



THE UNIVERSITY OF
WAIKATO
Te Whare Wānanga o Waikato

Research Commons

<http://researchcommons.waikato.ac.nz/>

Research Commons at the University of Waikato

Copyright Statement:

The digital copy of this thesis is protected by the Copyright Act 1994 (New Zealand).

The thesis may be consulted by you, provided you comply with the provisions of the Act and the following conditions of use:

- Any use you make of these documents or images must be for research or private study purposes only, and you may not make them available to any other person.
- Authors control the copyright of their thesis. You will recognise the author's right to be identified as the author of the thesis, and due acknowledgement will be made to the author where appropriate.
- You will obtain the author's permission before publishing any material from the thesis.

**Overseas Trained Teachers' Experiences of
Professional Socialisation in New Zealand.**

A thesis
submitted in fulfilment
of the requirements for the degree

of

Master of Education

at

The University of Waikato

by

Jane Butcher

The University of Waikato

2012

ABSTRACT

This research traces the early experiences of overseas trained teachers (OTTs) recommencing their careers in urban secondary schools in New Zealand. The teachers' professional lives during the first three terms of their employment are explored through their experiences. Participants' share their perceptions and interpretations of the new situations, processes and events they encounter in their schools and beyond.

The purpose of this research is to discover how immigrant teachers experience the systems and processes required to become members of their professional community. Aspects of participants' experiences of national systems for immigration, qualification recognition, teacher registration, and salary assessment are discussed. School systems for teacher induction and professional learning are also critiqued.

The research contributes to the debate about the role and integration of OTTs in New Zealand schools. It will be of interest to national agencies, school principals and those with responsibility for teacher supply, teacher education and the provision of ongoing professional learning for teachers. The research also contributes to greater understanding of the lived experiences of migrant professionals in New Zealand.

An interpretive research paradigm has been followed and a hermeneutic phenomenological methodological approach chosen to capture the lived experiences of the participants through their journeys towards professional socialisation. The research is guided by the philosophical thinking of Heidegger, Gadamer and van Manen.

Ten participants shared their lived experiences through reports and anecdotes of events, relationships, emotions, and subjectivities as they occurred within the structures, institutions, and policies of their new environments. The findings revealed OTTs' negative experiences with multilayered systems as they strove to establish their private and professional identities.

The findings have uncovered systemic failure by agencies and schools to provide the necessary formal induction and ongoing assistance to meet the perceived needs of OTTs and facilitate their transition into New Zealand classrooms. It is shown that schools and their OTTs rely heavily on informal arrangements between colleagues to overcome knowledge gaps and communicate information. The progress of immigrant teachers towards professional socialisation is affected by their positioning and that of their schools. It is also shown to be aided by involvement with extra-curricula activities and the resumption of familiar hobbies, sports and interests.

The research raises concern for the sustenance of OTTs in the New Zealand teaching community. It indicates that there is need for a wider study, and the follow up of teachers who immigrate to New Zealand to inform the systems and procedures for their professional socialisation.

ACKNOWLEDGEMENTS

This research was not a process conducted on the recently arrived teachers it has been a journey that I feel I have travelled with them. I am indebted to each of my ten participants for their willingness to be a part of this work and for graciously giving of their time. Without you this thesis would have been impossible; please accept my thanks for sharing your experiences.

This work was conceived and made possible with the encouragement and support of my school for continuing professional learning led by the principal and senior colleagues. I would like to acknowledge and thank the NZMoE for granting a Secondary Teachers' Study Award which gifted me the time to complete this research. I have benefitted from the wise counsel and reassurances of my supervisor Jenny Ferrier-Kerr who has guided me through this journey of academic discovery. The process has been solitary at times and I have missed my friends and colleagues; I look forward to rejoining my department and reconnecting with the students at my school.

I could not have completed this work without the patient understanding of my partner and the sustenance of friends 'on the outside'. You have kept me grounded and provided the diversions and entertainments have I needed. I have appreciated your company and the faith you have shown in my ability to finish this endeavour.

This thesis is dedicated to Sandra and Mark in memory of their daughter Jess.

TABLE OF CONTENTS

ABSTRACT	ii
ACKNOWLEDGEMENTS	iii
TABLE OF CONTENTS	iv
DEFINITION OF TERMS USED IN THIS THESIS	ix
CHAPTER ONE: INTRODUCTION	1
1.1 The germination of this research topic	1
1.2 Research setting and extent	2
1.3 Significance of this research	3
1.4 The significance of OTTs in secondary schools	3
1.5 Research approach and questions	3
1.6 Overview of chapters	4
CHAPTER TWO: LITERATURE REVIEW	6
2.1 Introduction	6
2.2 Teacher demand and supply	6
2.3 Teacher professional socialisation	8
2.4 Statistics are made up of individuals	8
2.41 Sink or swim	9
2.42 Under-valued and under paid	9
2.5 Factors affecting professional socialisation	10
2.6 Academic dissonance	10
2.61 Subject expertise	11
2.62 Teaching expertise	12
2.7 Culture shock	13
2.71 Ameliorating culture shock	16
2.72 Less shock more thrill?	17
2.8 Teacher positioning	18
2.81 Teacher agency	19
2.82 Teacher commitment	20
2.9 School structures and systems	21
2.91 OTT induction and PLD	22
2.10 Conclusion	24

CHAPTER THREE: METHODOLOGY AND METHOD	25
3.1 Introduction	25
3.2 Selecting an approach	25
3.21 The interpretivist research paradigm	26
3.22 Phenomenology is what phenomenologists do	27
3.23 Phenomenology but which approach?	28
3.24 Hermeneutic phenomenology	28
3.3 Methodology	29
3.31 In search of a phenomenological methodology	29
3.32 Ethical considerations of the research design	30
3.33 Recruitment of participants	30
3.34 Informed consent	31
3.35 Confidentiality	31
3.36 Protecting participants from harm	32
3.37 The notion of rapport	32
3.4 Research participants	33
3.41 Identification and recruitment	33
3.42 Participant characteristics	33
3.5 Methods	34
3.51 Questionnaires	34
3.52 Interviewing as a research method	35
3.6 Application of the methods	37
3.61 Concerns regarding questionnaires and interviewing as methods for inquiry	38
3.62 Ethical concerns	38
3.63 Logistical concerns	40
3.7 Structuring and analysing emergent themes	41
3.71 Structuring themes: Bronfenbrenner's Model	42
3.72 Departure from Gadamer's methodology	44
3.8 Ensuring validity and reliability	45
3.9 Conclusion	48

CHAPTER FOUR: FINDINGS	49
4.1 Introduction	49
4.11 Chapter organisation	50
4.2 OTTs experiences of macrosystems and exosystems	51
4.21 Salary assessment	54
4.22 Immigration	56
4.3 Interacting with mesosystems	57
4.31 Job applications	57
4.32 Employment agencies	58
4.4 Experiences of school devised mesosystems	60
4.41 OTT's perceptions of their principal's positioning	60
4.42 The role of HODs in OTTs professional socialisation	61
4.43 Formal school induction systems	63
4.44 Pastoral systems for students	67
4.45 Learning support systems	68
4.5 OTTs' experiences of school microsystems	68
4.51 Academic dissonance and culture shock	69
4.52 Subject expertise	70
4.53 Laziness or just playing the system	73
4.54 Professional learning and career progression	74
4.55 Teacher nous	76
4.6 Culture shock	77
4.61 "Kids are kids all over the world"	78
4.62 Te Kotahitanga project and cultural perspectives	79
4.63 Schools' co-curricular expectations of teachers	80
4.64 Sociolinguistic barriers	81
4.65 Self and social identity	82
4.66 Work-life balance	82
4.67 Serendipity	83
4.68 OTTs' reflections and positioning	84
4.7 Conclusion	85

CHAPTER FIVE: DISCUSSION	86
5.1 Introduction	86
5.2 Discussion of the research process	86
5.21 The research topic and approach	86
5.22 The research process and preparation	87
5.23 Participants	87
5.24 The search for literature	90
5.25 Methodology and method	91
5.26 Working with and adapting the methods	92
5.3 Discussion of the findings	93
5.31 Participants' experiences of macro- and exosystems	94
5.32 School systems	95
5.33 Academic dissonance	97
5.34 Pedagogical transition	98
5.35 Availability of professional learning opportunities	99
5.36 Discovering and filling the gaps	100
5.37 Teacher and school compatibility	100
5.38 Culture shock	101
5.39 The agency and positioning of participants	103
5.4 Serendipity	104
5.5 Conclusion	105
CHAPTER SIX: CONCLUSION	107
6.1 Chapter outline	107
6.2 What are the experiences of OTTs during their induction to teaching in urban secondary schools in New Zealand?	107
6.21 Experiences of immigration, recruitment and salary assessment	108
6.22 Experiences of academic dissonance	108
6.23 Culture shock	109
6.24 Other notable experiences	109
6.3 What formal support is currently received by OTTs?	110
6.31 Support with macro- and exosystems	110
6.32 Support with mesosystems	110

6.4	To what extent does the provision meet the needs identified by OTTs?	111
6.41	Induction needs	111
6.42	Physical and economic needs	112
6.43	Work-life balance	112
6.5	Do OTTs receive or request informal assistance, and if so, what is the nature of this assistance?	113
6.51	Assistance to overcome academic dissonance	113
6.52	Being taken under the wing	113
6.6	How might schools improve the integration of their OTTs during their first and subsequent years of employment?	114
6.61	How might schools improve the professional socialisation of their OTTs during their first and subsequent years of employment?	114
6.7	Limitations of the research	116
6.8	Implications	116
6.81	For OTTs	117
6.82	For schools	118
6.83	For national agencies	119
6.84	For future research	119
6.9	Conclusion	120
	REFERENCES	122

DEFINITION OF TERMS AND ABBREVIATIONS USED IN THIS THESIS

BT	Beginning teacher	A newly qualified (GTP) teacher in their first or second year of teaching.
edgazette	Tukutuku kōrero New Zealand Education Gazette	Weekly publication that includes teaching vacancies and PLD listings.
	Induction	A systematic, coherent, comprehensive training and support programme for newly appointed teachers to a school (Wong, 2004).
	Decile	New Zealand schools are rated from decile 1 – 10 (high) according to the socio-economic characteristics of their students. This affects the schools' funding with decile 1 attracting the most funding.
GTP	Graduate Teacher Programme	Post graduate teacher education programme leading to PRT.
LTR	Long term relief (teacher)	A full-time, fixed term, contract position often covering for a colleague on maternity leave.
NCEA	National Certificate of Educational Achievement	National secondary qualification system in New Zealand. Secondary OTTs would teach Levels 1-3.
NZMoE	New Zealand Ministry of Education	
NZQA	New Zealand Qualifications Authority	The agency responsible for the verification of qualifications for teachers and the NCEA examination system.
NZTC	New Zealand Teachers' Council	The agency responsible for administering Teacher Registration.
NZIS	New Zealand Immigration Service	The agency responsible for issuing Visas allowing OTTs to reside and work in New Zealand.
OECD	Organisation for Economic Co-operation and Development	Organisation "of the world's most advanced countries and emerging countries" (OECD, 2012)
OTT	Overseas trained teacher	A person holding a teaching qualification gained outside of New Zealand and who has not followed a New Zealand teacher education programme or GTP.
PLD / PD	Professional learning and development	Including formal courses (external and internal), via informal contacts and through tertiary study.
PRT	Provisionally Registered Teacher	
PTR	Provisional Teacher Registration	

QTS	Qualified Teacher Status (England and Wales)	
RTL	Resource teacher for learning and behaviour	A specialist teacher funded to attend lessons to support specific students with learning difficulties.
SMART	Specific, meaningful, attainable, resourced and timetabled	This is a version of P.J. Meyer's characteristics of goals for success (Meyer, 2003). The substitution of meaningful for measurable, resourced for relevant and timetabled for time-bound is more relevant to the process of professional socialisation of OTTs.
TeachNZ	Web site of NZMoE	
TKI	Te kete ipurangi	The NZMoE online "knowledge basket" and "bilingual education portal"

CHAPTER ONE: INTRODUCTION

"If I had known how difficult it would be I wouldn't have come." Suzy Wong (personal communication November 2005).

1.1 The germination of this research topic

This year marks the tenth anniversary of my recruitment as an experienced overseas trained teacher (OTT) into the New Zealand education system. It has been a decade of critical reflection and change that has seen me emerge as a different kind of thinker and a different kind of practitioner to the teacher who emigrated from the United Kingdom.

The idea for this research topic began some years ago as the result of a casual staffroom conversation with my friend Suzy at the end of a particularly difficult week, at the end of another difficult term. I began to realise that although we were both recently arrived migrant teachers our experiences of transitioning into New Zealand classrooms were very different. I wanted to know how other teachers who had completed their post graduate teacher education or training overseas had fared when they first arrived. I wondered if there were events, experiences and perceptions that were typical for OTTs during the process that I have come to understand as professional socialisation. I was also interested in how schools managed the needs of their new immigrant teachers and how these teachers perceived the assistance they received. I believed that empiric research would contribute knowledge of the phenomenon of being an experienced OTT transitioning into a new environment.

My experiences during my own journey towards professional socialisation led me to question and want to explore the factors, both personal and institutional that might affect the successful transition of migrant teachers into New Zealand secondary school classrooms. The turning-point, from mild curiosity to academic travail, was provoked by a number of first hand

experiences with other OTTs and students in my immediate community. I began to question the congruence of some OTTs with their new situations, and the relevance or value of the induction or support that might be available to them.

1.2 Research setting and extent

This thesis examines the experiences of ten OTTs employed in secondary schools in New Zealand in 2011. My desire to understand the circumstances and processes that they experienced in their schools is founded on my philosophical stance on education which is that every student deserves the best from their teacher. To facilitate this entitlement every immigrant teacher must be equipped with the training and support they need to become professionally socialised into their new situation. The processes and attributes that obstruct or advance OTTs' progression towards achieving professional socialisation therefore warrant my investigation.

Even though the topic was chosen for its local and personal resonance it should be noted that the migration of teachers also has national and international implications. While it falls beyond the jurisdiction of this research, I am aware that at the national level, the immigration of OTTs impacts the New Zealand education community and beyond. "The integration of highly qualified migrants into the labor market can be an opportunity for knowledge societies because their prosperity depends on the incorporation and improvement of cultural capital" (Nohl, Schitten, Schmidtke & Weiss, 2006, p.1). In addition, New Zealand's rôle as a destination of choice for migrant teachers should also be acknowledged a propos ethical and economic concerns (Morgan, Sives & Appleton, 2006) associated with 'brain drain' (Regets, 2001) evidenced by the global flow of migrant academics attracted by the lure of wealth and professional opportunity afforded by OECD countries.

1.3 Significance of this research

Education has become a global commodity and flows of migrant teachers are a feature of this international trend. All OEDC nations benefit from OTTs yet the teachers' experiences have received little attention from academic researchers (Collins, 2008; Peeler & Jane, 2005; Phillion, 2003), and have seldom featured in New Zealand studies (Anand & Dewar, 2003; Biggs, 2010; Dewar & Visser, 2000; Heald, 2006; Okamura, 2008). This is a concern as there are countless OTTs currently teaching in New Zealand schools and 34.8% of secondary schools had appointed OTTs in the past two years (2009 – 2011) (Ministry of Education, 2011a, p. 20). New Zealand is an attractive destination for upwards of 1400 teachers with overseas teaching qualifications applying annually for PTR (Jenny Thomas, NZTC, personal communication, May 25, 2011).

1.4 The significance of OTTs in secondary schools

New Zealand secondary schools have sought and recruited OTTs to supplement home grown teachers from graduate teaching programmes for at least the last decade (Ng & Lee, 2009). My school, in common with many others has sourced OTTs for hard to fill vacancies¹, for example in Maths, Science and Technology; in some instances the only applicants were from overseas (Anand & Dewar, 2003; Ministry of Education, 2006). A recent trend has been the appointment of well qualified and experienced OTTs to more contested positions for example in English, Social Sciences, Languages and Health and Physical Education (Ministry of Education, 2011a, p. 16). The recruitment of OTTs has thus been providing the necessary 'brain gain' (Regets, 2001) to off-set the increasing age profile of New Zealand's teachers and the lack of home-grown graduates to meet the inevitable shortfall that has been occurring as the baby boom generation retire.

1.5 Research approach and questions

This research is rooted in the interpretive research paradigm. A hermeneutic phenomenological methodological approach is taken guided

¹ As defined by NZMoE as a vacancy that has been advertised more than once.

by the philosophical thinking of Heidegger, Gadamer and Van Manen. The lived experiences of the participants were gathered by means of cycles of questionnaires and interviews. Five research questions were devised to focus the semi-structured interviews:

1. What are the experiences of OTTs during their induction to teaching into secondary schools?
2. What formal support is currently received by OTTs?
3. To what extent does the provision meet the needs identified by OTTs?
4. Do OTTs receive or request informal assistance, and if so, what is the nature of this assistance?
5. How might schools improve the integration of their OTTs during their first and subsequent years of employment?

1.6 Overview of chapters

The thesis is set out in six chapters. Each chapter begins with a brief introduction that locates it in the thesis as a whole and explains how the chapter is organised. The body of the chapter is then subdivided according to major and sub-themes, conclusions draw each chapter to a close.

Chapter One has explained my motivation to research the experiences of OTTs. I have supplied some personal background and outlined my prior understandings of the topic. I have established the need for this research and the new knowledge that it presents. Chapter two presents an extensive review of the multi-disciplinary literature discovered and interrogated to inform the research. Chapter three explains aspects of the research design, methodology, methods and ethical considerations.

Chapter four presents the findings from the participants' questionnaires and interviews. The chapter is structured according to an adaptation of Bronfenbrenner's Ecological Model of Human Development (1979), the themes identified by the literature review and themes suggested by the participants are explored via direct quotations from participants. The research process and the findings are discussed with reference to the

literature in Chapter five. The major emergent themes are also identified and interpreted at the end of this chapter. The thesis is concluded in Chapter six by returning to address the focussing questions.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

In this chapter research literature pertaining to the factors affecting the professional socialisation of OTTs will be reviewed. A sample of factors, which are experienced as either aiding or obstructing the initial stages of the transition process, are explored as the barriers and bridges to professional socialisation. The multi-faceted nature of the process that immigrants undergo has necessitated a multi-disciplinary approach hence literature has been trawled from educational research and supplemented from other fields including: administration, anthropology, health, management, migration and psychology.

In addition to the initial immigration and accreditation hurdles experienced by OTTs, literature suggests that the combined effect of four variables will hinder or advance their successful integration into a new workplace. Literature will be reviewed regarding the importance of academic dissonance, culture shock, teacher positioning, and institutional structures to the process of professional socialisation.

Peer reviewed literature regarding OTT experiences in New Zealand secondary schools are considerably limited. Hence, local research theses, literature from the USA, Europe, Israel and Australia, and studies of migrant primary teachers, tertiary academics, nurses and doctors, are critiqued to illustrate key ideas. Barriers to professional socialisation are identified and bridging attitudes and strategies are outlined.

2.2 Teacher demand and supply

In common with other members of the Organisation for Economic Co-operation and Development (OECD) New Zealand has relied heavily on overseas trained teachers to fill staffing gaps in schools; recruiting hundreds (Ministry of Education, 2006), of the global estimate of 500 thousand overseas trained teachers (OECD, 2001), working abroad. The temporary drop in some secondary school rolls and reduction in teacher vacancies in 2011 (Ministry of Education, 2011a) is but a brief respite

(Ministry of Education 2008; Statistics New Zealand, 2011) from teacher drought. Improvements in post sixteen student retention rates will combine with a growing secondary aged population, to increase secondary school rolls from around 2017 in New Zealand (Ministry of Education, 2008). In the meantime staff retention issues resulting from the retirement of ageing teachers and career switching as the economy improves will put pressure on teacher supply (Barlin & Hallgarten, 2002, p.70). Thus, as over 40% of secondary teachers in New Zealand are over 50 (OECD, 2011), it is inevitable that concerns for teacher supply and retention will resurface (Ingersoll, 2001; Santiago, 2001). The negative impact, given historic trends, will be most severely felt by lower decile schools in New Zealand (Ministry of Education 2011b, p. 16).

In a climate of global skills shortages the failure of OECD Governments to attract, train and retain sufficient homegrown teachers has promoted the inflow of highly skilled migrants, typically from lower salaried 'brain drain' nations (American Federation of Teachers, 2009; Barlin & Hallgarten, 2002). This phenomenon known as 'brain gain' (Regets, 2001) is responsible for the recruitment of overseas trained professionals in many OECD nations and, to a lesser extent, New Zealand (TeachNZ, 2011). Also of relevance in the New Zealand context is the process of 'brain circulation', whereby factors other than personal economic gain, for example for personal development (Thomas, Lazarova, & Inkson, 2005) or to enjoy a Kiwi experience as part of an OE (Inkson & Myers, 2003), are considerations such that some OTTs will be sojourners² rather than permanent migrants (Anand & Dewar, 2003). Nevertheless, it is anticipated that the worldwide trend of teacher migration and the internationalization of the teaching profession will continue to gain momentum as a means to compensate for the ageing profile of OECD countries and the inevitable exodus of the baby-boom generation as they reach retirement (Richardson, 2009; Welch, 1997).

² The term sojourner is used by Ward, Bouchner and Furnham (2001) to describe between-society travellers whose stay is intended to be temporary (p. 6). They also acknowledge the potential for sojourners to affect their host (p.277).

2.3 Teacher professional socialisation

Given the growing reliance on overseas trained and experienced professionals by OECD nations there has been a surprising lack of research into the issues that arise following their appointment. The bureaucratic and fiscal barriers that affect teacher supply and recruitment have received some attention as these have direct impact on employers and authorities through staffing and contractual obligations (Darling-Hammond, 2003; Voigt-Graf, 2003; Grimmer & Echols, 2000). Yet few academics have investigated the process by which OTTs become fully participating members of their professional community. This process, defined by Su (as cited in Seah, 2002), as professional socialisation, occurs as “neophytes come to acquire, in patterned and selective fashion, the beliefs, attitudes, values, skills, knowledge and ways of life established in the professional culture” (p. 193).

On their journey towards professional socialisation each teacher will encounter cultural and systemic situations that they will experience as challenges or aids to their progress. This literature review presents and critiques current knowledge regarding four aspects of migrant experience found to act as barriers or bridges to professional socialisation.

2.4 Statistics are made up of individuals.

Various estimates place the number of OTTs in OECD countries at between two to four percent of the total teaching workforce (Appleton, Morgan & Sives 2006; Anand & Dewar 2003). Their importance to the New Zealand workforce is confirmed by the Ministry of Education survey in 2006 that found that overseas teachers filled 30% of New Zealand’s annual vacancies.

Promotional material available for teachers considering migrating to New Zealand places great emphasis on the attractive natural environment and lifestyle choices available, “New Zealand is a great place to live, work and play. We love it and think you will too” (TeachNZ, 2011). Attention is

drawn to the advantages of strong (English) language and cultural links for United Kingdom, North American and South African trained teachers such that prospective applicants from these origins may believe that few professional socialisation barriers exist for OTTs. There is only cursory mention of bicultural themes or the Treaty of Waitangi, and other communities for example Pacific Island, Asian and African are ignored in the propaganda.

2.41 Sink or swim

Unfortunately, through anecdotal evidence we are aware that for some overseas trained colleagues their first appointment in New Zealand is very much a baptism of fire (Harris, 2010). In the UK, Australia and the United States of America the situation is no better; interviewees describe being left on their own to either sink or swim (McGregor, 2007; Peeler & Jane, 2005; Phillion, 2003; Remennick, 2002). For example, Peeler and Jane (2005) refer to members of their study group being alienated when they experienced new professional experiences without support (p. 334). Participants in a study of new migrants by Guo and Singh (2009) in New South Wales are reported to have “quit the teaching profession in helpless desperation due to a lack of on-going support” (p. 30). Migrants to Britain from Zimbabwe also felt abandoned; when interviewed by McGregor (2007) they spoke of feeling humiliated and stressed in classes where pupils took advantage of the fact that they were new. One teacher went on to say, “you come home depressed and bitter and disillusioned, you don’t want to go back the next day, I don’t enjoy going to teach at all” (p. 16). Indeed, all of the 9 teachers interviewed made negative comparisons between their experiences of teaching in Britain and teaching in Zimbabwe. This led McGregor to conclude that teaching there was “a job no Zimbabwean could want to do” (ibid. p. 17).

2.42 Under-valued and under paid

The human capital of experienced OTTs can be overlooked by their schools as Michael (2006) states, “Immigrant teachers are a wasted resource of human potential in Israel.” (p. 166). New Zealand researchers concur that migrants’, often extensive, prior experience is systematically

under valued. Typically OTTs report enduring financial stress and a disappointing lack of recognition and reward through being assigned to a low pay scale (Bennett, 2006; Biggs, 2010; Dewar & Vissar, 2000; Jhagroo, 2004; Phillion, 2003).

2.5 Factors affecting professional socialisation

Professional socialisation involves identity formation that is “a continuous and reflexive process, a synthesis of (internal) self definition and the (external) definition of oneself offered by others” (Henkle, 2005, p.157). The literature selected for review is representative of the many strands of research to offer insight into the nature of immigrant teachers’ experiences. Four fundamental themes are selected from the many that are interwoven in teachers’ everyday lived experiences: academic dissonance, culture shock, positioning and institutional structures. The potential of each theme to hinder or advance professional socialisation is examined discretely for convenience.

2.6 Academic dissonance

Teaching is a complex and cognitively demanding activity; teachers develop a toolkit of practice that they routinely draw on to integrate information about the curriculum, their students and the learning environment when they make professional decisions (Berliner, 1986; Shavelson & Stern, 1981; Westerman, 1991). The work of Shulman (1986), and refinements by Loewenberg Ball, Hoover and Phelps (2008), is essential to an understanding of the major categories of teacher knowledge. These works delineate between general teaching knowledge and content knowledge while acknowledging their reciprocal relationship “mere content knowledge is likely to be as useless pedagogically as content-free skill” (Shulman, 1986, p. 8). Academic dissonance can trouble OTTs across all spheres of their practice. This section examines how extensive subject knowledge and experience from teaching overseas may not guarantee successful transition into the New Zealand context.

2.61 Subject expertise

Knowing one's subject is a multifarious undertaking that is often difficult to transfer into a new country. The major themes for subject expertise are defined in detail by Shulman (1986) and developed by Loewenberg Ball et al. (2008) these are curricular knowledge, content knowledge, and pedagogical content knowledge. Several researchers (Biggs, 2010; Crossan, 2010; Guo & Singh, 2009; Seah, 2002) have documented the dissonance felt by teachers when the academic content and applications brought from their home context is at variance with the interpretations required by their new curriculum. For example, the English curriculum in New Zealand places greater emphasis on literacy than many OTTs would have experienced at home (Crossan, 2010).

Teachers' experiences of academic dissonance have often been explored in the literature through the taking of narratives. This technique is appropriate as it allows and encourages interviewees to frame their lived experiences and reflect on their practice. Seah's (2002) research with immigrant Mathematics teachers in Victoria, Australia is important not only for contributing to our understanding of the issue of subject discipline transferability but also for the methodology employed. By comparison with other studies her tiny sample, just two teachers, would seem suspect. However, the thoroughness and range of data collection methods employed over two years authenticate and lend weight to her findings. Through the application of grounded theory via classroom observations and questionnaires followed up through discursive probing in semi-structured interviews she has been able to elicit far greater coherence than some of the larger studies of, for example, Guo and Singh (2009). The findings of Seah (2002) may come as surprise to non-mathematicians who might initially agree with the interviewee Carla that "Mathematics is Mathematics in any culture" (p.196). On the contrary, research shows that even the discipline of Mathematics should be recognized as socialised knowledge developed as a response to human needs (D'Ambrosio as cited in Seah, 2002). Thus, OTTs may need to reappraise not only their subject expertise in its many forms but also reconstruct their cultural

capabilities to become fluent in their practice and achieve professional socialisation.

2.62 Teaching expertise

Researchers who have compared the decision making processes of novice and experienced teachers (Boroko & Livingstone, 1989; Feiman-Nemser & Parker, 1990; Westerman, 1991) conclude that experience enables teachers to cast aside the shackles of curriculum goals. Experienced teachers demonstrate both pedagogical and content knowledge and expertly tailor and integrate these to the needs of their students within their learning context.

The literature supports the notion that experienced teachers have a shared disposition or 'competence' above and beyond their qualifications and experience, hence the assertion from Mager (1992) that "teacher competence is transportable" and teachers "bring competence from prior experience and study to the work of teaching in any classroom" (p. 17). Clandinin and Huber (2005a) observed teachers selectively applying resources from their knowledge and experience toolkit. "Teachers teach what they know. Teachers teach who they are. Teachers teach what each situation, each encounter pulls out of their knowledge" (p.75). An experienced teacher would therefore be expected to evaluate the relevance and utility of their teacher's toolkit when they encounter new circumstances.

Research by Seah (2002), Guo and Singh (2009) and Lillis, St. George and Upsdell (2006) also acknowledges the cultural facet to academic dissonance through studies of how culture and values affect the professional assumptions, expectations, attitudes and beliefs of teachers and doctors. All migrant teachers to New Zealand, even those from nations of cultural and academic similarity such as England and Australia, will confront some degree of professional uncertainty and dissonance. Kuhn (1996) and Biggs (2010) explored student, colleague and employer expectations of the concept of good teaching and professional competency. With reference to South Auckland schools Biggs (2010),

sums up tension between the approach of the new teachers and the expectations of their managers “Principals and induction coordinators spoke about the difficult adjustment that needed to be made by OTTs in understanding that their rôle was to meet the needs of the students rather than being a teacher of a subject.” (p. 58).

Teachers are not the only migrants required to make adjustments to their professional practice. Lillis et al. (2006) worked with a group of 10 overseas trained doctors (OTDs) beginning their appointments in New Zealand hospitals. Through qualitative methods such as semi-structured interviews and focus groups they discovered similar concerns to those expressed by OTTs. Cultural adjustments were being made by the OTDs to the “very informal approach towards your superior.” (p. 3). The doctors also found terms of address alien; “I would never have dared to call my professor by his first name” (p. 3). Professional language too caused them concern; despite all of the OTD’s having a good command of English they expressed frustration because they lacked the cultural slang and local workplace jargon to communicate quickly with their colleagues (p. 4). To fully participate in the professional community new migrant must be able and confident enough to communicate with their colleagues in the jargon of their workplace and with the public in the local vernacular. One doctor confided, “We know the formal English but not the slangs, some people do not consider these things and get angry and upset” (Lillis et al., 2006, p.4). The next section will examine how OTTs experience the wider community beyond their domain of academic expertise.

2.7 Culture shock

It is accepted that migration may be one of the most traumatic events a person experiences in their lifetime (Berry, 1994; Brown & Holloway, 2008). The term culture shock has become a familiar diagnosis for all manner of negative perceptions and experiences associated with new circumstances; we have become blasé towards its use. The components of culture shock have undergone considerable research since it was defined, half a century ago, as anxiety resulting from the loss of familiar signs and symbols of

social intercourse and their replacement by the unfamiliar (Hall, 1959; Oberg, 1960). The experience, understood by many as the feeling of being 'like a fish out of water', has many facets and nuances. It must be "conceived according to the context and the individuals to take account of person-by-situation factors" (Lonner, 1986, p. xviii). Most theorists agree that culture shock is associated with the process of reformation of self and social identity (Ward & Kennedy, 1994), but for a teacher a 'double shock' adds the need to adapt to a new professional practice (Austin, 2007).

By establishing a link between the intensity of migrant experiences and the cultural and economic 'distance' between their home and host environments Hofstede (2003), improves our appreciation of the great diversity of concerns. It follows therefore, that the potential for greater trauma exists for OTTs from nations that are culturally and economically dissimilar to New Zealand. Numerous studies have sought to identify the distress felt by those experiencing migrant transition. The most frequently researched are international students (Marr, 2005; Tartakovsky, 2011; Ward & Kennedy 1993), and asylum seekers and refugees (Liebkind, 1996; Ward & Rana-Deuba, 1999). In contrast, migrant teachers have received little attention (Bennett, 2006; Biggs 2010; Seah, 2002; Kuhn, 1996). Among the variables shown to affect the intensity and duration of migrant anxiety include: sociolinguistic barriers (Agar, 1996; Marr, 2005), acculturation stress (Ward & Rana-Deuba 1999; Ward & Kennedy 2001), and support networks (Ward & Kennedy 1993; Pines, Zaidman, Wang, Chengbing & Ping 2003). There is no data regarding the contribution of these variables to the professional socialisation of OTTs in New Zealand.

The term 'culture shock' as it is commonly used implies a negative and harmful experience; it has been likened to an illness and may indeed manifest as mental and physical symptoms such as fear, anger, sleeplessness and fatigue (Neufeld, 2008). Useful insight into identifying the stages of culture shock was gathered by Pederson (1995) during his year of experience traveling the world with university students. He observed that an awareness and understanding of the stages of culture

shock could hasten progress towards integration. (p. 20). This view has won support from those in the field of education, for example Brown and Holloway (2008), who in their study of international postgraduate students remarked on “the extent of the suffering that can take place at the initial stages of the sojourn” (p. 4).

It is clear that education is a “cultural value-laden exercise” (Seah, 2002, p. 190). Experienced teachers rely on their cultural and professional knowledge and expertise which they apply as they practice. Hutchinson (2006) asserts, “Even the metaphors used by a teacher to make sense of a particular teaching experience may be saturated with the semantic networks associated with the culture of the teacher” (p. 75). Thus, when teachers immigrate and enter into new contexts a proportion of their cultural toolkit will become irrelevant and must be rebuilt through the process of professional socialisation.

The immigrant teacher brings a unique history that reflects their cultural experiences and education. However, there is an expectation that they can, and will, acculturate in their new school community and function within its mores. Each school and community has a unique ethos and cultural identity such that even locally trained teachers, who are culturally close to the New Zealand context, may struggle to adjust to their new situations. It is little wonder therefore that OTTs, who ipso facto are culturally more distant, typically experience symptoms of culture shock. In a year-long study by Bloch (as cited in McGregor, 2006) over 60% of 83 Zimbabwean teachers who secured jobs in the UK quickly gave up their teaching careers. McGregor explains the exodus as resulting from a mismatch of cultural expectations; “in Zimbabwe, teachers were used to a culture of respect in schools and to maintaining it by beating” (p. 15). When migrants feel disempowered by the alien systems they have entered they need interventions to support them to adjust. Following his study of four science teachers in the United States of America Hutchinson (2005) concluded that culture shock and logistical issues were functionally related

and synergistic thus forming the continuum of emotional and physical support systems teachers needed for optimal functioning (p.4).

The cultural imperative is given further support by Peeler and Jane's (2005) extensive work with migrant teachers in Australia. The confusion and vulnerability felt by OTTs as they strove to re-interpret their professional identity is illustrated by the case study of a Korean teacher, Kim, whose Confucian heritage and perspective was at odds with the culture of her new school. "I don't think they (Australians) adjust to me. I had to adjust myself otherwise I can't get into the system. I'm only making myself sick if I don't adjust" (p. 331). The authors also relate how an experienced teacher from India reported being isolated in her new school. Lacking mentoring support, and unable to deconstruct her former professional self and achieve professional socialisation in her new Australian workplace, she quit teaching.

High levels of anxiety are experienced by migrants placed in unfamiliar working environments where norms and attitudes are at variance to their past experience (Hofstede, 2001). For example, Gage's (1998) study of migrant nurses' transition in Australian hospitals concluded that some nurses experienced more stress than others in team orientated work environments due to deep-seated cultural values that ran against collaboration. Participants were reported to value "opportunities to reflect upon selected internally persuasive discourses from educational practices in their countries of origin" (Beynon, Ilieva & Dichupa, 2004, p.437). This was achieved under supervision that was supportive "If I have a concern I can say what I'm thinking ... and then they give me support" (ibid, p.437) Awareness of the cultural milieu of the OTTs previous workplace, where the emphasis may have been on the individual above the team, would therefore be a useful starting point to develop helping strategies for that teacher's integration into the school community.

2.71 Ameliorating culture shock

The hurdles of academic dissonance have received far greater attention from educational researchers than the wider and more pervasive manifestations of culture shock. This is disappointing as the potential for culture shock to seriously debilitate OTTs and retard their professional socialisation is clearly underestimated. Substantial research from Peeler and Jane (2005) confirms the value of taking action to bridge the gap between the migrant teacher's former ways of knowing and the practices of their new educational environment. Their findings support the importance of formal and informal mentoring relationships. A trial scheme in Victoria was seen to evolve and produce beneficial results (p. 333). Initially, formal partnerships with more knowledgeable members of the school community were set up for migrant teachers. These provided the initial support and encouragement needed through structured meetings. Even though workload issues led to the collapse of the system it continued, to the great satisfaction of the mentee, on an informal and flexible basis. The new form of relationship that grew from the original proactive initiative relied on the positive stance of mentor and mentee and was collegial and empowering.

2.72 Less shock more thrill?

Most literature on culture shock focuses on negative experiences of adjusting to a new situation; the depression, sleeplessness, loneliness and misery of missing home. There is also the assumption that every migrant will endure some degree of shock or acculturation anxiety. Recent researchers who hypothesise that the process of globalization has effectively reduced cultural distance dispute this notion; the earth today is culturally smaller and less diverse (Bochner, 2003). Transnational media and long haul travel enable the host country to be sampled, hence migrants' horizons are widened with prior knowledge of their destination; less is unknown or unfamiliar when they immigrate. Insight gained from expectancy-value theory (Cochrane, 1983; Feather, 1982), suggests that migrants who have accurate and objective expectations of their new situation will transition more successfully than those who are unprepared. The rôle of friends or family already living in New Zealand must therefore

be acknowledged not only as assisting during transition but also in the preparation of migrants prior to their arrival.

The allure of the exotic, the unknown and the untried motivate some teachers to sojourn in New Zealand and the South Pacific. Cosmopolitan thrill seekers, green tourists and sports enthusiasts are attracted by the opportunity to earn while they experience the kiwi lifestyle (TeachNZ, 2011). New cultural experiences and the uncertainty of strange environments are perceived as inducements rather than barriers to their professional growth. Their goal is to broaden their horizons by maximizing the diversity of their experiences (Kennedy, 2010). Excitement of new surroundings is interpreted by traditional theorists as the honeymoon, or euphoric, first stage of culture shock (Ward et al., 2001) who warn that a crisis stage will inevitably follow. Others assert that the greatest stress is experienced immediately upon arrival (Brown & Holloway, 2008). Nevertheless it can be assumed that many sojourning teachers, like international students, would interpret some stressful experiences positively (Westwood & Barker, 1990). The next section elaborates how the approach, or positioning, of teachers and their schools can affect the OTTs professional socialisation.

2.8 Teacher Positioning

Subject expertise is highly valued by OTTs yet, as previously outlined, research suggests that the stability of this formerly secure professional anchor must be called into question; teachers in a new context may need to transform many aspects of their professional selves to achieve professional socialisation. As observed by Beijaard, Meijer, Morine-Dershimer and Tillema (2005), "Teacher identities are intrinsically and deeply related to their work and professional knowledge." (p.17). Hence, overseas trained teachers must re-construct their knowledge in order to regain their professional identities. However, the prospect of a simple fix-all is discounted by the recognition of the complexities of teacher professional identity as developed by Beijaard et al., *ibid.* who assert that a model whereby knowledge alone defines identity is inappropriate

because of the complimentary precondition of teacher positioning necessary for successful change. They testify “An agency dependent perspective on knowledge construction might bring us to a better understanding of identity formation in teachers” (p. 17).

2.81 Teacher agency

Literature relating to beginning teachers and new appointees confirms the relevance of the positioning of both the teacher and their school during the initial induction phase (Bennett, 2006; Biggs, 2010; Dewar, 2003; Hutchinson, 2005; Remennick, 2002; Vohra, 2005). Teacher agency is an important precondition for change, defined by Bishop and Berryman (2006), as the predisposition needed to overcome the paralysis of deficit theorizing in order that change might be allowed to occur (p. 251). The literature supports the need for teachers to be agentially positioned. In summary, Timperley, Wilson, Barrar and Fung (2007) conclude, “Change relies on a desire and willingness to make the necessary adaptations.” (p. 198). The importance of teacher positioning was also confirmed empirically by Clandinin and Huber, (2005b) who state that their agentic approach sustained positive outcomes, “as we reclaimed our teacher voice we each became a shaping influence on our own teaching practices within the different contexts we found ourselves in.” (p.47). However, agentic positioning cannot be assumed from all OTTs; Manik, Maharaj and Sookrajh (2006) recognize that migrant teachers are not homogenous in their agency. They report some teachers responded to the challenge of difficult classrooms by developing survival strategies or transforming their approach while others, who lacked agency, felt powerless and abandoned their careers.

Each migrant teacher must, to some extent, dis-position himself or herself in order to achieve professional socialisation. Vinz (1997), describes the challenge ‘un-knowing’ and ‘not-knowing’ where ‘un-knowing’ is the practice of giving up present understandings (positions) of our teaching and accepting ‘not-knowing’ as we acknowledge ambiguity and uncertainty in order to “examine and confront our teaching acts from these or

whatever other positions seem warranted.” (p.144). She observes that teachers are “inculcated with certain attitudes” (ibid., p. 145) and urges newcomers to move “beyond the familiar boundary of what seems clear and known - to look as if for the first time so that we might see more clearly and see differently” (ibid., p. 146). Beynon et al. (2004) concur, “teachers are persistently cast, greater and lesser degrees, into circumstances requiring them to re-validate their professional status.” (p. 439).

2.82 Teacher commitment

The degree of commitment to remain overseas has also been found to affect an individual’s progress towards professional socialisation. Research summarized by McGregor (2006), showed Zimbabwean migrant teachers and health professionals who anticipated a brief overseas working experience maintained a temporary perspective at work and were less inclined to participate with their new colleagues or to form close support networks. Moreover, even when their exile became long term they continued to resist ‘going native’ gaining support instead through expatriate groups and diasporic communities. Extravert personalities, it is said are more able to adjust and adapt to new cultural settings (Searle & Ward, 1990). Teachers with an adventurous and outgoing approach to new situations would therefore be most likely to succeed.

Evidence from extensive NZMoE longitudinal studies (Anand & Dewar, 2003; Dewar & Visser, 2000) distinguishes broadly two groups of OTTs. By and large Australian and Canadian trained teachers who made up 55% of the primary teacher sample anticipated returning home within three years. Whereas 78% of secondary OTTs, the majority of whom were from England and South Africa, expected to remain in New Zealand for more than three years. In light of the literature one must question whether OTTs, who may be sojourners, would be committed and agentic enough to follow through to become professionally socialised and whether this is a matter for concern or action.

2.9 School structures and systems

While a lack of teacher agency delays and may even prevent professional socialisation, the positioning of the employer, as conveyed by institutional structures, also affects the individual's progress towards integration. Tartakovsky's (2011) work with immigrants to Israel found those who felt accepted and supported in the host society were most likely to choose to integrate and remain in the country. (p.15). According to the Ministry of Education's National Administration Guidelines for New Zealand it is the responsibility of schools to "promote high levels of staff performance" (Ministry of Education, 2011b), thus the onus is on schools to promote professional socialisation.

International research details numerous systematic and social obstacles that must be overcome by migrant teachers making the transition into new classrooms. Recruiting and retaining suitably qualified teachers has been noted as a serious concern throughout the OECD. In the United States of America approximately one in three new teachers leave teaching within the first five years, and the rate is higher in urban and low decile schools (Darling-Hammond, 2003). This process, referred to as the "revolving door" (OECD, 2001, p. 29), is most apparent among the highest academically qualified teachers (Ingersoll 2002; van Manen, 1991, as cited in Sabar, 2004). Of equal concern are studies of migrants, who having persisted in validating their overseas teaching credentials with NZQA, have hemorrhaged from the profession (Anand & Dewar, 2003).

Ingersoll (2001) states "teacher recruitment programs alone will not solve the staffing problems of schools if they do not also address the organizational sources of low retention" (p. 501). In addition, Phillon (2003) advises "it is essential to understand the obstacles to immigrant teachers' success in order to develop appropriate professional programs that would facilitate the entry of these teachers into the education system." (p.41). Crossan (2010) agrees "A more consistent approach by schools employing immigrant teachers might help reduce teacher turnover,

especially in low decile schools where there is more likely to be a retention problem” (p. 63).

2.91 OTT induction and PLD

Researchers hold differing opinions with respect to preferred systems to facilitate teacher induction. The groundbreaking synthesis of research into teacher professional learning and development by Timperley et al. (2007) found that in order to change their norms teachers need multiple opportunities to develop and practice their knowledge. They conclude that consolidation of professional learning is best achieved through a cyclical process (p. 225). Their preferred professional development model to facilitate professional learning would be school wide and would incorporate the formal elements of modeling, observation, reflection, feedback and coaching. With regards to OTTs, who may or may not be appointed at the start of the school year, such a revolving model would acculturate new staff and may also infect those transient members of staff who might not normally seek out or participate in discretionary professional development. Such a formal school wide approach would satisfy Crossan (2010), who noted that many of her participants had had to seek help “having been left to diagnose their own training needs” and “some were not aware of the gaps in their knowledge” (p. 63).

A different model, proposed by Collins (2008), was informed by research involving 30 international faculty members in universities in the United States of America. Her belief is that it should be the responsibility of the department chair or head of faculty to put in place a number of actions to initiate the newcomer. This proposal would rely on proactive managers being enabled by their institutions to fulfill this rôle adequately. In New Zealand schools the responsibility would probably fall into the portfolio of a senior teacher. Collins advises that, to avoid slippage, the process be formalized by the setting of a timeline or a series of events that are set in motion upon the signing of contracts. Her preferred helping style is the setting up and facilitation of networking relationships across departments such that the newcomer is supported by a team rather than a traditional

one-on-one mentor/mentee relationship. Collins clearly favours a focused, team mentoring, approach over a blanket whole school, professional development model. None of the models suggest how variables such as the size of the institution or the number and nature of new appointees may have bearing on efficacy. The models have yet to be evaluated when applied to OTTs.

Each model would require long-term dedication and commitment from the OTT and their employer. Because, as Timperley et al. (2007) state, it often takes one or two years before a teacher grasps the differences and changes their practice (p. 201). One must also acknowledge that the suggested time frame is for willing participants in the process. It would be foolhardy to assume that every newly appointed OTT would rise to the challenge of the cyclical model because, as already stated, sojourners who anticipate moving on to another school or returning to their homeland could be less inclined to participate whole-heartedly.

Further insight is available via research into two short-term induction and mentoring programs for overseas trained doctors (OTDs) detailed by Lillis et al. (2006) and Rich (1998). A buddy system that partnered newly employed OTDs with a more experienced colleague for a short induction period was acclaimed by Lillis *ibid.* to promote effective integration. In a more structured and expensive pilot induction programme in the UK outlined by Rich (1998), foreign trained doctors were inducted to the hospital and its routines prior to taking up their positions through a two week residential work-shadowing and formal training programme. This was “enthusiastically received” (p. 474) by the 9 new doctors who were perceived by their new colleagues to have settled in faster to their positions than previous appointees. In the school context budgets would be stretched to attempt such a programme but some schools might consider a series of day or lesson work-shadow opportunities as a simple induction to the ethos and routines.

The recent Vision for the Teaching Profession Advisory Group Report to the Minister of Education concludes, “We know from the literature for example, that more integrated programmes that set out a clear purpose and where areas of study are linked are more effective than fragmented programmes” (Ministry of Education, 2010). In this vein the introduction of Registered Teacher Criteria and associated mentoring trials is beginning to generate templates and processes that may improve the induction experience of overseas trained teachers.

2.10 Conclusion

Migrant teachers to New Zealand represent a very significant asset to our secondary schools and the wider community. However, their professional socialisation is a process that has received little research attention. The shortage of contemporary local research means that the works of Seah (2002) and Peeler and Jane (2005) from Australia offer the greatest insight into the barriers faced by OTTs. Academic dissonance and culture shock are shown to hinder the professional socialization of OTTs, while the positioning and commitment of migrants can facilitate their smooth transition into their new situations. This review of international research literature endorses elements of coaching and mentoring practice to facilitate professional socialisation. But the potential for positive intervention by educational leaders at the local, regional and national level in New Zealand has yet to be examined. In light of New Zealand’s reliance on immigrant teachers, comprehensive research into the barriers and bridges that are experienced by newly employed OTTs is now overdue.

CHAPTER THREE: METHODOLOGY AND METHOD

3.1 Introduction

In the first chapter I outlined my background as a migrant teacher and the rationale and motivation that prompted and informed the conception of this study. In the second chapter I exposed the limited published research literature dedicated specifically to the experiences of teachers new to New Zealand. I also demonstrated the need for further study and for this to be conducted from the perspective of the migrant teacher.

This chapter addresses the methodological approach selected for this research. In the first section I will outline the philosophical considerations of the interpretive research paradigm and qualitative methodologies. The second section will discuss various interpretations of phenomenological approaches to research and explain my choice of a modified hermeneutic phenomenological methodology (Gadamer, 1989; Heidegger, 1996; van Manen, 2011). The third section gives details of the research strategy including the ethical considerations, the participants, and my choice of questionnaires and interviews as methods for data gathering. The chapter will conclude with details of the means by which good scholarship (trustworthiness) was established.

3.2 Selecting an approach

The topic for this research is OTTs' experiences of professional socialisation in New Zealand and the direction and focus for the research process is provided by the following questions:

1. What are the experiences of OTTs during their induction to teaching in secondary schools?
2. What formal support is currently received by OTTs?
3. To what extent does the provision meet the needs identified by OTTs?
4. Do OTTs receive or request informal assistance, and if so, what is the nature of this assistance?

5. How might schools improve the integration of their OTTs during their first and subsequent years of employment?

The term 'research' implies dissatisfaction with what is 'known' and a quest to look again to achieve a greater understanding via a process of literature review and empirical study. The literature review revealed that little is 'known' of the experiences of being an OTT from the perspective of an OTT, thus research is warranted. Yet, I have come to appreciate that the goal of 'understanding' is itself a confusing notion as one researcher may be intent on explaining while another's purpose is to interpret. When considering the social world of schools I am inclined to agree with Rorty (1982), that researchers who seek to explain an objective reality also want to predict and control. I believe that a more moral approach for this research is to accept that reality is constructed by individuals and that I should act as an interpreter of the OTTs' experiences. In view of my research topic and questions, and my philosophical stance, experimental or norm referenced data would be inappropriate and invalid. Thus, I have rejected quantitative, positivist approaches as too restrictive and unresponsive to capture the multi-layered richness of the lived lives of my participants. This topic is best advanced by interpretive research because "qualitative [interpretive] researchers are interested in understanding the meaning that people have constructed, that is, how people make sense of their world and the experiences they have in the world" (Merriam, 2009, p.13)

3.21 The interpretivist research paradigm.

Interpretive research is based on the ontological and epistemological belief that reality is socially constructed and that many realities, or interpretations of events, can be observed. My approach aligns with recent research in the social sciences, including education that gathers qualitative humanistic perspectives in order to understand lived experience within everyday contexts (Berstein, 1960; Candy, 1989; Creswell, 2007; Crotty, 1998; Dewey, 1938; Feyerabend, 1975; Rorty, 1982). In common with contemporary educational researchers I have considered and

selected from a plethora of post-positivist approaches such as: case studies (Merriam, 1998; Stake, 2000; Yin, 2002), ethnography (Wolcott, 1999; Yon, 2003), narrative inquiry (Clandinin, 2007; McCormack, 2004) and phenomenological research (Heidegger, 1953/1996; Husserl, 1936/1970; Vandenberg, 1996). The social setting or context of the study and the interface of researcher and participant are central to this paradigm. The approaches vary according to their ontological and epistemological emphasis. For example, the purpose of ethnographic research is “to describe what the people do... and the meanings they ascribe to what they do” (Wolcott, 1999, p.68). On the other hand, phenomenological research focuses on what an experience means to the people involved in order to “understand better what it’s like to experience that” (Polkinghorne, 1989, p. 46). I have chosen the latter approach as the most fitting to ‘make sense’ out of my participants’ experiences of their first three terms of teaching in New Zealand.

3.22 Phenomenology is what phenomenologists do

Phenomenology is variously described as a philosophy, a paradigm and a methodological approach. This is disconcerting for the novice researcher especially as, according to Giorgi, it is a “no-mans’ land where each individual [researcher] is more or less on his or her own” (2006, p. 306). It is apparent that there are probably as many styles of phenomenology being used by researchers today as there are phenomenologists (Spielgelberg, 1982). In order to select an appropriate approach for this research I consulted a number of theorists including: Husserl, Merleau-Ponty, Sartre, Derrida and Harman. I also critiqued other researchers’ approaches (Caelli, 2001; Giorgi, 2006; Norlyk & Harder, 2010). My choice of a modified hermeneutic phenomenological methodology has been informed by Heidegger, Gadamer and van Manen and will be shown to be the most appropriate to accomplish this research according to my stated philosophical stance.

3.23 Phenomenology but which approach?

Phenomenological inquirers choose to elicit meanings orally or in text based on the premise that people make sense of their experiences through the formation of narratives (Cohen, Kahn, & Steeves, 2000). Phenomenological research is derived from the philosophy known as European or traditional phenomenology developed by Edmund Husserl (1939/1970) and Alfred Schutz that sought to separate 'objective science' from the *Lebenswelt* or everyday lifeworld of the individual. Before embarking on the research design I set about exploring my own experiences of the phenomenon of being an OTT to become aware of my prejudices and assumptions, a process called *epoch* or refraining from judgement, my observations are included in Chapters one and five. However, if I had continued with this methodology the next step would have presented problems as I would have had to try to gain objectivity through a change in attitude via the process of 'bracketing' in order to cast off personal bias. Not only this, if I had chosen this version of phenomenology, each of my participants would also have been required to 'bracket' to experience from a neutral stance. In common with contemporary researchers in the field of nursing (Caelli, 2001; Giorgi, 2006; Norlyk & Harder, 2010), and education (Lichtman, 2010; van Manen, 1997) I rejected the traditional phenomenological approach as impossible and undesirable for my research needs. Some implications of my non-neutrality are stated later in this chapter as ethical considerations and extensively in Chapter five.

3.24 Hermeneutic phenomenology

I have elected to apply a hermeneutic phenomenological (Gadamer, 1989; Heidegger, 1996; van Manen, 1997/2011) approach to this research because "This method is most useful when the task at hand is to understand an experience as it is understood by those having it" (Cohen, et al., 2000, p.3). Central to hermeneutic phenomenological study has been my stance of 'being in the world' (van Manen, 1997) with the OTTs. This has enabled me, through the process of interviewing, to be party to their sense making process (Cohen et al., 2000). The hermeneutic

approach assists with the process of interpretation of OTTs' experiences as via the hermeneutic circle (Gadamer, 1997; Schön, 1983) understanding can be created. This approach is preferable because it does not seek to create a blank slate for experiences; it acknowledges that the participants and I bring our past and accumulative experiences and biases into our interpretations.

Previous researchers have attempted large one off surveys of OTTs that have generated statistical data for policy making (Anand & Dewer, 2003; Dewer & Visser, 2000) or surveyed managers to ascertain migrant teacher deficiencies (Biggs, 2010). Others have gathered retrospective accounts that relied on the memories and hindsight of successfully integrated teachers thus ignoring those who failed to become professionally socialised (Jhagroo, 2004; Okamura, 2008; Remennick, 2002). My choice of a hermeneutic phenomenological approach places this research apart from earlier works because the emphasis is on capturing, in real-life and in real-time, how the process of professional socialisation is lived and experienced by ten OTTs. The reader should come away from this thesis with the feeling, "I understand better what it is like for someone (an OTT) to experience that" (Cresswell, 2007. p.62).

3.3 Methodology

The term methodology relates to theory regarding the way research should be approached and how it should proceed. By making explicit my ontological and epistemological posture I have been able to legitimise the methodological approach I have chosen. The methodological choices I have made align with my stance and concur with Rorty (1982), "It is always wise to ask what the subject *thinks* it's up to before formulating our own hypotheses" (p. 200).

3.31 In search of a phenomenological methodology

I have discovered that the philosophical orientation of phenomenological scholarship is dynamic and has not been conducive to the development of a straightforward methodological prescription that a novice researcher

might easily follow. Van Manen (2011), confirms this; “phenomenological inquiry cannot be formalized into a series of technical procedures” (para. 1). Of necessity, I have had to select, adapt, or reject certain hermeneutical phenomenological procedures lauded by others as I deemed appropriate to this research topic. The strategies devised to accomplish the research are in keeping with hermeneutic phenomenology and are detailed below.

3.32 Ethical considerations of the research design

This research topic and approach was approved by the University of Waikato Faculty of Education Research Ethics Committee and complies with the Ethical Conduct in Human Research and related Activities Regulations (2010). However, conducting ethical research is much more than gaining ethical permission from a committee. All of the decisions I have made are guided by the procedural requirements of the University of Waikato Ethics Committee and “ethics in practice” (Guillemin & Gillam, 2004, p. 273). I have addressed my ethical obligation to my participants by being open and upfront, by placing them and their needs at the centre of my planning and responses. Implicit to this research design is the “worth and usefulness of the Other” (Polkinghorne, 2008, p.201). Details of ethical considerations are given below as they were applied throughout the research process.

3.33 Recruitment of participants

Telephone contact was made with high school principals at the beginning of the academic year 2011 to locate and identify recently appointed teachers from overseas. With the principal’s assent personalised notes were left for potential participants inviting their participation in the study and giving an email contact. From this point onwards the confidentiality of the participants and their schools was assured; schools were not informed of their staffs’ participation. Respondents were sent a formal letter outlining the purpose of the research and justification for their completion of the questionnaires and follow-up interviews. The letter gave details of the taping of interviews, the storage of materials and matters relating to

privacy and confidentiality. Participants were informed of the contact details of the researcher's supervisor, of their freedom to withdraw from the research and their right to request the removal of their information from data already collected. Each teacher completed a Consent Form to affirm that they had given their informed consent to participate.

3.34 Informed consent

All of the participants were volunteers who responded to my written invitation placed in their workplace pigeonholes. Prior to commencement of the study all who wished to participate received a written outline of the proposed study, its purpose, conduct and an indication of the time commitment that might be asked of them. They were informed of their rights to withdraw at any time or to request that their data be removed from analysis. In addition, their understanding was checked at the first interview meeting where the Consent Form was signed and returned to me. In this way all participants were free to choose whether to take part and knew the expectations of their involvement.

3.35 Confidentiality

Participant confidentiality and that of their schools and colleagues is intrinsic to this research methodology. Meetings were held at the participants' choice of venue to accommodate their privacy. Each participant chose a pseudonym to be used for transcriptions and quotations. Other persons: staff, workmates, students, family and friends, who were mentioned during the interviews were identified by a single initial in transcripts for the purpose of checking and names have been removed from quotes used in this thesis. The school or school departments are not identified and references by participants to their schools have been carefully screened to remove identifiable details. In this way the spirit of the Privacy Act 1993 is upheld. All material derived from the research process is securely held by myself and will remain confidential. All notes and transcripts will be destroyed at the completion of the research and all digital recordings will be erased.

3.36 Protecting participants from harm

Harm can be defined as “pain, stress, emotional distress, fatigue, embarrassment and exploitation” (Waikato University, 2010). When meeting with OTTs I have been sensitive to the counsel of Juzwik (2010) who urged caution as participants may recall unpleasant experiences and experience harm as a result. I have adopted the Kantian principle that people should never be used merely as a means to someone else’s end. I have respected the autonomy of my participants and have observed the ‘principle of beneficence’ approach which places the obligation on me to act in ways that benefit other people, or at least in ways that do not cause them harm.

3.37 The notion of rapport

I wanted to build a trusting relationship with my participants but the notion of establishing rapport with another person, for example in an interview situation, is difficult and clouded by everyday understandings of the term. I knew that I must be vigilant in my approach or my actions could have been viewed as counter to the philosophy of this research, or worse, unethical. I was cautious because “the ethical dilemma is that, whatever strategy one adopts, one is equally concerned with the implementation of ploys, of one sort or another, through which one seeks to improve the quality of data” (Collins, 1998, p. 2).

I was aware of additional concerns raised by researchers involving the Self-Other relationship termed “working the hyphen” (Fine, 1994; Fine, Weis, Weseen & Wong, 2000; Jones & Jenkins, 2008). The suggestion that some researchers might contrive “to build rapport as a means to make the interviewee more pliable and forthcoming” (Polkinghorne, 2008, p.201) was another potential ethical concern. It has also been posited that, in addition to recording and interpretation, the place of the interviewer might be viewed as one of bearing witness or creating a testament (Becker, 1997; Collins, 1998.). In cognizance of all of the above concerns I resolved to remain open to my participants’ responses and not disclose my own

views during the interviews or through the research findings in Chapter four.

3.4 Research participants

Ethical approval for this thesis was gained from the University of Waikato to research the experiences of OTTs in their first year of appointment in secondary schools. The participants are defined as a cohort that is “an aggregate of individuals and a unit for analysis” (Menard, 2002, p.6). Typically a cohort would consist of individuals who have a shared common birth date, genetic identity, location or life event (Graetz, 1987). My choice to use recently appointed OTTs as a cohort is therefore consistent with Graetz’s (1987) definition of an event cohort.

3.41 Identification and recruitment

Careful consideration was given to the cohort size and characteristics with regard to the research aims and time/access constraints. The focus was on the phenomenon as it was being experienced by teachers, not on individual teacher narratives. Hence, a cohort of teachers was required to contribute a range of experiences and perspectives. Ten respondents were eventually recruited who fulfilled the criteria of being newly appointed and overseas trained. However, a lack of replies from local schools necessitated that the geographical net be set wider such that the OTTs spatial distribution extended beyond the original designation.

3.42 Participant characteristics

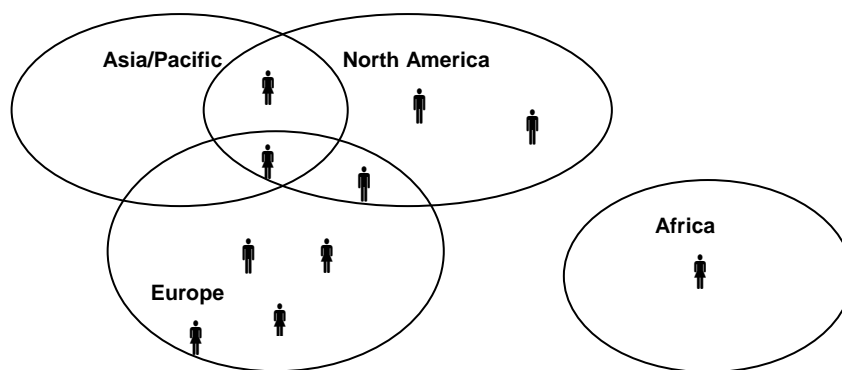


Fig 3.1 Location of participants' prior teaching experience

Figure 3.1 illustrates the diverse geography of teaching experience of the cohort. Half of the participants had experience of teaching in at least two countries prior to arriving in New Zealand.

Years of teaching experience prior to arrival in NZ	% of participants
Less than 5	40
5 to 10	30
More than 10	30

Fig 3.2 Participants' prior teaching experience

The cohort had overseas teaching experience ranging from a few months to over 20 years. Figure 3.2 shows that the majority (60%) of the OTTs had at least 5 years teaching experience.

3.5 Methods

This research seeks to discover teachers' perspectives on their lived experiences as newly employed OTTs, and the meanings that they subsequently construct of these experiences. The decision making process that culminated in the selection of methods was driven by a desire to remain true to my positioning and intentions; "as Frank Lloyd Wright emphasized, the design of something must fit, not only with its use, but also with its environment" (Maxwell, 2005, p.3).

3.51 Questionnaires

A questionnaire is a text that asks the same questions of all participants and for which responses are received in written form. From the researcher's point of view questionnaires are acknowledged as a cost effective and relatively swift means to gather information from a large number of participants. They do however have a number of shortcomings regarding their interpretation by participants and the 'thinness' of the information they can glean. In addition, they lack flexibility in their application (Lichtman, 2010; Taylor & Bogdan, 1998).

The steps for designing an effective questionnaire are straightforward (Cohen, Manion & Morrison, 2007). Numerous authors have also provided guidelines to avoid common pitfalls, for example Gall, Gall and Walter's (2007), guidelines are based on research findings about "factors that influenced the return rate of questionnaires" (p. 233).

In order to review and refine the design of the first questionnaire I circulated a pilot to several colleagues and called for their comments and criticisms. Changes were made to improve the readability and flow of questions (Bell, 2007). It was also decided to restrict the questionnaire to just two pages of double spaced text as it was found, through feedback, that my colleagues were reluctant to consider a booklet format. While some questions were, of necessity closed or multi-choice, others allowed longer responses or notes to be expanded upon in the subsequent interview (Bryman, 2008; Hinds, 2000).

The process of writing encouraged the teachers to report current experiences and recall and reflect upon earlier experiences. The writing process removed them from the immediacy of the experience as it was lived. It was also expected that participants would be more cautious and politic in print as they would consider their responses and their choice of words with greater care than in the immediacy of a face to face interview (Cohen et al., 2007). The decision to use the complimentary methods of questionnaires and interviews was made to gain access to the multiple layers of experiences and what they meant to participants thereby enhancing validity (Polkinghorne, 2008).

3.52 Interviewing as a research method

Interviews are the method of choice for many who engage in educational research this is a situation described by Fairclough (1992) as an "intense preoccupation" (p.10). The latter part of the twentieth century saw us living in an 'interview society' (Fontana & Frey, 2000; Gubrium & Holstein, 2002) accustomed to pollster and marketing inquiry into the minutiae of our everyday lives. The harvesting of opinion has become a lucrative

commercial field and a contested academic process (Bryman, 2008; Cohen et al., 2007). However, despite their omnipresence, interviews as a method for understanding and making sense of the lives of people are not all created equal.

There was little literature regarding the application of interviewing for educational research until Kvale (1983), ventured that in order to know what people understand, and how they understand, their world we should talk with them. His proposition, that a skilled interviewer would be able to gather authentic data on perceptions and understandings was in tune with the post-positivist genre of qualitative methodologies resulting from the 'paradigm wars' of the 1980's. Interviews differ in structure and scope guided by different 'rules' and procedures that reflect the philosophical and epistemological stance of the research project. In this respect I knew that it was essential to choose an interview method to fit the phenomenological tenet.

The primary rationale for opting to interview OTTs is the suitability of this method as a means to generate the quality and quantity of information I required to address the research questions. I was mindful that "Qualitative interviewing is more than a set of skills, it is also a philosophy, an approach to learning" (Ruben & Ruben, 2005. p.2). In what is termed 'reconnaissance' by Wolcott (1999), the aim is to "get people to talk without having to ask a lot of direct questions and to frame the questions... in ways that make sense locally" (p.213). Face-to-face interviewing offered the potential for a flexible and dynamic, yet purposeful, interaction with participants that would fit my research requirements. Additional strengths of this approach are the flexibility to respond to participant insight and perception, and the opportunity to explore that which may be taken-for-granted. Consistent with my phenomenological approach I strove to maintain an open attitude throughout every interview.

Interviews are an appropriate method for phenomenological research because it is sometimes easier to talk, rather than write, about a personal

experience because the act of writing forces one to reflect and remove oneself from the immediacy of the experience (van Manen, 1997). The interviews served two purposes: firstly to gather information from migrant teachers about the phenomenon of being a migrant teacher, so that it might be better understood and secondly, through conversation, to explore the meaning of the experience to the teachers. Interviews enable the capture of both the pre-reflected lived experience of the teachers and the existential or meaning they made of the experience. During interviews a stream of immediate lifeworld is poured out without mediation or reflection, without thought or caution. By pausing, probing, reflecting and clarifying during the interview it is possible to encourage participants to reflect on and process events and to give meaning to the experiences; to interpret them in their own way and in their own words (Collins, 1998; Fontana & Frey, 2000; Gorden, 1969; McCormack, 2004).

I was curious to meet my respondents face-to-face, to get to know them as professionals and to establish my credentials with them. I was genuinely interested in their lives and I believed that if I was able to strike up the traditional version of rapport (Wong, 1998) with them and establish a trusting relationship they would be more likely to remain in the project and be inclined to contribute rich and thick data. I also acknowledge that, at the start, I was aware that I might be their first kiwi contact beyond their immediate work or family environment and so should I acknowledge that I felt some responsibility as a host towards them.

3.6 Application of the methods

Each participant completed a series of three questionnaires that they received via email in the latter half of terms one, two and three. Each questionnaire comprised factual recall questions followed by interpretive and open-ended inquires. The templates distributed as email attachments were formatted to enable any length of response to each question. Participants were informed that they would have the opportunity to explore and develop their written responses during the face-to-face meetings that would occur shortly afterwards.

The follow up one to one interviews with the researcher were arranged, at a time and venue of the participant's choosing but usually within a week of each questionnaire being received. The 45-90 minute interviews were conversational and semi-structured as they followed prompts from the questionnaire but were not constrained solely by these. With the consent of participants, each meeting was digitally recorded and then transcribed. Transcriptions were returned to participants promptly to check for errors and to clarify statements prior to their coding and analysis.

3.61 Concerns regarding questionnaires and interviewing as methods for inquiry

When considering the use of interviewing as a method I was alert to a number of concerns that needed to be addressed: would the responses be helpful, could my processes be ethical and was it a practical way forward? I noted several concerns on the frailty of interviews to generate sufficiently trustworthy information for my purpose. For example, Bourdieu (1977), argues that "as a research methodology the interview is one of the weakest because the interviewee is likely to provide the interviewer with the 'official account' (which reifies norms, values, ideals) an account of what ought to happen rather than what actually does happen" (p.37). I also wondered what sort of stories I would be hearing, perhaps 'cover stories' or 'sacred stories' rather than 'secret stories' (Clandinin & Connelly, 1996, p. 25). There was also the potential for the lives of others to be exposed as Goffman (1990) notes "Interviewees control the information they give but they cannot always control what information they give off" (p. 14).

3.62 Ethical concerns

Embedded in my choice to interview participants was the requirement to consider the degree of structuring and direction that I should impose during each interview. As mentioned previously, it was my intention to ask teachers to voice their experiences, yet I was wary of several dilemmas. Firstly, I was intent that my meetings with participants would remain purposeful as I was cognisant of the time budgets of interviewees who were full-time teachers giving up potential preparation, marking, or much

needed family time. Secondly, I was an inexperienced interviewer and had heard of interviews developing their own 'internal dynamic', if this happened how should it be viewed? Thus, it was my responsibility, on the one hand, not to waste participants' time and, on the other, to encourage full and frank responses. I needed to be prepared, to be purposeful and yet open and flexible enough to allow or even encourage expansive responses and the development of individual narratives.

In order to mitigate some of the concerns mentioned above I attempted to improve my technique as an interviewer before I met my first participants. I read widely and enlisted the cooperation of several friends and some colleagues less well known to me as guinea pigs for pilot interviews. They endured 'conversations' where I practised skills such as active listening, clarification and probing. I took advice from their feedback and modified my practice.

In deference to the hermeneutic phenomenological tenet of this research I rejected the structuralist concept of the interview as a means to collect 'facts' objectively arrived at, and indisputable, seeking instead a power sharing relationship. I was concerned to avoid the 'model interview' as a construct of the 'masculine paradigm' (Oakley, 1981, p. 40) typified by interviewer power and detachment. I did not wish to 'extract' information from a passive subordinate by means of a 'grilling'. I was attentive to the advice of Mason (1996) that one should view an interview as 'data generation not data collection' (p.35). In the same vein Padgett (1998), advises that to respect the individual's experiences "we become active 'listeners' seeking knowledge and understanding" (p. 21). Hence, interviewer detachment and objectivity were cast off in favour of engagement and genuine interest through an active listening approach as I strove to 'be present' for my participants. According to Collins (1998), "Engagement implies a willingness on the part of the interviewer, to understand the interviewee's response to a question or prompt in the wider context of the interview(s) as a whole" (1.6). I was also reassured by Geertz (1973) that this perspective would promote the metamorphosis of

the interview from a thin to a thick methodology; “from the implausible detachment of objectivism to, what Bourdieu calls ‘participant objectivation’” (Jenkins, 1992, p. 50). I elected to share my proposed agenda and some of the above concerns with my participants at each interview. I anticipated that some of the OTTs would choose narrative – biographical responses while others would prefer to be guided by responding to the prompts of the questionnaire. In this way I maintained an individualised dynamic and flexible approach that facilitated the development of ideas by the teachers if they so wished.

3.63 Logistical concerns

Interviewing is a very time-consuming process; even a relatively small cohort of participants can create hours of interviews, and pages of transcription (Bell, 2007; Cohen, et al., 2007). I have already mentioned that I was compelled not to consume too much of my participants’ limited time. Yet, by making myself available to travel to locations of each teacher’s choosing I would become time poor. The demands of travel and transcription associated with the interview process would jeopardise my intended turnaround of transcripts to participants in a timely manner. I planned to overcome this by the immediate sharing of digital recordings of later phase of interviews and then following up with written transcripts for checking as soon as practicable.

The sequencing and timing of the interviews meant that most, if not all, would recent retrospective descriptions of the teachers’ everyday lives. As the three stages of interviews progressed OTTs would be able to return to, and reflect on, events or experiences mentioned in previous interviews or questionnaires. These additional meanings would be gathered to illustrate the changes in the perception of the teachers to their situations.

By choosing to encourage participants to share their narratives I am affirming that they are more than objects that might be experimented upon. I acknowledge their worth as thinking and vocal individuals because “If given a chance to talk freely, people appear to know a lot about what is

going on” (Bertaux, 1981, p.38). Storytelling is integral to understanding the lives of the OTTs because we all develop narratives as we construct and reconstruct our identity (Sfard & Prusak, 2005). The stories we tell ourselves is how we make sense of our lives and why we think and act as we do (Geelan, 2003, p. 7).

3.7 Structuring and analysing emergent themes

The research process was planned as a series of phases but it was not a linear process; the information was gained in a sequence that resembled a spiral, or in some instances, a loop as themes were revisited. The literature review provided the themes of academic dissonance and culture shock for coding questionnaires and transcripts; these were used as an initial guide rather than a straight jacket. As the interviews progressed new themes were voiced and were added as they arose. Throughout the laborious process of transcribing the interviews verbatim I listened and re-listened to my respondents, I became immersed in their stories, attuned to the new themes as they emerged. The themes, defined by Morse (2008) as “the meaningful ‘essence’ that runs through the data” (p. 727), provide a framework for analysis of the findings in Chapter four.

In order to progress from the first to the second and third phases of questionnaires and interviews I established an empiric process whereby I incorporated follow up questions derived from OTTs’ stories and the literature review. Thus, emerging and resonant themes were carried forward. The process of identifying themes became intuitive; some themes became wide-ranging and were sub-divided while others shared fluid boundaries. To avoid the trap of confusing the “common” with the “essential” (Szarycz, 2010, p. 55) the gravity or weighting apportioned to certain themes as reflected by the frequency of their occurrence, length or passion of narrative was noted on the transcripts and logs. Transcripts were viewed, and reviewed, themes and relationships envisioned and revised with reference to the underpinning research purpose. Throughout the review and analysis process a phenomenological approach was taken

to attempt to combine or weave the 'static' (types) with the 'generic' (progressive) experiences (Schmicking, 2010. p.47).

A meticulous research log was maintained as a helpful device for noting and mapping the emerging 'static' themes requiring follow-up in subsequent phases. Indeed, the Researcher's Log became an indispensable chronological record of the ideas, reflections and interpretations of both researcher and participants. The second strand of analysis focussed on individual teacher's professional journeys through the three term duration of the research. The individual was taken as the unit of measurement for vertical or within-case analysis (Miles & Huberman, 1994; Kelchtermans, 1999). A Journey Log was devised and maintained by the researcher for each participant. This was a cumulative summary of events and experiences as they were voiced by participants and their interpretation by the researcher. Emerging 'genetic' themes from Journey Logs were incorporated into the Research Log and informed subsequent cohort questionnaires, interview follow up or clarification. I made a strategic decision to keep all transcripts intact during the analysis process, rather than perform 'content analysis', to maintain the contextual and individual integrity of each participant's journey.

3.71 Structuring themes: Bronfenbrenner's Model

The experiences of OTTs in their schools and communities are multi-layered and interwoven. By adapting Bronfenbrenner's Ecological Model of Human Development (Figure 3.3) it is possible to frame and present the research findings in a coherent structure. The model was devised to illustrate how the development of an individual is affected by different ecological contexts such as family, community and culture. The model "is conceived as a set of nested structures, each inside the next, like a set of Russian dolls. At the inner most level is the immediate setting containing the developing person" (Bronfenbrenner, 1979, p. 3). The model illustrates how individuals interact with four levels of systems has been adapted to structure the findings of this research. The model also acknowledges spatial and temporal interactions or cascades between

levels or locations. Hence, an event that occurs in one system will have consequences for, or be experienced by, OTTs or system at other levels.

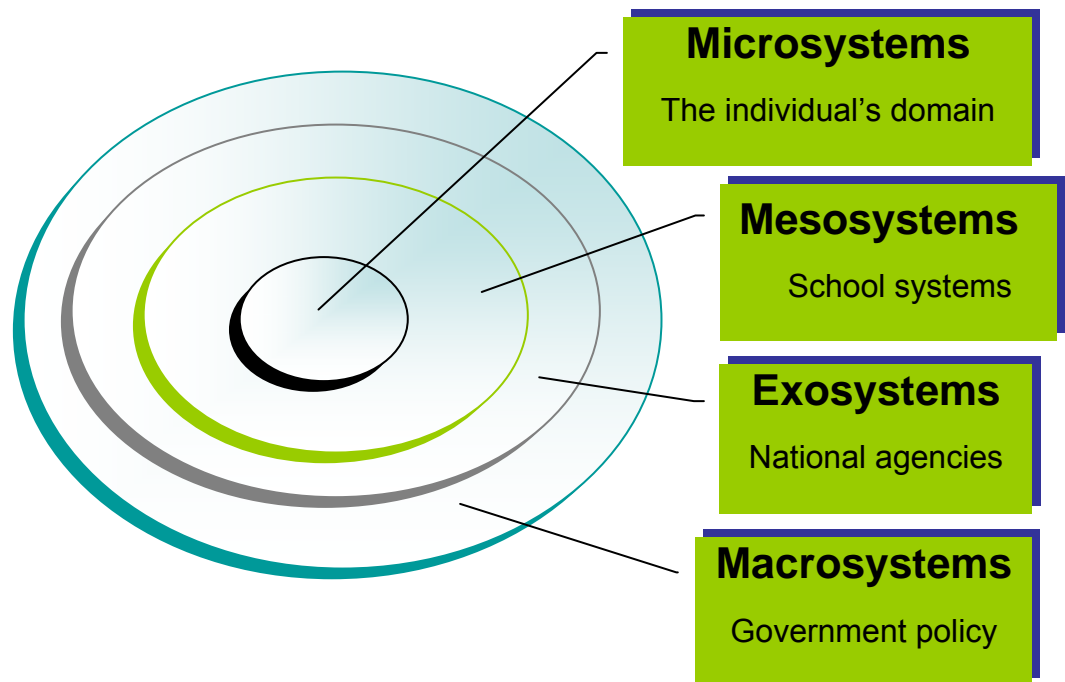


Figure 3.3 Adaptation of Bronfenbrenner's Ecological Model of Human Development (Bronfenbrenner. 1979).

In this adaptation of Bronfenbrenner's model the *macrosystems* form the outer-most circle of the OTTs' environment. It is possible that OTTs would initially be unaware of these systems' existence or their consequences to them. They would include the cultural, ideological and belief systems of their home and host societies and will be manifest in Government policies for example on immigration and education. The *exosystems*, "do not involve the developing person as an active participant, but in which events occur that affect, or are affected by, what happens in the setting containing the developing person" (Bronfenbrenner, 1979, p. 25). These would include the formal systems of national agencies that may be perceived as remote or difficult to access by participants who may be unfamiliar with the functioning of the system. The activities of organisations and government departments such as the NZIS, NZQA, NZTC, NZMoE and Payserve will be shown to meet these criteria. To the newly appointed OTT these

exosystems appear fixed and beyond their sphere of influence; they must learn them and operate within them.

The most approachable systems to the newly appointed teacher are those that they progressively encounter as they journey towards professional socialisation, these are termed *mesosystems*. OTTs are required to experience formal whole school mesosystems through induction and professional development, administration, academic and pastoral systems. Other mesosystems are progressively accessed voluntarily by involvement in academic groups such as moderation panels and subject associations or by taking up further study. Teachers may also enter into sporting or cultural systems as they integrate into their new situation.

Microsystems will be experienced by OTTs through contact with family, friends, colleagues, parents and students. They comprise the busy, day to day, interrelations that make up professional and personal relationships. Bronfenbrenner (1979) asserts that the way an individual interacts with the people closest to them, and how their actions are received by the people, has the greatest impact on the development of the individual: their beliefs and behaviours.

3.72 Departure from Gadamer's methodology

The point of departure of this research methodology from 'continental' phenomenological studies involves the process of "data reduction" (Gadamer, 1997). Data reduction requires the selection of representative transcribed statements to communicate commonly voiced themes followed by the construction of holistic accounts which may be verified by the reader's 'phenomenological nod'. The process, based on Gadamerian philosophy, relies heavily on the researcher's interpretation and subjectivity, and requires the researcher to arrive at 'meaning' from among different viewpoints by a 'fusion of horizons' (Gadamer, 1997). While this study draws on Gadamerian constructs I have deemed the production of a common narrative to be inappropriate due to the diversity of experiences of participants. I am supported in my decision by Samuel (2003) who

cautions “we should continually disrupt the promise of representing the voices and subjectivities of our participants and the false allure of providing holistic accounts of knowledge or knowing within our studies” (p. 165). Bishop (1997, p.44) also agrees that we should resist the western quasi-positivist approach of constructing “grand narratives” from interview data, preferring instead to facilitate and report respondents’ speaking for themselves.

To overcome the aforementioned concerns, and to provide detail and clarity, the findings are presented as a combination of holistic accounts, ‘minority reports’ and individual narratives. I believe that it behoves the researcher/analyst to remain as faithful to the participant’s interpretation as possible in order that the true ‘essence’ of the experience is transmitted. Nevertheless, I am conscious that there may remain unacknowledged personal, social, cultural and historical background and experiences that sway my interpretation of participant’s responses despite my best intentions to be transparent.

3.8 Ensuring validity and reliability

A good novel tells us the truth about its hero; but a bad novel tells us the truth about its author.

G.K. Chesterton

It is said that “there are almost as many different lists of suggested criteria for judging research as there are writers about the issue” (Hodkinson, 2004, p. 11). A criticism levelled at the hermeneutic phenomenological approach is that it cannot produce universally valid knowledge, this is true, but it is not a weakness. This thesis details situations where “it is useful to know how people interpret what has happened to them, irrespective of other’s accounts, and irrespective of what more ‘objective’ observers might regard as ‘true’ or ‘accurate’” (Szarycz, 2009). The ‘experiences’ volunteered by the participating teachers in this research are by definition individualised and located in context; they provide thick descriptions rich with meaning. To counter the suggestion that the traditional evaluative canon of validity and reliability may be compromised by the researcher’s approach and practice I offer the following reply.

Validity is regarded as “the accuracy and truthfulness of findings” (Atheide & Johnson, 1994. p. 487). Interviewer bias during the interviewing process and processing stages of the data are cited in critiques of this choice of method (Kvale, 1996, Smith, 1998). Opinions regarding the capacity or desirability of measures to avoid bias are rife. I chose not to attempt a formulaic approach or ‘prescriptions for practice’ for my interviews as Bishop (1997) asserts that it is unworkable because researchers need to draw on their knowledge, experience, feelings and intuitions during interviews. In keeping with the American or ‘continental’ version of phenomenology developed by Heidegger, Gadamer and van Manen I have acknowledged and drawn on prior knowledge and experience throughout the interviewing process. I also decided to rely on the questions from the questionnaires as prompts to begin conversations and then to be open and responsive to the direction in which the teachers wished to proceed.

It was my goal to ensure that participants interpreted the questions in each questionnaire as I had intended. The terms used were jargon free and in plain English. The first questionnaire was trialled with non-participating colleagues and amendments made following their constructive criticism. At the beginning of each interview I sought confirmation that the questions had been understood. By organising interviews within a week of each questionnaire I gave respondents the opportunity to expand and clarify their written responses if they wished. It was also possible to immediately correct misinterpretations as they became apparent; this was especially germane for respondents for whom English was an additional language.

With regard to establishing the accuracy and truthfulness of replies Cohen et al. (2007) suggest ‘convergent validity’ may be achieved by comparing the interview measure with another, pre-validated, measure. Triangulation by using multiple-methods is another approach that is also advised (Campbell & Fiske, 1959). The combined use of questionnaire and follow-up interview was consistent for all participants through each phase. This allowed for rich data to be collected that represented the individual

experiences of each respondent and provided enough commonalities in the approach to make comparative analysis of the data possible (Kelchtermans & Ballet, 2002, p. 109). The practice of checking questionnaire replies during interviews and returning transcripts for checking by participants was a consistent means of achieving “respondent validation” (Hammersley & Atkinson, 2003, p. 227).

Reliability refers to the “stability of the methods and findings” (Altheide & Johnson, 1994, p.487) the repeatability of the research or, in other words, the amount of variation that occurs when research is repeated. Every effort has been made to ensure that the data gathered is in response to the variable being scrutinised and not as result of the research method or application. By detailing the research methodology and its application through the methods of interviewing and questionnaires I have provided a template for future research.

These methods combine to gather a progression of snap shots of participants’ early experiences, and their understandings of those experiences. Many factors affect perception, and perception changes over time and with context, hence participants are unlikely to maintain the same interpretation of an event/situation as it fades from memory or is reinforced by subsequent events. The teachers’ responses were rendered by their authors on several occasions and so they may be expected to construct multiple perspectives and these may even appear contradictory. In addition, the informant’s choice of detail and purport will be affected by context and audience. Yet, I believe that by gathering information at intervals throughout the dynamic process of each teacher’s induction and integration into their new school community has been possible to map reifying and endorseable self-told lifeworlds and discover OTT’s journeys towards professional socialisation in New Zealand (Sfard & Prusak, 2005).

3.9 Conclusion

This research was designed to investigate the professional socialisation of ten OTTs employed urban secondary schools in 2011. It has been conducted over the course of three terms and details the experiences of the participants with macro-, exo- meso- and microsystems. The research philosophy and methodology have been informed by hermeneutical phenomenology (Gadamer, 1989; Heidegger, 1996; van Manen, 2011). The approach chosen for this research has enabled new perspectives and new knowledge to be gained by the gathering of contemporary commentaries on the process of professional socialisation as it is experienced by OTTs.

This chapter has presented the philosophy, methodology and methods used for this research. I have detailed the strengths and the weaknesses of approaches that I have rejected and I have explained those that I have selected. An acknowledged feature of a qualitative study design is that it must be "*emergent and flexible*, responsive to changing conditions of the study in progress" (Merriam, 2010, p. 16). With this in mind it must be acknowledged that expeditious adjustments to the application of the methods were made; these are explained and discussed in Chapter five. The next chapter presents the findings of this research in the words of the participants.

CHAPTER FOUR: FINDINGS

4.1 Introduction

In keeping with the philosophy of hermeneutic phenomenology throughout my time as researcher and interviewer I strove to suspend judgement; to remain open to, and accepting of, the perceptions and expressed meanings of my informants (Giorgi & Giorgi, 2008). As the study progressed I was vigilant to maintain my openness; to identify and keep in check personal biases. The findings relate to how the phenomenon of being a newly appointed OTT was experienced by the cohort of ten participants. Their perceptions, reflections and meaning making are accurately reported herewith. It is not claimed that their 'reality' would be replicated by other researchers or other cohorts.

The findings are presented and verified with authenticated extracts from participants' interviews. The intensity of the OTTs' experiences are given as they were voiced and have been made available for examination and interpretation. In reported speech I have changed first person statements into third-person statements as "there is far less danger of the researcher projecting him or herself into the situation being described with third-person expressions" (Giorgi, 2006, p. 307). In this way the sense of what was said is retained.

Each interview was preceded by a brief questionnaire that established the focus for the conversations but by no means sought to limit the diversity of responses. The semi-structured nature of the interviews enabled themes and ideas to surface, to be explored, and to be reflected upon. It was not my intention to record non-verbal contributions such as tone, gesture, or emotion but on several occasions probing questions were asked to seek clarification of the participant's experience or their meaning.

The analysis of interview and questionnaire data has been wholly the responsibility of the researcher. Reflective questioning was used to confirm some responses during the interviews but I sought no confirmation

from participants that my summative interpretation of their experiences matched their own. By rejecting this final methodological step, proposed by Colaizzi (1973), I uphold the position of Merleau-Ponty (1962), that the experienter is not always the best judge of the meaning of what they have experienced.

To ensure the anonymity of participants', their schools, and their associates, each teacher selected a pseudonym known only to them, myself and my thesis supervisor. Care has been taken to cull or mask personal details and those of schools or colleagues that could lead to their recognition or identification. Letters X, Y and Z have been substituted for identities or locations in interview segments.

4.11 Chapter organisation

The findings are set out in recognition of the sequence and emphasis accorded to their experiences by the teachers in this study. Two major themes emerged from over 40 hours of interview data. Participants' initial concerns involved their experiences with formal multi-layered administrative systems of national agencies controlling immigration and professional accreditation. The teachers' interactions with school based systems and protocols were also notified as significant experiences with authority. This theme pervaded the first and second rounds of interviews but was less apparent in final interviews. A second theme, which also surfaced in the first round of interviews, concerned anxieties involving academic dissonance and culture shock and involved the formal and informal interactions and relationships with colleagues and associates. This theme was evident throughout all of the interview phases.

This chapter is structured using an adaptation of the ecological model of development (Bronfenbrenner, 1979). The model is firstly used to frame the participant teachers' experiences of the macro- and exosystems of the NZIS, NZTC, NZQA, NZMoE and Payserve. Secondly, consideration is given to OTTs' interactions with meso- and microsystems within their

schools. The emergent themes of academic dissonance, culture shock, positioning and serendipity are explored.

4.2 OTTs experiences of macrosystems and exosystems

OTTs' first encounter with macro- and exosystems occurred some time before the decision was made to immigrate to New Zealand. The systems of the NZIS, NZTC and NZQA were most frequently cited by participants. The teachers' prior experience of New Zealand varied; some had previously visited as tourists, others had information from friends or family, others viewed emigration as a 'shot in the dark' or 'taking a chance'. None of the OTTs had prior experience of the New Zealand education system. Wishing to continue their teaching careers in New Zealand all of the OTTs did their research online.

Pat *"I got the information from the edgazette online, I'd Googled "education jobs in New Zealand"."*

The systems were accessed primarily via websites and through completing online applications. Familiarity with and understanding of these types of systems enabled Lilith to navigate the NZIS website effectively.

Lilith *"We looked at the New Zealand Immigration website a lot. It wasn't too bad by comparison with X, they kept it pretty simple. We had done this before (for other countries) so that might have made it easier; we knew some of the things to watch out for."*

The choice to immigrate to teach in New Zealand, rather than Australia or the UK, was acknowledged as more of a challenge because of the perceived lack of supporting macro-systems to facilitate the process of teacher registration and immigration.

Harold *"At home, the Australians and the British send out recruiters to hire new teachers from our universities. If you choose to come to New Zealand you are pretty much on your own."*

Harold maintains regular contact with home and has been contacted by numerous friends, and friends of friends, enquiring about coming to New Zealand to teach, to the extent that he decided to draft a response outlining his experiences of the systems. Harold emphasised that the inquirer's usual response to reading the information he provided was *"screw this, we're not going through all of that!"*

Most participants reported experiencing problems in their dealings with the systems of the NZIS, NZTC, NZQA and Payserve commenting that their interaction with the various agencies at this level was often long and frustrating. Typically the process of gaining teacher registration and immigration clearance took up to a year but for some it was tortuous.

Eric *"It took a while, 2½yrs, to get everything through. You have six months to get your Skilled Migrants application back from the date your Expression of Interest is sent from London. I had to ask for two more months extension because of all the paper work. I was on it right away but it takes so many pieces of information. It ended up being several levels deep. In order to get this application done I had to be accepted as a teacher in New Zealand and you have to have police letters from everywhere you've lived in the last ten years, it was almost comical how difficult that one was to get.*

But this can be contrasted with the experience of Suzy, who employed an immigration agent.

Suzy *"I signed the first paperwork on 29th January and I received my PTR, my NZQA accreditation and my Permanent Residence by June/July. Everything went through very smoothly."*

Immigration agencies were used by 3 participants. Specific agents won praise for their assistance during times of personal crisis and for coaching participants through the immigration interview process. Some teachers stated that they would have preferred to employ an agent but did not have the opportunity as New Zealand was regarded as a minority destination and was therefore not offered by immigration consultants in their home countries.

For those acting without assistance the usual first points of contact to begin the process of teacher registration were the NZTC and TeachNZ web pages. These websites were considered to be helpful by most participants.

Harold *“TeachNZ.co.nz had a whole bunch of stuff put together. It has a step by step for overseas trained teachers wishing to come to New Zealand, I believe we also emailed them for advice a couple of times. Also emailed placement agencies a couple of times with where to start and things like that. They were free to offer helpful information. Then, going through the processes, it was the individual websites for those agencies; NZQA and NZTC. Most of it was just online research.”*

Heeding the advice from TeachNZ, most participants chose to apply for teacher registration as their first step before beginning the immigration process. The majority of participants' experience of the NZQA was their first and biggest obstacle to re-establishing their teaching careers in New Zealand. Maria, a qualified and experienced teacher who had already been accepted as a skilled immigrant, experienced the NZTC as unsympathetic in a face to face encounter.

Maria *“I went onto the TeachNZ website, it isn't a clear site and certainly when I was applying it did not say that they did not recognise the GTP³. I handed over my CV to this guy from the Teachers' Council, and he said “Well you can't teach in New Zealand you're not qualified.” I really felt as if I'd been punched in the face, I felt physically sick that we'd gone through all this; medicals, immigration interviews.... we'd got our visas.”*

Fortunately, a third party overhearing the conversation suggested that she might consider the discretionary pathway of Track 2 (TeachNZ, 2011).

Maria *“he said “that's wrong, you can teach in New Zealand there's a Track 2; you need to apply for a Track 2.” The guy from the TC agreed, but he wouldn't help me.”*

³ Graduate Teacher Programme is a 1 year workplace based teacher training programme for Graduates in England and Wales. Participants obtain qualified teacher status (QTS).

The requirement of a ten year police record to attain PTR imposed added obstacles for well travelled participants. Some nations insisted they submit to traditional inkpad fingerprinting which, in an age of digital technology, proved awkward to obtain when they no longer resided in that country.

Lilith *“Oh, a nightmare. It was one of the worst things; I needed one from X (country) for teaching so I had to go to the X embassy but there wasn’t an embassy in Y (country) where we were. So I had to wait until I arrived in New Zealand and get fingerprinted and then they sent it off.”*

4.21 Salary assessment

Once they had secured employment a number of participants became anxious when they discovered that their salary assessment did not match their qualifications. In some cases participants were unable to decipher their pay statement and thus were unaware of the problem.

Pat *“The letters you get are cryptic, so what level am I on now? I couldn’t even tell you.”*

Acquiring the necessary confirmation of previous service proved difficult for some and the process was experienced as time consuming and expensive. Some participants’ salaries were considerably lower than they had expected for many months and this created financial hardship.

Hans *“I finally got all my confirmation from schools that I had worked for them and I sent it away and I got a letter back saying “we need more information” which hadn’t really been made clear to me before hand. I’m not blaming the school for that because as far as they knew it seemed that my stuff was good enough.”*

“The worry is that the participating schools won’t want to do it; sending a letter to the other side of the world is expensive and they are on budgets. A couple of my (previous) schools took several months to reply to my emails. But I am going to have to do it again now and that is seven months, at least, eight by the time that it’ll get processed.”

“I am on the starting salary which is only \$30,000.00 a year, not much at all, but I should be on \$47,000.00 a year. It is pretty shoddy that you have to go through all of this especially as I don’t feel that I was well informed about it..... I

am going to get several thousand dollars when it all comes through but I should have been a lot better off."

Twain "Pay was a nightmare. Pay is a nightmare now. They didn't recognize the X years I had spent relief teaching, they said it wasn't a permanent position. With a new family it was tight. They did give me ½ a year as recognition of the X years I had taught in Y. It was frustrating."

"I was told also by several people well this is the experience that people have here; it takes them a long time, it takes six or seven months to get your salary sorted that's how long it takes. I said "well really?" That is not what the salary assessment office says; they say it takes two or three weeks once they get your papers. That's what it took, it took seven months. Mid January until July 4th"

Pat "When I first started I got paid next to nothing, it worked out \$30,000.00 a year for the first couple of weeks, I don't even understand, it was a level one which I don't even understand because a level one can't even be a teacher because what teacher would even teach for that, because I wouldn't! I filled in one of those salary assessment forms ages ago. ... I 'phoned Payserve but they said "No sorry I can't speak to you, you need to speak to the school." It's a pain because rent is so expensive in Auckland. My boyfriend has had to do overtime so that we can pay the rent. It's quite stressful. NZQA should have just sent my qualifications report over to the Ministry of Education."

"Then they eventually sorted, they thought they sorted, my money and they paid me as a level seven which means that I would be a beginning teacher here. So they still hadn't taken into account the three years experience that I had."

Eric "There is still a little bit of a discrepancy because NZQA won't acknowledge that I have a Master's degree and they only gave me seventeen days experience for this one education job that I had for two years."

It was necessary for Harold to contest his initial qualification assessment to eventually secure the correct salary assessment. He had gained PTR four months before immigrating and was near the cut-off date to lodge a complaint before he realized the error in his salary assessment. He set about proving his case.

Harold *"I did my overseas qualifications assessment while I was still abroad, you only have one year to dispute it or to have it reassessed. I talked to a few people (at work) and they said "no, you have an honours degree and so you should be level eight" so I looked into it. I wrote a letter explaining my arguments, I sent them eight attachments in an e-mail, and they wrote back saying "yes you are correct", they basically dug much deeper. They are allowed 35 working days and it took 32 but I got a three page letter back explaining. The original cost was \$770.00, that is significant, and I was disappointed that this wasn't done first because I've paid for this service. And then I have to pay an additional \$230.00 to have it reassessed. My salary will increase by a significant amount of money and it was well worth the gamble to get it reassessed."*

4.22 Immigration

The second exosystem encountered by OTT was usually The New Zealand Immigration Service. Some teachers who reported negotiating the verification and registration systems of the NZQA and NZTC with ease encountered complications with the NZIS.

Genevieve *"I found working through the four steps easy, very straight forward. I went through NZQA first and they assessed my diploma qualifications, and then I got a job through interview and then I was going to get a visa before I left but I didn't have enough time, it can take two months, so I decided to come here first as a Visitor and then get the Working Visa for three years."*

Changes in the system's requirements while applicants were mid way through the process imposed delays and were a source of frustration. Pat entered the country on a working holiday visa but was put off applying for permanent residency even though she intends to stay for at least five years.

Pat *"I sent off for Residency, I'd got all these forms, and filled them in, it took me ages. I printed the forms off a fair few months ago and by the time I got everything ready, my medicals, everything I was going on holiday so I thought it would be stupid to send my passport off. So I waited until I came back and there was three weeks left on my medicals, so I sent it all off and they sent it all back and said "we've got new forms since you printed yours off." So I thought great!*

By the time they sent it back to me my medicals had expired and so I had to pay for them all again. I was fuming! So now, I thought “stuff the Residency I don’t want it”. I have just applied for a work visa, I dropped that off yesterday.”

The expenses and fees associated with applying for teacher registration and immigration were considered high by many participants.

Milly *“First you had to go through the NZQA; that was quite fun and games cause I had to get everything translated. It cost me a fortune in courier’s fees. Then you have to send all the papers to New Zealand. So, a bundle this thick... I was really sweating for five days until the whole thing arrived, ‘cause it’s all the originals, everything, and it cost a fortune.”*

Harold *“The cost to come here was significant; there were the ridiculous high NZQA fees, the immigration and the medicals.”*

4.3 Interacting with mesosystems

In this adaptation of Bronfenbrenner’s model the OTT would encounter mesosystems devised by schools but as newcomers they would have no say in how these systems were devised or administered. Once professionally socialised an OTT could expect to contribute to or change their school’s systems.

4.31 Job applications

Two of the ten participants had successfully applied for jobs before emigrating. Eight teachers immigrated without an offer of employment having submitted numerous applications for positions in New Zealand while overseas. The application process was a frustrating experience that they tried to understand.

Pat *“I sent off application forms. I didn’t hear anything, not even a reply to the email I sent, nothing; it was as if the email had never even got to the people. They didn’t even reply which I thought was a bit slack.”*

Participants offered several explanations for their lack of success and took action to overcome these perceived barriers.

Twain *“I found that it was a nightmare sending out my resumes to schools here with overseas qualifications that they couldn’t understand; it wasn’t easy for them. I got very little feedback, contact. That was frustrating.”*

Harold *“I probably applied to close to twenty schools and heard nothing or negative back. I started getting very discouraged. Talking to some teachers at home they told me that a lot of times with overseas resumes they just shove them at the bottom of the pile. They say “You’re not here, we don’t know how serious you are.” so you just get put at the bottom of the pile. I didn’t know if they were just trying to cheer me up or if it was true.”*

Hans *They were very good at getting back to me, but, in some cases they were only appointing New Zealand trained teachers rather than overseas teachers. The first job I applied for they said they weren’t appointing overseas teachers but I know that they appointed a friend of my friend who is also from X. He was already in the country and had been teaching at my friend’s school, so had some NZ experience. I think that it makes a big difference that he was already in the country and not on the other side of the world.”*

4.32 Employment agencies

Several employment agencies are accredited by the NZMoE and can be accessed via links on the TeachNZ website. Participants were aware of their existence but they were viewed as a last resort by the majority.

Hans *“That was further down the line. My strategy was that I’d try applying for jobs before I left. If I didn’t get anywhere with that I’d go there, to Auckland schools, face to face and drop off my CV and, if I still didn’t get anywhere, I’d go to an agency. That was plan C, that was the fall back option.”*

Lilith and Pat were disappointed with the responses they received from the teacher employment agencies they approached.

Lilith *“I had contacted a lot of agencies, all the ones I could find online, and only one had really gotten back to me. The other ones, some of them never wrote back to me at all, some of*

them just said “when you’re qualified get back to us” and didn’t sound interested. Whereas they said on the website if you’re an overseas trained teacher we’ll help you to get qualified and give you advice. It was quite a cold welcome in that sense.”

Pat *“I registered with one when I first arrived but, they were rubbish. I heard absolutely nothing back. She even said “Yes, I’m sure we’ll get you some relief in this school, that school and I didn’t hear anything, I didn’t chase them. They were very, very positive, face to face and then I think as soon as you leave them it’s a bit like “ah if something comes up we’ll give it to her, if not, we wont.””*

The insight and dedication shown by one particular agent regarding their client schools’ requirements and their careful matching of suitable applicants won praise from several participants. Professional thoroughness and prompt action by the agent reassured the teachers that there was someone on their side in their job hunt.

Lilith *“There was another job that he’d recommend and he did warn me that they were a lower decile school that they do have more discipline problems or behavioural problems, they’re not as academic a school. So he was straight with me about that. I think he wanted to know if I was up for it; if I was happy for a challenge, and that it would be a challenge.”*

Harold had applied for jobs while still overseas, but without success, so the employment agency was his first stop when he arrived in New Zealand.

Harold *“I came here, with no job, on a one year working holiday. In the first week I met with the agent who I had been in some correspondence with, but he had not submitted me for anything yet. Once I got here he told me that his reasons for not submitting me was that he doesn’t like to submit people unless he’s met them, and he’s still not 100% certain that I’m coming. Once I was here and we met, that went really well. A day or two later he said that he had a position that he thought would work for me and I had an interview set for that Friday. He told me a bit about the school; a five minute description. I met with my HOD and the Principal and at the end of the interview they offered me the permanent position.”*

The same agent also used his local knowledge to coach one new arrival who had unsuccessfully applied for several positions.

Maria *The agent said “Send me your CV, now I’m going to send you a New Zealand CV and you’re going to write your CV our way.” I rewrote it, sent it over, he sent it back, and said “No, do this...” so I did it again, three times we did my CV.”*

Every participant had secured employment by week six of term one. The next stages in their professional socialisation were largely facilitated in the new teaching environment of their school.

4.4 Experiences of school devised mesosystems

This section of the findings is located in the context of the participant’s workplace; it is here that OTTs functioned and where they encountered numerous new meso- and microsystems. These included the formal procedures and protocols published and available to be consulted for example in a staff manual. In addition, there were accepted practices that had evolved from, or alongside, those published, plus ad hoc ‘systems’ that defied mapping. Participants’ interpreted the positioning of their schools’ and their colleagues’ vis-à-vis their professional socialisation according to their actions. Of greatest mention were systems for teacher induction and professional learning, these are reported first. The section closes with OTTs’ encounters with pastoral and student learning support systems.

4.41 OTTs’ perceptions of their principal’s positioning

Literature confirms that the positioning of the school’s leader sets the tone and expectations of the school (Timperley et al. 2007). However, it was rare for OTTs to mention their principal or senior management in the context of their professional socialisation. The most notable formal contact for participants was their head(s) of department(s) or line manager (HOD).

As a result of their first meeting, Harold’s perceived his principal as positive and helpful.

Harold *“The Principal took me on a formal tour of the school and told me a lot about what the school’s about. He was very friendly; he understood that I had just arrived. He told me to get somewhere to live and told me of a couple of neighbourhoods that he recommended. To pick up a car; he told me about Trade Me and the Ellerslie car fair and things like that. He was very helpful in a non-formal way; just giving me some tips.”*

Some participants seldom encountered their Principal while others considered that they were lucky to have a Principal who took a keen interest in their progress.

Twain *“I had been in the country a month, all the paperwork was in but we were waiting. I was fortunate that they did hire me it was only a couple of days before school started. The Principal [P] worked some beautiful magic, I didn’t know if I was going to be able to start. But, the day before school started I got a call from P to say they had made calls, I was all set; I had a work visa. Probably, P had worked at the Ministry and worked overseas. It was a combination of knowing procedures and knowing people. I think P made some ‘phone calls and was able to speed up the process so that I was able to start on time.”*

4.42 The of HODs in OTTs professional socialisation

Most participants belonged to large departments consisting of ten or more full time teachers. The HOD or faculty leader was often assisted by teachers in charge of levels or subjects. The range of formal interaction between participants and their HOD varied considerably; one causal factor was the perceived experience of the OTT.

Milly *“X, the HOD just said, “any problems come to me and if I don’t know how to deal with it, or I think somebody else can deal with it, I’ll pass it on”. And she knows I’ve got experience, so when I have, for instance, questions about Year nines or tens I know who to ask. When I have questions about my Year twelve’s, I know where to go, and I’ll send them an email, or I’ll pop in, or we talk at break time... just casual chats at break time.”*

Those who were classified by their schools as beginning teachers usually received at least one documented lesson observation and feedback from their HOD in the first half of the year. Those perceived as ‘experienced’

received little or no formal support regardless of their need. The workload of HODs, and a lack of time allowance, was given by several participants as the reason for their lack contact with their HOD.

Genevieve *“I didn’t have a buddy so the HOD became my buddy but she doesn’t catch up with me every week like a buddy is supposed to do. She told me that she is given an hour allowance because she is supposed to counsel first year teachers but I am considered as a year two and she is having to spare more time for me.”*

Participants who were timetabled across two or more departments were anxious lest they missed important notices or became detached from teaching schemes or assessment protocols. They stated that the obligation to maintain contact with them should lie with their HODs but that this rarely happened.

Pat *“Most of the time I don’t know what’s going on. I’ve kind of got to find out for myself. I didn’t have any official conversations, nobody has really checked; I could have been teaching anything for all they know!”*

Pat related a conversation she had just had with a friend to emphasise how her teaching experience overseas was enabling her to function in the absence of support from her HOD.

Pat *“If I was new I’d be... I actually had this conversation with her yesterday. She said “God if you were new you’d probably be crying by now” and I said “yes, I probably would”. It’s only because I know, because I’d taught for a few years first, I knew right let’s just seek out and find out who...”*

On the other hand some HODs were highly regarded for their proactive stance and for furnishing participants with the prerequisites to thrive.

Harold *“After I was appointed I spoke with my HOD and I observed a couple of classes. She gave me heaps of curriculum documents, text books and I more or less knew my classes. And so I had a lot of reading to do to prepare myself.”*

4.43 Formal school induction systems

Formal induction systems were not experienced by all participants. The use of the teacher only day(s) at the beginning of the school year and the issue, or access to, staff manuals was inconsistent. Five of the ten participants were appointed prior to the start of term one and attended an induction session for new staff. The remaining five teachers were employed between three and six weeks into term one. Their induction experience was patchy.

Lilith *“I didn’t receive any induction as such; I guess I slipped in under the radar.”*

The positive experiences that were recalled included the staff powhiri and some formal information sessions conducted by experts.

Twain *“I had a great induction and I guess part of it was the powhiri that they used to welcome all the new staff and that was a neat way of doing it. I don’t know if all schools do that or not.”*

Suzy *“I think that it’s a good idea what we did; every expert ran their part of the induction. They also had a section on PRT, our support programme, and how we can gain evidence in all 12 criteria to become Fully Registered Teachers. That part was run by the expert on PRT.”*

Teachers appointed after the start of term were sometimes provided with ad hoc introductions to the various systems, the timeliness and perceived value of these varied considerably.

Milly *“This is an ad hoc thing, but X is going to arrange these two workshops for me, because everybody who is new to the school gets that. They get a sort of induction half day, which I didn’t.”*

Participants who picked up LTR classes appreciated the opportunity to meet with the teacher who was leaving.

Pat *“I had two days where I overlapped with the girl that I took over from. The overlap was planned that’s why I started on a Thursday and worked with her. That was useful, really easy, because I got to know where my form class was and where I taught and I got to meet the kids I’m working with.”*

No specific induction programmes for OTTs were identified at any of the participants’ schools although one newly qualified OTT was included in a first year BT programme. Schools seemed unsure how to assist their experienced OTTs and their approaches varied; some were expected to join BT programmes, others were invited to attend, neither of these options were considered suitable by participants.

Harold *“I haven’t received anything specifically because I’m overseas trained. I got hired with one of the largest hirings the school has ever done, so we have quite a big PRT group and I do those meetings, but nothing for overseas trained teachers.”*

Twain *“It seemed like overkill to me. I did it because I had to do it. I felt that I had been through the things that these beginning teachers were worried about. I had the confidence and this was just a hoop that I had to jump through.”*

Milly *“I was invited to the BT meetings, and I said yes please can I come ‘cause I want to see what you’re talking about. And then I thought that I don’t really need this. It’s like real beginner problems; talking about discipline and how to deal with the kids, how to stick up for yourself, and planning.”*

Those OTTs who had been invited or required to attend beginning teachers meetings during term one found other afterschool commitments prevented their attendance by term three. No participants maintained regular attendance at these meetings or were required to do so by the school. The fact that it was not mandated meant that Hans felt able to drop out early from the programme.

Hans *“I don’t go to those new teacher meetings anymore because a) I am usually too busy because they clash with sports fixtures, and b) because they’ve said themselves there is less emphasis on this for me to go to them because I have got teaching experience it’s not like I am a starting teacher.”*

Harold *They haven't chased me down for not showing up so I haven't been going. I don't think it matters; I never got a huge amount of helpful stuff from those meetings..... sometimes we would just vent for the first twenty minutes, that was good. But, even if I work with just one kid (afterschool during that meeting time) I think that is my time better spent than going to the meeting."*

Most of the experienced OTTs were by and large left to their own devices. Pat was not sure how to interpret her experiences.

Pat *"They just leave me to it. Sometimes I just get a bit like, you know, they don't care what I do. Other times I think "nah it could be just that they think I'm competent" which could be a good thing."*

With no formal induction into the administration systems of the school Pat said that she made it up as she went along and hoped that she was doing the right thing.

Pat *"I know if somebody really wants me to do it surely it's up to them to come and tell me for a change rather than me chasing around the place. But I think that there might be a computer system ... I just thought well you know they can't really shout at me for not doing it if they haven't showed me how. Like when the reports had to be done I had to chase around and find out how to do them."*

A lack of systems knowledge usually only became apparent after the participant failed in some way. Several OTTs spoke of worrying that they didn't know what they didn't know, and so they carried the expectation that they probably would not find out until they did something wrong. By the beginning of term two Eric was beginning to feel more confident that there were fewer unexpected or unknown mesosystems.

Eric *"There's that level of understanding; at least I know the gap's there now. I can go and discover how to fill that but before I was missing stuff and I had no idea what to do about that."*

Participants gave numerous examples of how gaps in OTT knowledge and understanding of systems in which they were expected to work created

problems for the teachers, their students and their schools. This was not acknowledged until mid way through the year by one school.

Eric *“one of the DPs I was talking with said I don’t quite fit the BT programme because it is a two year process and mine is only one so there are some things that they have to do that I don’t, but they also get information but I don’t get that. He said “it’s because you have a strong CV and you already have several years of experience we should have put you in with the programme and made you do it, or allowed you to be in it to get the information.””*

Eric described his early experiences as “bumpy” and was highly critical of a ‘system’ that seemed to be setting him up for failure.

Eric *“That’s what it has been like all along, it just seems like funny way to train people to me. We’ll let you go until you don’t do it our way, but we won’t tell you what our way is until you don’t do it our way. In some ways it has been really confusing.”*

In some schools informal ad hoc systems had evolved away from those laid out in the manuals upon which new staff relied; several participants remarked on the lack of internal consistency in these systems and protocols. The preparation for reporting student progress to parents also caused anxiety and an increased workload for some OTTs as they were required to fix their ‘mistakes’.

Suzy *“Writing the comments on students, I did not realize how extensively it’s done in New Zealand, and that’s new. In X we just write one sentence but this was very professionally done and it had to be read through by many people. Luckily I had my first class proof read because that showed me that I was totally on the wrong track and I had to revisit. So I spent five solid days where I woke up at three in the morning and just wrote comments, went to school worked the whole day, came home at night wrote comments, went to bed, got up wrote comments, went to school, literally like that, and a whole full weekend. I must, say that was a learning curve for me. But, I did it because I knew it had to be done and I wasn’t moaning or groaning about it. But I’ll be more clever now for the end-of-year ones.*

Eric *“They gave me this buddy and they said well they give you this list of comments that you can go through and type in or you can type in your own comments and that is how I was coached, that is what was said to me. I wanted to give each student a personalised “this is where they’re at this is what they’re doing” so I went ahead and typed in all my own. So I thought this is just like above and beyond service and they were like “this doesn’t follow the sentence structure that you are supposed to have”. I didn’t realize it was that pedantic, which is OK if it is that way, I could have done that, I didn’t feel like I was coached.”*

4.44 Pastoral systems for students

All of the schools in the study operated a pastoral system for pupils that involved teachers in the rôle of tutor or mentor in addition to their specialist teaching commitment. This was an unexpected and unknown responsibility for some OTTs who struggled to identify their function in the absence of clear systems or guidelines from their schools. Some participants viewed being a form teacher as an extra imposition and were happy not to be involved in their first year.

Milly *“I don’t mind doing my bit, but at the moment I really have my hands full with getting used to the system and preparing my classes the way the school wants them to be. So I’m happy that they leave me alone. So that’s something that I am keeping my head down about actually, and not being involved. Just kind of on the outskirts, just watching, you know; watching and observing.”*

For Harold the rôle of form teacher was alien to his teacher identity.

Harold *“They said “You’ll have a home group and you’ll see them for fifteen minutes every day.” And I felt why? What am I doing with these kids, I’m not teaching them anything but I see them for fifteen minutes every day? That one was a bit weird for me.”*

However, when Suzy became a year nine form teacher she found the induction process devised for her students also furthered her professional socialisation.

Suzy *“I think it was a positive for me but I am an experienced teacher. For a new teacher it could be negative. It is very time consuming but I have found that it was a big positive*

seeing that it was a year nine form class; everything that they learned about the school I learned with them. Because I went with them during their orientation program and I also learned everything about the school all that I learned with them. I think that you feel part of the school quicker when you have got a form class. You learn that system very quickly if you do have a form class. If you don't you won't even be aware of it all."

4.45 Learning support systems

The in class support from RTLBs and teacher assistants was positively experienced by those with access to it. The opportunity to discuss issues and develop helping strategies was highly valued by experienced OTTs such as Suzy and, the much less experienced, Harold.

Suzy *"I think maybe because I said to her "oh, I don't know what's going on with the class today. That sort of lent itself to more of a discussion and then she made the suggestion. I followed the teacher's aide advice and the Head of Department's advice and it worked. I think it's fabulous to have a teacher's aide in that class."*

Harold *"We have tried to have a few conversations, she is very proactive. She is trying to help them out, that really helps me out because if I set work then from all around the room there is "sir, sir, sir" and I'm running around the room all of the time just trying to get them on track. It is nice to have that extra support; in a class that size it can be very difficult."*

4.5 OTTs' experiences of school microsystems

The process of professional socialisation requires the teacher to adjust or recreate their identity across the many stages where they perform; their internal self and the persona they share with colleagues, and their position in the wider community. OTTs arrive imbued with professional and cultural attributes that must be appraised, adjusted, jettisoned or rebuilt according to their new context. Consideration will now be given to participants' day to day experiences of the micro-systems of their schools and communities.

A review of the literature suggested that, in common with other transitioning professionals, migrant teachers' would experience academic

dissonance and culture shock. Research has identified that successful transitioning might be affected by the positive positioning of the individual and of their new community. The findings of McIntosh (1999) are also relevant to this section as these imply that teachers' prior experience and idiosyncrasies are additional factors to consider.

This section adds to our understanding of the process of professional socialisation as OTTs explain the nature and significance of their schools' microsystems to their experiences of academic dissonance and culture shock. Participants also voice their understanding of how their actions and those of others affect their experiences. At the end of this chapter separate attention is paid to the concept of serendipity (4.6) as many OTTs' credited "good luck" for their positive experiences. The chapter concludes with participants' reflections as the year draws to a close.

4.51 Academic dissonance and culture shock

Academic dissonance and culture shock are not discrete and independent experiences; the intensity of one may be tempered or exacerbated by the acuity of the other. It was rare for participants to differentiate between their academic and cultural persona or to express their experiences in these terms. None the less, it is cogent to distinguish between the two factors in order to capture the extent and magnitude of their contribution to the process of professional socialisation. Hence, the OTTs' experiences are defined as academic dissonance if they relate directly to their subject expertise and classroom practice. This will include issues relating to NCEA, the National Curriculum, pedagogy, and classroom management. In the section regarding culture shock participants' state their experiences and interpretations of interacting in their new cultural context. Features of a 'double shock', as identified by Austin (2007), are discovered as participants' voice their need to reform their self and social identity and to adapt to a new professional practice.

4.52 Subject expertise

When a secondary teacher is employed in New Zealand it is usually to fill a vacancy as a subject specialist. Their specialism is their stock in trade; implicit to their professional identity. Migrant teachers perceive it as their anchor in the otherwise unknown environment; the reliable and stable foundation upon which to construct their new career.

Experienced teachers stated that their priority was to access the structure, content and assessments for the courses they were allocated. Most agreed that a school's induction process should provide an overview of the philosophy of the National Curriculum and NCEA for those new to the system, in addition to information and resources specific to the school's administration of these systems. After two terms in post at least half of the participants interviewed had not seen or discussed the National Curriculum document. Three participants remained unaware of the document or its application to their subject at the last interview at the end of their third of teaching in New Zealand.

Pat *"Because I was just thrown in at the deep end I couldn't prepare myself. It was more important to learn what I was going to teach rather than how I was going to do it."*

Eric *"she gave me the NCEA document {in term three}, it's like a magazine and it says what it is, I have never seen that. I had never been given it, I had never been shown it, I didn't even know that it existed so I didn't know to ask."*

Twain *"I didn't know anything about NCEA, but I got a crash course through the department in the first term, assessment by assessment. I had to get my head around it; I just had to get stuck into it."*

Suzy *"It was how NCEA worked: how to mark the papers and how to grade them, and how to establish the standard that was the most important need for me."*

However, according to Biggs (2010), Crossan (2010), Guo & Singh (2010) and Seah (2002) some subject specialisms do not travel well. The

mismatch between the teacher's knowledge and that required in their new situation contributes to the anguish of academic dissonance. The findings confirm that specialists in the fields of science or mathematics encountered fewer transitional content barriers than language or humanities teachers.

The following are responses from two OTTs teaching Social Studies.

Participant X *"They gave me the first Social Studies Module on Māori culture, I thought "great". So, for the last five weeks I've been teaching all about the marae, the pōwhiri process, we've been on a visit over to the marae and have been formally welcomed onto the marae. It's really interesting but, even though I enjoy teaching it, I don't think I was probably the right person to teach those sort of things."*

Participant Y *"I am teaching Social Studies now so I had to do quite a lot of reading up about the Treaty of Waitangi and obviously my knowledge of New Zealand history before I came was fairly limited."*

The need to learn new content was very time consuming for Hans who was teaching out of subject but he viewed this as inevitable.

Hans *"I think if you go to any new school anyway courses will vary so you have to bone up on new material. That's not too unusual for me; I've been doing supply for the last couple of years, I've had a lot of subjects outside my own speciality."*

All participants aspired to having a senior class in their own specialism. The opportunity to share one's specialist passion; to engage in academic interplay, was cited as the prime professional motivator of these secondary trained teachers. The laboratory or library, stage or stadium was their comfort zone and the domain they preferred to share with their students.

Genevieve *"My year thirteen students are angels, they study very hard and I can talk to them. I have a great time just teaching them; I can teach, the teaching goes through, they learn and I'm so happy."*

Harold *“The junior classes are a challenge but I am willing to accept it because I will have junior classes for the rest of my teaching career until I am an old and grumpy senior X teacher who only has senior classes.”*

Genevieve *“A good thing is that I get all the challenges of teaching the different levels. For example the year nine bottom ones I really need to come up with creative activities which I’ve never done before.”*

By and large participants viewed the challenges of a new curriculum and different achievement criteria positively; as an opportunity to build new knowledge or refresh the familiar.

Suzy *“So I would say that I have refreshed that junior knowledge that I have had for a while and I have added on to my X knowledge.”*

Undoubtedly, some teacher knowledge becomes redundant in new situations but there are many attributes of professional expertise that are universal. The following OTT whose speciality is not on the New Zealand Curriculum initially doubted her capacity to change.

Pat *“I thought oh, it’s going to be hard to teach but the principal of the school I left was the one who actually reassured me. “No, no, you’ve got teaching skills, therefore it’s only learning the content; you can pretty much teach anything with those skills.””*

Several participants perceived a loss of professional stature or recognition this was explained by Eric who also affirmed his agentic positioning.

Eric *“I’m open to criticism; I’m open to developing new methods. I’m very open about the fact that I’ve got a lot to learn about the New Zealand system and culture and how... but I’ve also got a lot of strengths to bring too I am not just... you know... I don’t think you’re giving me much credit for what I do know and what I can do. Of the people between parent, student and teacher I’m the educational expert but I’m the one that is not being listened to in terms of whether this is a good methodology or not. And I would probably know best of the three of us.”*

The National Curriculum and NCEA subject requirements caused anxiety to those participants charged with its implementation and assessment. Some struggled to relate to the philosophy of the new system. Others felt at home with the philosophy but unhappy with its application at their school.

Eric *“The first 40 pages or so are the philosophy of it and I thought oh well this fits. The actual NCEA program fits like a glove the way that I teach; what I have to offer fits it exactly. Each school is able to implement it the way they want. But, I feel that what has happened at this school with NCEA is that (they) have taken the old system of doing things and then (they) have taken the NCEA labels and have just peeled the old labels off and stuck them on to this system.”*

Harold was heartened that the changing system seemed to be equally as confusing to his teaching colleagues and appreciated the professional learning opportunities that were available for the realignment of NCEA standards.

Harold *“I find the NCEA system a bit confusing; it’s very, very different to what I’m used to at home. So I had a lot of questions about that. .. But a lot of the teachers I was hired with... some of the confusion I have they have as well. So I don’t feel completely alone in that.”*

4.53 Laziness or just playing the system?

The initial perception of many OTTs was that their senior students were lazy. Overseas models for assessment that value the student’s completion of class and homework on a par with their summative assessments were cited as superior motivators than current NCEA assessment structures.

Genevieve *“When I taught in X homework counted as a grade; every day I collect them in, we go over them, that’s the first section we do. And then participation; participation counts as a grade as well so everyone is motivated, they have to participate. Here, participation doesn’t count, homework doesn’t count as a grade so it’s like I’ve lost two important sections of my teaching. I have to change what I’m comfortable with.”*

Harold *“I don’t know if it’s my school, or my particular classes, but I find some kids lazy. I find it hard to motivate them to do the work. I don’t know if it’s an NCEA thing where they know that if they don’t do my homework its not going to affect their credits or anything. Whereas, back home that’s worth marks and they know that eventually if they don’t do it their mark is going down. That’s one difference that I’m still struggling with.”*

4.54 Professional learning and career progression

Differences in school’s systems were apparent as opportunities for subject specific professional learning varied from school to school. For example, a participant teaching X at one school was offered several external courses while another participant who taught the same subject at another school had not been notified that courses were available. Estrangement from the professional community, and the need to re-establish oneself among ones peers was a priority for more experienced teachers who were intent on rekindling their careers.

Suzy *“That (PLD course) was very good for me, it was good for a couple of reasons. First of all it showed me exactly how to mark my Level Three assessments and it also showed me what is required for Level One and Level Two assessments. I have learned a lot and I have made friends, professional friends, I met quite a lot of people. I have also met the moderator; it is very good to put a face on the person moderating. I have always liked to be very involved in the system at home and so now I feel more involved here. I have always been at the forefront of all this so now I feel much better as I have a way in. I met all the people, saw how the system worked.... Now I understand how the whole thing fits and that helped me a lot. It just gave me that overall picture of how NCEA works.”*

Harold experienced academic dissonance when, as a highly qualified newcomer he was not timetabled for his specialism. He felt under valued and longed to have a senior class where he could utilise his expertise and gain academic satisfaction.

Harold *“I would really like to have a senior X club, or even a scholarship course where I’ve got a couple of kids who are working towards scholarship and helping them in that*

advanced stuff. That kind of enthusiasm of senior kids that are really into the topic that's what brought me into teaching. It's stressful when you have a day, you're seniors are really lazy and not willing to do anything and your juniors are playing up and you don't get through much. You get home and you kind of have that feeling why did I even go in today. Did anybody I talked to even learn anything?"

He perceived that the system for the allocation of the more academic classes operated on a pecking order and he was philosophical about his prospects to achieve his goal in the future.

Harold *"I don't think it is going to happen at this school."*

Eric too felt that his skills were being overlooked.

Eric *"I was a professional and instructional educational expert; people came from around the country to hear what I had to say about how to get kids to get results in your classroom. I have felt like that part of me has been pushed to the side we are not ready for that we just need you to come in and just do some lecturing, get the kids to write some notes and do that job. We are not really interested in....."*

Most participants stated that that it took at least a term to find their feet in their departments; to be confident in the mesosystems and become useful members of the team, and to be recognised as such.

Suzy *"I'm starting to contribute, term one was pretty much just feel around and now I think I'm starting to contribute. I'm starting to make suggestions and, oh yes, there was one particular incident where they wanted me to train this second year teacher on how I do my planning to get a better idea of the whole week's lessons and build up because they saw how I did it and they asked me if I could just sit with this particular person and just show them how I did it and now they are using it as well."*

In contrast, others began to feel trapped by the systems in their schools as they could see no prospect for career resumption or progression.

Eric *“As I tried to think about my career as an educator and moving forward I think that is where I feel that I am hitting a wall, there is really like a barrier that you hit where you are just not supported in terms of your wanting to learn and move ahead.”*

4.55 Teacher nous

The most experienced participants frequently had to draw on their professional expertise to get them out of difficult situations that resulted from system failures.

Pat *“I kind of used my initiative to go “right ok, this is all the stuff that I need to teach but I’m going to check the end of the test first to make sure that I have covered everything.” It was lucky I did, it was lucky I found that on the school server and I checked is this the test? And I made sure that I covered everything.”*

Milly stated that she was uneasy with the system whereby children with learning difficulties are placed in mainstream classes in New Zealand, but she believed that her many years of teaching experience enabled her to recognise the learning needs of her students and differentiate her teaching content to engage them.

Milly *“It’s difficult at times, I do you have a couple of really challenged students; they can hardly write. There is a whole list of students with special educational needs which I’m not used to because in X {there is a class for} kids that can’t keep up in one of those mainstreams, and there is yet another special school for kids with dyslexia or behavioural problems and literally there are six in a class.”*

The less experienced OTTs said that they felt stressed by unexpected situations.

Harold *“It is stressful to wake up and to know that X day is the only morning that I can just go in and teach. Every other morning I have got PD, staff meetings or year meetings. I find that stressful because a lot of times they end up going over the bell, which depending upon who you have first period can really throw the kids off. And you’re planning; that can really throw the period into a spiral; even if it’s two minutes after*

the bell the kids get rowdy. It's not a good feeling for me, maybe it's just because I'm a new teacher and I don't have that confidence to just go in, it throws me off."

Complimenting the teacher's academic expertise, and integral to their identity, are interactions with students colleagues and the wider community. During the process of professional socialisation participants acknowledged and managed many situations that were culturally foreign to them. These experiences are detailed in the next section.

4.6 Culture shock

The traditional model of culture shock (Hall, 1959; Oberg, 1960) outlines a sequence five stages that must be endured to transition between cultures. The duration and pace of the changes are individually variable and it is difficult to identify the stage attained by each teacher. If one accepts Hofstede's position, whereby the potential for culture shock is relative to the cultural and economic 'distance' between home and host, the participants in this research should have experienced little anxiety. Every participant originated from an OEDC nation and had been educated in a context culturally similar to New Zealand; seven in British Commonwealth countries and three in the United States of America. Hence, it could be anticipated that participants would experience some familiarity with New Zealand systems at all levels from macro to micro. Indeed, no debilitating experiences were recorded to have arisen from cultural jarring although several participants referred to situations involving cultural misapprehensions.

The existence of a "double shock" (Austin, 2004) was identified for transitioning professionals. This is said to result from both the need to reform self and social identity and to adapt to a new professional practice. The first findings in this section relate to cultural differences encountered by participants in the contexts of their schools. These are followed by examples of how the teachers' professional socialisation was also influenced by experiences of culture shock in the wider community.

4.61 “Kids are kids all over the world”

Every participant cited the building of positive relationships with students as instrumental to their success as teachers. However, the priority which they attached to this aim varied; less experienced OTTs were initially more concerned with subject mastery, while some of the more experienced teachers prioritised building trusting relationships. The migrants’ agentic stance was evident as they reported seeking to understand their new charges and to be understood in return.

Suzy *“I feel a bit more comfortable in the classroom, I feel at home, the kids are responding to me. I think it’s just because now they know who I am. They know that they don’t need to challenge me anymore. You know how they sort of test your knowledge; they challenge you in the beginning to see who you are. And once they know you they start to respect you and then you can go as far as you can with them because there is nothing violates respect. Once you have got the respect of the student they’ll do anything for you.”*

Milly *“There’s this thing about do you want to be liked or do you want to be respected? Well how about both? How about when you’re walking around town and the students say “hello miss” and they acknowledge your existence. I think it’s a compliment when they notice you.”*

Prior experience and the predisposition of the teacher affected how they perceived their effectiveness in the classroom and their agency for change.

Milly *“You have to be an experienced teacher to know how to handle these kids; they’ve all got their own little things. I think it’s important first to make friends because they’re not gonna work. They’re those kind of kids. They will not work for someone they don’t like. Respect is big for that level, I think. That’s what I’ve learnt, and if at least you can get to know them a little, and get on their side a bit, and say, and now I want you to do this work. You can do it; it’s within your capabilities, maybe they’ll work for you”.*

Genevieve *“In my last school students never talked over me. Here it never gets quiet, I don’t know what to do; it’s hard. It doesn’t seem to work (here) and it’s so strange because there, if you don’t work you just drop out, so we had students that wanted to work. Here it’s really difficult because some of the*

students just have to be here. I think my biggest challenge is how can I make a spark for those people who are not motivated? I've never taught the lower levels, so I need to work on how to"

Later in the conversation Genevieve anticipated the professional learning that she would have to do to teach her junior classes.

Genevieve *"I feel like a year one teacher which is great! I was kind of bored at my school, I needed something different in my teaching file, I needed something like this."*

Genevieve sought help informally and arranged to observe colleagues with similar classes. In this way she learned several "tricks" that she incorporated into her restructured her lessons. By term three she was reporting much improved application from her students.

Twain was confident that his experience and approach would continue to be effective in the New Zealand context.

Twain *"I had experience from overseas so everything was simple. Kids are kids all over the world. It's building those relationships, getting to know them, the rest will fall into line. I don't find the kids here any different to the kids in X with regards to behaviour management."*

4.62 Te Kotahitanga project and cultural perspectives

The project which aims to raise Māori achievement through promoting culturally appropriate learning environments and pedagogies was operational in one school. Through participating in this mesosystem Harold took advantage of the formal and informal professional learning opportunities to bridge cultural differences with his students.

Harold *"I was asked to participate in the TK programme and so I did go on the hui right before I started; it's an ongoing thing. I look down my rolls, they're multicultural; they're from all over. The schools that I had placements in were pretty much all white, rural schools; farmers' kids. So, it was quite a change coming here. The TK programme explained what's expected at home in different cultures and what differences you might*

see in the kids. Just some tips on what to expect with Māori kids and some of the Islanders. I think 25-30% of the school are white New Zealand, there's a large Asian population and a large Māori and Island population as well."

When asked to consider their journey towards professional socialisation in New Zealand several teachers acknowledged their own cultural identity within their school and commented on the cultural diversity across the school community. Both aspects were viewed positively.

Pat *"I quite liked that this school is different; it's got quirky traits. It didn't publicize that it's different but I could see it from the website. For example, there is a marae on site. I come from a minority background where I thought that my language was really important and I thought that the Maori culture was quite similar; the way it's taught in schools. I thought that it would be quite interesting."*

4.63 Schools' co-curricular expectations of teachers

Participants had been surprised to be approached to voluntarily contribute to the co-curricular programme of activities for students by taking sports teams or running clubs. For most OTTs this was not part of their previous professional identity but it became a new facet that they embraced. Certainly, according to the participants in this research, it seems that New Zealand is atypical in presuming the goodwill of teachers to run clubs and coach sports teams beyond the working day.

Hans *"I think there's more of an expectation here for teachers to do extra-curricular activities."*

However, requests to contribute to these school systems were generally met with enthusiasm by participants

Hans *"Part of my philosophy is that, especially when you start at a new school, it's good to get into an extra-curricular activity quickly because it helps to know more kids, especially in a massive school like this. They see you in a different light, they get to know you and see that you're willing to give up your time for them. I've enjoyed that and I've done that at previous schools."*

Indeed, involvement in extracurricular activities was reported as an enjoyable and rewarding experience by all who participated.

Suzy *“It takes a lot out of you. On a Wednesday I don’t have a non contact, I teach a full day and I have duty and I have X. But you just say “that’s my Wednesdays”. I get home at 6:30, it’s dark.”*

Q. *“Is it worth it?”*

“Yes it’s worth it. I said to those girls, it was our last match and we were left on the field, the other school never arrived. And it was raining down in buckets and we all stood under the tree because we had to wait until half past four before I could ‘phone the taxi to pick us up to make sure that they are not coming. And we were standing there and I said “ghee girls what a nice game we had hey?” and one said “yes and we scored so many goals” and we were teasing and I said this is the highlight of my week just this relaxing next to the sports field.”

4.64 Sociolinguistic barriers

The ability to communicate effectively with students, colleagues and the community affects teacher professional socialisation. As all participants were fluent in English which is “the medium for teaching and learning in most schools, is a de facto official language by virtue of its widespread use” (Ministry of Education, 2007, p. 14) they anticipated few communication barriers. Most stated that it was Kiwi colloquialisms rather than language that they strove to grasp. Some teachers entered into informal reciprocal arrangements with their students whereby they swapped their language knowledge. Acceptable language and means of address were observed to vary between schools and across cultures.

Harold *“They started calling me “Mister”, our principal actually said in assembly that he doesn’t like it, its not appropriate, he prefers “Sir” over “Mister”. That caught me off guard; I would take it as almost rude, almost disrespectful even though it’s not meant that way. “Sir” is much more formal and what I have been used to.”*

Suzy *“I think that with the little ones in particular the fact that you are from the different country intrigues them and they often love to listen to you because it’s a little bit different. They*

always want me to speak a little bit of my languages. When we did the Maori language week I had my little book and I tried to say a couple of words every so often and that fascinated them that I would do that. They would say “we can’t believe that you’re from X and you’re doing this Maori week thing”. I’m trying to learn a few phrases but it’s difficult. They would say “say something in X” they would call it, that was a fascination for them; they actually like the fact that I’m a little bit different because it is interesting for them.”

4.65 Self and social identity

In addition to their rôle within their schools the OTTs also strove to become part of the wider community. Most had previously visited New Zealand, and seven of the ten had support networks in the form of friends or family who were already resident when they arrived. All of the participants believed that they had prior knowledge of, or identification with, aspects of what they perceived to be the New Zealand cultural identity. Immigration brought about a reunification of family for five participants and it was stated that positive feedback from predecessors and the security of family were important aids to OTTs bridging cultural variance and smoothing the transition process.

Eric *“We really haven’t felt that culture shock in the way that we expected to. I had been through that before, and I knew what to expect; how that was going to work out. I don’t think we would have made the move had there not been two other families that we were moving with. By the time we got here, they had already developed a network of friends and so as we came in we just sort of eased into that network.”*

Hans *“I came on my own, but one of my very good friends emigrated two years ago. I came out last Easter for a three week holiday and I really liked it and he was trying to push me to come out. He gave me a lot advice on how to go about it. I don’t think I would have been anywhere near as successful getting a job quickly if it hadn’t been for him.”*

4.66 Work-life balance

All of the participants remarked on their desire to rekindle old interests or develop new hobbies in New Zealand. By mid way through the year everyone had established a social life either through a Church, sporting

team, family or cultural group. Many had established friendships through work and were beginning to feel at home in their new environment.

Hans *“I’m having to stretch myself quite a lot at the moment with obviously my teaching as well getting to know new classes, a sports team as well, and attempts to have a life outside of the classroom. It’s important to make time for yourself. We have rituals like a pub quiz, and I play sport. It’s important to have the social events in the week; it breaks it up, because although it’s a consuming job, it’s important to have some other interests as well outside of school.”*

Maria *“Having a decent work-life balance is important; my weekends are my own now, they weren’t in X. It was when we first came here we thought we are not going to go home and sit in the rental. So, we said we would get out there and do a pub quiz. I am also doing a course with the Open Poly and I have joined a choir.”*

Lilith *We’ll get together with my husband’s workmates every other Friday, and one of his friends is taking us along to local rugby matches now and is teaching us about rugby which is nice.*

Pat *“I’ve played X all my life, my partner plays as well; he goes to his club and I go to mine on different nights. I’m learning to ski as well, I went to Snow Planet a couple of times with a girl from the club, so that was cool. We went a couple of times and then we went down to Ruapehu in the holidays, it was awesome and we had a couple of ski lessons down there. I’ve got to do everything because it stops me getting homesick I think.”*

4.67 Serendipity

The participants in this research frequently assigned their progress towards professional socialisation to ‘good luck’ or being in the right place at the right time. Several OTTs related experiences of securing employment, discovering an important teaching resource or achieving a personal goal but these were perceived to be fortunate events rather than the result of their own actions or the outcome of a system.

Hans *“I came in at the end of the day and dropped off my CV and just by luck they said could I speak with the DP because they saw I was an X teacher and they said they had just made the decision, that day, to create another X post. On Thursday I*

got invited to the interview, on Friday I went for the interview, it was more of an informal chat really. The HOD intonated that I was the preferred candidate then I got a 'phone call that afternoon, I got the job, start on Monday."

Lilith *"I think at first I was really panicking because we missed the big hiring; my qualification wasn't ready for the January start of the school year, but then I just got really lucky. I think I am really lucky that I didn't get another job because I would have missed the opportunity to work at this school. I didn't even know that this school was here. So, I think that it has worked out even better than I could have hoped. Not my own doing, just luck as much as anything"*

Harold *"My HOD is from X too, she's been here twenty-something years. She also realized some of the things that I would find to be different, whereas a Kiwi might not realize the difference between X and New Zealand. She's said "oh these are some of the things I found a shock when I came over." She told me some things about New Zealand lifestyle and I took the summer holidays to get myself settled and get ready for school."*

Hans *"A colleague mentioned that she had just remembered about the Relocation Grant. Had she not been a foreigner herself I could have missed out because you have to apply within the first eight weeks so I could have missed out big time."*

Genevieve *"I have to say that my flatmate has been a big support for me; or else I might have just packed it up and gone back home I think, I really think. Because there were really hard moments that I really didn't want to be here and she was such a big support she is a teacher as well; she really understands, she's not at my school that's even better I think. I can talk to her and she can really listen to me and sometimes she talks to me about her things and we really have common things; it is just knowing that you're not the only one."*

Harold *"Looking back it was lucky that my partner didn't get a job because she has been able to support me because I have been so busy with school work and she deals with day to day living, the cooking etcetera."*

4.68 OTTs' reflections and positioning

During the final interview participants were encouraged to reflect on their journey towards professional socialisation and their approach to their

challenges. The following statements are typical of the agentic positioning and experiences of the OTTs who contributed to this research.

Harold *“This has been the most exciting year of my life it has also been the most difficult year of my life.”*

Eric *“I felt that if we end up staying here I’ve got to go through a learning curve anyway and so the faster I go through the learning curve; if I’m able to do it in ten weeks and it makes it a really hard ten weeks well that’s life, I’ll get over it. It was hard but it wasn’t as hard as going through that first year of teaching.”*

Suzy *“You can’t live in what if, what if, want if. You chose this new life for yourself and now you don’t look back you make this new life work for you. You need to look forward and that’s how I just feel. You need to be mentally ready if you want it to be a success or a smooth transition.”*

4.7 Conclusion

The participants have contributed their perceptions of the events and situations they have encountered during their first three terms of teaching in New Zealand. The research findings present the diverse and multi-layered experiences of the OTTs as they were voiced. The next chapter draws together and discusses the major themes that have emerged from this research.

CHAPTER FIVE: DISCUSSION

5.1 Introduction

The previous chapter presented findings of this research that are provocative and intriguing. This chapter takes a hermeneutic approach to draw out, clarify and understand that which has been discovered. I have brought to this process my understanding and lengthy experience as an OTT yet I have preserved and validated the experiences and voices of the participants. This chapter is organised into three sections: Firstly, I discuss the research process by drawing attention to the rôle of the research questions, the participants and the methodology in generating the findings. The findings are subsequently interrogated and interpreted with reference to the literature. The chapter concludes with the identification of substantial original findings.

5.2 Discussion of the research process

The research process has involved the selection of the topic and an appropriate philosophical approach and methodology. This was followed by the recruitment of participants, the search for related literature, and the choice of methods for gathering and analysing information. The following is a discussion of how this research was conducted.

5.2.1 The research topic and approach

The decision to focus a significant research effort on the experiences of foreign trained teachers resuming a career in New Zealand was born from a desire to understand the process of professional socialisation from the perspective of the teacher. My identity and experience as an OTT has affected my philosophical stance throughout this research process which is to value the human capital and academic potential of immigrant teachers.

The philosophical approach of this research is counter to the deficit theorising (Bishop & Berryman, 2006) exposed in some previous studies of immigrant teachers. I began with the premise that OTTs already

possess skills and knowledge of value to New Zealand schools. My concern was how they experienced the process of professional socialisation whereby they integrated into their new situation and resumed their teaching careers. I was also at variance with other researchers in my decision to ask the OTTs, rather than their schools, to identify their needs and to detail their experiences.

5.22 The research process and preparation

This research was made possible by the granting of a thirty-six week study award funded by the New Zealand Ministry of Education. The strict time limitations were a constraint which necessitated the design of a condensed research process which nonetheless would enable the gathering of extensive contributions from many participants. I planned three phases of questionnaires and face to face meetings with the teachers; these took place during their first three terms of living and working in New Zealand. I was fortunate that the OTTs were sufficiently committed to the research, and generous with their time, that the data gathering process was completed with few impediments. However, in hindsight, my timetable for the completion of the interview phases was overly ambitious as it imposed time constraints on later phases of this research.

5.23 Participants

Locating and recruiting recently employed OTTs for this research was more problematic than I had anticipated. When I conceived the research topic I was confident that I would be able to recruit a diverse cohort of at least ten OTTs from local high schools because I had observed the recruitment of at least five OTTs, in each of the three preceding years, in my school alone and I knew of a similar influx into neighbouring schools. I was also aware of the existence of hard to fill vacancies in the sciences, mathematics, technology and English and that these were more acute for lower decile schools (Ministry of Education, 2011a, p. 16) for example in West Auckland. Such vacancies had been filled by recruiting teachers from Asia, India, South Africa, Zimbabwe, Fiji (Voigt-Graf, 2003) and

Eastern Europe (Anand & Dewar 2003; Dewar & Visser 2000) in previous years.

My plans were dealt a blow when I began to search for potential participants. Firstly I was surprised to discover that no data or records were available from the Teachers' Council to enable OTTs to be located. Through numerous telephone conversations with secondary school principals I learned that staff turnover in 2010 -2011 had been very low and very few schools had appointed OTTs for 2011. Indeed "the number of vacancies in secondary schools... were lower than they were in any previous year in the 2004-2009 period" (Ministry of Education, 2011a, p. 13). Principals attributed this to older staff putting off retirement in the difficult economic climate and younger teachers' desire to hold onto secure positions. Demographic changes and zoning issues were also cited as affecting high school rolls such that some schools had shed staff at the end of 2010.

By the beginning of the first term of 2011 I had only discovered and enlisted five newly appointed teachers despite casting my net beyond my local area towards the wider urban conurbation. On the first day of term one 2011 the number of relatively new⁴ OTTs starting in New Zealand secondary schools was 100 (Ministry of Education, 2011a, p. 25) compared with over 300 each year in 2003 and 2004 (Ministry of Education, 2004, p. 18). A breakthrough occurred during the second and third weeks of term one when schools began to appoint more staff as they adjusted timetables, created new classes, and LTR to cover maternity leave was needed. While it was fortunate for my participants, who were able to secure employment after the start of the school year, it is concerning that schools had been unable to predict their staffing requirements in good time to recruit in the preceding term.

⁴ An OTT "who taught for the first time in New Zealand in either 2010 or 2011" (Ministry of Education, 2011a, p. 25).

The ten participants who I eventually recruited were trained in Western Europe, North America and South Africa. In this respect they did not match the profile I had envisaged as typical of recently appointed OTTs teaching in my local area. I had anticipated most would originate from Asia, India, South Africa, Zimbabwe, Fiji or Eastern Europe. The reasons for this variance are unknown and were beyond my control as every OTT that I contacted agreed to participate. The cohort we also all voluntary migrants; each had chosen New Zealand as the place where they wished to reside and resume their teaching careers. Every teacher was at liberty to re-emigrate, even though this might be a costly decision. In this respect the participants also differed from those of earlier studies (Jhagroo, 2004; McGregor, 2006; Phillion, 2003; Voigt-Graf, 2003). I discovered that political, social and economic push factors that had caused some of my Indian, South African, Zimbabwean and Fijian colleagues to cut all ties with their homeland did not impact on my participants.

The previous observation suggests a situation that would merit further investigation. It is feasible that teachers who have migrated voluntarily from 'brain gain' (Regets, 2001) nations similar to New Zealand experience fewer barriers to professional socialisation than other migrants. During the process of participant location and recruitment my network of contacts uncovered seven immigrant OTTs who had failed to gain teacher registration or who were unemployed. These teachers were keen to join the cohort and contribute their experiences to this research so they were placed on a waiting list pending their employment. None secured jobs while the research was being conducted and their contributions were never recorded. The experiences of this 'other' cohort would have provided an interesting comparison to those of this research.

It is impossible to discover the number of OTTs currently resident in New Zealand who wish to resume their teaching careers but who have yet to gain teacher registration or secure a teaching position. This is a concerning situation that the NZTC is only now about to begin to quantify via new data collection software to track the estimated 1400 applications

for teacher registration received annually from overseas (Jenny Thomas, NZTC, personal communication, May 25, 2011). There remains an undisclosed pool of experienced OTTs in New Zealand who are unable to contribute to the teaching community.

5.24 The search for literature

My initial understanding of the process of professional socialisation was gained through my own experiences and by working alongside OTT colleagues. In preparation for this research I sought to qualify and supplement my empiric knowledge with academic literature and peer reviewed research findings. From the literature discovered regarding immigrant professionals there was little evidence of their experiences being considered; the majority of researchers had approached their studies from the position of the employer (Basica, 1996; Bennett, 2006; Beynon et al., 2004; Collins, 2008; Phillion, 2003; Remennick, 2002; Vohra, 2005). It was also apparent that in previous studies (Foote, Li, Monk, & Theobald, 2008; Ingersol, 2001; Inglis & Philips, 1995; Kuhn, 1996; Peeler & Jane, 2005) OTTs deficiencies had been identified and that what was needed to be *done to them* to make them fit in with new host country norms was the primary concern.

When the search for New Zealand literature on the topic produced few results I widen my search. I maintained the theme of immigrant professionals transitioning but explored international publications and ventured into findings from research into tertiary education, health and business professionals. The best source of research literature was found to be from nations, such as Israel (Michael, 2000, 2006; Remennick, 2002), the United States (Collins, 2008; Foote et al., 2008), the United Kingdom (Manik et al., 2006; McGregor, 2006) and Australia (Peeler & Jane 2005; Seah, 2002), which are important immigrant destinations. The notion that immigrants would need assistance to transition into their new professional lives is most keenly acknowledged in Israel where the State is responsible for providing bridging programmes for some professional immigrants.

Research from other recipient nations largely reported on small scale and short term interventions. As already mentioned, the focus of most large scale research was to assess immigrant deficits.

The literature review continued, of necessity, throughout the research process as an ever widening trawl to find relevant contemporary knowledge to inform my research. Chapter two was begun to establish my understanding of the topic prior to interacting with my participants but, as interviews progressed, new themes emerged and more literature was sought and integrated into the review. Yet, the literature review remains inadequate on two counts. Firstly, because of the lack of available research conducted into this topic internationally. Secondly, due to the diverse and multi-disciplinary facets of OTTs' lived experiences that emerged. Therefore, I have needed to be selective and have restricted what is presented as findings to the most frequently or most strongly cited themes. Unfortunately, the time constraints on this research have made it impossible to explore or appreciate all of the nuances of every individual OTT's lived experiences.

5.25 Methodology and method

In accordance with hermeneutic phenomenological methodology this research values the perspective of each participant and credits their reality as voiced by them. When I formulated the research questions I was mindful of the need to stay true to phenomenological philosophy. Gadamer (1989) advises "The essence of the question is to open up possibilities and keep them open" (p. 299). By electing to carry out a series of three questionnaires and semi-structured interviews I placed myself alongside the OTTs to 'be-in-the-world-with' (Heidegger, 1996), and be open to my participants' experiences throughout the research period. I established my credentials with my participants by sharing a little of my personal history with them but I was careful to avoid introducing bias by reflecting on my experiences.

For most participants the distinction between professional and private lives was fluid; situations and events in one arena impacted on the other. Bronfenbrenner's (1979) model was a helpful tool for structuring the findings as it states reciprocity between systems at different levels. For example, Pat's prolonged wait to gain the correct salary assessment resulted in her partner needing to work overtime. Eric's failure to secure employment imposed financial hardship on the family such that they considered returning home. In both situations the teachers' interactions with macro- and exosystems are acknowledged to have impacted on their day-to-day functioning within the meso- and microsystems of their school and community.

5.26 Working with and adapting the methods

An important epistemological tactic that I employed throughout the research process was the inclusion of moments of reflection. The strategy, termed "objectification of the act of objectification" (Bourdieu, 1977, p.30), requires the researcher to stand away from the hurly burly of the research process at intervals. Firstly, to scrutinise the match between the methodology and the information being gathered, then at the next level, to ponder how this might be affecting the final outcome of the study. In this way I maintained contact with my research aim and questions.

By electing to establish and maintain a year-long relationship with the teachers I made myself accessible to them, both physically and emotionally. Several participants chose to maintain informal contact with me, usually at their instigation, to share events, experiences and thoughts outside of the questionnaire-interview cycle. The use of technology to enable non face-to-face exchanges, for example by telephone, text and email, that would fail the legitimacy criterion for naturalistic inquiry as defined by Wolcott (1999. p.55), became increasingly valuable as participants came under greater pressure at work. These media were appropriate as I would not normally have had professional or social contact with these teachers beyond our scheduled meetings. Notes of these 'conversations' were added to each Participant Log.

The increasingly participant-led nature of the conversations allowed experiences to emerge in an unscripted and often multi-dimensional fashion. This might have posed problems had it not been for the counsel of Briggs (1986) “perhaps the most basic maxim to be followed is that the interview must be analysed as a whole before any of its component utterances are interpreted” (p.21). My strategy of quickly noting down my understanding of the main themes directly after each interview produced an effective record of the main concerns and mood of our meetings. These observations enabled me to select findings that reflected the range and intensity of experiences gathered.

My relationship with the participants changed over the course of the research. As the interviews progressed I found it difficult remain as an observer because the OTTs and I had shared knowledge of past events that kept resurfacing and being reinterpreted. I was reassured by the counsel of Oakley (1981), “the goal of finding out about people through interviewing is best achieved when the relationship of interviewer and interviewee is non-hierarchical and when the interviewer is prepared to invest his or her own personal identity in the relationship” (p. 41). I believe that over the course of the several hours of intense and focussed interactions I began to be regarded as a friend and confidante. I also allowed myself to become an open sounding board (Becker, 1997) as the teachers sought to make sense of their experiences.

On some occasions I have thought of myself as a witness to events that affected the participants (Collins, 1998). I made decisions to include some teacher’s statements and leave out others swayed by the intensity and frequency of their telling. It is inevitable that I have been influenced to select findings that supply knowledge that is new or unexpected in comparison with previous research.

5.3 Discussion of the findings

The research questions launched the literature review but the findings that emerged exceed the published knowledge in scope and complexity. As previously mentioned, the research questions and literature were used to

frame the interviews and questionnaires but were not restrictive; diverse and wide-ranging experiences of emigration were reported. In keeping with phenomenological tradition the findings in Chapter Four have been reported as they were voiced by the participants. In this chapter I add my hermeneutic interpretation of the OTTs' experiences and draw attention to the major themes to emerge from this research.

5.31 Participants' experiences of macro and exosystems

It became apparent during the first round of interviews in term one that interactions with formal administrative systems, defined by Bronfenbrenner (1979) as macro- and exosystems, were dominating the professional lives of participants. Interview transcripts revealed OTTs' preoccupation with gaining the necessary documentation from national agencies in circumstances where they largely felt unaided by their schools. Indeed, incorrect salary assessments occupied several participants' time and emotional energy for many months. Most of the experiences that were cited of dealing with the NZTC, NZQA or Payserve were negative. National authorities were perceived as imposing unforeseen barriers that participants struggled to accommodate or tolerate. The outcome of these experiences prompted some participants to consider returning home and others to warn their countrymen against immigrating to teach in New Zealand.

The requirements for PTR and salary assessment were shown to discriminate against well-travelled teachers. Participants, for example Lilith, Eric, and Milly, who had lived in several different countries in the ten years prior to immigrating encountered the most difficulties gathering the paperwork required to continue their career in New Zealand. There were many requirements, but three: proof of employment, proof of competency in English language and police checks, were experienced as significant hurdles. Although these requirements are outlined on the TeachNZ website many OTTs initially did not supply sufficiently detailed documentation and experienced frustrating delays progressing through national agency systems.

The mis-match of the educational year between the northern and southern hemispheres imposes a financial penalty on teachers wishing to immigrate as they will need to budget for at least 6 months without an income, from September to February. All participants had either prepared for a short term loss of income or secured non teaching employment upon arrival. However, the stress caused by their unexpected failure to secure a contract was often graphically recalled months later in interviews. For some, the lack of a support network of family or friends meant that they felt very alone and vulnerable at this time and questioned if they had chosen wisely in coming to New Zealand.

Many OTTs believed that they were disadvantaged when applying for teaching jobs from overseas because schools and agencies were unwilling to consider applicants with overseas addresses. These findings concur with earlier research (Bennett, 2006; Jhagroo, 2004; Vohra, 2005) and imply that immigrant teachers should aim to be domiciled in New Zealand by October in order to access the main recruiting period in term four. Most participants who were still seeking a job had planned their arrival with this in mind. Yet, they were largely unaware of a potential financial loss if they arrived too early. Strict conditions for accessing the \$4000 relocation grant imposes a tight timeframe between immigration, securing a job and applying for the grant. Most participants were either unable to access the grant because of their lengthy search for employment or missed applying for the grant because they were uninformed and oblivious to its existence until the deadline for their application had passed. The NZTC and individual schools have a rôle in informing OTT's about both of these considerations.

5.32 School systems

The experiences of OTTs in their school setting were strongly influenced by the school's formal or mesosystems. These systems were seldom negotiated with participants. Following their appointment the first system encountered was for "induction".

Effective induction is defined as “a systematic process embedded in a healthy school climate that meets new teachers’ personal and professional needs” (Bickmore & Bickmore, 2010). Participants’ reported contrasting experiences of induction; those who were in post at the beginning of term recalled being overwhelmed by information overload. Two participants who experienced a formal welcome into their school valued the powhiri. Those who were appointed after the start of term “slipped under the radar” and spoke of being on the back foot for a considerable time.

Literature confirms the value of well planned, resourced and instigated teacher induction systems (Aitken, Bruce-Ferguson, McGrath, Piggot-Irvine & Ritchie, 2008; Cameron, 2007; Fulton, Yoon & Lee, 2005; Main, 2008; Wong, 2004). OTTs identified that formal induction occurred on the first teacher-only day of the year, via beginning teacher meetings, in whole staff professional learning sessions and through scheduled meetings with HODs. However, the formal induction systems of schools did not acknowledge or provide for the distinctive needs of OTTs, and OTTs were not consulted to ascertain their needs. Participants’ self-diagnosis of their needs became more acute as they encountered gaps in their knowledge and most sought out people and resources to counter their academic dissonance. Every participant agreed that the formal induction provided by their school was insufficient to meet their needs.

OTTs, in common with other newly appointed staff, encounter many new demands and deadlines during their first year. When asked how long it might take to become professionally socialised most participants anticipated that they would need to experience a full school year to learn the systems and calendar. Most schools provided an academic calendar for staff, but without context this was not helpful. Some OTTs experienced apprehension as they speculated on what their next stumbling block might be. It was frequently stated that the formal systems were in need of interpretation by a veteran⁵ who could give new teachers a ‘heads up’ to impending events and deadlines. It was suggested by several participants

⁵ A teacher experienced in the systems of the school.

that they needed a timeline or checklist that covered what was required of them for immigration, teacher registration, salary assessment and school systems to ensure that deadlines were not overlooked in the day to day survival process. The provision of a veteran mentor with experience of assisting OTTs would help to keep the new appointee on track.

5.33 Academic dissonance

The participants had anticipated that they would experience academic dissonance and would need to study the new curriculum. Their predicament was how to evaluate the knowledge and expertise they brought against what was required. Most were unfamiliar of NCEA or subject content requirements in New Zealand. Even those who had researched before emigrating discovered that they needed to experience the implementation of the systems to become confident in their application. Hence, all participants experienced anxiety or confusion early in the year. Less academic dissonance and growing professional confidence was reported in subsequent interviews.

Academic dissonance was manifest in misunderstandings or lack of knowledge of the National Curriculum 2007 and NCEA. Even after three terms of teaching several participants had not been made aware of, or received, National Curriculum documents. NCEA was more widely understood because, for most, it was integral to their day to day planning and assessments and was the major topic of professional conversations. One can debate where the onus should lay for these understandings. Even OTTs who had thoroughly researched the New Zealand education system before emigrating discovered that they needed to actively participate in the systems to comprehend them. Formal systems received little credit for the changes; once again, the important rôle of colleagues as advisors and interpreters cannot be overstated. Professional learning that included combinations of formal instruction on systems such as NCEA and coaching through participation in systems were identified and preferred by participants to meet their needs.

It is surprising that The Treaty of Waitangi and its implications for teachers was only mentioned by one participant who, as a Social Studies teacher, had been expected to teach a topic on the Treaty. A reason may be most participants' lack of access to, or knowledge of, the New Zealand Curriculum documents. Several OTTs did express a desire to learn more about Maori language and culture, both out of curiosity and to assist their professional learning. One participant's involvement in the Te Kotahitanga⁶ programme and another's efforts to use Maori language in the classroom indicate a willingness to learn about New Zealand's unique cultural identity.

5.34 Pedagogical transition

The findings from this research do not emphasise a need for pedagogical changes by OTTs. This is surprising as the literature (Biggs, 2010; Hutchinson, 2005; McGregor, 2006; Peeler & Jane, 2005; Phillion, 2003; Remennick, 2002) cites pedagogical dissonance of immigrant teachers as a major concern for school leaders and as grounds for poor professional socialisation.

It was common for the participants to link their pedagogical approaches with their understandings of cultural aspects of their schools. In this way, the notion of culture shock, experienced in the workplace between teachers and students, emerged as a topic of interest. The sentiment that "kids are kids all over the world" was a common theme as OTTs related how they strove to make positive connections with their classes, to win their respect and gain their trust. The majority of those who contributed to this research were experienced teachers who were able to recount difficult situations with teenagers and explain how their professional nous had stood them in as good stead in New Zealand as it had overseas.

⁶ Te Kotahitanga is a research and professional development project begun in 2001 that seeks to improve the educational achievement of Māori students in mainstream secondary schools. Teachers in project schools are encouraged to develop a Culturally Responsive Pedagogy of Relations by working collaboratively with their students.

The stated pedagogical training and practice of the participants aligns with contemporary New Zealand best practice and international research evidence (Aitken & Sinnema, 2008; Anthony & Walshaw, 2007). It may be that the characteristics of the cohort predisposed them to fit into New Zealand classrooms more easily than OTTs of previous studies.

5.35 Availability of professional learning opportunities

Team Solutions offered a course for all OTTs new to Auckland schools in term three; this was notified via a circular to all schools. Two out of the ten participants were made aware of this by their schools and one attended. Three teachers in total attended. The timing of the course may have been a reason for the poor attendance. When I enquired about their interest in such a course most participants stated that they were busy with NCEA marking at this late stage of the year and also believed that there would be little new information that they had not already discovered for themselves. It was suggested that the course should be offered early in term one. The eight participants who had no knowledge of the course suggested that the invitation had either not reached the school or had not reached the person responsible for their professional learning.

OTTs access to externally provided courses for NCEA alignment was also inconsistent; most participants were unaware that courses were, or had been, available. The one course that was attended was deemed very useful although, once again, the participant would have preferred an earlier opportunity to meet examiners and discuss moderation issues. Most participants were situated in large schools and were not the sole teacher of their subject or level in their department. Each had a colleague to consult and most received a “crash course” (Twain) in NCEA systems and assessment as and when they were teaching each achievement standard. In this respect the OTTs were ‘lucky’ as had they been on their own, or even a new HOD (Crossan, 2010; Harris, 2010), they would have faced extreme difficulty navigating and managing new assessment systems in addition to the aforementioned demands of professional socialisation.

5.36 Discovering and filling in the gaps

During the course of this research every participant acknowledged that their, often considerable, knowledge gaps were impacting on their access to systems and resources and retarding their professional socialisation. This was a major frustration because some OTTs simply “*didn’t know what I didn’t know*” (Twain) and therefore fell into difficult situations through ignorance. In most cases participants reported resorting to their experience, nous or bravado to explicate themselves, the most experienced and wily teachers were able to laugh off experiences that upset and stressed newly qualified immigrants. Departments or staffrooms where the ethos supported the sharing of failings or the letting off of steam were much needed and highly valued. Participants in schools or departments that were perceived as unsympathetic or where they believed they were under scrutiny, tended to hide their ‘failings’ or withdraw from interacting with their department. These actions were not acknowledged at the time but emerged as the teachers reflected on their experiences later in the year.

5.37 Teacher and school compatibility

Every teacher recognised that their compatibility with their school was a factor affecting their integration into the staff. Only three participants acknowledged agency in their employment situation; they had selected their school after evaluating its suitability to them. Suzy, Milly and Twain had been clear about the types of schools they wished to work in. They researched schools’ decile and ERO reports and consulted with agencies, friends and family to identify compatible schools.

Milly *“I looked for a school similar to what I was used to, and somebody said to me... don’t go for less than decile eight. I was very fussy. I went on the websites; if you don’t have a decent website I’m not going either, ‘cause that’s about organisation. If I didn’t like the sound of things... I also did my NZQA research. I did my research on all the schools, I*

even drove past them; my husband and I, we thought, well let's drive past and see what the kids look like."

Twain *"People are welcoming; people are friendly. It doesn't matter what department they're from, we all just kind of get along; it's been really really nice, I've enjoyed coming here. I feel like I've been here for years. I don't know why, I don't know how. Maybe there's some luck in there as well but I think I knew certain schools that I would want to be at and certain ones that I wouldn't want to be at and I was lucky enough to get into one that I thought would be good and it's worked out where it is good. It's been a good fit."*

Some felt that the school had misrepresented itself in its publicity materials, but most had had no choice but to take the first job they were offered. The majority declared that they had been 'lucky' to happen upon a school where their values coincided. However, two participants began to acknowledge dissonance and feelings of unease at their school.

Eric *"People and programme wise I am happy. But as I tried to think about my career as an educator and moving forward I think that is where I feel that I am hitting a wall, there is really like a barrier that you hit where you are just not supported in terms of your wanting to learn and move ahead."*

A formal school wide system to support OTT integration combined with the informal support of colleagues afforded by a congenial school culture is identified as crucial to the timely and successful professional socialisation of OTTs.

5.38 Culture shock

It was surprising that culture shock (Hall, 1959; Oberg, 1960) was not identified as a significant barrier to the professional socialisation of the participants in this research. The literature had led me to expect that culture shock would be experienced negatively (Austin, 2007; Brown & Holloway, 2008; Ward & Kennedy, 1994) but this was rarely the case. It is true that some did miss aspects of 'home' or experienced "niggles" because it was difficult to follow sporting events such as the Super Bowl in a different time zone.

Twain *“You’ve got to make the best of it don’t you. There’s always things you’re gonna miss but my family’s here. Now, if only we could get some (good) sport I’d be happy, I’d be fine! It could be worse.”*

There are several possible explanations for the reported lack of culture shock. With the exception of one, the Te Kotahitanga project school, it is unlikely that the participants’ schools were formally involved in assisting their cultural transitions. It is therefore probable that the characteristics of the cohort were most influential to the findings.

It has already been noted that the participants originated from nations that are culturally and economically similar to New Zealand, this would align with findings (Hofstede, 2001) that the intensity of migrant shock is related to the cultural and economic ‘distance’ between their home and host environments. In addition, many of the participants had either visited New Zealand prior to emigrating or had family or friends currently domiciled, this would have further reduced the ‘distance’ or sense of alienation they experienced (Bochner, 2003). It must also be recognised that in the fifty years since culture shock was identified the world has become a smaller place such that travellers are able to experience their destinations in virtual reality before they leave home, hence there is less potential for a shocking experience. Indeed, several participants reported having composed itineraries for their New Zealand travels even before they emigrated.

The relative affluence of the OTTs, and their family and friends, enabled them to maintain contact via the internet or, in several cases to return home or host visitors from home. The visits were much anticipated and enjoyed they also provided affirmation to participants’ of their choice to come to New Zealand. Most of the participants in this research came with family or joined an extended family already in New Zealand thus in one sense ‘home’ was with them and was experienced by them everyday. These findings support an interesting addition to our understanding of ‘home’ and ‘feeling at home’ given by Pocock (2011) who posits that it is

the experience of people and personal artefacts, rather than geographic locations that are responsible for an individual's sense of belonging.

Participants never confided feelings of being 'a fish out of water' or a sense of 'not belonging'. It was apparent, from the first interview, that each participant was seeking non-school activities to enhance their new lives. They were proactive and wanted to make the most of their opportunities; many became well travelled tourists at the weekends. Most sought out or resumed hobbies, sports, arts or Church interests. Others became involved in extra-curricular activities at school and mixed with colleagues socially. These cultural activities can be interpreted as their way of countering culture shock by seeking out the familiar and re-establishing a cultural identity in a new environment.

The findings also suggest that a previously unexplored factor affects culture shock, the teachers' motivation to emigrate. In contrast to migrant teachers in earlier studies, who may have been economically or politically motivated (Heald, 2006; Jhagroo, 2004; Okamura, 2008; Vohra, 2005; Voigt-Graf, 2003) most participants in this research cited the differences between New Zealand and their homeland as the attraction for emigrating. All were able to quote the "Clean green", "100% Pure" publicity; they were keen and excited to experience cultural and natural diversity (Kennedy, 2010). Some would be defined as 'thrill seekers', others were seeking lifestyle changes and recreational opportunities. Aspects of culture shock were therefore expected, and in some cases sought out, positive experiences of difference (Westwood & Barker, 1990) for these teachers.

5.39 The agency and positioning of participants

All of the OTTs had anticipated facing barriers to their professional socialisation and reported many instances when they had sought help or initiated change to overcome problems. All expressed the desire to make a success of their new situation and were reluctant to give up even when they experienced difficult personal or professional circumstances. The findings are at variance with earlier studies (Anand & Dewar, 2003; Dewar & Visser 2000; McGregor 2006; Tartakovsky, 2011) as high levels of

commitment were expressed even by those who anticipated a short sojourn in New Zealand.

The majority of the teachers, although surprised by the requests, were willing to contribute to extra-curricular activities; some established new clubs and shared their knowledge and expertise in this way. All who interacted with students outside of the classroom through these activities confirmed the personal enjoyment and the rewards they gained.

5.4 Serendipity

The notion that events could, and did, occur serendipitously was frequently expressed by participants when describing their experiences in their schools. OTTs' often gave spontaneous and pre-reflective reports of lucky events or circumstances that precipitated a desired outcome. At no time was bad luck given as a reason for an unwanted event or situation. These findings draw attention to the participants' incomplete perceptions of their own agency within the transition process.

Interpretations of luck were absent from most of the research literature reviewed; perhaps luck was never cited by participants or, if mentioned, was discounted as unreliable? Only Heald (2006) recorded that "good luck" was a factor authorised by some Chinese student teachers for whom it was culturally important. None of the participants in this research were Chinese or had strong cultural beliefs in luck. Instead, it seemed to me that they extolled luck as a cursory explanation for a sequence of events, elements of which they did, or could influence. Heald (2006) probed her contributors but gained few concessions of personal agency. An advantage of this research design was that it afforded me the opportunity to revisit ideas of luck with the teachers and gain their reflections on how their actions might have affected their situation. For example, Suzy stated early in our meeting that she had been lucky to be appointed by a school where she felt so at home. However, she later explained how she had carefully selected the schools to which she had applied, and her meticulous preparation for her professional transition prior to emigrating. Luck was also clearly not a factor in Pat's professional socialisation.

Pat *“It was lucky really. I kind of used my initiative to go “right ok, this is all the stuff that I need to teach but I’m going to check the end of the test first to make sure that I have covered everything.” It was lucky I did, it was lucky I found that on the school server and I checked is this the test? And I made sure that I covered everything.”*

In the absence of school systems to inform or assist OTTs, Eric and Hans could only attribute their success to serendipitous interventions.

Eric *“The accountant told me that the school gets money for me as an overseas teacher and I should apply because I would get money too. I was lucky in that respect.”*

Hans *“A colleague mentioned that she had just remembered about the Relocation Grant. Had she not been a foreigner herself I could have missed out because you have to apply within the first eight weeks so I could have missed out big time.”*

It is interesting that participants were hesitant to recognise their own accomplishments or to be critical of their schools’ shortcomings in relation to their professional socialisation. Perhaps one attribute of experienced OTTs is that they are able and willing to prevail in difficult circumstances. In this respect, experienced OTTs should be acknowledged as assets to New Zealand schools.

5.5 Conclusion

This chapter has discussed the findings with reference to previous research literature. The unexpected long term significance of national agencies’ macro- and exosystems to the participants has been revealed as a major obstacle to professional socialisation. The formal induction and professional development systems of schools are recognised as mesosystems. These have been found to be inadequate to meet the needs of OTTs either through design or omission. Participants have relied heavily on informal and ad hoc arrangements with colleagues to overcome academic dissonance. They have also actively sought out activities and joined groups to advance their transition into their new situations. The professional and social networking afforded by membership of these

groups is shown to accelerate professional socialisation and advance the transitioning of the overseas trained teacher into their new situation. However, it was common for participants to assign their progress towards professional socialisation as partly due to good luck rather than their own actions thus failing to acknowledge their own agency.

The following chapter concludes the findings of this research by returning to address the research questions.

CHAPTER SIX: CONCLUSION

He aha tem ea nui o tea o?

He tangata! He tangata! He tangata!

What is the most important thing in the world?

It is people! It is people! It is people!

6.1 Chapter outline

For generations New Zealand has sought and employed thousands of migrant teachers yet their professional socialisation has received scant attention from researchers. This thesis has investigated the early experiences of ten OTTs employed in urban secondary schools in 2011. Research questions were devised to identify and explore factors affecting the process of their professional socialisation. The focus has been on the lived experiences of the participating teachers; their perceptions and their reflections on their new situations. In this chapter the research questions are revisited, the experiences of the participants and the meanings they have made of them are interpreted. Limitations of the research are briefly given before implications for OTTs, schools and national agencies are listed. The chapter concludes with suggestions for future research.

6.2 What are the experiences of OTTs during their induction to teaching in urban secondary schools in New Zealand?

The term 'induction' is taken to mean processes and experiences related to the professional socialisation of teachers. The participants who contributed to this research defined the scope of this question to precede and extend beyond their experiences of teacher 'induction' systems of schools. OTT induction into teaching in New Zealand was found to include participants' experiences of the macro- and exosystems of national agencies such as NZIS, NZTC, NZQA, NZMoE and Payserve. The teachers were also involved in school devised meso-systems, and local protocols, where they experienced academic dissonance and culture shock.

6.21 Experiences of immigration, recruitment and salary assessment.

The majority of participants remarked on negative and often stressful experiences of the systems for immigration, teacher registration, qualification verification and salary assessment. They felt “in limbo”; helpless and powerless, without recourse, without ally or advocate. By comparison, immigration agents were commended by the three OTTs who purchased their services; their advice and coaching were shown to expedite the teachers’ swift emigration.

Once the participating teachers had secured employment and were attempting to attain PTR or gain the correct salary assessment it was individuals, rather than systems that came to their aid. For example, Milly and Twain reported that they felt fortunate to have their principals as advocates because they knew their way around the systems in Wellington. The principals supported their applications by making calls to overcome bureaucratic hurdles and pushed for action to speed up the PTR process. Less fortunate others were left to their own devices by school management and administrators who “couldn’t explain why I was not being paid at the right scale” but who said “I was not allowed to contact Payserve myself, it had to come from the school” (Pat). It emerged that most schools were either ill-prepared or ill-informed, or were unwilling to campaign for newly arrived staff members on the wrong salary scale. Surprisingly, it tended to be schools with fewer staff, and less experience of OTTs, that demonstrated proactive interest in the participant’s financial and personal survival in the first few months.

6.22 Experiences of academic dissonance.

The academic dissonance that was experienced was the result of unfamiliarity with systems rather than a lack of subject knowledge or expertise. Participants lacked the practical knowledge and experience of NCEA that could only be gained through working with assessment materials and systems. This eventuality had been largely foreseen by the

participants and it was accepted as par for the course that they would need to devote time to address their deficits. The immigrant teachers therefore did not regard academic dissonance as a major obstacle because it was to be expected and they believed that it could be overcome. The majority of participants appeared confident that, given the continued guidance of their colleagues, their subject specific knowledge would be transferable to the new systems.

6.23 Culture shock

The research draws attention to the relevance of factors such as cultural and professional background, values, interests, motivations and hopes brought by participants to their situations. The surprising lack of culture shock experienced by participants may be due to the cohorts' predisposed 'nearness' (Hofstede 2003) to the New Zealand lifestyle. It might also be influenced by the support offered by resident, and virtually present, family and friends. Although cultural differences were observed by participants these were experienced positively, perhaps as exotic, and as interesting. The findings raise questions regarding the construct of culture shock for OTTs in New Zealand. The literature advises that experiences of culture shock are progressive and staged, it may be that the participants were enjoying the 'honeymoon' stage (Pederson, 1995) during the course of this research. A follow-up study might reveal future negative experiences (Neufeld, 2008).

6.24 Other notable experiences.

It has emerged that participants' most worrisome experiences were with systems and protocols that they had either failed, or had been unable, to anticipate. For example, an unexpected delay in salary assessment that was the consequence of unforeseen disputes over qualifications or prior teaching experience. Reports of positive experiences always involved situations where participants shared their knowledge or expertise with others. Most gained professional affirmation from colleagues for contributing to schemes of work or assessments. Others mentioned their positive interactions with pupils and their 'break through' moments with

difficult classes. Still more said that their experiences of extra-curricular activities were the highlight of their week.

6.3 What formal support is currently received by OTTs?

It has already been noted that participants chose to include experiences with national agencies as significant to their professional socialisation. This section therefore outlines the formal support received with systems including those external to their school.

6.31 Support with macro- and exosystems

Participants usually encountered macro- and exosystems before their appointment to their school. The only formal support they could gain at this time was through immigration agents and teacher recruitment agents. Most OTTs viewed agents as their last resort and chose to navigate the systems without help. However, once they were in post participants did call on their schools to intervene on their behalf, for example with salary assessment. The effectiveness of their schools in advancing their cause varied considerably. Participants were generally disappointed with the formal support they received from their schools with macro- and exosystems.

6.32 Support with mesosystems

Mesosystems were defined as those which involved the teacher but which the teacher initially had little control over. For example, the formal teacher induction and professional learning sessions of most schools were received as lectures rather than interactive experiences. Most participants gained their knowledge of school administrative protocols and NCEA systems in an ad hoc fashion as and when the need arose, and when colleagues were available to assist. Staff handbooks, which may have contained instructions for accessing and using school systems were rarely cited by the OTTs; most preferred to find a colleague and discuss their needs face-to-face. Participants noted that the evolution or streamlining of some school systems had superseded the documentation they had been issued. For example, 'rules' for student progress reports appeared to contradict what was deemed acceptable in practice.

6.4 To what extent does the provision meet the needs identified by OTTs?

The needs of participants were found to evolve and emerge through the phases of the research. Upon reflection, the OTTs commonly observed that they had initially been unaware of their shortcomings until situations arose for which they needed to find solutions. How individual teachers experienced these crises was affected by their prior teaching experience and nous. The experienced teachers' early focus was on understanding the big picture such as familiarising themselves with NCEA standards and systems. Whereas, less experienced OTTs' prioritised planning their lessons content and delivery. As the year progressed all participants were able to identify more diverse needs but had discovered people and systems to assist them.

6.41 Induction needs

Half of the participants were appointed after the term had started and thus missed out on their school's formal induction day(s). Some macro- and exosystem information was given via beginning teachers' meetings but if the OTT was not a first or second year teacher they did not attend. Most participants observed that there seemed to be no formal induction process or system for newly appointed teachers let alone OTTs.

Participants perceived that the onus was usually on them to identify their own deficiencies. These would come to light unexpectedly and would be stressful for the teacher. The majority view was that formally administered provision such as induction sessions did not sufficiently meet their needs because of poor timing and 'information overload'. Participants attempted to navigate their schools' systems unaided or sought help at the time when they needed it through informal means. Informal arrangements of buddies or an open door policy worked best for OTTs as they were able to access help that was timely and relevant to their situation. Schools that set up or favoured this approach were viewed positively. Several schools' failure to

provide suitable buddies penalised their OTTs. The absence of effective induction systems identified by participants is surprising because if, as is asserted by Wong, Britton and Ganser, (2005), New Zealand schools have won international acclaim for their BT induction practices, why are OTTs are not afforded equally effective systems? It can be surmised that schools would be capable of providing for their OTTs induction needs if they were required to do so.

6.42 Physical and economic needs

The physical and economic needs of the OTTs were largely ignored by their schools. Two of the ten participants received advice regarding housing and living in New Zealand from their principals after they were appointed. The remainder made their own way through the processes of relocating and re-establishing in a new country. The majority of participants experienced significant financial concerns stemming from low salary assessments. One school responded with a loan of \$1000, another helped by arranging accommodation, the others were perceived as unsympathetic. The positioning of the schools towards their OTTs is surprising as most hosted international students; they offered guidance and had systems in place for their welfare and wellbeing. One might hope that this expertise would be applied to migrant teachers?

6.43 Work-life balance

The desire for an improvement in work-life balance was cited by many of the most experienced teachers as their motivation for immigrating to New Zealand. Every one expressed a desire to enjoy the natural and cultural opportunities in their new environment; some stated that they had already planned how they would occupy their leisure time before they emigrated. Participants reported seeking out likeminded people, joining groups and volunteering their time and expertise. Extra-curricular school activities were credited as helping OTTs make friends and gain affirmation. By the end of the second term all of the participants had reconnected with former hobbies outside of school and many had taken up new cultural or sporting interests. Although not school devised per se, the opportunity to contribute

to extra-curricular clubs and social contact with colleagues was a positive experience for OTTs.

6.5 Do OTTs receive or request informal assistance, and if so, what is the nature of this assistance?

6.51 Assistance to overcome academic assistance

All of the OTTs had anticipated a heavy workload during their first year. They observed that they could not know what they did not know, until they were found to be wanting. For some this was a major cause for concern and apprehension but most accepted that they would need to seek help in addition to that which was offered through the formal systems of the school. The most experienced teachers stated that they were proactive in seeking help when they became aware that it was needed; they sought out colleagues who they perceived to be most approachable, most knowledgeable and least preoccupied.

There was considerable variation in the nature and intensity of informal support received by OTTs. In some schools individual colleagues or teaching assistants went out of their way to befriend, nurture and support participants, while in other schools they were virtually ignored by colleagues. Experienced teachers usually took the initiative to explore online resources such as TKI and in-house databases. They also borrowed folders from colleagues to accumulate teaching and assessment materials. Other participants said they felt they had been fortunate to stumble upon resources or people who could assist them. Several of the less experienced OTTs were less self-assured and less demanding of their colleagues' assistance, these teachers reported spending many hours preparing lessons because they lacked access to pre-prepared resources to make the task easier. Thus, participants' experiences of informal assistance illustrate the combined effects of the OTTs' agency and their 'luck of the draw' regarding the idiosyncrasies of their colleagues.

6.52 Being taken under the wing.

Veteran colleagues and school support staff have been shown to assist OTTs' professional socialisation by adopting them and encouraging their involvement in school activities. Some of the veterans were fellow expats who sought out the new teacher to share wisdom and offer assistance. Participants valued the sound of a familiar accent or the opportunity to converse in a mother tongue. Others, who eased the transition of several OTTs, were the gregarious individuals on the staff.

6.6 How might schools improve the integration of their OTTs during their first and subsequent years of employment?

The research process has led me to understand that 'integration' is too narrow a term to describe the many processes experienced by OTTs during their first few terms of teaching in New Zealand. Therefore the term 'professional socialisation' has been used throughout this thesis to describe the process by which "neophytes come to acquire, in patterned and selective fashion, the beliefs, attitudes, values, skills, knowledge and ways of life established in the professional culture" (Su cited in Seah, 2002, p. 193). The OTTs commonly cited experiences beyond their local school domain as affecting their professional socialisation. Hence, the remit of the research evolved to include their experiences of macro- and exosystems and out of school activities.

6.61 How might schools improve the professional socialisation of their OTTs during their first and subsequent years of employment?

OTTs experienced many barriers to their professional socialisation such as academic dissonance and culture shock. The teachers' professional socialisation into their schools was initially hindered by negative experiences of macro- and exosystems such as those of the NZIS, NZTC, NZQA, NZMoE and Payserve. Schools could improve the OTT experience of these systems by offering the assistance and advocacy of a knowledgeable veteran. Formal school systems for induction and professional learning were found, by the majority of participants, to be

insufficient to meet their needs. The OTTs' progress towards professional socialisation was largely achieved by informal systems and ad hoc arrangements with colleagues. Schools should put into place formal systems to ensure that the needs of individual OTTs are discovered and addressed adequately.

Every participant indicated that they were positively positioned towards change, adaptation and professional learning. Professional learning opportunities and courses were sought by the OTTs but were not equally available in all schools. Teachers were advantaged in schools where PLD opportunities were routinely circulated to all staff, and where funding for course fees and teacher release was readily available. Some schools were perceived by their OTTs to discourage attendance at external courses by failing to inform them or by restricting funding for courses and/or teacher release. Participants' experiences of in-house PLD were inconsistent; some sessions were cited as excellent and appropriate, many were perceived as irrelevant, poorly resourced, poorly timed or too theoretical. Schools could enhance immigrant teachers' professional socialisation by sourcing or providing relevant courses and actively encouraging OTT participation.

We are reminded that it takes a village to raise a child, and a whole school approach to nurture a student teacher (Ussher, 2010). This is true also for the professional socialisation of OTTs. The research has shown participants' positive experiences in schools where colleagues rallied to assist their professional socialisation. But, more than this, participants thrived in schools where there was a school culture of collegiality that valued professional learning, embraced difference and celebrated diversity.

At the national level a needs-related formal system is required to ensure the equity of provision by schools for immigrant teachers. New Zealand's highly acclaimed programmes for the induction of BTs could be considered as a model for OTT induction. There are also international

exemplars available, the most applicable would be the schemes for university teachers (Foote et al., 2008) and migrant doctors (Rich, 1998).

6.7 Limitations of the research

The research questions placed emphasis on the rôle of the school in facilitating the professional socialisation of OTTs and this is borne out by the findings. Yet, to appreciate the entire immigrant teacher experience, the net must be cast wider to encompass the actions and requirements of central agencies such as the NZTC, NZQA and Payserve. Interactions with macro- and exosystems have emerged as imposing major barriers to participants' smooth transition into their new environments (5.31).

The research involved a cohort of ten OTTs, employed in large urban schools, over the duration of three terms. A larger cohort from across a wider geographic area might identify different priorities or more diverse needs than the participants of this research. The makeup of the cohort was also unexpectedly similar as participants also shared a European or western educational background. A larger cross section of OTTs would add new dimensions to our knowledge.

6.8 Implications

The findings draw attention to many gaps or deficiencies in systems that have retarded the professional socialisation of immigrant teachers. Evidence from participants illustrates reluctance by schools to consider applications from OTTs who are not resident in New Zealand. This creates a dilemma for teachers wishing to immigrate as they must take a big professional and financial risk and commit at least half a school year and several thousand dollars to gain PTR, obtain a NZIS Visa and establish an address in New Zealand. This will have implications for the age/life stage of applicants: the young and child free and older 'empty nesters' with some capital would be more flexible whereas those with family commitments would be less able to undergo the disruption that this entails.

Additional implications and suggestions for helping strategies are briefly outlined below.

6.81 For OTTs

- It is imperative that OTTs successfully complete the NZQA systems and requirements for their qualification accreditation in order to gain provisional teacher registration and secure the correct salary assessment.
- Teachers intending to immigrate should secure a New Zealand postal address prior to the November of the year preceding intended employment.
- Immigration agents are helpful by ensuring the correct paperwork is completed and coaching for immigration interviews.
- One teacher employment agency was highly recommended for their supportive approach, advice on job applications and their efforts to match teachers with schools. A greater teacher focus by other agents would improve the experience of OTT's and the match with client schools.
- To avoid administrative delays OTTs should bring multiple (duplicate) notarised copies of all their personal and professional documents to New Zealand.
- The instructions given by national agencies must be followed to the letter when making applications; all documents required by NZIS, NZTC and for salary assessment must be included with each application to each agency.
- OTTs emigrating without first securing employment should ensure they have funds for at least nine months of living expenses as securing employment and the correct salary may be a lengthy process.
- Teachers seeking jobs should be proactive. They should register with employment agencies, build professional networks, visit

schools to enquire about vacancies, apply for relieving positions and seek professional learning opportunities.

- LTR and short term contracts should be considered in order to gain local teaching experience and to sample a range of schools in New Zealand.

6.82 For schools

- The research confirms that the needs identified by OTTs are not being met by the formal induction and PLD systems of schools.
- Even though they have teaching experience, OTTs will have professional and personal needs in their new situation. Some will be needs in common with BTs and other newly appointed teachers, but some will be unique to the individual OTT.
- Schools are notified that the needs of OTTs are various, it is therefore advisable that the school ascertains the needs of its OTTs as soon as possible after their appointment.
- A BT programme or 'one size fits all' approach to formal PLD is inappropriate for experienced migrant teachers.
- In most schools the deficits of formal systems are being mitigated by informal collegial interventions and support structures but these are inconsistent and should not be relied on as substitutes for notified systems.
- Selection and appointment of a suitable 'buddy', or buddies, for an OTT should be carefully considered and where possible negotiated.
- OTTs appointed after the start of term need to be identified and assisted proactively.
- OTTs respond positively to schools where they encounter affirmation, interest and encouragement.
- OTTs who feel valued by their school are confident contributors in the classroom, their departments and the school community.
- OTTs experience academic dissonance and culture shock. If they are not supported they must rely on prior knowledge, understandings and practices that may not be appropriate to their new situation.

- Poor teacher induction processes and inadequate teacher support structures are reflected by high teacher turnover and high recruitment costs (Darling-Hammond, 2003).
 - The negative impacts of high staff turnover infect the school, colleagues, pupils and the wider community (Carroll, 2007).
- 6.83 For national agencies, for example NZIS, NZQA, NZTC, NZMoE and Payserve
- This research has identified the need for a national register of OTTs and the identification of their needs in order that these might be met through a centrally planned and funded professional transition programme. Templates for such a scheme are available from Australia (Peeler & Jane, 2005), Israel (Michael, 2000; 2006), Canada, the USA (Foote et al., 2008; Ingersol, 2001) and the United Kingdom (Rich, 1998).
 - Many OTTs fall foul of NZIS, NZTC, NZQA and Payserve systems these should be reviewed in light of the findings.
 - The TeachNZ information for OTTs should be updated and revised to explain the barriers identified by participants.
 - Individual agencies should create an easily accessed portal for OTTs and their schools to provide advice and enable the swift resolution of problems.

6.9 For future research

The research came to a close as participants neared the end of their third term of teaching in their new schools. Each teacher was experiencing the journey towards professional socialisation in a different way and at a different pace. I am hopeful that everyone will eventually achieve professional socialisation and 'feel at home' in their new environment. However, some may not achieve this at their current schools and may need to seek more compatible situations. Further contact with this cohort over several years would add new dimensions, perspectives and knowledge to the findings of this research.

The research also proposes the following as opportunities for future study.

- The national picture of recent OTT migration, re-migration and employment is currently not available. A NZMoE funded survey of OTTs (Anand & Dewar, 2003; Dewar & Visser 2000) is now overdue.
- The implementation of new software in 2012 (Jenny Thomas, NZTC, personal communication, May 25, 2011) should enable the NZTC to track OTTs who apply for PTR. Data will be available to enable a comprehensive study of the destinations of OTTs and their progress towards professional socialisation.
- The prospects and outcomes for those OTTs who fail to gain PTR should be investigated as they are potential candidates for shortened GTP courses currently offered by several universities.

6.9 Conclusion

Teachers who migrate to New Zealand experience many personal and professional challenges as they journey towards becoming professionally socialised. Their professional and personal experiences are interdependent as they seek to re-establish their career and their life in a new environment. For success, the macro- and exosystems of national agencies must be navigated with care and attention to detail. The findings show that this potentially stressful process is best achieved with the assistance of agents and advocates. The research concludes that national agencies that devise and administer the systems experienced by OTTs should collaborate to expedite a more easily accessible pathway for compliance.

Re-establishing oneself in a new community requires tenacity and agentic positioning; teachers who actively seek assistance and become involved in school and community activities experience greatest professional and personal satisfaction. OTTs are therefore advised to plunge energetically into their new lives; to explore and sample all of the possibilities.

The support of the school, individual colleagues, family and friends is necessary for teachers' successful transition. Schools that have created a supportive learning community and proactive systems for teacher

induction are best suited to advance OTTs' towards professional socialisation; participants' experiences in these schools were positive and empowering. Teachers who perceived their schools to be unwelcoming and unhelpful quickly withdrew from participating in their departments and the wider community.

The findings emphasised OTTs' reliance on the goodwill of individual teachers and associates whose outgoing and collegial approach towards the new teacher mitigated the systemic deficits of their schools. This research advises schools and new teachers that reliance on serendipity and the idiosyncrasies of individual colleagues is unsafe. However, schools can ensure that they reap the rewards of fully engaged and participating OTTs by establishing systems and professional learning communities to promote their transition into the school community.

This research not only contributes new and unexpected knowledge towards an understanding of the process of professional socialisation of migrant teachers, it also exposes systemic gaps and shortfalls at national and school level. The research findings generate uncomfortable yet important questions regarding the provisions made for the professional socialisation of immigrant teachers in New Zealand.

REFERENCES

- Agar, M. (1996). *Language shock*. New York, NY: HarperCollins.
- Aitken, G. & Sinnema, C. (2008). *Effective pedagogy in social sciences/ tikanga ā iwi. Best evidence synthesis iteration [BES]*. Wellington, New Zealand: Ministry of education.
- Aitken, H., Bruce-Ferguson, P., McGrath, F., Piggot-Irvine, E. & Ritchie, J. (2008). *Learning to teach: Success case studies of teacher induction in Aotearoa New Zealand*. Wellington, New Zealand: New Zealand Teachers' Council.
- Altheide, D. L. & Johnson, J. M. (1994). Criteria for assessing interpretive validity in qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 485-499). Thousand Oaks, CA: Sage.
- American Federation of Teachers. (2009). *Importing educators: Causes and consequences of international teacher recruitment*. Washington, DC: American Federation of Teachers.
- Anand, V. & Dewar, S. (2003). *Survey of overseas teachers*. Wellington, New Zealand : Ministry of Education.
- Anthony, G. & Walshaw, M. (2007). *Effective pedagogy in mathematics/p,ngarau: Best evidence synthesis iteration [BES]*. Wellington, New Zealand: Ministry of education.
- Appleton, S., Morgan, J., & Sives, A. (2006). Should teachers stay at home? The impact of international teacher mobility. *Journal of International Development*, 18, 771–786. doi: 10.1002/jid.1313
- Austin, Z. (2007). Geographical migration, psychological adjustment, and reformation of professional identity: the double culture shock experience of international pharmacy graduates in Ontario (Canada). *Globalisation, Societies and Education*, 5(2), 239-255. doi: 10.1080/14767720701427145
- Barlin, D. & Hallgarten, J. (2002). Supply teachers: symptom of the problem or part of the solution? In M. Johnson & J. Hallgarten (eds.),

From victims of change to agents of change: The future of the teaching profession (pp. 65-81). London, England: IPPR.

Basica, N. (1996). Inside and outside: Minority immigrant teachers in Canadian schools. *International journal of qualitative studies in education*, 9(2), 151-165.

Becker, G. (1997). *Disrupted Lives*. Berkeley, CA: University of California Press.

Beijaard, D., Meijer, P., Morine-Dersheimer, G., & Tillema, H. (Eds.) (2005). *Teacher professional development in changing conditions*. Dordrecht, Netherlands: Springer.

Bell, J. (2007). The trouble with questionnaires. In A.R. Briggs & M. Coleman (Eds.), *Research methods in educational leadership and management* (2nd ed., pp. 224-236). London, England: Sage.

Bennett, F. (2006). *Early experiences: Immigrant South African teachers in New Zealand* (Unpublished master's thesis). Massey University, Palmerston North, New Zealand.

Berliner, D. (1986). In pursuit of the expert pedagogue. *Educational Researcher*, 15(7), 5-13.

Bernstein, R. (1960). *On experience, nature, and freedom*. New York, NY: Liberal Arts Press.

Berry, J. (1994). Acculturation and psychological adaption: An overview. In A. M. Bouvy, F. van de Vijver, P. Boski & P. Schmitz (Eds.), *Journeys into cross-cultural psychology*. Amsterdam, Netherlands: S&Z.

Bertaux, D. (1981). *Biography and society: the life history approach in the social sciences*. Thousand Oaks, CA: Sage.

Beynon, J., Ilieva, R. & Dichupa, M. (2004). Re-credentialling experiences of immigrant teachers: Negotiating institutional structures, professional identities and pedagogy. *Teachers and Teaching*, 10(4) 429-444. doi: 10.1080/13540600042000224160

Bickmore, D. L. & Bickmore, S. T. (2010). A multifaceted approach to teacher induction. *Teaching and Teacher Education* 26(4), 1006-1014.

- Biggs, K. (2010). *The induction of overseas trained teachers in South Auckland secondary schools* (Unpublished master's thesis). Unitec Institute of Technology, Auckland, New Zealand.
- Bishop, R. (1997). Interviewing as collaborative stories. *Education Research and Perspectives* 24(1), 28-47.
- Bishop, R. & Berryman, M. (2006). *Culture speaks: Cultural relationships and classroom learning*. Wellington, New Zealand: Huia.
- Blaikie, N. (2000). *Designing social research*. Cambridge, UK: Polity Press.
- Bochner, S. (2003). Culture shock due to unfamiliar cultures. *Online readings in Psychology and Culture, Unit 8*. Retrieved from <http://scholarworks.gvsu.edu/orpc/vol8/iss1/7>
- Borko, H. & Livingstone, C. (1989). Cognition and improvisation: Differences in mathematics instruction by expert and novice teachers. *American Educational Research Journal*, 26, 473-498.
- Bourdieu, P. (1977) *Towards a theory of practice*. Cambridge, UK: Cambridge University Press.
- Briggs, C. (1986). *Learning how to ask: A sociolinguistic appraisal of the role of the interview in social science research*. New York, NY: Cambridge University Press.
- Bronfenbrenner, U. (1979). *The ecology of human development: experiments by nature and design*. Cambridge, Mass: Harvard University Press.
- Brown, L. & Holloway, I. (2008) The initial stage of the international sojourn: excitement or culture shock? *British Journal of Guidance and Counselling*, (36)1, 33-49.
- Bryman, A. (2008). *Social research methods* (3rd ed.). Oxford, England: Oxford University Press.
- Caelli, K. (2001). Engaging with phenomenology: Is it more of a challenge than it needs to be? *Qualitative Health Research*, 11. 273-281. doi: 10.1177/104973201129118993.

- Cameron, M. (2007). *Learning to teach: A literature review of induction theory and practice*. Wellington, New Zealand: New Zealand Teachers' Council.
- Campbell, D. & Fiske, D. (1959) Convergent and discriminant validation by the multitrait multimethod matrix. *Psychological Bulletin*, 56(2). 81-105.
- Candy, P. (1989). Alternative paradigms in educational research. *Australian Educational Researcher*, 16(3), 1-13.
- Clandinin, D. J. (Ed.).(2007). *Handbook of narrative enquiry: mapping methodology*. Thousand Oaks, CA: Sage.
- Clandinin, D. J. & Connelley, F. (1996) Teachers' professional knowledge landscapes: Teacher stories. Stories of teachers. School stories. Stories of schools. *Educational Researcher* 25(3). 24-30.
- Clandinin, D. J. & Huber, J. (2005a). Shifting stories to live by. In D. Beijaard, P. Meijer, G. Morine-Dershimer & H. Tillema (Eds.), *Teacher professional development in changing conditions* (pp. 43-59). Dordrecht, Netherlands: Springer.
- Clandinin, D. J., & Huber, J. (2005b). Interrupting school stories and stories of school: Deepening narrative understandings of school reform. *Journal of Educational Research and Development*, 1(1), 43–61.
- Cochrane, R. (1983). *The social creation of mental illness*. London, England: Longman.
- Cohen, M., Kahn, D. & Steeves, R. (2000). *Hermeneutic phenomenological research. A practical guide for nurse practitioners*. Thousand Oaks, CA: Sage.
- Cohen, L., Manion, L. & Morrison, K. (2007). *Research methods in education (6th ed.)*. Oxford, England: Routledge.
- Colaizzi, P. F. (1973). *Reflection and research in psychology: a phenomenological study of learning*. Oxford, England: Kendall/Hunt.

- Collins, J. (2008). Coming to America: Challenges for faculty coming to United States universities. *Journal of Geography in Higher Education* 32(2), 179-188. doi: 10.1080/03098260701731215
- Collins, P.(1998). Negotiating selves: Reflections on 'unstructured interviewing' *Sociological Research Online* 3(3) <http://www.socresonline.org.uk/3/3/2.html>
- Cresswell, J. (2007). *Qualitative inquiry and research design: Choosing among the five traditions* (2nd ed.). Thousand Oaks, CA: Sage
- Crossan, S. (2010). Overseas teachers. *English in Aotearoa*. 70, 62-64.
- Crotty, M. (1998). *The foundations of social research: meaning and perspective in the research process*. Thousand Oaks, CA: Sage.
- Darling-Hammond, L. (2003). Keeping good teachers: Why it matters, what leaders can do. *Educational Leadership*, 60(8), 6-13.
- Dewar, S. & Visser, H. (2000). *Overseas teachers teaching in New Zealand schools*. Wellington, New Zealand; Research Division, Ministry of Education.
- Dewey, J. (1938). *Logic: The theory of enquiry*. New York, NY: Holt.
- Fairclough, N. (1992). *Discourse and Social Change*. Cambridge, England: Polity.
- Feather, N. (Ed.) (1982). Expectations and actions: Expectancy-value models in psychology. Hillsdale, NJ: Erlbaum.
- Feiman-Nemser, S. & Parker, M. (1990). Making subject matter part of the conversation in learning to teach. *Journal of Teacher Education*. 41(3), 32-42.
- Feyerabend, P. (1975). *Against method: Outline of an anarchistic theory of knowledge*. London, UK: New Left Books.
- Fine, M. (1994). Working the hyphen: Reinventing self and other in qualitative research. In N. K. Denzin & Y.S. Lincoln (eds.) *Handbook of qualitative research* (pp. 70-82). Thousand Oaks, CA: Sage.

- Fine, M., Weis, L., Weseen, S. & Wong, L. (2000). For whom? Qualitative research, representations, and social responsibilities. In N. K. Denzin & Y.S. Lincoln (eds.) *Handbook of qualitative research* (2nd ed.) (pp. 107-132). Thousand Oaks, CA: Sage.
- Fontana, A. & Frey, J. (2000). The interview: from structured questions to negotiated text. In N. K. Denzin (ed.), *The research act, A theoretical introduction to sociological methods* (3rd ed.) (pp. 645-672). Edgewood Cliffs, NY: Prentice Hall.
- Foote, K., Li, W., Monk, J. & Theobald, R. (2008). Foreign born scholars in US universities: Issues, concerns and strategies. *Journal of Geography in Higher Education* 32(2), 167-178. doi: 10.1080/03098260701731322
- Fulton, K. Yoon, I & Lee, C. (2005, August). *Induction into learning communities*. Paper prepared for the National Commission on Teaching and America's Future. Retrieved from [http://www.nctaf.org/documents/NCTAF Induction Paper 2005.pdf](http://www.nctaf.org/documents/NCTAF%20Induction%20Paper%202005.pdf)
- Gadamer, H. (1997). *Truth and method* (2nd ed.). New York, NY: Continuum. (Original work published 1960.)
- Gage, M. (1998). From independence to interdependence. *Journal of Nursing Administration*, 28(4), 7-26.
- Gall, M. D., Gall, J. P. & Borg, W. R. (2007). *Educational research: an introduction* (8th ed.). Boston, MA: Pearson/Allyn & Bacon.
- Geelan, D. (2003). *Weaving narrative nets to capture classrooms: multimethod qualitative approaches for educational research*. Dordrecht, Netherlands: Kluwer.
- Geertz, C. (1973). Thick description: towards an interpretive theory of culture. In C. Geertz (ed.) *The interpretation of cultures*. New York, NY: Basic Books.
- Giorgi, A. (2006). Concerning variations in the application of the phenomenological method. *The humanistic psychologist*, 34(4), 305-319. doi: 10.1207/s15473333thp3404_2

- Giorgi, A. & Giorgi, B. (2008). Phenomenology. In J. Smith (ed.) *Qualitative psychology – A practical guide to research methods (2nd edition)*. (pp. 26-52). London, England: Sage.
- Goffman, E. (1990) *The presentation of self in everyday life*. Harmondsworth, England: Penguin Books.
- Gorden, R. (1969). *Interviewing strategy techniques and tactics*. Homewood, IL: Dorsey.
- Graetz, B. (1987). Cohort changes in educational inequality. *Social Science Research*, 16(4), 329-344.
- Grimmett, P. & Echols, F. (2000). Teacher and administrator shortages in changing times. *Canadian Journal of Education* 25(4), 328-343. Retrieved from ProQuest Education Journals database.
- Guillemin, M. & Gillam, L. (2006). Ethics, reflexivity, and “ethically important important” in research. *Qualitative Inquiry* 10(2), 261-280.
- Guo, W. & Singh, M. (2009). *Professional supports for overseas trained teachers in Australia*. Paper presented at the Australian Association for Research in Education Conference. Retrieved from <http://www.aare.edu.au/09pap/GUO091413.txt>
- Hall, E. (1959). *The silent language*. New York, NY: Doubleday.
- Hammersley, M. and Atkinson, P. (2003). *Ethnography*. London, England: Routledge.
- Harris, A. (2010). Support for newly arrived teachers – or lack thereof. *English in Aotearoa*, 70, 65-65.
- Heald, D. J. (2006). *The journey towards employment for Chinese early childhood student teachers: a case study*. (Unpublished master’s thesis). AUT University, Auckland, New Zealand.
- Heidegger, M. (1996). *Being and time: A translation of Sein und Zeit*. Albany, NY: State University of New York (original work published 1953).
- Henkel, M. (2005). Academic identity and autonomy in a changing policy environment. *Higher Education*, 49(1-2), 155-176.

- Herda, E. (1999). *Research conversations and narrative: A critical hermeneutic orientation in participatory inquiry*. Westport, CT: Praeger.
- Hinds, D. (2000). Research instruments. In D. Wilkinson (Ed.), *The researcher's toolkit: The complete guide to practitioner research* (pp. 41-54). London, England: RoutledgeFarmer.
- Hodkinson, P. (2004). Research as a form of work: expertise, community and methodological objectivity. *British Educational Research Journal*, 30(1), 9-26.
- Hofstede, G. H. (2001). *Culture's consequences: Comparing values, behaviours, institutions, and organizations across nations (2nd ed.)*. Thousand Oaks, CA: Sage.
- Husserl, E. (1939; trans. 1970). *The crisis of European sciences and transcendental phenomenology*. Evanston, IL: Northwestern University Press.
- Hutchinson, C. (2005). Cross-cultural issues arising for four science teachers during their international migration to teach in U.S. high schools. *School Science and Mathematics*, 106(2), 74-83.
- Ingersol, R. M. (2001). *A different approach to solving the teacher shortage problem*. Teaching Quality Policy Briefs (3). Centre for the Study of Teaching and Policy. University of Washington. Retrieved from <http://www.ctpweb.org>
- Ingersol, R. M. (2002). The teacher shortage: A case of wrong diagnosis and wrong prescription. *National Association of Secondary School Principals (NASSP) Bulletin*, 36(631), 16-31. doi: 10.1177/019263650208663103
- Inglis, C. & Philips, R. (1995). *Teachers in the sun – The impact of immigrant teachers on the labour force*. Canberra, Australia: Australian Government Publishing Services.
- Inkson, K. & Myers, B. (2003). The big OE: self-directed travel and career development. *Career Development International* 8(4) 170-181.
- Jenkins, R. (1992) *Pierre Bourdieu*. London, England: Routledge.

- Jhagroo, J. (2004). *The experiences of South African trained teachers in Auckland* (Unpublished master's thesis). University of Auckland, Auckland, New Zealand.
- Jones, A. & Jenkins, K. (2008). Rethinking collaboration: Working the indigene-colonizer hyphen. In N. K. Denzin, Y. S. Lincoln & L. T. Smith (Eds.) *Handbook of critical and indigenous methodologies* (pp. 471-486) Thousand Oaks, CA: Sage.
- Juzwik, M. (2010). Over-stating claims for story and narrative inquiry: A cautionary note. *Narrative Inquiry* 20(2), 375-380. doi: 10.1075/ni.20.2.08juz
- Kelchtermans, G. (1999). *Narrative-biographical research on teachers' professional development: Exemplifying a methodological research procedure*. Paper presented at the AERA meeting in Montreal, Canada. (ERIC-document ED 432 582).
- Kelchtermans, G. & Ballet, K. (2002). The micropolitics of teacher induction. A narrative-biographical study of teacher socialization. *Teaching and Teacher Education* 18, 105-120.
- Kennedy, P. (2010). Mobility, flexible lifestyles and cosmopolitanism: EU postgraduates in Manchester. *Journal of Ethnic and Migration Studies*, 36(3), 465-482.
- Kuhn, E. (1996). Cross-cultural stumbling block for international teachers. *College Teaching*, 44(3), 96-100.
- Kvale, S. (1983). The qualitative research interview – A phenomenological and hermeneutical mode of understanding. *Journal of Phenomenological Psychology*, (14), 171-196.
- Kvale, S. (1996). *Interviews*. London, England: Sage.
- Lichtman, M. (2010). *Qualitative research in education: A user's guide* (2nd ed.) Thousand Oaks, CA: Sage.
- Liebkind, K. (1996). Acculturation and stress: Vietnamese refugees in Finland. *Journal of Cross-Cultural Psychology*, 27(2), 161-180. doi:10.1177/0022022196272002

- Lillis, S., St George, I. & Upsdell, R. (2006). Perception of migrant doctors joining the New Zealand medical workforce. *The New Zealand Medical Journal*, 119(1229) 1-9. Retrieved, April 26, 2010, from <http://www.nzma.org.nz.ezproxy.waikato.ac.nz/journal/119-1229/1844/content.pdf>
- Lonner, W. (1986). Forward in A. Furnham, & S. Bochner, (1986). *Culture shock: psychological reactions to unfamiliar environments*. London, England: Methuen.
- Loewenberg Ball, D., Hoover, M. & Phelps, G. (2008). Content knowledge for teaching: What makes it special? *Journal of Teacher Education*, 58(5), 389-407. doi:10.1177/0022487108324554
- Mager, G. (1992). The place of induction in becoming a teacher. In G. P. DeBolt (Ed.), *Teacher induction and mentoring: School-based collaborative programs* (pp. 3-33). Albany, NY: State University of New York.
- Main, S. (2008). Pedagogical oversights: age and experience in New Zealand's teacher induction. *Journal of Education for Teaching*, 34(2), 121-136.
- Manik, S., Maharaj, B. & Sookrajh, R. (2006). Globalisation and transnational teachers: South African teacher migration to the UK. *Migracijske i etničke teme*, 22(1), 15–33.
- Marr, T. (2005). Language and the capital: A case study of English "Language Shock" among Chinese students in London. *Language Awareness*, 14(4), 239-253.
- Marshall, C. & Rossman, G. (2003). *Designing Qualitative Research (4th ed.)*. Thousand Oaks, CA: Sage.
- Maxwell, J. (2005). *Qualitative Research Design: An interactive approach (2nd ed.)*. Thousand Oaks, CA: Sage.
- McCormack, C. (2004). Storying stories: A narrative approach to in-depth interview conversations. *International Journal of Social Research Methodology*, 7(3), 219-236.

- McGregor, J. (2006). *Professionals relocating: Zimbabwean nurses and teachers negotiating work and family in Britain*. (Geographical Paper No.178) Reading, England: University of Reading Department of Geography.
- McIntosh, P. (1999). Afterword. In J. Logan & P. McIntosh. *Teaching Stories* (pp 159-165). New York, NY: Kodansha.
- Menard, S. (2002). *Longitudinal Research (2nd ed.)*. Thousand Oaks, CA. Sage.
- Merleau-Ponty, M. (1962). *Phenomenology of perception*. London, England: Routledge & Kegan Paul.
- Merriam, S. B. (1998). *Qualitative research and case study applications in education (2nd ed.)*. San Francisco, CA: Jossey-Bass.
- Merriam, S. B. (2009). *Qualitative research: a guide to design and implementation*. San Francisco, CA: Jossey-Bass.
- Meyer, P. J. (2003). *Attitude is everything: If you want to succeed above and beyond*. The Meyer Resource Group, Incorporated. ISBN 0898113040, 9780898113044.
- Michael, O. (2000). *The absorption of immigrant teachers from the former Soviet Union in Israel*. Doctorate Dissertation. The Hebrew University, Jerusalem, Israel.
- Michael, O. (2006). Multiculturalism in schools: The professional absorption of immigrant teachers from the former USSR into the education system in Israel. *Teaching and Teacher Education*, 22(2), 164-178.
- Miles, M. B. & Huberman, A. M. (1994). *Qualitative data analysis: an expanded sourcebook*. Thousand Oaks, CA: Sage
- Ministry of Education. (2006). *Monitoring teacher supply: Survey in New Zealand schools on 30th January 2006*. Wellington, New Zealand: Ministry of Education.
- Ministry of Education, (2007). *The New Zealand Curriculum: for English-medium teaching and learning in years 1-13*. Wellington, New Zealand: Ministry of Education.
- Ministry of Education. (2008). *National school roll projections: 2008 update*. Wellington, New Zealand: Ministry of Education.

- Ministry of Education. (2011a). *Monitoring teacher supply: Survey of staffing at the beginning of the 2011 school year*. Wellington, New Zealand: Ministry of Education.
- Ministry of Education. (2011b). *The national administration guidelines (NAGS)*. Wellington, New Zealand. Ministry of Education. Retrieved from <http://www.minedu.govt.nz>
- Morgan, W. J. Sives, A. & Appleton, S. (2006). *Teacher mobility, 'Brain Drain', labour markets and educational resources in the Commonwealth*. Department of International Development Educational Paper No. 66. Retrieved from <http://www.dfid.gov.uk>
- Morse, J. (2008). Confusing categories and themes. *Qualitative Health Research* (18)6, 727-728. doi: 10.1177/1049732308314930
- Neufeld, S. (2008, February 24). *Broken hearts, broken dreams*. Baltimore Sun. Retrieved from <http://www.baltimoresun.com/news/local/bal-te.md.suicide24feb,0,4434719.story>.
- Ng, L. & Lee, M. (2009). *Monitoring teacher supply: Survey of staffing in New Zealand schools at the beginning of the 2009 school year*. Wellington, New Zealand: Research Division
- Nohl, A., Schittenhelm, K. Schmidtke, O. & Weiss, A.(2006). Cultural Capital during Migration - A Multi-level Approach for the Empirical Analysis of the Labor Market Integration of Highly Skilled Migrants [54 paragraphs]. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research*, 7(3), Art. 14. Retrieved from <http://nbn-resolving.de/urn:nbn:de:0114-fqs0603143>.
- Norlyk, A. & Harder, I. (2010). What makes a phenomenological study phenomenological? An analysis of peer-reviewed empirical nursing studies. *Qualitative Health Research* 20(3), 420-431. doi: 10.1177/1049732309357435
- Oakley, A. (1981) 'Interviewing Women: A Contradiction in Terms'. In H. Roberts (ed.) *Doing Feminist Research* (pp. 30-61). London, England: Routledge.
- Oberg, K. (1960). Culture shock: Adjustment to new cultural environments. *Practical Anthropology* 7, 177-182.

- OECD. (2001). *Teacher demand and supply: Improving teaching quality and addressing teacher shortages*. OECD Education Working Papers, No. 1, OECD Publishing.
- OECD. (2011). Chapter D: Who are the teachers? In *Education at a glance 2011: OECD indicators*. Retrieved from <http://oecd.org>
- OECD. (2012). *Better policies for better lives: members and partners*. Retrieved from <http://oecd.org>
- Okamura, Y. (2008). *Clearing cultural clutter: Experiences of Japanese native speaker teachers teaching Japanese in New Zealand*. (Unpublished doctoral thesis). University of Canterbury, Christchurch, New Zealand.
- Padgett, D. (1998). *Qualitative methods in social work research: Challenges and rewards*. Thousand Oaks, CA: Sage.
- Pederson, P. (1995). *The five stages of culture shock: Critical incidents around the world*. Contributions in Psychology (25) University of Michigan. Michigan, Il: Greenwood Press.
- Peeler, E., & Jane, B. (2005). Mentoring: Immigrant teachers bridging professional practices. *Teaching Education* 16(4), 325-336.
doi: 10.1080/10476210500345623
- Phillion, J. (2003). Obstacles to accessing the teaching profession for immigrant women. *Multicultural Education* 11(1) 41-45. Retrieved May 17, 2011, from Academic Research Library. (Document ID:425493781).
- Pines, A., Zaidman, N., Wang, Y., Chengbing H., & Ping, L. (2003). The influence of cultural background on students' feelings about and use of social support. *School Psychology International* 24(33).
doi:10.1177/0143034303024001580
- Pocock, N. J. (2011). *Exploring concepts of home from returned long term travellers* (Unpublished doctoral thesis) University of Waikato, Hamilton, New Zealand.

- Polkinghorne, D. (1989). Phenomenological research methods. In R. Valle and S. Halling, (eds.), *Existential-phenomenological perspectives in psychology* (pp. 41-55). New York, NY: Plenum.
- Polkinghorne, D. (2008). Qualitative interviewing as a moral enterprise. In S. Brinkman, S. Kvale, K. Nielsen, C. Emholdt and K. Gerda, *Qualitative stance*. Aarhus, Denmark: Aarhus University Press.
- Regets, M. G. (2001). *Research and policy issues in high-skilled international migration: A perspective with data from the United States IZA DP N0. 366*. Arlington, VG: National Science Foundation. Retrieved from <http://www.iza.org/dp366.pdf>
- Remennick, L. (2002). Survival of the fittest: Russian immigrant teachers speak about their professional adjustment in Israel. *International migration*, 40(1), 99-122.
- Rich, A. (1998). An induction programme for first appointment overseas doctors. *Medical Teacher*, 20(5), 473-475.
- Richardson, J. (2009). Geographic flexibility in academia: A cautionary note. *British Journal of Management*, 20(1), 160-170. doi:10.1111/j.14678551.2008.00641.x
- Rorty, R. (1982). *Consequences of pragmatism*. Minneapolis, MN: University of Minnesota Press.
- Ruben, H. & Ruben, I. (2005). *Qualitative interviewing: The art of hearing data* (2nd ed.). Los Angeles, CA: Sage.
- Sabar, N. (2004). From heaven to reality through crisis: novice teachers as migrants. *Teaching and Teacher Education*, 20(2), 145-161. doi:10.1016/j.tate.2003.09.007
- Samuel, A. (2003) An invitation to dialogue: Gadamer, hermeneutic phenomenology, and critical environmental education. *Canadian Journal of Environmental Education*, 8(1). 155-168.
- Santiago, P. (2001, March). *Teacher shortage*. OECD Observer 225. Retrieved from <http://www.oecdobserver.org>

- Schmicking, D. (2010). A toolbox of phenomenological methods. In S. Gallagher & D. Schmicking (Eds.), *Handbook of phenomenology and cognitive science*. (pp. 35-55). Dordrecht, Netherlands: Springer.
- Schön, D. A. (1983). *The reflective practitioner: how professionals think in action*. New York, NY: Basic Books.
- Seah, W. (2002). The perception of, and interaction with, value differences by immigrant teachers of Mathematics in two Australian secondary classrooms. *Journal of Intercultural Studies*, 23(2), 189-210. doi: 10.1080/07256860220151078
- Searle, W & Ward, C. (1990). The prediction of psychological and sociocultural adjustment during cross-cultural transitions. *International Journal of Intercultural Relations*, 14, 449-464.
- Sfard, A. & Prusak, A. (2005). Telling identities: in search of an analytic tool for investigating learning as a culturally shaped activity. *Educational Researcher*, 34(4), 14-22.
- Shavelson, R. & Stern, P. (1981). Research on teachers' pedagogical thoughts, judgments, decisions, and behavior. *Review of Educational Research*, 51(4), 455-498.
- Shulman, L. S. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher*, 15(2), 4-14.
- Smith, L. (1998). *Decolonising methodologies: Research and indigenous people*. Dunedin, New Zealand: University of Otago Press
- Spiegelberg, H. (1982). *The phenomenological movement*. Dordrecht, Netherlands: Martinus Nijhoff.
- Stake, R. (2000). Case studies. In N. Denzin & Y. Lincoln (Eds.), *Handbook of qualitative research* (pp. 236-247). Thousand Oaks CA: Sage.
- Statistics New Zealand. (2011). *Demographic trends 2010*. Retrieved from <http://www.stats.govt.nz>

- Szarycz, G. (2009). Some issues in tourism research phenomenology: a commentary. *Current Issues in Tourism*, 12(1) 47-58. doi: 10.1080/13683500802279949
- Tartakovsky, E. (2011). Factors affecting immigrants' acculturation intentions: A theoretical model and its assessment among adolescent immigrants from Russia and the Ukraine to Israel. *International Journal of Intercultural Relations*. In press doi:10.1016/j.ijintrel.2011.02.003
- Taylor, S. & Bogdan, R. (1998). *Introduction to qualitative research methods: A guidebook and resource (3rd ed.)*. New York, NY: Wiley.
- TeachNZ (2011). *Overseas trained teachers*. Retrieved from <http://www.teachnz.govt.nz/how-to-teach-in-nz/overseas-trained/>
- Tesch, R. (1990). *Qualitative research*. London, UK: Routledge Falmer.
- Thomas, D. C., Lazarova, M. & Inkson, K. (2005). Global careers: a new phenomenon or new perspectives? *Journal of World Business*, 40(4) 340-347.
- Timperley, H., Wilson, A., Barrar, H. & Fung, I. (2007). *Teacher professional learning and development: Best evidence synthesis iteration*. Wellington, New Zealand: Ministry of Education.
- Ussher, B. (2010). Involving a village: student teachers' sense of belonging in their school-based placement. *Asia-Pacific Journal of Teacher Education*, 38(2), 103-116.
- Vandenberg, D. (1996). *Phenomenology and education discourse*. Durban, South Africa: Heinemann.
- van Manen, M. (1997). *Researching lived experience: Human science for an action sensitive pedagogy (2nd ed.)*. New York, NY: University of New York Press.
- van Manen, M. (2011). *Methods and procedures*. Phenomenology online. Retrieved 20th May 2011 from <http://www.phenomenologyonline.com>

- Vinz, R. (1997). Capturing a moving form: 'Becoming' as teachers. *English Education*, 29(2), 137-146. Retrieved April 15, 2011, from Academic Research Library. (Document ID: 13552741).
- Vohra, V. (2005). *From transition to professional integration: Indian immigrant teachers in New Zealand primary schools*. Unpublished master's thesis, University of Auckland.
- Voigt-Graf, C. (2003). Fijian teachers on the move: Causes, implications and policies. *Asia Pacific viewpoint*, 44(2), 163-175. doi: 10.1111/1467-8373.00191
- Ward, C & Kennedy, A. (1993). Where's the "culture" in cross-cultural transitions? *Journal of Cross-Cultural Psychology*, 24(2), 221-249. doi:10.1177/0022022193242006
- Ward, C. & Kennedy, A. (1994). Acculturation strategies, psychological adjustment, and sociocultural competence during cross-cultural transitions. *International Journal of Intercultural Relations* 18(3), 329-343.
- Ward, C. & Kennedy, A. (2001). Coping with cross-cultural transition. *Journal of Cross-Cultural Psychology*, 32(5), 636-642. doi:10.1177/0022022101032005007
- Ward, C. & Rana-Deuba, A. (1999). Acculturation and adaptation revisited. *Journal of Cross-Cultural Psychology*, 30(4), 422-442. doi:10.1177/0022022199030004003
- Westwood, M. & Barker, M. (1990). Academic achievement and social adaptation among international students: A comparison groups study of the peer-pairing program. *International Journal of Intercultural Relations*, 14(2), 251-263.
- Welch, A. R. (1997). The peripatetic professor: the internationalisation of the academic profession. *Higher Education*, 34(2) 323-345.

- Westerman, D. (1991). Expert and novice teacher decision making. *Journal of Teacher Education*, 42, 292. doi: 10.1177/002248719104200407
- Wolcott, H. (1999). *Ethnography: A way of seeing*. Walnut Creek, CA: AltaMira.
- Wong, H. (2004). Induction programs that keep new teachers teaching and improving. *NASSP Bulletin*, 88(638), 41-58.
- Wong, H., Britton, T., & Ganser, T. (2005). What the world can teach us about new teacher induction. *Phi Delta Kappan*, 86(5), 379-384.
- Wong, L. (1998). The ethics of rapport: Institutional safeguards, resistance, and betrayal. *Qualitative Inquiry* 4(2), 178-199.
- Wragg, E. (2004). The two Rs – rules and relationships. In E.C. Wragg (Ed.), *The RoutledgeFalmer reader in teaching and learning* (pp. 60-71). London, England: RoutledgeFarmer.
- Xu, S. & Connelly, M. (2010). Narrative inquiry for school based research. *Narrative Inquiry* 20(1), 349-370.
- Yin, R. (2002). *Case study research: Design and methods*. Thousand Oaks, CA: Sage.
- Yon, D. (2003). Highlights and overview of the history of educational ethnography. *Annual Review of Anthropology* 32, 411-42.