Mezirow (1991) represents such a transition as a perspective transformation, explaining that as adults mature, their culture, past experiences and social relationships shape how they construct reality and inform their perceptions of what behaviours, norms or rules might be expected in a given context. A key life event or "disorienting dilemma" can then act as a catalyst for a period of significant emotional upheaval in which these norms and perceptions are challenged, leading to a perspective transformation (Mezirow, 1991, p. 168). The change of cultural context which occurs as a result of migration could certainly be understood as a disruptive experience likely to precipitate a transformational learning experience (Taylor, 1994; Webb, 2017a).

It is the intense feelings associated with the "dissonance" experienced in a new cultural context which create a sense of disequilibrium, driving individuals to become interculturally competent in the new setting so as to restore balance (Taylor, 1994, p. 161). The academic migrant may initially draw on their home country as a point of reference (Handal, 2014; Sawir, 2014), experiencing a range of cultural clashes as they work out how to accommodate the norms, values and beliefs of the new context (Sawir, 2014; Walker, 2015). An individual's cultural identity is continually evolving as they encounter new experiences and challenges and their competence and confidence in handling new situations increases over an extended period as their worldviews and perspectives shift (Taylor, 1994). Feelings of being 'lost' usually reduce across time (Bönisch-Brednich, 2018).

Key to perspective transformation, according to Mezirow (1991), is an enhanced self-awareness of one's beliefs and assumptions and how these have been shaped, together with a willingness to explore these in the light of alternative perspectives. The potential for transformation emerges from the individual first recognising and understanding their own "cultural situatedness" before moving to a position where they can see the world from other perspectives (Gesche &

Makeham, 2008, p. 245). One might intentionally embrace the new perspective and abandon the old, or choose instead to inhabit a new space where old and new co-exist simultaneously and consciously inform understandings and behaviour (Mezirow, 1991). Notions of the migrant embracing their “cultural hybridity” (Hall, 1996, p. 490) or harnessing a “third space” where different worldviews and identities co-exist productively (Bhabha, 1994, p. 209) flow into the academic migration literature. Indeed a number of literature sources agree that an ability to view the world from multiple perspectives is an important asset (Bönisch-Brednich, 2018; Kim, 2010; Lewis, 2005; Mason & Rawlings-Sanaei, 2014).

Transformation learning is not always celebratory for migrants, however (Taylor, 2007; Webb, 2017a). Employers in the new context may operationalise subtle hierarchies which leave the migrant feeling that their prior qualifications and experience are not validated (Balasooriya et al., 2014; Webb, 2017a). The onus is often on the migrant to ‘fit in’ (Webb, 2015c) and to operate to unfamiliar norms and behavioural practices (Walker, 2015; Webb, 2017a). A migrant academic who has been enculturated in an alternative learning and teaching environment may experience “cultural dissonance” therefore as a result of trying to fulfil their duties in a new national educational system which embodies and transmits a range of values and norms which they are neither familiar with nor may indeed subscribe to (Walker, 2015, p. 63). The ability to view and question existing conventions from multiple perspectives is not always a positive one for the academic migrant (Hoffman, 2009). The individual may also be faced with complex emotions around the extent to which they wish to assimilate the dominant norms (Guo, 2015; Webb, 2017a) or rather to acculturate and operate successfully in the new context whilst still retaining their own identity and culture (Alfred, 2010). There are affective as well as cognitive aspects, therefore, to transformational learning (Taylor, 1994; Webb, 2017a).

The ability to ‘manage the self’ during a period of significant transition becomes key (Meijers & Hermans, 2017; Webb, 2017a; Zhang & Semple, 2016). If the academic migrant does not have an opportunity to reflect on what is causing the cultural “clash”, cultural problems are likely to be perceived as personal problems and the individual becomes increasingly isolated rather than integrated (Bönisch-Brednich, 2016, p. 173). Those experiencing a cultural transition of this kind benefit from a supportive environment in which to share and reflect on the personal conflicts they may be experiencing (Taylor, 2007). Migrants may need opportunities to explore a range of new positionalities and opportunities open to them in the new context (Webb, 2017a). The ability to take a “helicopter view” of the situation and adopt a long-term perspective around who they want to become and what they want to achieve can ultimately allow an individual to enact a “promoter position” (Meijers & Hermans, 2017, p. 10), thereby re-establishing a sense of self, direction, balance and purpose in relation to the new context.

Professional development of migrant teaching staff

The support migrant staff receive may be very much at the discretion of individual managers (Lewis, 2005). Altbach and Yudkevich (2017) stress how important it is that the new staff member feels part of the academic community while Lewis (2005) proposes that targeted communal professional development can provide opportunities to reflect on new experiences and leverage collective knowledge. Orientation and mentoring might also aid with some adjustment factors (Bönisch-Brednich, 2014; Lewis, 2005; Minocha et al., 2019; Sawir, 2014), with local staff and students also being key stakeholders in creating a receptive and supportive environment (Bönisch-Brednich, 2014).

Balasooriya et al. (2014) stress the significance of a formal system of support to assist with academic transition, particularly given the challenges for some staff in adjusting from a teacher-centred to a student-centred environment. Minocha et al. (2019) would appear to signal, however, that while teacher professional development was felt to be a useful mechanism for preparing staff to teach in the UK, there was a danger for this to be perceived by staff as ‘homogenising’ them rather than embracing their diverse pedagogic practices. Pherali (2012) notes therefore that issues of support or professional development may need particularly sensitive handling with teachers from culturally and linguistically diverse backgrounds so that this is not perceived as resulting from a deficiency or lack of professional competence. Guo (2015) indicates that truly recognitive models of adult education will reject a "deficit" approach and focus on affirming diversity rather than attempting to "assimilate" the migrant (p. 15).

Theme 2: The labour market and recognition of qualifications and prior experience

Introduction

In their drive to attract human capital (Iredale, 2005), nation states and employers strategically exploit migration as a means to recruit "the brightest and the best" in a competitive global labour market (Guo & Shan, 2013, p. 464). Internationally recognised qualifications and talent are highly sought after (Favell, Feldblum, & Smith, 2007) and attracting highly skilled migrants becomes a primary focus (Iredale, 2005; Shan & Fejes, 2015; Watts & White, 2004). While educational background, work experience and language proficiency are then the predominant criteria in approving migrant admissions (Shan & Fejes, 2015), an important policy issue becomes the extent to which these skills are fully utilised on the migrant's arrival in the new location (Spoonley, 2012). Webb (2017b) signals that a second important contribution of international adult education research into the experiences of migrants and refugees has entailed exploring how migrants' work skills and qualifications may be devalued and how migrants may find themselves "deskilled or underemployed" as they enter the labour market in a new country (p. 75). This section of the literature review identifies how a range of immigration and labour market issues may intersect with the migrant's overall experience and adjustment, before examining issues related to academic migrants and the labour force.

Skilled migration and the labour market

Defining the skilled migrant is complex (Favell et al., 2007; Roberts, 2019) because the terms 'skilled' or 'highly skilled', are seemingly employed interchangeably, with national governmental definitions of skilled migration evolving along with demand. While Iredale (2001) describes the highly skilled migrant as possessing "a university degree or extensive/equivalent experience in a given field" (p. 8), 'high' and 'low' skilled migration is a broadly distributed continuum rather than a dichotomy (Favell et al., 2007), and there is an acknowledgement that migrants may occupy multiple statuses across this continuum in their career trajectories (Iredale, 2001; Roberts, 2019; Spoonley, 2012). There are in fact no straightforward criteria to define who is a skilled migrant in relation to skill base, experience, qualifications or duration of stay, according to Roberts (2019). There has also perhaps been a tendency to perceive highly skilled migrants as the 'elite' when in reality they are increasingly likely to be modest, middle-class individuals who emanate from countries whose economies now offer more widely distributed opportunities for migration (Favell et al., 2007).

The literature signals complexities around the ways in which 'skills' are articulated in immigration policy compared with how they are operationalised at labour market level (Roberts, 2019; Shan & Fejes, 2015; Webb, 2015b). Roberts (2019) notes a complex interplay between migrant, state and employer. While the migrant potentially relocates for a range of reasons not solely connected to their expertise and education, the state sees a skilled migrant as someone who brings economically beneficial expertise to the country and the employer operationalises their own concepts about what is a skill depending on the specific requirements in their field (Roberts, 2019). Webb (2017b) explains that research into migrant equity has used Bourdieusian concepts of 'capital' to illustrate ways in which migrants may be at a disadvantage when it comes to both social capital (appropriate language and skills with which to connect to the labour market) and the dominant cultural capital (the local knowledge and experience seemingly preferred by local employers and education providers). It is suggested that a 'regime of skill' operates in different fields of practice: a subjective and shifting set of criteria which define what are desirable attributes in an employee and who has access to the labour market (Shan & Fejes, 2015). Webb (2015b) reinforces the 'disconnect' therefore between the understanding of 'skill' as specified on the immigration occupational shortlist when compared with that operationalised by employers, who appear to prefer localised knowledge. Employers become gatekeepers and occupational skills shortage lists highly selective, with some credentials such as English language ability and qualifications from Anglophone countries seen to be more valuable than others (Webb, 2015b).

New Zealand's welcome to migrants is a conditional one (Iredale, 2005; Ministry of Business Innovation and Employment, 2018; Spoonley, 2012). Spoonley (2012) notes that by 1990, New Zealand had adopted the approaches of Australia and Canada, implementing a points-based system for managing immigration. New Zealand's current Skilled Migrant Category awards points based on factors such as age, work experience, good character, health, qualifications, English language competence and an offer of skilled employment (New Zealand Immigration, 2020b). The policy aims to ensure that those entering the country bring with them the skills, qualifications and work experience that New Zealand needs (Ministry of Business Innovation and Employment, 2018). New Zealand, alongside Australia is thus suggested by Iredale (2005, p. 161) to employ an "exclusive-protectionist" approach which selects individuals who both meet accreditation requirements and who will integrate easily into the labour market according to their occupation.

A number of professional migrant studies from Australia and New Zealand suggest conflict however between national systems which encourage migration based on skill and experience and the local gatekeeping practices of employers (Coates & Carr, 2005; Li & Campbell, 2009) as well as educational providers and professional bodies (Iredale, 2005; Wagner & Childs, 2006; Webb, 2015b) who appear to place lesser value on these credentials. A range of literature sources would appear to hint therefore that New Zealand may not prove to be 'the land of opportunity' initially presented to migrants (Watts & White, 2004). More recently too, the notion of 'deskilling' has been employed to highlight situations where often well-qualified professional migrants are studying for lower credentials in order to access the job market or as a more immediate pathway to residency, with criticisms that that the vocational and education training (VET) sector is complicit in this process of (dis)placing migrants' skills (Webb, 2017b; Webb, Faine, Pardy, & Roy, 2017). As one begins to appreciate the extent to which migrants are constantly acquiring new skills and re-positioning themselves in a new context, 'mobility' comes to express much more than a physical move across borders therefore (Roberts, 2019).

Additional labour market challenges

Literature from Australia and New Zealand suggests that there are additional labour market challenges for migrants from non-English speaking backgrounds (Li & Campbell, 2009; Wagner & Childs, 2006; Webb et al., 2017). Webb et al. (2017) propose that in Australia, race and ethnicity become key when exploring the negative experiences of migrants from non-European backgrounds as they interface with the labour market. Non-standard accents or the perception of weak communication skills is often connected with difficulties of securing employment, particularly for 'visible' non-European migrants in Australia (Webb et al., 2017). Wagner and Childs (2006) similarly point to a phenomenon where skilled migrants from culturally and linguistically diverse backgrounds face particular difficulties in accessing their professions in Australia while Li and Campbell (2009) found non-native English speakers in New Zealand to experience more difficulty finding jobs that require high interpersonal skills than jobs requiring technical skills. Skilled migrants in both countries were found to often accept unskilled jobs whilst trying to find work commensurate with their qualifications (Li & Campbell, 2009; Webb, 2015b).

Secondary visa applicants (often female) are also suggested to face significant challenges in permeating the labour market (Webb, 2015a). In New Zealand for example, secondary visa applicants appear to experience significantly less success than the principal visa applicant in finding work commensurate with their previous skills and experience (New Zealand Immigration, 2017). Women however represent a significant and growing proportion of the global labour force (Cliff, Grün, Ville, & Dolnicar, 2015) and are, Webb (2015a) suggests, beginning to dominate labour market migrations both as 'pioneer migrants' and secondary visa applicants, notably in professions such as health and education.

The challenges for female skilled migrants transitioning to a new environment are often strongly connected with the practical and emotional demands of balancing professional and home life (Meares, 2010). While there has been a tendency to present women's career pathways as being negatively impacted by migration, other studies are beginning to suggest that their career trajectories are not necessarily linear and downward, rather in fact influenced and shrouded by a range of complex and varying issues (Meares, 2010; Webb, 2015a).

Academic Migrants and the labour force

Bauder (2015) notes that academics are workers who, like all migrants, are "embedded in employment relations and social and cultural contexts" (p. 83). A number of literature sources suggest however that the academic labour market is a distinct one (Bauder, 2015; Kim, 2017; Shaikh, 2009). Kim (2017) stresses that academics rarely relocate for purely economic reasons while Shaikh (2009) suggests that academia has very specific selection processes which transcend matching 'skills' to 'roles'. Bauder (2015) also proposes that the academic market typically does not experience the phenomenon of deskilling to the same extent as other professions. Iredale (2001) recognises that in fact each profession operates within its own discrete context, social and economic factors presenting conditions ranging from disadvantageous through to those highly favourable for upward mobility. According to Bauder (2015), national educational institutions also have their own unique contexts, hierarchies and priorities around mobility which influence the types of contracts and career progression that are offered to academic staff. Remuneration and conditions may vary considerably as a result (Altbach & Yudkevich, 2017; Rumbley & de Wit, 2017).

Bauder (2015) suggests that it is their position in the 'upper segment' of the labour market which allows highly-skilled migrants (as key contributors to economic growth) to strategically use mobility to accumulate social, cultural and institutional forms of 'capital' which increase the value of their labour. Short-term mobility especially may allow academics to acquire status and capital which improve their future career prospects and progression (Bauder, 2015). While mobility is likely to increase labour value for those academics who typically move in order to take up an academic position abroad, this may not necessarily ensue however when the motivation comes from another source (Bauder, 2015).

While Kim (2017) suggests that female migrant academics display considerable agency and flair in enacting successful career success pathways and challenging gender assumptions, literature appears to focus on female academic migration as a challenge area (Bauder, 2015; Morley et al., 2018; Suarez-Ortega & Risquez, 2014; Webb, 2017b). Morley et al. (2018) suggest that female academics are generally less mobile than males, particularly later in their careers while Bauder (2015) suggests that they potentially experience greater constraints than their male counterparts when it comes to the labour market valorisation they achieve through mobility. Morley et al. (2018) suggest that in some situations gender discrimination might impact on the female academic’s role in knowledge production while Suarez-Ortega and Risquez (2014) highlight also that balancing family responsibilities with teaching demands and research outputs can be incredibly challenging, particularly at critical points in a female academic’s career.

Despite the privileges of operating in the upper labour segment, mobile academics are not exempt from experiencing hardship, Bauder (2015) suggests. While the academic migrant’s own position may improve as a result of the relocation, Bauder (2015) and Pherali (2012) acknowledge that personal relationships may be impacted significantly, the experience sometimes less positive for accompanying spouses and family members. Altbach and Yudkevich (2017) allude to some of the complicated and bureaucratic procedures which might be areas of challenge including obtaining work permits, navigating skilled migrant quotas or immigration policy, not only for the main applicant but for their family (p.5). Morley et al. (2018) too note how feelings of difference and being ‘other’ might be exacerbated through mobility and how uneven visa and immigration regulations increased feelings of marginalisation for some of their research participants. Balasooriya et al. (2014) reflect that whilst there were some initial challenges in recognition of skills and experience for their migrants transitioning to academia in Australia, their participants largely experienced academic migration positively. This, they propose, points to the salience of the suggestion made by Bauder (2015) that academic mobility is an area which does not follow typical patterns of labour market devaluation.

Recognition of qualifications and experience

Finding consistent ways to compare and assess the equivalence of international qualifications and experience presents considerable challenges globally (Iredale, 2005; OECD, 2017; Shan & Fejes, 2015). Some countries and organisations have made attempts to improve and legislate the recognition and transferability of qualifications across borders, in particular the Council of Europe and UNESCO (Shan & Fejes, 2015). Iredale (2005) too points to the mutual recognition arrangements that exist between some regions of the world, highlighting however the difficulties of maintaining the currency of databases which compare qualifications content between national educational institutions and suggesting this to be “a poor method of assessment” (p. 163). The OECD (2017) signals the significant challenges and yet continuing efforts being made to prioritise processes which might improve international recognition of qualifications and facilitate the assessment of skills.

In New Zealand the Qualifications Recognition Services (QRS) assesses qualifications awarded outside of the country, providing a comparison between the overseas qualification and the New Zealand Qualifications Framework and determining whether they can be recognised in New Zealand (New Zealand Qualifications Authority, n.d.). The International Qualifications Assessment (IQA) is an in-depth assessment and recognition statement which may be used for immigration, employment, study or teacher registration (New Zealand Qualifications Authority, n.d.). Temporary migration does not involve a requirement for the formal recognition of overseas qualifications, meaning that the decision of whether to hire a particular migrant based on their qualifications and skills may often rest in the hands of the employer (Iredale, 2001, 2005). As will be seen below, however, the employer’s ability to recruit and retain the temporary migrant worker and the migrant’s potential to remain in country on a temporary work visa are in turn governed by evolving immigration policy.

The labour market and temporary visas

Temporary visas have become a popular and important immigration pathway into New Zealand (Iredale, 2005; Spoonley, 2012). Spoonley (2012) notes however that by 2010 the sheer volume of those on temporary visas dramatically outnumbered those able to apply for permanent residency. Rationalisation of the temporary visa process across 2020 and 2021 in Aotearoa New Zealand signals tighter management of this area, particularly relating to lower skilled employment. The New Zealand government will continue to support employers in recruiting migrants in areas where there are genuine labour shortages but ultimately wishes to incentivise the training of New Zealanders in the longer term (New Zealand Immigration, 2020d).

In New Zealand, the role of Vocational Education Teacher is classified as a skilled job but is not currently on the shortage list (New Zealand Immigration, 2016). Candidates who do not meet the points to apply for a skilled migrant visa are actively invited to apply for other temporary visas (New Zealand Immigration, 2016). The ‘essential skills’ work visa allows migrants to enter or remain in the country on receipt of a full-time job offer from a New Zealand employer, on the proviso that the employer can prove that genuine attempts to recruit a New Zealander for the position have been unsuccessful (New Zealand Immigration, 2020a). Changes to both the ‘essential skills’ temporary visa and ‘skilled migrant’ visa mean that ‘skill’ is being increasingly assessed in terms of earning threshold (New Zealand Immigration, 2020c). The ‘mid’ or ‘higher skilled’ migrant has unlimited opportunities to renew their ‘essential skills’ work visa every three years but this continues to be dependent on the employer proving that no other suitable candidate is available (New Zealand Immigration, 2020c). It would seem that a phenomenon whereby countries are very willing to admit individuals on a temporary basis but ever more selective in awarding permanent residency (Iredale, 2001) continues to be the norm. The designation of ‘temporary migrant’ therefore becomes a precarious existence which the migrant is forced to live out for an extended period: one which may require careful and deliberate navigation of immigration policy whilst waiting for a more permanent outcome (Roberts, 2019).

Theme 3: The academic migrant as an intellectual and cultural asset

Introduction: Policies and discourses

It is important to acknowledge that migrant stories and experiences exist within a context of wider public narratives and policies (International Organisation for Migration, 2020; Webb, 2017b). Conflicting societal discourses may simultaneously present the migrant as a key economic contributor to the nation or as a cultural resource to communities (Webb, 2017b). National immigration policies range from those which see migrants purely as a short-term economic resource to those more concerned about migrant outcomes and integration (Iredale, 2005; Spoonley, 2012). In New Zealand for example, current immigration policy invites candidates who have the relevant skills to contribute to New Zealand’s economy to apply for the skilled migrant category visa (New Zealand Immigration, 2020b) while on the other hand, recent government media communication notes tighter management of temporary visas and conveys a clear message that “Kiwis come first” (New Zealand Government, 2019). There is a tendency to focus on migration as if it were an economic transaction between migrant and society rather than acknowledging also the migrant’s potential cultural, political and civic value (International Organisation for Migration, 2020). Given that literature is increasingly recognising the potential value of international academic staff to their institutions and communities (Altbach & Yudkevich, 2017; Handal, 2014; Kim, 2017; Mason & Rawlings-Sanaei, 2014; Minocha et al., 2019; Pherali, 2012; Rumbley & de Wit, 2017; Walker, 2015), this final section of the literature review explores notions of the academic migrant as an intellectual, cultural and social asset in a twenty first century knowledge economy.

The academic migrant as an intellectual, cultural and social asset

Kim (2017) posits that knowledge production is being increasingly viewed from an economic perspective, with migrant academics considered key players in a global market where governments and institutions are competing internationally. Their experiences of alternative academic systems and teaching and research paradigms (Altbach & Yudkevich, 2017) position academic migrants as a source of new ideas and expertise (Walker, 2015) whilst allowing them to create and enact new forms of knowledge which they can align to the geographical and institutional setting in which they are working (Kim, 2017). While a small body of research suggests that some international teaching staff perceive themselves as an untapped resource (Minocha et al., 2019) or feel undervalued (Hoffman, 2009; Morley et al., 2018), institutions appear on the whole to be endorsing their significant potential to impact outputs, innovation and competitiveness (Rumbley & de Wit, 2017). What appears to be lacking however, are systematic efforts to track these outputs (Rumbley & de Wit, 2017; Shaikh, 2009).

From a cultural and intellectual perspective, it is becoming increasingly important to acknowledge and validate alternative cultures of learning and knowing (Guo, 2015; Mason & Rawlings-Sanaei, 2014) in the twenty-first century learning institution. The migrant educator hones their intercultural skills as a result of the experience of relocation (Lewis, 2005), and is primed for productive interaction with staff and students from culturally and linguistically diverse backgrounds (Balasooriya et al., 2014), which in turn facilitates the creation of a "robust culture of learning" (Mason & Rawlings-Sanaei, 2014, p. 8). Kim (2017, p. 988) notes how the migrant academic brings with them "tacit embedded travelled knowledge" which is represented as much in worldviews as in scientific knowledge or expertise. Their ability to interpret situations from multiple perspectives (Bönisch-Brednich, 2018; Kim, 2010; Lewis, 2005; Mason & Rawlings-Sanaei, 2014) can potentially innovate existing delivery (Altbach & Yudkevich, 2017; Rumbley & de Wit, 2017) or enrich and broaden teaching and learning perspectives (Handal, 2014; Mason & Rawlings-Sanaei, 2014; Minocha et al., 2019; Pherali, 2012). The international academic may be able to share unique insights around global realities they have personally experienced, exposing their students to rich and complex ideas whilst at the same time broadening their horizons (Pherali, 2012). Such attributes might be considered important at a time when educational institutions are increasingly focused on turning out globally sensitive graduates (Altbach & Yudkevich, 2017; Gesche & Makeham, 2008; Hellsten, 2008; Minocha et al., 2019; Sawir, 2014).

From a societal perspective, literature also points to a number of ways in which the academic migrant might contribute to making the world more fair and just (Handal, 2014; Kim, 2017; Robertson, 2010; Suarez-Ortega & Risquez, 2014; Webb et al., 2017). Kim (2017) notes how the academic migrant's role in the institution might challenge issues of ethnocentrism and racism and question existing doxa while Handal (2014) and Webb et al. (2017) signal how academic migrants are uniquely positioned to advocate socially for equitable education opportunities for other migrants.

Strengths and Limitations of the literature

An article by Webb (2017b) acted as an important catalyst in this study by situating migration within a wider context of globalisation and identifying some broad prevailing themes in international adult migrant and refugee research. These general themes resonated with some of my own experiences of migration and became a framework from which to explore the academic migration literature more specifically.

There is a strong and growing base of literature from the UK, Australia and New Zealand around the adjustment experiences of migrant academics. Bönisch-Brednich (2014) presents some stimulating insights from Aotearoa New Zealand's higher education sector while a study of female administrative and academic staff working at a New Zealand polytechnic by Lewis (2005) appears unique in considering the experiences of female staff working in the wider tertiary sector in New Zealand. Literature from the UK, Australia and New Zealand predominantly focuses on university faculty however, with limited representation of the experiences of staff working in other tertiary environments.

A significant but smaller body of literature was identified regarding recognition of qualifications and labour market challenges for academic migrants. While the academic migration literature generally points to a range of issues experienced by teaching professionals with regard to visa issues, qualifications, salary, conditions and securing employment, a study by Bauder (2015) appeared particularly significant in setting the academic labour market apart from other sectors and attempting to explain the circumstances in which academic migrants might more likely experience labour market devalorisation or valorisation. The study by Bauder (2015) raises interesting questions as to whether indeed the academic migrant increases their labour market value through migration.

Webb (2017b) also proved pivotal in highlighting differing political and societal discourses which operate in relation to migration and provided an important stimulus from which to explore notions of the academic migrant as a cultural, social and intellectual asset in a global knowledge economy. The academic migration literature revealed that attention is increasingly being given to the academic migrant’s potential to impact their institution and wider society.

Overall, the literature review has established a gap regarding research into the experiences of academic migrants working in the wider tertiary sector. A review of the current academic migration literature has substantiated the key themes in adult education migration research identified by Webb (2017b) as a suitable broad conceptual framework from which to undertake a study specifically focused on academic migrants working in the ITP sector.

Research Question

This qualitative study is guided by the question “How have academic staff working in an Institute of Technology in Aotearoa New Zealand experienced migration?” Sub-questions include: what circumstances prompted the staff member to move to New Zealand; what were their expectations; what have been their personal and professional experiences of adjusting to life in a new country and how might the tertiary educator use their experiences as a migrant to inform their teaching role?

Chapter Two: Methodology

Purpose

The purpose of this section is to outline the research design and key research decisions, together with the procedures used to gather and analyse the qualitative data. The section begins by identifying my constructivist-interpretivist stance as a researcher and how this fits the nature of the enquiry. The rationale behind a multiple case study approach is then explained and the 'case' is defined and bound. This is followed by a discussion of interviewing as a research tool. The process for selecting and recruiting participants to the study is described, together with key ethical considerations relating to the research project. Confidentiality and 'insiderness' are explored, alongside the importance of reflexivity regarding my own background as a migrant teacher. Issues relating to trustworthiness in qualitative research are then addressed. Limitations in the methodology are also addressed.

Research Design and Paradigm

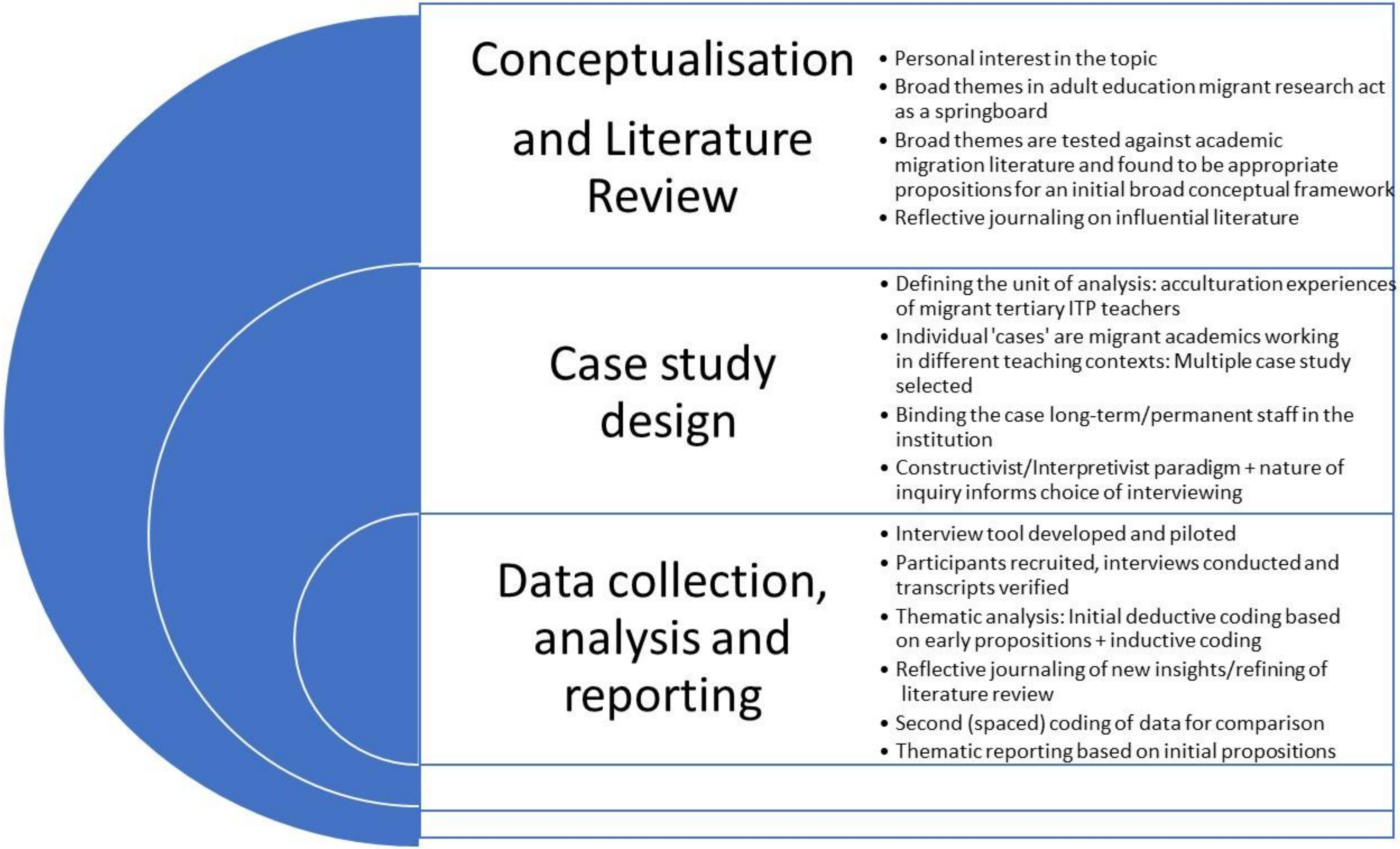
Case study and Constructivism-Interpretivism

A case study allows a contemporary issue such as academic migration to be explored in all its complexity within a real-world context (Atkins & Wallace, 2012; Yin, 2018). I therefore felt that this methodology lent itself well to exploring the experiences of migrant teachers working in Aotearoa New Zealand's ITP sector. Key theorists in the area of case study methodology are Stake and Yin, who both base their case study design on a constructivist paradigm. Stake (2000) for example suggests that case studies require "accurate description and subjective, yet disciplined, interpretation; a respect for curiosity for culturally different perceptions of phenomena; and empathic representation of local settings – all blending … within a constructivist epistemology" (p. 444).

Social constructivism, also referred to as interpretivism (Creswell, 2013; Markula & Silk, 2011) aims to explore and understand experiences from the viewpoint of the research participants (Creswell, 2013). A fundamental principle of constructivism is that truth is relative (Baxter & Jack, 2008; Guba & Lincoln, 2005) and that a certain degree of subjectivity exists in both researcher and participants (Atkins & Wallace, 2012). Events can be interpreted and represented in multiple ways, depending on how the individual involved perceives them (Fraenkel, Wallen, & Hyun, 2012; Markula & Silk, 2011; Silverman, 2017). As a researcher I therefore acknowledge that my own and my participants' viewpoints and experiences are socially constructed and shaped by a range of personal, social, cultural and historical factors (Creswell, 2013). As an interpretivist researcher, my philosophy is that through spending extended time with my participants I can gain richer understandings of their 'lifeworlds' (Brinkmann & Kvale, 2015).

Initial conceptualisation and case study design

Selecting and shaping my case study design required consideration of a range of inter-related factors which are outlined in Figure 1. It is important to understand the visual representation of these stages as relational and overlapping rather than sequential. A detailed explanation of these factors follows Figure 1.



Conceptualisation and Literature Review

- Personal interest in the topic
- Broad themes in adult education migrant research act as a springboard
- Broad themes are tested against academic migration literature and found to be appropriate propositions for an initial broad conceptual framework
- Reflective journaling on influential literature

Case study design

- Defining the unit of analysis: acculturation experiences of migrant tertiary ITP teachers
- Individual 'cases' are migrant academics working in different teaching contexts: Multiple case study selected
- Binding the case long-term/permanent staff in the institution
- Constructivist/Interpretivist paradigm + nature of inquiry informs choice of interviewing

Data collection, analysis and reporting

- Interview tool developed and piloted
- Participants recruited, interviews conducted and transcripts verified
- Thematic analysis: Initial deductive coding based on early propositions + inductive coding
- Reflective journaling of new insights/refining of literature review
- Second (spaced) coding of data for comparison
- Thematic reporting based on initial propositions

Figure 1: Key stages and considerations in my case study design

Early conceptualisation

Initial ideas and literature review

Initial interest in the topic based on my personal experiences as an academic migrant led me to explore the literature generally, observing that while research into the experiences of migrant university teaching staff appeared to be a growing area, the experiences of staff working in other tertiary sectors were seemingly under-reported. An early reading by Webb (2017b) identified some key areas of adult education research into adult migrant/refugee experiences, notably learning to adjust to a new context, alongside the potential challenges relating to qualifications recognition and labour market valorisation. This article became a springboard from which to explore academic migration literature more specifically, to assess the extent to which these broad themes prevailed.

Defining and binding the case

During initial literature review it became evident that academic migration encompasses a wide range of definitions and categorisations. As a researcher I began to consider who might be the focus of my study and why. Yin (2018) notes that defining and binding a case becomes an essential early step in case study design, allowing the researcher to determine the scope of the study and to ensure that data collection is appropriately focused. Context and definitions (Miles & Huberman, 1994) became instrumental factors in binding my case. Consideration of the *context* allowed me to define the focus of the study or overall ‘unit of analysis’ as ‘the acculturation experiences of academic migrant teaching staff working in a tertiary ITP institution in Aotearoa New Zealand’. Broad *definitions* of the academic migrant allowed me to conceptualise individual ‘participants’ in the case study as migrant staff members involved in teaching and research who had likely undergone a cultural cognitive shift as a result of migration. A decision to focus on recent staff experiences led to further refinement of the participant research group as being long-term or permanent migrant teaching staff who had been with the institution for more than one year but less than five years. This led to an initial conceptualisation of ‘who’ would be involved in the study (Miles & Huberman, 1994), as illustrated in Figure 2.

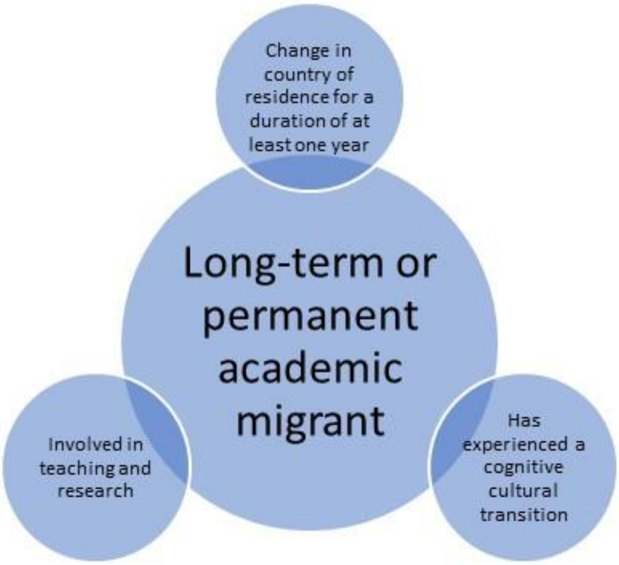

Change in country of residence for a duration of at least one year
Long-term or permanent academic migrant
Involved in teaching and research
Has experienced a cognitive cultural transition

Figure 2: Conceptualising who would be involved in the study

Multiple case study design

A significant decision made early in the research was to carry out a multiple case study. As a researcher, I found myself regularly revisiting the varying case study designs suggested by Yin (2018) as I attempted to justify and articulate my selection of a multiple-case (holistic) design. Multiple case studies recognise the significance of context and allow comparison of similarities and differences between cases (Baxter & Jack, 2008) whilst recognizing each case as individual and contextual (Creswell, 2013; Stake, 2000). After careful consideration and reflection, the conclusions I drew were that my participants represent a range of industry specialisms and are operating across multiple teaching settings or contexts whilst also having varying migratory pathways. Each migrant teacher is therefore an individual 'case' and the overall study is focused on their experiences of migration, rather than being a study of the organisation itself.

Yin (2018) notes that a multiple case study "can cover multiple cases and then draw a single set of 'cross-case' conclusions" (p. 17). Through thematic cross-case analysis (Creswell, 2013), my goal has been to find examples of situations where the findings are replicated across individual cases (Baxter & Jack, 2008; Creswell, 2013; Yin, 2018). When findings across cases are contradictory, the researcher then looks to theory to predict or explain why this might be so (Yin, 2018). It is through examining similarities and differences in this way that theories are strengthened and deeper understanding emerges (Miles & Huberman, 1994).

‘Multiple’ (Yin, 2018) or ‘collective’ (Stake, 1995) case studies both follow similar principles (Baxter & Jack, 2008) and allow exploration of a range of ‘propositions’ (Yin, 2018) or ‘issues’ (Stake, 1995) which may come “from the literature, personal/professional experience, theories and/or generalisations based on empirical data” (Baxter & Jack, 2008, p. 551). In the case of this study, the propositions are based on a broad conceptual framework established through literature review and further elaborated below.

Conceptual framework and propositions

Miles and Huberman (1994) suggest that a conceptual framework not only identifies who will be included in a study, but also allows the researcher to gather and group general constructs or ideas which will continue to develop as the study progresses. Such propositions early in a study are not intended to be prescriptive (Atkins & Wallace, 2012) but can assist the researcher in predicting the possible outcomes of the study and guide the development of data collection instruments (Baxter & Jack, 2008).

In the case of this study, early constructs or ideas were based around three key themes emerging from the article by Webb (2017b) which were further explored and substantiated through review of academic migration literature. These themes are represented below in Figure 3.

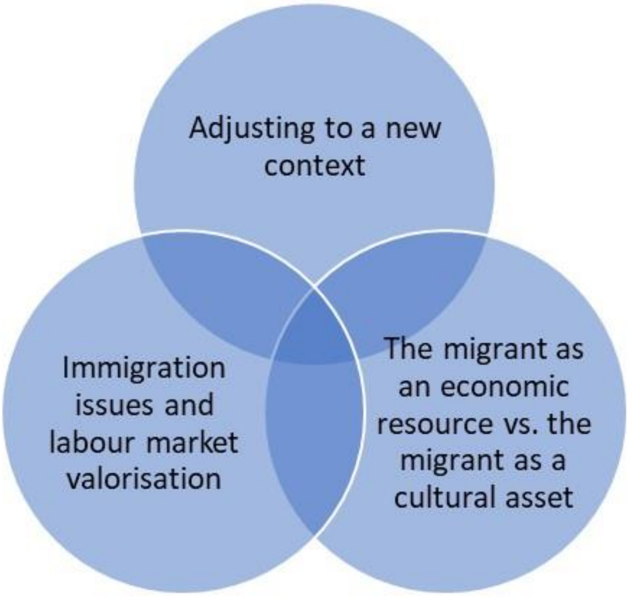

Adjusting to a new context
Immigration issues and labour market valorisation
The migrant as an economic resource vs. the migrant as a cultural asset

Figure 3: Themes in migrant adult education literature

At the outset of the study my initial propositions as a researcher were that:

- migrant teachers experience a range of personal and professional challenges and undergo a cognitive cultural shift as they acculturate to a new setting

- immigration issues and recognition of previous experience and qualifications might present challenges for tertiary migrant teachers entering the New Zealand academic labour market

- migrant teachers might be considered a cultural asset to an employer due to the broader perspectives that they bring to the teaching and learning environment as a result of their experiences of migration.

Whilst the conceptual framework can be useful in guiding the design and direction of a study, Baxter and Jack (2008) note the importance also of working inductively with data. In maintaining a journal, the researcher can reflect on whether their thinking is becoming too influenced by the conceptual framework (Baxter & Jack, 2008). Reflective journaling during the research process was a useful means of noting influential readings, ethical challenges, research design decisions and emerging patterns in the data. The reflective journal for example illustrates how certain readings (Balasooriya et al., 2014; Bauder, 2015) had challenged my thinking around academic migration and the labour market. It was through these readings that I began to encounter suggestions that issues relating to recognition of qualifications and labour market valorisation were perhaps different from other sectors. Yin (2018) notes that an important test of researcher bias is the extent to which the researcher is open to alternative evidence rather than solely seeking out that which confirms preconceived ideas. In the event, these later readings, combined with insights from my research participants, have led to new and deeper personal insights.

Data collection

Interviewing

Yin describes the interview as a key source of case study evidence because of its potential to suggest explanations of key events. Whilst ideally the case study converges multiple sources of evidence (Baxter & Jack, 2008; Yin, 2018), key to a relativist approach is the gathering of participants' personal perspectives, meanings, attitudes and explanations of phenomena (Yin, 2018). Direct interviewing was therefore determined as more appropriate than observation or document review (Yin, 2018).

Disadvantages of interviews include a lengthy data collection process (Fraenkel et al., 2012) and substantial volumes of data to transcribe and analyse (Atkins & Wallace, 2012; Menter, Elliot, Hulme, Lewin, & Lowden, 2011), whilst from an epistemological viewpoint the researcher must also consider the extent to which interviewing results in accurate representations of participants' lives (Atkins & Wallace, 2012; Cohen, Manion, & Morrison, 2011; Denzin & Lincoln, 2018; Fontana & Frey, 2000; Silverman, 2017). Interviews nevertheless provide rich and insightful data about human behaviour (Menter et al., 2011) and capture peoples' perceptions and attitudes (Menter et al., 2011; Weiss, 1994) whilst allowing exploration of how and why individuals frame their ideas in particular ways (Cohen, Manion, & Morrison, 2018; Weiss, 1994).

Vazquez-Maggio and Westcott (2014) suggest that "the use of interviews to learn about migrants' experiences of migration is well established as a method" (p. 216). This was strongly evidenced during the literature review process. Interviews in migrant research have been utilised as part of a mixed methods enquiry (Cliff et al., 2015; Li & Campbell, 2009; Maadad, 2014; Minocha et al., 2019; Vazquez-Maggio & Westcott, 2014; Wagner & Childs, 2006) or have been employed as a stand-alone method (Lewis, 2005; Meares, 2010; Morley et al., 2018; Pherali, 2012; Richardson & McKenna, 2002; Suarez-Ortega & Risquez, 2014; Webb, 2015a). Some researchers employ an unstructured interviewing approach (Lewis, 2005; Meares, 2010) while others allude to semi-structured interviews (Cliff et al., 2015; Li & Campbell, 2009; Maadad, 2014; Morley et al., 2018; Pherali, 2012) or in-depth interviews (Minocha et al., 2019; Richardson & McKenna, 2002; Suarez-Ortega & Risquez, 2014; Webb, 2015a).

From the participant's perspective, the interview provides the human connection, time and place to reflect on and share their substantial experience of a particular phenomenon (Charmaz & Belgrave, 2012), while the act of voicing and sharing those experiences with an attentive listener validates and brings meaning to them for the participant (Weiss, 1994). As researcher and participant interact, the interview becomes a site of knowledge construction (Brinkmann & Kvale, 2015), with the researcher conscious however that how participants represent their experiences may change over time (Roberts, 2019) and be influenced by a range of complex factors. As Loveday (2014) elaborates, the autobiographical memory is constructive, piecing together a series of fleeting moments, sensory experiences, emotions and thoughts which in turn are influenced by our knowledge, cultural perspectives, mood, language and the social context. The interview questions too are open to varying interpretation by participants, depending on their cultural background and worldviews (Cohen et al., 2018) with the interaction between researcher and participant potentially influencing the knowledge generated (Fontana & Frey, 2000).

Semi-structured interviewing

The semi-structured interview is arguably the most common form of interviewing in the human and social sciences (Brinkmann, 2018; Menter et al., 2011). The use of an interview guide allows the researcher to map their questions and probes to key topics they want to cover in line with their research objectives (Mutch, 2013), a process which is referred to as 'precoding' the questions (Fraenkel et al., 2012). In this research project, I was able to develop and map the questions to the key themes identified during literature review as further detailed below. ‘Precoding’ the questions can make data collection more systematic (Fraenkel et al., 2012), with the interview guide providing a sense of structure but still allowing scope for the discussion of new or additional topics (Menter et al., 2011).

Having some flexibility in the questions allowed me as a researcher to follow up on particular issues raised by participants, increasing my visibility “as a knowledge-producing participant in the process itself” (Brinkmann, 2018, p. 579). One of the challenges I faced however as an interviewer was deciding how far to deviate from the guide during the interviews. While allowing the participant to talk about the issues which are important to them is likely to provide better data than rigid adherence to a guide (Weiss, 1994), too much flexibility in how one sequences or words the questions can lead to topics being accidentally omitted or to different ground being covered with different participants, then affecting how the responses can be compared (Fraenkel et al., 2012). I therefore followed the order of the interview guide as closely as possible, but in instances where I felt the participant had already covered some of the content, I acknowledged or summarised this as I posed a question. This became a useful way of verifying understandings already reached or conclusions I was drawing along the way.

Development of the research Instrument

Developing an instrument involves a considerable amount of time and effort (Fraenkel et al., 2012) but it provides a useful mechanism for minimising bias by making sure that all interviewees are asked the same questions on the same topics (Atkins & Wallace, 2012; Patton, 1990). The level of detail in the interview guide may vary (Patton, 1990) but in drawing up the questions, significant attention is paid to wording and sequence (Atkins & Wallace, 2012; Fraenkel et al., 2012).

My interviews started with familiar topics such as “tell me about your role” to put the participant at ease (Atkins & Wallace, 2012) before moving on to other question types which gathered participant background, experiences, feelings, behaviours and values (Patton, 1990). As can be seen from the interview guide in Appendix E, questions were organised around the three key themes, although this was not apparent to participants. The first interview initially focused on gathering feelings and experiences associated with migration and asked very few opinion questions. Open questions such as “tell me about your initial experiences of moving and adjusting to life here” in many cases led to a longer participant-led narrative with few interruptions from me as the researcher. This gave participants the opportunity to begin to tell their story and allowed gathering of useful general background. ‘Feelings’ questions such as “how have your feelings around being in a new environment changed over time” were used to elicit potentially more emotional responses from participants (Patton, 1990).

As the interview progressed, it was anticipated that participants might be more comfortable in exploring opinion questions such as “Is it difficult for professional migrants to find work in New Zealand? Why/why not?” or “What qualifications do you consider necessary for a tertiary educator at this institution?” Such questions were intended to unravel beliefs, attitudes and values (Patton, 1990) particularly associated with the second theme of recognition of previous qualifications and experience in the labour market. I also attempted to incorporate an “experience” (or behaviour) question, given that I would not be observing the teachers in action. The purpose of an experience or behaviour question is to elicit examples of actions or activities that would have been observable had I spent time in the field with participants (Patton, 1990). During piloting, this question was framed “if I were to follow you through a typical day at work, what experiences would I be likely to see you having where you might use your experiences or insights as a migrant?”. It was noted during piloting that the question length appeared to cause processing difficulties for a non-native English speaker. An optional way of framing and explaining the question was therefore recorded on the interview guide (see Appendix E) and used to support participants during the interview as needed. While participants appeared to understand the question, unfortunately it did not seem to yield the anticipated insights into how participants used their own migrant knowledge and experiences day to day in their teaching roles. Other questions such as “Does being a migrant give you any advantages as a teacher?” however appeared to generate more specific examples of how the participants were drawing on their experiences of migration day to day.

Yin (2018) suggests that if the researcher is relying solely on interviews, they might want to assess the consistency of statements made by participants by asking questions in more than one way or on more than one occasion. Questions such as “what’s it like to be a migrant tertiary teacher in New Zealand?” in interview one were reframed and refined in interview two as “what’s it like to be a migrant tertiary teacher at [institution name]”. It was useful to compare whether similar thoughts or feelings were expressed across both interviews and indeed whether there were differing responses as the context narrowed.

Recruiting participants

Once ethics approval was granted by both the University of Waikato and by the institution in which the study was being conducted, an article was placed in the staff newsletter. It was an institutional requirement that Centre Directors were aware of the research and its likely time commitments for staff, so emailing was used as a channel both to inform Centre Directors and to invite their staff to participate (see Appendix A for covering letter to Centre Directors). I also used some existing professional networks within the organisation to email and recruit participants.

Potential research participants received an emailed information letter about the project and a consent form on which to indicate their interest in participating (see Appendix C). This meant that they had full access to information about the overall project, the consent process and the required commitment from the outset. The information letter and consent form also outlined the voluntary nature of participation and that participants had the right to withdraw from the project at any time up until data analysis had commenced.

Participants were asked to sign only the first section of the consent form initially, indicating an interest in participation and providing some basic information which confirmed their eligibility for the study. Initial screening procedures such as this can be useful in managing situations where there are a large number of respondents and can assist in choosing the case(s) which are most likely to most “illuminate” the research questions (Yin, 2018, p. 26). While the response rate from emails was relatively small, my strategy was to examine each potential ‘case’ based on information provided by the respondent about their nationality, teaching specialism, length of time in New Zealand and length of time working for the organisation. This allowed me to draw some conclusions around how one ‘case’ might build on or provide a comparison with another. The selected participants have thus allowed me to present a range of insights from males and females of varying nationalities and differing teaching/industry backgrounds.

In the first interview, all participants were verbally informed about the project’s purpose. At time of interview, part two of the consent form was completed with them (see Appendix C) so that that the participant understood the likely time commitments, their right to review the transcripts, how the information would be used and where they could find a copy of the outcomes.

Participants involved in the study

Four academic migrants aged from thirty to forty-four have participated in the study. Two are male and two are female. Countries of origin are Sri Lanka, South Africa, South America and the United Kingdom and participants have been in New Zealand for periods ranging from two years to three and a half years. All participants migrated with at least a partner. Three participants have young family.

All participants have postgraduate qualifications, achieved either overseas or in New Zealand. Two participants hold New Zealand residency while two are on temporary work visas with residency applications underway. All participants were the principal applicant in the visa application process. All now have permanent roles within the organisation but their initial contracts varied from casual hourly paid to fixed-term or permanent appointments.

Formal teaching experience and qualifications on arrival were variable. While all staff had some previous tutoring or teaching experience in their home country, this had often been combined with study, working in industry or running their own business. Three out of four staff have completed New Zealand adult teaching qualifications since arrival, with the fourth planning to commence studies imminently as part of the institution's academic staff development policy. In addition to current teaching commitments, all four participants are active researchers with strong industry experience in a range of sector specialisms.

Procedures in which participants were involved

Participants engaged in two interviews of approximately forty five minutes to one hour each, spaced approximately one week apart. At the start of the first interview standard wording (see Appendix D) was used to explain to participants how the interviews were expected to progress. Whilst it was envisaged that the first would involve gathering some general background and the second would focus more on their teaching, it was also explained to participants that some crossover would naturally occur.

Weiss (1994) suggests that it is always desirable to interview more than once if budget and time allows. The first interview establishes the participant's story and allows a rapport and research partnership to become established. The second interview then becomes more comfortable, given that each knows the other better. An added advantage is that the participant may have reflected further on the issues between the two meetings or may have become more aware of examples and experiences that they can share (Weiss, 1994). At the start of interview two, participants were asked if they had had any further thoughts about their experiences of migration since we last met. It was apparent that several participants had taken time to reflect further or discuss the issues with family or colleagues: a natural consequence and one potentially leading to additional, richer insights.

Data gathering and transcript verification

Participant consent to audio record the interviews meant that the data could be carefully transcribed and reviewed afterwards (Atkins & Wallace, 2012). Another advantage of having two interviews was that transcription of the first interview took place prior to the second, giving me a valuable opportunity to note and follow up on outstanding issues or questions. Note taking provided a back-up to recording (Patton, 1990) and was used to gather key points (Atkins & Wallace, 2012) which could be reviewed and compared immediately following each interview to see any patterns emerging (Patton, 2002). The interview notes were also useful in allowing me as the interviewer to quickly refresh my memory between interviews, with handwritten prompts on the interview guide allowing me to follow-up issues from transcription of interview one.

Participants were given an opportunity to review and amend their interview transcripts. This was noted on the information letter and consent form, together with the likely time commitment. Having reviewed their transcripts, all confirmed that they were happy with the transcript without requesting amendments.

Data analysis

Yin (2018) notes that it is important to consider how data will be reported early in the case study design process. Some researchers might report back each individual case before synthesising the results, while others may elect to report overall results based on key themes (Yin, 2018). I decided that the latter was an appropriate strategy to pursue for my research project, particularly to protect the anonymity of individual participants during data reporting. Themes identified through the literature review were used to guide initial coding of the data (Braun & Clarke, 2006; Hsieh & Shannon, 2005). Thematic analysis was chosen so that key themes can be reported whilst still preserving the rich and complex nature of individual contributions made by my participants on these topics (Braun & Clarke, 2006).

Deductive analysis involved coding of the interview transcripts against my initial conceptual framework. As I analysed the data I kept my original propositions in mind (Yin, 2018), looking for instances where the data illuminated theory I had encountered during the literature review (Baxter & Jack, 2008) but also working inductively, identifying new ideas and returning to the literature as I explored these additional insights (Boote & Beile, 2005).

Ethical considerations

A range of ethical considerations were identified at the outset of the project. These are discussed below in the light of relevant theory.

Networking

In this research some contacts were established through networking. Cohen et al. (2011) note the advantages of being able to collaborate with individuals who are known and recommended by others, suggesting that networking works on similar principles to ‘snowball sampling’. An important consideration however is that as onward referrals to other participants are made, there are increasing risks that research participants may be identifiable to others (Saunders, Kitzinger, & Kitzinger, 2015). To overcome this, where referrals or suggestions were provided by other staff, contact was established directly with a participant by email, with no mention of others involved in the research project. Where Centre Directors provided the referral, again direct contact was established with the participant, without further involving the Centre Director or notifying them of any subsequent communication. As well as protecting participant identities, it was felt that this would mitigate any hierarchical obligations individuals might otherwise have felt to participate.

Participation: Anonymity and Confidentiality

Fraenkel et al. (2012). suggest that the identity of anyone who takes part in a qualitative study should be protected unless otherwise agreed to, with Mutch (2013) noting that this is typically achieved by changing names or any identifying features. Given that the research has been conducted within a relatively small organisation, it has been important to carefully consider issues of internal confidentiality (Tolich, 2004). The smaller the research community, the greater the challenges in maintaining confidentiality (Atkins & Wallace, 2012; Tolich, 2004). As a researcher I felt that pseudonyms did not provide a sufficient measure because a participant might equally be recognised by a particular story or event they relate (Chambers & Beres, 2016), or indeed by particular words or forms of expression which are unique to them (Tolich, 2004).

As noted above, an early decision to report thematically rather than on an individual case-by-case basis (Yin, 2018) was taken to reduce the likelihood of specific quotes or stories being attributed to individual participants. In writing up the findings, careful consideration was given to the interview excerpts selected and every effort was made to ensure that individuals were not identifiable based on factors such as their teaching role, industry sector specialism, nationality or the uniqueness of the description itself. Whilst every effort has been made to protect participant anonymity, this cannot be guaranteed and therefore the consent form and information letter contained a statement to this effect. The data has been carefully anonymised for electronic storage and will only be used for the purposes outlined to participants as part of the consent process.

Protection from harm

The notion of harm in research has not just physical but psychological, emotional, or cultural dimensions (Mutch, 2013) and careful consideration was given to such issues at the outset of the project as outlined below.

Language considerations

The staff I interviewed were tertiary teachers with a good command of English. However, some questions needed repeating, rephrasing or participants needed extra time to formulate and express their responses. My own background as an ESOL teacher was helpful in rephrasing questions and using follow up questions to clarify any ambiguities during the interview. The more flexible format of a semi-structured interview also allowed me to clarify questions and answers, potentially increasing the likelihood of gathering more accurate data (Menter et al., 2011). Sensitivity was given during transcription to the ways that non-native English speakers might pause, reformulate ideas and reconstruct sentences.

Exact speech is transcribed, regardless of grammatical errors and disjointed sentences. The insertion of pauses (..) on the transcripts and interview excerpts has been my way as a researcher of acknowledging the natural breaks in speech for both native and non-native speakers as they constructed and articulated their ideas.

Differing cultural backgrounds and worldviews

Research involving different cultural contexts is a sensitive area (Atkins & Wallace, 2012) which I have tried to approach with due consideration, recognising the additional vulnerabilities this might pose for participants and reflecting too on any assumptions I might bring to the process.

Sharing of personal and emotive life histories via interview

It was acknowledged at the outset of the study that migration is an emotional and complex experience, with these interviews potentially being the first time that participants had shared their feelings and reactions with someone outside of their immediate family. It was anticipated therefore that this might surface unexpected emotions as participants revisited some of their challenges and frustrations. As Weiss (1994) notes, interviews rarely present more than a temporary discomfort for participants, but it was important nevertheless to ensure that there were appropriate measures in place for additional support if required. Free counselling appointments are available to staff members within the organisation, and referral details were gathered so that they could be provided to participants in the unlikely event that they were needed. A protocol was also established whereby any instances of distress would be followed up personally with respondents within 24 hours. The interview questions were piloted with a migrant of similar background with no indications of emotional or psychological distress during the piloting process. During subsequent participant interviewing, there was only one instance in which a participant became momentarily tearful. As the researcher, I let the emotion of the moment pass before continuing the discussion. Follow up by telephone afterwards as per the protocol provided confirmation that there was no need to implement additional support measures.

Insiderness

Insider research offers significant advantages but also creates tensions (Atkins & Wallace, 2012; Kirpitchenko, 2014; Mutch, 2013) due to a range of complex ethical and methodological issues which can emerge (Atkins & Wallace, 2012; Voloder, 2014). I am an insider due to being a migrant myself and have tried to reflect regularly on how this might impact the study.

Migrant insider research inevitably raises questions around the objective or subjective nature of the knowledge created (Kirpitchenko, 2014). While distance between researcher and participant may be favoured as providing greater objectivity (Voloder, 2014), the insider researcher may be able to use their own knowledge and experiences to gather more intimate and specific insights (Kirpitchenko, 2014). An ability to tune in to the experiences of their participants (Vazquez-Maggio & Westcott, 2014) or the empathic rapport one might establish with the participant (Mutch, 2013) potentially enhances the amount and quality of information gathered (Mallozzi, 2009; Menter et al., 2011; Vazquez-Maggio & Westcott, 2014). In this study several participants certainly appeared to acknowledge my status as a migrant, sometimes particularly keen to initiate conversations such as “do you agree that probably we …?”. Such statements were certainly evidence of having established a good rapport but created an inner conflict at times for me as a researcher. While I wanted to engage in such a discussion, I did not want to let my views influence the participants, so instead I directed the participant back to sharing their individual perspectives.

Trustworthiness

Mutch (2013) suggests that trustworthiness is an important feature of qualitative research. Trustworthiness may be judged on factors such as duration of field contact, the triangulation of methods, informants or sites, and checking of interpretations with research participants (Merriam & Tisdell, 2015; Shenton, 2004).

In this study there has been a prolonged exposure to the phenomenon under study (Shenton, 2004) due to two detailed interviews undertaken with each participant. It is suggested that multiple interviews of this nature yield deeper insights (Cohen, Manion, & Morrison, 2007) due to the extended time spent with participants (Brinkmann, 2018). Comparison and contrast of multiple participant perspectives serves as a source of triangulation (Baxter & Jack, 2008; Polkinghorne, 2005), with the results of a multiple case study suggested to be more compelling than those of a single case (Fraenkel et al., 2012; Yin, 2018).

While it has not been practical to involve other researchers (Baxter & Jack, 2008) or to carry out member checking of my data analysis (Merriam & Tisdell, 2015; Shenton, 2004), I have maintained a reflective journal and compiled and recorded my case study data carefully so as to provide a chain of evidence (Yin, 2018) around my decision-making and the conclusions reached. A second and spaced coding of the data was also undertaken so as to allow me to reflect and compare my analysis across the course of the research (Baxter & Jack, 2008).

Limitations in the methodology

Our own identity, worldviews and perceptions impact all stages of a research project (Guba & Lincoln, 2005; Kirpitchenko, 2014; Merriam & Tisdell, 2015). My prior knowledge, experiences and ideas have resulted in a particular stance on knowledge creation (Kirpitchenko, 2014) and I have played a pivotal role in framing the conceptual structures (Stake, 2000) of the research design as well as the selection of which data is reported and why (Eisenhart, 2006; Fontana & Frey, 2000). As Stake (2000) notes, the case study researcher inevitably passes on some of their own interpretations as they communicate the research findings, cognizant that "the reader too, will add and subtract, invent and shape – reconstructing the knowledge in ways that leave it differently connected and more likely to be personally useful" (p. 442).

Data is gathered from interviews which are considered a common and appropriate way of gathering migrant experiences (Vazquez-Maggio & Westcott, 2014). It is important to acknowledge, however, that the interview is a social process where participant accounts are situational and co-constructed (Brinkmann, 2018) and where people conceivably attach 'multiple' rather than 'single' meanings to their experiences (Brinkmann, 2018; Silverman, 2017).

According to Baxter and Jack (2008), a distinguishing feature of case study research is that it synthesises information from multiple sources including interviews, observations and records so that an issue is not viewed through only one lens. While the use of a sole source of evidence is not recommended in principle for case study research in this case interviewing has proven the most appropriate and direct method for gathering personal opinions, attitudes and meanings from the research participants (Yin, 2018).

A question often asked of case studies is whether the phenomenon has been adequately represented and whether the findings can be generalised (Schwandt & Gates, 2018; Yin, 2018). The study is undertaken in one region of New Zealand and within one small establishment within the ITP sector. A multiple case study approach has allowed exploration of the complexity of academic migration within a real-world context (Atkins & Wallace, 2012; Yin, 2018) by comparing and contrasting a number of cases. The emphasis has been on refining and extending existing theory, rather than generalising the findings to populations (Yin, 2018). The strength of a case study lies in its potential to explore and highlight new complexities worthy of further research (Stake, 2000). Some possibilities are therefore explored in chapter five.

Chapter Three: Results

Purpose

The aim of this section is to present the main findings from the research. The data gathered from the interviews has been compared with the literature review and has also undergone inductive analysis. The findings are presented thematically and interview excerpts are used to show a range of participant perspectives on the various themes. It was decided not to use pseudonyms due to a risk of linking these to nationalities and then tracing individual responses, stories or perspectives as a result. Responses under each theme are drawn from a range of participants however and were selected for their potential to illustrate similarities between cases or to highlight specific experiences or issues.

In the interview excerpts which follow, exact speech is transcribed, regardless of grammatical errors and disjointed sentences. The insertion of pauses (..) in the excerpts below has been my way as a researcher of acknowledging the natural breaks in speech for both native and non-native speakers as they constructed and articulated their ideas. Bracketed pauses *[…]* indicate that some content has been edited.

Motivations and Expectations

Motivations for migration

Three out of four participants noted how their migration was motivated by economic or political conditions in their home country:

> *.. there was obviously a political [...] uncertainty .. within our country that's been around for quite a number of years .. the cost of living in South Africa started increasing, and the cost of running a business started increasing .. so our income started dropping and our expenses started rising […]. And […] there's been a lot of violence, a lot of safety issues …*

> *.. and with the Sri Lankan conditions .. the political corruption and not getting much good pay over there. So it's like .. those who went to University getting less pay than those who didn't go to the University ..*

> [My country] *was not in a good shape any more in terms of economical crisis there, political crisis .. and also violence increasing in the country …*

In two of these cases, however, improved conditions for children were a primary consideration:

> *I would say the more important reason was to provide the children .. a safer life without any violence, problems or issues or risk …*
>
> *… we decided that we wanted somewhere that was going to have quality education for our children, which was the main thing and quality of life.*

Three out of four participants indicated family histories of migration, two noting long-held ambitions to travel. For example, this participant explained:

> *I do have a little bit of family here and also family in Australia and South Africa so that idea of .. emigrating was something that I guess has always run through my childhood and it's something that you know I was never really afraid to do. Despite you know living in one place all my life it was something that I guess I always wanted to progress onto doing.*

Overall, there was evidence that participants were relocating for reasons more connected to improved lifestyle and family considerations than career or professional development aspirations.

Expectations (finding work)

Two participants applied from overseas to specific job advertisements, one arriving with permanent residency already secured. The latter went through an online recruitment process before receiving a job offer about three months later, noting how "it's not so common to get the offer letter being overseas". This participant described a deliberate decision to apply for a skilled migrant residence visa even though it was "more risky" and "expensive".

The other participant arrived in New Zealand on a temporary work visa with an open mind, but parenthood has now influenced a desire for more permanency:

> *I think we initially maybe viewed it as 'we'll see how this goes for three years' .. like live out the life of our visa and then reassess … so that was actually a big driver for me in terms of just getting stuff done and trying to progress and you know build up your CV a bit and all those types of things […] but particularly with yeh having a child […] that's a pretty firm decision in your life that you want to stay in one place or you want to at least remain in the country I think.*

One participant used international postgraduate study as a pathway to migration and potential future employment within the organisation when it proved impossible to achieve the required points as part of a skilled migrant application. The idea was initiated by an existing staff member who recognised the individual's potential value, the participant seizing the 'opportunity' despite the significant risk involved:

> [The organisation] *contacted me again … and said we'd like you to think about coming over to study and doing your Masters .. 'cos then it means that you're here. We don't have a position available, but once you're here we can see you helping us in* [a particular area] *and kind of working you in and you know, making sure that there's some opportunities for you […] and I said 'yeh I'll take the opportunity' – it wasn't the way we wanted to come in .. but we would do it.*

The final participant who also initially came to New Zealand through a postgraduate study pathway found employment very quickly in January after completing a Masters thesis in December. Commenting on comparisons with other graduating international students, this participant explained that strategically gaining New Zealand work experience as a private tutor whilst studying made a difference in securing early employment:

> *… I tried to add more New Zealand experience to the CV because .. you know they don't care what experience you have back in* [home country] *.. they're looking for New Zealand experience.*

Three of the four participants noted that this employer was one of few which invited them for interview and subsequently offered employment. One participant for example noted:

> [between myself and partner] *200 to 300* [job applications] *easily .. over the space of about two to three years that we were trying to get over here […] and I only had two actual positions come back and say we want to interview you out of all of those … the second one was this one at* [this institution].

Overall, these findings illustrate the significance of temporary visas as an initial migratory pathway. Three out of the four participants arrived in New Zealand on either a temporary work or study visa but the motivations they voiced suggested that there was a clear expectation of staying in the longer-term. The participants had applied for a range of academic and industry jobs to keep their employment options open. Another important finding was that in three out of four cases, participants noted this employer as one of a very few who had initiated an interview process and subsequent job offer. There was no evidence that participants from non-English speaking backgrounds had experienced greater challenges in securing employment.

Personal Adjustment

The study evidenced a range of themes relating to personal adjustment. These included initial reception, lifestyle changes, language, family and relationships. Other key ideas expressed by participants related to 'migrants supporting migrants' and a tendency to rationalise the relocation as 'the right decision'. These themes are explored below in the light of a range of participant observations on their experiences.

Initial reception

Three out of four participants mentioned experiencing a warm reception. A significant factor in this appeared to be the kindness and support from local staff who assisted with a range of initial practicalities. One participant noted how local staff had suggested suitable schools and areas to look for housing while another commented on how surprising it was to encounter such support, attributing to this to the fact that many people appear to know someone who has moved to New Zealand and therefore seem to understand it as a difficult thing to do. Another participant noted:

> *.. I think the support actually was excellent […] not just from [this organisation] but from other organisations in terms of coming over … so like [my bank] were really helpful […] and there were plenty of people I could speak to maybe about how to .. you know find somewhere to live […] yeh they were really our main hurdles I think and staff here were really supportive as well initially in terms of helping us with like transport or getting transport .. to and from places.*

Participant responses illustrate that initial practicalities often presented in terms of housing, schooling, finances and transport.

Two participants expressed a sense of ‘belonging’ or ‘fitting in’ right from the outset:

> *I arrived in Auckland and I took the bus down ... and when I got here it felt like I was home .. it was the weirdest feeling […]. I knew nobody, I’d never been here before, I’d never even visited New Zealand and I just felt like it was a fit.*
>
> *… coming from the UK it’s relatively easy to adjust because it’s an English speaking country and a lot of the .. I guess the appropriate term to use is like ‘pakeha’ customs are similar […] so I didn’t yeh have a problem in terms of fitting in or feeling how I’d adjust to being here.*

One participant however describes early experiences of discrimination, which seemingly improved with a change of regional location:

> *When we in* [city] *[...] we met some ladies and they were like .. they were not liking immigrants [...] we feel like the way people talk to us be like they don’t like* [us]. *We have that issue in* [city] *.. but then the rest of the area is really nice ..* [this area] *is really good .. they’re really lovely here.*

When considering lifestyle changes, there were a range of comparisons to participants’ home countries:

> *I would say the country provides good conditions for children .. for example there are playgrounds everywhere […] very good ones ...*
>
> *… there are still plenty of green spaces in the UK .. or in parts of the UK .. but when you drive around like they’re always full in New Zealand .. there’s always something going on …*
>
> *.. so I felt like I was safe .. it was really strange for me to not have security gates on the doors, burglar bars on the windows, to be able to sleep with the window open at night .. it was really odd .. my children, my daughter was terrified that she could .. that there was a way that people could get in the house .. cos we’re used to having bars on the windows .. and she’s like ‘people could get in’ and I’m like ‘they won’t here, they’re not going to’.*

For those with young families, improved lifestyle was often articulated therefore in terms of better conditions for their children.

Language

There were different observations around language issues, as experienced by - native or non-native speakers of English. There appeared to be few accommodations made for those participants for whom English is a second language:

> *[...] it seems that a local person here .. of course they realise that you are not so fluent .. but they don't change the communication style .. they keep talking as they talk to a friend, a local friend .. they don't slow down, they don't use easier words, they just talk as normal .. even if someone is struggling to understand.*
>
> *.. when I come first, I was feeling that I'm lacking English knowledge because I can't understand any of the words they are talking about. Are they talking English or I have to go to the English class to understand? .. because the pronunciation was really different .. now it's perfectly fine because I got used to the accent and everything but even in the university the lecturers are talking really fast [...]. The first few months was difficult .. and even the people can't understand what we are talking about.*

On the other hand, being a native English-speaker also presented challenges due to an assumption that one was coping with adjustment:

> *I am English speaking and I look New Zealander and I fit in ... but I will have moments where I just need either somebody just to give me some space because I'm having a really bad emotional day, or where I'm going to need some support .. because they forget that […] Because you speak the language .. and you fit in OK .. you must be OK ..*

A native speaker noted accent as an advantage:

> *I think something that's actually really positive about it … having a completely different accent to anyone else .. people remember what you say and how you say it .. so I've had quite a lot of feedback like that from students where they can be revising and be in an exam or whatever and they get to a point where they hear me or remember me saying what they are meant to be writing about because it's distinct from everything else ..*

A non-native speaker observed that teaching predominantly international students perhaps made accent less of an issue:

> *… if I'm teaching to Kiwi students they might be struggling with my accent and my face or I don't know what other there can be you know .. but most of my students are international … and it's like few Kiwi students and few Maori students.*

Participant comments raised some interesting insights and attitudes around language and society. One participant questions whether they are personally lacking in English, while another questions why local individuals do not moderate their communication in any way. One participant suggests that looking ‘local’ and being competent in the language equates with ‘fitting in’ but does not always represent what lies below the surface, while another sees their ‘face’ and ‘accent’ as distinct measures of how they might be appraised by local students.

Family, home and relationships

Participants described homesickness, in particular missing family and friends:

> *… when we first moved in I wanted to go back again because of the family .. and then we talk every time .. my Mum call every day 8pm .. even now she is calling me .. so we been live chatting and video calling.*
>
> *.. homesickness is a disadvantage, being away from family and friends. [...]. Probably always you will have that question mark ‘what if I* [had] *remained?’*
>
> *.. it’s hard – I miss, funnily enough, very few people: I thought I’d miss a lot more people […]. I miss very few people, but it’s very close people that I miss.*

Sometimes arrival and settlement involved being temporarily separated from partners or families:

> *.. yeh so they* [my children] *were really little and I actually came over first on my own because their visas hadn’t been approved ..*
>
> *So initially I came on my own .. I was due to get married .. so my wife stayed .. or my then fiancé .. and sort of finished off wedding preparations […] and I came in January and sort of set up shop and got to know the job a bit and found us a place to live over here.*

Both female participants were the primary applicant in the visa process and spoke of how their migration has impacted on their partners’ employment:

> *.... so when he came over he said any job would be good just to get an income .. and so he now works in car sales at the moment .. which he’s done really well in considering that he’d never done it before .. so he at least had work.*
>
> *He was a graphic designer freelancer […] but when he was trying to find jobs in his field they said they need New Zealand qualifications so they’re not accepting of his qualifications so it’s too hard for him .. so he been sticking to the* [supermarket job] *[…]. He started studying last year because we got the residency.*

One participant also noted the sacrifices involved in migrating as a family, illustrating again how children are often placed at the centre of emotions expressed about their relocation experience:

> *.. I mean we look at the expense of coming over here .. yeh our kids will never know […] the financial sacrifices and the emotional stuff .. I mean we had two beautiful homes .. that was really hard to leave behind .. animals and family and friends .. that our kids won't remember because they were so little.*

Comments from the participants demonstrate some of the emotional factors involved in migration, from homesickness and missing specific family support networks to other sacrifices including a need to spend periods apart from one's immediate family in order to achieve a longer term goal. Both females referenced their partner and the impact of relocation on their husband's labour market opportunities without specific prompting, suggesting this to be an important consideration for them as they looked back on their experience.

The right decision

When asked how they felt overall about the experience of migration this was predominantly rationalised and presented as a 'good' or the 'right' decision:

> *Yeh so .. so far so good .. the decision proves to be the right one, especially for the girls who will learn English as a native almost, you know, and I believe that if everything goes wrong .. that will be the best thing that we can provide to them [...].*
>
> *.. I feel like it's a good decision .. I took to come over .. and get settled.*
>
> *I think it's been .. yeh a real good decision for us. I think we have far more opportunities here than we would have had in the UK […] with respect to quality of life and sort of being allowed to value what we value.*

Two participants noted how better employment conditions and lifestyle opportunities had resulted from the move:

> *Now I would say I believe I have a much better life here than I would have there if I remained. So the advantages in my case was a better quality of life, less expositions to violence, probably a better economical situation right now.*
>
> *Advantages is [...] you get good salary for what you have done .. like for the hard work. And one more thing is you can get .. whole slot of annual leave, like one month off {…] in* [my country] *you can't take more than*

> *three days of leave together … there's nobody to replace your task and it's required task.*

Participant responses show that individuals represent the success of their decision to relocate in varying ways in terms of general quality of life, benefits for their children and improved employment conditions.

Migrants supporting migrants

It was evident that other migrants had proved significant in offering support. One participant described how a colleague of the same nationality had significantly impacted initial decision-making and then been integral in assisting with adjustment. Other examples of help included offers of food, shelter and clothing:

> *One of my friend .. she is a citizen here .. she offered her place to stay so we didn't need to pay any rent .. for the first three months .. so they helped us with the food as well …*
>
> W*e made a friend through* [where one of us went to school] *… in South Africa that said 'we've got clothes, we've got 4 kids, you need clothes for the kids' and they'd give us their hand me downs.*

One of the participants noted being subsequently able to help a migrant colleague who was stressed with a residency application:

> *So because I been through the residence application I just give .. here's a copy of my residence application .. just follow it ..*

Participant responses indicate that other migrants had played an Important role in their adjustment and had helped significantly with some of the practicalities and costs of initial resettlement.

Suggestions of a transition or personal shift

There were indicators that participants' personal experiences of migration had impacted them significantly, transforming their thinking and sense of identity. This participant expressed how returning to their country of origin initiated some reflection on who they now were and where they belonged:

> *I went back to* [my country] *just once .. it was last summer .. and then do you know the feeling that you don't belong to that place anymore .. to some extent, you know, you walking in the street .. so many cars, so many*

> *people, [...] sometimes you don't feel .. 'oh maybe I don't belong to this place or this lifestyle anymore'.*

Another participant acknowledged how managing bereavement invoked a realisation of the extent to which the new culture was now influencing their actions and behaviours. The loss of an elderly relative was related thus:

> *… I felt disconnected to it actually .. so it didn't really feel like as much of a loss as it might have done .. but what really sort of got me .. we did what we thought would be quite a like .. not a Maori thing to do but an appropriate New Zealand thing to do .. and went for a walk up a ..* [nearby mountain] *.. and we found like a feather on the way and then dropped that from the top of the lookout to sort of signify her passing [...]. It just felt like the right thing to do .. but it also .. I guess reinforced that what we see culturally because of living in New Zealand is starting to like impact upon us as migrants .. and I think that can only be a good thing really.*

One participant saw relocation as an opportunity to make some changes on a personal level, seeming to embrace the chance to enact a different identity:

> *I think an opportunity to reinvent .. from a personal level reinvent who you are ... from where I lived in South Africa we lived in the same place, the same city .. my whole life until I was 14 and my school friends and people that you meet will always remember who you were and not necessarily always who you now are […] and so from a personal level it was nice and refreshing to be able to come here and nobody knew .. what I was like and who I was and how I did things .. so I could make some changes for myself from a personal level.*

Participant responses show an awareness that their identity is changing and that their attitudes and values are altering as a result of being in a new country and culture. Participants show deliberate reflection around who they now are, what might be changing and why, whilst appearing to articulate this transition in positive terms.

Professional adjustment

Themes relating to professional adjustment are considered in terms of three broad themes of 'experience and qualifications', 'teaching and learning' and 'immigration and the labour market'. Each theme is broken into sub-themes and analysed below.

Experience and qualifications

Teaching background

While all staff had some previous tutoring or teaching experience, this had often been gained alongside postgraduate study, running their own business or working in industry.

> *.. when I doing my studies in* [New Zealand University] *I did some tuition .. you know* [subject] *tuition and NCEA tuition .. so that is my first like .. in New Zealand the first teaching experience .. but in* [my home university] … *I have done some lessons for others ... I've been teaching junior bachelors.*
>
> *.. so that was my full-time job in industry … and in parallel I always taught at uni .. like postgrad courses .. not .. sometimes as an employee, not full-time but part-time employee .. but most of the time as a casual .. like teaching over the weekends or Friday nights …*
>
> *So I was an independent freelance* [career specialism] *… and as part of my role as a PhD student I was also a part-time lecturer and I did that at two universities …*
>
> *So I ran a private practice … .. and I worked also as a Regional Manager for a private training organization. And I had been doing that for various organisations for the last 17 years as well .. so I'd always had a private practice and then done tertiary teaching ..*

Two of the participants also had experience of teaching in a range of other countries, this being mainly related to short-term consultancy work and conference presentations. One participant had significant experience in accreditation, curriculum alignment and moderation as a result of having set up training programmes around the world.

Three of these participants appeared to represent a potentially different breed of academic migrant - having simultaneously managed a career in industry or private practice alongside teaching to this point. All four had practical industry experience related to their teaching specialism, this gained either in the home country or in New Zealand.

Recognition of qualifications

Two participants had gone through the experience of having their qualifications assessed by the New Zealand Qualifications Authority. The first, required to do so as part of a skilled migrant application noted it to be "straightforward" while the other, who had been on a temporary visa and was now applying for permanent residency noted it to be an “expensive” process:

> *I think I felt a bit conned by that .. you know working in this system and as part of my role of like assessing people who are maybe going to come and study Masters with us . .it’s actually relatively straightforward to do and I don’t get paid any more for doing that so it felt like a bit you know .. a bit annoying that .. it was like 700 bucks or something and someone had basically just gone oh yeh like tick the box kind of thing ..*

Those two participants who had come through a study route also found the process of getting their qualifications acknowledged by the admitting New Zealand tertiary institution very straightforward. One participant noted how subsequent local study will help significantly with a skilled migrant application:

> *… I’m very grateful that I have the New Zealand qualification because that makes all the difference in terms of the points .. it’s another 50 points which is amazing ..*

The other participant articulated its value in relation to local recognition:

> *So you’ve got a Masters from* [New Zealand University]. *There’s a recognition. I feel like there’s a recognition in industry and they were known my supervisors …*

Overall, participants did not appear to experience any difficulties in having their previous qualifications and experience assessed. Local postgraduate study has presented important advantages for two participants in relation to immigration and employment opportunities.

Teaching and the ITP sector

When asked about necessary qualifications to work in the ITP tertiary sector, participants illustrated the importance of industry experience to their teaching roles:

> *I think what’s great about working at* [this institution] *is you need an element of street cred or you know .. you need to know your trade .. and that’s something that’s really cool that’s emphasized here. I think you know the teaching qualifications that you are encouraged to undertake are really good as well.*
>
> *… I definitely think there needs to be some kind of practical background .. so you can have a degree but if you’ve not been in industry, or you’ve not been engaged with industry, you may not be on the right track .. so you*

> *can be an academic your whole life and be great at teaching but if you've not been involved in industry sometimes you just miss that .. yeh that overlay .. so here they laugh and they call me a pracademic .. because I've had 17 years of practical experience and I've now actually become an official academic …*

Participant responses indicate that practical industry experience is viewed as an important factor in being credible in the ITP sector, with participants appearing to place significant weight on industry experience as compared with teaching qualifications and experience.

Teaching and learning

A fast transition to the new work environment

There was evidence that the transition to the new work environment sometimes happened very quickly, while family and practical issues were still being resolved:

> [The] *team manager called me and she said 'you got one week' […] so I had that week to prepare for three modules ..* [It] *was quite intensive for me. So I had to work at night and I didn't had a place to stay here. I just book a motel for a whole week .. and was staying here and working hard with all the modules. I tried to work out the first lecture of each module first and concentrate on that.*
>
> *I got the job offer, applied for the visa, got the visa and moved with family and started just two days after arriving in New Zealand.*

These two participant responses suggest that they were quickly immersed in the new environment, prioritising work commitments despite a range of other pressing personal issues and practicalities.

Navigating cultural differences in the classroom

Participants shared some perspectives on how issues of cultural difference had impacted them personally:

> *It hasn't been too difficult but I have had to learn .. you know .. some specific rules and guidelines in terms of cultural diversity .. so we did have that in South Africa but my cultural knowledge over the last 40 years has been those specific cultures .. so the difficulty was learning a new way of doing things ..*

Seemingly subtle differences can be experienced deeply, leading the participant below to reflect on why something so simple as students wearing a cap is a point of contention:

> *... so the big thing that I actually still sort of notice .. I don't know why it unsettles me a bit but it just does .. like a lot of our students wear caps all the time and you just wouldn't do that […] that's like, I don't know, it's more like a respect thing […] you just don't wear a hat indoors in the UK .. but it seems like you do here […], it's actually quite a pronounced cultural difference.*

The same participant reflects on how culture also influences teacher behaviour in relation to the new context:

> *… sitting on tables, that's not a 'tikanga' thing to do … in the UK like your most relaxed lecturers and things [...] they'd always be stood at the front lecturing but maybe they would sit on a table to give an element of being relaxed .. whereas you can't do that here …*

Participant responses from three teachers indicated that they are embracing and respecting Maori 'tikanga' (culture and practices) and integrating this within their classroom practices, with the help of local students and staff:

> *.. I've never been looked at differently or felt out of place ever .. even in my classes or with the students .. I do my 'pepeha'* [which introduces who I am and my ancestry]*.. not a Maori one but I do it in English and I explain that and then they tell me a bit about themselves and I say 'I don't know what you call it here but this is what we call it in South Africa' and then they'll give me the names and we'll work with that ..*
>
> *.. I remember quite early on a couple of Maori students helping me with pronunciation of their names just to make me feel better .. and that was a real positive experience so that's something that I try and do correctly now […]. It was great that students took the time to say […] 'this is who I am, this is how you pronounce my name'.*
>
> *Most of the time I don't have any Maori students in the class but I do the .. whakatauki* [Maori proverb] *and greeting and I ask the students to do in their way .. you know .. once a week we'll do the greeting in Punjabi, we'll do the greeting in Chinese way […]. I have a culture share session in* [one of my classes] *[…] students are bringing their cultural food items and they're talking about their culture so we sing that song together .. 'tutira mai nga iwi' .. yeah it's a good one!*

Two participants expressed the importance of being willing to learn and ask questions:

> *.. you just have to have some guts and just say 'Ok, I don't know why are you doing that' you know ..*
>
> *.. you've got to sort of come to work with a bit of an enthusiasm and a want to get better and be embedded ... I think if you're resistant to .. sort*

> *of embracing the culture at* [this institution] *or .. embracing your students .. then you know what's the point in doing what you're doing anyway?*

Overall, relationships with students and local staff appeared strong, both groups having assisted these migrant tertiary teaching professionals as they adjusted to the new environment. The significance that the organisation places on embedding Maori cultural practices and Te Reo Maori was reflected regularly in many participant responses, without specific elicitation. As can be seen, some migrant teaching staff are integrating Maori phrases in their responses as they articulate their experiences of the classroom. There is a sense that while there is clearly an adjustment process and new learning to undertake, staff are engaging with new values and norms positively.

Adapting to a new teaching and learning environment

The institution's teaching and learning directions are founded in Maori principles of 'ako', where teacher and student engage in the process of learning on a collaborative and reciprocal basis, growing new understandings from their shared experiences. A student-centred approach to teaching appeared to be a new experience for both tutors and their international cohorts, however.

Comments suggest that participants experienced a cognitive cultural shift as they encountered new perspectives and compared them with their own teaching and learning experiences and philosophies. The participant below illustrates a sense of personal conflict as new concepts were broached:

> [These teaching concepts] *were new to me [...], they certainly hadn't been described as explicitly to me .. everything made sense though .. yeh I tried not to fight people like* [the adult learning course tutor] *or whatever on some things ..*

The same participant is able to reflect on and articulate where the conflict stems from:

> *Yeh the big thing for me actually is the ability to lecture and engage people is a real skill and I will defend that as best as I can .. I think if you can capture someone's attention for an hour or two about a topic you are pretty passionate about that's a really important skill to have […]. I don't think that's really as an educator that's more as a scientist .. sort of how*

> *you disseminate and how you communicate the work in your area and really show .. you know that area.*

Another participant explains how from the very first day others on the team made it clear that students were not expecting that "old style" of lecturing where the class remain quiet and listen. This tutor reflects on how previous learning experiences can influence one's approach:

> *Somehow I needed to adjust my style .. because that was my background .. I would say not in the recent years .. for example in the PhD it's more hands-on, more student-oriented activities, but my primary and secondary school was all about listen to someone .. so since the beginning I tried to make myself .. different from that style.*

A second participant also refers to previous experiences of teaching and learning:

> *... in Sri Lanka all the teaching methods were not student-oriented, it's like teacher-oriented .. like the teacher is the front of the class all the time and students are there and we do the greeting but you know it's like the boss in the classroom is the teacher .. teacher is the dictator ..*

The same two participants then provided examples of how they implement student-centred activities in their current classes:

> *So I tried to combine expositive classes with hands-on activities from the student side as well as giving them the opportunity to talk and to present .. during the classes ..*
>
> *… You need to facilitate learning. It's not you are directing the class […] facilitation is happening […] we release our tension of teaching .. giving the authority to the students to learn themselves.*

Both acknowledged, however that international students may not be comfortable with such an approach:

> *I would say that probably my audience, being mostly Indians students .. they are used to the old traditional way .. even more than me ..*
>
> *… most of the students […] are from Asian culture […] they are saying 'oh you are getting paid but you are not teaching' .. so ..* [I say] *'no you need to teach, this is about 'ako' you know' .. 'you are teaching and we are sharing our knowledge' …'* – [but they say] *'no you need to teach me'* …

The sentiments around students adjusting to new teaching and learning approaches was echoed by a third participant who also referenced Indian students:

> *They come from a sort of more rote learning environment and all of a sudden you give them the freedom to do pretty much whatever you want .. because you know as a student-centred teacher and all that we.. we try and give people a bit of freedom .. and that was probably the worst thing possible for them I think because they just didn't know what to do or even if you thought they were saying to you 'oh yeh I've got this' .. the quality of their work would suggest that they didn't ..*

This participant also expressed being challenged professionally as issues of academic integrity were encountered:

> *… that was like the most challenging teaching I've had to do recently .. because the .. just the standards of what's considered acceptable between different cultures .. in terms of like academic rigour and what academic writing looks like and just the voice within your writing .. all that type of stuff .. it felt like it was poles apart …*

Participant responses show that teaching staff were referencing not just their own but their students' prior learning experiences as they attempted to make sense of the challenges that they were facing in the classroom relating to supporting students from diverse backgrounds.

Student interactions

Two individuals reflected on early challenges they faced in the classroom. One participant noted how student expectations seemed higher due to the smaller class sizes in New Zealand:

> *… because you don't have a class of 150 you obviously have a shorter marking window … so you've got to turn things round quicker because you know the students, they want that feedback back as well … they were a couple of little stumbling blocks that maybe I didn't click onto soon enough and that maybe affected how a couple of students perceived me ..*

The other, who was a beginning tertiary teacher, related some initial experiences of classroom management:

> *It was .. the first time experience with having that kind of different cultures students. I was thinking what they are thinking about me .. am I doing the correct thing you know … the students are really not manageable […], they didn't behave like adult students in the class. They were really noisy and playing with phones .. and because I'm a new teacher they will take granted …*

One participant expressed reservations about the academic ability of international students, the use of ‘we’ suggesting conversations or discourses heard elsewhere:

> *.. we are not expecting very bright student at* [this institution] *… most of the bright student get into the garment universities in their own countries. Those who can’t find universities, they migrate most of the time.*

The same participant articulates what some of the gaps are perceived to be, again using ‘we’ which suggests discussions with other colleagues:

> *We couldn’t believe .. like with comparing our age [...], the new students coming into the classes ... they don’t have logical thinking, no creative thinking .. no analytical thinking ..*

A different participant chooses to reflect instead on how their own teaching experience to date does not afford them a strong foundation from which to support more diverse student groups:

> *... I don’t know if I’m strong enough yet to let my standards .. not let my standards slip but like just figure out how to pull these people up to the level we expect, even though we did a lot of work with* [student academic support services] *[…]. That was a real challenging sort of element of being a migrant I think .. a migrant working with migrants.*

Two participants expressed concerns around general student motivation and future goals of international students. The first articulates a sense of frustration:

> *… our students they are not the best, you know? […] I have this knowledge and experience accumulated from twenty years […] and then you teach something to student here that maybe he or she doesn’t want to learn .. they want to remain in this country even to work to Subway or MacDonalds, OK? Outside of the* [specialism] *area that they came from. That is frustrating …*

The second makes comparisons to their own country and how students are more driven:

> *… it’s like in there* [in our own country] *we studied, we know what is our goal and here .. the student .. they are not sure [...] what is their goal in the future [...]. Most of international student are coming here for pressure of the parents [...]. They don’t have any interest on* [subject area] *[…]. So they select the modules, they take the courses because of the pressure of parents […] that’s the best way to get into the PR .. you know, they have different goals ..*

One participant had attempted to share advice with students around making themselves more globally competitive, suggesting that if they came from countries where there were large populations and lots of competition, they needed to aspire to higher level qualifications as well as finding a point of difference to offer in the labour market.

Overall, three out of four participants articulated challenges in working with international students for a range of reasons related to perceived academic ability and goal orientation.

Multiple perspectives

When questioned about the advantages of being a migrant teacher, two participants expressed a sense of bringing different perspectives to their teaching. For example, this participant notes:

> *I would say that because you are a migrant, probably you also add your cultural experiences and beliefs from your home country .. so that for sure helps ..*

Three participants noted how sharing common experiences of relocation improved their relationships with international students and helped each identify with the other. This participant explains:

> *I think the international staff complement is positive for the students .. students don't feel like they're just being lectured by New Zealand born and bred .. so they can identify with you .. so when I say I've been here 18 months and moved with my family .. you can see some of them, especially you know .. your Asian students and Indian students that have come over, they're nodding because they're like 'well this person knows what I'm going through – that I've moved and I've left my family behind' – .. and I think that helps the students to identify with you quite nicely …*

There was also a sense that students might see international staff as a role model:

> *I'm teaching to Indians and because […] somehow they are also coming from developing countries […] they probably .. I think they see me as a model .. someone that came from overseas .. got a job in the area ..*

Participant responses suggest that migrant staff and students bond as a result of their common experiences of relocation, and that migrant staff are sensitive to some of the areas where they might need to be flexible or where their international students may need additional pastoral care.

Sharing global perspectives and experiences

There were several examples of participants drawing on their own life experiences to present a wider world for students. Two participants expressed a sense that their students perhaps saw them as ‘privileged’ in some way by their upbringing and education and sought to counter this:

> *We had riots about allowing black and whites to study together when I was at university [...} so I’m saying you feel that you’ve got difficulties here which are valid, we had the same, so don’t think just because I’m standing in front of you that I’m better than you and that it was easier for me ..*
>
> *I gave them a bit more context about [*my area*] of England and said if you want to talk about oppression or if you want to talk about like lack of employment and things .. well that was done to generations of people in our area … so I actually know what you are going through a lot more than my outer appearance sort of would lead you to believe.*

This participant went on to explain how students appeared to have warmed to this idea, observing the underlying learning opportunity:

> *..it really fits with helping our students to just look at evidence or understand […] when they’re working with clients […], what’s that person going through, what do they bring to the table?*

Participant responses show that migrant teaching staff deliberately share their own stories, insights and challenges as a way of connecting with students, at the same time providing students with direct access to global issues and wider-world perspectives.

Curriculum development

All participants demonstrated involvement in curriculum development or innovation:

> *I was exposed to that in the first year of my degree …. I’ve tried in my teaching to sort of ‘push’ a bit more of those fundamental things into my teaching sooner and try and encourage other staff members to do the same ..*

> *.. I’ve found .. and it’s maybe because of the Department that I work in as well .. but I do also work for* [another Department] *.. that they appreciate the knowledge that you bring from outside .. so it’s almost like they’re using what you know to try and see if it would integrate here, make the teaching better here.*
>
> *So ..* [I include] *aspects like work-ready experience .. trying to simulate what they will find in the day-by-day jobs when they get them .. so work readiness, autonomy .. flexibility ..*
>
> *Oh my .. the curriculum development .. I think I find a lot of gaps in the system ... we revised the document!*

The findings suggest that all staff have been actively involved in reshaping or innovating curriculum, with one migrant staff member specifically commenting on how this is acknowledged positively by local staff.

Transferring subject expertise

Two participants expressed a sense that they were bringing important new subject expertise with them. The first commented on bringing 20 years’ experience of US models to a New Zealand environment often influenced by UK models:

> *… I would say is not because something is not common or popular here that is not important [...], probably it is the opposite and there are some opportunities maybe .. if you are the first one to know and introduce that here you can get some advantages in your career by doing that ..*

Another observed how their expertise will make an impact:

> *Yeh .. so it is a niche market .. so that’s material that hasn’t .. it’s been around in New Zealand but it’s needed some updating because the standards here have only just been developed […]. That’s where I fit in quite a bit in terms of the teaching curriculum for that level .. for postgrad level ..*

One participant acknowledged however that New Zealand postgraduate study had assisted significantly with gaining local subject knowledge for teaching:

> *I was able to learn a lot about the health system because of the research that I was doing [...] and that’s where I learnt a lot about the culture .. and the four pillars of Maori health and wellness and the aim at Maori and Pasifika wellbeing. That was very specific which I had no knowledge of …*

Participant responses suggest that some individuals see themselves as bringing important new insights, whilst recognising that there is important new local knowledge to be acquired too.

Industry expertise

Two participants commented specifically on how they felt their industry expertise could make a difference for students:

> *.. so I've brought the industry knowledge that I had from* [my country] *to try and build that knowledge – accreditation of practices – where students can go and practise in an accredited environment.*
>
> *And that's why I wanted to actively engage in research in some way I can come to the industry back and see what's going on and get that into my teaching practices [...] because when the student graduate, they are facing the new technology not the theory that they have done […] so I try to [...] familiarise the student with those ..*

The potential to offer their students practical industry experience and up-to-date insights was clearly important to these two staff.

Two participants are also involved in sharing their expertise as part of the institution's overseas partnership initiatives:

> *I went over to China last year .. as a [institution name} staff member to talk about my research and implementing some training programmes that we would do in China with [Chinese] University ..*
>
> *And I was given five Chinese scholars to ..* [who want] *to develop their [subject specialism] Master programme […] they wanted to know how the teaching is happening in New Zealand … with the curriculum … and stuff .. so I've been mentoring five Chinese scholars.*

There is evidence therefore that some staff are impacting the institution's international profile too.

Professional Development

When asked about their motivation for undertaking local adult teaching qualifications, two participants confirmed this as an institutional requirement, the first explaining an underlying motive of career advancement:

> *Like .. for promotion in all honesty .. they were you know a prerequisite of going from Academic Staff Member to Senior Academic Staff Member.*

The second seized an opportunity for free professional development, particularly given that the role was fixed-term with no guarantee of becoming permanent:

> *When I'm getting .. got the job* [here] *.. they asked me that since I haven't done any teaching qualifications before, you can do the teaching qualification at* [this institution] *and it's completely free. […] I was getting 0.6 permanent and 0.4 fixed term role and there was no certainty of continuing the role for the next year too. So I wanted to do my qualification.*

For the above participant therefore, the adult teaching qualifications provided essential initial teacher training:

> *We need to understand […] different types of learners, […] the hierarchy of needs […], learning outcome structure […]. Everything was new to me so I'm glad that I did it in the first semester.*

Two other participants noted how it had helped them to understand the New Zealand teaching context. One noted how it had also proved a good way to interact with individuals from other centres:

> *… you realise you're not the only migrant employee at* [this institution] *or within your department .. there are multiple people around and that's good.*

The other described how as well as developing their teaching skills and understanding of student-centred teaching, it has also developed their intercultural awareness:

> *… the Maori cultural aspects that they teach in those courses help me to understand society or why New Zealand is the way it is ..*

One participant noted that an initial casual contract meant they missed out on induction, which they will now receive as a permanent staff member:

> *… I didn't get a full [...] induction as HPA* [hourly paid academic] *staff .. and I think we found that there's a missing link there [...].*

Another, who has completed the adult training qualification would like further opportunities to share best practice with colleagues:

> *… I'd like to somehow compare the way I'm teaching and the way I'm applying the teaching and learning approach to others […].*

Those participants who had engaged in professional development predominantly saw it as essential to promotion or improved employment prospects but also acknowledged that it had helped them adjust to the new context and had been a useful way of meeting other staff.

Migrants supporting migrants

The theme of 'migrants supporting migrants' could also be seen in a professional context. This participant had discussed different challenges with other international colleagues within the teaching team:

> *... I think two or three is Kiwi the rest is all like .. from a different country. So we quite helpful each other. So like we can share our experiences if something is falling apart.*

Another participant notes the value of buddying:

> *I was given a South African buddy that had also moved over so they kind of understood the cultural differences and they could say 'you know we say these kind of things in South Africa, you can't say that here' .. or that people don't understand this lingo .. and making you feel like it's OK to miss home, because they know what it's like …*

One participant noted an affinity among migrant staff that also extends into professional networking and research:

> *I can sort of use that to my advantage .. because if I go 'right well you're English' I can immediately relate to that person and we .. even if we don't know people in common .. we'll be able to work together and that's quite .. it's really beneficial [...] yeh I just find it interesting as there's sort of an immediate 'gelling' because you are both migrants.*

Participant responses suggests that migrants can perform important 'buddying' roles for other new migrant staff and that in some cases migrant staff feel that they automatically create a strong connection with other migrants as a result of sharing a common experience.

Changing perspectives

There were further indicators that perspectives were changing due to new professional experiences. The participant below notes an improved understanding of other cultures:

> *… I have no ideas on some cultures what are the things like accept and what are the things not to be done, so I get to know this and teaching courses help me a lot.*

Another participant reflects initially on how relocation has involved personal and emotional struggles:

> *And all of us have stuff .. I've said to them* [my students] *'I had immigration stuff and I had kids you know not coping with immigration stuff', so even though I was at lectures and I looked like I was coping I also had stuff at home that would be happening, but I didn't bring it in …*

These personal hardships have been embraced by the same participant as a means of appreciating student challenges:

> *So being an immigrant has helped me there .. cos I think not having family support I've thought … there must be kids there that are doing this all on their own .. and [...] single Mums that are trying to study .. and you just give them, just cut them a bit of slack, I think, knowing what I've been through to get here […]. The hardships that we've had have been positive in .. identifying with my students better.*

A third participant illustrates that being comfortable in one's own identity creates a productive space for considering and integrating new perspectives:

> *… I've still got to be I think true to who I am and true to coming from where I'm from and having quite meaningful conversations with our .. Maori students around that and how to maybe challenge them to look past* [my gender and ethnicity] *.. has been really quite rewarding recently . Yeh and I found we maybe come from the same place on a lot of things, we just describe it differently.*

Overall, two participant responses above suggest that they have grown their own intercultural competence due to the experience of relocation while three participants illustrate how their experiences of migration have impacted them for the better, this allowing them to engage in everyday situations with students from a new position.

Immigration and the labour market

When considering their experiences of migration in relation to 'immigration and the labour market', participant responses highlighted themes of 'feeling lucky' and yet 'living with uncertainty'.

Labour market valorisation

When asked how well suited their job was to their previous qualifications and experience, three out of four participants found the job well suited. One participant noted how this provided a level to come in and work within the team and continue to develop, while another noted the job as “100% well suited”, given that they were teaching their specialist subject and industry specialisms, as well as developing programme content. A further participant also found the role well-matched to their expertise:

> *Yes .. really good. The main aim was to try and develop the .. market for* [my specialism] *and update the information and update the training and help with the development of the qualification and I’ve definitely been really involved in that ..*

The fourth participant noted some reservations:

> *I would say sometimes I think I’m .. I’ve been underutilized .. because in the end of the day I’m teaching to maybe 30 people in a classroom in my modules .. and most of them are from India or China .. so with the qualifications that I have and the industry experience that I have, I know I could reach a larger audience. Especially New Zealanders that are not so familiar with* [one of my specialist areas] *for example …*

One participant noted the learning and network opportunities of being employed with the institution:

> *So .. I learn a lot from* [this institution] *yeah .. and .. we’ll see how it goes. I like to be in the academic field now because they give me the research time allocation as well so I can have .. I have both now […] and I have the […] professional development leave .. I can go for conferences and get to know the industry people and talk about new technologies and stuff so that’s really good.*

Discrepancies between salary in teaching and industry were also noted however:

> *So if I work in the industry I’m getting more than 100K salary .. but* [here] *... I’m getting 70 something .. so it’s like big pay gap [...]. For the industry specialist .. sticking into the academic is not financially worthy [...], that’s a big gap with the academics and industry.*

There were signs that two participants may be considering a consultancy career of their own in the longer-term. For example this participant explained:.

> *If I have a chance or if I work on that .. I would like to be more involved with industry .. maybe as a consultant or working part-time or even full-*

> *time for a employer here [...]. Long-term I would like to have my own business .. maybe in education or consultancy.*

All participants appeared satisfied that the job they were doing matched their expectations, previous qualifications and experience, with one participant expressing some reservations however around the extent to which they were impacting local students. There were signs that two migrant teaching staff are weighing up the advantages of teaching versus working in industry or pursuing consultancy careers.

Feeling lucky

Participants acknowledged that it was difficult for migrants in other sectors to find employment in New Zealand. For example, this participant notes:

> *I'm the exception finding a job here in overseas .. most of them, they are coming as a student and then [...] initially they try to find a job in their area [...] and they struggle to find […]. They were like software programmers there and here they couldn't find same job and then they need to get a lower wage job .. sometimes in the same industry if they are lucky .. sometimes they need to do something else like gardening.*

This led three participants to reflect on how 'lucky' they were as a result. One participant described themselves as 'lucky' because they had progressed quickly through a pathway of New Zealand study, employment, promotion and gaining residency, while another notes being 'fortunate' to get a job in the sector, particularly given that an overseas colleague with similar, even advanced experience and qualifications had not been able to secure a New Zealand job offer. A third participant also noted friends with two degrees who had not been able to achieve the required points to emigrate to New Zealand.

Overall participants do not appear to have experienced significant challenges in the labour market themselves but many recognised that opportunities are limited and that there are significant challenges for migrants more generally in the New Zealand labour market.

Living with uncertainty

Several participants noted the uncertainty of being on a temporary visa. The first clearly wants to stay but recognises that there is no guarantee:

> *.. so yeh obviously we're going through like the residency thing at the moment .. and that will be great provided we get that ..*

The second notes the complications of a fixed term appointment which needed to be at least 0.8 (30 hours) in order to apply for another visa:

> *Because I got one year open work visa .. if they are not changing my role into 0.8 next year .. or if they are going to give me the whole 0.6 and 0.4 fixed term role next year, I can apply for a work visa. Otherwise I won't be able to ... my Manager said 'I can't assure' so I was thinking OK … this is uncertainty so I need to do whatever things I can do within this time to get qualified for a next job I'm applying for …*

Another participant notes a lack of organisational support in transitioning from a study visa to a postgraduate work visa, and how this had the potential to impact on students:

> *.. I had asked* [the International Office] *for assistance to do my post-study work visa .. not to get the visa for me but did they know … who I would need to contact to get it sped up .. because I was waiting and waiting and I had to go onto a visitor's permit which meant I couldn't work which meant someone had to take my workload over .. and they weren't very helpful to be very honest with you …*

The participant used their own initiative to troubleshoot a situation which had the potential to seriously impact the student experience:

> *.. I eventually just did it myself and phoned immigration and just said 'this is the situation' […] I actually have a hundred students that are relying on me to come to work .. and then they speeded it up ... I was literally only off work for about […] two days I think.*

Participant comments illustrate that they experience long periods of uncertainty while they navigate the immigration system and apply for residency, which can create significant stress as visa regulations and employment responsibilities intersect.

Overall experience

When asked about overall feelings around working in New Zealand as a tertiary teacher, the response was very positive.

> *I think it's been really positive […], there seems to be a real emphasis on work-life balance that isn't just a tick box exercise …*

> *Very good .. yeh I'm impressed actually .. it's not an easy job .. it's definitely not easy .. the workload is very heavy anywhere in the world but the systems that [this institution] have make it .. feel easier .. so the load is still there but the systems work .. so I find it a very positive teaching experience.*
>
> *It's a really good experience because I […] got to know different cultures .. the students and how to deal with different kinds of people […] and overall I'm really love the way that we teach students taking their own responsibilities.*

Comments suggest that these three migrant teaching staff feel there have been positive personal outcomes from their experiences of migration and that they largely view the experience of working in Aotearoa New Zealand as a tertiary teacher positively.

The fourth participant who arrived on a skilled migrant residence visa chose to weigh up the overall experience within a wider context of immigration policy, explaining that over 20 years of knowledge and experience was being delivered to very few students, and mostly international students:

> *[…] I signed all the papers in the visa .. saying that I would contribute to New Zealand society and economy' .. and by the end of the day I'm touching Indian students that might not use the knowledge and the expertise that I have .. so maybe I'm not .. observing the contract that I signed in order to get the visa and the residency.*

This response illustrates how matters of immigration continue to intersect with and influence this participant's self-evaluation and sense of societal responsibility, long after permanent residency has been secured.

Chapter Four: Discussion

Purpose

The purpose of this section is to consider the findings and illustrate how they substantiate and extend the existing literature in the field of academic migration.

The chapter begins by returning to the original research question and sub-questions and reviewing them in the light of the findings before making some recommendations based on these. The limitations of the study are then addressed, together with suggestions as to where further research might be focused.

Reviewing the Research question and sub-questions

This multiple case study has been guided by an overarching research question: "How have academic staff working in an Institute of Technology in Aotearoa New Zealand experienced migration?" This has involved considering the following sub-questions:

- What attracts migrant teachers to New Zealand and what are their expectations?
- What have been their personal and professional experiences of adjusting to life in a new country?
- How might the tertiary educator use their experiences as a migrant to inform their teaching role?

What attracts migrant teachers to New Zealand and what are their expectations?

The study found that these four tertiary migrant teaching professionals were initially attracted to Aotearoa New Zealand by the prospect of better economic and political conditions and/or an improved lifestyle for themselves and their families. While three participants arrived on temporary study or work visas, there was a clear desire and expectation of staying in New Zealand over the longer-term. Three participants had applied from overseas for a range of jobs in

New Zealand both in industry and academia, demonstrating that they were keeping an open mind as to the kind of employment they initially expected to find. Two participants were able to secure a teaching job offer from overseas, one arriving with permanent residency granted and the other, on a temporary work permit. At the time of the research, two participants had achieved residency as skilled migrants and two have skilled migrant applications in process, indicating a desire to remain permanently in New Zealand. Responses from research participants supported suggestions by Altbach and Yudkevich (2017) that circumstances in the home country may act as initial 'push' factors in decisions to migrate. Participant responses substantiated two key drivers of migration as being improved economic conditions and quality of life (Triandafyllidou, 2018), with two participants particularly focused on better lifestyle conditions for their children.

The study suggests that over the longer term, two of these staff aspire to pursue their own consultancy careers, while two appear focused on growing their teaching and research profiles. One participant arrived with a PhD (which assisted with entry to New Zealand as a skilled migrant) while another who had started a PhD overseas has now successfully completed this with the originating institution. A third participant has recently commenced PhD study in New Zealand and the final participant intends to pursue PhD studies in New Zealand in the next few years. It is clear, therefore that these participants have high personal and professional expectations and a commitment to being involved in specialist research related to their areas of teaching expertise. The findings complement suggestions by Roberts (2019) that 'mobility' encompasses so much more than a physical move across borders, as one begins to examine and appreciate the extent to which these international teaching staff continue to upskill and reposition in relation to the new context.

What have been their personal and professional experiences of adjusting to life in a new country?

The findings support suggestions in the literature that as migrant teachers begin to adjust on a personal level, they may face a range of initial practical and logistical issues including housing, schooling and transport (Pherali, 2012). In at least two out of four cases, the transition to the work environment happened very rapidly, with new tutors needing to quickly immerse themselves in the new job whilst simultaneously managing the family's adjustment and resolving other important practicalities such as accommodation. The support of local staff had assisted significantly in helping participants to overcome initial practicalities without too much difficulty, meaning that logistical issues were not the potential stressor identified by Pherali (2012). Other migrants had also been an important source of assistance in adjustment to the new context. The theme of 'migrants supporting migrants' illustrated how several participants drew on existing migrant contacts in-country to help with initial migration decisions and for support with practicalities such as accommodation and general logistics on arrival.

Migration had a significant impact on immediate and wider family relationships for these teaching staff. Three out of four participants expressed feelings of homesickness and two participants had endured periods of separation from their immediate family or partner as part of their relocation. The findings endorsed a sense that migrant lives span borders affectively as well as physically therefore (Fauser et al., 2015; Webb, 2015b). Those with families placed children at the centre of the relocation experience when articulating how lifestyle had improved and why the move had proved to be 'the right decision'. For the two female participants, personal adjustment meant acknowledging that their partner was not advantaged by the move in the same way that they were. This echoed acknowledgements in the literature that while relocation can prove beneficial for the academic migrant, it is not always equally so for other family members (Bauder, 2015; Pherali, 2012).

Issues of language presented some initial comprehension difficulties for non-native speakers, causing one participant to question their English competence and the other to question why locals made no accommodations. Both native and non-native speakers expressed sentiments that speaking the local language equated with ‘fitting in’, a non -native speaker seeing their face and accent as distinct measures which students might use to assess them while a native English speaker emphasized how facility with the language can lead to mis-assumptions that one is coping and adjusting to the new environment. The study therefore illustrated how language and culture can be significant considerations in terms of overall adjustment (Rumbley & de Wit, 2017), albeit experienced differently and to varying degrees.

Participants were not asked specific questions about identity, but evidence of a shift in identity and perspectives emerged in three participant cases as they talked about their personal experiences of relocation. In relating key life events such as a return trip to their country of origin or a bereavement, two participants reflected on a feeling that their identity and sense of belonging had shifted while a third noted how the act of relocating has provided a chance to enact a new identity. Contrary to findings by Morley et al. (2018), participants did not articulate their experiences in terms of a loss of stability. There was rather an awareness that their sense of identity and belonging was shifting, this expressed in largely positive terms.

As they began to engage with their new professional roles and to adjust to a new culture, some migrant teachers strategically drew on local students and staff to guide them, two participants noting the importance of a willingness to learn and ask questions. Students had helped one participant with pronunciation of Maori names while one staff member deliberately described their own classroom practices to students, asking for guidance as to what were the equivalent norms in a New Zealand tertiary classroom. One participant observed that seemingly subtle cultural differences such as the wearing of caps in the classroom could in fact become quite “pronounced”, when one considered varying expectations of how respect is shown in the classroom environment. A beginning tertiary migrant teacher shared how inexperience in managing diverse cultures presented early challenges and impacted personal confidence. Collegial discussions with other international teaching staff and buddying with other migrants has allowed two participants to air confusions or misunderstandings in a supportive environment. This demonstrated that a theme of 'migrants supporting migrants' flows through also into the work environment. Overall, participants have invoked a range of deliberate 'informal' learning strategies to manage their adjustment (Webb, 2017a), drawing on advice and insights from students, local staff and other international teaching staff. The findings complement suggestions that local staff are largely receptive (Balasooriya et al., 2014; Minocha et al., 2019; Pherali, 2012) and endorse the extent to which staff and students can be key stakeholders in creating a supportive environment for new international teaching staff (Bönisch-Brednich, 2014), thereby contributing to their adjustment.

Professional development has also provided important 'formal' learning as part of adjustment to the work context. Three out of four participants undertook professional development during their early years of employment, this noted as being primarily motivated by promotion prospects. Two participants underlined however that this has also helped them make sense of the new cultural context. The significance which the organisation places on embedding Maori cultural practices was reflected in all participant responses in varying ways and without specific elicitation. Three out of four participants referenced Maori terminology in describing classroom practices. There was no sense therefore of the 'uneasy dynamics' which might be associated with adapting to a bicultural and multicultural context (Bönisch-Brednich, 2014).

Professional development has particularly assisted participants to understand concepts of student centred teaching and to successfully integrate these. One participant articulated this practice as involving 'ako': the 'sharing' of knowledge between student and teacher while another noted new approaches of hands-on activities, class discussions and student presentations. Three participants described student-centred teaching as a new experience, two alluding to how their own prior learning experiences in their own countries had likely influenced their teacher identity. Whilst the concept of student-centred teaching has been embraced by all participants, there was a clear sense from three participants that both tutor and students were navigating a new situation where the role of the teacher and student had evolved significantly. One participant voiced areas of conflict with his own personal philosophies around the value of lecturing, appearing to reach a compromise around why each approach held value. Two staff referred to the fact that their international students may not be used to such ‘freedom’ and may in fact be more comfortable with something more ‘traditional’. The findings substantiated suggestions in the literature that adjusting to student-centred teaching is a challenge area for international teaching staff (Balasooriya et al., 2014; Lewis, 2005; Minocha et al., 2019; Walker, 2015) and that adjustment to a new teaching and learning context takes time (Bönisch-Brednich, 2014).

The study surfaced some interesting insights relating to migrant teacher attitudes to students. Two out of four migrant teaching staff perceived students as having low motivation or lacking goals, this in some cases appearing to cause frustration for the staff member. Some staff also hinted at difficulties in working with international students who they perceived as ‘lacking’ academically. A particularly powerful point emerged here around ‘being a migrant teacher working with migrants’, and a sense from one participant that just because one is a migrant does not mean that one yet possesses the teaching expertise or experience to manage the needs of culturally diverse groups. The findings complement those of Walker (2015), who proposes that international teaching staff may find student behaviours unpredictable and may face challenges in navigating and responding to the needs of diverse student populations.

Evidence of perspective transformation and participants’ changing professional identities is most strongly seen when participants examine their interactions with students. The first participant notes how much they have learned about working successfully with a range of different cultures while a second notes that their own hardships render them more understanding and supportive of any students facing personal challenges. The third participant illustrates having reached a point where they are very comfortable with their own identity: “I’ve still got to be I think true to who I am and true to coming from where I’m from”. This provides a productive “third space”(Bhabha, 1994) for successful interaction with students, the staff member able to conclude “I found we maybe come from the same place on a lot of things, we just describe it differently”. Overall, three out of four participants illustrate how the experience of migration has led to a change in perspectives and stronger teacher-student relationships. The findings illustrate how academic mobility can be personally enriching and improve intercultural competence (Morley et al., 2018).

At the outset of the study my initial proposition was that migrant teachers experience a range of personal and professional challenges and undergo a cognitive cultural shift as they acculturate to a new setting. As could be seen, staff indeed face a range of personal and professional challenges as they adjust. At times constructing new understandings around learning and teaching (Lewis, 2005) has intersected with participants’ own professional identities, beliefs and practices, there being not just a cognitive but also affective aspect to such adjustment (Taylor, 1994; Webb, 2017a). The study evidenced how participants were often referencing their own teaching and learning experiences as they tried to make sense of the new context (Handal, 2014; Sawir, 2014). Specific areas of cultural dissonance include adopting new approaches to teaching and learning and managing the needs of diverse student groups. Cultural dissonance is experienced very personally and to varying degrees due to a range of complex, intersecting factors. Overall, participants demonstrated an awareness that their personal and professional identities were changing due to their experiences of relocation and showed an ability to reflect on why certain issues were causing them or their students a challenge. This self-awareness, combined with a willingness to learn informally and formally in the new context suggests successful management of the self (Webb, 2017a) and has provided fruitful conditions for perspective transformation (Mezirow, 1991). Participants appear to have gained new understandings and insights from their experiences of relocation and to represent it as a period of personal and professional growth.

Experiences of the labour market

The backgrounds of these teaching staff suggested a potentially different breed of academic migrant: one who is primarily sought after for the subject and industry expertise they bring to the organisation. One participant referred to themselves as a 'pracademic', the description lending itself well in fact to three out of four of the participants, who had to this point simultaneously managed a career in industry or as a private practitioner alongside teaching. Participants clearly viewed their practical industry experience as essential to their credibility in the field. Notably, three out of four participants specified that this employer was one of only a few to actively pursue and invite them for interview, which Webb (2017a) would suggest indicates a higher degree of intercultural competence on the part of this employer.

Temporary migration features strongly in the experiences of these migrant teaching staff. The study demonstrates how these individuals continue to mobilise a popular migratory pathway previously acknowledged by Iredale (2005) and Spoonley (2012) and how this then influences the way in which they are able to articulate their overall experience (Roberts, 2019). Three out of four participants arrived on temporary visas and voiced the long periods of uncertainty they have faced or are currently facing as they navigate the immigration system and apply for residency. The findings validate suggestions by Roberts (2019) that migration is a 'staggered' and 'multi-stage' rather than fixed or linear phenomenon, with individuals often occupying multiple visa statuses across their career trajectories (Iredale, 2001; Roberts, 2019; Spoonley, 2012). The findings also endorse the extent to which the migrant's existence in the new context can be a precarious one (Roberts, 2019), entailing significant periods of 'living with uncertainty' in relation to immigration status.

The study found that staff have not experienced any difficulties in undertaking processes to have their qualifications and experience recognised in New Zealand. Two participants arrived initially as international students, substantiating this as another significant pathway to longer-term or permanent migration (Iredale, 2005; Roberts, 2019). Local postgraduate study appears to have been an important factor in securing employment, one staff member feeling that local qualifications brought recognition and the other using postgraduate study with the institution as a ‘foot in the door’ to later employment. In the latter case, an existing migrant staff member of the same nationality initiated discussions around postgraduate study as a potential pathway into New Zealand, suggesting some deliberate recruitment strategies at departmental if not institutional level. This raises interesting questions around whether a theme of ‘migrants supporting migrants’ may indeed extend to one of ‘migrants recruiting migrants’.

All participants appeared satisfied that the job they were doing matched their previous qualifications and experience. This contrasts starkly with studies from New Zealand and Australia which typically signal a phenomenon of ‘deskilling’ or underemployment of migrants in the new context (Webb, 2017b). There was no evidence of ‘deskilling’ for these academic migrants but an awareness that this is perhaps true for some of their students or migrant friends. This could perhaps support propositions by Bauder (2015) that the academic labour market is a distinct one. Whilst apparently satisfied with how their current role matches their experience and qualifications, there were some signs that migrant teaching staff are weighing up the advantages of teaching versus working in industry or pursuing consultancy careers. This is perhaps a retention issue particularly pertinent to the ITP sector given that such staff have the potential to pursue alternative and potentially more lucrative industry career pathways.

The study presented some interesting perspectives relating to gender, skilled migration and the labour market, supporting suggestions that women are becoming increasingly significant players in the global labour force (Cliff et al., 2015). Both females in the study were the primary applicant in their visa application and it is their partner as the secondary applicant who has perhaps experienced more challenges in the labour market in terms of opportunities to pursue an existing career. Both female participants appeared to be enacting successful career pathways, similar to findings by Kim (2017) and contradictory to suggestions that female academic migration can be a challenge area (Bauder, 2015; Morley et al., 2018; Suarez-Ortega & Risquez, 2014), with female academic migrants generally less mobile (Morley et al., 2018) or more likely to experience labour market devalorisation (Bauder, 2015). It was perhaps interesting to note, however, that both female applicants mobilised study as an initial entry pathway into New Zealand.

All participants in the study have undertaken professional development during their adaptation. This has ranged from local adult teaching qualifications to pursing postgraduate study. An interesting question which emerges in relation to this study is whether the social and cultural capital the participants have gained from undertaking local adult teaching qualifications free of charge as part of employment conditions has also increased their local labour market value. Indeed Bauder (2015) proposes that academic mobility may contradict the conventional narratives around how migration devalues labour because in fact academic migrants may be able to “retain or increase the value of their labour through migration” (p. 83).

My initial proposition was that immigration issues and recognition of previous experience and qualifications might present challenges for tertiary migrant teachers entering the New Zealand academic labour market. This was not a significant factor for the participants involved in the study, although many acknowledged that opportunities in the field are limited. It is the uncertainty of working through the immigration system which is a more significant area of tension in terms of their overall experience of immigration and the labour market and for those participants with applications still in process, it clearly impacts on their overall adjustment, sense of belonging and how they are able to articulate their stories at this point. The findings correlate with those of Altbach and Yudkevich (2017), who note navigating immigration policy as a potential challenge area for academic migrants and their family members.

How might the tertiary educator use their experiences as a migrant to inform their teaching role?

The findings demonstrate that these four migrant teaching staff have been actively involved in reshaping or innovating curriculum. Such findings are contrary to suggestions by Minocha et al. (2019) that some academic migrants may feel under- involved in curriculum development. Indeed, there was evidence that some of these staff have brought with them ‘new’ or updated subject/industry expertise from which the institution, local staff and students can benefit. Two participants described how they are working to improve opportunities for students: the first in providing “real-world” opportunities for students to practise in an accredited environment and the other in ensuring that teaching content matches the realities of industry. Two participants noted bringing particularly specific expertise with them, one offering exposure to new and different US-influenced models and the other describing their area of expertise as a ‘niche market’ where New Zealand still has some work to do in updating of industry standards. One participant has contributed significantly to curriculum development across two departments and felt that their insights were received positively by other local staff. The findings substantiated suggestions that academic migrants can be a source of new ideas and expertise (Walker, 2015) who innovate existing delivery (Altbach & Yudkevich, 2017).

There was also evidence of wider involvement in building the institution’s reputation and research profile. Two participants noted involvement in the international partnerships, one visiting China to share their industry expertise and the other receiving visiting Chinese scholars into their classroom and mentoring them around teaching and learning approaches to their subject specialism. All four participants are also active researchers, with several involved in research which has the potential to impact positively on the wider New Zealand economy. The study challenges notions that academic migrants may not be well integrated within the organisation (Mihut et al., 2017) and may become ‘knowledge workers’ rather than ‘knowledge producers’ in the new context (Morley et al., 2018). These staff are actively participating in the academic life of the institution and contributing to knowledge creation.

Staff noted a range of ways in which being a migrant teacher can be advantageous. Two staff noted how a migrant teacher brings multiple perspectives to their teaching, aligning with suggestions in the literature that this is a tremendous asset (Bönisch-Brednich, 2018; Kim, 2010; Lewis, 2005; Mason &

Rawlings-Sanaei, 2014). Three participants also described how their common experiences of relocation help them to identify and bond successfully with their students. One participant felt that they were a role model to their international students due to having successfully secured employment in New Zealand, while another understood the need to be flexible with international students who were balancing study and work commitments. The third felt international students were more likely to identify with them as someone who understood the homesickness and other personal challenges they might be experiencing. Two participants articulated using their personal stories to challenge and counter student perspectives on 'privilege' and to build a rapport with their students. This involved recounting economic, political and historical circumstances in their own countries, thereby giving students a sense of a wider world and different kinds of oppression and challenges that exist globally. The findings therefore illustrated how staff can share wider world perspectives, broadening student horizons and exposing them to complex ideas (Pherali, 2012). Overall, it could be seen that staff are therefore drawing on their personal experiences of migration to identify with and support their students in a range of ways.

A particularly interesting response was received by one participant in relation to the question "how do you feel overall about the experience of being a migrant tertiary teacher in New Zealand?" Referring to a 'contract' made with immigration as part of a skilled migrant application, the participant questioned to what extent they had truly upheld their duties to contribute economically to New Zealand given that contact with New Zealand students was considerably lower and that their specialist expertise was not always exploited. This appears to illustrate the conflicting economic and societal discourses within which the migrant is operating (Webb, 2017b), issues of immigration continuing to intersect with professional identity and sense of societal responsibility long after residency has been secured. Whilst some of the other participants still have their residency applications in progress, will they later reflect and ask themselves the same question and if so, how will they reconcile such a position?

My proposition relating to this question was that migrant teachers might be considered an asset to an employer due to the broader perspectives that they bring to the teaching and learning environment. There was evidence in the study that participants use their own global experiences and insights to connect with students and actively draw on their personal experiences as a migrant to support other students facing a range of personal challenges. There were indicators that the migrant teaching staff interviewed bring different perspectives to their teaching and research activities and are directly involved in supporting students with a range of pastoral care issues.

Overall the findings validate these ITP academic migrants as individuals engaged in teaching and research whose ideas and thinking have been reshaped as a result of the experience of migration and who now operate from a broader frame of reference in terms of their field of enquiry (Mason & Rawlings-Sanaei, 2014). The study highlights however that the ITP academic migrant may transfer not only subject and teaching expertise but also practical and industry-specific experience and insights. These are then shaped and repositioned to the new context as staff continue to engage in a range of teaching, study and research activities.

Chapter Five: Implications and Conclusion

Purpose

The aim of this section is to identify implications for academic migrants and for those staff involved in supporting them. Conclusions are then drawn in relation to the research question and sub-questions. Following this, limitations of the study and some possibilities for future research are identified.

Implications

It is important to acknowledge that academic mobility exists in many forms and on many levels within an educational institution. An audit of the organisation's migrant teaching population would be useful to identity what different types of mobility these staff are demonstrating. This might include an analysis of their length of time working for the organisation, visa and employment status, teaching and industry specialisms, qualifications and experience, pastoral care responsibilities, involvement in the academic community and research outputs. It would also be particularly interesting to analyse who was responsible for their recruitment and the rationale behind their selection over other candidates.

Monitoring and tracking varying forms of mobility within the organisation means acknowledging those staff who have been 'mobile' in other ways. This may include local staff who have spent periods abroad during their teaching careers or those who are currently 'mobile' as part of international partnerships and research exchanges. Such analysis could identify 'untapped potential' in the organisation as well as potentially locating useful support networks for new migrant teaching staff.

Given that three of four participants have been employed whilst on temporary immigration visas, staff involved in recruiting and managing them should be aware of the immigration pressures that an individual may be experiencing across a long and uncertain period. Fixed-term and proportional teaching contracts can impact on a migrant's ability to renew a work permit, creating mounting stress. Appropriate pastoral care should be available to support staff facing such challenges, along with a general understanding by managers of how their allocation of teaching hours and appointments may impact on such staff. This study also noted that staff who are not employed in permanent positions may miss out on important training and induction to support their transition to the new teaching and learning environment. For example, a migrant staff member who was initially employed on a casual contract noted that they did not receive formal orientation or induction until their contract became permanent. This would seem an important area to address, particularly given that such staff might need more initial support and training than usual as they begin to operate in a new cultural and professional context.

The transition to a new cultural context is a long one (Bönisch-Brednich, 2014) in which a migrant academic staff member is simultaneously teacher and learner. Learning to adapt to the new setting is a profound intercultural learning experience which precipitates a range of emotions and questions of identity. Individuals inevitably bring a range of prior experiences, understandings, worldviews and cultural norms to the new situation (Mezirow, 1991; Taylor, 1994) and draw on these as a point of reference. They are also at varying stages of readiness to integrate new perspectives. Literature is beginning to point to ‘managing the self’ as an important success factor in adjustment but this also raises questions around how professional development opportunities or other organisational forums can support staff with this, by providing a time and space for teaching staff to confront and question their norms and worldviews in a supportive environment. As issues of culture become more and more prominent in the teaching and learning environment, all staff might benefit from reflecting as part of professional development on the origins and implications of a cultural incident they have experienced (Walker, 2015). This allows exploration of sometimes unconscious attitudes and values which, left unaddressed, may become “a source of cultural, indeed cognitive, dissonance … ” (Walker, 2015, p. 66). International teaching staff in particular might find auto-ethnographic writing workshops a beneficial space in which to personally reflect on their narratives (Bönisch-Brednich, 2018) and how their professional identity is shifting.

There are some suggestions in the literature that it is only those who have been present over the longer-term who are able to articulate a 'darker side' to migration and it is perhaps important to recognize that integrating new perspectives is not always celebratory (Taylor, 1994; Webb, 2017a). This might be particularly true in situations where the individual feels obligated to assimilate rather than acculturate. As Alfred (2010) suggests, to 'acculturate' means that one is able to operate competently in another culture whilst still retaining and identifying with one's own identity and culture. As a result Walker (2015) stresses that an important question all professional development teams should be asking themselves is "Are we normalising migrants with the professional development training we provide in the new context?"

While the study illustrated that migrant teachers felt attuned to their students and were supporting them in many ways, there was evidence of the challenges of teaching international students. For example, comparisons were often made with the home country around academic ability, motivation and goals of these students. While there are no easy answers here, there are certainly opportunities for staff to reflect as part of professional development on what it means to support a culturally diverse group of students. This might involve having teachers question their expectations and assumptions about working with learners in the tertiary ITP sector in Aotearoa New Zealand. Hellsten (2008) signals the importance of providing teaching staff with opportunities to evaluate and assess their personal attitudes, values and practices as well as examining what academic discourses they may be unwittingly participating in, particularly regarding international students.

There were some hints that retaining staff members over the longer term may be a challenge. The question therefore becomes to what extent the organisation can create the opportunities staff desire to be engaging with industry and using their skills and expertise in a way which is ultimately satisfying to them and beneficial for the organisation and wider community. Providing forums for staff to share specific expertise might give the organisation an opportunity to identify and explore new and untapped potential.

Participant comments highlight awareness of some labour market challenges for migrants more generally in Aotearoa New Zealand. This perhaps pricks the conscience of current migrant teaching staff as to what can be done to guide and initiate successful labour market outcomes for fellow migrants and New Zealanders alike at a time when New Zealand's vocational education system is undergoing major reform. Webb (2017b) notes a need to question the purpose of adult education in an age of migration, asking ultimately whether we want the migrants in our communities and workplaces to be simply "fitting in to fill a skills gap" or indeed fulfilling their potential as "a cultural resource in a multicultural society" (p. 86).

Conclusion

This study found that political and economic circumstances in the home country often acted as a catalyst in decisions to relocate, but that for those staff with families, better conditions for their children were a primary motivator. Aspirations of a better lifestyle meant that participants kept their expectations around employment open, actively pursuing a range of industry and teaching positions. In three of four cases, staff arrived in-country on temporary visas, this organisation proving to be one of very few employers to offer an interview and subsequent employment.

The study found that personal and professional adjustment involved a range of challenges varying from initial practicalities on arrival for themselves and their families through to navigating a new cultural space and a new teaching and learning environment. Key areas of cultural dissonance in their professional roles proved to be adjusting to student-centred teaching and managing diverse student populations. It was evident that participants had embraced change largely positively and were received well by staff and students. Participants' identities and perspectives showed evidence of change resulting from their experiences of relocation.

The study indicates that these migrant teachers are an important institutional asset. They contribute actively to curriculum development and research as well as bringing new subject expertise and insights. Some participants in the study use their own experiences of migration to support the pastoral care of international students whilst many participants appear to draw on their global experiences to connect with and relate to students in the classroom.

Overall, these four migrant teaching staff have experienced migration largely positively, relating their experiences of resettlement in ways which appear to be as much about personal and professional growth and improved lifestyle as about labour market outcomes. While many participants chose to focus on their professional experiences, stories of family, identity and belonging appeared strongly interwoven. Immigration status possibly impacts the way in which participants are currently able to articulate their stories, with some still in the precarious position of wanting to stay but working through complex residency application procedures. It seems sensible to conclude like Roberts (2019) that while participant stories show some elements of commonality, they also highlight "… the different, shifting and situational experiences of migration, and … the intensely emotional work that underpins the desire to belong" (p. 195).

Limitations

The term academic mobility can apply to a range of different types of mobility within an organisation. This study has limited its focus to the experiences of long-term and permanent migrant teaching staff.

The information has been gathered retrospectively and at a single moment in time rather than longitudinally. Situating a study such as this across a longer period (Roberts, 2019; Teichler, 2015) would potentially allow greater recognition of how identities, perspectives and worldviews shift across time (Teichler, 2015) but the limitations of the research were that the study needed to be concluded within a period of one year.

Whilst the study identified examples of staff being involved in innovating curriculum and content, it was not possible to identify any specific examples of staff using alternative pedagogical approaches. Interview questions might usefully have included an opportunity for participants to share examples of good teaching practice from other countries. It also proved difficult to include details of the nature of the participants' research without identifying them in the study. It would have been useful nevertheless to gather and report some general quantitative data on the extent of their research outputs and contribution to the institution's research profile.

Future possibilities

This study has noted that the impact and outputs of international teaching staff are not systematically tracked. An interesting study might therefore compare and collate data on the teaching specialisms, industry expertise and research outputs of international teaching staff in Aotearoa New Zealand across a range of tertiary institutions so as to assess some of the varying ways in which they are contributing to their institution, the wider community and the economy. Studies of student, local staff and management attitudes to migrant academic staff could also provide valuable insights.

The study demonstrated that international teaching staff often immerse themselves in a variety of study opportunities as they reposition themselves in relation to the new context. An analysis of further study and professional development undertaken by tertiary migrant teachers in New Zealand might therefore yield important insights into which study and professional development areas international teaching staff choose to prioritise and why.

Personal Impact

This study has consolidated my understanding of migration as a powerful intercultural learning experience which can be positively managed by both the individual and the organisation. Individuals experiencing a change of cultural environment need opportunities to reflect on the disequilibrium they are feeling as they encounter new norms and values, so that they can identify where the cultural dissonance stems from and how to manage it. Migrant teaching staff need opportunities to discuss and make sense of their new experiences in a supportive space which encourages them to examine their own assumptions and worldviews. Rather than seeking to assimilate or normalise staff through professional development, the teacher trainer’s role is to promote the conditions in which old and new perspectives can be reconsidered and integrated. Ultimately, one wants a new migrant teaching staff member to recognise their potential to operate successfully in a “third space” (Bhabha, 1994) and to draw comfortably from a “supranational frame of reference” (Mason & Rawlings-Sanaei, 2014). This involves creating an environment which embraces cultural diversity (Guo, 2015; Watts & White, 2004) and affirms other forms of knowing “as valid and valuable expressions of the human experience” (Guo, 2015, p. 15).

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Appendices

Appendix A: Invitation to participate (Generic email to Centre Directors)

Dear

Research Project: How does the experience of migration impact on tertiary educators?

I am studying for a Master of Education at the University of Waikato and would like to invite teaching staff across [organisation name] Centres to participate in the above research project, which has been approved by the University of Waikato Division of Education Ethics Committee and has institutional consent from the [organisation’s] Research Office and Acting Dean.

What is the aim of the study?

The aim of the study is to investigate how the experience of migration impacts on tertiary educators working in the vocational education and training sector. It is expected to explore a range of issues for migrant teaching staff including social and cultural adjustment factors, recognition of prior experience and qualifications and the extent to which a migrant’s experiences enrich both the individual and the organisation.

How will staff be chosen?

Up to 5 academic migrants ([organisation name] teaching staff) will be interviewed as part of a multiple case study. To be eligible, individuals must be an academic staff member who has migrated to New Zealand within the last five years and who has been in New Zealand for at least a year.

Interested participants should initially complete and return the attached consent paperwork. Your help in circulating this within your team would be very much appreciated. The researcher may also use existing professional networks to approach and recruit staff, along with a brief article in the staff newsletter.

What does staff participation involve?

Participants will take part in two interviews of approximately 45 minutes each, to be conducted in the next 2-3 months at a time and location convenient to them. Staff will have an opportunity to review the interview transcripts, which may involve up to one additional hour of their time.

What benefits are associated with participation?

Benefits for the individual: Sometimes people find that participating in an interview gives them a time, space and opportunity to reflect on their experiences and to talk about issues that are important to them.

Benefits for **[the organisation]: This research aims to highlight some of the unique skills and experience that academic migrants bring to [the organisation] and to students, whilst also identifying ways that we might further assist their smooth transition into a new teaching and learning environment.**

Thank you for supporting this research project. Please forward the attached information letter and consent form within your team, asking potential participants to contact me direct [email address was provided].
Kind regards

Appendix B: Newsletter item

Are you an academic staff member currently working at [organisation name] who has moved to New Zealand in the last five years from overseas on a long-term or permanent basis and who has been in New Zealand for at least one year? If so, I would be very interested to hear from you. Currently conducting research for my Masters Thesis, my aim is to explore a range of issues for academic migrants working in the vocational education and training sector. These include social and cultural adjustment factors, recognition of prior experience and qualifications and the extent to which a migrant's experiences enrich both the individual and the organisation. Please contact [email address was provided] for an information letter and consent form.

This research has been approved by [the organisation] *and by the University of Waikato Division of Education Ethics Committee on 10 October 2019. Approval number: FEDU072/19*

Appendix C: Information letter and consent form

12 November 2019

Dear Staff member

Research Project: How does the experience of migration impact on tertiary educators?

I am studying for a Master of Education at the University of Waikato and would like to invite you to participate in the above research project, which has been approved by the University of Waikato Division of Education Ethics Committee and by the [organisation name] Research Office and Acting Dean.

What is the aim of the study?

The aim of the study is to investigate how the experience of migration impacts on tertiary educators working in the vocational education and training sector. It is expected to explore a range of issues for migrant teaching staff including social and cultural adjustment factors, recognition of prior experience and qualifications and the extent to which a migrant's experiences enrich both the individual and the organisation.

How was I chosen?

Up to 5 academic migrants (teaching staff) working within the organisation will be interviewed as part of a multiple case study. To be eligible you must be an academic staff member who has migrated to New Zealand within the last five years and who has been in New Zealand for at least a year. You are asked to indicate your interest by signing Part 1 of the attached consent form and returning it to me by email: [email address was provided] within 10 days of receipt of this invitation. Part 2 of the consent form will be signed together at the time of the first interview.

What does my participation involve?

You will take part in two interviews of approximately 45 minutes each, to be conducted in the next 2-3 months at a time and location convenient to you. Interviews will be recorded and transcribed and you will have an opportunity to review, amend and approve the transcripts, which may involve up to one additional hour of your time. You will have one week following receipt of the transcript to make any comments or amendments.

What risks and benefits are associated with my participation?

Risks: You may be concerned about the confidentiality of the information you are providing. Please be assured that no names or identifying details will be used in the writing up of the research. While every effort will be made to protect the anonymity of all participants, this cannot be guaranteed. Data collected from the interview will be stored securely with password access only for a period of five years in line with University policy.

This research has been approved by the University of Waikato Division of Education Ethics Committee on 10 October 2019. Approval number: FEDU072/19

Benefits: Sometimes people find that participating in an interview is beneficial in giving them a time, space and opportunity to reflect on their experiences and to talk about issues that are important to them.

What will be published?
The information is being gathered for the purposes of writing up a Masters thesis but may also be used as a source of data for journal articles, conference papers and internal or external presentations. As the participant, you own your raw data but the thesis and any articles or presentations resulting from it are the property of the researcher. The outcomes of the study will be available in the University of Waikato Research Commons database: https://researchcommons.waikato.ac.nz/and a summary of findings can also be requested by emailing the researcher as below.

What are my rights as a respondent?
Your participation is voluntary and you may ask any questions regarding the research. You may withdraw from the project for any reason at any time up until the transcripts have been checked by emailing me as below.
If you have any concerns at any stage during the project, you should contact me as the researcher in the first instance on [cellphone number was provided] or [email address was provided]. In the unlikely event that we are unable to reach a resolution about an issue, my thesis supervisor, Frances Edwards may be contacted on [supervisor telephone number]or by email: [supervisor email].

What to do next?
If, having read the information letter and consent form you are happy to take part, please sign, scan and return Part 1 of the consent form to [email address was provided] within 10 days of receipt of this invitation.
Thank you for taking the time to read the information provided. I do hope you will consider taking part.
Kind regards

Maggie Masterson

This research has been approved by the University of Waikato Division of Education Ethics Committee on 10 October 2019. Approval number: FEDU072/19

PART 1: CONSENT TO PARTICIPATE

1. Please tick (√) the relevant boxes below or delete any of the points if you do not agree.

	I have read and understood the information letter and the nature of the research project
	I am available for 2 x 45 minute interviews over the next two to three months and am able to allocate up to one extra hour for verifying the final typed interview transcripts

2. Please *provide brief background details* *as below. (Asterisked items (*) may be used to select participants for the study).*

Name	**Nationality/country of origin***	**Year of arrival in New Zealand***
Contact details	**Role at [organization]***	**Length of time at [organization]***
Email Address: Cellphone no:		

Signed: ________________________________ Date: ______________

PART 2: CONSENT TO INTERVIEW

To be signed in the presence of the researcher. Please tick (√) the relevant boxes below:

	I agree to 2 interviews of approximately 45 minutes each
	I agree to have my interviews recorded using a sound recorder
	I understand that I will have **one week** following receipt of the transcribed interview notes to review, amend and approve the content before it is used for data reporting purposes and am happy to allocate up to an additional hour for this

This research has been approved by the University of Waikato Division of Education Ethics Committee on 10 October 2019. Approval number: FEDU072/19

	I give consent to the information I have provided during the interview being used: • As part of a published Masters Thesis • As a source for journal articles, conference papers or presentations
	I understand that I own the data that I provide, and that the researcher will only use the data for the purposes specified above.
	I understand that the researcher will own the thesis and any scholarly articles or presentations that arise from it.
	I understand that every effort will be made to protect my anonymity but this cannot be guaranteed
	I understand that I may withdraw from the project at any time up until the transcripts have been checked

Signed: ___________________________ Date: _____________________

This research has been approved by the University of Waikato Division of Education Ethics Committee on 10 October 2019. Approval number: FEDU072/19

Appendix D Explaining the interview process to participants

Thanks for agreeing to see me for a first interview today. My research project is about experiences of migration. I'm particularly interested in looking at the experiences of tertiary educators who move from one country to another. I've separated the interview into two parts, initially to find out generally about your experiences of migration and then in a second follow up to hear about some of those experiences within teaching itself as well. Just because it's set in that way doesn't mean that those might not flow in today as well as we talk, ok?

Thanks for signing off the consent form. So we are looking at two interviews of about 45 minutes each. Once I have seen you I will send you back a transcript of the interview to have a check over and you can amend that or liaise with me if you have got any concerns. You can see that I'm preparing this for a Masters' thesis, that I will make every effort to assure your anonymity in it and just to be aware that if you want to withdraw at any stage up until the point where I have actually sent the transcripts to you for checking you are able to do so. Any concerns along the way, contact me on my cellphone number and otherwise on the letter there you've got the details of my supervisor.

This research has been approved by the University of Waikato Division of Education Ethics Committee on 10 October 2019. Approval number: FEDU072/19

Appendix E: Interview schedule

1. *Explain the goals of the project to the respondent.*
2. *Ensure that the interview consent paperwork has been signed and that the participant has their own copy of information letter and consent form to take away.*

INTERVIEW 1: Initial Background Questions
Interviewer instructions: Clarify migration background and complete the table below eg. How long have you been in New Zealand?/Where are you from?/Are you in New Zealand permanently? Are you a NZ resident/citizen or on a work permit? (This may occur either at the beginning of the interview or later in the session, when the respondent is feeling more comfortable/relaxed).

Name:	**DOB:**	**Gender:**
Nationality:	**Year of Arrival in NZ:**	**Visa status:**
		On arrival: **Now:**
Role at [organisation]	**Contact Details:**	**Additional info/comments**
	Cellphone: **Email:**	

Warm up question:
Tell me about your role here at [organisation name] and how long you have worked here.
What do you teach at [this organisation]? Are you involved in any research activities? Tell me about that …)
Follow ups: if researching have you been able to carry on to the same extent as previously? Have you retained any links with your overseas institution for the purposes of research?)

INTERVIEW 1

Theme 1: Adjustment/Emotional and affective impacts of migration

Let's begin by talking about your reasons for moving to New Zealand …

Did you migrate on your own or with a partner/family? Were you the principal or secondary applicant in your visa application?
Tell me about your initial experiences of moving and adjusting to life here.

This research has been approved by the University of Waikato Division of Education Ethics Committee on 10 October 2019. Approval number: FEDU072/19

What are some advantages and disadvantages of migration?

How do you feel overall about the experience of migrating to New Zealand?

How have your feelings around relocation and being in a new environment changed over time?

Theme 2: Recognition of Prior Qualifications and experience

Let’s talk a little about your previous jobs in [country] …

(Follow up: have you worked in other countries than New Zealand and your country of origin?)

What was your profession prior to arrival?

What work did you expect to find in New Zealand?
Follow up: what were your motivations in pursuing an academic role?

Has it been easy for you to find work? Why/why not?

Is it difficult for professional migrants to find employment in New Zealand? Why/why not?

Tell me about your qualifications and experience prior to arrival.

This research has been approved by the University of Waikato Division of Education Ethics Committee on 10 October 2019. Approval number: FEDU072/19

Did you need to get your qualifications recognised either prior to or on arrival? (If yes, tell me about the process you went through).

How does your current role match your previous experience and qualifications? (*Possible reword: how well suited is your current role to the qualifications/experience you brought with you to NZ*)

Have you undertaken any further study since arriving in New Zealand? (Tell me about that ..)
Follow up: what were the motivations behind undertaking the study?

Has your recent study (since arriving in New Zealand) assisted your settlement in any way?

What qualifications do you consider necessary for a tertiary educator working at [organisation name]?

What is it like to be a migrant tertiary teacher in New Zealand?

What are your future professional aspirations?

Interviewer instructions: Thank the participant for their contributions. Explain that second interview will explore more specifically their experiences of teaching at [organisation name] and fix date for second interview.

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INTERVIEW 2

Interviewer instructions: Thank the participant for participating in a second interview and recap previous discussions/responses.

Follow up from previous interview:
Have you had any further thoughts about your experiences of migration since we last met? Is there anything you would like to add?

Explain that the focus of today's interview is on their role as a tertiary migrant teacher.

Warm up question:
Let's recap: How did you come to be working at [organisation name]?

Theme 3: Migrant as a resource

What is it like to be a migrant tertiary teacher at [organisation name]?

Tell me about your experiences of adjusting to teaching in a New Zealand environment. Has it been an easy/hard process? Can you identify any specific differences? To what would you attribute them?
Follow up: Has it been easy to transfer your specialist subject knowledge? Have you noticed any significant differences in approaches to teaching and learning or curriculum development? How have you been able to contribute in these areas? (Did you bring specific skills/knowledge that you have been able to share?)

Does being a migrant give you any advantages as a teacher? If so, in what ways?

Are students generally receptive to migrant teachers? Why/why not?
(Follow up: are there any specific challenges in working with particular students or student groups?)

If I were to follow you through a typical day at work, what experiences would I be likely to see you having where you might use your experience or insights as a migrant. (Possible rephrase/explanation: *If you were to look across your day and think about different situations with students or staff, in what ways might you use your own knowledge/experiences (of being a migrant) in teaching/supporting students or in working with other* [organisation name] *staff).*

What helps migrant teaching staff adjust to a new teaching environment? (Can you identify anything that has particularly helped you?)
(Follow up – how have other staff in your teaching team and/or managers helped with your adjustment?)

How do you feel overall about the experience of working in New Zealand as a tertiary teacher?

Is there anything else you would like to add about your experiences of migration?

Thank you for participating in the project. Do you have any concerns around the process or the information that you have provided?

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