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How educators lead the shift in pedagogy and policy to encourage international student success: An evaluative inquiry of one New Zealand tertiary institute

A thesis

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***“Educational change depends on what
teachers think and do – it’s as simple
and as complex as that.”¹***

~ Michael Fullan

¹ Fullan, M. (1982). *The meaning of educational change*. New York: Teachers College Press.

Abstract

This thesis demonstrates why and how New Zealand-based tertiary educators can claim a leadership role in contributing to international student success. As international student populations rise rapidly within New Zealand's tertiary sector (Education New Zealand, 2017), educators are called on to promote intercultural competencies within the now-global classroom (Huber & Reynolds, 2014). Adaptive pedagogical changes required in such an emerging learning environment fall to the educators, who have a primary role when teaching to all learner cohorts (Edmondson, 2004; Randi & Corno, 2005; Trippestad, 2015). At one institute of technology and polytechnic (ITP), as examined for this thesis, issues raised by educators were found to reflect national concerns arising alongside the increased emphasis on international education; specifically, that educators face a lack of resources provided to help manifest appropriate strategies supporting international students' range of academic and pastoral care needs.

In response to this gap, I used evaluation methodology (Davidson, 2005) to develop a framework of inquiry into how pedagogical practices at the ITP examined are shifting to accommodate student success. Four Western educational values were identified as a starting point to guide my inquiry: i) the educator leadership role, ii) experiential learning, iii) critical thinking, and iv) praxis. These values informed key evaluative questions that guided my analysis of mixed data collected from a staff survey, educator interviews, and institutional documents.

Findings illuminated the tensions between educators' pedagogical aspirations and their actual classroom situations. The findings also revealed that the process of shared, reflective practice allows educators to develop more effective strategies for facilitating international student learning. Recommendations that emerged advocate for educators to consider within their teaching practices: i) accommodation of both educational and wellbeing needs of students; ii) appreciation of the variation among learner norms; and iii) leading the shifting terms of educational delivery through continually

questioning one's relationship to the perceptions, struggles, politics, economics and success emergent from teaching international students.

I conclude that ongoing dialogue informs educator action, in practice and through advising policy, to address the broader educational needs of international students and, ultimately, global citizenry.

Keywords related to this thesis include: internationalisation, international student, global classroom, New Zealand institutes of technology and polytechnics (ITPs), evaluation methodology, educator leadership.

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Chapter One: Introduction to international education concepts

In my role as communications lecturer for international students (mainly from India) at the tertiary level in a New Zealand polytechnic, I have been able to observe how the privilege to gain an education also comes with a clash of academic cultures, and in this case, Eastern versus Western. Such a phenomenon is not just issues of student adaptation, but also of concerns educators have for facilitating successful learning outcomes. The gravitas of this situation for educators in particular can be appreciated by Tertiary Education Skills & Employment Minister Steven Joyce's 2015 statement in which he indicated not only is international education New Zealand's fifth largest export earner, but it also supports 28,000 jobs (Joyce, Steven, 2015). By 2025, government initiatives also look to double the revenue from international education to \$5 billion (Education New Zealand, 2014a). One might wish to argue this lucrative international student pursuit could be termed a 'gold rush', especially since, amidst this robust process whereby institutions encourage international student numbers to increase, literature reviewed and data collected for this study have shown that educators are not provided equal professional preparation. According to Streitwieser (2014), as international students are admitted to institutes of technology and polytechnics (ITPs), it is left to educators to figure out how to adjust their teaching accordingly *without* provision of adequate information resources or training:

The assessment of learning outcomes in the international classroom requires much from the educational skills of the lecturer. How international and intercultural competences of all students in an international classroom can be assessed is a topic that will require much debate in the coming years. (Streitwieser, 2014, p. 295)

Approaching this research, my initial questioning came from a personal viewpoint, as my international student numbers rose 1,000% in one communications class in just four years (2011 - 2015). I was not alone in this situation. At the ITP where I teach this situation has been termed a 'crisis' in

the view of some, resulting in a proliferation of staff strategy meetings held and measures taken to address concerns raised for teaching international students and ensure their success. Concerns include how to handle the proliferation of plagiarism, appreciate English as a second language strategies, and even wonder how many students are really only after a permanent New Zealand residency, not the learning. Such questions were being asked nationally as well, whereby concurrent to this thesis being undertaken, the Ministry of Education's (MoE) *International Education Strategy Workshops* began a nationwide outreach seeking solutions to such concerns (State Services Commission, 2016b).

Given these developments, my research initially intended to address what I saw as a concerning gap: What *are* educators' resources for promoting international students' success? This thesis takes into account that the New Zealand government has invested considerably in assisting the recruitment and placement of international students, through international agents' support, student visa regulations and pastoral care development; yet, I could not find an equitable, established platform for educator resources on teaching this cultivated student cohort. Methods to promote students' academic integrity (besides plagiarism software), or gain educator professional development emerged as gaps in the ITP's strategic framework. While the intent to provide education for the increasing cohort of international students could be found, ways to effectively support students' learning and educators' teaching was scarce.

As I pursued this line of inquiry, answers that arose were more than what I had expected. Those setting curriculum *in the classroom* are the cartographers: educators. Findings unique to this study suggest that educators, who rely on their tools of the trade, skills and abilities, are the leaders developing and enacting effective pedagogical change specifically for the international student cohort. My research indicates the international student increase many said they were unprepared for is ultimately not a desperate, difficult situation, but rather a valuable opportunity to engage

with global knowledge, and a way to appreciate the innovative student/teacher relationship. In my research, I found by and large the educator approach is not just *coping with* the unexpected stress of teaching a new cohort, but *improving the situation* in order to ensure best practice. Therefore, this study makes a contribution to research on international student learning concerns by demonstrating how educators are *taking the lead* for finding solutions to the identified, emerging concerns. This is why my overall research question shifted to: **Why and how are tertiary educators in New Zealand taking a leadership role to ascertain best pedagogy and policy for international students' success?**

This introduction will look at some of the main elements in this very broad-based educational state of affairs, in order to establish the significance of my study. National concerns current at the time of research will be put into context. It will examine the increased numbers of international students (IS) and the financial gain from student fees, how educators find initial challenges in teaching the IS cohort, and finally list this study's key evaluative questions and structure. This study is intended to provide a relevant platform for educators to consider IS and how to engage with what Greek philosopher Heraclitus called 'the only constant' – change.

Following this introduction I review literature that defines and upholds the framework of this study: challenges in the 'global classroom', teaching to variant learners, and how change demands shifts in pedagogy as led by educators. Chapter Three examines established educator values underpinning professional learning and development, used in order to consider effective teaching strategies. These values guide my methodology, and provide a rationale for the emphasis on leadership. My research design in Chapter Four will explain the context of the study's design. Chapter Five will detail the evaluative methodology used, which, while involving a mixed methods data collection approach, brought forth qualitative and quantitative analysis for expanding and answering my research question. The ensuing

discussion and suggested implications in Chapter Seven will provide further estimation of the study's findings.

It is with some trepidation that I adhere to the label of 'international student' (IS) in this study, a term which is used in the industry of education. The term is almost irrelevant in the digital age of shared information worldwide. It could be fair to suggest that everyone everywhere fits that label of IS; yet, there needs to be a categorisation of student cohorts in order to direct attention, strategies, pastoral care and assistance. My hope is that this identification will not lead to further stigmatisation in the minds of educators as we look at the needs of us all as global learners.

1.1 Why internationalisation matters in New Zealand education: a look at the numbers

Internationalisation is a term that has been defined by scholars worldwide to mean including an awareness of global concerns, trends, and factors within curriculum (Agnew, 2012; Anderson, 2015; Foster, 2015; Knight, 2012; Luxon & Peelo, 2009; Robson, 2015; Streitwieser, 2014; Waiariki Institute of Technology, 2013). Internationalisation matters for New Zealand because it is being woven into the fabric of education as a current and future state of being. A look at the numbers of students and the amount of dollars this represents can pull into view the concerns some educators have described regarding how any institute should be or should not be reliant upon these financial quantities. In this chapter, internationalisation at the New Zealand tertiary level will be described as linked to pressures from the upward trend of IS numbers.

The strategic plan of the ITP examined for this study advocates internationalisation (Waiariki Institute of Technology, 2013). The ITP follows along from the MoE, which promotes 'international mindedness' as a capability to address and appreciate global issues (Ministry of Education, 2014). Accordingly, those themes in the New Zealand academic context recognise part of what the MoE identifies as an educator's approach to

uphold Key Competencies (presented further in the literature review, Table 2). The Key Competencies have recommended students and teachers keep engaged with global issues through educational dialogue and strategies. This has been regarded as a particular point of difference for New Zealand education, even before the increase in IS enrolments that, in 2017, were noted as increasing by 125,000 annually (Education New Zealand, 2017):

Having a variety of cultures represented is a feature of many New Zealand classrooms, with one quarter of the New Zealand population born overseas, the ethnic make-up of the New Zealand-born population changing, and our hosting of around 500 exchange students and 16,000 full fee-paying international students in New Zealand schools each year. (Ministry of Education, 2014, p. 13)

Simply put, it is seen as crucial to encourage a contemporary sense of belonging and confidence to all New Zealanders. All people are encouraged to participate as 'international citizens' (Ministry of Education, 2014). This global awareness includes a variety of emergent terms used in educational literature, such as 'internationalisation' and 'international mindedness' as mentioned above, and 'global mindedness', 'cross cultural competence', and 'global citizen' (Hannigan, 2015; Hunter, Emerald, & Martin, 2013; Lourie, 2016; Matsuda & Matsuda, 2011). Because they are emerging terms, they represent new concepts. Accordingly, for example, the New Zealand Council for Educational Research (NZCER) has gained evidence to determine that in workshops students have realised how what is normal in one culture may not be normal in another (Ministry of Education, 2014). From this perception, teachers have thus been encouraged to appreciate the learning opportunities presented within a multicultural classroom/cohort. The MoE's study valuing New Zealand's approach reflects a number of overseas educational policies written that also prioritise international capabilities as part of a current, high quality educational system (Anderson, 2015; Ministry of Education, 2014; Robson, 2015).

Similarly, with the New Zealand Education's Student Visa Dashboard 2016, international education trends are monitored as a national industry through

tracking percentages. The dashboard has shown how the number of student visas overall suggest a three-year average increase up to 2016, with the ITP sector increasing by 4% in first time student visas (FSVs). Narrowing the numbers further, ITPs in the year March 2015 to March 2016 showed the largest increase of student visas from all other educational sectors, up 68% for FSVs. Overall, the FSVs from India increased 49% (Education New Zealand, 2016b, p. 10). While national 'market performance' numbers trended downward, with a -6% total international student visa count for the year 2016, it showed that Hawke's Bay, Waikato and the Bay of Plenty (where the ITP examined for this study is located) trended upward, with 39%, 14% and 6% increase in FTVs, respectively (Education New Zealand, 2016b, p. 12). International student numbers from 2014 to 2016 at ITPs are also represented by nationality: India – 39%; China – 35%; Other – 20%; Japan, Sri Lanka and Korea each comprising 2%.

Beyond the quantity of IS numbers, a look at the dollar value of IS participation indicates a further representation of 'value'. In 2013, income from international student engagement, which includes study, technology, and materials, added \$2.6 billion to New Zealand's economy (Education New Zealand, 2014b). Between 2014 – 2015 ITPs gained a 41% increase in tuition fees from international students (Ministry of Education, 2016, p. 6). For 2015/2016, tuition fee revenue contributed \$3.5 billion to the international education industry (Ministry of Education, 2016, p. 6). For that same timeframe it was estimated that the total contribution to GDP from onshore education industry, comprising expenditure by students, was \$4 billion (Infometrics, 2016). As noted in the introduction, the government has targeted to grow the international education market to a value of \$5 billion by 2025. The 2012/13 report that Minister Joyce refers to in making this financial projection was based on ITPs bringing in \$304 million in that timeframe.

Such enthusiasm for monetary increase is tempered as well by some. New Zealand Tertiary Education Union President Sandra Grey maintains this focus

on IS fee accrual could endanger educational institutions if they lose their 'moral centre'. In this regard, Grey warns how chasing the dollar can muddle the intent of education:

Good education takes time, it reaches out and gives people opportunities and passes up the easy dollar in favour of deeper, more connected learning experiences. We cannot provide that type of transformative education so easy when under pressure to quickly put qualifications in the hands of large numbers of wealthy students. (Tertiary Education Union, 2016a)

In a similar vein, according to Knight (2011), the status associated with the numbers and dollars rising could be used as it has in some Western countries, to bring prestige to an institution, accreditation credits, or even global branding. While the increase of IS and the increase in student fees are considered overall positive results, some have also argued ITPs have become reliant upon this income in order to remain profitable.

Annual reports show foreign students paid the nation's polytechnics a record \$150 million in fees, underpinning surpluses at many of the institutions. The reports for 2015 show all but two of the 18 polytechnics made profits as international enrolments grew 22 percent to nearly 10,758 full-time students. (Gerritsen, 2016)

Research for this study found that IS numbers and fee totals have increased, and are indicated to continue to increase, making an educational and financial gain for the ITP researched, as reflective of national trends. These numbers have also been shown to give educators reasons for concern about a reliance on dollar values in preference to educational outcomes. The financial gain due to the increased number of IS has thus brought the business concept of 'customer' into the equation for educators. Challenges this presented based on such divergent motivations for IS education will be discussed in the following section.

1.2 The challenge of educators serving 'the customer'

As indicated, with the current emphasis on IS as an economic target, it follows that IS can be identified as 'customers' (State Services Commission, 2016c), and thus education as the product. While the integrity of teaching is a humanitarian endeavour (Moore & Simon, 2015) in which teachers teach students, not satisfy customers, this perspective of student as a customer is unique and thus requires some adjustment for educators, which has also shown to be challenging. Such required adjustment is an expectation for educators at the ITP this paper examined, as seen when viewed alongside statements from the Education New Zealand's (ENZ) 2016 Commission Report: "Education NZ does not own the international education providers or product. The providers are mainly small autonomous institutions that lack the critical mass and balance-sheet depth for significant investment in product research and development (State Services Commission, 2016c)." 'Product research and development' mentioned by the Commission can also be identified as 'understanding the customer' in the context of this study. The ITP and the educators were found to appreciate that for their role, it is key to evaluate what makes IS successful learners, or happy (paying) customers.

According to Edmondson (2004), global educators are in the role of knowledge provider, not just learning mentor. This different role has been shown to be part of a new way of thinking for educators:

What is now an implicit tenet for many in the field of education: Schools are in the business of pleasing consumers, and as such they must take lessons from the business world in order to run efficient and highly productive organisations. Although a business model may seem to be a good approach to improving U.S. public schools for some, there are important questions about the consequences and effects this logic holds for classrooms, teachers, and students. (Edmondson, 2004, p. 62)

For ENZ, the export industry of IS means numbers of students and their success rates must be reviewed from a business perspective. ENZ's Performance Improvement Framework (State Services Commission, 2016a,

p. 1) states its 'Goal 1' is "to represent the largest economic opportunity for New Zealand in relation to international education delivery", to maximise the economic value of IS *as well as* keep good relationships with the educational providers. The engagement with educational providers is crucial for what could subsequently be viewed as the IS industry. ENZ maintains that their partnerships with others involved is paramount, and incurs working with a changing educational environment. ENZ's national goals, which all institutes with an IS cohort must maintain, include keeping a close look into provider feedback and performance, in order to keep the educational quality at a high level with the aim of encouraging IS applications and demand. As stated:

A further consideration in relation to this is understanding the student customer's experience in New Zealand as a crucial part of the New Zealand education brand proposition. At present Education NZ does not have good line-of-sight to the student experience. Education NZ needs to work with its government sector partners to achieve better access, improved quality and timely information regarding the student experience in the future. (State Services Commission, 2016c)

Further, the ENZ Commission Report (2016) summarised the importance of understanding the student as a customer, meet their demands, and protect the New Zealand international education brand. The report also made clear how the government must participate with national education providers and the market pathways for IS customer solicitation. As 'thought leaders', mentioned in the report, the government's role appears to be to engage all stakeholders in the developing industry of international education. Educational institutes are thus encouraged to create 'service innovation' that ENZ will support the development of, as the Commission stated. This distinction is further exemplified in the report:

Education NZ must develop a clear understanding of the learner customer; develop critical insights into decision making processes; grow preference for New Zealand products and services; and develop critical intelligence into market and competitor activities and offerings. A key role for Education NZ as New Zealand's expert lead for international education will be to provide rich market intelligence to existing and potential

provider partners and where necessary provide support to realise potential. (State Services Commission, 2016c, p. 1)

Who better than the teacher to develop what was mentioned above as ‘a clear understanding of the learning customer’? Through the New Zealand Tertiary Education Commission’s Literacy and Numeracy Programme (2008), educators have been primarily directed to ‘know the learner’ (Tertiary Education Commission, 2008) which could be argued to be the same as know the ‘learner customer’.

While educators are learning how to best teach IS, the institutes and government agencies are also figuring ways to gain insights into best practice for providing international education as a successful export. The government wishes to “understand the voice of the international student” (State Services Commission, 2016c, p. 1) not just because the students are learning, but because they are paying to learn. In this regard, challenges are taken up by the educators to find what learning curriculum and assessment works to manifest success. The next section will present how this research intends to extend knowledge of best practice for educating the IS cohort.

1.3 Key evaluative questions for this study

As discussed in the previous section, internationalisation matters to New Zealand tertiary institutes, and the increase of IS numbers has proven to be a new situation for educators. Herein lies the gap: With establishment of IS educational policies, institutional adaptation has begun, yet comparatively less attention has been paid to the promotion of educator resources and support in order to uphold IS success. When ‘valued students’ are seen as a commodity, how do educators fulfil their role in this new scenario? While educators play an important role in the maintenance of educational policies and, primarily, the success of all students, there has been little research on how educators fulfil their role for understanding what works best to facilitate IS success, especially in light of practical challenges and ethical dilemmas. The findings of this evaluative study therefore make an important and timely

contribution to understanding how and why educators find solutions for successful learner outcomes for IS.

This mixed methods study follows an evaluation methodology approach, supported by mixed method data collection, which will be detailed in Chapter Four. In accordance with the evaluation methodology undertaken, four key research questions emerged (Table 1). These questions expanded the overall study research question stated in the introduction, in order to accommodate a holistic approach to data evaluation and resultant thematic analysis. The four key evaluative questions were supported by the evaluative framework (Leadership ELECT-P, Figure 3) which will be presented and discussed in the Methodology chapter. The key questions were established to measure the collected data. The study's results and thematic analysis are underpinned by these four key evaluative questions that emerged from examination of Western education values (discussed in Chapter 3) comprising the evaluative framework.

Do educators see it as their role to make changes in order to suit an international student cohort?
What have educators learned through their experiences with international students?
What are educators' critical analyses of how to effectively conduct learning with international students?
What curriculum changes have educators enacted to facilitate international students' success?

Table 1 - Key evaluative research questions underpinning results and analysis

1.4 Thesis structure

As indicated, in the pages that follow it will be argued how educators lead the shift in pedagogy and policy to accommodate IS success. The structure of the thesis takes the form of seven themed chapters, including this introduction. Throughout this paper the abbreviation of 'international students' will continually be used as 'IS'.

Chapter Two begins with an examination of the literature regarding the global classroom, internationalisation, and New Zealand's engagement with the emergent IS programmes and policies. Literature reviewed will encompass reasons for adjustments tertiary institutes have put in place, especially in order to address variant learners. The chapter will include findings in relation to the challenges educators have experienced, professional values for development, and thus the role of leadership that educators take on when negotiating and realising required adaptations.

Chapter Three provides a bridge between the literature reviewed and the evaluation methodology explained in the research design chapter that follows. The content is Western educator values chosen to help guide and inform the research.

Chapter Four is concerned with the research design and conceptual framework chosen for this study, based on evaluation methodology. In this chapter I detail my context of questioning and the ITP from which data was collected, and the methodological framework.

In Chapter Five the evaluative methodology designed for the study will be outlined as a three-point premise. My mixed methods data collection will be explained, as well as how this data provides a basis for subsequent thematic analysis based on the four key evaluation questions, as listed previously in Table 1.

The sixth chapter presents the findings of my research, focusing on a list of themes distilled regarding educators leading the pedagogical shift in curriculum to accommodate IS success. These findings are underpinned by analytical coding based on the four key evaluative questions (Table 5). I examine the coded data results as they reflect these findings, and apply a thematic analysis. The challenges and opportunities presented in the analysis will be included.

Chapter Seven summarises and critiques the thesis and the research findings. It offers recommendations for practice and suggests implications of the findings for further research. The final chapter concludes this thesis.

Chapter Two: Literature Review of global teaching strategies

Much of the current literature on IS pays particular attention to adaptations that must be made in educational institutes in order to facilitate learner success. The current view that many educators agree upon is that while internationalisation has been listed as a key component within national tertiary strategies, as discussed in the previous section, there is still a lot of work to be done to shift the classroom curriculum to actually enact such requested internationalisation. In this chapter what has been written about themes relating to IS will be examined, each pivotal to my study and illuminating significant tensions that currently exist concerning 'international student success'. Literature reviewed will examine the trend described as the 'global classroom', how an international student could be considered a 'variable learner' and what demands have been determined to shift pedagogically in order to establish successful IS learning outcomes. Noted too is how many historians have argued that the educator's role has been one of leadership and action when any number of concerns arise. However, the literature on how educator leadership and action applies to the shifting pedagogy in New Zealand tertiary classrooms engaged with an IS cohort is scarce. Thus, the literature examined for this study provides evidence suggesting that while these themes can be appreciated independently, they can be tied together holistically to underpin a platform for new knowledge. In Chapter Three a look at several values guiding Western education imparts a grounding for professional development that can be relied upon to conduct change.

2.1 State of play in the 'global classroom'

When looking at scholars' regard for how the global classroom is currently located in educational platforms, Jackson (2016) depicts the current thought. Her analysis is built upon acknowledging how the developing world is set to appreciate diversity through requisite debate and research:

Few would deny that processes of globalization have impacted education around the world in many important ways. Yet the term “globalization” is relatively new, and its meaning or nature, conceptualization, and impact remain essentially contested within the educational research community. There is no global consensus on the exact time period of its occurrence or its most significant shaping processes, from those who focus on its social and cultural framings to those that hold global political-economic systems or transnational social actors as most influential. Intersecting questions also arise regarding whether its influence on human communities and the world should be conceived of as mostly good or mostly bad, which have significant implications for debates regarding the relationship between globalization and education. Competing understandings of globalization also undergird diverse methodologies and perspectives in expanding fields of research into the relationship between education and globalization. (Jackson, 2016, p. 2)

Jackson’s perspective illuminates how educating IS is not a small task to undertake, and has a large impact for global citizenry.

Streitwieser (2014) directs attention to the dialogue around internationalisation in higher education, which he argues as being unstoppable. In his text, contributors identify internationalisation as the ‘changing context of the global knowledge economy’ (De Wit & Choudaha, 2014, p. 19). Such extensive research considers there to be an increase in students studying outside their home country and a strengthened mobility of students, indicating a gradual expansion in sending and receiving countries (Streitwieser, 2014). Matthews (2017) reported how German universities, for example, have seen a 30% increase in IS between 2012-2016, whereby Germany prioritises building international networks to play their part in the ‘circulation of brains’ (Matthews & Lord, 2017) in the global context. While Germany does not gain financially from student fees since university courses are free of charge to all students, Germany’s government agencies consider IS part of the ‘economic welfare’ according to Marijke Wahlers, head of the international department of the German Rectors’ Conference (M. Matthews & Lord, 2017). Based on this evidence it could be argued that the values of

internationalisation, the global classroom, and IS are being appreciated exponentially by educational institutes worldwide.

While much of the current literature agrees that the whole world is going to university now by ways of the internet and technologies that make access to information more easily accessible (Revere & Kovach, 2011), it is helpful to examine what the global classroom is and means to both learners and educators. For the purpose of this thesis, I define 'global classroom' as both the worldwide web of information, as well as the position of our institutions to educate within a multinational, multicultural population (Vail, 2016). The landscape of global education is continually developing through digital platforms that allow information to be accessible worldwide. This is exemplified by offshore programs whereby, for instance, it has been shown there are more students who complete UK degrees living outside of those countries than there are students completing degrees living within the UK (Education New Zealand, 2014b). Still, alongside this trend, the United Nations has reported in 2013 that 57 million primary school aged children are not attending school, mostly in sub-Saharan Africa (UNICEF, 2016). Therefore, globally, there is demand and capacity for online learning, an evolution that is continuing to establish global classroom concepts.

According to Knight (2014) the globalised world greatly affects the processes of learning and sharing information:

Globalization has had an enormous impact on the internationalization of higher education. The unprecedented developments in information technologies and social media, the pervasive impact of economic liberalization and trade agreements, and the increased flow of people, ideas, capital, values, services, goods, and technology across borders are examples of agenda-changing globalization forces. (Knight, 2014, p. 12)

New Zealand Education's 2014 publication, *International Capabilities*, speaks to this concept of curriculum internationalisation as a learning outcome of the New Zealand Curriculum (NZC) (Ministry of Education, 2014) in order to widen students' understanding of the world. This curriculum would include, for example, "being an active and engaged 'change agent' in global contexts,

such as participating in global efforts to protect the environment or change social outcomes in developing (or indeed, developed) countries” (Ministry of Education, 2014, p. 1). Furthermore, the document describes the importance of young people maturing within their widened community, in New Zealand and overseas.

2.1.1 The emergent pedagogy of international education

Following on from what has been depicted in the literature presented so far concerning international education today, prominent scholar on international education Janette Ryan defines the emerging notion of internationalisation as ambiguous. She initially notes Knight’s definition, accepted and referenced by most scholars, and then invokes a wider view from Chinese scholar Gu Mingyuan:

The internationalisation of education can be expressed in the exchange of culture and values, mutual understanding and a respect for difference...The internationalisation of education does not simply mean the integration of different national cultures or the suppression of one national culture by another culture. (Gu, 2001, p. 105)

The lack of clarity and fuzziness of the term ‘internationalisation’ and assumptions of its ‘universality’ (Nguyen, Elliott, Terlouw, & Pilot, 2009) point to a need for further debate and investigation as well as its uncoupling from a Western-centred positioning. (Ryan, 2011, p. 640)

Ryan’s research indicates a field of opportunity has been planted from which to evolve our understanding of global educational premises. Since Knight’s original definition of internationalisation, scholars and educators have been engaged in finding out what it means through practical application, which indeed remains ‘fuzzy’.

The amount of literature on teaching IS as viewed from a New Zealand tertiary educational viewpoint is scarce. According to Carroll and Ryan (2007), to support the learning, educators must also adapt: “These are my students: what do they bring? What do they need from me in order to

succeed? What can I do to help them succeed? We all learn to operate in a multicultural world” (Wilson & Gunawardena, 2012). Researching the notion of ‘international student’ for this thesis required me to look from the lens of one being culturally placed inside New Zealand. Yet the situation being incurred by New Zealand ITPs seems to follow what has been occurring in Europe and America for some time. Looking at the internationalisation in the UK, Luxon and Peelo (2009) tallied up the increasing numbers of international students recruited, and policies taken up, while they saw a minimal amount written about effective teaching and learning strategies: “We argue that for ‘internationalisation’ to have real meaning, teaching and learning (in this case expressed through the activities of curriculum design and course development) must be made explicit and brought to the forefront of the discussion” (Luxon & Peelo, 2009, p. 55). In the global classroom in general, the mix of cultures combining to teach and learn are just that: a mix. There is no singular power of ‘best’ way, just a variety of different ways. As an example, for technical writing, it was found that, “In the technical communication classroom, students are no longer limited to mono-lingual native English speakers” (Matsuda & Matsuda, 2011, p. 172). The authors argue that textbooks need to move beyond the ‘myth of linguistic homogeneity’ whereby the ‘you’ in any instruction represents “the actual student population and their audiences rather than an outdated and inaccurate image of the idealized student population” (Matsuda & Matsuda, 2011, p. 188). Such an approach to encompass the multilingual, multicultural audience of students extends beyond knowing the learner; it is an adaptation to the state of being(s) in the global classroom. This comprehensive approach appreciates “The internationalisation of the curriculum (IoC) as a means to develop global mindsets, skills and understandings” (Robson, 2015, p. 50). As discussed above, internationalisation has been recognised as an evolving and developing educational praxis. Subsequently, it would follow that the ways of teaching are also evolving and developing.

In Australia, educator and author Ryan (2007) has researched extensively on pedagogical predilections for international students, and advocated

educators continually reexamine teaching and learning practices to provide a premise for all students to gain knowledge and skills for global citizenry. Ryan sees this 'internationalised pedagogy' as cultivated through educators' willingness to continually learn and create globalised learning platforms:

This requires that the teacher also has some level of global knowledge, skills and attitudes and a willingness to create spaces for all students with full rights of participation and success. Such a broad worldview can underpin teaching and learning philosophies but may only require minor adjustments to teaching and learning practices as the teacher becomes a more active facilitator of learning rather than the bastion of conventional wisdom. (Carroll & Ryan, 2007, p. 100)

Supporting globalised learning suggestions underpin the need to examine learning practices from an inclusive perspective. So far, this chapter has focused on the emergent pedagogy of international education in the global classroom. The section following from here will discuss how New Zealand is managing the diverse aspects of international education.

2.1.2 New Zealand's participation in the global classroom

How does this globalised teaching paradigm stack up in Aotearoa? How is the country modernising to play its part in the global classroom? According to the MoE (2014), modernisation is not the same as Westernisation. Modernisation is described as an inclusivity that shifts a traditional, empirical perspective toward a more varied, coexistence with difference: "Modernisation allows for unique identities alongside development" (Ministry of Education, 2014).

In 2006, the International Division of the New Zealand Ministry of Education published a strategy document titled, *Internationalisation in New Zealand Tertiary Education Organisations*, for assisting ITPs enrolling and teaching international students. They noted the trends up to then showed dramatic increase in international student enrolments and international student fees. Thus, a dependence upon this income stream was acknowledged (C. McInnis, Peacock, & Catherwood, 2006). However, at that date it was also noted how

much needed to be undertaken in order to sustain such efforts, with nearly half of the institutions lacking any curriculum strategy: “Around 60% of institutions believe that New Zealand tertiary education policy documents do not give sufficient emphasis to internationalisation” (R. McInnis, Peacock, & Catherwood, 2006, p. 11). This ‘dated’ 2006 report points out concerns regarding teaching and curriculum design. In particular, the report maintains that it is the students’ responsibility to fit the curriculum, not the other way around: “There is an argument that students travel to another country such as New Zealand precisely to get a culturally-specific student experience” (R. McInnis et al., 2006, p. 42). Also, it was noted that innovative teaching practices need to be prioritised, which includes the need for professional development. For ITPs in particular it was reported staff felt internationalisation was ‘being done to them’, whereby they “saw themselves as less internationalised in terms of staff capabilities, student services and curriculum development than universities” (R. McInnis et al., 2006, p. 83). As the Aotearoa approach to international education began its initial stages, new opportunities were presented to build upon.

Several years later, the New Zealand government’s *Leadership Statement for International Education* (2011) and the following update (2014a) detailed the need for international education as an export commodity and a key strategy to strengthen New Zealand’s economic, cultural and social links with the world. Noting the area of attracting and retaining international students to be a competitive one alongside Australia, the UK, the USA and Canada, the government nonetheless maintains New Zealand’s success lies in attracting “a small but significant slice of the market for international tertiary education (about 2%)” (Education New Zealand, 2014a, p. 4). This competitive bearing has only continued to increase in the half-decade since, with a variety of governmental policies and actions in place to support the growth of international education (Education New Zealand, 2014a).

Building forward along these lines it can be shown how the New Zealand government has set goals to provide a three-pronged strategic outlook for all

the agencies involved in international student education, presented below in Table 2, where I have synthesised what has been stated and what each goal involves. The goals highlight the revenue potential of international education, which is to be met by onshore and offshore education platforms and national and global industry partnerships primarily targeting a globally linked/informed workforce. The goals argue for the economic benefits international education would provide for both the educational institutes and the 'sector stakeholders' defined as including both students and industry.

Goals	As stated	What is involved
Goal 1	“New Zealand’s education services delivered in New Zealand are highly sought after by international students.”	Initiatives to double the revenue of international education to \$5 billion by 2025. More tertiary and private institution enrolments are sought, alongside developing ‘roadmaps’ for success between sector stakeholders (students, educational institutes and industry).
Goal 2	“New Zealand Education services in other countries are highly sought after by students, education providers, businesses and Governments overseas.”	Off-shore provider policies to increase in revenue, as well as on-shore student numbers up 233%, with the International Education Growth Fund (IEGF) partnering national with global institutes, to boost innovation and growth.
Goal 3	“New Zealand makes the best possible use of its international education expertise to build skills in our work force, to grow research capability and to foster	Establish workforce that would be skilled and knowledgeable across cultures and 100% increase in international postgraduate students, growing research

	wider connections between New Zealand and overseas firms.”	capabilities for overseas business connections.
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Table 2 – Condensed ENZ statement on leading IS progress

(Education New Zealand, 2014a).

The Crown (which represents established governmental entities with a controlling financial interest) continues to contribute substantial funding to international education policies (Education New Zealand, 2014b). The New Zealand Qualifications Authority (NZQA) has strengthened its authority by setting standards to guide educational achievement. The code of practice for pastoral care of IS has been revised, and immigration policies have enhanced work and residence pathways. Since the 2011 Leadership Statement was published, at least 20 national actions have been put in place to support key changes for international education management. These include increased engagement with networks in Christchurch, online visa application processing, studies on the economic impact of international education, and assessment of student satisfaction, as well as the development of ENZ, a Crown agency that has branded ‘Think New’ for international student marketing tools (Education New Zealand, 2014a). As information for this thesis was gathered, national education evaluations and policies continued to be in development and exploratory, being put in place alongside rising IS numbers.

Some of the impacting trends that can be seen emerging from industry analysis in 2014 are listed below. Change and adaptation for those designing education strategies for curriculum would be required. ENZ argues to address the following:

- Disaggregating course modules
- Shorter course options
- Employment-ready graduates
- Increased demand for higher education offshore

- Demand for skills, including entrepreneurialism, innovation, digital literacy and creativity
 - Technology changing where and when learning happens and the role of the teacher
 - Greater use of apps for learning and cloud-based education
 - Increased funding for study abroad schemes
 - Changing from qualifications to “badging”.
- (Education New Zealand, 2014b, p. 11)

It is clear looking at the literature describing New Zealand’s international educational platforms that the government’s number one goal is revenue driven, to increase the economic value of international education to \$5 billion ‘over the next 15 years’ from date of publication (Education New Zealand, 2014a). Big business is at hand for the 16 ITPs in New Zealand. At the time of this thesis being written, to enrol international students, an ITP must be a signatory to the MoE’s *Guidelines for the Education (Pastoral Care of International Students) Code of Practice 2016 – Tertiary*. Policies developed around facilitating and maintaining international student populations mainly refer to this code. The guide’s contents include marketing, working with agents, enrolment, contracts, immigration, safety and wellbeing, accommodation, student support and services, managing withdrawals and grievance procedures. There is a section on cross-cultural staff training that advises very generally the expectation that teachers and lecturers have the “ability to understand the needs of international students” (New Zealand Qualifications Authority, 2016a). In other words, staff training and curriculum design around this point are up to each ITP to create.

While the Education New Zealand’s Strategic Roadmap (2014), as described, aims forward to 2025, it projects continued success with international education regulations and policies. The roadmap identifies ‘strategic choices’ and ‘specific actions’ for government and private sector agencies to consider as a path to success working with international education. Government documents list *improvements in teaching* as how to meet these goals, yet there is a paucity of New Zealand literature mentioning ways to practically

develop such improvements. In particular, ENZ Chief Executive Grant McPherson (2014, p. 12) in his foreword to the document notes, “There are many opportunities to grow and succeed if our education packages are flexible and able to continue to meet student expectations”. Such a hope at the heart of strategy also reflects the necessary shifting of pedagogical practices educators ought to encompass, as all parties strive to suit the customer in this business relationship: the student.

2.2 International students as variant learners

American educators Randi and Corno (2005) acknowledge that it is useful for educators to be aware of learner variation in order to be able to effectively facilitate learning. A ‘variant learner’ is an individual or group learner with differences requiring attention and pedagogical adaptation by the teacher (Randi & Corno, 2005). This is nothing new. Throughout history scholars on teaching have referred to the need to approach students’ uniqueness in order to cultivate learning. Hence, the role rises again of educators as leaders to develop pedagogical practices. Randi and Corno suggest their research shows that educators by nature have an aptitude for adapting curriculum in response to the non-static nature of teaching: “Designing instruction develops the capacity to adapt” (Randi & Corno, 2005, p. 58). Adaptive teaching and adaptive instruction have sought to fit the instructions to the student differences alongside adjusting the students to the style of learning (Arkoudis et al., 2010; Lekoko, 2013; Lunenberg, Dengerink, & Korthagen, 2014). As cited in Fullan (1992), Sikes maintained that adaptive teaching includes immediate and continual assessment of student aptitude, prior knowledge, learner differences and success. In this regard there is an emphasis on recognising and nurturing differences as a benefit to overall learning. For example, emphasis on a student’s *personal best* is seen to sometimes be more beneficial than the value of grades solely: “When teaching and learners are adapted simultaneously, differences once again become less visible because all students participate fully in the learning experiences” (Randi & Corno, 2005, p. 55). Studies thus far have suggested

acknowledging students' different approaches to learning as a key to successfully passing along, or embedding information (Knight, 2012; Ryan, 2011; Storr, 2012). Such inclusive awareness is what Schön (1987) has called the artistry embedded in skilful practice when addressing unique, conflicting or uncertain learning situations. It is a notion that makes the case for IS to be respected for their differences enough that educators also adapt the curriculum in a way that accessing the learning is less of a struggle (Luxon & Peelo, 2009; Robson, 2015). With the variant learner, educators can find the 'fuel' in the differences students bring to a classroom, as an agent to help incite the learning.

According to Randi and Corno (2005), "It seems evident that educators would benefit from a better understanding of how student differences interact with instructional practice" (p.48). Several of their adaptive teaching approaches emerging from their research include the following:

- Simultaneously respond directly to individual differences among students while using sensitive and continuous assessment to guide instruction;
- Immediately use assessments and knowledge of how similar students in previous classrooms respond to inform their teaching;
- Assess student work to gauge what is learned in conjunction with motivation and emotional engagement. (Randi & Corno, 2005, p. 67)

For the purpose of this thesis, these adaptive teaching approaches can be considered as a way to acknowledge variant learners, such as IS, in the classroom, whilst appreciating New Zealand's epistemological tenet of teaching to the learner, as will be discussed in the following section.

2.2.1 'Teaching to the learner' in New Zealand tertiary levels

IS can be considered as variant learners from a New Zealand perspective, while also acknowledging individuals remain unique. International students are well-accepted, yet *how to best facilitate learning* is the work in progress

classroom by classroom. According to a study presented to the 2015 National Tertiary Learning and Teaching Conference, educators' research verified the recommendation that teaching to the strengths of IS while being aware of not focusing on any weakness resulting from learner variation, will increase the quality of learning outcomes (McAfee, Potangaroa, & Panko, 2016). The authors highlight some effective pedagogical approaches to the 'Living Curriculum' that their research found as specifically appropriate for IS: pair and group work; language cogency checks; peer mentors (McAfee et al., 2016). For lecturers leading the lessons, classroom experience is an ongoing assessment of what works. According to Randi and Corno (2005, p. 62), "What we see in our work is that teachers use informal, ongoing assessment to *guide instruction*, whereas researchers use formal measures to *predict and confirm outcomes*". This suggests educators ought to wear a researcher's hat in order to measure adaptations and their success.

These two roles of educator and researcher come together through embedding literacy and numeracy skills in pedagogy within tertiary level adult curriculum. Since 2008, literacy and numeracy skill strategies have been offered by the New Zealand Tertiary Education Commission (Tertiary Education Commission, 2008). Hinging on the notion that adult learners do best when instruction is delivered within a context they find meaningful, it confirms integration is the best learning style for adults (Storr, 2012; Findsen & Formosa, 2016). Based on this, as a key action, educators have been encouraged to train further in literacy and numeracy embedding methods. Such upskilling and strategy papers intended to recognise and build on adult learners' skills and knowledge in order to *know the learner*:

Research confirms that improving workforce literacy, language and numeracy skills works best if the learning is within a context that is relevant to the learner, eg existing workplace training. The Literacy, Language and Numeracy Action Plan proposes a significant increase in the amount of explicit numeracy and teaching and assessment that is embedded into vocational training. (Tertiary Education Commission, 2008, p. 3)

Guidelines in the literature highlight the common expectation for educators to be reflective in order to allow group and individual learner needs to be recognised, especially if not initially understood. Diagnostic and formative coursework to identify the learner, map student progress, plus gain and consider accrued student feedback are indicated as helpful tools in this process. The literature reviewed shows how there is a New Zealand educational preference for bringing out the best in students based on acknowledging cultural practices (Besley & Peters, 2012; Waiariki Institute of Technology, 2012, 2015).

Educators have historically been shown to uphold the bicultural inclusion into class curriculum as a matter of habit (New Zealand Qualifications Authority, 2016b). What is not yet clear is the impact of IS inclusion on the ITP studied, or New Zealand educational institutes in general. Looking from an historical perspective, according to a 2004 report prepared for the MoE, student feedback provided a variety of findings assessing New Zealand as a study destination (Ward & Masgoret, 2004). Results from the national survey of 3,000 IS at that time, with 20% being enrolled in tertiary institutes, showed that students have 'reasonably positive' experiences in the New Zealand educational system (Ward & Masgoret, 2004). It was noted Asian students were more likely to be concerned with the quality of education than the cultural or lifestyle experience. Overall, 36% of survey respondents agreed New Zealand provided good value; 22% disagreed; 41% were unsure (Ward & Masgoret, 2004). The report states while IS appreciated feeling cultural inclusivity in the classroom, "Fewer acknowledged that there were opportunities for other students to learn about their culture in class, suggesting educators may be missing valuable opportunities to interculturalise curricula" (Ward & Masgoret, 2004, p. 8).

Ten years later the MoE International Capabilities Report (2014) has shown how national education policies have substantially adapted to include internationalisation as a significant, positive force in education, as described in the previous section. The MoE set key points for making this concept a

dedicated learning outcome in order to build “confidence and a sense of place and belonging” to all involved in the country’s educational platforms (Ministry of Education, 2014).

There has been little analysis of shifts in the methods of teaching in order to best consider an international cohort, even though it could be argued as needed as the pressures are felt to accommodate new learners. New Zealand continues to update its pastoral care code to look after IS, and in 2016 the revision noted that while more than 120,000 IS chose to study in New Zealand in 2015, it is imperative that poor performing education providers are eliminated, as well as students’ welfare be maintained through being aware of services and advice available to them. The update maintains, “It’s very important that the regulation of the sector continues to evolve and strengthen as the sector grows” (Joyce, Steven, 2016).

Research has shown tertiary institutes model the tenets of *inclusivity* and *know the learner* (Waiariki Institute of Technology, 2015). This makes the argument that also calls for close examination where IS success strategies are considered. The following section will show how research regarding intercultural dialogue in the New Zealand tertiary educational context suggests a need for a strengthened educational platform.

2.2.2 Consider the meaning of intercultural dialogue: Besley and Peters

After looking at the New Zealand tertiary approach to educating all learners, including variant learners, this section narrows the focus to intercultural dialogue as an approach examined for successful learning outcomes. In this regard, New Zealand-based educators Besley and Peters (2012) apply the normative notions of liberal education to the global classroom: “Intercultural dialogue has emerged in the first decade of the 21st century as a major means for managing diversity and strengthening democracy” (p. 2). The authors proclaim this integrative educational tact, mandated and defined emergently by the Council of Europe’s White Paper on Intercultural Dialogue (2008), acknowledged multicultural classrooms as an appropriate, positive

force. For the purpose of this study I further this definition of ‘intercultural dialogue’ to include communication in any form (speaking with, observing, reading, interpreting) that allows for reflective clarification of understanding between learner and educator. Besley and Peters maintain this communication relies upon intercultural dialogue that will subsequently help to promote a basis for the betterment of our world’s civilisations. (It is interesting to posit this notion alongside the New Zealand government’s Goal 3 of the *Leadership statement for international education progress update* (2014): “New Zealand makes the best possible use of its international education expertise to build skills in our work force, to grow research capability and to foster wider connections between New Zealand and overseas firms” (p. 4). In essence it would be fair to assume that such a goal would intend to better New Zealand society, successfully pulling together the threads of globalisation and the global classroom.) According to Bozalek and Zembylas (as cited in Besley & Peters, 2012), such a focus on dialogue emphasises an *ethic of care* approach, in which those who give and receive are able to negotiate needs. Educators, as it follows, examine this dialogue in their day-to-day dealings with IS, in the culture of the classroom, all the while evaluating the effect shifting pedagogies makes toward successful outcomes.

As Besley and Peters see this dialogic, active engagement between student and educator, cultural appreciation rises to the fore as a liberating force: “We hearken to the prospect of dialogue and the forms of dialogue as a basis for promoting cultural understanding” (Besley & Peters, 2012, p. 23). Numerous scholars whose works Besley and Peters collected explained interculturalism as such an emergent discourse, with a branching of educational dimensions (Besley & Peters, 2012). From this scholarship the educator’s role as leader comes to light, discussed in the following section.

2.3 The educator’s role leading pedagogical shifts

There is a consensus among educators that traditionally the act of challenging and changing the pedagogy in place is required for improved practice (Freire, 1996; Lourie, 2016; Peters & Besley, 2015). Based on the

inclusion of IS and an appreciation of multiculturalism, as discussed in the previous section, presented is an opportunity to review the curriculum and classroom structures, the pedagogy educators use. According to Foster (2015), “Internationalised curriculum development is central to any institution wishing to approach internationalisation in a coherent way” (2015, p. 1). Jackson (2014) too has suggested a ‘path forward’ may be interculturalism, which encourages a pluralist mind set. As previously discussed, dialogue allows for a combination of diverse cultural perspectives, beneficial for a globalised and democratic society, and in particular, useful in an educational context (Jackson, 2014a). This presents a challenging as well as exciting time of opportunity for educators to creatively uphold the process of developing curriculum to nurture greater good by proposing innovative solutions (Streitwieser, 2014). As Streitwieser (2014) maintains, “All education is facing the tensions between globalised plurality and standardisation” (p.9). Besley and Peters defined interculturalism in the previous section as a means to manage diversity in the age of globalisation (Besley & Peters, 2012).

Looking deeper into internationalised curriculum through ways of teaching, or pedagogical approaches, previous theoretical studies have shown the use of a mix of philosophies and practical concepts. Differences occur given the nature of subject, teacher and student. For example *Bloom’s Taxonomy* developed in 1956 is a commonly used Western theoretical framework for gauging educational goals based on student levels of understanding (Furst, 1981), while the Active Learning Initiative (ALI) implemented at Cornell University (2014) promotes a practical, ‘flipped learning’ way of teaching. According to associate professor and ALI project lead for physics, Tomás Arias, “ALI is a perfect example of Cornell’s dedication to taking our long history of excellent education into the future...We’re helping our students improve their level of retention and be better prepared to compete in the global intellectual marketplace.” (Glaser, 2014, para. 6). Both pedagogical approaches indicate a fit-for-purpose use. While Bloom’s is a more established approach embedded in educational structure, ALI is a more

recent, adaptive approach reacting to needs of students in the global intellectual marketplace.

As has been indicated at the start of this section, the global classroom and internationalisation of curriculum are emergent trends for New Zealand tertiary education. Next I will look at how educators define 'normalised' ways of learning, or global challenges to normalised ways of learning, followed by what resources are put in place to assist educators, and finally educators' role in accommodating and facilitating changing policy.

2.3.1 Challenges to 'normalised' ways of learning

While curriculum is expected to make sense to learners, studies have shown how traditional norms have been questioned in order to meet that claim. Pakistani/US artist and animator Saleem (2016) has spoken about expectations any industry holds, and how important it is in this globally connected era to "challenge our notion of normal". Interestingly, he terms 'normal' as something one has been exposed to, which gives the term a dynamic definition in this current era of globalisation and internationalisation.

Previous analyses have similarly described the challenges to normalised ways of learning demanded by digital connectivity. Educators argue the open knowledge society of digital education platforms promote integrated research, real-time collaboration and sharing, all for the good of society (NetSafe, 2015, 2016; Revere & Kovach, 2011). Subsequently, for an internationalised tertiary institute as a multicultural agency, such networking and technological advantage gives way to expanding learning platforms. Furthermore, it has been suggested that by acknowledging that each individual is a citizen of a nation state *and* the globalised world, it helps to create connections through 'glocal' engagement (Trippstad, 2015). When looking at the historical beginnings of Western educational institutes, it can be argued the British Empire brought local and global concepts together through establishing tertiary education in their colonies at the start of the

19th century (Pietsch, 2015). This initial *glocal* academic pursuit extended colonial rule, putting in place values and systems based on established, empirical praxis. In a current context, Jackson (2014) argues how education in the West requires immigrants adapt to a new norm. In the US, ‘common elements’ were upheld as developed by early 19th century US educational founder Horace Mann (Jackson, 2014a). Yet studies show at that time there was also a tension from ‘pluralists’, who valued the distinction of culture (Jackson, 2014a). Perhaps today, contiguously, educational pluralists could be seen as ‘interculturalists’, those respecting how differences are strengths to build upon and combine for effective understandings. In this regard, Jackson (2014a) argues that an ‘intersection of identity’ is more in line with current consciousness for mindful, effective education platforms, and thus favours multiculturalism over assimilation.

In the work of American academic James Banks (1998), this notion of intersecting identities could be seen to include the lives and values of researchers, whereby their role in multicultural education studies relies upon interpretations of a student’s cultural experiences. Banks also describes this as something that happens when educators’ values impact the learner (Banks, 1998). The relationship between learner and teacher is thus upheld and reviewed.

Globally from the late 1990s to the mid-2000s, Asian countries contributed 2,149,708 tertiary students studying abroad, which accounts for 50% of the total worldwide (Anderson, 2015). Turning to academic standards, for example, how is the issue of plagiarism handled, which is indeed a challenge presented in many classes? Following from Banks’ theory of examining how the educators’ values impact the learner, plagiarism is seen as misconduct from the eyes of the Western institute (Divan, Bowman, & Seabourne, 2015; Gunnarsson, Kulesza, & Pettersson, 2014). However, plagiarism is seen as a way to survive by ensuring marks from the student perspective (“Wall of shame,” 2015). Thus, the educator sees the act as failing, whilst the student sees the act as achieving a goal. Other examples depict how students may

come from a system that favours elitism over equality, and thus have sharpened their skills in a different value system. Of course this is not an acceptable method in New Zealand for many educational, ethical reasons, but instead of putting resources into 'punishing the crime', current research suggests that finding ways to mitigate determined academic misconduct could be worthwhile (Carroll & Ryan, 2007). The MoE (2014) has maintained that expectations of now-obligatory global citizenry demands that there is learning provided through a multi-lens and awareness of the importance of understanding a variety of cultural norms. Thus, challenging normalised ways of learning is challenging.

Current literature regarding how teaching in the global classroom is a challenge will be addressed next in order to survey some strategies being considered.

2.3.2 Challenges presented for teaching in the global classroom

Emerging from the literature discussed previously that notes how educator-level accommodation for the influx of diverse learners has not kept pace with IS numbers in New Zealand at the ITPs, it follows to examine what in particular educators are grappling with. Based on the ITPs' organic bias toward Western-created knowledge and academia, it could be argued that there are some obvious misalignments of perspectives. Identified issues for IS learning include English writing, critical thinking, academic supervision, research skills, referencing, plagiarism, comprehension, and relationships, as previously mentioned. This next section will look at how those learning issues have been handled elsewhere.

In 2005 Australian universities were confronted by allegations that standards were lowered in order to soften requirements for IS (Olsen, Burgess, & Sharma, 2015). An extensive academic performance study disproved this, with overall scores from 22 universities indicating success rates had no real difference (Olsen et al., 2015). (This quantitative data does not allow for specified results.) Australia, similar to New Zealand, relies upon

international education as a valuable export. Research has noted the demands present “an enormous strain on Australian universities with changes needed at the level of curriculum, pedagogic practices, the provision of specialised teaching streams, and support services” (Wilson & Gunawardena, 2012, p. 2). Educator colleagues in Oceania share a very similar situation: both are required to address changes in pedagogy in order to secure IS success. Research has found international students who have English language difficulties may lack confidence, which in turn inhibits an ability to take a proactive stance for learning (Sawir, 2005). This interpretation is based on an Australian study and uncovers learning weaknesses in order to improve “understanding of the learning context of the many international students from East and Southeast Asian nations studying in Australia, and similar nations and education systems such as New Zealand, United Kingdom and Canada” (Sawir, 2005, p. 578). Although this data was published more than a decade before this thesis was undertaken, there are threads that still run through time and continue the tangle into this moment. Even appreciating prior learning and variant learning styles, etc., it was suggested that “the diagnosis of international students’ learning problems is a poorly developed area” (Sawir, 2005, p. 578). Again, looking more than a decade after this conclusion, it seems fair to modernise the concept to swap *‘students’ learning problems’* with *‘educators’ teaching problems’*.

Studies show Canadian higher education institutes have also grappled with curriculum necessary for internationalisation. According to Anderson (2015):

The spread of (neo)colonial and neoliberal discourses, from the west ‘outwards,’ and the standardization of English-mediated and Anglocentric epistemologies and ontologies, [include] a bias towards western-based knowledge creation, research methods, methodologies and academic discourses. What constitutes ‘legitimate’ research and knowledge has long been determined by colonial powers, who act as gatekeepers to academic communities, both within the west and outside it. (Smith, 1999). (Anderson, 2015, p. 176)

Anderson's analysis identifying Western ethnocentrism in education acknowledges its dated ideology, whereby educators can no longer work with a monolithic viewpoint in a multi-culturally engaged global community. Scholars Dougherty and Singh (2005) contend, "The continuing and growing presence of international students in the globalizing Western university suggests that such a claim to a pure, authentic tradition is nostalgic, a simulation seeking to recreate an imagined purity which is no longer there, if it were ever so" (Doherty & Singh, 2005, p. 53). This literature suggests that for teaching and learning to be authentic, there must be agreed-upon standards of curriculum, emphasised by teaching that holds the learner and educator more equally accountable.

A report from Lund University in Sweden (2013) posits IS limitations in Western education, whereby international students acknowledge writing is a problem throughout their academic careers (Gunnarsson et al., 2014). The report suggests techniques for addressing language barriers, cultural differences and group separation. The report shows mixing international and national students provides a new norm of understanding that appreciates prior knowledge. It also suggests a shift in teachers' evaluation of student work. While English language standards are set, others argue, it is not always appropriate to expect 'perfection' in writing (Pietsch, 2015). In this case the tutor may be required to translate the students' words into meaning, whereby content is more valued than the Anglophone academia of Queen's English.

Regarding students' use of plagiarism, while there is a "general agreement in the literature that international students are more likely to plagiarise compared to their native speaker peers" (Divan et al., 2015, p. 358), for this concern I have also seen two varying reactions from educators: either use plagiarism software such as Turnitin® to check for academic felons, or initiate embedded writing development programmes to more actively engage the students' understanding of academic expectations to eliminate the misconduct.

Strategies to provide guidelines for effective, valued IS curriculum adjustments are ongoing, and include educator involvement, which is discussed more in the upcoming section that identifies how historically educators have taken leadership roles to effect changes for students. The MoE's explorative study for addressing similar issues for students and teachers can be found in *International Capabilities* which advocates for 'international-mindedness', a perspective both students and tutors engage with in order to encourage belonging in the global sphere (emphasis the researcher's):

This resource book for teaching development *acknowledges the pedagogy we use is shifting and dynamic as we reflect on what works best for each subject and situation*. It promotes an inclusive educational culture. Specifically, ideas offered here are for working with international students who carry in their basket – kite – primary cultural and language knowledge bases that can be a *variant* to the national student cohort. It acknowledges that stresses on international students are also financial, emotional and social. Our patience, attention and tolerance are required as we appreciate the enrichment gained as we are given the opportunity to teach and learn together. (Ministry of Education, 2014, p. 3)

The above strategy is indicative of studies investigated that suggest intercultural pedagogies are necessary for successful student learning in the global classroom, as educator-led initiatives. Data supporting the need for shifting pedagogy for IS education can be found in a national survey prepared for the MoE in 2004 that determined IS have 'reasonably positive experiences' in the overall educational system (Ward & Masgoret, 2004). However, it was noted that a large portion of student participants identified as Chinese, and that group reported the lowest overall satisfaction with New Zealand education and life. These students were said to feel the least "culturally included in the classroom" and believed, "New Zealanders have more negative attitudes toward international students" (Ward & Masgoret, 2004, p. 71). From this evidence it could be surmised the unknown is frightening for students, and creates groups and divisions from the whole, either in online communities or classroom settings. Ways to mitigate the fear and attitudes for international students, as for all students, can also be shown

to be part of an adaptive curriculum design to consider for the global classroom.

Part of ongoing adaptation of curriculum includes learning in the digitised, global classroom environment, an active affair whereby the learner is no longer passively accepting what the *all-knowing* instructor has to say (Conrad & Donaldson, 2012, p. 6). Being surrounded by digital platforms of information (and answers) emphasises the “paradigm shift to the instructor as facilitator of active student learning (which) began with Dewey over a century ago” (Conrad & Donaldson, 2012, p. 4). This means while tertiary-level pedagogy retains its traditional methodology, its modernised epistemology must include an emphasis on the trending global, participatory culture, which is dependent upon a variety of new media we can no longer learn without.

The MoE’s (2014) *International Capabilities* speaks to this concept as a learning outcome of the New Zealand Curriculum, which is to include the importance of youth maturing within their wider community, nationally and overseas, as well as “in the virtual international space” (Ministry of Education, 2014, p. 3). These learning expectations are a product of now-obligatory global citizenry demands. In the next section IS teaching resources for New Zealand tertiary education will be considered.

2.3.3 New Zealand resources for educators teaching international students

There is a minimal amount of New Zealand literature depicting resources for educators teaching IS. Generally institutes have created their own resources, similar to the way pastoral care policies have been extrapolated to each ITP in conjunction with the protocols advocated by the MoE. The institute studied for this paper has an in-house guide offering suggestions on teaching approaches for IS, based upon The University of Waikato’s pamphlet (2011), *Teaching International Students*.

International research papers have offered evidence to support how to avail appropriate pedagogy for IS, with strategies based mainly on

internationalisation themes. An international higher education encyclopaedia (Altbach, 2014) included scholarly essays that are statistically detailed regarding issues of higher education globally, while offering an array of insights on global platforms. My analysis has located modern trends from several of the main international scholars in this discipline, presented in the following table as an historically relevant depiction of the discourse around pedagogy and best practices for teaching IS:

Educational strategy for IS	Posited by
Encourage group discussions and simulation of traditional learning	(Doherty & Singh, 2005)
Interactive learning framework between international and domestic students is crucial	(Arkoudis et al., 2010)
Internationalisation at home and 'crossborder hubs' occurring bring ideals of global practice for education to the educator, who is thereby required to continually reflect on the teaching and learning processes	(Knight, 2014)
Providing IS academic writing assignments and allowing educator feedback to be absorbed helps construct the meaning of plagiarism	(Divan et al., 2015; Gunnarsson et al., 2014)
Teaching strategies are required to balance the needs of global, national and local interests	(Trippestad, 2015)
Activities are useful that find strength in communication values	(McAfee et al., 2016)
'Global citizenship education' is emerging with student-centred models for educators to purposefully position student learning	(Jackson, 2016)

Table 3 - Educational strategies posited for IS learning

Canadian academic and international learning advocate Janette Knight, included in the table above, has been perhaps the preeminent scholar

researching IS teaching and learning concerns. Her statement below from 2012 is fitting to consider along the continuum of educator praxis:

What are the core principles and values underpinning academic mobility that in ten or twenty years from now will make us look back and be proud of the track record and contribution that international higher education has made to the more interdependent world we live in, the next generation of citizens, and the bottom billion people living in poverty? (Knight, 2012, p. 32)

From this scholarly advice, as it were, it seems appropriate to look next at how educators have defined their role in promoting best practice principles.

2.3.4 The educator's role in teaching and policy change

Historically, the role of an educator in the Western, democratic classroom has been to inform all students, and help to direct their abilities toward playing a part in a functioning society (Fullan & Hargreaves, 2014; Moore & Simon, 2015; Nunez, Michie, & Konkol, 2015). Along these lines, it has been described by Ayers and Quinn (2015) that a 'teaching identity' is built upon the way teachers appreciate the unique abilities of students, questioning who the students are, and targeting instruction to work best for successful learning: "More than any textbook or theory, more than adherence to a specific philosophy or ideology, we invent and reinvent ourselves as teachers through these kind of questions, and our students become essential co-creators" (as cited in Nunez et al., 2015, p. x). Internationally, hand in hand with such engaged processes, shifts in educational policy have been shown to create a tension for accommodating 'best practice' teaching in the classroom. For example, in the US educators have grappled with national policies such as the No Child Left Behind Act, signed into law in 2002, that established standardised testing to keep elementary-level schools accountable for student outcomes. Additionally, 'value-added methods' – measurements school districts put in place to identify teachers' contributions to student learning – have been criticised as imprecise and thus a hindrance to educator efficacy (Darling-Hammond, 2015). Actions that deter educators' duty to the

students by prioritising policies have created educator discomfort in this regard. Along these lines, Edmondson (2004) maintains policies have 'local iterations': "These iterations are in teachers' control, and this is where policy can most immediately be changed" (Edmondson, 2004, p. 58). Her research documents the stories of educators adapting their teaching in ways that uphold student needs before policy protocols. Similarly, Michie, Nunez and Konkol (2015) maintain, "Educators, whether practicing teachers or professors of education, are the ones who are best placed and best informed to understand school policy" (p.123). These authors also term themselves 'activist educators' in relation to the 2012 Chicago teachers strike, whereby through engaged dialogue with appropriate stakeholders they debated changes in public education. In such circumstances they emblemise the role of educators as leaders proactively accommodating change:

The good news is that it can be fun. After all, policy advocacy is best done collaboratively, in networks of educators, students, parents, and community members. By joining voices to contribute to the public conversation on school reform, we build relationships that energise and enrich us personally and in our teaching practice. It is hard work, but, just like teaching itself, it can be transcendently rewarding. (Nunez et al., 2015, p. 22)

Given the depiction of policy issues being concurrent with educator action, as well as the research tertiary scholars engage in, it bears recalling American educator Banks' passionate plea for researchers to uphold a moral duty toward demanding equality:

Researchers can play a significant role in educating students for citizenship in a diverse society. Their most important responsibility is to conduct research that empowers marginalized communities, that describes the complex characteristics of ethnic communities, and that incorporates the views, concepts, and visions of the communities they study...Because education is a moral endeavor, educational researchers should...be knowledgeable about the values that are exemplified in their research and be committed to supporting educational policies that foster democracy and educational equality. (Banks, 1998, p. 15)

While Banks argued for the empowerment of marginalised communities, similarly the purpose of this thesis is to appreciate the delicacies presented in New Zealand for ITP educators to teach IS, and to carefully evaluate the tasks required to facilitate processes involved in establishing learning success. While there most certainly are some excellent resources and strategies in place for ITPs to welcome international students (Spiller, Haines, Hartnall, Harris, & Denham, 2011), the pedagogical design that would ultimately appreciate more the student norms brought to New Zealand's shore, and work better to qualify the relationship between educator and learner, is ongoing. According to Ryan (2011) her research acknowledges what I have identified as a continuing trend: while IS are a building cohort in institutes of higher education globally, educators are required to initiate adaptations:

Benefits for nations and universities are at risk due to a range of teaching and learning issues that affect the learning experiences of international students and are problematic for both staff and students.

It also shows that although many of the difficulties experienced by staff and students are well known, there is still much to be done to address curriculum, pedagogical and assessment practices. A necessary precursor to this work is the examination of underlying attitudes, values and systems that may give rise to difficulties for both staff and students. A new approach is needed that positions international students not as 'problems' to be solved but as 'assets' to internationalisation and the generation of new knowledge and new ways of working in the academy. (Ryan, 2011, p. 640)

A classroom contains an evolving curriculum, defined to support its subject matter and specified approaches to learning (Lekoko, 2013) intended to favour the learner (A. Y. Kolb & Kolb, 2005). Thus, it seems fair to argue the role of a lecturer is a creative agent to combine these elements in order to help put student success in place, through dialogue, evaluation and innovation (Barnett & O'Rourke, 2011; Besley & Peters, 2012; Carroll & Ryan, 2007).

2.4 Summary

As indicated by the literature reviewed for this study, research shows the dynamic needs of teaching and learning in what is being termed the global classroom. In New Zealand the realities of IS filling the classrooms necessitate that curriculum design recognises variant learners and their language, culture, and learning norms (Mutch, 2013). Resources for New Zealand tertiary educators to encourage successful learning for IS was shown to be needed, yet scarce. From this perspective emerged an opportunity to look more deeply into how it is the educator's role to validate and value variant learners and thus beget a premise to develop pedagogical platforms that encourage IS success.

Research discussed in this chapter has also found issues arising from the tension established regarding the IS cohort's 'value' in the New Zealand education context. The relationship between student and educator is indeed being looked at more as service-based as opposed to solely learning-based, with IS representing a thriving national income. This business model is verified by the State Services Commission viewpoint: "Education NZ needs to understand the voice of the international student, communicating the customers' aspirations and developing insights into their education needs, decision making processes and educational experiences" (State Services Commission, 2016c, para. 3). Based on the literature presented, it is shown how no longer can educators insist the student fit into a pre-prescribed paradigm of learning, perhaps similar to how businesses no longer wait for the customer to find their service or product in an era when online marketing strategies value 'personalisation' (DeMers, 2016).

Upon this paper's review of historic premises and current concerns it can be argued that changes are needed to accommodate IS. It is argued too that educators are in a pivotal position to design strategies that foster IS success, while working alongside evolving national and institutional policies.

In light of the previous studies and research considered in this literature review, an appropriate final note for this section is presented from *Ka Hikitia*,

Accelerating Success 2013-2017, that indicates an urgency and a path forward for 'particular groups of students' as seen from a Māori perspective: "There is much room for improvement in how well the education system is performing for particular groups of students and this needs urgent attention and focus for change" (Ministry of Education, 2013, p. 4). Contiguously and in order to further examine educators' cultivation of pedagogical changes to promote success for IS in particular, the next chapter will discuss Western educator values that will help to establish a conceptual framework that informs the thesis' evaluative methodology. The values upheld through educational skills and development would seem to indicate educators have the capability to lead changes.

Chapter Three: Western educator values established to guide methodology

As a bridge between the literature reviewed (exploring past to current discussions on global teaching strategies) and the research design about to be detailed, this chapter examines four educator values to help inform the chosen methodology: evaluation methodology. In order to examine the unwieldy amount of data gathered for this research, establishing a set of values to measure and categorise the data helped clarify analysis. Using these values as categories also guided my research and helped to identify emerging themes.

Looking at educator values appreciates the fluidity of evaluation and innovation for the continued development of teachers, which underpins the professionalism of the role (Fitzgerald & Smyth, 2014; Lunenberg et al., 2014). According to Findsen (2015), lifelong learning has been shown to be paramount to personal as well as professional development. The same argument could be applied to the common thought advocating the teacher continually learns alongside the student. Given such a premise, and in light of the adjustments discussed so far that are required to be made by educators teaching IS situated in a Western-legacy learning environment, it follows to further examine the (Western) learning practice values upheld. In a *Tools for Tertiary Teaching* course that is recommended to staff at the institute this study examines, for example, learning outcomes listed include knowing how to develop strategies that 'cater for' a diversity of students alongside being able to design and deliver a course. Thus, in the current context of IS as customers and teachers as educational service providers, it could be asked, what *are* the tools for learning strategies? I chose to examine the following four educational values that have been mentioned in educational criteria for adult teaching: leadership, experiential learning, critical thinking and praxis. While this list of educational values could be extended or amended, these four have been chosen in order to provide the opportunity to appreciate and evaluate skills educators use to create successful classroom strategies and pedagogical platforms.

3.1 The Educational Leadership Model (ELM)

It is commonly held that the role of the educator is to impart knowledge. Teachers encourage and direct students to learn, which requires (instructional) leadership principles (Fullan & Hargreaves, 2014; Reilly & Bauer, 2015). Reflection of this basic notion can be found in the MoE's Educational Leadership Model (ELM), (Ministry of Education, 2012) which is based on a series of documents produced by educational professionals in order to offer leadership guidance to educators in New Zealand schools. ELM is what middle and senior educators have been encouraged to reach for, yet presents an educational value for all levels of educator. The concept of *educational leadership* has been placed at the centre of ELM (Figure 2). This model supports students and teachers with the focus of leadership aimed at improving student outcomes (Ministry of Education, 2012). Further, ELM seeks to enable self-managing schools "to create the pedagogical, administrative and cultural conditions in which their students will thrive, while also responding to national educational priorities" (Ministry of Education, 2012, p. 6). This concept aligns with my research topic, looking at the needs presented regarding IS success, particularly at the ITP considered. I saw educational leadership as apt for educators at the tertiary level who are classroom/course managers. It also presents a useful approach to IS concerns as it recognises *culture* as another key element to consider. ELM locates *relationships* as surrounding the centre of the circle, and offers direction for problem solving and leading change based on the following values: cultural appreciation, student voice, pedagogy, improved outcomes and moral purpose (Ministry of Education, 2012). These issues were relevant to this study as they uphold a motivation toward improved outcomes as led by the educator: "Distribution of leadership responsibilities is crucial for 21st century New Zealand schools; when teachers are also involved in leadership, there are positive outcomes for students" (Ministry of Education, 2012, p. 22).



Figure 1 - Educational Leadership Model (Ministry of Education, 2012)

3.2 Experiential learning

Experiential learning is another educational value identified that can support teachers learning as they teach, and particularly so with IS. Experience can be valued. Based on the work of philosopher and educational reformer John Dewey, which posits learning is an interactive process fuelled by experience (D. A. Kolb, 1983), educator D Kolb (2005) developed an experiential learning theory that maintains experience holds a *primary* role in learning and human development. This was built on propositions from Western scholars who include Dewey, Carl Jung, Jean Piaget, Paulo Freire and Carl Rogers. Their views combined point to learning as a holistic process of adaptation, relearning and refining understanding, often driven by conflicts or differences (A. Y. Kolb & Kolb, 2005). Along these lines, if IS concerns created difficulty for educators, then educators may need to reflect upon and refine their own understandings in order to moderate the difficulty.

From an historical perspective, experiential learning emblematises the “paradigm shift to the instructor as facilitator of active student learning

[which] began with Dewey over a century ago” (Conrad & Donaldson, 2012, p. 4). While of course theoretical learning holds value in education, the effects of learning by doing have been highly regarded by both educators and learners (Schön, 1987). At the tertiary level whereby ITPs traditionally focus on teaching trades, such as hospitality, forestry, electrical engineering, nursing, etc., such hands-on skill building is the common currency.

For educators as well, experiential learning is crucial for improved teaching (Findsen & Formosa, 2016; Schön, 1987). It has been shown that active and involved learning becomes part of the creation of knowledge that has been referred to as ‘professional artistry’ (Schön, 1987). Added to these theoretical perspectives, however, it could be said that a mindful consideration is required regarding how experiential learning, like any learning, is interpreted with regards to an IS cohort. Peters’ (2012) notion of ‘intercultural philosophy’ widens the scope of analysis further: “So we can have a conversation with John Dewey, but it gets difficult to have genuine cross-cultural conversations – conversations with Muslims, Confucians, Hindus – indeed any religiously based tradition that must also make room for the variety of indigenous cultures” (Peters, 2012, p. 45). It could be argued this concept is important to keep in mind for educators acknowledging subjective reflections, as it has been shown experiential learning can provide differing or opposite interpretations of what works best for educator and learner.

3.3 Critical thinking

Following on from the ownership of knowledge created through experience is critical thinking, a process to help interpret meaning through intellectual integrity (Paul & Elder, 2007). This Western academic value has been defined by scholars as part of a learning experience to uphold intellectual standards: provoke thought, clarify understanding, accept and reject ideas, promote questioning, teach to think within the subject, foster deep learning and advance thought for individuals, community and society (Elder & Paul, 2009). It is reliant upon cultivated, necessary skills that consider any issue: evaluate

faults and merits, fact-check all content, and provide an educated judgment (Moon, 2008). Using critical thinking strategies, educators can enact 'academic assertiveness' (Moon, 2008). A critical thinking approach provides interest in finding new solutions. Hence, critical thinking is a valued learning tool, for both educator and student as the need for change ensues.

3.4 Praxis

The educational theories detailed in the previous sections (ELM, experiential learning and critical thinking) feed into the value of *praxis*, another word for *practice* (Freire, 1996). Praxis is considered to be reflection turned into action for transformation, a value targeting the heart of this research: what change is occurring?

According to Paulo Freire (1996), whose educational activism in the last century viewed education as a potentially 'subversive force', praxis is considered to be the action following from a process of reflection. For the purpose of this thesis, praxis could be seen as the action taken by an educator in the role of managing learners, IS cohorts, or having critically analysed what the best situation to create would be for positive outcome. This action or praxis is resultant too from engaged dialogue:

Human beings are not built in silence, but in word, in work, in action-reflection. But while to say the true word – which is work, which is praxis – is to transform the world, saying that word is not the privilege of some few persons, but the right of everyone. (Freire, 1996, p. 69)

The Freirian perspective argues it is everyone's right to have a voice in determining classroom makeup. While my thesis did not engage particularly with Freire's quasi-revolutionary platforms advocating students' rights be freed from colonial, oppressive structures, I included his standpoint theory of praxis as an appropriate value because it begets change. As Hannigan (2015) argued, there are many ways to 'read' Freire, especially so that "something useful may emerge from the process – something that may stir humanity to action" (Hannigan, 2015, p. 363). Such is the case in this study. According to

Findsen (2007), Freire's central concepts have been shown to 'provide a robust analytical framework' (Findsen, 2007, p. 545) that can promote a social justice imperative, even for adult learners/educators. Praxis enables the transformation of one's developing awareness of self and potential that empowers an otherwise marginalised older learner: "We are fundamentally social beings and it is through critical engagement with others that new possibilities for living become evident" (Findsen, 2007, p. 547). Findsen argued such praxis is critical in order to be an effective adult educator. He showed Freire's pedagogy has been applied in a number of adult education contexts, seeking to break the policies of privatization and other neo-liberal practices. In this regard praxis can be appreciated as a reflective agent for change away from, not into, strictures of confinement. When used effectively, the liberating quality of praxis flips the orientation from 'problem' to 'solution.'

As found in the literature reviewed and stated previously, while national educational institutions accommodate IS, challenges can be seen in classroom situations. Change is needed to appropriately modify pedagogy for IS at some levels (Education New Zealand, 2014b; Foster, 2015). According to Freirian theory, such a situation requires praxis on the part of the educator. As Freire sets it out, education in its optimal form is an engaged act of dialogue and discovery between the educator and the learner. Thus, the educator and student engage in action-reflection in order to create meaning in the mind, to create learning in the classroom. The teacher role is not just 'banking' the student with deposits of information, but communicating in a way that validates a student's deeper understanding of real meaning, which ultimately makes a difference in the world (Freire, 1996). This notion has been seen to uphold creating a way to improve things in the social environment.

Whereas Freire noted the students are "critical co-investigators" (Freire, 1996, p. 62) to knowledge creation, I extended this to educators who, by their professionally encouraged role as leaders and reflective practitioners

(Ministry of Education, 2012; State Services Commission, 2016c), can be seen as the *problem-solvers* in a potentially precarious equation:

One cannot expect positive results from an educational or political action program which fails to respect the particular view of the world held by the people. Such a program constitutes cultural invasion, good intentions notwithstanding. (Freire, 1996, p. 76)

Freire's words seem to humanise pedagogy, which values culture, understood through responsible dialogue between student and teacher, between teachers, and through reflective practice. As examined in this thesis, praxis ultimately provides the most definitive answers to my inquiry regarding why and how educators create a successful classroom when appropriately modifying pedagogy for IS.

3.5 Summary

Because of the holistic view required to fairly approach this thesis's systematically related elements, the established values embraced a way to categorise the extensive findings. The (Western) four values discussed represented guidance for grouping findings and analysis thematically. The research design of the thesis is based on evaluation methodology, as defined by New Zealand educator and industry strategist E Jane Davidson, and uses educational values I have selected as the lens from which to evaluate mixed data, qualitative and quantitative, collected for this research. In the following chapter I will present the research design as a context for evaluation methodology that assists a way to rigorously examine data through the values, providing answers to my thesis question, as originally stated in the introduction: **Why and how are tertiary educators in New Zealand taking a leadership role to ascertain best pedagogy and policy for international students' success?**

Chapter Four: Research Design

In the previous chapters my argument emerged from the existing literature which provided evidence surrounding and suggesting two main concepts: i) that while the numbers of IS have increased in New Zealand, there is a gap in resources for educators working with the emergent cohort; and ii) that there is an historical precedent requiring the educator to enact a leadership role in creating an effective learning environment for any student. Thus, I designed my research in order to examine why and how educators take the lead to pedagogically define their curriculum and teaching methods toward IS success. In order to address this gap in the current literature, I set out to gain direction from educators, as well as institutional documents, through my inquiry. Following this premise, I located my investigation within evaluation methodology as described by E. Jane Davidson (2008). I argue for the centrality of this evaluation methodology on the grounds that it lays an evaluative framework (Figure 3) upon which to expand and address my research question. Informed by the educational values established in the last chapter (educational leadership, experiential learning, critical thinking and praxis), four key evaluative questions emerged as part of a conceptual framework (Figure 4) to help answer my research question. As will be discussed, this evaluation methodology framework was able to capture multiple strands of data, measured in order to inform an emergent thematic analysis. Ultimately the aim of this study was to position indications from its thematic analysis toward providing insight for improved practice.

In this chapter I aim to show how my research design appropriately informs my inquiry. I begin with setting out the context in which I posed my research question. Next I outline and justify the methodological framework (Figure 2) chosen to shape my mixed methods data research. I then describe how the ITP examined for this study is situated. And finally, the study's design is outlined. This chapter concludes with a summary of how my research design informed the method of inquiry and analysis of its findings, with the aim

being to gain new knowledge regarding educators leading a shift in pedagogy to best accommodate IS.

4.1 Context of questioning

As indicated by the literature reviewed for this study, the realities of IS filling the classrooms in New Zealand has set a precedent that necessitates curriculum design recognises variant learners and their language, culture, and learning norms (Jackson, 2014a; Luxon & Peelo, 2009; Mutch, 2013; Randi & Corno, 2005; Robson, 2015). Along these lines, an interesting conundrum was posed: while the number of IS has increased dramatically in New Zealand, and policies put in place require educators to teach to this cohort, the support to address resultant challenges is not being provided *in equal measure*. In such case, an imbalance between educator responsibility and professional capability could be seen to create a vulnerable state of being. Problematic areas identified in the literature review made it apparent there is a need for change and solutions approached *by the educator*. It was noted changes in educational platforms with an IS cohort mean teaching to the variant learner whilst appreciating the economic pressures involved (Jackson, 2014b; R. McInnis et al., 2006; New Zealand Qualifications Authority, 2016a; Randi & Corno, 2005; Storr, 2012). It was indicated that the relationship between student and teacher is no longer simply as learner and educator; it is now transactional, with students purchasing what has been termed 'educational services' (Education New Zealand, 2014a). Issues of commercialisation and subsequent economic power have presented ethical tensions. Questions that emerged from the literature review ask, what is the value of educational processes, and what are the implications and directions for the educators?

Teaching within this context myself, and amongst colleagues in the same situation, I have seen how it can create both practical difficulties and ethical struggles for lecturers and academic staff (students as well, of course, but that is a topic for a separate study). However, while examining issues that have arisen for teaching IS in the newly commodified tertiary climate, and

locating a gap in the literature on educator resources for IS, I analysed the data collected for my research and found there appeared to be a case that educators *are* the resource. For my investigation into why and how tertiary educators are actively leading the way to put in place measures of best practice for IS success, I examined a wide variety of data gathered at the ITP where I was employed, which maintained a 27% increase of IS enrolment in New Zealand between 2010 to 2015 (Education New Zealand, 2016a). Based on literature that argues an educator's task is a proactive one, to favourably instruct the learner (Clarke, 2012; Findsen & Formosa, 2016; Lunenberg et al., 2014), in this thesis I found the opportunity to look deeper into answering my initial research question: **Why and how are tertiary educators in New Zealand taking a leadership role to ascertain best pedagogy and policy for international students' success?**

4.2 Methodological framework

In order to gain knowledge, research relies upon methodology to help gather useful data (Mutch, 2013). Methodology includes the methods of data collection and analysis that create an emergent design (Denzin & Lincoln, 2011). For the purpose of this thesis, evaluation methodology as defined by Davidson consistently directed my research as a central way of defining and addressing my inquiry. Evaluation methodology helped to clarify my data, inquiry and analysis, as described and justified in the following section, 3.5. As mentioned in the introduction to this chapter, evaluation methodology engages multiple strands of data (mixed methods) in order to inform thematic analysis that provides new, helpful information (Davidson, 2005).

My worldview, outlined here briefly, informs why I chose evaluation methodology for my research. My epistemological and ontological stances are interrelated. They argue together, with a purpose, that approaching knowledge is "not merely to understand situations and phenomena but to change them" (Cohen, Manion, & Morrison, 2011, p. 31). This is in keeping with the study's concern regarding educators (and students) who find themselves in uncharted territories. In this vein, I argue that educators

counteract what could be a powerless situation by enacting a leadership role, thus creating an educational environment conducive to success (Fitzgerald & Smyth, 2014; Lunenberg et al., 2014). My ontological stance argues that truth is subjective, which upholds a mixed methods approach. I employ qualitative and quantitative research in order to appreciate the dynamic, reliant nature of elements involved with my chosen topic. This evaluative approach acknowledges that the truth presented in the data (especially educator interviews) is subjective, yet by its very nature of being expressed, becomes valid. These underlying principles of my inquiry are depicted in the methodological framework, Figure 2. Following on, the next section will outline my study design, leading into further discussion on the three-point premise of my chosen evaluation methodology.

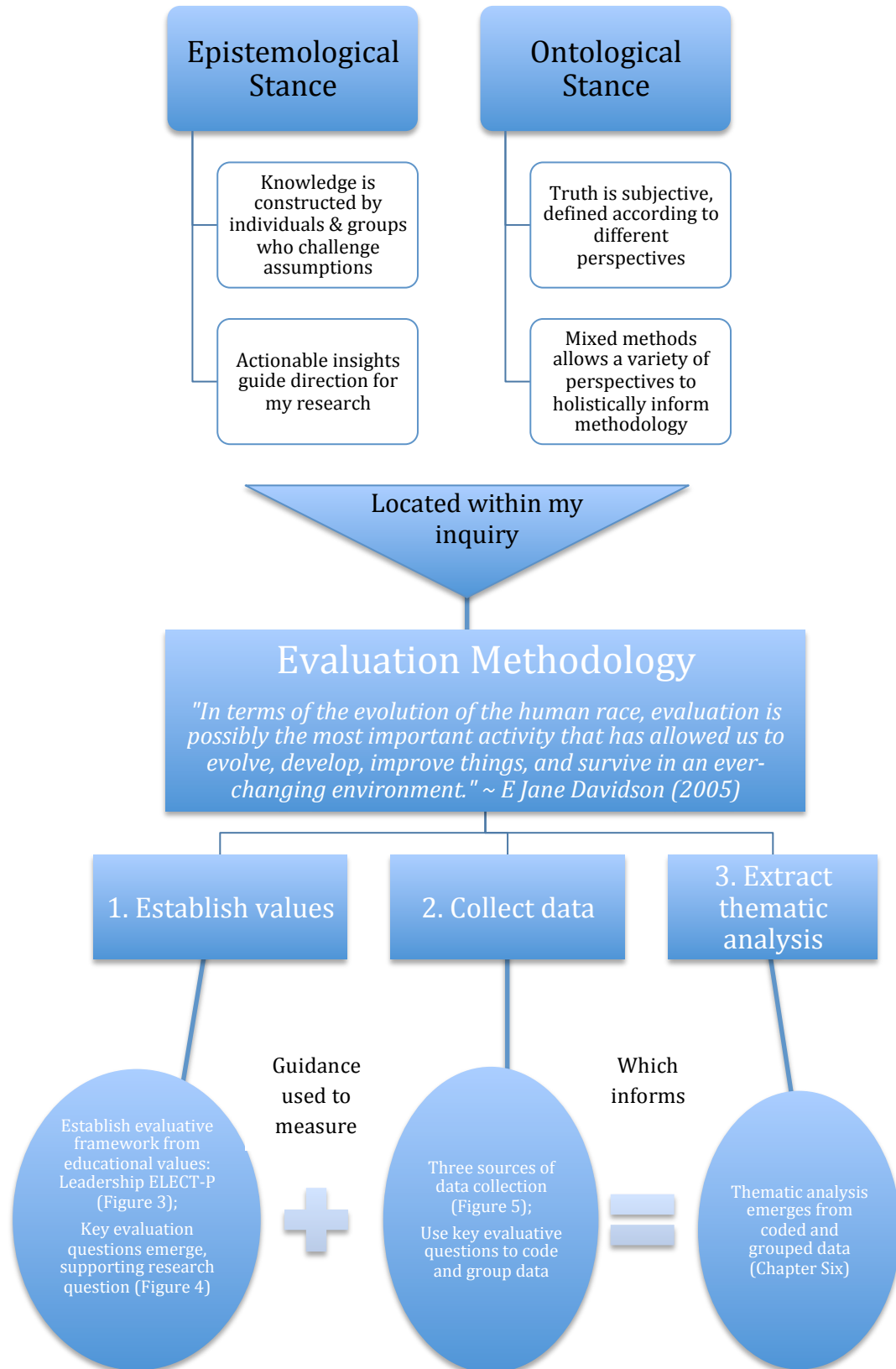


Figure 2 - Methodological framework

4.3 How the ITP examined for this study is situated

This investigation examined data that was collected between 2015-2017. The study examines one ITP and the related data guiding it and produced within. The institute from which data was collected is the third largest ITP in New Zealand, with nearly 14,000 students served by 1,000 staff, delivering to 68 sites with more than 150 educational programmes (Waiariki Institute of Technology, 2016). The campus this study examined maintains characteristics that are distinctly bicultural (holistically supporting Māori and non-Māori) and international (students and learning practices that represent global relevance). According to the ITP's 2016 Annual Report, IS comprise 22% of the total enrolments.

Strategies put in place for internationalisation at the ITP studied have been in flux yet building, alongside the increasing number of international student admissions. As indicated by documents examined for this study, the institute has signified its engagement with global education through recruiting international students and growing partnerships with international learning institutes, including offshore education in India, Sri Lanka, Chile, China and Mauritius (Waiariki Institute of Technology, 2015). Since 2005, activities promoting and developing international student enrolments and participation have grown rapidly (Waiariki Institute of Technology, 2012). More needs for pastoral care, visa issues and practical matters for life in New Zealand have organically arisen. The ITP's 2012 report defined internationalisation as a mix of strategies intended to expand the dimension of cultural acceptances (Waiariki Institute of Technology, 2012), which includes internationalising the curriculum. The report maintains that on-campus support is vital for this student cohort, and that "satisfied customers are an important marketing tool both in New Zealand and overseas" (Waiariki Institute of Technology, 2012, p. 11). It has been proposed that the institute's learning programmes would be inclusive, develop trans-national, relevant teaching and learning materials, as well as uphold a philosophy of

genuine care for and interest in the students' needs and professional outcomes.

Considering how, as a New Zealand tertiary provider, the ITP is engaged with internationalisation, it is helpful to look at an action from the report concerning curriculum development, which is still ongoing four years later. Relative to my research in particular, recommendation number 17 states:

Encourage/require all programmes to reflect internationalisation in the learning outcomes, programme philosophy and course outlines and qualification specification, as appropriate, and to make the focus on internationalisation a key question in processes of preparing for programme approval and review. (Waiariki Institute of Technology, 2012, p. 21)

Part of this research paper's impetus is an approach to dig deeper into what this recommendation means and what specific elements could be defined and enacted in order for them to be met. Looking at educators' concerns in the following chapters will further review the ITP's proposals and how they inform this paper's focus on how tertiary educators lead to help manifest IS success.

The majority of international students at the ITP examined were from India, as have been the majority of students in my courses. In that regard, this will be the 'bias' underpinning much of the analysis emergent from this study. The context for my research is based on historical, current and future policy, through documents and staff discussions, which consider the following:

- Opportunities and challenges identified by the institute
- Measures staff and lecturers have been advised of
- How educators have rallied together in seeking answers to some questions regarding student policies and success rates.

The ITP's interim chief executive in 2016 explained the demands of adding IS to the enrolments: "They are now a pretty core part of your revenue which allows you to sustain the whole institution. For [the institute examined] if you took away all the international students it would be pretty marginal. It

would still be successful, but I think increasingly as time goes on that becomes less the case. We need them” (Tertiary Education Union, 2016b).

Based on this resolve, my research aims to find how IS at my ITP present to its educators, where things break and how they can mend.

4.4 Study design

I decided a mixed methods approach to my research question appreciated the holistic connections between instructor, institution and learner.

Initially, quantitative data was gathered from a diagnostic opinion survey (Appendix G). Quantitative evidence pertains to themes emergent from the qualitative data, as it established viable educator concerns at the ITP examined, seeking to address IS teaching and learning.

For the qualitative data, I interviewed six staff of the ITP in order to examine the educators’ perspectives on teaching IS. Further, I gathered data during staff discussions that had IS issues on the agendas, and I also looked at primary and secondary documents from and for the institution that outlined educator responsibilities for internationalising the curriculum. As the next section describes, evaluation methodology’s three-point formula was used to guide my mixed methods study.

Chapter Five: Evaluation methodology as a three-point formula

Depicted in the methodological framework (Figure 2), the three-point formula of evaluation methodology helped to inform my inquiry and thesis intent. In order to address my research question, I chose to be guided by Davidson (2005), who described evaluation methodology as seeking to uncover new knowledge through using the following three-point formula: 1. Identify and establish *values* used as definitions of quality and value; 2. Collect *data*; 3. Measure data alongside the identified values in order to produce *thematic analysis*. Each point in this formula was helpful for me to more clearly categorise and analyse the mixed data collected.

When Davidson's three-point premise for evaluation methodology is described, I outline i) how the established values informed the key evaluation questions, ii) how I collected my mixed methods data, and iii) how that data was measured by the established values in order to guide and inform the eventual data analysis. The three points will be discussed further following a description of the principles guiding evaluation methodology, which include relational responsibility, reflectivity, causation and effect, and validity and reliability.

Evaluation methodology has been described as a way to promote useful change and improve practice when considering issues of concern that effect the environment of study (Abma & Widdershoven, 2011; Davidson, 2005). However, the dedicated value criteria and data gathering procedures differ from case to case (Davidson, 2005; de Jong & Schellens, 2000). Academic studies that have used evaluation methodology to address their research inquiry also represent a range of subjects, including document evaluation, technical communications, arts-based questioning, and education. The purpose of each evaluative study is to be able to combine disparate elements into a more focused and useful discourse (Chu & Rosenthal, 1996; de Jong & Schellens, 2000; Kellaghan, Stufflebeam, & Wingate, 2003; Simons &

McCormack, 2007). A similar purpose was key to supporting my holistic approach when examining the many strands of my education-centred thesis topic. The academic (or industry-based) practice of evaluation methodology provides principles to help examine processes in play in order to facilitate actionable outcomes that will improve an environment, in particular regarding one that is new or emerging (Creswell, 2011; Davidson, 2005; de Jong & Schellens, 2000; mbaron, 2010; New Zealand Qualifications Authority, 2016b). According to Davidson (2005), “In terms of the evolution of the human race, evaluation is possibly the most important activity that has allowed us to evolve, develop, improve things, and survive in an ever-changing environment (pg. 1).” Such methodology is useful when there is a causation issue, which identifies at least some true inference of *need* (Davidson, 2005). This concept was key to my thesis and underpinned my research inquiry: For tertiary educators I could argue there is an identified need for pedagogical adaptation regarding teaching IS.

New knowledge that will contribute to improved classroom policies advocating IS success is accepted as required, according to the New Zealand government’s agenda for business growth (Education New Zealand, 2014a). Based on this requirement I sought a way to define what it looks like when tertiary educators adapted their approaches to work best for the wide range of IS who come into their classrooms. For the purpose of this thesis, evaluation methodology supported informing how to build capability within educational platforms, in order to support strategies that have a focus on outcome as well as on adaptive curriculum management.

5.1 Principles of effective evaluation

Evaluation methodology allows for both formative evaluation, meant to inform improvement, and summative evaluation, an overall view into the value and quality examined (Davidson, 2005). In the present study, formative evaluation set out to look deeply into the process of pedagogical change led by educators. I wanted to know what issues were addressed and why. As educators worked to accommodate IS success, the identification of language,

culture and learning norms, for example, provided insights for establishing my analytical framework. Educational interviews helped define what educators maintain as good, or effective, when teaching IS. The study also examined the outcomes of educators' actions, to identify which were deemed most effective. An evaluation methodology approach allowed me to examine an array of data. My inquiry overflowed with concepts and concerns, from staff to students to institutional and governmental issues, and so the relevant evaluative tools applied helped to measure and clarify information.

Having acknowledged that the primary qualities of evaluation methodology include an opportunity to promote an intended improvement of practice, and use of a multi-faceted approach, as detailed in the previous sections, here I will justify how the following four key qualities of evaluation methodology supported this inquiry to address my research question: relational responsibility; reflectivity; causation and effect; validity and reliability.

5.1.1 Relational responsibility

Abma and Widdershoven (2011) imply that evaluation methodology is a *relationally responsible endeavour* whereby the researcher acknowledges their relationship with those in the study, alongside their shared motive of developing socially just practices. This includes anticipating a plurality of stakeholder interests. (Stakeholders are identified in this study as educators, students, institutions, government, advocates, and experts.) The 'values' of measurement should be shared as main tenets of the area of study (Abma & Widdershoven, 2011). In other words, while a researcher is an evaluator, she acknowledges the beliefs held by those invited to be involved with the research. In this study that was the case, as my own education and experience allowed me to appreciate the beliefs and situations of the participant stakeholders.

The context of my research included considering relationships between students and educators in various configurations. For example, a student wants to understand the instructor; the teacher wants to clearly present

information; and ITP staff want to create an organisation that succeeds. Appropriately too, and in this case looking at the IS concerns, there are relationships between governmental agencies, institutions, employees and students. Accordingly, Education New Zealand's State Services Commission 'Goal 1' on their Performance Improvement Framework (PIF) indicated reviewing education means to involve all partners:

With other central government agencies it [Education New Zealand] needs to be able to articulate a clear value pathway that shows how New Zealand will maximise its international education opportunities in terms of the economy, education system and migration benefits available to it, and work to ensure the seamless realisation of that pathway to providers. (State Services Commission, 2016a)

Such policy-making undertakings are integral to the purposeful outcome elicited through evaluation methodology (Abma & Widdershoven, 2011).

5.1.2 Reflectivity

Evaluation methodology involves a reflective process (with peers) aimed to improve practice (Moon, 2013; Schön, 1987). Data I have gathered from meetings and interviews with educators typified such reflective practitioner processes. For example, for tertiary-level teaching at the ITP examined, all educators are advised to achieve a New Zealand Certificate in Adult and Tertiary Teaching (Level 5), which promotes *reflective practices* primarily based on self-assessment and communities of practice (New Zealand Qualifications Authority, 2016b). The *reflective practitioner* is a main concept woven throughout tertiary teaching certifications and it extends to the classroom via peer observation procedures, performance reviews, and moderations. The educator is expected to evaluate their own teaching practices in a reflective manner in order to maintain best practice methods (Clarke, 2012). Therefore the reflective practice was an appropriate part of this study, asking educators to talk about their perceived successes and failures in teaching IS (Appendix H).

5.1.3 Causation & effect

When undertaking an evaluation methodology, *causation* is an issue to consider carefully. Sometimes this means data evaluation looks to determine causative factors that may be confusing or unreliable (Davidson, 2005). For example, examining the IS classroom situation, where there are no updated rules, the educators' responses to student needs implied *because* there is a concern, an *effective* solution had been applied. Each educator addressed this independently.

For the purpose of this thesis I found the causation of this inquiry, which asks why educators lead the shift in pedagogy and policy for IS success, is built upon situations similarly made apparent in the literature. As reviewed in the previous chapter, I found it was clearly evidenced that because the number of IS had rapidly increased in New Zealand tertiary institutions, educators have been at the forefront of pedagogical adaptation. This provided a level of certainty for directing my inquiry. Implied throughout my research, subsequently, has been the causal question: What is considered 'good' effective pedagogy for teaching IS?

The evidence and inference of causal attribution for pedagogical change can be circular, meaning the cause creates an effect that creates a cause that creates an effect, and so on. According to Cohen (2012) this presents:

...multiple pathways of causation rather than simple input-output models. In understanding the process of causation, the qualitative data is immense and, indeed, argues for mixed methods in establishing causation: numerical data to identify the variables at work, and qualitative data to indicate how they are working in specific situations. (Cohen et al., 2011, p. 62).

Using mixed methods as an approach guided my research design, and anticipated some data could be unreliable to identify causative factors, i.e. *what it was* that created concerns for educators teaching IS. Reflecting Cohen's text on causation, this study included data sources that balanced upon one another: some of the *variables at work* were identified by a

quantitative *numerical data* survey (Appendix G), further explored through an evaluative framework analysing qualitative data collected (Figure 3).

5.1.4 Validity & reliability

Davidson (2005) maintains that the need for ‘100% level of certainty’ is actually unreasonable, since evaluation methodology approaches findings that are evidenced concerns, as opposed to scientific measures. “Evaluation findings are ‘demonstrably true’ when a solid mix of evidence supports a conclusion at or above the level of certainty required in that decision-making context” (Davidson, 2005, p. xv). To uphold the validity of data for this thesis, my intent was to collect a variety that when combined would represent a holistic view. For example, when an educator described how they saw a situation, their viewpoint was considered as valid data. The level of certainty I used for data analysis was strengthened by the consideration of recurring themes, not necessarily viewpoint. Coding data helped to measure the occurrence and thus validity of information presented in the data. If the topic of plagiarism, for example, was frequently mentioned, and coded, it was determined to be a topic of considerable value in my analysis.

Ideally, reliability of the study was maintained by including a range of perspectives through three sources for data collection: a variety of educator interviews, ITP documents and a survey. For interviews, the consistency of data, i.e. thematic concepts identified through coding, depicted a replication of themes to indicate the topic is reliable (Cohen et al., 2011). In this process, if it were that the focus of educators interviewed was on a different topic, then other common themes identified would also be considered reliable.

For educator interviews taken for this thesis, I recorded then transcribed word for word what was said. In each interview the exact same questions were asked to minimise interviewer bias. Also to reduce bias and as recommended for consistency, I remained reflective during the interviews, asked probing questions, established trust and was an active listener (Cohen et al., 2011, p. 207). When collecting ITP documents as data for this thesis,

the only concept used as an identifier was that the data concerned IS; there was no other subjective qualifier considered. According to Cohen (2011), in both qualitative and quantitative research, reliability ought to meet the criteria of being fit for purpose, which would include “fidelity to real life, context-and-situation-specificity, authenticity, comprehensiveness, depth of response and meaningfulness to the respondents” (Cohen et al., 2011, p. 204). All data collected for this thesis was undertaken in this manner. However, the limitations of data reliability to be considered included my personal motivation for collecting data: finding answers to particular lines of inquiry regarding teaching IS. Also it must be considered that the reliability of my qualitative research maintains data to be robust at the time of collection. Because of the dynamic nature of the topics of this inquiry, data could be different if collected at a different time. The fluid adaptation of teachers and students to the ongoing development of programs appreciated that data changes over time.

5.2 Point 1: Establish *values* of measurement: Leadership ELECT-P

The first part of the formula for evaluation methodology is to identify and establish values used as a definition of measurable qualities (Davidson, 2005). The four values examined in Chapter Three have been identified as pertinent for educator development and leadership, thus I chose them to use as a basis for an evaluative framework, as a starting point for my inquiry to address my initial research question. In selecting the educational values to measure data collected for this study, I remained mindful of the key evaluation methodology terms described in the previous section: relational responsibility; reflectivity; causation and effect; reliability and validity. Their support and balance upon each other was meant to be recognised as relational and fluid, thus I remained open to any variety of findings that may emerge. The values were not meant to limit my findings but promote a platform to encourage my inquiry. Keeping consistent with this model, the evaluative framework of combined educational principles became *Leadership ELECT-P*, as depicted in the triangular diagram below (Figure 3).

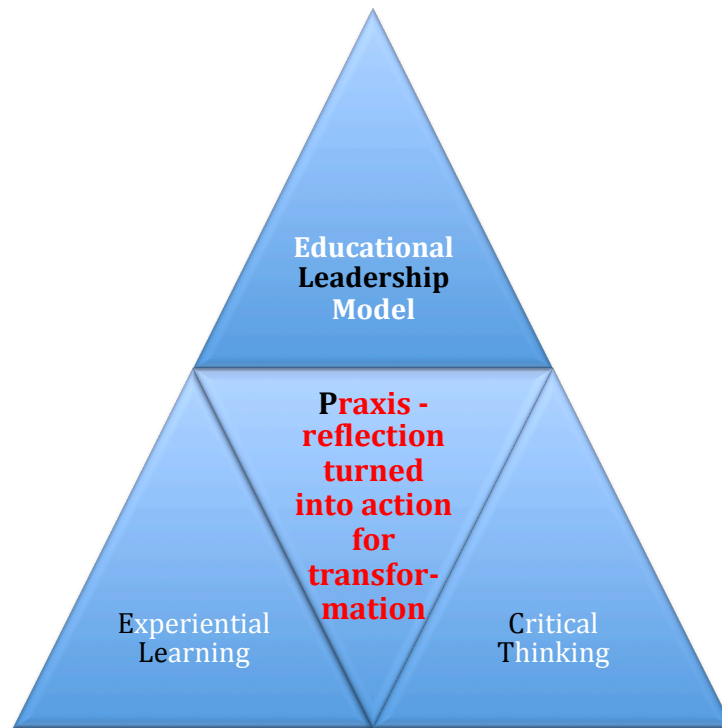


Figure 3 - Evaluative framework: Leadership ELECT-P

While there are other educational principles or themes I could have selected, I decided on these four discussed in Chapter Three as a start to my inquiry because I saw them as including principles deemed integral to effective education for student success. I remained aware that different perspectives could emerge in my analysis, and chose these values as a way to approach my data. These values were located as key to encouraging professional educator development, as stated in the established values, and for the purpose of this study to find directions to the challenges of change, particularly for educators teaching IS.

Given the dynamic elements of classroom expectations, these four concepts provided a wide measurement from which to examine the reflection and action educators have taken when devising their own frameworks for IS success. These frameworks involved issues of concern relating to the main points researchers had previously considered on the topic of educating IS, here restated from the literature review:

- internationalisation as a going concern;
- teaching IS presents challenges that require an emergent pedagogy;
- the global classroom platforms allow for creative initiatives educators can enact to lead the learning.

As mentioned, using Leadership ELECT-P as an evaluative framework provided a structure to examine leadership challenges and processes. It helped to gauge how educators attending to IS concerns determined their part in the emerging scenario of IS classroom engagement and success. From each of these four values emerged a key evaluative question that expanded my primary research question in order to further examine data. These four key evaluative questions reflected the values of measurement for my methodology formula (Figure 4).

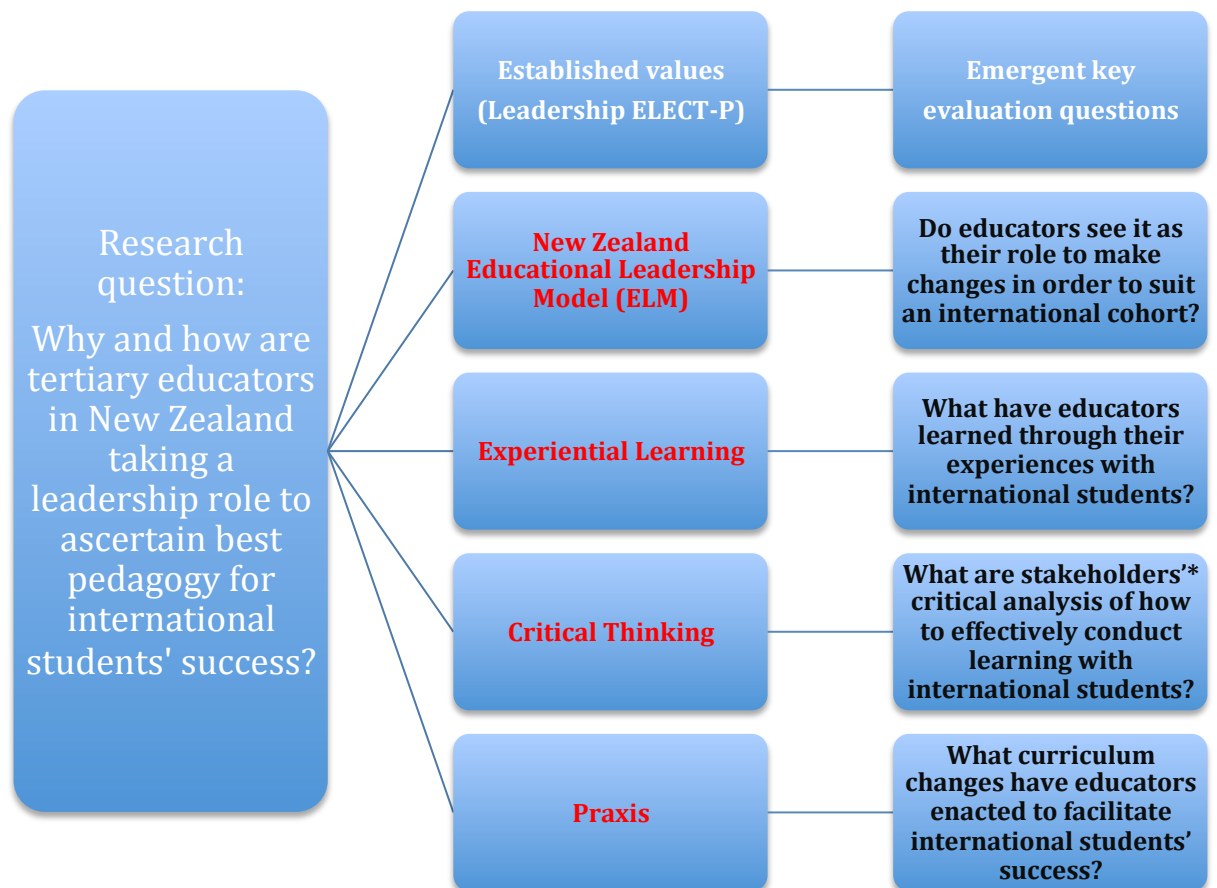


Figure 4 - Conceptual framework: research question expanded into four key evaluation questions

**Stakeholders as identified in this study include educators, students, institutions, government, advocates, and experts*

Key evaluation questions were used to measure the data collected for this study, and subsequently became part of the thematic analysis (Table 1). These key evaluative questions were useful to guide the results and analysis as presented in Chapter Six.

5.3 Point 2: Collect *data*: Mixed methods approach

The second part of the three-point formula for evaluation methodology is to collect data (Davidson, 2005). As stated previously, I purposely chose a mixed methods approach for the data collected. A multi-dimensional platform seemed most appropriate to undertake such 'relationally responsible' evaluation methodology. I predominately used qualitative data as previously mentioned, mainly from educator interviews as well as from staff discussion and ITP documents. Also I used quantitative data collected from an educator survey, which was intended to specify and contextualise participants' positions relating to IS.

Using a mixed methods approach allowed me to appreciate the dynamic, reliant nature of the elements involved with my chosen topic. The processes of students learning as well as educators teaching and the institution facilitating its government-mandated programmes involved a myriad of factors. To gather and review such overlapping data adequately is by no means a one-dimensional task. According to Creswell as cited by Denzin and Lincoln (2011), mixed methods allow a researcher to "take a process approach of thinking about the 'interplay' through design, data collection and data analysis" (p.274).

Cohen, et al. (2011) argue the benefits of using mixed methodologies for an unpolarised approach. Mixed methods can be implicit in all stages of a research project, and include, "research questions and design; instrumentation, sampling, validity and reliability; data collection; data analysis and interpretation..." (Cohen et al., 2011, p. 23). For the purpose of

this thesis, mixed methods were used for each of those processes listed, with my intention to elicit an inclusive approach. The target population for data collection was the stakeholders of the ITP examined. The stakeholders include educators, students, the institution, advocates, government agencies, and experts. Data given by or concerning those stakeholders was collected as it related to the research inquiry.

5.3.1 How data was collected, coded & analysed

Data collected for this study fit into three categories, as listed in Figure 5 next: educator interviews, ITP documents and an educator survey. I gathered this data by researching, alongside teaching, at the ITP examined for this study between 2015-2017. Data from the ITP documents I examined for research purposes took many forms, and included the ITP's institutional codes of practice and publications, plus relevant memos, reports, and records. The *educator survey* was a five-question quantitative convenience sample to help ground the data statistically. Each of these three categories is explained further in the following sections.

For my data analysis, based on the key evaluation questions, analytic codes were created. Qualitative data collected from the educator interviews was coded accordingly. All other data was grouped within these codes and synthesised in order to provide a comprehensive overview. The coded data became my units of analysis used to discover emergent themes, distilled, regarding teaching IS at the ITP examined.

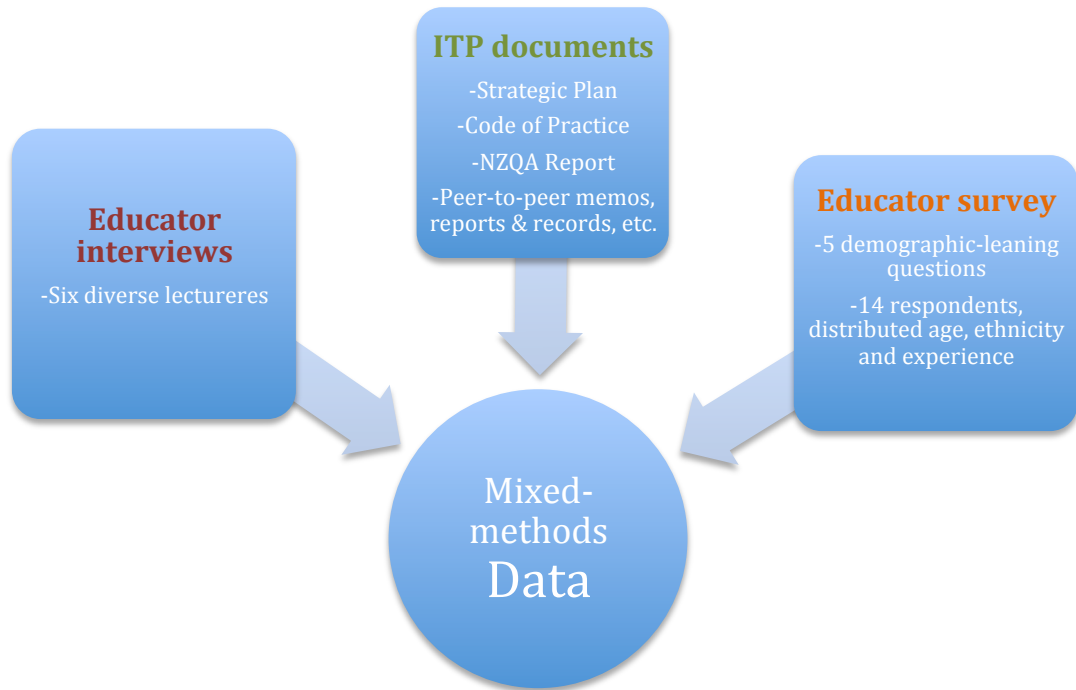


Figure 5 - Sources of data collection

The categorisation was guided by analytic coding and tagging that allowed me to categorise, distil, and summarise my findings (Cohen et al., 2011). For the purpose of this thesis, data gathered from the educator interviews and ITP documents was coded analytically, which, according to Cohen et al. (2011), is an interpretive code derived from the research theme: “It draws together and gives more explanatory and analytic meaning to a group of descriptive codes” (p.561). The analytic codes used to represent the four established values of Leadership ELECT-P were: learned experience, critical analysis, curriculum changes, and leadership.

Furthermore, listed in Table 5 (Chapter Six) are codes as counted from only the educator interviews. This is in order to prioritise educators’ perspectives and have the known concerns that emerge as identified themes. These themes were subsequently supported with interpretive thematic analysis by ITP documents that I did not number and include in the table, but did also group according to the same codes. This is because the documents represented larger concepts, i.e. not ideas mentioned in a spoken sentence,

but matters in print. Coded data from the ITP documents was not used to ‘prove’ coded data from the interviews, but to add a wider perspective.

Through marking the text according to the four analytic codes (which arose from the evaluative framework), a unit of analytic measurement was provided. Data content was then analysed subsequent to its analytic coding, each placed in the category of the appropriate, corresponding key evaluative question.

5.3.2 Educator interviews

The primary data used for this study was from educator interviews, a source considered “one of the most important qualitative data collection methods” (Qu & Dumay, 2011, p. 1). This held true for my study as the interviews provided robust data that became the dominant thread of analysis when measured by the evaluative questions.

At the ITP examined for this study, standardised, open-ended interviews (Cohen et al., 2011) were conducted with six staff members. The same questions (Appendix H) were asked in each interview (structured), and a conversational tone (unstructured) was encouraged by me as interviewer in order to promote a common purpose. Using the same interview structure was an effort to reduce the interviewer bias (Cohen et al., 2011) and help me to organise the data thematically. Interview questions provided an opportunity for me to categorise what was said in line with the established values of Leadership ELECT-P, consistent with this study’s evaluation methodology design, as listed in Table 4 below:

Established values of Leadership ELECT-P	Interview questions reflecting the established values of Leadership ELECT-P
NZ Education Leadership Model	How much do you view it as your responsibility to shift pedagogically in order to accommodate IS learning preferences?

Experiential learning	How many international students do you teach, what is the percentage in your classroom? Has there been a numerical shift in student population in your classes recently? What learning preferences have you been able to identify with the international student cohort you teach? What has worked well in your classes for IS? What has not worked well in your classes for IS?
Critical thinking	Have you had to change your way(s) of teaching for IS?
Praxis	(Following from above) If so, how have you adjusted your curriculum? If so, how have you adjusted your teaching?

Table 4 - Interview questions as categorised by the evaluative framework

The empirical data that interviews produce can be valid and rich (Qu & Dumay, 2011), which in the case of this inquiry offered first-hand experiences that educators valued as important in their practice. Seidman (2013) states that interviewing is a basic mode of inquiry, since, “At the very heart of what it means to be human is the ability of people to symbolize their experience through language” (p. 8). As I described my ontological stance previously, it matches with the premise that people are the creator of their own realities, so if someone believes something, that is the truth in their realm; thus data collected through educator interviews represented highly credible points to balance upon other data collected (Seidman, 2013).

In order to provide an inclusive sampling of educator experience, I chose a variety of participants: there was a mix of gender, age, ethnicity and time spent working with the ITP. The interviewees were given information for participants (Appendix F) and signed consent forms (Appendix E). The interviews were recorded in audio format and uploaded to a secure, private platform. Each interview was transcribed and coded. For this research to create a broad representation of issues raised and discussed at the ITP, I also

included data from a variety of discussions, as described in the following supplemental group discussion section.

5.3.3 ITP documented concerns

While collecting primary qualitative data for my research, I participated in several group discussions at the ITP with documented concerns brought up regarding IS. Since the inclusion of IS at the ITP had gained momentum rapidly, as mentioned previously, the need for staff to be able to address issues of concern required a plethora of one-off and ongoing meetings. Data applied to this thesis was included from documents produced from the following group discussions I attended and participated in: an examination of the ITP's code of practice relating to the IS orientation process; international pastoral care and engagement; workshops on how to work with IS needs in relation to NZQA and course requirements; regional conference presentations and discussions; creation of an internally published guide for teaching IS; IS assessment workshops for professional development; discussion group on 'global classroom' as relating to the ITP; academic board meetings; departmental roundtable discussions on IS learning concerns; ITP involvement with the national International Education Strategy Workshop; and educating IS through a 90-day plan 'problem statement' action committee. Small group discussions I had anticipated (Appendices A, B and D) were not required for this research, since the ITP subsequently scheduled meetings (as listed below) regarding IS which I was invited to attend as participant and observer.

The MoE's series of scheduled meetings occurred between stakeholder delegates: educators, advisors and IS representatives. The meetings were presented as a formal consultation process to develop an international education strategy for New Zealand (State Services Commission, 2016c). Such sessions have also provided data for this study, considering *shared strategies* is a robust tenet for evaluation methodology: "Deliberately engaging participants in a learning process concerning their practice will create co-ownership for practice improvements" (Abma & Widdershoven,

2011, p. 670). As the next section will discuss, concerns were also found in secondary sources.

5.3.4 ITP documents

Secondary qualitative data was collected from institutional publications in order to support and deepen the interviews and discussion findings. These added to a robust set of data that augmented my analysis. Data examined was from public ITP documents, and included the institute's Internationalisation Strategy (Waiariki Institute of Technology, 2012), the ITP's five-year strategic plan (Waiariki Institute of Technology, 2013), and the report of External Evaluation and Review (New Zealand Qualifications Authority, 2016b). These documents added further detail to the evaluative themes that emerged in this study. Their points of stated institutional intent were included as a reference, to locate in the research data and thereby add integrity to the overall evidential analysis.

5.3.5 Educator survey

In order to provide a statistical field of reference for the qualitative data analysis, I thought it useful to conduct an initial five-question survey (Appendix G). This was in keeping with reliability and validity as a key component of evaluation methodology (Davidson, 2005; de Jong & Schellens, 2000). The survey gave an 'overall impression' of the context of the study (de Jong & Schellens, 2000). The data provided through this survey also contributed to the purpose of a mixed methods approach (Cohen et al., 2011). This survey was answered by a selection of 14 educators, and included each of the six staff interviewed. The survey provided a convenience sampling that appreciated an appropriately broad demographic selection of respondents in order to gauge the ITP staff's situation working with IS, as well as staff viewpoints on the institute's internationalisation policies. Data collected from the educator interviews, primary and secondary documented ITP concerns, and the educator survey provided a rich source from which to draw my thematic analysis, discussed in the next section.

5.4 Point 3: Produce *thematic analysis*

The diversity and nuanced mechanisms of qualitative evaluation (Braun and Clarke, 2006) helped inform the third part of the formula for evaluation methodology: thematic analysis. “Thematic analysis is a method for identifying, analysing and reporting patterns (themes) within data. It minimally organises and describes your data set in (rich) detail” (Braun & Clarke, 2006, p. 79). Within this thesis, thematic analysis arose from breaking down data streams, as listed in the previous section, and grouping them into themes (Davidson, 2005). The six educator interviews that were conducted remained the primary focus or starting points for extracting thematic analysis, as measured through the key evaluation questions posed as reflections of the evaluative framework: Leadership ELECT-P. To do this I first considered the responses to questions from interviewees and identified commonalities (Cohen et al., 2011). Data patterns from these interviews were examined through the Leadership ELECT-P lens to determine a relational analysis. As previously stated, an analytic code for each key evaluation question was allocated and hence the qualitative data was grouped accordingly. Subsequently, evaluation of similar themes was considered in the data from other educator discussions, ITP documents and the quantitative survey. To further expand upon and contextualise the educators’ personal perspectives gathered by interviews, I looked at the institution’s concerns for maintaining key goals (key performance indicators, strategic plan, mission and values, etc.), as well as documents that indicated related concerns and themes. In this way, my thematic analysis involved “a search for relationships among domains, as well as a search for how these relationships are linked to the overall cultural context” (Onwuegbuzie, Leech, & Collins, 2012, p. 12), in particular as related to IS in tertiary education and the educator’s leadership instigating success. This entire analytic process was guided by analytic coding, as indicated.

5.5 Ethical considerations

The use of all data has been handled ethically. Approval was given by the institute profiled, which I was allowed to participate with, being an employed lecturer of the ITP and given ethical approval for my inquiries. Ethics approval was initially given for this research project by The University of Waikato and subsequently by the institute of technology examined (Appendices C, J and K).

The interviewees were given information for participants (Appendix F), and signed consent forms (Appendix E). The interviews were recorded in audio format and uploaded to a secure, private platform. I have transcribed each interview and keep hard copies of all transcripts and signed statements in a secure and protected location, per the approved ethics agreements. Confidentiality remains a priority. As I discuss further in the next chapter on results and analysis of my data, in order to uphold the confidentiality of those interviewed for this study I chose not to categorise participants' data with pseudonyms or labels, but allowed the data to be presented in an unspecified manner. Storage of the data collected will remain protected and secured.

5.6 Researcher reflexivity

I adopted an outsider role for this research as I questioned interview participants. I did not know their courses or students, so my approach was inquisitive and uninformed. I listened without giving my perspective or opinion, but provided encouragement to speak. I tried not to influence the participants, in that I wanted them to speak the truth as they believed it to be, not swayed by my evaluative role. However, I adopted an insider role as I appreciated their concerns and further engaged the discussion on some points. I understand this may have created a situation for interviewees to remain political, meaning less personal with their discussion. When there was a negative comment, for example, there was no blame pointed toward anyone or any institutional component. I agreed with what was said in order to encourage interviewees to feel comfortable when answering the questions

asked of them. While I went into every interview with an intention to remain objective, I am aware that a state of pure objectivity is unattainable due to my subjective being. Allowing the similarities of concern to engage participants was helpful, yet I do recognise it would present limitations to the study if not divulged.

5.7 Chapter Summary

In order to find answers to my research question, *Why and how are tertiary educators in New Zealand taking a leadership role to ascertain best pedagogy and policy for international students' success?* I used an evaluation methodology, as presented in this chapter, guided by established values of measurement, data collection and informed thematic analysis. A mixed methods approach was employed to conduct the inquiry. First I identified educational values through a constructed framework, Leadership ELECT-P, from which arose the key evaluation questions used for measuring my data collected. Next I gathered qualitative and quantitative data from a particular New Zealand ITP which I identified as being representative of national concerns in education and IS provision, and with which I have had a personal relationship as an employed lecturer. Data gathered for my inquiry was gained through educator interviews and discussions, analysis of the ITP's documents, and a nominal survey. Finally, I have subsequently outlined a thematic approach to analyse the data collected through the defined values.

From this evaluation methodology approach, my aim was to locate emerging issues, and gather findings in order to present a useful discussion regarding why and how educators lead the process in defining classroom resources for IS success. To this extent, my research strove to cultivate the process of learning as a shared act for ongoing, constructive development, reflective of evaluation methodology's intended purpose.

Chapter Six: Results & analysis

The previous chapter explained further the methodological framework of this study and argued for the mixed methods paradigm used to underpin its holistic, overall research in order to synthesise the wide sampling of data gathered (Figure 2). I provided a rationale for evaluation methodology, which informed the study, and established values by which to measure the data gathered alongside key evaluation questions that emerged. These key evaluation questions helped construct the thematic analysis. In this chapter I discuss the results found from the key evaluation questions, posed to uncover significant findings from the qualitative and quantitative data gathered. As previously described, qualitative data from six educator interviews created the main framework of thematic analysis.

Due to the collegial relationship of educators at the ITP this study is based upon, and my working participation with those educators interviewed, I found it to be a potential breach of anonymity and confidentiality to identify them in any way in this thesis. Therefore I used their quotes freely without reference to any specified identity. As I greatly appreciate their honest and potentially controversial contributions to my study, I did not wish to enable any link to their actual identity. Therefore, it is prudent to maintain that the analytical focus for this study is on themes, not individuals.

Enriching the thematic analysis from my interviews was supplemental data gathered from documents used and produced by the ITP this study examined. These ITP documents include pastoral care procedures, research initiated by the ITP, educator resource documents, strategic plans, an institutional external evaluation report and review, internationalisation strategy, conference participation documents and workshop papers on educating IS. While some of these documents were published and others were not, for the purpose of this thesis they were considered as raw data or primary data that I used as viable data. Findings extracted from this data provided useful

information. As mentioned previously, ethical approval was given for the use of all data by the ITP accessed for this study (Appendices C, K).

The central orientation to my findings remained the Leadership ELECT-P evaluative framework, as established in the methodology chapter. Accordingly, results and analysis from the data will be displayed in two ways: i) results are charted in a key qualitative findings table that represents a recognition and *synthesis* of themes distilled from the educator interviews; and ii) the interpretive thematic analysis (Cohen et al., 2011) of emergent themes categorised by the four analytic codes are discussed in paragraph form and include first the educator interviews and next the ITP document analysis. Throughout, my analysis appreciated the relationships and underlying associations between key findings. A rich descriptive supplemented the findings, as provided from data reduction of the units of measurement in the form of educator and document *quotations*, presented in italics in the thematic analysis sections.

After the qualitative data is presented in the two ways listed, the gathered quantitative data gathered from an educator survey will be shown, underpinning the holistic theme of this study's data measurement.

In order to further contextualise this study, toward the end of this chapter I link its findings to the themes initially discussed as topical in the paper's literature review section. To end, I will argue that my results, as analysed in this chapter, provide findings to indicate: **Why and how tertiary educators in New Zealand are taking a leadership role to ascertain best pedagogy and policy for international students' success.** This leads in to the final discussion regarding new insights uncovered, and further research opportunities provided, in Discussion and Implications, Chapter Seven.

6.1 Key qualitative findings

As described above, the four analytic codes were used to extract and synthesise the mixed data for evaluative purposes. The overall key findings

coded are presented as generated themes appearing from the Leadership ELECT-P evaluation framework, and are set out in the following Table 5. This table provides a view into the data quantity and location of each unit of analytic measurement, its analytic code used as an identifier, and its basis in the corresponding key evaluative question.

Value established in Leadership ELECT-P	Key evaluative question	Analytic code	Quantity of code in educator inter-views	Themes distilled regarding teaching international students (IS) at one ITP
Educational Leadership Model (ELM)	Do educators see it as their role to make changes in order to suit an international student cohort?	Leadership	28	<p>It is the educator's role to accommodate IS success</p> <p>It is critical to prepare IS for roles in NZ society</p> <p>The process to address IS concerns is critical and ongoing</p>
Experiential Learning	What have educators learned through their experiences with international students?	Learned experience	132	<p>Drastic increase in IS numbers</p> <p>Culture shock to new country, new way of learning</p> <p>Bonding amongst class members occurs through shared experience</p> <p>Educator wears 'dualistic mask'</p> <p>Students are studious in class</p> <p>Students do not participate in class unless called upon</p> <p>Different cultures evident within IS cohort</p> <p>IS come with a</p>

				<p>hierarchy between student and educator</p> <p>Group presentations work best</p> <p>Reports do not work well</p> <p>Lack of IT skills</p> <p>Cell phones are ever-present</p> <p>Students like to be directed</p> <p>What 'we' take for granted IS do not know</p> <p>Students very anxious for assessments</p>
Critical Thinking	What are educators' critical analyses of how to effectively conduct learning with international students?	Critical analysis	23	<p>Educators struggle to shift curriculum to suit IS due to lack of resources</p> <p>Hard to change students' learning norms</p> <p>Tension evidenced between national and IS cohort</p> <p>Unrealistic student expectations</p> <p>Can't 'dumb down' learning standards</p> <p>ITP and NZ government need to better address concerns for IS</p>
Praxis	What curriculum changes have educators enacted to facilitate international students'	Curriculum changes	30	<p>Manage class so students participate/speak out</p> <p>Sensitive to IS reception of teaching</p> <p>Do not change content</p>

	success?			of learning Manage class so IS not clumped together Have students evaluate others' work Balance domestic/IS needs Alleviate stress through valuing culture Include course-specific word bank Include NZ/Māori terms in class to embed national context of learning Know student names English only/not only spoken in the classroom Minimal assessment changes
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Table 5 – System of categorising synthesised themes distilled from educator interviews

6.2 Interpretive thematic analysis

The following sections discuss in paragraph form the thematic analysis based on these findings, guided by the four analytic codes. Representative quotes from the interviews and text samplings from ITP documents are included to clarify and deepen the analysis of particular themes. Each section will begin with findings from the six educator interviews and be followed by findings from the ITP documents.

6.3 Leadership

Findings indicate that educators have taken a responsibility of duty, as supported in the 28 leadership analytic codes identified, to facilitate the learning of students enrolled in their classes. This emphasised the common theme for leadership. As changes were needed, educators were the ones to

ask for and determine how to identify and develop change. At the time of this research, these processes were ongoing. Yet the role of educators as agents of change (Fullan & Hargreaves, 2014) was clear in accommodating IS learning and success.

6.3.1 Interviews (leadership theme)

Educators were in agreement that it was their role to accommodate IS success. Many said their leadership role was not as ‘just a teacher’ but as caretaker of the person/student, as discussed in the previous sections. One said how he sees his curriculum as not changing pedagogically, but being refined with each delivery to better accommodate the learning. Suggested was how he values student needs as a reason to adapt curriculum, and that IS provide a motivation to create a further incarnation of what he has taught for decades: *“My pedagogy I haven’t shifted, I’ve been doing what I do for 40 years and I’m refining it all the time.”* Another educator interviewed described her beginning phase of adaptation to change, which included figuring how to approach teaching an IS cohort:

When first I was told I’d be teaching IS, I thought, ‘well, they’ve made the choice to come here, this is how we do it here, and they’re gonna get what they get’. But pedagogically, I think, as a teacher, that’s my responsibility, to help them learn by facilitating the process.

It could be argued this data indicates that no matter the educator’s teaching philosophy, and no matter their view on how much students must adapt to the institute’s academic framework, the educator has made some adjustment to their teaching in order to better engage the international learner. Along these lines, another educator said, *“Of course you have to teach to your learners, and if they’re international and they need to be taught differently or to be taught with extra support or in a different way, then that is absolutely your responsibility.”* This data showed that even if an educator found a situation challenging because it was new or required an approach outside of their familiar way of teaching, they believed it was ultimately their job to figure out what changes need to be undertaken.

Extending this process, educators maintained it is also their responsibility to prepare students for their eventual role in New Zealand society. One called it “being a life skills coach.” As another interviewee said,

Most IS are here to get PR (permanent residency) and a good job, so my role is to get them ready. I sort of try and relate it to that everyday life experience. They are dealing with New Zealanders when they are out here, they will be taking their kids to preschool interviews and things in the future so you know I’m assisting them to build those foundations to make life easier for them in New Zealand.

Another interviewee said, “I’m an immigrant as well, and it is an enormous challenge, I tell them at the start, it took me five years to find my feet so don’t expect it to happen overnight.” Sharing that information is an educational premise of leading by example (K. M. Matthews & Mane-Wheoki, 2014). One educator embodied such holistic leadership roles for managing IS when she maintained her position statement is simple: “I’m your Kiwi mum.”

6.3.2 Documents (leadership theme)

Staff workshops, ongoing at the time of data collection for this thesis, were spaces where educators were being asked to come up with a plan for IS success. Educators’ learned experience was valued as providing an ability to critically reflect and analyse. Having had the chance to try out ‘what works’ in the classroom, educators were shown to be leading the way to put programmes, resources and attitudes in place for the institute examined. Such process upholds the intrinsic, stated value of the trade academy: appreciating knowledge gained through practical application (Waiariki Institute of Technology, 2016). My findings indicate that while governmental agencies brought the IS cohorts to the classrooms, and educators were shown to initially be reactionary to the larger, expanded responsibility placed on their professional shoulders, they also have devised *some of* the solutions to the ‘problems’ or concerning situations as they arise. Educators have criticised the ITP for lack of resources to assist with the IS cohort, and educators have meanwhile figured ways to care for and teach that cohort. Data found that the solutions were by no means simple or strictly educator-

led, but part of an engaged process being undertaken to improve practice through educator-led initiatives and input. As noted in the *Education (pastoral care of international students) code of practice 2016*: “There is no one-size-fits-all when ensuring the best care for international students – signatories must understand their own unique path to actively support their international students and continually review and improve what they do” (New Zealand Qualifications Authority, 2016a, p. 4). My analysis finds that the New Zealand government has provided a plentiful student stream and informed the ITP to do the best they can to teach, care for and ensure good outcomes, which is being undertaken to some extent. This means using resources the ITP has, with educators taking the primary role in enacting change for students. According to a staff document for leading such an initiative, “The purpose of this research is to try and build a better picture of your teaching experience here...so that we [the institute] can build on and improve our teaching, learning and support for our students and staff” (Unpublished document, 2017). As each signatory to the pastoral care guidelines was enrolling IS and putting strategies in place at each institute, so too were educators figuring strategies to put in place in each classroom. Documents indicated praxis was readying to occur.

6.4 Learned experience

The most numerous analytic codes from the educator interviews were in the category of learned experience. Such findings indicated educators were, at the time of this research, predominately at the initial stage of adaptation to change which, according to Leahy and Chamberlain (2008) includes phases of bargaining, acceptance and experimentation. Thus, the most active discussion involved reflections upon how to deal with change, primarily *processing the learned experiences*.

6.4.1 Interviews (learned experience theme)

Educators described the barriers to learning some IS had at the start of their coursework due to settling in to the different culture of New Zealand, as well as the different ways of teaching and learning. Educators found addressing

these 'culture shock' concerns was pivotal, and necessary for helping eliminate major stresses for the students, so that they could focus on the learning.

One educator of post-graduate students told about the numerous IS difficulties he had to acknowledge:

The first four weeks of my class the students are completely incapable of learning anything. They're in the state of deep shock, many of them are mothers who have left infants at home [and] they're in deep grief. I had six young women crying simultaneously in my class thinking of their babies back home with Grandmother, thinking of a husband who cannot get a visa, not able to get a place to live, being exploited at below minimum wage by people...who know they're desperate for any kind of income. So you know those things, you don't have to ask them to tell you those things, they pour out. They weep, so my job is to listen attentively.

This educator said that he found it works best to make a "very safe place" for IS to express their feelings, to feel supported by and trusting of the classmates.

Because of these identified personal issues that students carry alongside their classwork tasks, educators commonly expressed what one termed as wearing a 'dualistic mask', which places the educator in the roles of both teacher and life coach. She said emotions were like an avalanche for student and instructor, and poured forth when handling situations that are different to each one's accepted norms:

When they come into the classroom at the beginning of the year, when you're new to New Zealand and they're just facing all these different struggles including coming into the education system that is just so foreign to what they are used to, so they have this avalanche of emotions, and so do we as teachers. So to deal with that we've ended up wearing this set of dualistic masks, whereby one day I feel empathetic, then the next day when the students submit an assignment, just plagiarised, it's a load of rubbish and I'm furious. So I'm the angry professional. The next day they're missing their babies and I go back to being the sook.

As far as getting on with class work, educators said how they have learned through experience that IS do well with presentations and not as well with reports. This is identified as a problem for educators as curriculum changes are often tricky to make for assessment purposes because the established NZQA requirements must be followed strictly (NZQA, n.d.). According to one educator interviewed:

I think it was so overwhelming for them because of the format and the content and the research and everything and then they had to develop an order. After getting a group of students in their second semester doing a report their feedback was like there wasn't enough discussion about the report and they were confused about it, and I cannot tell you how much time we spent discussing it to the point that I felt like I'd written the report for them. Looking at the application of knowledge in specific situations, I don't know if there's an easy way of doing that without having the written work.

Written English reports presented a struggle of structural comprehension, and use of the language, which was mentioned as a common concern by the educators interviewed. Along these lines, many educators said they found how IS like to be told what to know, “almost to the level of being spoon fed”.

Some educators found it a challenge working with the limited cultural references IS would have about New Zealand, so the traditional teaching concepts in class were expanded. For example, one culinary educator whose class switched from mainly national to 100% international students when she spoke for this interview told how, in her experience working with this cohort, she has found IS are unfamiliar with Western and Kiwi kitchen ingredients:

Not only are they learning about how to learn course content, they're also trying to identify basic day-to-day foods we take for granted, you know, like using different kinds of cheese...and if we're talking about Parmisiano as opposed to Edam as opposed to Camembert, it's not a food that is particularly familiar to them.

Examples of how foreign some concepts are to IS while traditionally used in tertiary teaching required educators to be reflective, using critical analysis, as spoken about in the next section.

6.4.2 Documents (learned experience theme)

The issues raised from these learned experiences of educators are reflected in several contemporary educational policies and programmes, initiated as part of the ongoing, engaged process of defining support services for IS. A primary document that New Zealand educational institutes enrolling IS are a signatory to is the *Education (Pastoral Care of International Students) Code of Practice 2016*, which stipulates how the institute should provide care and direction for IS. The updated document came into force in July 2016 and required education provider signatories to achieve its 10 outcomes that cover six categories, of promotion, agents, contracts, immigration, safety and support for IS. (The original pastoral care document was introduced in 2002, when New Zealand became the first country to ensure such requirements for the care and wellbeing of IS (Ministry of Education, 2017).) The Code of Practice provides a ‘framework for service delivery’ of each of those six categories, and stipulates educational providers enrolling IS will maintain ‘available services and supports’ for these students. The document requires each institute to establish services and support in more detail customised to the school (New Zealand Qualifications Authority, 2016a). At the ITP examined for this study, staff have prioritised the needs of IS and made available internal and external support systems to handle the ‘wide range of issues’ arising. For example, a document to offer educator resources for transitioning IS into the New Zealand educational system acknowledged challenges IS face and the positive environment academic staff can create for positive outcomes. The 2016 document addressed ‘situations’, such as student reluctance to speak up in class, and lists ‘strategies’ such as how to scaffold student engagement to build confidence leading up to a class presentation.

In 2016, the ITP examined for this study offered a staff workshop that focused on educating IS. During the workshop, six strands needing action were identified: student recruitment and induction; student support; pedagogy; curriculum design and assessment; student/staff ratios; staff roles in the network of student support across the student lifecycle. These strands

were subsequently synthesised into three 90-day plan 'problem statement' action committees to address what had been determined as main concerns: professional boundaries, support services, and academic induction.

While this thesis was being produced, the ITP staff were still engaged in addressing noted concerns relating to IS. For example, internal documents from this academic effort recognised the unspecified professional boundaries educators experience as a result of working with IS needs and concerns:

All staff have the responsibility to consider the pastoral needs of students, including their emotional and mental wellbeing. It can be difficult to know where academic guidance ends and pastoral care begins so taking a holistic approach to general wellbeing of students will ensure they are supported and will contribute to better academic results and improved student retention and completion rates.

The recommendation is reflective of the dualistic role mentioned in the previous section, and advocates that staff are to uphold both academic and personal wellbeing strategies. Along these lines, the working document advises staff how to approach the new roles. Staff, educators and administration alike are encouraged to place 'boundaries' around social media, physical contact, personal vehicles, phone numbers, and sharing of personal information.

The institute has also promoted research that aims to support staff and IS on campus through creating what it termed a 'sustainable model of pedagogy'. Academic staff worked with this initiative to uphold *ako*, a Māori term depicting the integrated process of teaching and learning. Efforts were made to acknowledge and use the learning from staff's experience of teaching IS, and promote further learning about how such processes become effective. This research was ongoing at the time of this thesis writing.

6.5 Critical analysis

The critical analysis aspect of my research touches on a political realm, as the findings indicated educators' moral and professional boundaries are

stretched with the sometimes-stressful situation the industry has placed on them to handle: teaching to a new cohort, which expands beyond delivery of subject information and into accommodation of pastoral care issues. Educators stated they felt uncomfortable playing a part to help deliver academic success to students who have paid money and have expectations that may be unrealistic, considering the barriers inherent in some aspects of new learning situations. Also, they told how their professional leverage was limited due to a lack of resources provided *for guiding IS*, as well as for educators *learning how to best guide IS*. Educators expressed how the increased 'roles' they felt compelled to take on in order to help support IS learning are an extra burden that educators are not well-equipped to handle. It is important to note here, as evidenced through the ITP documents included in this section, how to manifest such resource support was also a high priority for examination by both the institute and the New Zealand government.

6.5.1 Interviews (critical analysis theme)

A repeated, critical theme from educators was their struggle to shift curriculum to suit IS, alongside a lack of resources. One told how she is in the process of "*trying to identify how I (she) can*" shift her ways of teaching to suit her IS cohort. She said this has been a struggle due to few staff and resources available for her to access, which she said presents a stressful environment for others to be able to offer any suggestions. As the previous section mentioned, these limited resources seemed a common concern, requiring educators to fulfil roles beyond teaching. Relating to the dualistic role educators feel they are forced into with IS concerns, one said:

Often students when they have confidence in you as a teacher, will bring you problems that you don't really want to hear or that you are not well equipped to manage. This creates a degree of tension between management and the teaching staff because where does pastoral support begin and end? Once a student told me, 'My parents are devout Catholic, but I think I'm an atheist, how do I tell them?' And I'm like. 'Okay, I'm no expert on this, maybe you should talk to other people.'

He summarised a common moral concern of educators when he said, *“Taking the IS money, we need to provide more support services.”*

Another educator interviewed spoke about the level of IS academic needs and the ongoing processes to handle them, which include institutional limitations: *“I think a lot of the assignment work that they’re given is beyond their level of literacy. Despite using the learning advisor over and over again, they still plagiarise, they still copy.”*

Alongside these needs for IS to have a greater handle on English and national literacy, educators said how they have found it very hard to shift the learner’s mind-set. According to one educator interviewed,

I think that the IS we see come from a model of learning where they believe that it’s holding knowledge that’s important rather than being able to process situations and come up with creative solutions, so I constantly try to get them to think from a problem-based perspective and try to get them to think about what they need to know rather than what they think I should be telling them that they need to know”.

The educator’s adaptation to IS learners was still being formed, along with his realistic understanding of success:

I very quickly found out that the challenge wasn’t the students challenging me to think, the challenge was me to get them to think. We have to realise that we can’t save everybody, that we’re going to get a percentage of students no matter what we do they’re not going to achieve and we have to be realistic about that. I think some people are perhaps a little bit unrealistic.

His comments indicated a common frustration educators expressed, at being unable to better guarantee student success.

Another concern educators have found and voiced was the tension witnessed between indigenous Kiwi and IS. As one educator said,

I think mixing [student cohorts] helps build confidence. They (IS) don’t appreciate the relevance of the bicultural situation that is here in En Zed. There’s a real fear of Māori. There are some incredibly naïve and ignorant and misguided beliefs about Māori people and often shattering some of those illusions is important because without that understanding they’re not going to survive in the workplace. Quite a bit of

time is spent on looking at aspects of colonisation. It's quite interesting because Filipino students draw the parallel because they came from colonised countries, but they don't see themselves as colonisers to another country and they don't see it as being from the view of an indigenous person in this country, so that is always a big challenge.

The challenges of cultural appreciation suggest an individual figuring their place in the world while in New Zealand would benefit from education that includes an historical, cultural component.

Educators said they see some IS having 'unrealistic expectations' of how they will fare after tertiary education. Such misconceptions were noted to be uncomfortable to handle for some interviewed. According to one interviewee,

Some IS say they will finish the [healthcare] course and be a manager of a hospital, almost like their streets were paved in gold. Other IS plot out their courses and recognise how they'll have to go up the ladder in industry. I do believe we have too many IS coming through the healthcare programme who have unrealistic expectations. There will be multiple people who will never be able to register in this country and it's quite scary. I view it like people trafficking.

Even though they said they have seen challenges for IS in academia, educators maintained the curriculum cannot be simplified since that would lower the ITP's academic standards and even its reputation. Such an ethical quandary was evidenced in every one of the six educator interviews. Educators questioned how to provide IS with an education students have purchased, when the students' needs become an extra challenge to fulfil.

In this regard, one of the main struggles identified from the interview data was how educators could address language barriers for IS in order to encourage student success. An educator acknowledged how grading English language use is controversial:

How do we grade that, do you penalise for poor grammar, punctuation? I look at it in this context, that recently I [worked in health industry and] that standard of work would be viewed as unacceptable, and it would reflect badly on us as an institute. To me, undertaking an assessment, there is a need for

acceptable standards and I don't think we can dumb down those standards. The problem we have is the students, many of them haven't developed thinking skills necessary because they come with undergraduate degrees which are based on knowledge-based curriculum, and nobody's taught individuals how to critique things, how to think. It's teaching the way of learning as much as teaching a subject and I think that's often overlooked.

In this regard, again the sense of a dualistic role emerged, this time as educators teaching both the subject and the way to learn the subject. This fear of failure is one shared by educators as well as the IS students who get into a situation where *"the family would view them as failures if they came home, and that presents a major issue for them that there's so much expectation placed upon them, and that's quite hard,"* according to an educator interviewed. Another educator said while she believes it is her responsibility to work within the academic structure as given by the ITP, she thinks more could be done to ensure better IS English literacy skills:

I think the institution needs to do a lot more as far as supporting some of our IS as far as just having better support systems in place for them...if we are taking their money we need to support them fully and I'm not sure that's always the case.

Educators said they believed agencies that recruit and place IS are also liable for guaranteeing these issues of meeting academic standards. While higher language and academic ability could be required for IS enrolment, those interviewed said they thought New Zealand could provide better educator assistance to interpret students' comprehension. To be able to teach to standard, one educator said, she felt that while it is her responsibility to teach, there needed to be better staff support by the ITP:

They [ITP management] are the ones who put the structures in place so I think they should full well make it their responsibility...they should have been prepared if they were going to take me on to give me way more proper induction and proper orientation. My manager basically said, 'We have limited resources so we have to deliver the course based on our resources.' What do you think that means? I took it to mean that we are operating this course on a budget despite the fact

that the students each pay \$20,000 and I thought to myself, this is a real ethical and moral dilemma...at the same time students were beginning to verbalise, you know we pay a lot of money for this course, and you know they're concerned about their living conditions here and they're concerned about the demands on them, and I don't think there's enough effort put into, like, I'm only becoming more aware of what they come with.

Again, the moral dilemma was mentioned as a concern for how to best teach and care for IS when there are circumstances out of the educator's control.

6.5.2 Documents (critical analysis theme)

As indicated through the educator interviews, many described how they felt moral and political concerns were being breached with IS, as the students represented a commodity for the government and educational institutes. Educators mentioned that whilst IS provided a financial benefit to the institute, educators may not have received adequate preparation or resources to accommodate the learner. The New Zealand government's Leadership Statement for International Education (2014) described the roots of some of this pressure: "As well as strengthening our education system, international education is expected to contribute to our goals for research, innovation, trade and tourism" (p.1). In this document the government stated that by 2030 the number of international postgraduate students would double *and* the rate of those IS who gained New Zealand residence after earning a Bachelor's Degree would also increase. According to a newspaper report on the ITP this research examined, a group tasked with growing the IS 'industry' estimated students' fees, accommodation and expenses totaled \$42,000 annually per student (Arthur-Worsop, 2016). In this regard, money from IS is a significant issue the community has begun to rely upon.

While the build-up of IS numbers and capital was shown to be ongoing as I examined the data collected, learning advisors and directors engaged with national platforms as delegates from the ITP. Their examination of IS recruitment, retention and pastoral care, alongside NZQA standards, has been shared with the institute's academic staff in order to enrich the

discussion and practice for the best of both: IS scholarship and well-placed residence. One report from an international education association conference noted that while New Zealand rates highly for tolerance and acceptance of immigrants, a 'strong sentiment' found support services for IS to be undervalued by the society. An ITP representative who attended a government consultation process called the International Education Strategy Workshop (2016), identified themes of shared needs by national academic participants, including:

- Acceptance, inclusion and integration of IS
- A New Zealand society that values diversity
- Well-supported students with stronger pastoral care services
- Cultural competencies of New Zealanders developed
- Educational excellence
- Outward-facing focus of international education for New Zealand students
- Capacity and capability building for offshore education
- Strong connection with businesses
- Develop and support regional economy through attracting IS with requisite skills

These shared concerns were reflected in the pastoral care being developed for the ITP studied for this research, which included pre-departure handbooks for students preparing to reach New Zealand, compulsory IS orientation on campus, ongoing support from the International Centre, job search assist and cultural literacy. For example, according to the Report of External Evaluation and Review (2016),

International students with existing tertiary qualifications are trained in New Zealand wood manufacturing processes, which can and does lead to employment in the industry. Evidence was provided that this training is valued, with some graduates returning for further training as apprentices once they are New Zealand residents. The distinctively bicultural focus [of the ITP] is based on the recognition of Māori culture, as well as tāngata whenua, and a basis on which to celebrate Māori culture, as well as European and all other cultures. This

philosophy is highly valued by tāngata whenua and embedded in [this ITP's] ancestral meeting house.

These findings indicate that a number of the concerns educators had regarding IS success are being addressed through ongoing, critical reflection and analysis.

6.6 Curriculum changes

There were many suggestions educators had on how to adapt the classroom curriculum to address the best learning outcomes for IS. As mentioned earlier, changing the assessments was considered less possible due to established NZQA requirements. Educators interviewed mostly maintained their own teaching style or values did not change, but all mentioned some adaptations were made in the classroom to better enable IS learning. The following section supports the most common curriculum changes educators talked about in the interviews.

Ideas to assist one another as educators of IS have become part of the cultural tapestry of the ITP, from professional development workshops to informal roundtables where issues are discussed. These findings indicated the responses of educators have moved beyond a first wave, reactionary adaptation to change, and are looking for rationales for assimilation (Randi & Corno, 2005) in order to put changes in place.

6.6.1 Interviews (curriculum changes theme)

While all educators described how they were sensitive to IS reception of teaching, they told how they did not change their *content of learning*, but they did adapt their *method of delivery*. My findings indicate this was being done in a reflective, conscientious and even creative manner.

One educator pointed out the need for continued critical analysis of curriculum when teaching the IS cohort. He said his concerns included,

Knowing what is the best way to work with [IS] when they come over here [and] a critical analysis of the problems of teaching critical reflection in a neoliberal institution where the

primary concern is bums on seats and profit. And what challenges and dilemmas does that pose for an academic who is interested in social justice and equality?

His question was reflective, regarding some practical measures that have been put in place. With the increased numbers of students in class due to high IS enrolments (New Zealand Qualifications Authority, 2016b), the educator interviewed felt pressed for time when reviewing all the papers handed in, so he advised students “*read each others’ work, and I get them to make suggestions and corrections and additions to each others’ work*”.

Another educator said she found her postgraduate students needed to be appreciated in ways not always evident by New Zealand tertiary standards:

Despite struggling in our New Zealand tertiary system, in their country all postgrad students are clever, but you have to find a way for their brilliance to shine, and sometimes you have to provide another means for that to happen.

So far, appropriate assessment methods were not always in place, according to educators interviewed.

Learning the importance of valuing the IS culture was a theme many educators spoke about. Such a learning step may not be scripted in the curriculum, but it was found to be a liberator for students to have the mental placement that allowed them to better learn the subject taught. According to one interviewed, she described how for her first IS class she had the syllabus carefully outlined, but very quickly on the first day found out a different tact would need to be taken. The lecturer found they had to learn about each other first, through learning about culture:

The first day we had to spill our guts about how hard it was to be here. I told them a little about our Māori culture, I used whakatōhea [culture of a Māori tribe]. What are the important values and principles in our culture and what does it look like in practice? Then I invited them to get together in their country groups and do the same. So I asked them to think about whether it’s a song or story from your country that holds the values and principles most dear to you. The Filipino group went away for a half hour and came back and told their story

like a fable, role playing, it had a narrator and they did this thing, they were singing one of these songs and they were all in a rice field planting rice and one of the women had a piece of cloth waving, and this was the flag. It was so amazing.

She realised that once the 'cultural day' was completed, *"I could do anything with them, the barriers went down and we went right into it [the learning]."*

Another educator mentioned how important she has found it to know IS names. She said she matches students' names to their photos and memorises them so that she can be sure to identify each student and say their name correctly:

I often think that when they come out that's the only thing that truly still belongs to them, their name...I think that by doing that I get a buy-in that I'm genuine and that I have a genuine desire to assist with their learning.

This suggests that being valued by the learner was seen as an important aspect of the educator's role. Thus there is a tension arising when tertiary education is greatly commoditised, as discussed in the literature review.

Another controversial topic, which there are no institutional guidelines for, is the use of language other than English in the classroom. Each lecturer must independently establish the rules for this in their classroom. Some said they maintain that students need to speak in their own language from time to time in order to discuss and ground their learning. Others do not allow students to speak in any other language than English. According to one lecturer interviewed, *"If they keep speaking in another language, its 'three strikes you're out' and they are dismissed for the day."* Her reason is, as she explained, *"Yeah, I'm training [IS] to get the best possible job in New Zealand, those skills are what is appropriate."*

Issues around language were shown to be a main reason for a variety of curriculum adjustments educators made, developed as a result of experiential learning gained when teaching IS. One educator interviewed told the story of a student, who *"had written that he was serving at a New Zealand buffet grilled elephant ears. I looked at him and thought, Bloody Nora, but*

when I drilled down and translated better I found he meant grilled eggplant.” She maintained that better literacy levels would be helpful to keep at the forefront of curriculum, and thus has instituted a word bank in her classroom that lists common terms used in her subject.

In this light, lecturers spoke about the benefits of including New Zealand and Māori terms in class to help contextualise learning. Some said they begin the class with a karakia (prayer), which could be in the students’ language, but still upholds the practice common in Aotearoa. It was noted that it is important to keep national students’ needs in mind when there is a mix of national and international students in class. As one educator said, she understands IS often need more lengthy explanation, and so has built that time into the end of class when others comfortable with their knowledge of the topic can opt to leave:

I feel if I keep domestics there it frustrates the hell out of them...and they can become quite resentful and so I think when you do have a lot of internationals in your class you’ve got to be mindful of the needs not only of your internationals but the domestics as well.

These comments represent a common theme from the interview data gathered, suggesting educators are adjusting curriculum to meet the learning requirements of all students.

6.6.2 Documents (curriculum changes theme)

Since educators have shown they adjust curriculum through modifications made as a result of experience working with IS in class, it is worth noting that the ITP administration has aimed to internationalise the curriculum for several years previous to this research. As discussed in the literature reviewed for this thesis, educators have been engaged in defining the term and its process through practical application. The internationalisation process instigated by the MoE (2006) has been defined as,

The responsibility of domestic education institutions and systems to prepare students for the pervasive personal impact of global developments. The common transaction is the

transfer of knowledge between systems, institutions and individuals across cultural, linguistic and national boundaries. Active involvement in internationalised knowledge and skills acquisition is seen as a prerequisite for durable participation by graduates, and hence their communities, in the global knowledge economy. (2006, p. 16)

This report also acknowledged, however, the “critical importance of international student flows” (R. McInnis et al., 2006, p. 16). The prioritisation of IS numbers alongside student welfare bares a critical review.

For the ITP looked at for this study, its Strategic Plan (2013) maintained the elements of economy and wellbeing of ‘the customer’:

Internationalisation is an important part of [the ITP’s] programmes and the student body and has a key role in the diversification of the student base, the generation of additional income, strengthening of links with the regional economy and the broadening of student and staff horizons. (Waiariki Institute of Technology, 2013, p. 8)

In its Internationalisation Strategy (2012) the ITP examined for this thesis called for internationalising the curriculum, as well as establishing staff development sessions, “to support international visitors and students and to understand their particular needs” (p.11). Support for IS was termed as,

...a fundamental aspect of [the ITP’s] international work. Providing strong support is important not only to ensure that students enjoy their time at [the ITP] and maximize chances of success, but also to support future recruitment; satisfied customers are an important marketing tool. (Waiariki Institute of Technology, 2012, p. 11)

These findings indicate the support for IS and review of strategies for success for both educator and student have remained in progress and built upon for some time. Yet commoditising students remained contentious for those educators interviewed.

Improving curriculum included peer observation, a consistent element for delivery at the ITP studied for this thesis. As an external review noted, “Teaching staff commented on the value of the peer observation process and

several of the teaching staff interviewed were able to cite examples of how they had improved teaching delivery as a result" (New Zealand Qualifications Authority, 2016b, p. 19). Curriculum adjustments and teaching strategies for positive outcomes when teaching IS were found to be offered through many platforms that valued creative initiatives educators developed. Educator resources for IS teaching have begun to be put in place at the ITP, from online, internal Moodle discussion platforms to an adaptation of The University of Waikato's *Teaching International Students* (Unpublished document, n.d.) guide which states, *"These strategies are put forward acknowledging that stresses on international students are also financial, emotional and social. Our patience, attention and academic creativity are required, as we appreciate the enrichment gained through an opportunity to teach and learn together."* ITP documents examined suggested those in the institute requested IS strategies to be informed by reflective process and data, such as the institute's 90-day plan to address and activate the six strands requiring attention, which eventuated into three 'problem statements', as noted in the previous section. Data examined for this thesis indicated that while personal and political issues arose for educators to succeed teaching an IS cohort, educators were also being valued as main participants to put strategies in place that address the requirements of the *Education (pastoral care of international students) code of practice 2016*. This notion leads into the leadership role educators have taken, given the new, challenging, under-resourced and evolving situation teaching IS has presented.

6.7 Quantitative survey results attest to emergent themes

To set the context for this study and help direct my inquiry, I aimed to gather some categorical results (Cohen et al., 2011) that provided a basic gauge of how educators at one ITP in New Zealand view and understand internationalisation within the institute. A survey was conducted, whereby five questions were asked of 14 staff. Those who volunteered to participate were a mix of male, female, new teachers, experienced teachers, educational

staff, and of different ethnicities including Māori, Pakeha, Southeast Asian and others. My aim was to present a backdrop to the qualitative analysis, and I feel it is a fair representation of the viewpoints held by a section of educators and ITP staff, based upon the timespan: 2016-2017. Table 6 below displays the questions and percentage of responses. The following section discusses the survey's findings.

Question	Yes	No	Not sure
Are more than 50% of your student interactions with international students?	85%	15%	0%
Do you think staff discussions on 'global education' could be useful at this tertiary institute?	100%	0%	0%
Do you see it may be worthwhile to rework some current systems and/or curriculum to better assist international student success?	92%	8%	0%
Do national students learn in a global classroom?	38%	0%	62%
Is 'global classroom' a well-defined term at this institute?	0%	77%	23%

Table 6 - Educator survey results

6.7.1 Consistencies & contradictions of quantitative findings

These quantitative findings suggest several educator qualities that pertain to themes evidenced in the qualitative research data analysis. The participants had a high number of IS interactions which validates their responses. The participants agreed 100% that more discussion on global education would be beneficial at the ITP, which indicated there are issues relating to internationalisation that maintain some urgency to address at the time this study was undertaken. A majority of respondents held the opinion that it would be worthwhile to look at restructuring current curriculum and systems to better assist IS success, which indicated that it could be highly likely participants were engaged in this process already. A majority of participants commented they were unsure of or did not agree how 'global classroom' was defined for the institute, which could likely mean they did not

have a familiar conceptual framework to reference for internationalisation within the classroom. It could also mean that the third question presented was unclear.

6.8 Linking back to the literature

Findings of this research continually touch on relevant points made in the literature review, providing a moment to tie them together at this juncture. First and foremost, IS are a part of the fabric of education at the ITP examined, as their numbers have increased and caused the need for educators to examine ways to adjust their curriculum in order to facilitate scholarship and success. As noted in Section 2.1.2, New Zealand participates in recruiting IS to educational institutes, a process which educators interviewed for this study viewed as unsettling, particularly regarding how to mix commoditised student expectation with appropriate delivery of educational opportunities. As noted in the literature review in Section 2.3.3, resources are needed and are sparse for educators working with IS. The ITP examined for this study was organically producing such resources, creating an emerging pedagogy as a result of the added dimension of IS and the institute's strategic developments that ensued.

The challenges presented when facilitating learning with IS as a variant learner (Jackson, 2014a; Randi & Corno, 2005) were being experienced, analysed and met, as part of an ongoing process. A key finding from my data was how educators believed it to be their job to figure out how to teach *all* learners. This philosophy aligns with the Tertiary Education Commission (2008) platform for embedding literacy and numeracy: know the learner (Tertiary Education Commission, 2008). Historically, educators' roles have been one to lead change (Fullan & Hargreaves, 2014; Hunter et al., 2013; Robson, 2015), which is what the evidence from this research indicates is occurring at the ITP examined. As discussed in Chapter 3, educators have shown they are approaching challenges presented with the new classroom dimension IS cohorts provide by relying upon the value of traditional Western education themes: experiential learning, critical thinking, praxis and

leadership. Ultimately from this research, asking why and how tertiary educators in New Zealand are taking a leadership role to ascertain best pedagogy and policy for IS success, data aligns with the MoE's *Leading from the middle* (2012) that states: "the focus of leadership is on improving student outcomes" (Ministry of Education, 2012, p. 6).

As the literature reviewed directs, and my research data depicts, no longer is education functional when dictated by a Western-only dialogue. Ways to uphold and value multiculturalism over assimilation are key to appreciating the wider promise education holds for our workforce as well as participation in a global society (Chen, 2015; Jackson, 2014a). For teaching IS, educators must rely on inclusive, intercultural philosophies in order to support established institutional values (Besley & Peters, 2012; Knight, 2014; Streitwieser, 2014). According to Peters (2012), such practice refrains from reliance on superiority and inferiority modules, which he terms as a timely *intercultural philosophy*. It excludes imperialism and colonialism, encouraging efforts to help decrease the oppression-infused scourge of racism and cultural misunderstanding (stereotypes) sometimes evident that can be planted in the classroom and grow into society at large. Hence, as this data demonstrates, a reflective approach appears to help mitigate elements of educational imperialism sometimes lingering in New Zealand's established learning institutions.

6.9 Chapter Summary

Findings from this research provided new insights about the approach of tertiary-level educators in New Zealand toward shifting pedagogy to accommodate successful outcomes for IS. As mentioned previously, key themes from these insights included: i) change is required; ii) dualistic masks need to be worn; iii) ethical dilemmas arise viewing students as customers; iv) teachers lead the terms of delivering education through reflective practice.

While teaching IS and facilitating success in the classroom has presented new challenges for educators to address, as noted by the struggles discussed for teacher and student as well at the ITP examined for this study, there is evidence suggesting professional adaptation is underway. I argue throughout this thesis that as a result of experiential learning, which occurred in an ongoing state at the time my data was collected, educators have been able to participate first-hand to determine what the situations entailed, what concerns arose, and eventually what solutions they have tested and found that work. Educators have had the opportunity too to critically reflect on working with IS through a variety of measures, and have been able to analyse what some of the larger, sometimes political, issues are, and how these themes must be approached effectively to conduct learning. Through this process, educators have devised localised curriculum changes and adjustments that helped facilitate IS success for learning and wellbeing. These 'solutions' to the 'situation' were being put in place as resources for the institute and, ultimately, represented the leadership role educators have taken to adjust to and provide for the IS cohort's successful learning at the ITP examined.

Indications from this study suggest educators perceived how they were faced with a moral issue, how they could choose to navigate the expectations of both institute and student. By no means, however, do the results show that all educators are always successful all of the time. On the basis of these findings, I would argue that when new situations brought challenges, a considerable amount of difficulty and frustration and educator consternation ensued, and continued to be undertaken for these lecturers. Thus, my research maintains educators hold strongly that it is their ethical duty to find appropriate methods to teach and care for all students, a theme ignited with the increased numbers of IS that continue to be an emerging and sometimes dominant student cohort.

Chapter Seven: Discussion & suggested implications

My research question asked, “Why and how are tertiary educators in New Zealand taking a leadership role to ascertain best pedagogy and policy for international students’ success?” The answer is, based on evidence my research suggests, “Because they have to, and in many different ways.” This answer is in line with the NZQA pastoral care code preface: “There is no one-size-fits-all when ensuring the best care for international students – signatories must understand their own unique path to actively support their international students and continually review and improve what they do” (New Zealand Qualifications Authority, 2016a, p. 7). This could be argued to mean that on every day and in every class, educators are actively continuing to answer the research question posed.

Due to the increase in IS student cohorts within New Zealand, and the lack of educational resources readily available to assist educators to instruct the IS learner, in this thesis I set out to investigate why and how educators are leading the pedagogical shifts required to accommodate IS success. Based on that rationale for the study, my aim was to elicit a better understanding to build upon. My research objectives, as set out previously, were to gather new knowledge identifying educator responsibilities with IS in order to uncover ‘actionable insights’, i.e. knowledge that can be used to act upon for betterment (Davidson, 2012; Freire, 1996). The employment of an evaluative methodology framework for this study gave way to coded data as units of analysis, exposing a rich, holistic look into the dynamic elements that contribute to the ever-changing educational platforms. The results of this study show how educators from one selected New Zealand tertiary institute struggled with new situations presented when teaching to an IS cohort. However, they maintained the perspective that their responsibility is to understand the learner and teach to the learner. With new learners and new norms of student understanding to appreciate, educators expressed frustration at being underprepared and under-supported. Yet given these constraints, evidence showed the educators’ role was illuminated, and by necessity claimed as one of leadership in order to make the changes needed.

Propelled by experience and consideration, educators' leadership was evident and ongoing, both in the classroom and through participation in the development of institutional strategies. Based on my findings, upheld by the literature examined, I argue that it is possible and vital for each educator to participate in creating ongoing change for favourable IS outcomes.

Through an evaluative methodology, Western educational values were established and defined in order to inform more specific key evaluative questions for this inquiry. The measurement of collected data helped locate emerging thematic analyses presented.

In this chapter, a summary of this investigation's key findings is presented, as guided by the literature reviewed and data collected; in particular, analysis that lists specific implications for practice, as well as implications for further research, is discussed. In conclusion, consideration will be given to how this research aims to contribute to the ongoing discussion of and research on strategies for New Zealand educators to successfully locate their emerging roles in the global classroom. Themes generated are in answer to key questions presented at the start of this thesis (Table 1):

Do educators see it as their role to make changes in order to suit an international student cohort?
What have educators learned through their experiences with international students?
What are educators' critical analyses of how to effectively conduct learning with international students?
What curriculum changes have educators enacted to facilitate international students' success?

7.1 New insights

This research provided new insights about the approach to teaching IS by tertiary-level educators in New Zealand. As discussed in the previous chapter, findings suggested how educators perceived a variety of issues that

they had raised on ways to navigate the expectations of both institute and student. Both presented new challenges: increased student numbers and learning norms that were variant, respectively. It was shown that educators have put in place curriculum, classroom policies, and pastoral care *as a result of teaching IS*. Educator adaptations have been made. While thematic analysis of mixed data collected valued the educators' ability to provide best platforms for best outcomes for all students, it also revealed the frustrating processes taken to meet these demands. It was not evident from the findings – data collected from staff interviews, discussions and institutional documents – that any standard guidelines were in place to assist educators teaching IS. Findings also showed there is no single solution; different educators picked different approaches to shift their teaching methods toward IS success. Notably, differences and similarities of strategies used were evident in the data. There were tensions between some findings, such as 'unrealistic student expectations' alongside 'cannot dumb down learning standards'; there was conflicting data when some educators insisted no English to be spoken in class and others accepted all languages, or how some educators felt IS have a lack of IT skills but others felt IT is the common international language IS carry with them. New insights collected ultimately point to the question: what works best? It could be argued that the answer was posed at the front of this thesis, offered by Canadian research educator Michael Fullan (1982): "Educational change depends on what teachers think and do – it's as simple and as complex as that."

Considering the array of themes that arose from this research, the more dominant insights have been grouped into four key findings. Each is discussed next, to carry forward into consideration what contribution to educational praxis this research (and further research) may yield.

7.2 Focus on four key findings for educators' success teaching IS

When examining the findings of data collected and analysed from this study, there were many themes that arose, as mentioned generally above and listed categorically in Table 5. I would argue that each theme is valid since it has

been expressed in dialogue and/or upheld through documents. Yet in order to represent the intent of this thesis, which is to assist in the process of change, as claimed by Davidson's (2005) evaluation methodology used in this research paper, this chapter will include discussion of four key findings I chose to highlight in particular. To facilitate useful knowledge, here I will discuss these key findings, which are drawn from the established values in Leadership ELECT-P (Figure 3): i) change is required; ii) dualistic masks need to be worn; iii) ethical dilemmas arise viewing students as customers; iv) teachers lead the terms of delivering education through reflective practice. These four findings will be discussed next, and then shown how they inform a platform for educator reflection, which will be described in the subsequent section: key contributions of this research.

7.2.1 Change is required

As the numbers attest, change is happening in education with new students enrolled across the country. In particular, at the ITP this study examined, the number of IS rose 27% from 2010 to 2015 (Education New Zealand, 2016a), reflective of the 20% national rise seen in IS enrolment that accounted for 124,000 IS in 2015 (Education New Zealand, 2017). In order to meet the challenges of teaching such an escalating cohort, and elicit good outcomes based on economic and academic motivators, changes have begun to be put in place. It could be argued that this is a global phenomenon that also plays a key part in New Zealand's educational platforms. According to Jackson (2016), who examined the intersection of globalisation and education,

Two major trends have occurred in curriculum and pedagogy research, wherein education is identified as an important potential shaper of globalization. These are global citizenship education (also intersecting with what are called 21st-century learning and competencies) and education for sustainable development. (Jackson, 2016, p. 11)

Described is a comprehensive perspective that emphasises requirements for change are indeed crucial for education, and include adaptation by students and educators, of practice, pedagogy, curriculum, and positioning to the learning; also indicated is how the transnational value construction of

education as a developing economy needs to *carefully* evolve. Furthermore, this study's findings suggest that the pre-established learning norms IS bring with them are fixed, and subsequently require change, also defined as adaptation, on the part of the educator. Some educators have shown resistance in having to adapt to variant learning norms (Randi & Corno, 2005). While logically all students opting for an education are expected to meet the curriculum standards set, for IS this expectation has been shown to be unmet at times, and limit the preferred outcomes. In this case educators have had to reassess how to measure student learning and knowledge. Such a dilemma presented will be discussed in more detail further on, when looking at how teachers lead the terms of education through reflective practice.

7.2.2 'Dualistic masks' need to be worn

Employed by an institute that is a signatory to the *Education (pastoral care of international students) code of practice 2016*, educators too have similar obligations to uphold. From this research, it was apparent that most educators have not read the pastoral care document, yet they were made intrinsically aware of the issues of student wellbeing promised due to first-hand experiences with IS. As the interviewees recounted, many non-academic issues were brought into the classroom by IS: culture shock, missing family members, feeling alienated, even being unsure how to ask for resources. Thus, the educator's role became equally divided between facilitating learning and assisting with wellbeing. Person-to-person compassion would be assumed to exist in any relationship, but for IS, who have comparatively fewer familial or friendship connections in New Zealand than domestic students, it was evidenced that the teachers were also 'life coaches': sometimes legal, health, automotive, housing, work or shopping basics required the educator's attention in order to position the student's mental capacity toward learning.

Concepts pertaining to this dualistic mask educators find necessary to wear were spoken about frequently in the data collected. The classroom was considered by some to be a hub, where the student would be known and attended to, and thus the tutor was regarded as central to the IS welfare.

Adding on new roles also made some educators concerned, as it required them to be mindful of students' sometimes-hidden concerns, and step into a non-teaching position in order to help students process a variety of issues. It could be argued that to best facilitate this dual-educator role, resources for the student to access as well as topics for the educator to be knowledgeable on could be prioritised. It appeared campus resources could include orientation for the educators of IS cohorts, as well as for the IS cohorts, prior to classes commencing. It seemed the ongoing, dynamic nature of cultural appreciation and inclusion would be best met by dialogue on how to put the dualistic mask principles in play.

7.2.3 Ethical dilemmas arise viewing students as customers

Further, regarding the vulnerability of a student coming from another country as mentioned above, when the student has spent a sum of money to come and study in New Zealand, is far from home and family and relatively unsure of how to operate in a new educational system, it has been shown that educators feel an extra burden to help the student succeed. Yet while educators expressed extracurricular compassion for IS, they indicated that they also strove to uphold academic standards and not make exceptions. The limitations incurred by English as a second language, for example, could create difficulties with students taking and tutors marking assessments. Some educators discussed how their empathy for students put them in a morally challenging position, as on occasion they felt sorry the student was faced with such huge expense and disorienting struggles that impacted on their studies. While educators indicated they understood the economic value of the IS, they wanted to look beyond the commodity to keep a focus on the individual. Remaining 'student as customer' concerns will no doubt continue, as the MoE maintains, "International education is at the intersection of education, immigration, labour market and economic development" (Education New Zealand, 2017, p. 15). Educators are required to appropriately uphold the government's push to develop "innovative products and services":

New Zealand schools, tertiary education providers and education businesses are already adapting to innovative ways of delivery, increasing their flexibility and the use of technology. New Zealand's international education selling-point is our open-minded approach and drive to innovate. It will be important to ensure we sustain our world-leading strengths and continue to respond to emerging trends, develop new and innovative products and services, and our providers are at the forefront of global developments. (Education New Zealand, 2017, p. 18)

It appears in this case the New Zealand value of 'fairness' (Fischer, 2012) might conflict with this recent economic model. The view some scholars have expressed is in line with Jackson's concern that "education in conjunction with global capitalism reinforces rather than decreases inequality and inequity" (Jackson, 2016, p. 10). Such sentiment can by no means be put to rest with this research. At the time of this thesis being written, international education export earnings surpassed \$4 billion, heading toward the government's goal of \$5 billion in earnings by 2025 (Education New Zealand, 2017). Alongside being presented an IS cohort, and with minimal opportunities provided for educators to take stock of their teaching practices, it was evidenced that many felt academic and ethical pressures for which they were unprepared.

7.2.4 Teachers lead the terms of delivering education through constant reflective practice

This research and analysis found that the norms of learning IS bring with them to the classroom cannot be easily changed, as has been mentioned. Even though it was found that some educators insisted students arriving on New Zealand shores must adapt to the learning they have paid to receive, data collected disputing easy adaptations for IS provided an opportunity to argue, indeed, that does not always and fully work. On the other hand, the creative adaptability of educators has clearly shown a capability to make appropriate, allowable changes to pedagogy that will remain culturally sensitive and more appropriate for the measurement of learning. As has been inculcated through tertiary teacher training, it is most effective to 'know the

learner’ (Fullan & Hargreaves, 2014; Sikes, 2014; Tertiary Education Commission, 2008). As far as cross-cultural learning, brought into question is, do the benefits outweigh the challenges of getting to know the learner? In the context of globalised education platforms that incur economic and sometimes political initiative, according to Jackson (2016), “education and educators are seen increasingly as part of the solution to the problems and challenges of the contemporary world that are associated with globalization, as educators can respond to such issues in a proactive rather than a passive way” (Jackson, 2016, p. 11). Thus, if an educator cannot change the norms of student learning, they can have the opportunity to reflect on ways to change their terms of delivery; this is where the leadership qualities come to the fore. I would like to argue that educators’ ability to adapt pedagogically per cohort promotes a reflective inquiry on how it would be best to measure the knowledge of a student in an IS cohort.

7.3 Key contributions of this research

From the initial research question, the set of key evaluative questions that arose (Table 1) are ones that could contribute to further research and professional development. Based on the educational values drawn from the Leadership ELECT-P evaluative framework, and alongside the appreciation of each learning context as unique, it could be useful as part of educators’ professional practice to incorporate a set of reflective questions. Based on my methodological framework that guided this research, an exemplar can be seen in Table 7 below. I argue that such a set of reflective questions could provide further understanding and development of the educator role for teaching IS:

Question	Justification
1. How do you define/see your role to lead the learning for students you teach?	This critical self-analysis also incorporates changes being directed to other stakeholders, representing directed actions that educators

	perform as <i>change agents</i> .
2. What have you experienced/learned with international students in your classes?	Valued is the existence of what has been made real through experience.
3. What do you think works, and what needs to change?	Critical examination of the experiential learning affords ways to identify helpful, practical changes.
4. How will/should/ought you make changes to your curriculum to best facilitate learning outcomes for IS cohorts?	For educators, it helps to look at what is being measured to gauge learning, and how to do so most effectively.

Table 7 - Set of reflective questions that provide an individual and communal platform for educational development

7.4 Discussion toward successful internationalisation of curriculum

Although it seems dated based on the speed with which changes in education seem to occur at the time of this writing, in 2000 Ryan wrote the still-pertinent and often-cited resource, *A Guide to Teaching International Students*. According to Ryan (2000, p. 3), the intent was to assist educators to adapt, to “change some of what they currently believe or do” and “tailor course content and design for specific needs.” Ryan argues further for the integration of culture into any curriculum in order to prevent stereotypes and mismatches of perception, and preempt conflict and resentment. She acknowledges that IS inclusion in a class creates a steep learning curve for student and teacher due to different approaches to learning and knowledge. In this regard, valuing difference is integral to the ‘own the learning’ premise (Ministry of Education, n.d.). Thus, it would be inherent upon the educator to continually reflect upon their own learning platforms and knowledge assessment procedures. The reflexive intent to challenge one’s perceptions

and motives is required when providing an ethical sensitivity to others (Guillemín & Gillam, 2004). Based on Ryan's and others' work on staff and learning development, it can be seen that it is imperative to routinely re-examine expectations, assessments, values, materials and classroom learning provisions as internationalisation of the curriculum is conducted (Jackson, 2014a; Knight, 2012; R. McInnis et al., 2006; Robson, 2015; Waiariki Institute of Technology, 2012).

According to the MoE, collaborative learning is key for establishing new initiatives (Ministry of Education, 2014). While evidence collected for this thesis found some educators experience frustrations when teaching IS, it was also found that collaborative dialogue around internationalisation placement in the curriculum has shown to be beneficial. As mentioned previously, Freire (1970) advocated for 'problem-posing' education, whereby issues of concern are liberated through mindful consideration. In other words, and as relative to this study, learners (which includes teachers examining how to best teach) do not simply accept what they are told, but are empowered to think holistically, and through open dialogue are able to choose what they see as best. As Freire maintained, "Here, no one teaches another, nor is anyone self-taught. People teach each other, mediated by the world..." (Freire, 1996, p. 61). Based on such formative notions, in the contemporary global classroom it can be argued that regularly placed formative assessment tools, for educators as well as for students, give value to the established viewpoints of all involved when seeking to uphold successful internationalisation of the curriculum. (Storr, 2012). While this thesis does not offer specific strategies for internationalisation, based on evidence that has shown specificity is valid and subjective, it argues for the value of inclusion and adaptation when curriculum is being planned.

7.5 Implications for practice

Findings from this study support scholars' claims, such as Fullan's (1982) noting how, in education, change is the only constant. Sikes (1992) would concur, adding it is *specific challenges presented* to the delivery of education,

their assumptions and prevailing ethos that are new. Accordingly, educators “are the people that have to implement [change] even though in the current educational zeitgeist they are unlikely to have been involved in their formation” (Sikes, 2014, p. 36). Sikes (2014) argues that educators can find themselves in the situation of making changes against their better judgement, even if ‘inappropriate or impossible’ (p.37):

Teachers are continuously required variously to alter their administrative and organizational systems, their pedagogy, curriculum content, the resources and technology they use and their assessment procedures. And in so doing, they are required to acknowledge their inadequacies. (Sikes, 2014, p. 37)

Sikes explores the notion that managing change hinges upon an individual coming to terms with the reality of needed change in the context of their own familiar frameworks. Along these lines, literature and this thesis’ data advocate for an approach to appreciate that there is a need for engaged professional development in regards to teaching IS. Supported is a means to look for increased understanding based on accepting new knowledge, earned and learned.

When reflecting on ways to conduct the learning alongside an IS cohort and acknowledging the new issues that arise, as I have argued in Chapter Four, an evaluative methodology approach can be found useful for informing, thinking and applying action (Davidson, 2012). Being guided by an evaluation framework established, such as has been utilised in this thesis, there is a provision for valuing, measuring and analysing the educator’s role in teaching IS. Upholding Davidson’s stated goal of evaluation methodology being to “evolve, develop, improve things, and survive in an ever-changing environment” (Davidson, 2005, p. 1), a guided resource can assist those interested in professional development or research. An evaluative platform has shown to support building capability within educational programmes for outcome-focused strategy and adaptive curriculum management.

Sikes continues to define ‘teachers’ (which for the purpose of this thesis I have extended to include ‘educators’) as those who are proactive, as opposed

to reactive, in their strategising. I would argue that such positioning equates with a leadership role, as has been identified in data this study examined. Furthermore, Sikes maintains when evaluating the process of change, teachers do best through a combined individual and collective reflection in order to appreciate the holistic culture shared and the unique context specific to each class. Sikes also argues 'imposed' changes can be experienced positively or negatively, which is a result that is, again, in the hands of the educator. As described previously in the literature review of this study, resistance is where change has been found to occur (Edmondson, 2004; Nunez et al., 2015). Thus, it seems advisable that both positive and negative educator experiences would be valued through appropriate outlets of expression in order to assure beneficial outcomes. The evidence found in this study reinforces these postulates, and suggests there is a motivation to address educator concerns for teaching IS through professional dialogue and development.

Concurrently, advocacy for developing and implementing change is upheld by the New Zealand Tertiary Education Commission's 2014-19 *Statement of Intent*, which includes as part of its tertiary education strategy 'growing international linkages' (Tertiary Education Commission, 2015, p. 5). Education New Zealand supports actions toward the 2025 goals for international education, described as "adopting the changes in your school, institution or company that are part of making the journey to 2025" (Education New Zealand, 2014b, p. 48). The implications of this study show the need for, and the ways in which, educators have located their responsibilities to change in a proactive, productive manner in order to continue to facilitate learning. As this research has indicated, for any concerning new issues presented to educators teaching an IS cohort, there is indeed fertile ground for the opportunity to review, reflect and direct strategies for best teaching, in learning and policy.

7.6 Limitations of the study

The three main limitations of this thesis revolve around the quickly dated nature of data, limited participant numbers, and a perspective that examines from a single (education-side) viewpoint. These need to be mentioned in order to keep the study findings and analysis in perspective.

Being a rapidly changing topic, I acknowledge that this study's timeframe of examining literature and data can be quickly out of date. My data collected and examined was leading through 2017. New publications emerging, as well as revisions to the programmes in place governmentally, institutionally and class to class, mean that information presented here is but a historical snapshot of the emerging IS situation for New Zealand tertiary education.

Had my interview questions been more equally numbered per category, per key evaluation question, the themes might have been more equally represented. If more participants took part in the diagnostic survey, that could have added a more robust integrity for the quantitative data used.

Also I acknowledge the viewpoint of this study is single-sided, in that it does not include student data and responses to the issues presented. The focus was designed to examine educators and their position in regards to students they teach. However, including the student perspective could offer an extended interpretation of pedagogical practices, and further their definition of value toward student success.

Related to this third limitation, a fourth concern that may be considered as a minimal limitation yet bears mentioning is stereotyping. When depicting a group of people (in this case 'IS' and 'educators'), generalisations made to identify each group could be misconstrued as representative of all in that category. For example, themes distilled in the experiential learning section of Table 5 are from educators *in this particular and limited study* describing IS. Characteristics listed are not intended to apply to all IS. Conversely, the praxis section in Table 6 describes what some educators, but not all educators, have done to change their pedagogy. My hope is that these themes

distil and deepen understanding, and do not add to or create stereotypes of IS or educators.

Noting the limitations should help to frame the scope and subjective relevance of this study. However, limitations could also provide a platform for further study. If integrated with other studies, the scope of what was found here could be widened.

7.7 Further research

Perhaps the most obvious direction the data collected for this study aims toward is asking, how do the pedagogical and policy platforms established through educator engagements facilitate international student learning and success? This paper's research indicates the educational platforms for IS learning are dynamic and in flux, with strategies being developed and not yet firmly fixed. Based on the analysis of literature and data presented (indicating there is a need for changes to the educational outlook that will include IS learner needs and better appreciate internationalisation of the curriculum), it seems next is needed a further examination of what academic strategies are found to be successful, and which particular measurements for learning and knowledge assessment are found to be effective.

Although the future cannot be predicted, it can be prepared for; hence, as New Zealand heads toward 2025 and aims for the IS targets the government has outlined, further research looking abroad at successful education programmes that include IS cohorts, and evaluating the success and weakness of each, could provide evidence for what works best.

Another key question arisen from this study asks, what does it mean for educators to provide a *service* to the IS as *customers*? This research puts into perspective the economic value of IS enrolments, which its evidence suggests creates some conflict for educators. Brought into view is the political nature of neoliberalism and the question of how a free market bias fits with the founding principles of education. Further research examining such divergence could help to appreciate the variety of motivations and perspectives.

7.8 Chapter Summary

Results examined for this study underpin the MoE's *International Education Strategy for New Zealand, Draft for Consultation, June, 2017*, whereby international education remains of great value, both monetarily and for cultural inclusion in a globalised society. Understood is the government view that 'industry participants' such as education providers each have their own objectives to reach for, as stated in its initiative: "The vision for international education in 2025 [includes being] student-centred – by understanding and delivering what students want, New Zealand can better meet and exceed expectations and grow New Zealand's reputation" (Education New Zealand, 2017, p. 8). As directed, educators continue to learn how best to lead the learning.

This is not new; the world and education platforms are constantly changing. However, this study has identified several current changes: the definitions of 'global classroom' are engaging, based on developing technology and increased IS enrolments; internationalisation is required in tertiary curriculum; student expectations and needs are expanding; IS learn in New Zealand's educational institutes as a prelude to working alongside all citizens in the country. As always, as depicted throughout the literature included and the data collected for this research, culture matters; and when respected through education, cultural inclusion is manifest within the society at large. It has been shown how research and technological changes will drive new innovative platforms that may not yet be evident, while the global demand of international education – onshore and offshore – will continue to grow for the foreseeable future. Indeed it can be argued all of these factors provide opportunities for international education to make a more significant contribution to New Zealand. And vice versa.

In this regard, the government's focus directs New Zealand to genuinely benefit from international education within regulated boundaries that ensure quality education and student wellbeing: "It will require all of us – government, schools, tertiary providers, businesses, researchers, educators,

students, and communities – to take responsibility and action to ensure international education continues to be a success story” (Education New Zealand, 2017, p. 7). This chapter has examined thematic ways in which educators are taking the responsibility to make those implied changes to curriculum, as well as participate in policy-making strategies to benefit IS success. Overall, based on the evaluation methodology framework, findings that emerged from this research support educators leading the terms of teaching through reflective practice.

As was considered, a limitation of this thesis’ findings is the quickened pace of development and redevelopment being made for IS policies and procedures, from the New Zealand government to the individual classrooms. Development is constant while the importance of ‘getting it right’ for teaching IS persists. There is no simple solution to the concerns that teaching IS have brought up for educators, but individual and collaborative efforts are shown to be required to negotiate the tensions in practice. Ethical dilemmas, an increased role to support student wellbeing, and strategies for successful learning are key findings of this research that indicate continued research and educator reflection is crucial. While IS enrolments incur some need for pedagogical and policy changes, inherently opportunity is provided for educators to learn, reflect, decide, and uphold their leading roles in the definition and creation of educational practice. It is hoped that through such professional endeavors knowledge that is gained and shared that will, in turn, strengthen New Zealand’s global social fabric.

Chapter Eight: Concluding Comments

This thesis sought to answer why and how educators in a New Zealand tertiary institute face changes while teaching an IS cohort, and in particular, the research aimed to look at how educators lead the shift in pedagogy and policy in order to accommodate student success. Although there are limitations to this study, specifically the constant update of government policy and teacher strategies that could date its findings, several crucial themes have been identified, as follows. In today's global classroom, which includes internationalisation of the curriculum, inclusivity of different learning norms, appreciating diverse cultures, economic impacts and managing the expanded needs of IS populations, educational changes were found to be a constant. In relation to IS platforms, these changes gave presence to the idea that educators succeed best in their role as teachers when they are proactive, not reactive, to the changes. It was made evident that the recognition of maintaining an academic role with IS plus being a steward of IS wellbeing, meant all educators must now uphold these dualistic tasks. Amidst such progress, this research found how moral, professional and ideological concepts regarding the economy of IS emerged, presented as an ongoing personal and political dialogue that educators need to have. Moreover, the study highlighted that educators are leaders as participants in educational practice and policy-making; thus, their consistent reflection on addressing changes required to accommodate IS success is vital.

It is hoped the key evaluative questions that this study brought forward will provide valuable reflection for educators teaching IS, whereby their well-learned perspectives for praxis and strategic classroom policies contribute to success for all learners. Such continued engagement with change is hoped to elicit innovation and improved developments, for a sustainable result.

Honouring the bicultural approach maintained by the institute this study examined, it is fitting to end my thesis with the MoE's culturally inclusive *karakia* (chant) honouring the empowerment found when working together to find success in challenge:

Karakia Mutunga Karakia mutunga

Kua hikitia te kaupapa

Kua takoto te wero

Me hoe tahi i runga i te whakaaro kotahi Tiaki tō tāua orange

Kia kaha ai mo te tuku taonga

Kia tutuki ngā hiahia mō

Ka Hikitia Tihei mauriora! Ki te whai ao! Ki te whai oranga
e! Mauriora!

We have come to an awareness

The challenge lies before us

Let us work together as one

Stay well so that we have the ability to manage success

Behold, here is the pathway to enlightenment and wellbeing

What a positive feeling!

(Ministry of Education, 2013, p. 44)

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Appendices

Appendix A: Focus Group Interview Schedule

Date	What	Total time taken
Before end of August, 2016	Focus Group of twelve maximum participants	2 hours, discussion and transcript review

Appendix B: Group Interview Schedule

Date	What	Total time taken
September, 2016	Interviewing, one on one, 5 participants	1 hour discussion, 1 hour transcript review
October, 2016	Interview of small group, x3	30 mins to 1 hour interview, 1 hour transcript review
November, 2016	Follow up interviews, one on one, x3	30 mins to 1 hour interview, 1 hour transcript review

Appendix C: Letter of request

To: Waiariki Bay of Plenty Polytech (WBPP) Research Administration

As an educator at Waiariki IT, as well as a Master's in Education (Global Studies) student at The University of Waikato, I have an opportunity to look closely at our institute's internationalisation strategies, and in particular any curriculum adjustments educators determine ought to be considered in order to target student success.

Looking at issues that arise for educators in their roles in the global classroom, as part of this tertiary institute, I seek to uncover information that will contribute to the effective delivery of education. Findings will be used to help facilitate active reflection for staff. I anticipate that the results of this study will be beneficial, and presented/shared with Waiariki staff, and published or presented where appropriate.

Following my ethics approval (attached) from The University of Waikato, and per my initial discussions with Waiariki administration, I wish to obtain an agreement to allow my research on this topic at WBPP. This letter is to seek confirmation that I may access information for this Master's research. Data will be gathered through published documents, staff voluntary participation in interviews and personal accounts, utilised to answer the question, "What pedagogical shifts at WBPP are occurring that will help to establish equitable, engaged practice for international student learning in New Zealand at the tertiary level?"

I will submit a Notification of Research for Staff Engaged in Advanced Qualifications, and make the published Thesis available to WBPP as a beneficial resource.

Thank you, and should you have any questions do not hesitate to contact me:

Heather Vail x8648

Appendix D: Focus group invite

Kia ora,

I would like to get your thoughts on education from your viewpoint, as a part of my study in Education which focuses on global learning. Please consider attending this focus group session, which will take no more than one hour. Basically I will show you some images and ask for your thoughts and opinions as to how they relate to tertiary student learning/tertiary institutional systems. Your input matters! Please RSVP either way – just reply to this email. Thank you ☺

When:

Where: I 044 (BITA classroom)

Why: Your thoughts are valuable to share

Ngā mihi nui,

Heather Vail

Communications Tutor

Business, IT and Creative Arts

Phone +64 7 346 8648

021 069 1178

Waiariki Institute of Technology
Mokoia Drive, Rotorua, New Zealand
Private Bag 3028, Rotorua 3046, New Zealand

0800 924 274
waiariki.ac.nz

Discover where you belong.



Appendix E: Consent form

Consent Form for participants in one-on-one or small group interviews

How do you view curriculum delivery to international students?

- 1 I have read and I understand the information sheet dated for volunteers taking part in this study. I have had the opportunity to discuss this study and am satisfied with the answers I have been given.
- 2 I have had the opportunity to use whānau support or a friend to help me ask questions and understand the study.
- 3 I understand that taking part in this study is voluntary (my choice), and that I may withdraw from the study at any time.
- 4 I understand that my participation in this study will be confidential, and while the researcher will do her best to protect anonymity this cannot be guaranteed.
- 5 I have had time to consider whether to take part in the study.
- 6 Before my information from the interview is used, I will be given the opportunity to review, accept or reject its inclusion.
- 7 I know who to contact if I have any questions regarding the study.

I _____ (*full name*) hereby consent to take part in this study.

Date:

Signature of participant:

Appendix F: Participant information form

INFORMATION FOR PARTICIPANTS IN:

How do you use curriculum with international students?

Why should I participate and can I pull out?

Your participation is entirely voluntary (your choice). If you do agree to take part in this study, you are free to withdraw at any time (before the results are written up) without giving a reason. However, all data given in the focus group cannot be withdrawn. Also, participation in this study will be stopped should any harmful effects appear or if it is not in your best interests to continue.

What is this research for?

I am looking at issues that arise for educators in their roles in the global classroom, as part of a tertiary institute that represents internationalisation. I am looking at how educators see themselves as effective, and how they ensure student success. Discussion will offer themes and relatable notions that when shared can build positive reflection for others. The presentation of findings will be made at future conferences and I anticipate that the results of this study will be published in a peer-reviewed journal within six months of completing the study.

What is required of me?

You will be asked to sit for a 20-30 minute interview, which is informal. I will ask for you to reflect on your role as an educator of an international cohort. This will be conversational, and I will ask questions as lead by the topics that come up. I may record the interviews and transcribe for you to agree to. There is no need to use any photograph.

Confidentiality

Confidentiality in this thesis is highly valued. At any time before data is analysed you are welcome to cease participation and withdraw information if you wish. Focus group data cannot be withdrawn, however. Your name and contact information will be stored on the investigators' computers only. While every effort will be made to protect participants' anonymity, this cannot be guaranteed.

Thank you, and should you have any questions do not hesitate to contact me:

Heather Vail x8648

Appendix H: Interview questions:

1. How many international students do you teach, what is the percentage in your classroom?
2. Has there been a numerical shift in student population in your classes recently?
3. What learning preferences have you been able to identify with the international student cohort you teach?
4. What has worked well in your classes for IS?
5. What has not worked well in your classes for IS?
6. Have you had to change your way(s) of teaching for IS?
7. If so, how have you adjusted your curriculum?
8. If so, how have you adjusted your teaching?
9. How much do you view it as your responsibility to shift pedagogically in order to accommodate IS learning preferences?

Appendix I: Student contract

COMM.5004 Inter & Intra personal communications

Semester 1, 2016

In order to do my part to make sure class runs well for myself and others, I will do my best as follows:

- Will be on time
- Will not distract others or the tutor when she is engaged with students
- Will keep my cellphone “invisible” and not distracting
- Will not leave the class without notifying tutor
- Will bring a pen or pencil to class

I also allow the tutor to use my course work or image for professional development.

(Student signature and number above)

Appendix J: Ethics approval

Dean's Office
Faculty of Education
Te Kura Toi Tangata
The University of Waikato
Private Bag 3105
Hamilton, New Zealand

Phone +64 7 838 4500
www.waikato.ac.nz



THE UNIVERSITY OF
WAIKATO
Te Whare Wānanga o Waikato

MEMORANDUM

To: Heather Vail
From: Dr Carl Mika
Chairperson, Research Ethics Committee
cc: Associate Professor Dr E. Jayne White
Date: 14 September 2016
Subject: Request for Research Ethics Approval – Student

Thank you for your request for ethical approval for the project:

Pedagogical shifts examined for accommodating international students' success at one New Zealand tertiary institute

I am pleased to advise that your request has received ethical approval.

Please note that researchers are asked to consult with the Faculty's Research Ethics Committee in the first instance if any further changes to the approved research design are proposed.

The Committee wishes you all the best with your research.

A handwritten signature in blue ink that reads 'Carl Mika'.

Dr Carl Mika
Chairperson
Faculty of Education Research Ethics Committee

Appendix K: Research approval

TOI-OHOMAI
Institute of Technology

T 0800 86 46 46 | E info@toiohomai.ac.nz | toiohomai.ac.nz
Rotorua, New Zealand, Private Bag 3028, Rotorua 3046
Rotorua | Tauranga | Taupō | Tokoroa | Whakatāne

Notice of Research for Staff Engaged in Higher Qualification

15 November 2016

Heather Vail
Faculty of Business, IT and Creative Arts

Dear *Heather*

Project title: Pedagogical shifts examined for accommodating international students success at one New Zealand tertiary institute.

Thank you for submitting your student Research Proposal.

The Rotorua Research and Ethics Committee notes your application and the ethics approval from your host institution. I am pleased to inform you that the above-mentioned project has been thoroughly reviewed and approval has also been granted by the committee on 10 November 2016.

Please keep CBRE informed of any significant milestones or changes to this study.

This application has been assigned a unique reference number – #1601051. Please use this reference number when sending future correspondence to the Committee.

We wish you success in your research.

Kind regards,



A/Prof Clarke Raymond
Head of Centre for Business, Research and Enterprise