

**Teaching international fee-paying students in a primary and  
intermediate school in New Zealand: An investigation into  
the issues classroom teachers face**

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## **Abstract**

This research examines the issues primary and intermediate classroom teacher's face when teaching international fee-paying students in a primary and intermediate school in provincial New Zealand. Historically, international education policy development has influenced changes in classroom practice and to school structures and systems.

This small-scale qualitative research project utilised three research methods to investigate issues facing teachers of international students within two schools. The research methods utilised were semi-structured interviews, semi-structured classroom observations and documentary analysis.

The findings indicate that classroom teacher's practice has changed due to the presence of international students. More often than not, the variation between both schools findings are reported separately. However, common themes from both schools emerged. This research project does not draw comparisons between the two schools, because of their different contexts.

At school A, policy did not align with practice, which was evident in the lack of support, guidance and professional development offered to classroom teachers. School B's policies did align with practice, with regular professional development occurring internally or externally, support and guidance offered by two senior management team members and external organisations. Key differences between the two schools were the organisations' structure. Not all classroom teachers interviewed received formal training focusing on Teaching English to Speakers of Other Languages (TESOL) or cross-cultural awareness. This is significant because one teacher qualified in teacher education recently.

Historical factors were important in shaping the issues faced by classroom teachers. This research concluded that because although these schools only enrolled a few

international students, policies and procedures are still required to be in place to support these students and their teachers. This research highlights the need for schools to look at ways of sustaining change through collaborative relationships, within and across schools. At a national level, the evaluation of the effectiveness of initial teacher education with regard to Teaching English to Speakers of Other Languages (TESOL) and cross-cultural awareness training should be undertaken.

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## Glossary of Acronyms

BES	Best Evidence Synthesis
BoT	Board of Trustees
EAL	English as an Additional Language
ELLP	English Language Learning Progressions
ERO	Education Review Office
ESOL	English for Speakers of Other Languages
FFP	Foreign Fee-paying students
HEI	Higher Education Institutes
MoE	Ministry of Education
NESB	Non-English Speaking Background
NZ	New Zealand
NZQA	New Zealand Qualifications Authority
NZTC	New Zealand Teachers Council
PhD	Doctor of Philosophy
PD	Professional Development
RTLB	Resource Teacher of Learning and Behaviour
TEC	Tertiary Education Commission
TESOL	Teaching English to Speakers of Other Languages
UK	United Kingdom
UREC	UNITEC Research Ethics Committee

## Chapter One – Introduction

*Curiosity as restless questioning, as movement toward the revelation of something hidden, as a question verbalised or not, as search for clarity, as a movement of attention, suggestion and vigilance, constitutes an integral part of the phenomenon of being alive. There could be no creativity without the curiosity that moves us and sets us patiently impatient before a world that we did not make, to add to it something of our own making.*

Paulo Freire, *Pedagogy of Freedom* (1998, p. 37)

### Introduction

This research project is a search for answers to my own questions, to clarify what it is really like for mainstream teachers teaching international students and to validate my own teaching experiences. My experiences as an intermediate classroom teacher influenced the decision to research classroom teachers who teach a few international students. I experienced frustration and the feeling that I lacked the ability to meet the needs of international fee-paying students, academically and socially.

There, staring blankly toward the front of the classroom was a young Indian girl. I had given the class verbal instructions, yet she continued to stare at me. The students busily opened their desks, were organised for the math lesson and started working. The Indian girl seemed happy enough, smiling at me, but still no movement. Another student sitting next to the Indian student informed me that she had just arrived at school from India, and had no English language ability. I felt completely alone and unsupported. I had not been informed of this student and I had nothing planned for her ability – what was she going to do? She just sat there, taking in her surroundings while I continued teaching the maths lesson. It was from this moment that I became curious about other teachers' experiences. Did other classroom teachers experience this? I had questions I wanted answered, issues to address that I felt affected my self-efficacy and teaching ability. I wanted to feel au fait about the latest events.

In this thesis, I will embark on a journey to convey the complex and underlying factors that have influenced my experiences and those experiences of other classroom teachers. Through a review of the literature, I will shed light on what other authors have discovered in this field of education. This inquiry illuminates the realities of primary and intermediate classroom teachers who have a few international fee-paying students in their classes. A description of the issues faced by classroom teachers are presented and the underlying factors that may influence teacher's ability.

### *Definitions*

International students in New Zealand are predominantly from several Asian countries; China, South Korea, Japan, Thailand and Malaysia, according to the Asian 2000 Foundation (2003) and increasingly from the Gulf States and South America. When embarking on the journey to define the concept 'Asian', a number of authors have chosen not to define this term, but have used it throughout their documents or articles (New Zealand Government, 2007). However, this research project acknowledges the complexities of this concept and that this concept should not be generalised. Therefore, an attempt will be made to define how I have used this term throughout this research project. The participants in this research project taught international students from two different ethnic backgrounds; English and South Korean. The majority of the literature and research reviewed was based on the experiences of mostly Chinese students. Therefore, in the context of this research project 'Asian' students' represent primarily Korean.

For the purposes of this research project, "international students' are students who are enrolled by a provider, and who, in relation to the provider, are foreign students as defined in the Education Act, 1989 (Section 2 or 159, whichever is applicable)" (Education Review Office, 2008c, p. 30). Domestic students are those students who are legal citizens. In the next section, a rationale for this research is provided, why it is significant, timely and worthwhile undertaking is considered.

## The rationale for this research

The rationale for this research project is that some classroom teachers feel frustrated and ill-prepared to teach international students. From the literature a number of issues classroom teachers face have been raised, including the lack of support, training and guidance, policy inadequacies and the impact of policy on practice (Barnard & Glynn, 2003; Deveney, 2007; Fellows and Associates of the Centre of Applied Cross-cultural Research, 2005; Ramsey, Ramsey, & Mason, 2007; Smith, 2004; Youngs & Youngs, 2001). However, the lack of primary and intermediate sector literature also influenced the reasons for undertaking this research project. There is a strong focus on secondary and tertiary level literature and it is important to consider the differences between the contexts. Literature illuminating the underlying factors influencing classroom teachers' experiences is also addressed.

Classroom teachers have a dynamic, complex and varying role. The presence of international fee-paying students opens up a multiplicity of issues specifically relating to the teaching of these students (Golombek, 1998; Ho, Holmes, & Cooper, 2004). The issues and responsibilities I faced were not addressed and, therefore, had influenced my teaching ability. This school previously referred to had not adopted the support and guidance mechanisms required of it when taking on the extra responsibility of enrolling international students, in accordance of the *Code of Practice for the Pastoral Care of International Students* (the Code, Ministry of Education, 2003a). This research project is timely because of the recent policy developments; *Graduating Teacher Standards Aotearoa New Zealand* (New Zealand Teachers Council, 2007), review of initial teacher training, the updated *New Zealand Curriculum* (Ministry of Education, 2006) and the implementation of *National Standards* in 2010. These policy developments will affect the role of the teacher. They could lead to teachers developing coping mechanisms to manage role intensification, which is significant. This research project is worthwhile, because lacking is a broader, more inclusive view of the policy environment that will address historical policy development inadequacies and issues faced by classroom teachers. Policy around performance management has been developed in an attempt to address on-going teacher development and training (Ministry of Education, 1998).

There is a breadth of research on issues relating to teaching international students in relation to student/teacher attitudes, the impact of international students on the classroom, institute and community and interactions with international students (Donn & Schick, 1995; Education Review Office, 2003, 2008c; Fellows and Associates of the Centre of Applied Cross-cultural Research, 2005; Smith, 2004; Ward, 2006; Ward & Masgoret, 2004). There is however, a lack of research into the issues faced by primary and intermediate classroom teachers in provincial New Zealand. Penny Haworth, an academic based at Massey University, has published a number of articles focusing on provincial New Zealand mainstream primary classrooms and schools with 'a few' English for Speakers of Other Languages (ESOL) students. Haworth's PhD thesis (2004) explored how teachers in primary schools developed praxis for just a few ESOL students in their mainstream classes. The Ministry of Education (MoE) and the Education Review Office (ERO) have administrated a number of research projects catering to the primary and intermediate sector, mostly focusing on urban areas. Education New Zealand has produced reports that include the primary sector, but these lack depth and do not necessarily relate to provincial New Zealand. Absence of literature addressing issues faced by classroom teachers in provincial<sup>1</sup> New Zealand specifically relating to the primary or intermediate context, suggests that this research topic is worthwhile investigating.

The point of view of classroom teachers is important to understand because they faced numerous challenges when teaching international students, which include cultural diversity, English language acquisition, academic, social and communicative skills (Haworth, 2005a; Ward, 2006). This is because international students spend the majority of their school day in the mainstream classroom environment as opposed to withdrawal groups (Connell, 2006; Haworth, 2005a; Penfield, 1987). It is vital to address classroom-based teacher issues to minimise what Ho, Holmes and Cooper (2004) report as, "mismatched educational expectations [that] are barriers to successful teaching and learning" (p. x) of international students, because, at the same time, this could reduce the levels of frustration currently experienced by unprepared classroom teachers. Therefore, the following research aim and questions is proposed to address and illuminate issues faced by classroom teachers, which is the research problem.

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<sup>1</sup> Provincial New Zealand is defined as a small town as opposed to an urban area.

The aim of this research project is:

- To investigate issues facing teachers of international students in primary and intermediate classrooms.

Questions:

1. What is the impact of the 'international education' policy context on primary/intermediate class teachers?
2. What are the key issues regarding initial and on-going training for teachers of international students?
3. To what extent does teaching practice align with 'international education' policy and vice versa?
4. To what extent are classroom teachers supported and guided in their role?

### **Conceptualising the research**

The education of international fee-paying students has become a crucial export industry in New Zealand and other English speaking countries over the past two-and-a-half decades (Education Counts, 2009a). *Tomorrow's Schools* and an amendment to the *Education Act 1989* provided the opportunity for schools to enrol international fee-paying students; schools could charge a fee to cover the cost of their education; academic and pastoral care needs (Lewis, 2005). The lack of research in the primary and intermediate sectors in provincial New Zealand to address the consequences of such policy developments has created the opportunity to investigate further. This research project will contribute to the gap in the literature and create new avenues for research.

The number of international students has increased rapidly from 1989 and peaked in 2003 (Education Counts, 2009a). Government's control of this multi-million dollar industry was initially absent. A number of control mechanisms subsequently developed because the government needed to ensure that the education system which was being sold to predominantly Asian students maintained educational standards that were competitive internationally (Education Counts, 2009a; Lewis, 2005; Ministry of Education, 2002). The Code and the Code office were established to maintain a

standard of pastoral care for students, provision for information, and alerted to the fact that schools were required to train all staff in regular contact with students in cross-cultural awareness (Ministry of Education, 2003a). According to Lewis, the Code also was “an instrument in the production of the globalised industry” (Lewis, 2005, p. 6). ERO monitored the implications of the Code, along with the provision for English language learning. Nine government agencies were involved in creating *The International Education Agenda, A Strategy for 2007 – 2012* (the Agenda) which reflects strong economic values, innovation and quality education, with national identity as a minor focus (New Zealand Government, 2007) (see Table 1 and Table 2). The need arose to address the underlying factors and consequences of export education policy development that had influenced international education pedagogy.

**Table 1: Summary of the key aspects of policy developments in international education**

The policy/organisation	Focus
The Agenda	<ul style="list-style-type: none"> <li>• Economic sustainability</li> <li>• Innovation</li> <li>• Quality education</li> <li>• National identity</li> </ul> <p><i>Source: (New Zealand Government, 2007)</i></p>
The Code	<ul style="list-style-type: none"> <li>• Pastoral care of international students</li> <li>• Provision for information</li> <li>• Cross-cultural awareness training</li> <li>• Developmental needs of students</li> <li>• First language support</li> <li>• First language counselling</li> <li>• Regular communication with parents, and between parents and students</li> </ul> <p><i>Source: (Ministry of Education, 2003a)</i></p>
ERO	<ul style="list-style-type: none"> <li>• Monitors the Code</li> <li>• Monitors the provision for English language support</li> <li>• Checks reporting requirements of Code signatories</li> </ul> <p><i>Source: (New Zealand Government, 2007)</i></p>

Because of this policy development, some authors have noted that classroom teachers experience international students as a burden and that they increase teacher workload (Barnard & Glynn, 2003; Janzen, 2008; Smith, 2004; Youngs & Youngs, 2001). Additional issues facing classroom teachers are teachers feeling stressed, overwhelmed and frustrated due to the rapid growth in numbers of international students (Barnard & Glynn, 2003; Deveney, 2007; Fellows and Associates of the Centre of Applied Cross-cultural Research, 2005; Ramsey et al., 2007; Smith, 2004; Youngs & Youngs, 2001). This rapid growth occurred in larger centres, for example, Auckland, averaging 1,327 students, and in provincial New Zealand, statistics show that the small number of international students has remained the same, averaging ten students per year in one region i.e. Southland, over the past six years (Education Counts, 2009b). Due to this small number of international students, the needs of international students and their teachers would be different to those in urban areas.

Initial and ongoing teacher development is lacking for mainstream teachers of international students. Two key themes have emerged from the literature review, firstly the lack of international education pedagogy in initial teacher education (Butcher & McGrath, 2004; Li, Baker, & Marshall, 2002; Ward, 2006) and secondly the failure of policy to address cross-cultural awareness training of teachers, according to ERO (2003) and the MoE (2003). A number of New Zealand authors have identified the inability of policy, i.e. via the Code, to address cross-cultural awareness training (Fellows and Associates of the Centre of Applied Cross-cultural Research, 2005; Ho et al., 2004; Vince Catherwood & Associates Ltd, Taylor, & McInnis, 2007).

Human resource management (HRM) provides a comprehensive look at effective means for supporting and guiding teachers' practice. Professional development (PD) and performance appraisal come under the umbrella term of HRM. According to Asia 2000 Foundation (2003) and Glenys Merrifield GBM and Associates (2006) this is not the case and, in particular in provincial New Zealand, PD in international education is likely to be ignored. The key to successful performance appraisal is "a systemic need to develop both teachers and schools to improve the educational experiences of students" (Piggot-Irvine & Cardno, 2005). To investigate the practices of senior management

within a school setting that support and guide classroom teacher practice would be beneficial, and could become possible future research.

A generalised look into how classroom teachers have been supported and guided is reflected in the literature review in Chapter Two. One key theme that surfaced is the use of collaborative relationships and the development of teams in the workplace. When focusing on international education some authors have written about the interrelationship between developing collaborative skills and classroom practice (Haworth, 2008, 2009; Kitchen & Jeurissen, 2006). The role of collaborative practices in international education literature is relatively small; hence, the opportunity to investigate what support and guidance offered to classroom teachers in schools will be advantageous. Conversely, literature on student collaboration is more readily available. A number of authors have suggested using peer support for international students because of the benefits to both international and domestic students (Alton-Lee, 2003; Fellows and Associates of the Centre of Applied Cross-cultural Research, 2005; Gaies, 1985; Richards & Rodgers, 2001). Collaboration between students, student and teacher, and involving clusters of teachers could provide a means of coping with role intensification. This could help towards reducing teacher frustration in provincial New Zealand.

In general, international students at primary and intermediate level are learning English for the first time, with language difficulties as the number one concern for classroom teachers and barrier to learning for students (Barnard & Glynn, 2003; Donn & Schick, 1995; Gonzalez, Yawkey, & Minaya-Rowe, 2006; New Zealand Government, 2007; Youngs & Youngs, 2001). These articles discuss some of the issues faced by classroom teachers: effective teaching strategies and awareness of differing learning styles, together with cultural awareness; understanding and bridging of cultural differences, identity and intercultural interactions. These issues are particularly relevant to international students in New Zealand and influenced this research project because initial and on-going teacher training could address these issues.

## **Scope of study**

The research problem and literature review have informed the chosen paradigm and subsequent methodological framework and research methods. A qualitative research paradigm was utilised to gain insight into two different contexts. Qualitative data offered valuable information about the views of participants. The suitability of the methods used and how they meet the concepts of reliability and validity were well thought-out. Multiple forms of triangulation, for example, methodological and participant triangulation provided greater validity of findings. Ethical principles are discussed and carefully planned for in relation to this research project.

This is a small-scale qualitative research project that used interviews, classroom observations and documentary analysis as data collection tools. Four classroom teachers, one support teacher and the Director of International Students at both schools were interviewed. Observations were conducted at schools, observing the same international students and classroom teachers in three different curriculum areas over three days, for example, Literacy session on Monday, Mathematics on Tuesday and one other curriculum area - art or physical education, on Thursday. On-going documentary analysis at school level was collected and collated alongside national-level policy documents. The relevance of the Code and the Agenda to this research project is the direct influence these policies have had and continue to have on schools and hence classroom teachers.

## **Thesis organisation**

This thesis is organised into six chapters, which are outlined below.

Chapter One is the introduction to this thesis, which includes the context, background information, research aim and questions guiding this research project.

Chapter Two will identify issues classroom teachers face when educating international fee-paying students. It will consider both current and historical literature, looking at the developments, which have influenced classroom teaching. This chapter will present a

comprehensive review of the literature, which incorporates national and international literature on issues classroom teachers of international students face. International education is a new field in New Zealand and literature in the primary and intermediate sectors has only recently become part of the landscape. Hence, most relevant literature is secondary-or tertiary-focused. This review will encompass panoply of issues; firstly, a historical overview of policy development, secondly, policy development issues in export education, thirdly, teacher knowledge and training, and finally, teacher support and guidance.

Following the interviewing phase, the section on 'Student peer support' was included because most participants mentioned that their one-to-one teaching time had increased and that a coping strategy for this increase was the use of student collaboration.

Chapter Three outlines the methodology and methods used during this research project. The research problem has informed the chosen paradigm and subsequent methodological framework and research methods. This chapter incorporates a constructivist ontological position and interpretative epistemology standpoint. The corresponding methodology is qualitative research, which encompasses the research design, data collecting, including associated methods; namely interviews, classroom observations and documentary analysis. This data is analysed using coding and reflexivity to encapsulate issues classroom teachers face. Multiple forms of triangulation (see Table 3) provide greater validity of findings, which is discussed in more detail towards the end of Chapter Three. The carefully planned for ethical principles is summarised in the final part of this chapter.

Chapter Four presents the findings of this research project, beginning with an overview of the setting and the contexts. This includes demographic information; school and surrounding environment and participant information. A description of the findings of is presented followed by supporting participants' statements. This section is divided into four key findings, which eventuated from coding all three forms of data. These four findings are organisational structure and systems, professional knowledge and training,

support and guidance and changes to teaching practice. They also overlap and intertwine with each other.

Chapter Five presents a discussion of the findings and makes links back to the issues raised in the literature review in Chapter Two, where appropriate. An in-depth reflection on the issues relating to organisational structure and systems, professional knowledge and training, support and guidance and changes to teaching practice, is offered. This chapter discusses the findings from a historical viewpoint and identifies the interconnectedness and interdependence of these key issues.

Chapter Six draws conclusions based on the research aim and findings of this research project and considers the implications of this research. Recommendations are made for school practice, export education policy and future research.

## Chapter Two – A Literature Review

### Introduction

This literature review will identify issues classroom teachers face when educating international fee-paying students. It will consider both current and historical literature, looking at the developments, which have influenced classroom teaching.

There are a number of underlying factors influencing classroom teachers' practice. This chapter will consider a selection of literature based on; historical policy developments; policy development issues in export education; teacher knowledge and training, teacher support and guidance, and the changes in teaching practice within mostly the secondary and tertiary sectors, nationally and internationally. Any theorising recognises that the New Zealand primary and intermediate sectors have differing needs to other sectors and contexts (Connell, 2006).

The education reform, *Tomorrow's Schools* (Parliament of New Zealand, 1988), resulted in an increase in accountability and responsibility through compliance and evaluation mechanisms and a decrease in government funding. Therefore, schools (and universities) had to find others means of raising revenue (Butcher, 2003). The impact of increased accountability and responsibility on schools as well as on classroom teachers and an influx of international fee-paying students have created a quandary for classroom teachers. On the one hand these students provide additional revenue for schools to make available more resources, professional development and support persons, but on the other hand this extra revenue may not have filtered down to meet the needs of these students. A range of literature was surveyed in order to refine my understanding of the related issues, which are also evident in the United Kingdom, Australia and United States of America (Carder, 2008; Carroll & Ryan, 2005; Kingston & Forland, 2008). As a first step, it is important to provide a historical overview of the key developments in this multi-million dollar industry as a way of providing insights into the issues shaping current teaching practice.

## Historical overview

Since the early 1980s, the export education industry has been shaped by key political and social influences. According to Butcher (2003) and Codd (2005), neoliberalism influenced education reform through the establishment of self-governing schools, increased accountability and reporting, increased parental responsibility in the form of Boards of Trustees (BoT) and the fact that schools were initially bulk-funded. Thrupp (1998) states there were remarkable similarities between the United Kingdom and New Zealand moving “further and faster than most to introduce neoliberal approaches to the marketisation of education” (p. 195). Government structure changed from centralised to de-centralised with local communities making decisions; this is known as *Tomorrow’s Schools* (Parliament of New Zealand, 1988). Schools affected by this education reform and in particular, funding the core task of teaching and learning were problematic with a decrease in government funds initially in the 1990s. This issue was widespread across most education sectors. During the university reforms as Butcher explains, universities had to look elsewhere for funds. Some of this extra revenue came in the form of international students’ fees. An amendment to the *Education Act 1989*, initiated the marketing and selling of New Zealand’s education system to predominantly Asian markets. Following this amendment, schools could also enrol international fee-paying students and charge a fee to cover the full cost their education and care. The key shift in perceptions about international students was from aid to trade (Ministry of Education, 2001) as part of increasing ‘globalisation’ of education and perceptions of its ‘value’ as being largely economic (Butcher, 2003).

The enrolment of international students by school leaders provided an opportunity for schools to cover costs or make a profit, as opposed to students being viewed as people, according to Lewis (2005). Researchers highlight increasing perceptions of international students as consumers of a service (Asia 2000 Foundation, 2003; Butcher, 2003; Lewis, 2005). From 1989 onwards, the Government supported export education through various portfolios such as Department of Labour or the Ministry of Foreign Affairs and Trade, for example, through visa policies, bilateral agreements and legislation. The rapid growth and subsequent drop-off of Asian students around 1997 was probably due to the Asian financial crisis according to Naidoo (2006). A rise again in student numbers occurred from 2000 onwards (Asia 2000 Foundation, 2003). Wylie

(2005) states that secondary schools expanded their programmes using international students' fees. However, due to the decrease in student numbers, she strongly advised schools not to rely on this form of revenue, saying "it would be unwise to rely on international students [as revenue]" (p. 3). More recently, the current global economic crisis has seen a downturn in international student enrolments. The MoE asserts that export education is a major funding risk for the Ministry (and hence schools) due to the recent loss in international students fees "the loss of international fee income may result in calls from providers for increased government contribution" (Ministry of Education, 2008, p. 45).

By 2002, export education was developing into a significant income earner for the government, which recognised the need to monitor and regulate the industry to maintain educational standards that are competitive internationally. According to the MoE (2002), to be competitive international educational providers needed to "communicate the strengths of the New Zealand industry in a consistent and effective fashion, but also support this message with a high quality service" (p. 6). This competitive edge was also recognised by Universities United Kingdom (UK), highlighting a need for government to commit fully to international education through various initiatives (Kingston & Forland, 2008). That 'high quality service' encompasses both academic learning and pastoral care of international fee-paying students (Ministry of Education, 2002). A means to monitor this service is through ERO, which was set up in 1989.

One of the roles of ERO is to report on issues pertaining to compliance with the Code and the Provision for English Language Support to individual schools. Key focuses of ERO have been summarised in Table 1. Individual school's reports and national reports are found on ERO's website and are considered public documents ([www.ero.govt.nz](http://www.ero.govt.nz)). International education is reported on under the heading of 'Provision for International Students', where areas of good performance and areas for improvement are recorded. These headings are then broken into sub-headings which may include the following; administration; documentation; provision of English language support; programmes; school expectations; secure pastoral environment; designated caregivers; student support; student welfare; reporting to the board; library resources for students; accommodation; resourcing; self-review; teacher support; to name a few. Actual reports do not cover every area mentioned above; they highlight areas of good performance

and areas for improvement. However, to meet the requirements for enrolling international students, all areas of the Code maybe covered and monitored by Code signatories. This monitoring mechanism has increased accountability, documentation and audit requirements and reporting for schools (Lewis, 2005). The two major areas discussed with regards to the teaching of international students are explained further in Policy development issues in export education To follow is a summary of the historical developments of export education in New Zealand to date.

### **Policy development issues in export education**

Historically, the need to develop policy in export education in New Zealand has been reactive as opposed to proactive, according to Asia 2000 Foundation (2003), Butcher (2003) and Codd (2005). Lewis (2005) reports that institutes were “frustrated by current policies” (p. 20), however were eager to consider their options for enrolling international fee-paying students. During the university reform era Butcher states that there was a “lack of synergy between tertiary education policy and export education policy” (p. 151). Codd mirrors this with reference to export education being absent from the May 2003 *Education Priorities for New Zealand* (2005). Kingston and Forland (2008) reflect Butcher’s account with a United Kingdom perspective of Higher Education Institutes (HEI) by stating that “this is evidenced by the lack of clearly expressed standards and principals to direct the progression of HEI’s international activities” (p. 208). Export education was absent from the 2008 *Education Review Office’s Ministerial Briefing* and represented as statistics in the (MoE’s) *Briefing to the Incoming Minister*, (Education Review Office, 2008b; Ministry of Education, 2008). However, in 2007 international education was presented in a separate document titled *Briefing to Incoming Ministers – International Education* (Ministry of Education, 2007). This document summarised what is written in the Agenda and the Code, contributing some new information relating to sector funding and support and trends in international student enrolments in 2006 and 2007. The lack of apparent recognition to acknowledge export education as an influential factor within educational policy is problematic. This gap in literature created an avenue to research further and hence became part of the research questions focusing on the impact of international education policy and alignment between

international education policy and classroom practice. A summary of the historical developments is presented in Table 2.

**Table 2: Historical development of the export education industry in New Zealand**

Year	Key Developments
1980	New Zealand Government shifted from 'aid to trade'.
1988	<ul style="list-style-type: none"> <li>New Zealand Educational International Limited (NZEIL) was established, becoming Education New Zealand in 1999, which provides marketing, advocacy and some policy advice for institutes;</li> <li><i>Tomorrow's Schools</i> reform: choice in a free-market, accountability, reporting, parent-responsibility and efficient management (Grace, 1990 cited in Butcher, 2003).</li> </ul>
1989	Amendment to the <i>Educational Act</i> , including defining domestic and international students, establishment of New Zealand Qualification Authority (NZQA), ERO, MoE and the Board of Trustees (BoT), (Butcher, 2003);
1996	Voluntary Code of Practice implemented
Late 1990	Establishment of regional support groups, for example Education Christchurch (Asia 2000 Foundation, 2003).
2000	The Government took a more active role in export education by reviewing the Code.
2002	Implementation of the Code, 31 <sup>st</sup> August 2002. New Zealand Government signs an education agreement with China(Asia 2000 Foundation, 2003).
<i>Source: Ministry of Education (2001)</i>	
2003	Introduction of the Export Education Levy Review of the Code
2006	Review of the Export Education Levy by Deloitte (2006)
2007	Development of <i>The International Education Agenda: A strategy for 2007-2012</i> , with nine key government agencies involved: <ul style="list-style-type: none"> <li>Department of Labour</li> <li>Education Review Office</li> <li>The Ministry of Education</li> <li>Ministry of Foreign Affairs and Trade (MFAT)</li> <li>The Ministry of Research, Science and Technology (MoRST)</li> <li>The New Zealand Agency for International Development (NZAID)</li> <li>The New Zealand Qualification Authority</li> <li>New Zealand Trade and Enterprise (NZTE) and</li> <li>The Tertiary Education Commission (TEC)</li> </ul> Graduating Teacher Standards (GTS) introduced
2008	Review of the Code
2009 – on-going	Review of initial teacher training. Anticipated implementation of the revised Code October 2009
<i>Source: New Zealand Government (2007)</i>	

### *The Code*

The development of the Code provided a level of assurance particularly for primary and intermediate school international students and their parents: that New Zealand was safe and academically desirable. The development and introduction of the Code was initially voluntary for organisations: now it is compulsory. However, currently not all organisations have taken on board the requirements of the Code. The report '*Evaluation report on the implementation of the Code of Practice for the Pastoral Care of International Students 2002/03*' (International Division, 2006) states that the Code was designed to incorporate all sectors. However, it focused predominantly on the secondary and tertiary sectors. Feedback from Code signatories in the primary and intermediate sectors suggest, the particular needs of students in these sectors were not being met (International Division, 2003), subsequent guidelines have been introduced to meet the needs of students in Years one-to-eight. Key aspects of the Code have been summarised in Table 1.

Some regulatory control of classroom teacher practice has been developed through the implementation of the Code (Ministry of Education, 2003a). The Code specifies "cross-cultural training for staff in regular contact with international students" (Ministry of Education, 2003a, p. n.p), is the only specific requirement that impacts on classroom pedagogy. Addressing additional issues classroom teachers face is left to other formal policies and procedures according to the International Division (2006). For example, the school's performance management system, including the *Interim Professional Standards 1998*, where this "...helps to ensure school expectations are clear, provides a framework for performance monitoring and appraisal, and gives a greater focus for identifying professional development priorities" (Ministry of Education, 1998, p. 16). Toward the end of this chapter, an explanation of HRM issues is presented.

With regard to English language support, ERO 'comments' on this area (Education Review Office, 2008c), but is also covered under other areas of schooling such as ESOL. ERO's report in 2008 showed areas for good performance included "aspects of assessment of English language ability, in particular initial and ongoing and summative assessment; and programme organisation and planning" (Education Review Office, 2008c, p. 2). What is not clear from this statement is whether ERO is referring to classroom teachers or specialist ESOL teachers. The next statement shows a clear link

between classroom and ESOL teachers by suggesting improvements “co-ordinating the organisation of the English language programme so that English classes for international students align with mainstream classes” (Education Review Office, 2008c, p. 2). They also suggest, “providing a variety of good quality learning resources that support the English language programme” (Education Review Office, 2008c, p. 2). The previous focus on ESOL teaching as opposed to classroom teachers’ programmes, planning and assessment for ESOL international students created a niche context to investigate further.

## **Teacher knowledge and training**

### *Teacher issues*

The authors of some New Zealand and international studies have identified teachers as experiencing international students as a burden and not willing to take on the extra responsibility with an already extensive workload (Barnard & Glynn, 2003; Janzen, 2008; Smith, 2004; Youngs & Youngs, 2001). Butcher and McGrath (2004) and Valiente (2008) mention an increased workload for teachers which, at a practical level, was due to additional assessment, planning and programme development. There is evidence that teachers are being less sympathetic and caring toward these students according to Gonzalez, Yawkey and Minaya-Rowe (2006) and Valiente (2008). Teachers also felt overwhelmed, frustrated and stressed due to the rapid increase in the number of international students (Barnard & Glynn, 2003; Deveney, 2007; Fellows and Associates of the Centre of Applied Cross-cultural Research, 2005; Ramsey et al., 2007; Smith, 2004; Youngs & Youngs, 2001). According to Holmes (2005), the increase in the number of international students “had created a tension as to where teachers should allocate their time and energy” (p. 96). This tension signalled an issue that subsequently became part of the research questions.

### *Teacher education*

Over the past fifteen years of New Zealand-based research, there are two reoccurring themes cross-cultural awareness and training, and the need to address teacher skills to manage increasing cultural diversity (Donn & Schick, 1995; Education Review Office, 2008c, p. 24; International Division, 2003, pp. 29, 30; Ward, 2006, p. 30). Ward states,

that “cross-cultural differences in teaching and learning expectations may precipitate awkwardness or discomfort amongst staff and students, both domestic and international” (2001, p. n.p). Many teachers feel they do not have the skills or knowledge to teach international students, “this is not surprising as teacher education is often lacking with respect to training in intercultural skills” (Ward, 2006, p. 30). With reference to teaching international students, international research identifies inconsistencies between teaching style, unreflective teaching, lack of sympathetic lecturers, ill-trained or untrained teachers, misconceptions of homogeneous groups and praxis; the gap between theory and practice, as key issues (Carder, 2008; Carroll & Ryan, 2005; Deveney, 2007; Kingston & Forland, 2008; Valiente, 2008; Youngs & Youngs, 2001). The extent to which classroom teachers have been prepared to teach international students appears to be problematic because they appear to be lacking the skills required to do the job successfully.

New Zealand-based research suggests that specific coverage of international education pedagogy is lacking in teacher education (Butcher & McGrath, 2004; Ho et al., 2004; Li et al., 2002; Ward, 2006). Classroom teachers are expected to have the skills and knowledge to address the panoply of conditions which are specifically associated with international education; social, cultural, academic and communicative skills (Gonzalez et al., 2006; Ho et al., 2004; New Zealand Government, 2007). As Kingston and Forland state, approaches to teaching need to be monitored and modernised (2008). Haworth (2005a) aptly discusses the benefits to teachers who receive relevant professional development as, appropriate awareness of pedagogy, effective praxis, teacher confidence, and enhanced knowledge and skills when teaching ESOL students. This is supported by Sleeter (2008) stating quality teacher education programmes can guide teachers to bridge the gaps among culturally diverse students. The multiplicity of issues from the literature regarding teacher training provided an avenue to focus on by researching the issues regarding initial and on-going training for teachers of international students.

It has emerged from an Education Review Office (2008c) report, that a quarter of schools who comply with the Code were identified as good performers in training and professional development. However, one statement from this report suggests that training is only in language support not cross-cultural awareness and for ESOL

teachers: “the ESOL teacher participated in continual opportunities to extend her professional development and strategies to assist her provision of language support for students” (Education Review Office, 2008c, p. 16), as opposed to classroom teachers. According to Ho et al (2004) cross-cultural awareness is important to address in order to bridge cultural divides, to identify differences and similarities across cultures and to address cultural misunderstandings. Fellows and Associates of the Centre of Applied Cross-cultural Research (2005), the MoE (2003) and Vince Catherwood and Associates Ltd et al (2007) identify cross-cultural training and on-going professional development as areas for improvement, particularly for classroom teachers.

In New Zealand, from 2004, the Ministry of Education introduced TESOL scholarships and more recently encouraged classroom teachers at primary and intermediate levels to apply. Recipients for the 2009 MoE scholarships include teachers of international students at 12%, migrant teachers 14% and teachers of Pacifica students 70%, according to von Sturmer (personal communication, March 5<sup>th</sup>, 2009). Currently a number of New Zealand universities offer TESOL qualifications; under-graduate degrees majoring in TESOL, post-graduate, and masters level qualifications. These scholarships are relevant to this research project because it suggests an on-going commitment from the Government to up-skill classroom teachers in this field. The research questions investigate the awareness of these scholarships, concerning on-going teacher training and the extent to which classroom teachers are supported and guided.

### *Human resource management*

The decentralisation of education in New Zealand created a progressive way for schools to operate, which includes governance, management and, more recently, leadership. It is necessary to integrate human, financial, intellectual, structural and technological resources for schools to be successful in achieving their vision, targets and objectives concerning teaching international students. Piggot-Irvine (2006), states that the principal has a significant influence over what happens in a school and along with the principal’s role, planning and cultural norms are precursors for effective PD. Operational activities and everyday practice should be aligned with school-wide development and strategic thinking, according to Storey (2002). A partnership is evident between the employer and employee, whereby this relationship should be

trusting, collaborative, supporting and reflective. This is reinforced by Glenys Merrifield GBM and Associates, who state that “professional development can be immensely beneficial to an institution if it is well-planned, varied and aligned with the interests and skills of the individual staff member” (2006, p. 9). These aspects may lead to maintaining, evaluating, developing or critiquing school values, culture and structures as well as maintaining classroom teacher quality, motivation and commitment to teaching international students. The Asia 2000 Foundation describes the local situation, “until recently there have been few professional development opportunities available in New Zealand that specifically relate to international student programmes or the internationalisation of educational institutions” (2003, p. 17). With regard to small or regional organisation locations, Glenys Merrifield GBM and Associates suggest that they are more likely to disregard PD in international education as a priority. Professional development policies and practices should be aligned and school-based relationships open and transparent, according to Piggot-Irvine and Cardno (2005). This created an avenue to investigate further which is the alignment of school-wide PD policies and practice, and the extent to which mainstream classroom teachers are guided and supported in their role when teaching international students.

### *Leadership issues*

According to Butcher and McGrath (2004), all stakeholders involved in management or decision-making of international students should be part of the process and develop policies to best meet the needs of these students. With reference to international education in the UK, Candlin (2001) states the relationship between TESOL policy and practice is an emerging profession with an assorted history. The impact of TESOL policy on practice is monitored and evaluated but should be comprehended from the viewpoint of all stakeholders; students, teachers, schools and school communities. Carder (2008) maintains that for ESOL learners to achieve their potential, “school principals and senior administrators must be ‘on board’ and give clear support to... teachers and their efforts” (p. 266). There is also the need for the principal to use a Contingency Approach (Hoy & Miskel, 2005; Wallace, 2001) when team members cannot reach consensus through collaborative decision-making. Hoy and Miskel (2005) describe a Contingency Approach as “the correct approach is the one that best matches the circumstances” (p. 315), which can be then applied to different contexts. These

issues for leadership are a minor focus of human resource management, but could provide an avenue for further research.

### **Teacher support and guidance**

Teacher support and guidance has been included in this chapter because it is pertinent for classroom teachers to receive the relevant assistance when teaching international students.

#### *Collaboration*

The rise of teams in education could be due to work intensification since *Tomorrow's Schools*. This has also seen an increase in transformative, shared or distributed leadership throughout a school. Distributing leadership could be a significant tool for surviving work intensification, along with the development of collaborative teams. Hill, Hawk and Taylor (2002) suggest collaborating as a factor in making professional development successful (cited in Piggot-Irvine, 2006). Collaborative decision-making occurs when individuals are involved in a team on an equal basis, despite their official position or job description requirements. As a result, "the team as a whole possesses the skills and abilities which are needed to perform any task" (Salem, Lazarus & Cullen, 1992, cited in Gronn, 2003, p. 112). For genuine collaborative decision-making to take place, a team should suspend assumptions until adequate dialogue has taken place, commit to telling the truth and be prepared to act in response to their defensiveness. Teamwork is about collaborative problem-solving; effective team learning can demonstrate how individual beliefs and values can coexist without conflict, mutually empowering all team members (Wallace, 2001). Contrived or involuntary participation in teams could lead to conflict and loss of teacher autonomy because teachers spend the majority of their teaching day alone in the classroom. Bush and Middlewood state that "mandated team approaches do not produce teacher collaboration" (2005, p. 119). Contrived teamwork could cause competition between team members and teams within the organisation, affecting organisational learning and culture (Wallace, 2001). Collaborative decision-making may assist in the teaching of international students in mainstream classrooms.

New Zealand-based research suggests that classroom teachers may need to adapt to using collaborative skills if they are going to survive in an increasingly multicultural environment, according to Haworth (2008, 2009). Kitchen and Jeurissen (2006) explain that for support to occur at a school level, classroom teachers may need collegial support in the form of clusters to overcome restrictions school structures place on students from diverse linguistic and cultural backgrounds. Kitchen and Jeurissen recommend teachers as researchers investigating their own classroom environment, with the support of relevant professional development and school management.

### *Student peer support*

In the mid 1980s new techniques to teach all students including ESOL students had been developed to meet the increasing demand placed on schools and classroom teachers, according to Gaies (1985). Education has evolved to place the student at the centre of the learning process. Such approaches to teaching, for example inquiry learning, Multiple Intelligences and co-operative learning are still present in classrooms today and are used with domestic and non-English speaking students, according to Richards and Rodgers (2001). One approach to teaching non-English speaking students is to utilise domestic students as support and guidance for international students, known as buddy support, personal trainers, peer support, mentors or tutors (Fellows and Associates of the Centre of Applied Cross-cultural Research, 2005). A 'buddy' is defined by ERO as "another student in the same class, who would be responsible for helping their assigned international students with orientation to the school's grounds, rules, and procedures, as well as making sure they were included in school activities." (2008c, p. 8). Ho et al (2004) support the use of co-operative learning in classrooms by implying it is especially suited to Asian cultures because of the collectivistic values. Vygotsky (1978, 1986) makes the point that social contexts and situations influence language learning "in a very real sense, what and how we learn depends very much on the company we keep" (cited in Gibbons, 2002, p. 8). In general students help one another to learn in a variety of situations, for example, small groups or one-to-one. Peer support groups are advocated in Alton-Lee's *Quality Teaching for Diverse Students in Schooling: Best Evidence Synthesis* (2003), espousing peer support for all classroom members. This is supported by Fellows and Associates of the Centre of Applied Cross-cultural Research (2005), which encourages twofold

collaborative learning; academic and extra-curricular activities. A key issue to introducing co-operative learning in the classroom is training students firstly in intercultural communication to avoid students stereotyping one another, according to Ho et al (2004) and Gibbons (2002).

It is recommended that collaborative practices for teachers and between international and domestic students be fostered (Ho et al., 2004). This area of knowledge is worthwhile investigating to gauge the extent to which schools use collaborative decision-making, teams and buddy support systems.

### **Changes in teaching practice**

The role of the classroom teacher has changed considerably with the rise in culturally and linguistically diverse international students (Donn & Schick, 1995; Ward, 2006). Although in provincial New Zealand the issues facing classroom teachers are possibly different to urban areas because of the small number international students in classrooms and schools, according to Haworth (2003, 2005b) and Haworth and Haddock (1999). A number of issues relating to positive cultural experiences for international students are presented in the literature; effective teaching strategies, recognised individual learning styles, independent verses dependent learners and dialogic verses dialectic approaches to teaching (Ho et al., 2004).

Classroom communication is less structured than in Asian educational systems; hence, the expectation of students to be directed as opposed to developing independent study skills may be evident (Donn & Schick, 1995; Fellows and Associates of the Centre of Applied Cross-cultural Research, 2005; Ho et al., 2004). In general, international students at primary and intermediate level are learning English for the first time and language difficulties are the number one concern for classroom teachers and barrier to learning for students (Barnard & Glynn, 2003; Donn & Schick, 1995; Gonzalez et al., 2006; New Zealand Government, 2007; Youngs & Youngs, 2001). These articles discuss some of the issues faced by class teachers: effective teaching strategies and awareness of differing learning styles, cultural awareness; understanding and bridging of cultural differences and similarities, multicultural education, cultural identity and

intercultural interactions. These issues are relevant to international students in New Zealand and had implications on this research project because initial and on-going teacher training should address these issues. Therefore, the need arose to examine the extent to which initial and on-going teacher training was catering for teacher needs. Ho et al (2004), Ward (2001, 2006) and Ward and Masgoret (2004) maintain that up-skilling classroom teachers appears to be the primary intervention required to address issues faced by classroom teachers. However, the quality, availability and feasibility of initial and on-going teacher education appears to be inadequate in meeting the needs of teaching international students, according to Ward (2006). This situation is largely due to the earlier focus being on training ESOL teachers who work with small withdrawal groups (Gonzalez et al., 2006) as opposed to classroom teachers with whom international students spend the majority of their school day (Connell, 2006; Haworth, 2005a; Penfield, 1987). In the eighties 'mainstreaming' students gained strength in Australia and New Zealand.

### *Mainstreaming*

How migrant students are categorised in policy influences their placement, according to Callahan, Wilkinson, Muller and Frisco (2009), who wrote about immigrant students in America. For example, students could be mainstreamed straight away or withdrawn and taught by a specialist teacher or a combination of the two. School constraints can impact negatively on the placement of these students who may experience future academic disadvantages (Callahan et al., 2009). Migrant and international students have different needs and challenges, the provision for international students has occur by following models that were originally designed in response to small numbers of migrant students per school. According to Candlin (2001), 'mainstreaming' required teachers to take a more active role, and hence responsibility, in developing ESOL learners, whilst catering for the needs of all students. ESOL teachers became technical assistants to classroom teachers. This saw a change in pedagogic practices and the way teachers worked together "mainstream teachers need to know more about how language works in the classroom... they also need the opportunity to become acquainted with collaborative teaching methods which maximise teaching effectiveness in classes with mixed linguistic backgrounds" (Herriman, 1991 cited in Candlin, 2001, p. 24). Haworth (2009) describes the situation in New Zealand as not completely in favour

of immediate mainstreaming of ESOL students. Mainstreaming overall offered positive outcomes for all students. However, initial teacher training to address TESOL issues was lacking (Haworth, 2009). These issues facing classroom teachers highlighted a need to focus on mainstream classroom teachers and the extent to which training and support has guided their practice.

## **Conclusion**

This chapter has reviewed the relevant literature in regards to issues faced classroom teachers when teaching international fee-paying students. Historical developments have impacted on and changed classroom teacher practice. Policy appears to be reactive and concerned with the financial gains for institutes and the wider economy, instead of also including the social benefits. Policy developments appear to be catching up with what is actually happening in classrooms and schools who enrol international students. Teacher knowledge and training in cross-cultural awareness and TESOL appear to be lacking. Collaboration between students, student and teacher, and involving clusters of teachers could provide a means of coping with role intensification and may reduce teacher frustration. These themes are referred to further in Chapter Five when linked to the data findings. This literature review has offered an insight into a topic, which is timely and significant for classroom teachers who teach a few international students.

This research project addresses some of the inconclusiveness and dearth of literature based on the primary and intermediate sectors and international education, while focusing on classroom teacher issues. This review has identified issues faced by classroom teacher and the underlying factors influencing classroom teacher practice. It is worthwhile addressing these gaps in the literature and utilise this new knowledge as the basis for shaping this research project. This knowledge and research rationale contributed to the research aim and questions and, hence, methodology and associated methods.

## Chapter Three - Methodology

### Introduction

This chapter will present the methodology and methods used in this research project to examine the issues classroom teachers face when teaching international fee-paying students. The research problem has informed the chosen paradigm and subsequent methodological framework and research methods. A qualitative research paradigm was utilised to gain insight into two different contexts. Qualitative data offers valuable information about the views of participants. This chapter outlines the suitability of the methods used and how they will meet the concepts of reliability and validity. Parallels can be drawn between the stated methods and that of Haworth (2005a), whereby this research focused on how classroom teachers developed praxis for a small number of ESOL students in provincial New Zealand. Haworth's research project utilised teacher interviews and classroom observations. Methodological and participant triangulation provides greater validity of findings, discussed toward the end of this chapter. Ethical principles have been considered and are summarised in the final part of this chapter.

### *Research position*

The foundation of this study has embedded personal values and understanding of the contexts. The researcher is an intermediate classroom teacher who had an understanding of and background in teaching foreign students at primary and intermediate level. This research project used a constructivist ontological position whereby viewing individual teachers in schools as socially constructed. Constructivism is based on a specific context which for this research project is the classroom; the natural surroundings in which international fee-paying students are taught for the majority of their school week.

This research draws on an interpretive framework, which defined by Neuman (1997) as:

The systematic analysis of socially meaningful action through the direct detailed observation of people in natural settings in order to arrive at understandings and

interpretations of how people create and maintain their social worlds” (cited in Tolich, 2001, p. 7).

This interpretive research approach examines how people view reality, ‘*how do we know what we know*’, according to Davidson and Tolich (2003), whether one’s reality is similar or different to another’s. The researcher wanted to comprehend what is happening in classrooms; how policy is enacted, how practice aligned with policy or not, what training teachers had received initially and ongoing and to what extent teachers received support and guidance from their school. This approach provided an avenue into understanding teacher interactions and issues they faced, within the natural setting of the classroom environment. Naturalism can be viewed as the fusion of a constructionist ontology and interpretative epistemology (Bryman, 2008). The associated research methodology is qualitative research.

### **Research methodology: Qualitative research**

Drawing on a qualitative paradigm, this research project seeks to gain an understanding of the issues classroom teachers faced when teaching international fee-paying students within their classroom environment. Bryman (2008) and Creswell (2002) state that in visiting the site of participants i.e. through classroom observations, the qualitative researcher gathers information personally. This provided the researcher with information “as it really is” (Bryman, 2008, p. 367) and “provides rich descriptions of people and interaction in natural settings” (2008, p. 367). The grouping of international fee-paying students and the physical layout of a classroom was included in the classroom observation. The research provided data from two different contexts and limits generalisability. However, its value is in the depth qualitative analysis of these contexts, which can provide unique insights into a little understood but critical issue in New Zealand schools. This research makes use of inductive logic to generate themes or theory based on the analysis of data (Bryman, 2008; Creswell, 2002). This research methodology suited the research problem, helped to illuminate classroom teacher issues and explained the uniqueness of the context. As pointed out by Morrison (2007) a key feature of qualitative research is researching ‘with’ or ‘for’ participants and being empathic, as opposed to imposing research ‘on’ participants and recording data inaccurately.

A qualitative methodology provided an openness in relation to which methods this research project utilised. This flexibility allowed the researcher to choose the most appropriate research methods or tools to help gain insight into the research problem and related questions. This research project used a semi-structured interview schedule, that is, statements that guided the interview process, which included a few closed-ended questions but mostly open-ended questions as prompts. The classroom observations were also semi-structured. Therefore, one advantage of a qualitative research methodology is flexibility in choosing research methods.

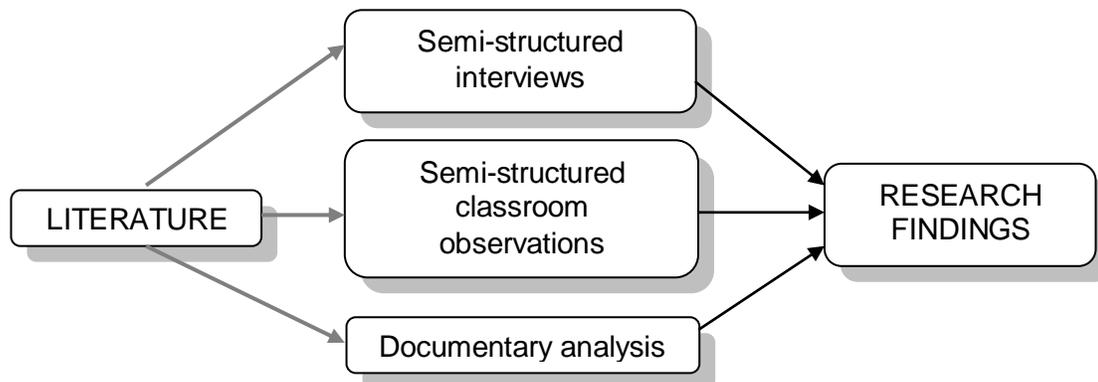
There are a number of challenges when carryout the chosen methodology firstly, how can this research project be replicated? Put simply it cannot, because of the unstructured nature of the methods mentioned previously. The researcher will interpret what is seen or heard differently to other researchers, as mentioned by Bryman (2008). The researcher did initially have to narrow down this research project, as it was too broad and with limited time would not produce the in-depth analysis required for an interpretative position.

### *Research design*

In support of a qualitative research approach, gaining a holistic view of the situation at hand offered a broader understanding of issues classroom teachers faced, according to Briggs and Coleman (2007). Simultaneously, semi-structured interviews and classroom observations provided valuable insight into issues faced by classroom teachers and the experiences of the Directors of International Students. The collection of relevant documents from both schools occurred toward the end of this research process, as observed in Figure 1.

The phases ended up overlapping due to the busy nature of schools, teachers off sick, and some international students going on holiday for a length of time. The researcher interviewed four classroom teachers, one support teacher and the Director of International Students at both schools. Classroom observations took place with the same international students and classroom teachers in three different curriculum areas, over three days, for example, Literacy session on Monday, Mathematics on Tuesday and one other curriculum area; art or physical education, on Thursday. The collection of

school level documents occurred last of all, alongside the collection of national policy documents.



**Figure 1: Research design**

## **The research process**

### *Data collection*

The utilisation of three qualitative methods, which are, interviews, classroom observations and documentary analysis investigated the experiences of primary and intermediate classroom teachers who teach international fee-paying students.

### *Sampling techniques*

This research project used purposive sampling, that is interviewing people who are most relevant to the research questions (Bryman, 2008). This sampling technique was most appropriate because participant numbers were limited, so choosing the correct participants was vital. The criteria for participant selection for semi-structured interviews were classroom teachers who had some international students in their class in 2008/2009, two Directors of International Students who worked with and supported these teachers. Classroom teachers were from two provincially located schools, one primary and one intermediate school. The current shortage of international students limited the choice of schools for this research project. International students can stay for short period; therefore, students were required to be enrolled at the schools when it was time to conduct the research was vital. The use of multiple sites and hence gaining multiple perspectives of the research problem aligned with the interpretative nature of this research project. The research recruited participants, initially having a meeting with potential principals and then finding out who were possible candidates to be interviewed and/or observed. Classroom observations in one primary and one intermediate

classroom occurred with teachers who currently taught international students. Seven participants indicated an interest in this research project, by firstly considering the invitation and secondly, accepting by means of written consent. In the case of the ERO reviewer, the researcher utilised the snowballing technique and consequently ended up communication with the national manager. This interview did not take place because of issues pertaining to confidentiality. However, the national manager suggested referencing ERO's national reports regarding international students and school reports, which are public documents. Table 3 summaries the participants involved in this research project.

### *Semi-structured interviews*

Semi-structured interviews were the main emphasis of this research project. One of the challenges that was faced when conducting interviews was the time it took to prepare, transcribe and analyse the data (Hinds, 2000). When scheduling in the participant interviews the researcher ensured there was a day in between to transcribe. This worked well. This research project also allowed two weeks for the interviewees to return a response to authenticate the interview transcription. During the interview process, it can be difficult to keep on task, referring back to the schedule or reminding the interviewee about the aim of the interview worked well. Also being polite and assuring the interviewee that what they had contributed had assisted in understanding the research problem.

Prior to the interview taking place, all participants were given an information sheet (see Appendix B) which they could respond to by asking further questions to clarify any concerns. The participants then received a consent form (see Appendix C) which indicated the level of their participation and that the participant had read and understood the information sheet. All participants signed the consent form prior to the interview commencing. Semi-structured interviews were face-to-face at the participant's workplace and took no longer than sixty minutes. These interviews followed the interview schedule incorporating some close-ended questions but mostly open-ended questions or statements to encourage responses (see Appendix D). This schedule ensured that key topics were discussed and a level of consistency maintained throughout the interviews, though not always in the same order or in the same breadth (Fontana & Frey, 2005). They were one-to-one, audio-recorded, and transcribed as

soon as possible. After the completion of all interviews, individual participants validated the transcribed sheets and amendments made if required. Utmost anonymity was required with all names removed and replaced with pseudonyms and codes, if required. For example, SA/PA is school A/participant A.

### *Classroom observation*

Semi-structured, non-participant observations (Moyles, 2007) were utilised to observe teaching situations where international students and the classroom teacher were present. The rationale for this approach to classroom observations is to detach oneself from the situations that the researcher has prior knowledge and experiences of (Wragg, 1999). A basic schedule (see Appendix E) was developed and used to capture pre-determined issues. According to Cohen, Manion and Morrison (2007), observations can focus on the facts for example, the number of students in a class, secondly, events as they happen in the classroom and thirdly, behaviours, for example, the extent of unsocial behaviour. When collecting observational data the below guidelines by Moyles (2007), were utilised:

- details of the context, immediate surrounding and seating arrangements;
- subjects involved, the role of the subjects involved;
- time of day and timetable of events; and
- to record the point at which any critical incidents occurred.

The aim of these observations was to observe the same international students and classroom teachers in three different curriculum areas, over three days, for example, Literacy session on Monday, Mathematics on Tuesday and sport or Physical Education on Thursday. The rationale for choosing these three curriculum areas are: Literacy covers English language learning, Mathematics is content specific and sport or physical education can use a variety of locations where students may interact differently. The observations were based on the period of time that a session takes, which is approximately fifty minutes or until 'theoretical saturation' occurs (Cohen et al., 2007). Observations used handwritten notes or typing on a laptop.

**Table 3: Overview of participants**

<b>Sector</b>	<b>Participants</b>	<b>Method</b>
Schools	2 Code signatories	Interview
	4 Classroom teachers	Interview
	2 Pastoral care/ESOL teachers	Interview
	2 Classroom teachers	Observations

### *Documentary analysis*

Documentary analysis was utilised as a complementary method to other methods and approaches. Documentary analysis provided in-depth, holistic and historical analysis of the policy-shaping and policy-making environment of ‘international education’, as stated by Butcher (2003). Documents were coded initially and the development of themes established. The analysed content provided a historical viewpoint of ‘international education’ in addition to ‘opening up and exploring the field’ of international education (Wellington, 2000, p. 114).

Access to school policies or procedures relating to the teaching of international students occurred when visiting participating schools. These included policies and procedures that made provisions for the Code, English language learning, professional development and support systems. In addition, ERO school reports were utilised. At a national level the International Education Agenda 2007 – 2012 and the Code were the main source of information. These are public documents, which are in the public domain. However, these documents are significant because of their direct influence on international education in schools. These documents were analysed by looking firstly for the frequency of terms used, for example, sustainable economy, national identity, innovation and quality education or partnerships. Then using recursive knowledge from interview data, key issues arose. These documents are an integral part of the data because of their ability to influence international education and the interconnectedness.

## **Coding the data**

### *Analysis*

When analysing qualitative data recording, transcribing then coding semi-structured interviews took place. Coding the data used an open mind, while trying not to base these findings on previously established codes. Listening to interviews and looking through transcriptions multiple times provided a different insight each time; therefore, it was important that the researcher took an in-depth look at the data until thematic saturation occurred, that is, until the participants' views were being represented with integrity and that no new themes emerges. The collection of demographic data gained insight into the participants and their work environment.

Coding the data from semi-structured observations occurred as soon as possible after conducting the observations. This included during the observations, if there was time. After initial open coding had taken place, themes were established and then analysis took place. All three forms of data analysis were then collated and condensed into four key issues; organisational structure and systems, professional knowledge and training, support and guidance and changes to teaching practice, as observed in Chapter Four.

According to Bryman (2008), questions that should be considered when analysing documents are who, what, where, why, how much and what is the location of documents. It is also important to consider what is not included in documents as part of the critique. Documents were analysed then coded following two stages suggested by Bryman (2008); firstly, the creation of different categories/themes, followed by assigning numbers to the different categories. The focus was on analysing with reference to issues faced by classroom teachers of international students concerning teacher development, support and guidance, school structures and the policy environment.

### *Reflexivity*

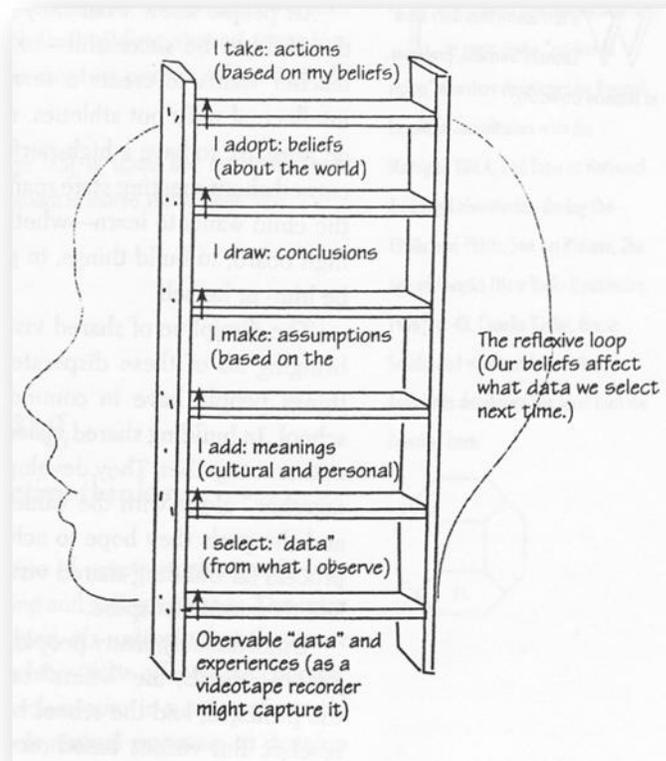
Hall and Callery (2001) define reflexivity as “critically examining one’s effect as a researcher on the research process” (p. 263). The researcher was required to examine their position and personal values and to recognise that this research project could influence oneself. Creswell (2002) aptly states the researcher has to live with the

consequences of their research project. On the other hand, Morrison (2007) refers to reflexivity within an interpretivism paradigm as researchers recognising they are part of the research topics they investigate. Incorporating critical reflexivity within this research design as a whole “cannot help but illuminate the impact of teachers’ voices and experiences in policy enactments” (Ramanathan & Morgan, 2007, p. 452). Therefore, reflexivity is viewed along a continuum where at one end one can ignore or at the other end one can go to the extreme. The researcher placed their self along the continuum, which is regularly shifting as the research process proceeds.

Another aspect of reflexivity is what Cohen et al (2007) and Lincoln and Guba (2005) refer to as ‘a call to action’. This is where researcher and readers of research have a moral, ethical and political commitment to put in place recommendations or suggestions, if applicable to one’s context. Awareness of such recommendations can help to bring about school-wide change to benefit the teaching and learning of international students in primary and intermediate schools.

Given the researcher’s role as a classroom teacher at an intermediate school, the consequences for this research project could influence their professional and personal understanding. The process of reflexivity is on-going and awareness of this during interviews, observation, analysing and writing up the findings was particular required (Hall & Callery, 2001). During interviews and observations, suspension of judgement was required of the situation and to let the participant’s voice prevail. As Senge, Cambron, Lucas, Smith, Dutton and Kleiner (2000) states, by using the ‘ladder of reference’ (see Figure 2) one can come to a conclusion through reflection and by taking one step at a time, instead of what can occur with people jumping to conclusions without checking their assumptions. It is designed to assist communication and for individuals to have the opportunity to ask open-ended questions to check their understanding of a situation. This conceptual model along with Cardno’s (2001) ‘Triple I approach’ which stands for: inform, illustrate and inquire, was utilised during this research process. By having knowledge of these two approaches it aided in gaining a more objective view of this research process, interview situations and when observing classroom practice. Practical application of these models combated issues around jumping to conclusions by asking clarifying questions, such as, could you confirm your understanding of this. How would you describe this situation? By having an awareness

of the reflexive loop developed by Senge et al (2000) impacted on the research process, to place oneself along the reflexivity continuum was beneficial.



**Figure 2: Ladder of inference**

*Source: Senge et al (2000) A Primer to the Five Disciplines, p 71.*

## Verification

The semi-structured interview schedules were piloted with two classroom teachers in a focus group situation, to ensure that the questions were clearly understood with no misleading or ambiguous questions present (Hinds, 2000). Benefits of piloting included identifying any gaps or differing themes, seeing how long it took and modifying and clarifying questions. Interviewees had the opportunity to view transcriptions to confirm their authenticity.

The aspects of trustworthiness, dependability and confirmability are dependent on keeping records at all phases in the research process and that these records are

checkable (Bryman, 2008). Firestone (1989) supports this and states that “trustworthiness is established by research procedures that are often described in great detail” (p. 23). A supervisor actively oversees and official Unitec research procedures guide the whole research process; both student and supervisor. Transcripts from taped interviews and recorded observations are examples of documentation, which is stored for five years at a Unitec location.

The risk of bias does exist when utilising observations as a method. To overcome bias there will be one observer, keeping as consistent as possible in approach to observing and recording data (Cohen et al., 2007). The researcher was visible to participants and introduced as a researcher. Time was put aside straight after session observations to write up notes and analyse the data. This will enhance the reliability of results and as Moyles (2007) states, this will help reduce observer bias through selective memory. The data collected is also ‘live’ data, therefore this increases validity of findings, according to Cohen et al (2007). This research project used a recording schedule (see Appendix E) listing areas to cover and the opportunity to record emerging themes, therefore not relying solely on memory (Cohen et al., 2007). Observations will occur over three days.

### *Triangulation*

This research project utilised a variety of sources and methods referred to as triangulation. Triangulation is defined by Bryman (2008) as “the use of more than one method or source of data in the study of a social phenomenon so that findings may be cross-checked” (p. 700). There is also participant triangulation where more than one participant’s viewpoint was required, i.e. from classroom teachers and from the Director. The use of multiple participants in the interview and classroom observations allowed themes to emerge and could form a common ground. For this research project the bringing together of three different research methods, a number of participants and two different locations (see Table 4) has enriched this investigation on the issues facing classroom teachers who teach international students.

**Table 4: Forms of triangulation**

Type	Example
Methods triangulation	Three different methods; interviews, documentary analysis and classroom observations
Participant triangulation	Participants from various hierarchical positioning at schools
Data source triangulation	Various sources of data for the documentary analysis, including internal school documents and external government documents
Site triangulation	Two different school sites, one primary level the other intermediate level
Time triangulation	When observing participants, data was collected at a similar time of day

### **Ethical considerations**

Ethical issues pertaining to this research project will be identified and addressed in consideration of the eight UREC (2009) guiding principles; informed and voluntary consent, respect for the rights and confidentiality and preservation of anonymity, minimisation of harm, cultural and social sensitivity, limitation of deception, respect for intellectual and cultural property ownership, avoidance of conflicts of interest and research design adequacies. By providing schools and participants with an information sheet covering aspects of this research project, prior to participants signing consent forms (see Appendices B, E and H), addressed the ethical issues mentioned previously. The focus of this research project is on creating new knowledge and understanding that is concerned with learning more about the experiences of classroom teachers teaching international fee-paying students.

### *Classroom research practice*

The work of the classroom teacher is largely behind closed doors where the presence of a teacher and students prevail. It is uncommon for teachers to experience having a

number of adults in the classroom. On occasions, support staff, for example, teacher aides and a member of the senior management team may conduct an appraisal observation (or evaluation). Most commonly, the teacher is the only adult in the room. In contrast, classroom teachers accepting to participate in classroom observations will have to open their doors to be analysed in a way that they have not probably experienced in their teaching career before, in accordance to Tolich (2001). Being part of the teaching profession helped interpret classroom events by suspending judgement until all the facts were obtained, within the complexities of classroom teaching (Cardno, 2001). A transcription of the recorded interviews and classroom observations were verified by participants before the data in Chapter Four was written up. Teachers had the opportunity to contribute to the research process.

### *Confidentiality and maintaining anonymity*

The treatment of participants is of utmost importance; hence informing participants and maintaining anonymity and confidentiality is a step towards integrity. The challenge of maintaining anonymity in this small town was overcome by firstly, when describing the setting to gain a full appreciation of the context the actual location of the schools were not disclosed. This was also the case when entering in endnote references from ERO's school reports; therefore, *N...* represents schools names. Secondly, the decrease in the number of international students throughout New Zealand primary and intermediate schools presents another challenge to maintain teacher and school anonymity. For this reason, interviews or observations were limited to a few classroom teachers who had international students in their class in 2008 or 2009. In addition, within the regional location only a few schools had international students enrolled this year. In Chapters, Four and Five pseudonyms were not used but participant A, participant B and school A and school B and so on. A description of the schools' surrounding communities and participants is given in broad terms, using information readily available, for example, decile numbers for socio-economic descriptions and estimates of school roles describe schools. All precautions to conceal the identities of participants and school locations are taken. The storage of participants' information is separate to that of interview tapes and transcriptions. The use of password protection was utilised when storing information on the computer. The audio recorder stayed locked away and interviews erased after transcription had occurred. Once completed, all official documents will be stored at a secure Unitec location i.e. the supervisor's office.

### *Informed consent – organisation*

Providing an information sheet to organisations, in this case two schools, was the first step in obtaining access to individual participants (see Appendix H). The Principal read this information sheet before signing the consent form. The principals had the opportunity to ask questions and clarify any misunderstandings about this research project. Written organisation consent is required to help minimise confusion and misrepresentation of what the research project is. According to Tolich (2001), “clear written documentation held by both parties, it may be argued, is more ethical than informal, unwritten, consent” (p. 139). This is also important because of the smallness of the research location and the fact that the researcher had worked for one of the organisations previously. Therefore, informed consent is a means of authenticating this research project.

### *Informed consent - individual*

When considering informed consent, participants were informed about the following areas; what the research is about, its purpose, the nature and length of involvement, and how the data is going to be stored, according to Bryman (2008). A written information sheet provided all potential participants with information covering Bryman’s above ideas along with Unitec Research Ethics Committee (UREC) suggestions (see Appendices B, F and H).

The researcher was open and transparent toward participants and notified them of any changes, when they occurred. When developing open-and closed-ended questions for the interview schedule, the wording was clear-cut. A small focus group tested the interview schedule to see how long it took and if participants understood the questions clearly. Sensitive questions were not part of the semi-structured interview schedule. Semi-structured interviews were restricted to a maximum timeframe of forty-five to sixty minutes. The information sheet (see Appendix B) informed participants of this timeframe, before agreeing to participate.

## **Conclusion**

This is a small-scale qualitative research project that used interviews, classroom observations and documentary analysis as data collection tools. These methods were analysed, initially coded then the emergence of themes occurred. Triangulation of methods and participants was utilised to encourage validity of results. Ethical considerations were well thought-out especially concerning the regional location of the research participants and schools. This chapter has carefully considered aspects of this research project; Chapter Four will now present an overview of the participants' views and documentary findings.

## **Chapter Four – Data Findings**

### **Introduction**

So far, I have presented a literature and a methodological examination of the issues that frame this research. I have highlighted the globalisation of education and its value, the lack of recognition by government agencies to acknowledge international education, the tensions for teachers over classroom practice, the lack of regulatory control of academic achievement for international students, ill-trained teachers and classroom teachers adapting to using collaborative skills.

Over the next two chapters, there is a change in focus. The participants in this study will now have an opportunity to present their own experience of teaching international fee-paying students in mainstream classrooms. This chapter will describe the key findings that have emerged from the collated data. It outlines the lack of and effectiveness of organisational structure and systems for classroom teachers, initial and on-going teacher development, internal and external support and guidance, and changes to teaching practice. This chapter will also explore the influence of international education policy on classroom teachers. Chapter Four will present teachers experiences and coping strategies under the current conditions of teaching just a few international students.

### **Demographic information**

#### *School and surroundings*

Two schools provided the context for this research project: one primary and one intermediate school with approximately 300 to 350 students in each. Rural region schools provide a unique context within which to explore the experiences of teachers, teaching international students because of the low number of students enrolled every year. Both schools had a small number of international fee-paying students, placed

together in the same classroom. This is in contrast to schools in larger centres such as Auckland who face quite different issues, because they enrol larger numbers of international fee-paying students. This uniqueness enhances the value of this research because, as indicated in Chapter Two, there is a gap in the literature on schools in provincial areas with a few international students and in the primary or intermediate sector. With reference to Table 5, the schools in this study were located in a medium-sized town in regional New Zealand, and had a small proportion of their school population of students from differing nationalities. While the primary school only had three international students, this is a significant number in provincial New Zealand. This school also had some domestic students from the same home country South Korea.

The intermediate school had approximately one international student and in the region of up to five domestic students from the same home country. The international students from both schools are from the same home country, which is South Korea. This is significant because local organisations actively market students from South Korea; often the spill-on effect of this marketing is students enrolling at the primary and intermediate levels. This is supported by the New Zealand Government stating “word of mouth recommendations and family networks are important sources of students, particularly for the primary and intermediate schools” (2007, p. 28) This information is summarised in Table 5.

**Table 5: Summary of demographic information for schools A and B**

<b>Demographic information</b>	<b>School A</b>	<b>School B</b>
Average school roll for 2008/2009	300-350	300-350
Average length of stay	One - two years	Two years
Ethnicity of students over both years	Korean	Korean and English
First language of international students	Korean	Korean and English
English is the second or additional language	Yes	Yes for the Korean student only
Decile number <sup>2</sup>	Four	Four
Gender	Co-education	Co-education
School type	Intermediate (Years seven – eight)	Contributing (Years one – six)

<sup>2</sup> Decile number: A school’s decile number represents the socio-economic status of the area. Decile one-school students are from low socio-economic communities while decile ten-school students are from high socio-economic communities.

## Participants

Five teachers and two senior management team members participated in the study. Their teaching experiences range from a beginning teacher to highly experienced teachers. They have a range of teaching qualifications from degrees to post-graduate study. A number of staff members have numerous roles within the school, for example, a classroom teacher is the deputy principal and Special Needs Coordinator (SENCO), which includes the pastoral care of international students, as outlined in Table 6.

**Table 6: Summary of participants' information**

Participants	Position held	Teaching experience <sup>3</sup>	Teaching experience with FFP <sup>4</sup> students and number of students in class	Qualifications	Length of time FFP students have been in the NZ education system
Participant A (PA)	Classroom teacher/ Associate Principal	Experienced teacher	Half a year  two students	Three year degree plus one year postgraduate teaching diploma	One year
Participant B (PB)	Classroom teacher	Beginning teacher	Half a year  one student	Three year degree plus one year postgraduate teaching diploma	Six months
Participant C (PC)	Classroom teacher	Experienced teacher	Half a year  two students	Three year Bachelor of Education and Diploma of Teaching	One year
Participant D (PD)	Classroom teacher/ Deputy Principal/ SENCO/ Pastoral Care for international students	Experienced teacher	N/A	Three year Diploma of Teaching plus a Bachelor of Education degree, specialising in TESOL	On-going

<sup>3</sup> Beginning teacher: Zero – two years experience  
Fully registered teacher: Two – five years teaching experience  
Experienced teacher: Five plus years teaching experience

<sup>4</sup> FFP: Foreign fee-paying students

Participant E (PE)	Reading specialist/ ESOL teacher/ Pastoral Care for international students	Experienced teacher	N/A	Three year Diploma of Teaching	Ongoing
<b>Participant</b>	<b>Position held</b>	<b>Teaching experience</b>	<b>Management experience of FFP students</b>	<b>Qualifications</b>	<b>Length of time FFP students have been in the NZ education system</b>
Participant F (PF)	Deputy Principal	Experienced teacher	Highly experienced	Diploma of Teaching	N/A
Participant G (PG)	Principal	Experienced teacher	Experienced	Three year Diploma of Teaching Postgraduate certificate	N/A

## The findings

Five key findings have emerged from the collated data; these include the lack of organisational structure and systems and effectiveness of organisational structure and systems for classroom teachers, initial and on-going teacher development, internal and external support and guidance, and changes in teaching practice. The following section presented the findings that start with a summary of the documentary analysis using internal and external documents, followed by key findings from participant interviews.

## The influence of policy on international education

### *Documentary findings*

At a national level, *The International Education Agenda, A strategy for 2007 – 2012* focuses on providing high-quality education to initiate business innovation and sustain the economy. Throughout this document, the term ‘sustaining the economy’ is mentioned most often. Secondly, reference to high-quality education is mentioned then equally business innovation and reference to learning about Asia. Partnerships with Asian organisations and Education New Zealand also appear to be important for the Government.

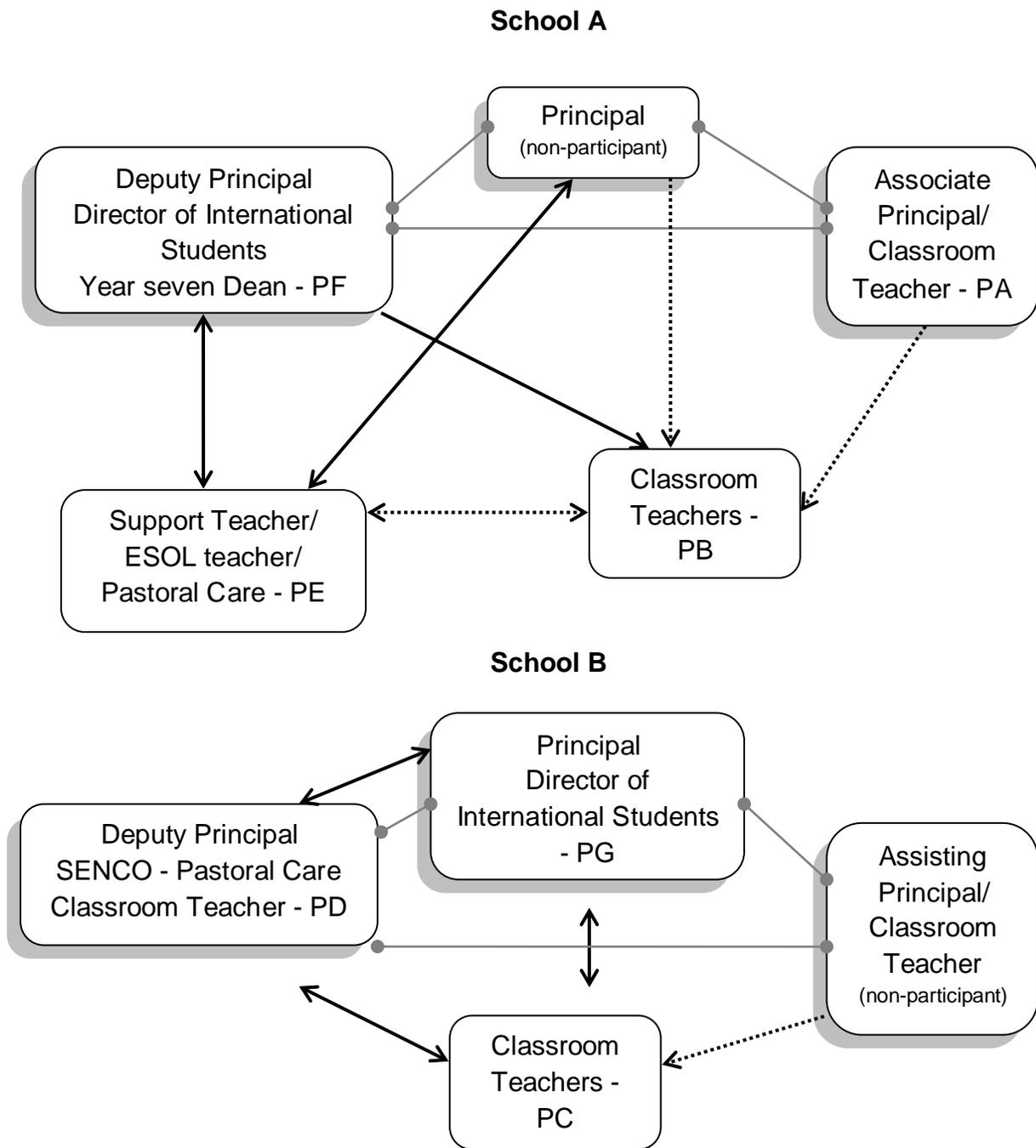
The Code of Practice caters for the primary and intermediate sector for the Pastoral Care of International Students, including the needs of these sectors separately. One out of nine sections of the Code focused on supporting international students. Three out of seven sub-sections mention support services in relation to students in years one to eight. Seventeen out of 145 sub-sections from the entire Code document mentioned requirements for enrolling students in the primary and/or intermediate years. This implies that there is less focus on or requirements from the primary and intermediate sector.

### **Organisational structure and systems**

One of the main issues highlighted in this research is the lack of availability of support people to collaborate and support the teaching of international students in the classroom. The lack of support is interdependent of how well aligned school structures and/or systems are to guide mainstream classroom teachers. When looking at school A and school B's structure, they are relatively similar because they had similar student numbers and students were from the same local community. However, one point of difference is the location of the support teacher (also referred to as SENCO, ESOL teacher, 'the reading lady' or pastoral care person). As Figure 3 shows the support teacher at school A situated externally to the main management structure, as opposed to school B's support teacher who was part of the senior management team. Another difference is, the Principal at school B was interviewed for this research project because he was the Director of International Students, whereas the Principal at school A was not, and therefore was not part of this research project.

#### *Documentary findings*

Both schools' policies indicated some form of structural support through recognising that international students require additional support from an ESOL teacher. At school A their *Orientation Handbook for International Students at N....* suggested that the support teacher had multiple roles; pastoral care for international students, reading support, ESOL classes and study support. *"The Reading School is the 'homebase' for International Students. It is here that Reading classes for students from non-English*



**Figure 3: School structures**

Key:

- Formal lines of communication/influence and direction
- ⋯→ Informal lines of communication/influence and direction
- Senior management team communication

Source: Adapted from Mintzberg (1979).

*speaking backgrounds are held (ESOL classes)...*" (School Document, 2006). At school B, policy (School Document, unknown) supports the inclusiveness of senior team members by stating *"international students support programmes will be part of the SENCO responsibility..."* (School Document, 2008). Funding to support the teaching of international students is budgeted from the fees that school B charges, *"all International Students budget will provide for professional development and resources"* (School Document, 2008). When comparing teacher's experiences with that of espoused policy views at school B, it is evident that the espoused does actually occur. In Chapter Five the alignment between policy and practice is discussed.

### *Interview findings*

Three out of the seven participants found that they did receive internal support and guidance from within the school structure through working collaborative relationships. Support was also at policy level, as stated above. The support teacher had multiple roles and was part of the senior management team. The principal was the Director for International Students so he had direct influence on classroom teaching and the support teacher's roles, as shown in Figure 3. Support was internal and external at school B with the Deputy Principal's role and subsequence resources being the main source of support here.

PC *"They [international students] pay a fee and so that's what it's used for [teacher aide hours, additional support teacher and professional development]."*

PD *"I've led development for the rest of our staff ... or we have gone on courses. Lots of the courses we have been on that have been organised through [a university] that they tend to use us, our school as sort of an example of it going well."*

PG *"Our school has been very, very lucky in that we have [participant D] who is our SENCO Special Needs Coordinator who has just recently completed a Degree in specialising in Teaching English as a Second Language [TESOL]. She has been a fantastic resource within the school in terms of running in-service programmes for the teachers ... in terms of in-class support, in terms of up-skilling our teacher aides as well..."*

Two out of the five classroom teachers from both schools noted the lack of support systems for teachers who taught international students. This is in contrast to the documentary evidence presented above. They suggested that the school could improve on supporting these teachers and provide increased guidance.

#### Resources

PA *"I think that it is an area our school can improve on. Because basically what I did was I had to find material that... normally year one or two kids would be using, but in terms of topics or interest levels for him... it was very childish, but in terms of the ability level he was at, that was perfect".*

PB *The international student "gets taken out for ESOL, and taken out for reading and things like that... but beyond sort of, maybe three/four times a week ... it's the rest of the time that it would be nice to have just a listening post, some resources, some books in her own language and stuff like that."*

#### Support structures or systems

PA *"...maybe again that's something the school could do on a school-wide level and have... almost like a resource pack; a list of contact people, organisations etc... that we could use... and it just saves individual teachers going and doing that off their own back... [and] cuts out a bit of time".*

PA *"... maybe again as a school we need to look at some structures, is it worth having a translator available, someone who is completely independent?"*

Not everyone experienced the same lack of support at this school; the support teacher suggested that because of the relatively recent nature of schools taking on international students, resources filtered into schools slowly that are set at the appropriate age level and ethnicity:

PE *"We did manage to access some very good word-by-word books, which were dictionaries... picture dictionary, not photographs it was drawings and we got some of those because they were English/Korean and English/Chinese. So we would let those students have ... a use of that, in class."*

Classroom teachers were not aware of the resources that are available to them, that they could have possibly used during planning, programme development and teaching instruction.

## **Professional knowledge and training**

Professional knowledge and training is concerned with the extent to which initial teacher education in international education had occurred and what on-going professional development they had received.

### *Documentary findings*

Knowing what we know about the Agenda with the key focus being on economic values, and then national identity, the Agenda now suggests how it will focus on and hope to achieve Goal one<sup>5</sup>. The suggestion that Goal one has the most influence on initial and on-going training of classroom teachers. There is a strong link between the government's various organisations that have collaborated in creating the Agenda. For example, because of the strong economic focus, the below statements appear to be academically focused and ESOL funding was provided through the MoE, hence creating a partnership link.

Achieving these outcomes requires:

*“Good teachers with access to high-quality, internationally focused teaching/learning resources, and appropriate professions development”* (New Zealand Government, 2007, p. 13).

*“Additional funding has been provided for ESOL for international students since 2003. This has covered additional professional development for ESOL teachers, classroom subject teachers, and teacher aides. Feedback indicates that teachers value this extra support. However, teachers say there is a strong need for more pre-service training and ongoing professional development to help equip all teachers to deal with increasing cultural and language diversity in classrooms. New standards for graduating teachers to be introduced by the New Zealand*

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<sup>5</sup> Goal one: New Zealand students are equipped to thrive in an inter-connected world.

*Teachers Council from 2008 will support this, and a review of initial teacher training is currently underway” (New Zealand Government, 2007, p. 19).*

At a school level, participants at school B indicated that professional development was offered to classroom teachers and teacher aides, funded by international students’ fees. School B’s policy for international students recorded under the National Administrative Guidelines (NAG) Six *“all teaching staff and teacher aides who support International Students will receive regular professional development either within school or from external providers”* (School Document, 2008). The Code stipulates that all staff involved with international students require cross-cultural training, which is aligned with school B’s policy and practices. However, there is a mismatch between the Agenda, school documentation and actual practice. Further discussion will be included in Chapter Five on this topic.

### *Initial teacher development*

#### *Interview findings*

Another main issue was initial teacher development that supported TESOL and cross-cultural awareness training. The responses to questions indicated that two classroom teachers completed a one-year Diploma of Teaching, another completed a Bachelor of Education and Diploma of Teaching and the final classroom teacher completed a Diploma of Teaching. The latter two are experienced teachers who qualified some time ago. The participant from school B just completed a degree specialising in TESOL. The support teacher at school A referred to herself as “the reading lady” who is highly experienced with no formal ESOL training. This suggests that the teacher who trained some time ago had not up-skilled formally in the specialist field of teaching ESOL; however she had attended short courses over the years. As suggested by the following statement this participant relies on her ability to learn from doing and participant A and B received no initial teacher training.

PA *“in terms of formal education with foreign fee-paying students, absolutely zero ... [it] wasn’t covered in my year course whatsoever.”*

PB *“... it’s been my first year doing it this year... I find it quite difficult in terms of, I wasn’t really trained for it at teachers’ college and there aren’t a lot of resources that I’ve been made aware of, resources in the school.”*

PE *"...I don't have any formal training as an ESOL teacher... and as I say, well, just as I go along I'm picking things up of what to do with them. My big thing really is I have been doing this a long time."*

#### *On-going teacher development*

On-going teacher development involves classroom teachers attending courses, internally or externally, to up-skill in issues relating to the teaching of international students. Two out of five participants had attended these courses specifically relating to the needs of teaching international students, as summarised below.

PC *"I've been on a couple of courses; ESOL courses this year... which is really good... to help me understand what it is really like, first of all for students who can't speak English or it's their second language, and to understand some of their characteristics, you know their typical ESOL ones"*.

Participant D completed a degree in TESOL; she assured me she spent approximately thirty-five years in doing so. Toward the end of this time, the option became available to specialise in TESOL, so she took it. She suggested that possibly the key to successful outcomes for all students; including international students is the ability of teachers to reflect on their teaching practices.

PD *"Well, I guess the main thing about it was really... made you think about your teaching... and so it's about good practice, good teachers, effective teaching and understanding how kids are learning... and so you need to adapt programmes."*

The newly qualified teacher was interested in gaining a better understanding of the various educational needs of international students and felt her self-efficacy had been challenged by her inability to meet the needs of all the students in the class. This teacher highlights the ability for training to be context specific, with general pedagogic practices and teaching techniques not necessarily suitable for teaching international students.

PB *"I definitely want to do some PD... I don't feel I am doing them justice at the moment I just ... do struggle even just teaching the mainstream English speaking students, by adding this extra layer of... how to communicate with people who don't speak English very well and don't understand it..."*

Participant A, an experienced teacher, initiated his own professional development when the need arose and now has moved away from classroom teaching into the senior management team, therefore focusing on management and leadership, as opposed to teaching practice. This teacher had a keen interest in setting up support systems, for example, resource packs for classroom teachers. When asked about on-going professional development he said it was

*PA "... not set up formally by the school... but what I did was..., I initiated some regular meetings with N.....who is our ESOL teacher..., I guess, so she could up-skill me and give me some strategies in class."*

When asked whether classroom teachers wanted to further their careers specialising in teaching international students all teachers besides the beginning teacher said they did not want to. This was largely because they had been teaching for a number of years and saw no point in extending their qualifications or knowledge in teaching international students.

*PC "... Not career aspirations..., I just think to be a good teacher of those [ESOL] students you need to keep up-skilling... just to be aware of what it is like for them, in your class... but... no not doing anything like tertiary study or I'll just go to the odd course [participant laughs]."*

*PA "... because my aspirations now don't, aren't really compatible with being a class teacher. I guess in terms of just what I mentioned before... now I can be the person who can instigate having some packages prepared for teachers... and that type of thing."*

## **Support and guidance**

This section is concerned with what support and guidance classroom teachers received internally from schools and what teachers and management accessed.

### *Documentary findings*

Firstly, there are two types of support discussed in the interviews and documents; student support and teacher support. This research project is mainly concerned with

teacher support; however, this crosses over into student support concerning personal trainers.

In an ERO (2005) report school A met only a few requirements of the Code and had one international student in the school at that time. The support for international students was happening with students receiving good one-on-one support from the ESOL teacher, but what is pertinent to this research project is the oversight to train classroom teachers (referred to here as part of the 'staff') to support these students, evident by the following statement:

*“The student receives good one-on-one support from a trained reading teacher four times a week. However, cross-cultural training for staff to increase their understanding of a student’s background, has not happened”* (Education Review Office, 2005).

The International Student Information Handbook stated that “the principal will also be available for support of the students, classroom teacher, and the parents/caregivers...” (School Document, unknown). The participants did not mention the principal as a means of support, with one participant at this school referring to the ESOL teacher as their main support person. School B also had this statement in their handbook for international students. Formalising school A’s support systems for international students this came about after recommendations from ERO, who stated:

*“No key person has been delegated the responsibility for the monitoring of procedures to promote a safe and supportive environment for international students. Regular meetings between the student and key administration personnel or a counsellor have not taken place during the year. Support services tailored to meet the needs of international students will require development”* (Education Review Office, 2005).

A follow-up ERO report emphasised the fact that, due to compliance issues with the Code, the school developed and implemented strategies in support of international students. The internal and external document examples support this.

*“Support services are effectively tailored to meet the needs of international students... All appropriate procedures and guidelines are developed to meet the*

*development, and pastoral care, needs of students. Students are very well supported at school” (Education Review Office, 2006).*

Orientation Handbook: For International Students at N....

*“The Reading School is the ‘homebase’ for International Students. It is here that Reading Classes for students from non-English speaking backgrounds are held (ESOL classes). Students can also come for study and talk to the ESOL teacher, who is N....”*

International Student Information Handbook for N....

International students will be *“withdrawn for further orientation, English testing, and teaching as required.”*

### *Interview findings*

#### *School A*

The issue of internal support and guidance is one that occurs mostly informally at school A and more formally at school B as indicated by interview evidence. Informal support occurs through necessity when the classroom teacher had exhausted every other avenue in the core task of teaching and learning. Classroom teachers when asked about the support they had received from within the school they did not mention the fact that the principal is available for help as mentioned in the *Handbook for International Students*. Most teachers talked about the casual nature of getting support when required and that support person was usually the ESOL teacher. At school’s A and B, the support teachers became an obvious choice of support persons because they were also the pastoral care for international students; therefore, they had the most direct contact with these students. This made sense to classroom teachers that they were the most appropriate person to approach with a pedagogic query, which is supported by the Director of International Students at School A stating, *“in actual fact [participant E] is ... through her language support and her ESOL programmes ... Is far more hands-on with these kids than I ever am”*. Two of the five teachers highlighted the lack of support and guidance within the school structure.

PA *“I don’t think that this school provides enough support, enough guidance, for our teachers.”*

PB When asked whether she received internal support she replied “*none*”.

Participants A and B noted that they did not receive any officially organised internal support or guidance from their school. However, participant A initiated support from the ESOL teacher and made sure that the support options for the two international students in his class were utilised to their full potential so the students were not missing out.

PA “... Also [I] got onto our support structures here at school, in terms of our ESOL teacher and ensured that he was... enrolled in her programme... once I had my personal trainers set up she also did some work up-skilling them as well.”

The support teacher noted that she did not offer classroom based one-to-one support with international students, but offered indirect support for classroom teachers through the training of personal trainers.

PE “I don’t actually go into the classroom, but I have organised what we call personal trainers which is like a buddy system...”

### *School B*

School B had a more formally organised support and guidance system in place to assist classroom teachers with the teaching of international students. Direct or formally stated support indicated that because school structures and systems are already institutionalised the Director can adopt a contingency model, which is the ability of the leader to match the best fit solution with a problem, according to Busher (2006) and Hoy and Miskel (2005), when a problem arises.

PG “...Our teachers have become very, very used to having children arriving now without..., English or with very limited English. We’ve now got children from our school from fifteen different nationalities, we’ve got over thirty children at the moment who are receiving English as a Second Language as a Ministry funded support, so it’s certainly not a new issue within the school...”

PC “... things are in place for support and we get teacher aide time and we get, like the international students get one-on-one teacher time with ... another teacher... A fully trained teacher... and that’s part of their, they pay a fee and so that’s what it’s used for.”

### *Lack of role clarity*

The lack of role clarity that identified in the documentary findings stated that there was no formal pastoral care person for international students at school A. The following participant's statements support the lack of role clarity concerning the role of the principal, Director of International Students and ESOL teacher.

PE *"So that was in the early days when we had the beginning of them [international students] coming ... to our school, it was a big learning curve, realising there were certain procedures in place, we didn't really know a lot of them... I think most of us didn't really know what it was all to do with [participant laughs]."*

PF *"Our students, I guess that ... largely those students assimilate really well and ... meet their targets and so they don't raise concerns about their progress academically or socially. However if there are any issues then [participant E] would come to me and we will address whatever they might be."*

Another role of the Deputy Principal at school A is the Year 7 Dean. This included regularly checking of planning and programme development for all students and a more explicit look at these aspects for international students. The role of the Deputy Principal is extensive, including the responsibilities of the Year 7 Dean and Director of International Students.

PF *"I have a dean's role with Year 7 staff looking at their planning and implications of their programmes and assessment and their analysis of their assessments to focus their next teaching steps."*

PF *"The only... interaction I would have is on a regular class... assessment visits as a dean... and a particular interest in how those individual students [international students] are getting on within class."*

Some consequences that have arisen from the lack of role clarity and communication had forced some teachers to feel like they were doing an inadequate job because they did not fully investigate for themselves what they could have done differently in the classroom. The strongest point here came from participant A who on a number of occasions mentioned that *'busy work life'* contributed to the lack of available time to investigate any sort of support externally and limited support internally. Participant A

also mentioned that due to the infrequency of international students he prioritised his time somewhat.

PA *“I think in general that very busy work life, not really allowing you to investigate the organisations or to undergo the necessary professional development... I think sometimes I think we get stuck in a survival mentality particularly at a busy place like this... bang you’re through one day, you’re preparing for the next.”*

The Director of International Students at school A is a highly experienced teacher who had leadership roles in New Zealand and overseas supporting the teaching of international students. At one overseas school, over half of the school’s population were international students. The conflict between policy (i.e. the Code) and practice, that is, the experience, knowledge and skills participants possess to manage and/or teach international students is evident in the following statement. These conflicts will be further discussed in Chapter Five.

PF *“From my experience in dealing with international students it was ...largely honed when I was the Deputy Director of a school in [the Pacific Islands] where we had nearly forty different nationalities at the school, that accounted for 60% of the school role. While the administration of international students in an international school isn’t prescribed like the way we have in New Zealand... through our Code of Practice ... It still gives you wide range of experiences in coping with the demands of and the differences and moulding together those different nationalities and different students ... So they are logistical issues that you face.”*

#### *External support and guidance*

External support and guidance is concerned with the use of organisations external to schools, for example, local and national organisations or support networks. Classroom teachers and directors responded to this question but there is a need to recognise that responses are coming from different hierarchical positions within the school and, as a result, this will generate diverse responses. This section divides into classroom teacher and management responses, to address this issue.

### *Classroom teachers*

One out of four classroom teachers did receive external support; this teacher was also part of the senior management team and had a working relationship with a regional university. The other three teachers were not aware of any external support organisations or networks.

PB Participant B when asked whether she received external support and guidance she replied “no”.

PD *“At the moment we are sort of sitting in a funny situation with something like ESOL ... I mean, I’m learning it, but I’m ahead of most people and so even people like the ... [university] advisors. For example ... they’ve only learnt it at the same time as me, so I’m at the same level of expertise or whatever word you would like to call it, as them.”*

### Management

Both Directors received local and national support and guidance from organisations such as the Ministry of Education. This support was mostly necessary initially when the Code became compulsory and official school documents needed to be developed. One director, who was new to his position, found the support from colleagues invaluable. This support has not been ongoing because both Directors are experienced in managing international students now.

PF *“I got a lot of very good collegial support... when we compiled our documentation and made applications to the Ministry to be... approved to provide for international students...”*

PF *“Through [a regional organisation] our international committee we also had from time-to-time guidance and support at seminar level with folk from the Ministry... and that was very, very useful because the ground changes all the time of course with international students, so it was a very good network when it was running, up and running.”*

PG *“...when I first arrived at the school I regularly attended ... [regional] meetings, which is sort of the organisation predominantly for secondary schools who are bringing in international students... at that stage we had five or six international students. I found the support that I actually got from that informal networking*

*very, very good to initially get my feet on the ground ... to give me a sort of a base to work from ... I haven't been to one of their meetings for probably the last two years I suppose... I still get regular emails from the New Zealand International education sort of setup."*

## **Changes to teaching practice**

Issues around the practical aspect of teaching international students emerged at both schools. These issues included how teachers had to adjust the way they communicated with parents/caregivers and students, the disparities in parents' educational expectations and the coping mechanisms, primarily 'buddy' support, teachers developed in the classroom.

### *Documentary findings*

The Code suggests that regular communication must take place with parents/caregivers of international students. Internal documents from school A support the suggestion the parents/caregivers would be kept in contact by regular reports on academic achievement. *"Parents can expect to receive reports outlining their child's academic progress"*. This complements formal meetings that take place with parents/caregivers when required. Where necessary the Principal at school B would also arrange informal meetings. As mentioned earlier, there is confusion around what the Code actually reports on.

Both schools indicated that it was the teacher's responsibility to initiate buddy support systems with two or more students. The buddies' role would be to *"help the new student with daily routines, timetables, and activities during the breaks"*. Buddy support systems were evident in both schools with all participants mentioning them at some stage during their interviews or during classroom observation.

## *Interview findings*

### *Communicating with parents/caregivers*

At school A classroom teachers met with parents/caregivers once every term and produced two written reports. At school B they also met regularly with their parents/caregivers and sent home reports. During these meetings or conferences, the student often had to translate to the parents/caregivers what the teacher was saying about their educational and social development. Often teachers could not know for sure whether the student was translating verbatim. In addition, the difference in language structures from English to Korean makes translating challenging. Teachers also expressed that these students are still learning English, therefore in most situations the teacher would have to use plain English during parent/teacher/student conferences. The following statements from classroom teacher interviews confirm this issue, changes in communication with parents/caregivers. No internal documents stated the use of translators; however, the SENCO coordinator at school B said that they did use a translator when required. From participant C's point of view she did not use a translator, therefore found it difficult communicating with parents/caregivers. When asked what would be the greatest challenge in teaching international students, participants replied:

*PA "...I think no, predominantly not only around the student, but actually more so their parents ... it was quite interesting that regular parental contact plays a big part of [school A] now. We have to have term ... conferences with parents every single term, as well as reports, and ... so often the parents would come in and the child who had a very basic lack of understanding in regards to English was translating... so that, that was quite an interesting challenge. And because I guess also you were saying one thing to the student and you do wonder how much was communicated on to the adult ... but you know you are quite reliant on them...."*

*PB "...and even being able to communicate with the families that they stay with and who come in and talk to me... It's very difficult to communicate because I don't speak their language and they have very broken English, it's a bit of a struggle... but, it's mostly the communication, communication with families and getting that sort of thing sorted where things are done quite differently..."*

PC *"...not with the students as such, parents are probably a bit different, my ... Korean parent because she's learning English as well, it's really difficult... her English is not as good as her daughter. That's where it becomes... difficult."*

One out of the four classroom teachers found on occasions communicating with parents a challenge, but not a regular occurrence as the participants above have stated. Participant D who had the most teaching experience in dealing with international students and their parents maintained establishing close relationships by having open and transparent communication as the key to managing potential challenges. Also accessing translators when necessary and involving the families as much as possible.

PD *"One of the things I take a lot of time to do is to establish really strong relationships with the family, so they feel really comfortable ... so that they feel comfortable and being up-front and always there for them. I have had no issues at all, once or twice the language thing and trying to explain can be hard but you just seem to get through it. You know, we use translators when required, family support when required ... we really try to involve the families so they do feel comfortable ... and as I say try to make them become involved and feel comfortable."*

#### *Communicating with international students*

With reference to communication with international students, two out of four teachers found that they modified their teaching style to meet the needs of international students. This involved using more written or visual communication, for example, written instructions, scaffolding techniques, the opportunity for the students to clarify any misunderstandings or misinterpretations and non-verbal communication.

PB *"... just making sure that there're a lot of instructions that are written, because I am usually quite verbal..."*

PC *"...The big thing is just to make sure there are visuals as well as the opportunity for them to clarify... and doing the good scaffolding of what you are teaching."*

#### *Disparities in parents' educational expectations*

Both schools found that they noticed an increase in parents requesting that their children do more homework in the form of bookwork. In the situation where students are staying with caregivers, these caregivers report to the parents in the home country. Internal documents ascertained the establishment of internal support systems for communicating or conferencing with parents/caregivers. This links to the support for students, mentioned earlier.

#### *Classroom teacher's perspective*

PB *"...where the expectation from them [parents] is to pile them up with lots and lots of homework and that's what they expect ... she doesn't need to do pages and pages just so she is doing something. It's those sorts of expectations with the family that can be quite difficult and they are wanting to report back to the parents overseas. So we need this proof that she's doing this.*

PC *"... the biggest challenge is communicating with parents and adults... and probably just making sure that the parents know what our expectations are ... The students can be involved in too many things ... The expectation of parents is different from having come from a different... school system to coming to ours. And there's a lot of pressure to learn English and ... our school structure is not as pressured as what they might like."*

#### *Management perspective*

PF *"An area that has surprised some Korean parents is in the development of student leadership. Last year a Korean student was a Head Student. His parents were blown away!"*

PG *"There is a very sort of different expectation around school... from in particular the Korean parents... they want their children to be involved in education virtually 24/7 ... and our Kiwi kids and our Kiwi parents are obviously very, very different..."*

#### *Classroom teachers' coping mechanisms*

Classroom teachers, in conjunction with other teaching approaches or theories, used personal trainers as a means to cope with just a small number of international students. This is important because of the change in teaching practice, which affects the teaching and learning of all students in the classroom. The appointment of buddies or personal

trainers to provide support for international students occurs. School documents stated that this support is essentially during breaks and daily routines. However, buddies were effectively used during lessons. One teacher felt that by having personal trainers in the classroom it reduced her workload, for example, planning. Other teachers experienced a decrease in one-to-one contact time with the international student during lessons.

PA *“I guess the challenge was to set up some systems around him to support him in class so he wouldn’t need so much one-on-one time from me.”*

PB *“... trying to train up other students who I know are quite... capable in certain areas, that they then go and partner up or buddy up and try and help the students through it...”*

When asked about changes in workload when teaching international students:

PB *“... not so much with the fee-paying student ... she seems to ... just cosies up to someone else. Like to begin with I was doing a lot of extra planning so that I had stuff there but because I don’t know where resources are I’ve sort of stopped looking ... other students just help me out a bit, like taking that pressure off ... the planning side of it.”*

PC *“Workload not so much but ... maybe your in-class time. You definitely got one kid you have to keep a really close eye on for the English.”*

Mention of the support for personal trainers at school A and observations of personal trainers took place. The following statement from the Director of International Students also verifies the use of personal trainers. The support teacher and participant B are suggesting that by having personal trainers in the classroom, it frees up the teacher to continue teaching the whole class instead of stopping for just one student.

PE A personal trainer is *“... a student in their class or two students usually for one person and they would be their main first person to go to if there was a problem. They don’t know what was said, they don’t know what they should be doing or they need to look at someone else’s work or just sort of explaining or reading things out. So that would allow the teacher to have a bit of a break and not be bothered just on some very basic things... and that’s worked quite well.*

PF *"In conjunction with the intake of Korean students we have always had a small number of domestic students of Korean origin who had retained their language. They speak both good English and their own mother tongue, and they have facilitated... the introduction of foreign students into the school environment and they have been very useful peer facilitation and peer tutoring."*

PB You have *"other kids in the class that you are having to help, you can't dedicate all your time to just one person. Often you need to sit down and do it very, very, step-by-step and talk them through all of it and have written instructions. Having that level of... written work it makes it harder to go with the teachable moments; where something happens and so you decided to run with it, you haven't got a prepared little bit of paper that you can then give the student to understand ... I find it quite tricky."*

## **Conclusion**

This analysis has highlighted a number of issues facing classroom teachers. The appropriate coverage of the schools' similarities and differences occurred. Organisational structure and systems did influence the effectiveness of school-wide coordinated efforts, for example, classroom teacher support and guidance and professional development. Classroom teachers experienced a lack of support at school A and on the contrary, school B supported their classroom teachers and support staff. Support systems were both structured and unstructured. Management and classroom teacher roles were intensified and this often added to the lack of role clarity. The issues faced by classroom teachers are the lack of appropriate training, support and guidance, and how organisational structure, systems, and policy developments have influenced these issues will be discussed in the following chapter with evidence from the literature review providing a theoretical understanding.

## Chapter Five – Discussion of Findings

### Introduction

This chapter discusses the findings from Chapter Four of this research project in relation to the issues raised in the review of the literature in Chapter Two. A reflection of the issues related to organisation structure and systems, professional knowledge and training, support and guidance and changes to teaching practice is covered in some depth. Discussion on the interdependence and interconnectedness of issues is mentioned throughout this chapter.

### The influence of policy on international education

As mentioned in Chapter Four, *The International Education Agenda* (New Zealand Government, 2007) espouses prominently economic values. It concentrates on providing high-quality education to initiate business innovation and a sustainable economy. The Agenda is part of a much larger government economic focus that is the *Economic Transformation and National Identity*. The government emphasised the need for this country to integrate into the global economy and a means of doing this is by developing and maintaining global relationships. For example, mechanisms creating awareness of globalisation is via the revised New Zealand Curriculum with students learning about Asian countries and via other organisations, such as Asian New Zealand Foundation, Education New Zealand or the Tertiary Education Commission. Another more complementary focus of the Agenda is national identity. Through awareness of oneself within the wider global community, national identity is fostered for domestic and international students. The definition provided for international education encapsulates a holistic view that includes ‘social, cultural, academic, economic and political dimensions’. When comparing this document with the views of participants it is apparent that there are conflicting values. The Agenda espouses economic values, which is inconsistent with the participant’s views of social or academic values.

The Code of Practice caters for the primary and intermediate sector, by covering the needs of these sectors separately. Chapter Four states that schools who are signatories to the Code need to cater of both developmental and pastoral care needs, for the primary and intermediate sectors. This view conflicts with classroom teachers' experiences because international students have limited access to first language support or first language counselling which is a stated requirement of the Code. To follow will be a discussion on the aims of the Agenda, the Code and ERO's role.

The focus driving this Agenda is not that of educational means but economic; it is "for building a sustainable economy based on innovation and quality, and it contributes directly to the aims of 'growing globally competitive firms' and 'innovative and productive workplaces'" (New Zealand Government, 2007, p. 2). However, this document appears to be the key strategy that educational organisation will be working from, along with the Code. The 2007 *Briefing to Incoming Ministers – International Education* supports this reality. This MoE document summarised the Agenda and the Code, adding some new statistical information on trends, however predominantly concentrating on the two stated policies. In contrast, ERO reports a dual benefit: "international education is socially and economically important to New Zealand" (Education Review Office, 2008c, p. 3). 'Social' benefits as reported by ERO are:

- social and cultural gains through learning about other cultures and perspectives and the development of skills for cross-cultural contexts;
- the enhancement of teaching and learning programmes;
- professional development of teachers through international links and greater confidence in cross-cultural teaching; and
- the raising of educational standards through exposure to international thinking.

These social benefits appear to be the areas which ERO has indicated schools are to improve on (Education Review Office, 2008c). Because social benefits are not a focus of the Agenda, it could be difficult for ERO and associated agencies to initiate change. Teacher comments suggest that their teaching and learning programmes were unchanged when having international students in their classrooms. There were social and cultural gains at both schools with the presence of international students; however,

the development of cross-cultural skills should be made more explicit. Professional development around teaching through international links was nonexistence, with only a few teachers wanting to up-skill in cross-cultural awareness and TESOL.

The report *'Schools' provisions for international students'* states the main goal influencing schools is Goal two<sup>6</sup>. For example, Goal two's short term priorities for government are focusing on 'reviewing and updating the Code' and "evaluate and report on the quality of education and pastoral care provided for international students in New Zealand schools (Education Review Office)" (New Zealand Government, 2007, p. 22). Again, this statement suggests that because the MoE is in partnership with other government organisations in creating the Agenda, the MoE's focus is in fact on the Agenda, which espouses economic values - a view which conflicts with the experiences of classroom teachers.

The establishment of the nine key government organisations to develop and implement the Agenda is a step in the right direction, by including educational organisations in what appears to be a financially focused venture for the Government, as opposed to enhancing social benefits and global citizenship. However, the MoE should personify international education benefits in this financially focused industry. The view - students represented as consumers of a service - has been summed up by Butcher (2003) and Lewis (2005).

### **Organisational structure and systems**

Organisational structure and systems did influence the effectiveness of school-wide coordinated efforts, for example, classroom teacher support and guidance and professional development. This observation emerged out of this research project and presented a strong avenue for future research. One of the main issues highlighted in this research is the availability of support people to collaborate and support the teaching of international students in the classroom. This is referring to how well aligned school structures and/or systems are to support mainstream classroom teachers. One point of

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<sup>6</sup> Goal two: International students are enriched by their education and living experiences in New Zealand.

difference at school A is the location of the support teacher. Figure 3 showed the support teacher at school A situated externally to the main management structure, as opposed to school B's support teacher who was part of the senior management team. Another difference is, an interview took place with the Principal at school B because he was the Director of International Students, whereas the Principal at school A was not, and therefore was not part of this research project. When comparing teachers' experiences with espoused policy views at school B, it is evident that views espoused do actually occur. The focus of this discussion will be on the schools' organisational structure and policy related issues.

Concerning organisational structure, the support teacher that was situated externally to the main management structure influenced the school's ability to formally support classroom teachers as mentioned in the findings. The reality for two participants at this school is that the current structure had limited influence on the teaching and learning of international students in their classrooms. This structure did provide indirect and informal communication between classroom teachers and the support teacher when necessary. However, the main concern for classroom teachers was the lack of formalised support and available resources to assist them in their role. The support teacher mentioned that she provided multilingual books to students to use in the classroom. This was in contrast to one teacher who gave up looking for relevant resources because she could not find them. These specialised resources are located in the support teacher's classroom; however, classroom teachers appear to not know this and have limited access to this room as opposed to the main resource room. This indicates a lack of awareness of what resources were actually available in the school. The issue here is the lack of formal communication between the support teacher and classroom teachers, which could be detrimental to the academic success of international students, who spend the majority of their time in the mainstream classroom using mainstream resources (Connell, 2006; Haworth, 2005a; Penfield, 1987). This could be due to the external placement of the support teacher, to the senior management team. The support teacher does have regular meetings with the senior management team, including the Director of International Students, but classroom teacher issues may not filter through to management, who in turn would pass on these messages to the support teacher. This could be due to another structural issue

whereby the Director of International Students is the Dean for Year 7 classroom teachers only.

In contrast, school B's structure is more inclusive, with the support teacher also being the deputy principal, and the Director of International Students is the principal, hence all part of the senior management team. This could suggest that because of the positioning of school B's support teacher, she would have more influence over how to support international students in mainstream classrooms. Teachers at this location felt supported and guided by practice and policy, further mention of this in the following sections. The experiences of these interviewees may validate this organisation's structure and systems, aligned from policy to practice through utilising clear hierarchal structure and roles. Butcher and McGrath (2004) found that if all stakeholders are involved in the management or decision making of international students through processes and development of policies, this would better meet the needs of these students. This is evident at school B that had an inclusive hierarchal structure with aligned pastoral care and TESOL for international students, support and guidance for classroom teachers, availability and awareness of resources and the opportunity for staff to attend professional development courses. This extends to the role of the Principal, who was also the Director of International Students. A discussion on this Principal's role in managing and leading this school is covered. An Education Review Office report (2008c) found that improvements could be made to the co-ordination of ESOL and classroom teachers so their practices align. This school is somewhat on their way to meeting this standard. In addition, this alignment extends beyond the scope of this research project to other staff members, teacher aides and an additional support teacher. These key points are evident in Participant G's statement:

*“Our school has been very, very lucky in that we have [participant D] who is our SENCO Special Needs Coordinator who has just recently completed a Degree in specialising in Teaching English as a Second Language. She has been a fantastic resource within the school in terms of running in-service programmes for the teachers ... in terms of in-class support, in terms of up-skilling our teacher aides as well...”*

This direct influence on classroom teaching from the principal and deputy also provided classroom teachers with direct access to key staff members.

### **Professional knowledge and training**

From the findings reported in Chapter Four and evident in the literature (Haworth, 2005a; Li et al., 2002; Sleeter, 2008), professional knowledge and training is vital for classroom teachers' understanding when teaching international students. This reflects the notion of Deveney (2007) who suggests that teachers are ill-trained or un-trained to teach in culturally diverse classroom. School A's classroom teachers both completed a one-year teaching qualification and indicated that they did not receive any training around teaching international students. This suggests that these teachers initially started their careers in a different field to education and perhaps this condensed course did not cover the required pedagogic aspects of teaching international students. One of these participants graduated in 2007, however, did not have up-to-date teaching knowledge of this industry. This view has been summed up by Butcher and McGrath (2004), Ho, Holmes and Cooper (2004), Li, Baker and Marshall (2002) and Ward (2006), who all maintain that international education pedagogy and the ability to address intercultural skills is lacking in teacher education. A reflection on the lack of attention to underlying principles of international education pedagogy and TESOL in mainstream classrooms occurred and the participants' lack of awareness of how to teach these students. In-service courses may be a way to address this lack of awareness.

On-going training at School A occurred informally with participant A approaching the support teacher himself *"I initiated some regular meetings with N... who is our ESOL teacher... I guess, so she could up-skill me and give me some strategies in class"*. Voluntary collaboration between this classroom teacher and the ESOL support teacher is supported by Davison's (2006) view, that if contrived collaboration occurs between the ESOL teacher and classroom teacher, it is a forced relationship, therefore less likely to have meaningful outcomes for all involved. This view is supported by Herriman (1991), cited in Candlin (2001), suggesting mainstream teachers should have the opportunity to work collaboratively to build effective teaching practice. Voluntary collaboration could be a tool whereby teachers share knowledge and skills with each

other and gain the invaluable support and knowledge required to teach international students. This tool will be covered further in Chapter Six.

The lack of policy to support on-going training within the findings was evident, for some classroom teachers. In many respects, professional development was non-existent for classroom teachers at school A who taught international students. This lack of acknowledgement in documentary findings and participant's views is evident. The issue here is that there is no evidence to show that professional development for classroom teachers existed in any form from *National Educational Guidelines* to strategic or operational plans. School A may not have developed professional development policy because of the small numbers of international students that actually enrolled at this school, on average one to two students per year. The focus would possibly be on other school and national priorities, for example, implementing the updated *New Zealand Curriculum* (Ministry of Education, 2006) or enhancing the achievement of Māori students (Education Review Office, 2006). This is in light of a school ERO review stating "cross-cultural training for staff to increase their understanding of a student's background, has not happened" (Education Review Office, 2005). A number of authors Donn and Schick (1995), Education Review Office (2008c), Ministry of Education (2003c) and Ward (2006) report a lack of cross-cultural awareness and training over the past fifteen years. This is supported by Ward, who states that "this is not surprising as teacher education is often lacking with respect to training in intercultural skills" (2006, p. 30). The focus for professional development had previously been on ESOL teachers, not classroom teachers. Recent historical developments, such as the New Zealand Teachers Council implementing the *Graduating Teacher Standards Aotearoa New Zealand* (New Zealand Teachers Council, 2007) and TESOL scholarships with the government encouraging classroom teachers to apply, will hopefully give teachers the skills they require. It will take these graduates and scholarship recipients' praxis, and then ERO will see a change in cross-cultural awareness and teaching practices.

The data evident in Table 6 shows that the two classroom teachers at school B were experienced teachers who qualified some time ago. Both have had the opportunity to up-skill in the field of ESOL and international education pedagogy; one through a formal qualification and the other had attended courses. Participant C was happy to attend

courses but had no aspirations to complete a formal qualification. The focus here may have been on other educational or personal responsibilities taking priority, as opposed to spending one's spare time studying. Participant D had numerous roles as well as being a classroom teacher; she was personally and professionally self-motivated to up-skill in the area of ESOL and catering for the needs of international students. By gaining this qualification, participant D extended her knowledge base and gained the ability to conduct both reflection-*in*-action in the classroom as well as reflection-*on*-action about her practice (Brown, Fry, & Marshall, 2003), which has contributed to the development of effective teaching practices. The principal, along with the schools structure and policies support this professional development.

The findings in Chapter Four showed that policy and practice were aligned at this school, as indicated by school B's National Education Guideline number six: *"all teaching staff and teacher aides who support International Students will receive regular professional development either within school or from external providers... All International Student budget will provide for professional development and resources"*. This is a clear indication that the school prioritises resources to cater for the needs of classroom teachers who teach international students funding them through students' fees. Participant C reflects this notion by stating, *"I've been on a couple of courses, ESOL courses this year...which is really good"*. Participant D suggests that her TESOL qualification offered a new insight into teaching not just international students, but all students *"... the main thing is, it wasn't about doing anything different, but look at really good practice...and so it's about good practice ... effective teaching and understanding how kids are learning"*. In contrast to Barnard and Glynn (2003), Janzen (2008), Smith (2004) and Youngs and Youngs (2001), these teachers enjoy teaching international students and do not find them a burden because they are supported by their principal and through professional development, as stated in the school's policy documents. This reflects the notion of Piggot-Irvine (2006), who suggest there are three key precursors to effective professional development; cultural norms, role of the Principal and planning. These precursors are interlinked with the principal having significant influence over resource allocation, strategic thinking linked to professional development and initiating and embedding sustainable growth through effective role modelling (Piggot-Irvine, 2006). The following statement reflects the idea that classroom teachers are happy

teaching international students, because students are happy in their class: “international students report that they feel positive about the school and their learning environment... they are valued and well cared for in the classroom” (Education Review Office, 2008a). Alignment between classroom practices, policy and the Principal’s vision is evident at this school.

School B’s previous ERO reports from 2005 and 2008 indicate that classroom teachers were supported by policy, procedures and school structure and systems. “Systems, policies and procedures are regularly reviewed to ensure compliance with [the Code] regulations” (Education Review Office, 2005) and “the teacher in charge of English as a second language programmes provides cross-cultural training for staff to help them to understand the needs of international students” (Education Review Office, 2008a). According to Carder (2008), for ESOL learners to achieve their potential, “school principals and senior administrators must be ‘on board’ and give clear support to... teachers and their efforts” (p. 266). A key underlying principle to this successful development and implementation of policy could lie within the school’s structure, as mentioned earlier. The ESOL teacher is part of the senior management team as well as being a classroom teacher. Therefore, she has an in-depth understanding for the needs of classroom teachers, balancing this with the requirements of managing and leading a school. Piggot-Irvine and Cardno sum up the duality between meeting the needs of individuals and the needs of an organisation when creating a professional development programme. They state that personal management, must “align the work of individual staff members with the goals of the school ... Managers need to set up a system of policies and procedures that affect the performance of staff members” (2005, p. 20).

### **Support and guidance**

The documentary analysis findings in Chapter Four showed that there is confusion around who is responsible for what, in relation to job clarity at a school level. The *International Education Agenda* also clarifies a key issue around what is causing the confusion in roles and responsibilities of key people and affirms that the Code “sets out the minimum standards of advice and care expected of education providers. It applies

*to pastoral care and provision of information only, and not to academic standards*” (New Zealand Government, 2007, p. 22). This confusion, the Code providing for the pastoral care of students and their information *only*, suggests guidelines are yet to be developed for the academic achievement, social development and English language learning of international students. However, the Code does stipulate that for signatories with primary-aged international students that developmental and pastoral care needs are required (Ministry of Education, 2003a). In 2007, the New Zealand Government produced a document, which covered goals and guidelines for international education. A previous review of the sector concluded that “overall, the quality of pastoral care and support for international students is good, but there is room for improvement” (New Zealand Government, 2007, p. 19).

The Code was designed to provide schools with guidelines in the pastoral care and provision for information only, not academic achievement or English language learning of international students. The Agenda supports this finding and suggests that academic achievement has not been collected at primary or intermediate level:

Just as raising academic achievement is a key focus for government in relation to New Zealand students, it is also important for international students. But not enough is known about how well they are doing academically, as we have only limited data, derived from NCEA, New Zealand Scholarship and tertiary course completion statistics. (New Zealand Government, 2007, p. 19)

It appears that English language learning is left to the support of ESOL teachers who have been supplied with government issued resources, for example, *English for Speakers of Other Languages* (Ministry of Education, 2003b) and *English for Speakers of Other Languages: Effective Provision for International Students* (Ministry of Education, unknown). This reality is supported by ERO, who also report on schools’ provision for English language support: “ERO bases its evaluative reporting on two Ministry of education publications...” (Education Review Office, 2008c), which are the two publications mentioned above. Another resource available to support teachers is the *English Language Learning Progressions* (ELLP) designed to support ESOL teachers as well as mainstream teachers of ESOL learners. The awareness and

availability of resources discussed earlier had been a key issue for some classroom teachers.

#### *Lack of role clarity*

The documentary findings found that at both schools an *International Student Information Handbook* had been developed. These handbooks appeared to have much of the same statements, which would, suggest that policies and procedures should be tailored by schools to cater for the different contexts in which international students are taught. For school A, the principal will be available for support of the students, their parents and classroom teacher; however, this research project indicated that the principal is not responsible for international students; the Deputy Principal is which was stated in the handbook mentioned above. This shows overlap between what was previously mentioned in relation to school structures and systems and lack of role clarity at this school. This statement is expressing one thing and the school structure is suggesting another. The findings of this documentary analysis showed limited reference to classroom teachers by only stating, “*classroom teachers teach most subjects, but others are taught by Specialist Teachers*” (School Document, unknown). However, international students will be “*mainstreamed immediately upon arrival*” (School Document, unknown). The lack of school policy and recognition to support and guide what teachers do in the classroom is evident.

#### *Role intensification*

The findings showed that poor role clarity between the responsibilities of the Director of International Students, the support teacher and other senior management team members had influenced teachers who missed the invaluable knowledge, skills and experience of the Director and what he could contribute to international education pedagogy in the classroom. This could be a consequence to the reactive nature of the export education industry as noted by Asia (2003), Butcher (2003), and Codd (2005), and the lack of explicit recognition by Government departments (i.e., ERO and the MoE) to formally recognise export education as a characteristic of New Zealand’s educational system. ERO’s *Ministerial Briefing 2008* (Education Review Office, 2008b) and the *Ministry of Education Priorities in the Statement of Intent 2008* (New Zealand Government, 2008), support this and both documents fail to mention international education. The MoE did, however, include a section on international education in the

*Briefing to the Incoming Minister, 2008* (Ministry of Education, 2008), for the tertiary sector and a separate briefing document for international education (Ministry of Education, 2007). As experienced by classroom teachers, the lack of role clarity and role intensification of key senior staff members had influenced their teaching of international students. The Director had multiple roles along with the support teacher.

Schools who are signatories to the Code are required to appoint a staff member to be the pastoral care person. School A appointed a pastoral care person from the recommendation of an ERO review report (2005). They appointed the support teacher; because she was already unofficially doing this job and she had almost daily contact with international students. This is an example of the nature of informal structures within this school. What is not clear to classroom teachers is who is responsible for what? Who provides the overall support and guidance to classroom teachers? Is it the responsibility of the Director, the support teacher or other senior management team members? One could empathise with participant B who *“sort of stopped looking”* for resources. Participant A stated, *“I don’t think this school provides enough support, enough guidance, for our teachers”*. This research project did not look into the specific job descriptions of key staff members; this will be mentioned in Chapter Six.

Participant A faced an extensive workload and tension between meeting the needs of being a classroom teacher, teaching international students and being a member of the senior management team. This very busy work life restricted this participant from investigating the sorts of resources, support and guidance available in the school, local or national educational communities. Participant A stated, *“...I think sometimes I think we get stuck in a survival mentality particularly at a busy place like this... bang you’re through one day, you’re preparing for the next”*. As Holmes (2005) has noted, teachers experienced a tension, where to allocate their time and energy (p. 96). However, contrary to this research project, this was due to the increase in the number of international students. Role diversification had occurred at all levels of the school as mentioned above for the Deputy Principal, support teacher and classroom teacher/Associate Principal. This is possibly due to historical events leading to the enrolment of international students in mainstream classrooms as mentioned earlier.

### *External organisations*

The majority of classroom teachers in this research project were not aware of any external support organisations or networks. Regional networks for management were available and met regularly, however this is not the case for classroom teachers. It appears that no local support networks are available to classroom teachers, and therefore reduces the chances of teachers who teach international students meeting. Online support is also available from the MoE and ESOL Online. ESOL Online offers links to relevant organisations and suggests where to go for local support, school-wide support and resources. For example, ESOL Online has links to School Journals, bilingual assessment, telephone interpreting services, Resource Teachers of Learning and Behaviour (RTLBs) and School Support Services. Participant A was keen to develop a resource pack for teachers, including a contacts list, useful organisations and resources. With the awareness and support of national organisations, this could become possible.

### *Practice verses policy*

The Director of International Students at school A is highly experienced including leadership roles in New Zealand and overseas supporting the teaching of international students. The conflict between policy (i.e. the Code) and practice, that is, the experience, knowledge and skills participants possess to manage and/or teach international students was evident in Chapter Four. School A met the requirements to be a signatory to the Code in 2006 (Education Review Office, 2006), however, they had been enrolling international students for some years prior to this date. This suggests that this school slowly implemented the requirements of the Code, possibly due to the small number of international students, on average one per year enrolling at this school; and the previous work experience of the Director of International Students, who had managed international students for a number of years in New Zealand and abroad. Participant F stated that teaching overseas “*stills give you [a] wide range of experience in coping with the demands of and the differences, and moulding together those different nationalities and different students*”. Butcher (2003) mentions the lack of synergy in the tertiary sector between policy and international education developments. This may be the case in the school sector. However, further investigation is required. Codd (2005) alerts to the lack of recognition of international education in official, current MoE and ERO documents. The lack of recognition could be consistent with the lack of

senior management staff in abiding by or meeting the Code's requirements. Again, this may not be the case, but further examination of this issue could expose the underlying causes of, lack of action.

## **Changes to teaching practice**

### *Communication with parents/caregivers and international students*

Concerns surround the guidance of classroom teachers who face multiple issues in the classroom on a daily basis. A number of authors have commented on the number one issue that classroom teachers faced, which is that language difficulties create barriers to learning for international students (Barnard & Glynn, 2003; Donn & Schick, 1995; Gonzalez et al., 2006; New Zealand Government, 2007; Youngs & Youngs, 2001). This finding is supported by Candlin, who suggest, "mainstream teachers need to know more about how language works in the classroom" (2001, p. 24). If a translator were employed, they could support classroom teachers when they are required to meet with parents/caregivers and write formal reports. Again, a bilingual approach may be what is required to make communication with parents/caregivers and students easier. With regards to this research project's provincial location, international students were from two ethnic groups, England and South Korea. Hence, the need for a translator in one language would be required. Chapter Six will provide recommendations regarding the issues classroom teachers face.

### *Disparities in parents' educational expectations*

Both schools found that they noticed an increase in parents requesting that their children do more homework in the form of bookwork. In the situation where students are staying with caregivers, these caregivers reported to the students' parents in their home country. Internal documents ascertained that internal support systems are well established for communicating or conferencing with parents/caregivers. This links to supporting students. Education is valued highly for students from Confucian Heritage Culture (Ho et al., 2004) and this is where Western education intersects with Eastern education. Support for classroom teachers in this situation is needed.

### *Classroom teacher coping mechanisms*

Kitchen and Jeurissen (2006) suggest collegial support is required for classroom teachers to overcome school's structural restrictions and increase in diverse linguistics and culture. This collaborative decision-making process is supported by Haworth (2008, 2009) who states for classroom teachers to survive increasingly multicultural environments, they may need to form voluntary collaborative teams. These practices are already in schools, with varying degrees of voluntarism. With the right support and professional development around working in a collaborative team environment, clusters of teachers could cope more effectively with the issues they face on a daily basis. Teachers working together could enhance the awareness of external support organisations.

As suggested by participants A and B, teaching international students challenged their teaching ability, to meet the needs of international as well as domestic students. This reflects the notion of Haworth (2008), who suggests that a teacher's self-efficacy may be challenged in culturally diverse settings. Participant B stated that she owed the success of her students' learning to the support teacher and not her own teaching ability or programme development. Participant B "[the support teacher] *...she works really hard and probably most of the reason why these girls are making so much progress*". The other classroom teacher at this school was an experienced teacher who took over the classroom halfway through the year. He encountered no support systems in place for the two international students, "*so initially that came as quite a shock to me*", so the international students struggled to comprehend school life. Participant A felt that by having international students in his classroom a lot of time was spent initially setting up systems to support these students and this "*... really reduced my, my capabilities as a classroom teacher*". The main support mechanism set up by this classroom teacher and others is the buddy system.

### *Student collaboration*

There is a heavy reliance on domestic students to support international students, which was evident at both schools, in documents, interview statements, classroom observations and at a national level. An ERO report defines 'buddying' as "another student in the same class, who would be responsible for helping their assigned

international students with orientation to the school's grounds, rules, and procedures, as well as making sure they were included in school activities" (Education Review Office, 2008c, p. 8). This definition is also in line with both schools stating in their International Student Information Handbook *"the classroom teacher will be responsible for ensuring that the new student has a buddy group consisting of two or more students whose role it is to help the new student with daily routines, timetables, and activities during the breaks"*. The issue here is that in reality classroom teachers make use of buddies a lot more than was stated above.

Three out of the four classroom teachers utilised buddies during class time, the other classroom teacher taught new entrant level, therefore buddying could involve students from other levels of the school. One teacher suggested that buddies reduced her workload, specifically planning. Participant B *"... other students just help me out a bit, like taking the pressure off... the planning side of it"*. The support teacher at school A is involved with training buddies and suggests that this would indirectly support the classroom teacher *"... so that would allow the teacher to have a bit of a break and not be bothered just on some very basic things ... and that's worked quite well"* (PE). During classroom observations at both schools, it was witnessed that international students asked buddies for help with reading math examples, explaining the teacher's instructions and in one of the classrooms a Korean domestic student translated for the Korean international student. The Director of International Students at school A supported this view of domestic students supporting international students by stating, *"... they have facilitated ... the introduction of foreign students into the school environment and they have been very useful peer facilitation and peer tutoring"* (PF). Ho, et al (2004) and Alton-Lee (2003) support the use of collaborative learning in classrooms, provided that buddies are chosen, trained and monitored appropriately.

## **Conclusion**

Several themes have surfaced from the discussion of the findings. Due to the lack of literature at primary and intermediate level, it is difficult to make absolute comparisons between the sectors. A major issue was the lack of policy to support the export education industry during the 'laissez faire' (Lewis, 2005) period. Only recently, at a national level has Government initiated a co-ordinated effort involving nine key agencies

to produce the Agenda. However, the issue remains that the Agenda's (a key export education document) focus is sustaining the economy, not social benefits, as ERO has stated. This research found that there is a link between teaching international students and social benefits to teachers. However, as ERO has also pointed out, this link needs fine-tuning through professional development and support and guidance at an organisational level. Secondly, alignment between school policy and classroom practice is significant in supporting and guiding classroom teachers' pedagogic practices. Thirdly, initial teacher training institutes should modernise their practices to include cross-cultural training and TESOL.

Chapter Four presented the issues facing classroom teachers, while this chapter has illuminated the consequences international education policy has had on classroom teachers. This research project has contributed to the wider body of knowledge within the field of international education. It has also shed light on the fact that a number of these issues can be addressed through practices that already exist in schools, albeit the need to fine tune these practices, for example, collaboration. This discussion suggests classroom teacher issues are interdependence and interconnected, what is required to support them is a change in policy, procedures and hence practices. Discussions on the implications of this research project follow, along with some proposed recommendations.

## Chapter Six – Conclusion

*Curiosity as restless questioning, as movement toward the revelation of something hidden, as a question verbalised or not, as search for clarity, as a movement of attention, suggestion and vigilance, constitutes an integral part of the phenomenon of being alive. There could be no creativity without the curiosity that moves us and sets us patiently impatient before a world that we did not make, to add to it something of our own making.*

Paulo Freire, *Pedagogy of Freedom* (1998, p. 37)

### Introduction

It has been stated in Chapter Five's conclusion that what is required to support classroom teachers with an ever increasing change in classroom dynamics is a change in policy, procedures and hence practice, at a national level. What is required at an individual and organisational level is that teachers have ownership and influence over the required change. Practice can influence policy and can add to changes required to improve the experiences of classroom teachers teaching international fee-paying students. As stated in the above quote, without curiosity there would be no creativity. This research project has provided answers to the research questions, but has also presented further avenues to investigate. This trend, enrolling international students, will continue in the near future and provincially located schools will have to decide how to sustain this growth to support their teachers and provide the quality education that these fee-paying students warrant.

This small-scale research project investigated the issues classroom teachers faced when teaching international fee-paying students at a primary and intermediate school in provincial New Zealand. This research project is not a comparative study. What follows in this chapter is a summary of the findings derived through analysis of the documentary findings, participants' statements, classroom observations and the literature review.

## Research findings

The aim of this research project was:

- To investigate issues facing teachers of international students in primary and intermediate classrooms.

Questions:

1. What is the impact of the 'international education' policy context on primary/intermediate class teachers?
2. To what extent does teaching practice align with 'international education' policy and vice versa?
3. What are the key issues regarding initial and on-going training for teachers of international students?
4. To what extent are classroom teachers supported and guided in their role?

### *Implications of policy development*

*The International Education Agenda* is part of a much larger government economic focus that is the *Economic Transformation and National Identity*. It concentrates on providing high-quality education to initiate business innovation and a sustainable economy. The Agenda espouses economic values which conflicts with the participant's views of social or academic values. The development of policy in the form of the *Code of Practice* reflected neo-liberal government control (Lewis, 2005). This development did not take into consideration the prior knowledge and experience of key people, for example, the Directors in this research project, who had the skills to contribute to organisational level policy pertinent to their context, that context enrolling a few international students in provincially located schools in New Zealand. The decentralising of government saw multiple organisations become responsible for what was the Department of Education. Now there are the MoE, ERO, TEC, NZQA, New Zealand Teachers Council (NZTC) and support services. Also specifically responsible for the 'export education industry' is the Education New Zealand Trust, representatives for the development of the Agenda and the Code, Code Levy and the International Education division of the MoE. Hence, the actors in this policy ecology influence or impact to varying degrees on classroom teacher's practice.

### *Policy alignment with practice*

Where policy aligned with classroom practice, classroom teachers experienced a supportive, caring, and knowledge-sharing school environment. They were supported by the specialist teacher (SENCO<sup>7</sup> teacher), the Principal who was also the Director of International Students, professional development and external organisations. Key people that taught, managed and supported international students were part of the senior management team. Senior management, supported classroom teachers eager to up-skill with one teacher completing a degree specialising in TESOL<sup>8</sup> while on study leave for a year, another teacher attending courses. This school had enrolled international students for a number of years and structures and systems were institutionalised, possibly because this school did not have a high turnover of staff. The school's policy documents clearly showed classroom teachers supported and guided in their role.

When policy did not align with practice, teachers felt isolated and unsupported in their classrooms. The school's structure and systems were unclear to classroom teachers, hence leaving them feeling isolated. Informal support was available from the support teacher who was the key support person. She also housed the ESOL resources, which teachers had limited access to and some were not aware of these resources at all. Again, the structure of this school limited the feasibility of classroom teachers gaining access to these resources and the support teacher, mainly because the support teacher was not part of the senior management team. As presented in the literature review, a key to international student success is that key staff for example, the support teachers are involved in the decision-making processes. Therefore, lack of inclusive policy could restrict this school's structure, making it less flexible to meet the individual needs of international students and their teachers.

### *Teacher training*

Concerning initial teacher training, not all teachers received specific teaching in ESOL or cross-cultural pedagogy. This has been reflected in practice as well as research with cross-cultural training being the number one re-occurring recommendation (see Asia 2000 Foundation (2003), Education Review Office (2008c), Smith (2004)). According to

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<sup>7</sup> SENCO: Special Education Needs Coordinator

<sup>8</sup> TESOL: Teaching English to Speakers of Other Languages

ERO (2008c), the key benefits when teaching international students are the social benefits<sup>9</sup> teachers and students receive. These are potential benefits to classroom teachers, because these findings suggest teachers are receiving minimal benefits when teaching international students. Collaboration between key staff members could provide a scaffold for continued collaboration within and across schools. This point is mentioned further in the recommendations. Professional development relating to TESOL or cross-cultural pedagogy did not feature in policy and hence in practice at school A. Classroom teachers' self-efficacy was challenged in these culturally diverse classroom settings. At school B, professional development offered internally as well as externally influenced classroom teachers' practice. This internal support is invaluable because of the location of this school being provincial with no local university offering TESOL or cross-cultural courses.

### *The necessity of support systems*

The lack of school policy and recognition to support and guide what teachers do in the classroom is evident. This suggests policies and procedures tailored by schools to cater for the different contexts in which international students are taught, would be beneficial. As experienced by classroom teachers, the lack of role clarity and role intensification of key senior staff members had influenced their teaching of international students. The Directors at both schools had multiple roles, along with the support teacher. What is not clear to classroom teachers is who is responsible for what? Who provides the overall support and guidance to classroom teachers? Is it the responsibility of the Director, the support teacher or other senior management team members? One could empathise with participant B who "*sort of stopped looking*" for resources.

Concerning external support, the majority of classroom teachers in this research project were not aware of any external support organisations or networks. Regional networks for management were available and met regularly. However, this is not the case for classroom teachers. It appears that no local support network is available to classroom teachers, and therefore reduces the chances of teachers who teach international students collaborating. Participant A was keen to develop a resource pack for teachers,

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<sup>9</sup> See Chapter Five page 67.

including a contact list, useful organisations and resources. With the awareness and support of national organisations, this could become possible.

Buddy support systems were utilised at both locations very effectively. They appeared to reduce the amount of time the teacher spent in a one-to-one teaching situation with international students, once the support was established. This is because the buddy was trained to support the teaching of academic subjects as well as helping out with daily routines and being a 'friend' during break times. The policy in both schools supported the use of buddies whereby the classroom teacher had to implement this programme; however the support teacher trained and monitored these students, along with the classroom teacher. What was not included in the policy was the fact that these buddies were utilised during academic sessions, during class time. School or national policies did not support this practice. However, all classroom teachers utilised this practice except for one teacher, who taught five year olds.

### *Changes to teaching practice*

Changes to teaching practice did occur because teachers had to modify their teaching style to meet the needs of international students. This included using more visual aids, written instructions and providing students with the opportunity to clarify any misunderstandings. Some teachers felt that they could not run with the 'teachable moments' because they would have to stop and consider that the international student may not understand the English language or Kiwi culture component. When asked about workload all teachers said they did not have an increase in workload. However, it prompted them to mention that the one-to-one teaching time with the international student did increase. Teachers spent more time one-to-one teaching international students, which made them feel like they were not meeting the needs of all the students in the class. Interestingly, the question regarding workload did prompt teachers to mention, a means of coping with this increase was to train up 'buddies' as a means of direct support for international students, and indirectly supporting the teacher.

When narrowing down the findings, the challenges all classroom teachers faced and issues that were raised in Chapter Two were the need for greater support, training and assistance. The teachers required support when having parent-teacher conferences in

the form of a translator. In addition, translators were required when students and families first arrived at school, so teachers could inform parents of New Zealand's educational expectations. On-going communication with students, but mostly parents required a translator to be present.

### **Implications of this research**

The findings of this research provide particular insights into the primary and intermediate sector in provincial New Zealand, where a limited amount of research has taken place. International education is still relatively new in New Zealand, so this research project is timely. This small-scale research has provided an in-depth understanding of the current situation of the two schools studied. While the sample in this research was necessarily small, and the findings thus provisional, the results indicate the importance of the context of this research and suggest the need for further research to explore a number of schools in regional areas.

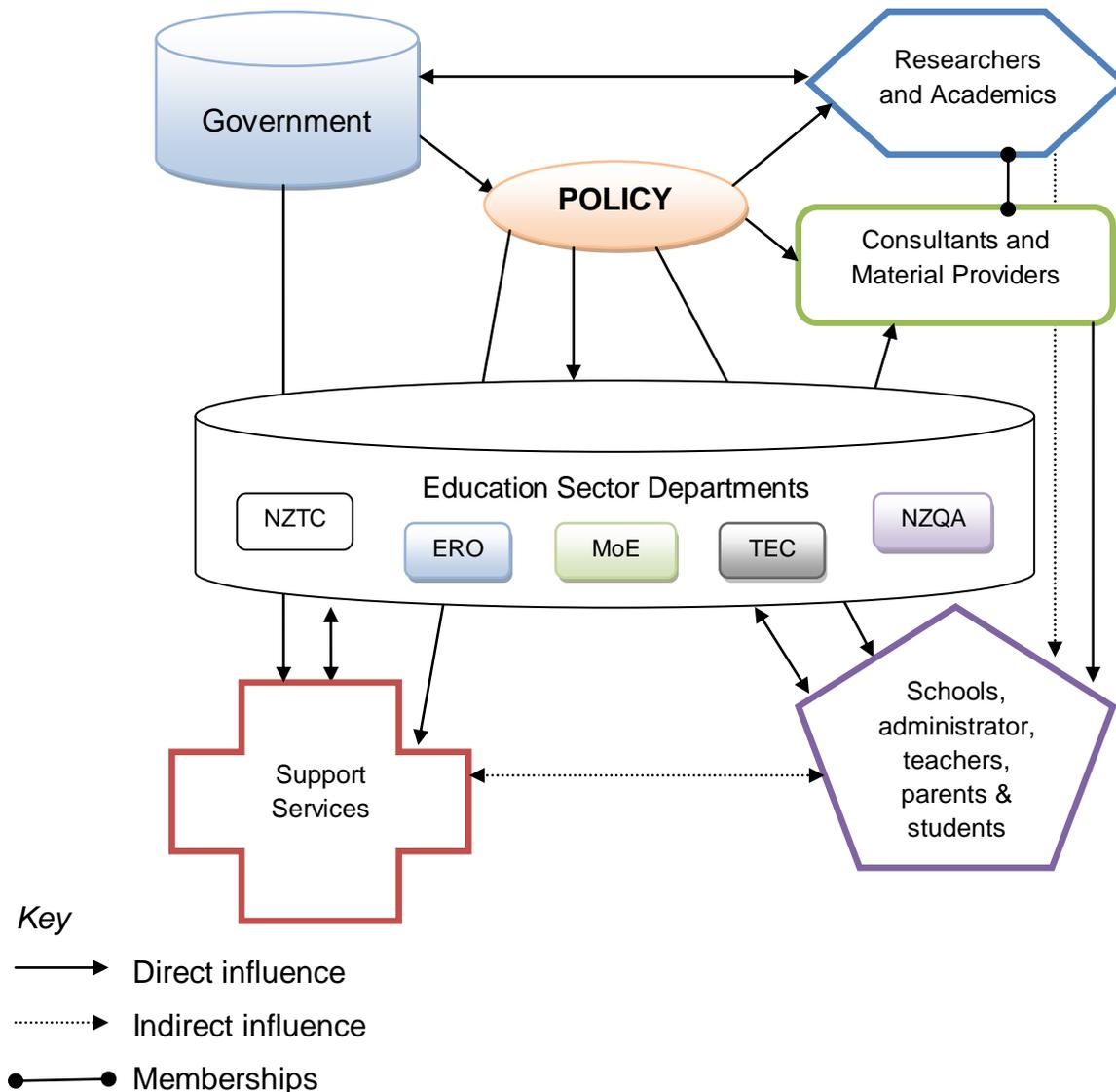
### **Recommendations**

The recommendations have developed from this research project and key findings, mentioned previously. They cover three topics; policy, teacher practice and research.

#### *Policy*

National level policy development was lacking for some time during what Lewis has termed the "laissez faire period" (2005, p. 26). Streamlining organisations involved in export education could reduce the number of organisations catering for international education. I propose that a historical view of the interactions and relationships of actors (Weaver-Hightower, 2008) within international education be carried out to identify and address policy shortcomings and provide future recommendations. A historical, holistic view will encapsulate policy as an ecology referred to by Weaver-Hightower as "new progressive potentials and effective means for critiquing policies that serve the interests of only the few and for creating the kind of policy that makes a difference for educators and their students" (2008, p. 163). Figure 4 takes a micro view of the current situation

in New Zealand international education policy, while Appendix A encapsulates the complete policy ecology for international education.



**Figure 4: International education: Micro-policy ecology**

Source: Modified from an example of a policy ecology (Weaver-Hightower, 2008, p. 159) and The International Education Agenda (New Zealand Government, 2007, p. 41)

*Teacher practice*

It is recommended that schools formally plan, through strategic planning, policy and procedures, relevant TESOL and cross-cultural training to support and guide classroom teachers’ practice. An area that warrants consideration and may address role intensification that teachers are currently experiencing is to collaborate. For example,

schools to develop a network that supports classroom teachers, focusing on, say, resources, programme development, teaching strategies, TESOL and increasing the awareness of external organisations. Schools are recommended to reorganise their structures and systems to support classroom teachers, and where it is working, share knowledge and expertise with others. The findings also suggest that students are placed in classrooms where teachers have an interest in international education pedagogy. Developing and implementing professional development programmes to meet the needs of the school and its teachers will be of benefit, along with employing self-motivated, dually qualified teachers.

### *Research*

Research that would evaluate the effectiveness of initial teacher education with regard to TESOL and cross-cultural awareness training and hence to evaluate the effectiveness of the Graduating Teacher Standards, would provide useful insights into the impact international education has had on initial teacher training. Research investigating the use of personal trainers with international students may illuminate best practice examples for other schools to adopt. Further research examining the changes in teaching practice for classroom teachers who teach international students, through a longitudinal study, may be of benefit, especially for the primary or intermediate sectors. Examination of the practices of senior management within a school setting that supports and guides classroom teachers' practice would also be beneficial. Teachers as researchers investigating their own classroom environment could be a credible research methodology.

### **Summary**

This research into the issues facing classroom teachers has considered the policy environment; researchers have infrequently visited professional knowledge and training, support and guidance and changes to teaching practice. This research project has explored the experiences of teachers working at the intersection of primary and an intermediate school with international students enrolled, it has discovered unique conditions not represented previously. This research project has given classroom

teachers a voice, for others to take notice of and valuable learning experiences for all to consider.

I have gained valuable research skills throughout this research process that will be transferred to potential research projects in the future. I have accessed a number of key New Zealand-based research projects and extensive literature on and around this research topic. This literature has led me down a number of paths, which has given me an insight into the factors influencing the teaching of international students. This was not clear-cut. Some areas required more attention than others and therefore I was forced to prioritise my time. The research aim and questions guided this research project to be qualitative, to gain an in-depth understanding of the issues facing classroom teachers.

I was delighted when the two schools who participated in this research project accepted because of their location and meeting the criteria for selection perfectly. It was a real privilege to work with all levels of the school's structure, to interview classroom teachers, support teachers and Directors of International Students. I found classroom teachers' stories touching on the limited time teachers really had to feel like they made a difference to their students. This reality, teachers live with on a daily basis. For now, I am hoping to initiate some of the recommendations listed above, working with the schools that participated in this research project and are looking forward to returning to the workforce using the knowledge I have gained to put into practice.

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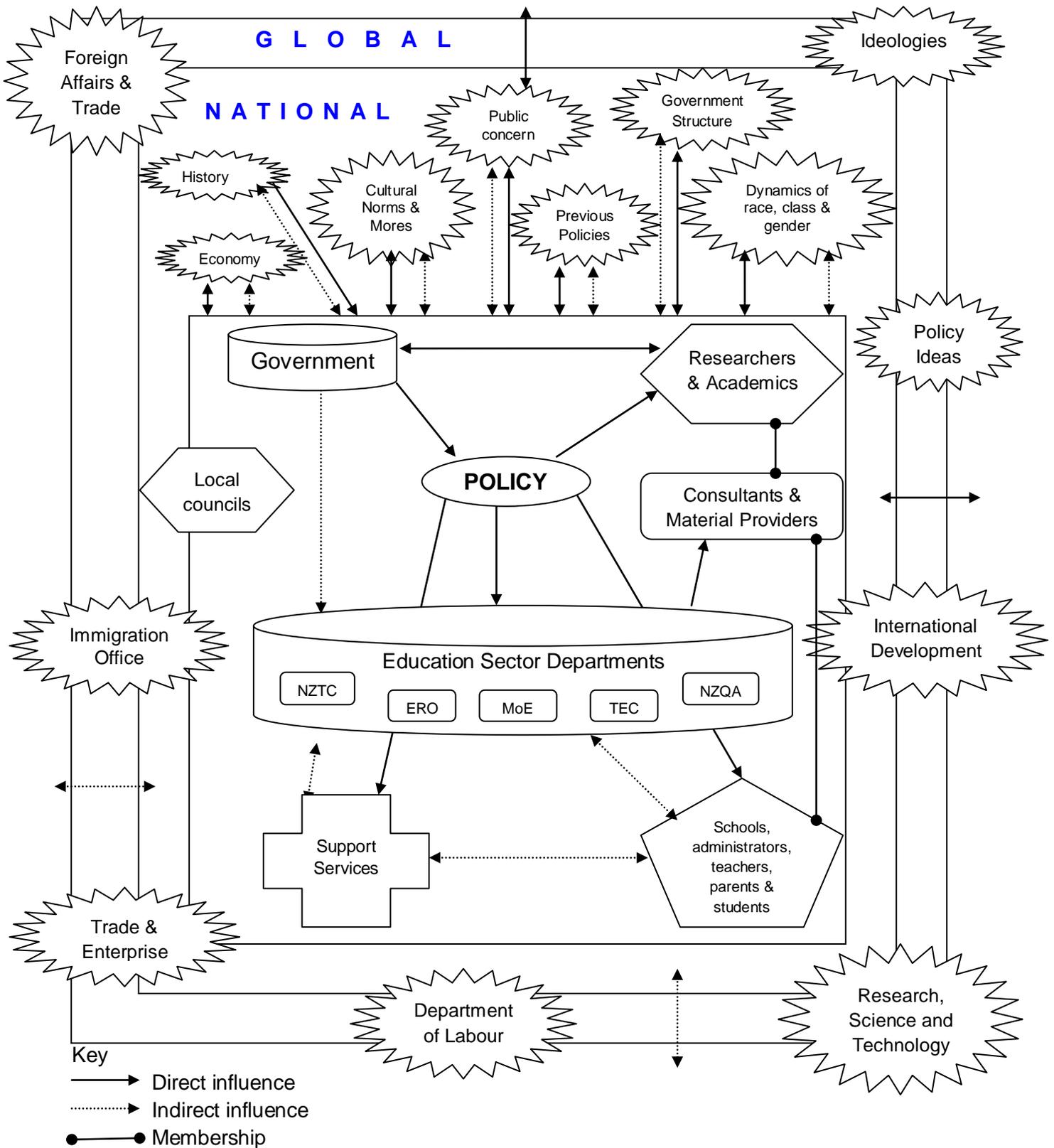
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# Appendices

## Appendix A: International education: Macro-policy ecology



Source: Modified from an example of a policy ecology (Weaver-Hightower, 2008, p. 159) and The International Education Agenda (New Zealand Government, 2007, p. 41).

***The experiences of primary and intermediate school classroom teachers who teach some foreign fee-paying students***

My name is Pip Gorrie. I am currently enrolled in the Master of Education Leadership and Management degree in the Department of Education at Unitec Institute of Technology and seek your help in meeting the requirements of research for a Thesis course which forms a substantial part of this degree.

I am asking if you are willing to participate in the interview phase of my research project. The aim of this project is to investigate issues facing teachers of foreign fee-paying students in primary or intermediate classrooms.

I request your participation in the following ways, to:

- Partake in an interview which will be around 45-60 minutes long, at a time and venue convenient to you;
- Sign the consent form regarding this event; and
- Answer questions relating to the research aim (stated above).

Neither you nor your organisation will be identified in this Thesis. I will be recording your contribution and will provide a transcript for you to check before data analysis is undertaken. I can provide you with a copy of the findings, if requested. I do hope that you will agree to take part and that you will find this participation of interest. If you have any queries about the project, you may contact my supervisor at Unitec Institute of Technology.

My supervisor is Dr. Jenny Collins and may be contacted by email or phone.

Phone: (09) 815 4321 ext 8369

Email: [jcollins@unitec.ac.nz](mailto:jcollins@unitec.ac.nz)

Yours sincerely

Pip Gorrie

**UREC REGISTRATION NUMBER: 982**

**This study has been approved by the UNITEC Research Ethics Committee from July 2009 to July 2010. If you have any complaints or reservations about the ethical conduct of this research, you may contact the Committee through the UREC Secretary (ph: 09 815-4321 ext 7248). Any issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome.**

***The experiences of primary and intermediate school classroom teachers who teach some foreign fee-paying students***

TO: ..... FROM: Pip Gorrie

I have had the research project explained to me and I have read and understand the Information Sheet given to me. I have had to opportunity to ask questions and have had them answered, and I understand that I may ask further questions at any time.

I understand that I don't have to be part of this if I don't want to and I may withdraw at any time without penalty of any sort until the end of the interview process (scheduled for July/August 2009).

I agree to provide information to the researcher on the understanding that this information will be used only for this research and publications arising from this research project. I understand that everything I say is confidential and none of the information I give will identify me and that the only persons who will know what I have said will be the researchers and their supervisor. I also understand that all the information that I give will be stored at Unitec for a period of 5 years.

I understand that my discussion with the researcher will be taped and transcribed. I understand that I have the right to ask for the audio recorder to be turned off at any time during the interview.

I agree/do not agree to the interview being recorded.

If circumstances (such as illness) prevent my continuing with the research process (eg reviewing the transcript) I nominate the following person to act on my behalf:

.....

I understand that I can see the finished research document.

I have had time to consider everything and I give my consent to be a part of this project.

Participant Signature: ..... Date: .....

Project Researcher: ..... Date: .....

**UREC REGISTRATION NUMBER: 982**

**This study has been approved by the UNITEC Research Ethics Committee from July 2009 to July 2010. If you have any complaints or reservations about the ethical conduct of this research, you may contact the Committee through the UREC Secretary (ph: 09 815-4321 ext 7248). Any issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome.**

***The experiences of primary and intermediate school classroom teachers who teach some foreign fee-paying students***

Outline of possible interview questions:

- ❖ General background
  - Briefly introduce yourself; include what level you teach, how many foreign fee-paying students are/were in your class, how long have you been teaching for?
- ❖ Education
  - Background: tell me where you trained, what qualification/s you have.
  - Tell me about your initial teacher education – has this training supported or not supported your teaching of foreign fee-paying students.
  - Have you undertaken any study since graduating? What course/s? Has this been beneficial when teaching international students?
- ❖ School experiences
  - Tell me about your experiences when teaching foreign fee-paying students.
  - Have you faced any issues/problems?
  - Tell me about the professional development and/or guidance you receive/d.
- ❖ Work environment
  - Tell me about the support and/or guidance you receive from your school.
  - Tell me what your workload is like.
- ❖ Other experiences
  - Tell me about the support and/or guidance you receive from local organisations.
  - Tell me about the support and/or guidance you receive from national organisations.
  - Other.
- ❖ Future career aspirations in teaching foreign fee-paying students:
  - Professional
  - Academic
  - Other
- ❖ Closing questions
  - Tell me about the rewards you get from teaching foreign fee-paying students.
  - Tell me about the greatest challenges you face when teaching foreign fee-paying students.
  - Other comments.

***The experiences of primary and intermediate school classroom teachers who teach some foreign fee-paying students***

Outline of possible observation areas:

- ❖ General: How long has the child/ren been in the classroom? How long has the child been in the country? Did the child attend English language lessons in their home country?
  
- ❖ English language learning
  
- ❖ Content knowledge learning
  
- ❖ Cultural engagement
  - How is cultural diversity issues addressed in the classroom?
  
- ❖ Student-Teacher interactions
  
- ❖ Student-student interactions
  
- ❖ Other

***The experiences of primary and intermediate school classroom teachers who teach some foreign fee-paying students***

My name is Pip Gorrie. I am currently enrolled in the Master of Education Leadership and Management degree in the Department of Education at Unitec Institute of Technology and seek your help in meeting the requirements of research for a Thesis course which forms a substantial part of this degree.

I am asking if you are willing to participate in the classroom observation phase of my research project. The aim of this project is *to investigate issues facing teachers of foreign fee-paying students in primary or intermediate classrooms.*

I request your participation in the following ways, to:

- Participate in classroom observations over a period of three days, three different curriculum areas for a session (approximately 50 minutes) per day, for example, Literacy on Monday, Maths on Tuesday, 'other' on Thursday. And with a follow-up meeting to view the transcript (approximately 15 minutes).
- Sign the consent form regarding this event.

Neither you nor your organisation will be identified in this Thesis. I will be recording by using either handwriting or typing your contribution based on events as they happen and behaviours in the classroom and will provide a transcript for you to check before data analysis is undertaken. I can provide you with a copy of the findings, if requested. I do hope that you will agree to take part and that you will find this participation of interest. If you have any queries about the project, you may contact my supervisor at Unitec Institute of Technology.

My supervisor is Dr. Jenny Collins and may be contacted by email or phone.

Phone: (09) 815 4321 ext 8369

Email: [jcollins@unitec.ac.nz](mailto:jcollins@unitec.ac.nz)

Yours sincerely

Pip Gorrie

**UREC REGISTRATION NUMBER: 982**

**This study has been approved by the UNITEC Research Ethics Committee from July 2009 to July 2010. If you have any complaints or reservations about the ethical conduct of this research, you may contact the Committee through the UREC Secretary (ph: 09 815-4321 ext 7248). Any issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome.**



Appendix G: Consent form: Classroom observations

*The experiences of primary and intermediate school classroom teachers who teach some foreign fee-paying students*

TO: .....

FROM: Pip Gorrie

I have had the research project explained to me and I have read and understand the Information Sheet given to me. I have had to opportunity to ask questions and have had them answered, and I understand that I may ask further questions at any time.

I understand that I don't have to be part of this if I don't want to and I may withdraw at any time without penalty of any sort until the end of the observation process (scheduled for July/August 2009).

I agree to go about my usual school day on the understanding that the recorded information will be used only for this research and publications arising from this research project. I understand that everything I say and do is confidential and none of the recorded information will identify me or my students and that the only persons who will know what has taken place will be the researcher and their supervisor. I also understand that all the information that I give will be stored at Unitec for a period of 5 years.

I understand that my observations will be recorded by handwriting or typing events and/or behaviours in the classroom. I understand that I have the right to ask the researcher to stop observing at any time during the classroom observations.

I agree/do not agree to the classroom observation being recorded.

If circumstances (such as illness) prevent my continuing with the research process (eg reviewing the transcript) I nominate the following person to act on my behalf:

.....

I understand that I can see the finished research document.

I have had time to consider everything and I give my consent to be a part of this project.

Participant Signature: ..... Date: .....

Project Researcher: ..... Date: .....

**UREC REGISTRATION NUMBER: 982**

**This study has been approved by the UNITEC Research Ethics Committee from July 2009 to July 2010. If you have any complaints or reservations about the ethical conduct of this research, you may contact the Committee through the UREC Secretary (ph: 09 815-4321 ext 7248). Any issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome.**

***The experiences of primary and intermediate school classroom teachers who teach some foreign fee-paying students***

My name is Pip Gorrie. I am currently enrolled in the Master of Education Leadership and Management degree in the Department of Education at Unitec Institute of Technology and seek your help in meeting the requirements of research for a Thesis course which forms a substantial part of this degree.

***Focus***

This research project will investigate issues facing teachers of foreign fee-paying students in primary or intermediate classrooms.

***Reasons for the research***

By taking part in this research you will be helping me to understand the issues classroom teachers face when teaching international students and the policy context surrounding international education.

***What is required?***

I request your participation in the following ways, to:

- Interview the class teachers once, for approximately one hour;
- Interview the Code administrator once, for approximately one hour;
- To allow classroom observations to take place over a period of three days, three different curriculum areas, one session (approximately 50 minutes) per day, for example, Literacy on Monday, Maths on Tuesday, 'other' on Thursday.
- Have access to policies/documents relating to the teaching and learning of international students (eg the Code, professional development, strategic planning); and
- Provide a venue, where necessary to conduct the interviews and view documents.

***Organisation's Rights***

You have the right to decline to take part. If you agree to participate, you will be asked to sign an organisation consent form. Classroom teachers and the Code administrator will only be involved with their individual consent. Neither you nor your organisation will be identified in this Thesis. A code will be assigned to your organisation for data collection and pseudonyms for participants and schools when writing up the findings; a code will be added after the consent form is received from participating organisations. All information collected from you will be stored on a password protected file and only the research and my supervisor will have access to this information. Hereafter, this information will be stored at Unitec for five years.

I do hope that you will agree to take part and that you will find this participation of interest. If you have any queries about the project, you may contact my supervisor at Unitec Institute of Technology.

My supervisor is Dr. Jenny Collins and may be contacted by email or phone.

Phone: (09) 815 4321 ext 8369

Email: [jcollins@unitec.ac.nz](mailto:jcollins@unitec.ac.nz)

Yours sincerely

Pip Gorrie

**UREC REGISTRATION NUMBER: 982**

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***The experiences of primary and intermediate school classroom teachers who teach some foreign fee-paying students***

**Date:**

**Address letter to:** Pip Gorrie  
Surf Highway 45  
RD 37  
Okato  
NEW PLYMOUTH 4381

**RE:** Master of Educational Leadership and Management

TO WHOM IT MAY CONCERN

I have had the research project explained to me and I have read and understand the Information Sheet given to me. I have had to opportunity to ask questions and have had them answered, and I understand that I may ask further questions at any time. As outlined in the information sheet, I give permission for research to be conducted in my organisation – classroom teacher interviews, classroom observations, Code administrator interview and document analysis. I authorise the researcher to have access to school information relating to this research project. I understand that the name of my organisation will not be used in any public reports.

**Signature:** .....

**Name of signatory:** .....

**Assigned code:** .....