THE INDUCTION
OF OVERSEAS TRAINED TEACHERS
IN SOUTH AUCKLAND SECONDARY SCHOOLS

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ABSTRACT

Since the early 1990s, schools looking to solve their recruitment problems have employed overseas trained teachers from many countries in increasing numbers. The problem is that although overseas trained teachers are experienced teachers in their home country, they face difficulties when transitioning from teaching in one country to another. Many schools feel ill-equipped to deal with the issues resulting from the appointment of these teachers. The purpose of this study was to identify the transitional issues overseas teachers face and, through an examination of the induction programmes currently operating in South Auckland secondary schools, discover whether these programmes are meeting the needs of overseas trained teachers. Finally the implications for leaders, who are accountable for resourcing, designing and delivering the induction programme for these provisionally registered teachers, were investigated.

In this qualitative study 25 participants from five South Auckland co-educational secondary schools took part in a self-completion questionnaire. Concurrently, an examination of existing induction documentation from a range of sources including government, union and school documents was undertaken. Finally three semi-structured interviews took place with overseas trained teachers and three semi-structured joint interviews were held with principals and their induction coordinators.

The findings revealed that overseas trained teachers faced identifiable transitional issues which current induction programmes, planned largely around the needs of beginning teachers, did not fully meet. This study indicated that overseas trained teachers, despite their previous teaching experience, have needs that are distinct from those of beginning teachers.

This study raised a number of implications for overseas trained teachers, schools and government agencies. High on the list of recommendations is consideration of resourcing a needs-based induction programme, including comprehensive orientation, bicultural and multicultural training, on-going, trained, mentoring support, and targeted professional development, planned in consultation with overseas trained teachers.

ACKNOWLEDGEMENTS

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LIST OF ABBREVIATIONS

BT   Beginning Teacher

HOD   Head of Department

NCEA   National Certificate of Educational Achievement

NZPPTA   New Zealand Post-Primary Teachers' Association

NZQA   New Zealand Qualifications Authority

NZTC   New Zealand Teachers' Council

OTT   Overseas Trained Teacher

PRT   Provisionally Registered Teacher

SCT   Specialist Classroom Teacher

STC   Subject to confirmation

STCA   Secondary Teachers' Collective Agreement

TKI   Te Kete Ipurangi

CHAPTER ONE

INTRODUCTION

INTRODUCTION

The phenomenon of globalisation has seen the world transformed into an international village with increased mobility (Hutchison, 2005). This increased mobility has resulted in the movement of teachers from many countries into New Zealand secondary schools as these schools solve their recruitment problems (Ng & Lee, 2009) by employing overseas trained teachers (OTTs). The problem is that although OTTs are experienced teachers in their home country, they face difficulties when transitioning from teaching in one country to another (Bennett, 2006; Hutchison, 2005; Hutchison & Jazzar, 2007; Jhagroo, 2004; Okamura, 2008; Stirzaker, 2004; Vohra, 2005). In addition, some New Zealand principals are reluctant to appoint overseas teachers, believing that OTTs need a lot more help than schools have time to provide (Bennett, 2006; Jhagroo, 2004; Vohra, 2005; Woulfe, 2008). The purpose of this study was to investigate transition issues and induction needs of OTTs in New Zealand secondary schools. This study was concerned with identifying the transitional issues OTTs have, as these may impact on their induction needs. How school leaders designed induction programmes to assist the transition of OTTs in their first year of teaching in New Zealand was likely to be critical not only to their success but also their retention in secondary schools.

RATIONALE

OTTs face challenges when transitioning from teaching overseas to teaching in New Zealand secondary schools and many schools feel ill-equipped to deal with the issues resulting from the appointment of these teachers. Stirzaker (2004) agrees, stating that "starting a new job in a foreign country where most of the 'customers' (parents and pupils) are from a different cultural norm is therefore likely to be particularly stressful, as it creates the necessity of simultaneously adapting to new cultures both in and out of the workplace" (p. 31).

An OTT in this study is defined as a teacher who has trained and taught overseas and is in their first, second or third of teaching in a New Zealand secondary school. To teach in a New Zealand school, an OTT must have had their qualifications and previous teaching experience assessed and approved by the New Zealand Qualifications Authority (NZQA) (Ministry of Education & New Zealand Teachers Council, 2009, pp. 4-6). An OTT, appointed to their first teaching position in a New Zealand secondary school, is registered by the New Zealand Teachers' Council (NZTC) in one of two categories: either as a Provisionally Registered Teacher (PRT) or subject to confirmation (STC). Unless the OTT can show evidence of a minimum two year period of advice and guidance or they have held a senior position overseas with satisfactory appraisal reports, they begin as a PRT in the New Zealand school. Beginning teachers (BTs) are also registered as PRTs and both they and OTTs with provisional registration, are required to complete a minimum of two years in an advice and guidance programme, often referred to as an induction programme. Figure 1.1 illustrates this relationship between OTTs and BTs as sub-groups within the wider group referred to as PRTs:
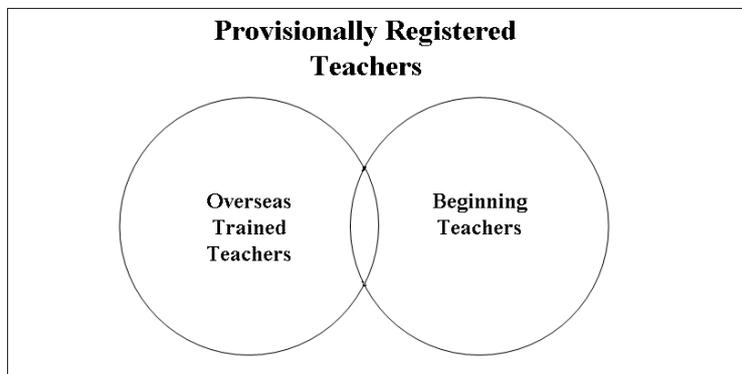
Figure 1.1: A visual model of provisionally registered teachers in New Zealand schools

Wong, Britton and Gasnor (2005) define induction as "a highly organized and comprehensive form of staff development, involving many people and components, that typically continues as a sustained process for the first two to five years of a teacher's career" (p. 379). New Zealand research has suggested that a planned, effective and comprehensive "family of support" (Aitken, Bruce Ferguson, McGrath, Piggot-Irvine, & Ritchie, 2008, p. viii) is the most effective induction for PRTs.

They indicate that:

> … a Provisionally Registered Teacher is entitled to a programme of mentoring, professional development, observation, targeted feedback on their teaching, and regular assessments based on the standards for full registration (the Satisfactory Teacher Dimensions established by the Teachers Council). (Aitken et al., 2008, p. 1)

Researchers agree that effective induction programmes are critical for the success of BTs (Aitken et al., 2008; Cameron, 2007; Cameron, Dingle, & Brooking, 2007; Cameron, Lovett, & Garvey Berger, 2007). Recent New Zealand research on induction programmes for OTTs does not focus on the secondary area and studies are mostly small scale, investigating initial barriers to employment or transition experiences (Bennett, 2006; Jhagroo, 2004; Okamura, 2008; Vohra, 2005). These studies usually focus on one immigrant group per study.

Hutchison and Jazzar (2007) indicate that the issues facing OTTs are more daunting than those facing BTs. They argue that "if all new teachers are likely to face induction-related issues, imagine how much more daunting the problems must be for teachers – even experienced ones – from foreign countries and cultures" (p. 369). The problem facing OTTs is that, although they are experienced teachers in their home country, they face difficulties when transitioning from one country to another (Hutchison, 2005). The induction of these teachers in New Zealand secondary schools is therefore an educational problem worth investigating.

THE RESEARCH CONTEXT

Since the early 1990s, New Zealand has been experiencing shortages in teacher supply in secondary schools. The most recent Ministry of Education staffing survey (Ng & Lee, 2009), identified that "the subject areas with the highest number of vacancies in secondary schools were English and Technology" (p. 1). This survey of staffing also indicated that "43 percent of entitlement positions vacant at the beginning of the school year had been re-advertised. This was a substantial decrease from 2008, where re-advertised vacancies represented 51 percent of all teaching vacancies" (p. 9). Despite this overall reduction in vacancies at the beginning of 2009

(the lowest recorded since 2000), "vacancies and re-advertised positions … were greatest in schools in rural areas (population <1,000), in schools with a higher proportion of Māori students on their roll and low decile schools (deciles 1 – 3)" (Ng & Lee, 2009, p. 10).

One reason secondary schools have re-advertised is because for Chemistry, Physics, Te Reo Māori and Technology positions, "10 percent of vacancies advertised in each of these subjects had no New Zealand trained applicants" (Ng & Lee, 2009, p. 16). On June 29, 2008 the Sunday Star Times identified that nearly half of the teachers applying for jobs in New Zealand secondary schools had been trained overseas (Woulfe, 2008). The figures used for this article came from the New Zealand Post-Primary Teachers' Association's (NZPPTA) Secondary Staffing Report, 2008. NZPPTA's report, although representative of half as many secondary schools as the Ministry of Education's staffing report, indicated that "the deterioration in supply for assistant level positions continues, with the lowest yet recorded average number of New Zealand trained teachers applying per secondary teaching job at assistant level" (New Zealand Post-Primary Teachers' Association, 2008b, p. 3). This report stated that "forty-three percent of schools appointed overseas trained teachers to permanent positions … the average number of appointments has increased five times between 1998 and 2008" (p. 5). It would appear from the most recent figures available that this situation has levelled out as the 2009 staffing report indicates that "the proportion of overseas-trained teachers who began teaching in New Zealand in 2008 or 2009 remained fairly consistent" (Ng & Lee, 2009, p. 1).

Schools are often reluctant to appoint OTTs because principals believe they do not have the time or the resources to induct these teachers, in order to best prepare them to be effective teachers in New Zealand schools. Peter Gall, president of the Secondary Principals' Association, is quoted in the Sunday Star Times on June 29, 2008, stating that although some OTTs are excellent teachers "all teachers new to the New Zealand system need extensive on-the-job training and many are simply sub-standard. I'll put it kindly they need a lot more support provided" (Woulfe, 2008). Other principals quoted in the same article agreed with Gall, stating that they felt many of these teachers were not suited to the New Zealand classroom as they often lacked the

language, social skills and contextual knowledge to allow them to cope in New Zealand classrooms.

Having taught in a South Auckland secondary school, it is my experience that many vacancies in these hard-to-staff subjects are being filled by OTTs as often there are no New Zealand trained applicants. The under-supply of New Zealand trained teachers for some positions in South Auckland schools and the increasing secondary school population makes employment of OTTs a necessity. This observation is supported by the findings in the latest staffing survey which states that "Overseas-trained teachers … were more likely to be in schools with a lower proportion of Māori students, lower decile schools and in schools in main and secondary urban areas"(Ng & Lee, 2009, p. 18).

The induction needs of OTTs are unique as they transition from successfully teaching in their home country to becoming effective teachers in New Zealand. Anecdotal observations indicate that OTTs face difficulties with curriculum and assessment, different pedagogical approach as well as challenging behaviour from students in classrooms. Schools are struggling to find effective ways to transition these teachers into New Zealand secondary schools, because although OTTs are PRTs, their induction is not resourced on the same basis as the induction of BTs. This is discussed later in this chapter under resourcing.

RESEARCH AIMS AND QUESTIONS

The research was set within an interpretive, qualitatively oriented paradigm. It sought to examine the transition and induction of OTTs from two different perspectives; investigating the transitional issues and induction experiences of OTTs as well as the views of the senior managers who recruit and manage the transition and induction of OTTs. Therefore the focus of this study was on how leaders could design induction programmes to assist with the transition of OTTs into New Zealand secondary schools. The data gained from this study was to answer the following questions:

1. What are the transition experiences and issues facing OTTs in their first, second or third year of transition from overseas to teaching positions in South Auckland secondary schools?

2. How well are the current induction programmes in South Auckland secondary schools assisting with the transition of OTTs in their first, second or third year of teaching in New Zealand secondary schools?

3. What are the implications for leaders when designing and resourcing future induction programmes to assist the transition of OTTs in South Auckland secondary schools?

THESIS ORGANISATION

The first chapter is a brief introduction providing the rationale, context, research aims and questions for this study.

Chapter Two presents a critical review of the literature relevant to this topic. As there were only a few New Zealand studies of OTTs' transition and induction it was necessary to examine the larger body of overseas literature on the issue. In addition, some general induction literature was explored to gain an understanding of the essential components in a comprehensive induction programme.

Chapter Three outlines the research design, methods, sampling and data analysis. It justifies the use of a qualitative approach for investigating the transition and induction of OTTs. The issues of triangulation, reliability and validity are discussed and ethical considerations outlined.

Chapter Four contains the research findings and provides an analysis of the data collected from the questionnaires, documentary analysis and interviews. The findings are organised under three key themes: transitional experiences and issues, effective induction to assist transition and leadership implications.

Chapter Five discusses the significant findings to emerge from the data gathered and analysed during this research, with reference to the themes identified in the literature.

Chapter Six presents the conclusions which are linked to the research questions and then lists the recommendations resulting from this study. This final chapter also discusses the limitations of this research and suggests areas for further study.

CHAPTER TWO

LITERATURE REVIEW

INTRODUCTION

Chapter One demonstrated the need for leaders to consider designing induction programmes to assist the transition of OTTs into New Zealand secondary schools. This literature review addresses key questions that were identified in Chapter One. By searching the available New Zealand literature along with relevant literature from overseas, the transitional experiences and issues and the induction of OTTs will be outlined and critically examined. The implications for leaders will also be identified.

TRANSITIONAL EXPERIENCES AND ISSUES

It is important to identify the transition experiences and issues of OTTs, as these could impact on the design of the induction programme for these teachers. Phillion (2003) agrees, stating that "it is essential to understand obstacles to immigrant teachers' success in order to develop appropriate professional programs to facilitate the entry of these teachers into the education system" (p. 41). Sharing their perspectives and their responses to the obstacles they faced during the transition from their home country to a teaching position in an overseas school ensures that OTTs' voices are heard and support implemented to assist their transition. Hutchison (2005) believes that it is important to identify and address these issues since "what is done for them [OTTs] during the initial year is likely to be critical to their later success, and also their decision to continue to work in their current school" (pp. 239-240). The key issues to be covered in this section are: the prior knowledge OTTs need to access prior to migration, the registration process, culture shock, behaviour management and pedagogical shift, curriculum and assessment issues, and finally communication and language issues.

Prior knowledge

Hutchison (2005) states that "some amount of familiarity or psychological preparation for the new culture will be necessary for all international travellers" (p. 25). The arrival of OTTs into a new country who are lacking in prior knowledge is a common theme in the literature (Bennett, 2006; Beynon, Ilieva, & Dichupa, 2004; Dewar, 2003; Jhagroo, 2004; McCarthy, 1999; Phillion, 2003; Sutherland & Rees, 1995; Vohra, 2005). Dewar's (2003) survey of overseas teachers in New Zealand found that "around a third (30%) of secondary teachers did not receive specific information on teaching here" (p. 15). Other New Zealand studies concur with Dewar's study, indicating that although OTTs expected that teaching in New Zealand would be different from teaching in their home country, their lack of preparation prior to leaving for New Zealand caused them frustration and stress during their transition period (Bennett, 2006; Jhagroo, 2004; Vohra, 2005). Phillion's (2003) study of immigrant teachers in Canada supports the findings from the New Zealand studies and indentifies that the discrepancy between their expectations and reality was the greatest cause of frustration initially for these immigrant teachers.

There is a suggestion by New Zealand writers that some fault lies with authorities who paint an unrealistic picture of the New Zealand educational context, especially with regard to OTTs' employment opportunities, language requirements and registration requirements (Bennett, 2006; Vohra, 2005). Jhagroo (2004) recommends that OTTs should visit first to "get the feeling of the people, the country and the education system in order to make an informed decision before immigrating" (p. 86).

Registration and salary assessment

Another common issue for OTTs raised in the literature is the difficulty in obtaining registration and a salary assessment in a new country (Bennett, 2006; Beynon et al., 2004; Cruickshank, 2004; Jhagroo, 2004; McCarthy, 1999; Michael, 2006; Phillion, 2003). Overseas literature indicates that the process of evaluating qualifications and certification is a lengthy and expensive obstacle (Phillion, 2003) and that in many countries immigrant teachers are required to retrain (Michael, 2006; Sutherland & Rees, 1995) before beginning to teach in the new country. Often this has had severe financial implications for OTTs while waiting for documentation to be processed (Cruickshank, 2004; Sutherland & Rees, 1995).

New Zealand studies indicate that the process of immigration, teacher registration and salary assessment causes much stress for OTTs because of the lack of inter-agency cooperation (Bennett, 2006; Dewar & Visser, 2000; Jhagroo, 2004). In a survey by Dewar and Visser (2000) principals and OTTs indicated that there were a variety of problems with NZQA, the Teachers' Registration Board (TRB) and the New Zealand Immigration Service. These problems included "the duplication of the required documentation, the costs involved, and the delays in processing applications" (Dewar & Visser, 2000, p. 48). This same report also found that OTTs had issues with receiving the correct pay and that many were disappointed with the salary level and "wished they had been provided with more accurate information on what they would be paid before arriving here" (p. 48). A survey of overseas teachers teaching in New Zealand schools in 2003 suggested that OTTs would have liked to have had more information on the registration process and salary assessment prior to their arrival in New Zealand (Anand & Dewar, 2004).

Culture shock

Oberg first defined culture shock (1960, cited in Furnham & Bochner, 1986) as "anxiety that results from losing familiar signs and symbols of social intercourse" (p. 48). Oberg lists six aspects of culture shock: strain from the effort to adapt; a sense of loss of friends, status, profession and possessions; rejection by the new culture or rejection of the new culture; confusion in role expectations, values, feelings and self-identity; the surprise and anxiety of the cultural differences; and the feeling of not being able to cope with the new environment.

Overseas literature highlights culture shock as a significant transitional issue for OTTs (Beynon et al., 2004; Court, 1999; Elbaz-Luwisch, 2004; Hill, 2001; Hutchison, 2005, 2006; Remennick, 2002; Seah, 2002). Elbaz-Luwisch (2004) points out that adjusting to the culture often involves making mistakes through cultural misunderstandings. She says that "learning the codes of behaviour of the school culture is something that all new teachers must do, but for teachers who have not been schooled in the culture this process is doubly complicated and inevitably more self-conscious" (p. 397). Remennick (2002) agrees with Elbaz-Luwisch that it is difficult to make a cultural shift, but she justifies the importance of OTTs making the shift because "work in education is deeply embedded in local culture mentality and language" (p. 101). Both

Elbaz-Luwisch (2004) and Hill (2001) agree that when OTTs created meaningful relationships with students and staff, this assisted them "to adapt and make a place for themselves" (Elbaz-Luwisch, 2004, p. 409). Their argument however, may be too simplistic as making a cultural shift is complex and involves an examination of values.

Court (1999) reasons that successful adaptation into a new cultural context requires reflection and that "there is a relationship between alignment of a teacher's values with educational and institutional values and successful change and adaptation" (p. 33). This alignment of values is corroborated by Okamura's (2008) study of Japanese teachers teaching in New Zealand. Okamura found that "because of the cultural differences between Japan and New Zealand, teachers often found that difficulties they had to handle stemmed from discrepancies in expectations and cultural differences in values between students and themselves" (p. 217). This author also discovered that Japanese OTTs adapted to teaching in New Zealand by "adopting the strategies commonly used in New Zealand schools" (p. 277). She suggests that the Japanese OTTs did this by remaining true to their own cultural values but "adjusting or changing their attitudes and values to create a more effective teaching environment" (p. 295). Okamura indicated that "attending professional development courses and learning from colleagues and other teaching staff" (p. 295) assisted OTTs to make the necessary adjustments.

Noticeably absent in the overseas literature, was any indication of how schools designed programmes to support OTTs make this cultural shift. Porat (1996, cited in Michael, 2006) indicates that "an external source of support is crucial for them [immigrant teachers] in the beginning years" (p. 167) but does not expand on the nature of this support, nor does he indicate how schools organise this external support. Previous studies of immigrants in transition suggest that "most people who cross cultures would benefit from some kind of systematic preparation and training to assist them in coping with culture-contact induced stress" (Ward, Bochner, & Furnham, 2001, p. 248) rather than after a brief introduction, leaving immigrants to find their own way through the cultural issues. In some overseas countries this cultural training was often provided in compulsory re-training courses completed prior to OTTs gaining permanent positions in schools. These courses allowed OTTs to "reflect on

and articulate their [OTT's] professional beliefs and practices … opening up possibilities to extend, rather than replace, their existing professional practices" (Beynon et al., 2004, p. 440)

In a New Zealand study, Jhagroo (2004) claims that "participants see cultural sensitivities and understandings as being fundamental in gaining a complete picture of the New Zealand education system and they saw it as an important factor that could be included in the induction programme for South African trained teachers" (p. 68). This is the only New Zealand study of OTTs that refers to the place of the Treaty of Waitangi (hereafter referred to as the Treaty) and its influence on teaching and learning in New Zealand classrooms. Jhagroo (2004) recommends that "knowledge of the Treaty is a legal professional requirement and as such should be incorporated into an induction programme for all immigrant teachers to Auckland" (p. 84). The New Zealand Curriculum has the Treaty as one of its eight principles: "The curriculum acknowledges the principles of the Treaty of Waitangi, and the bicultural foundations of Aotearoa New Zealand" (Ministry of Education, 2007, p. 9). One of the articles of the Treaty is based around the principles of partnership, protection and participation. Wilson (2002, cited in Averill, Easton, Anderson, & Hynds, 2004) explains how these principles are applied in schools. Wilson defines partnership as including "consulting with Māori and valuing their input, protection as including acknowledging and promoting Māori language and custom, and participation to encompass ensuring accessibility for the Māori community and that Māori children achieve success" (p. 56). The issue of the need for a bi-cultural induction for OTTs in New Zealand schools appears to be a gap in the literature.

Experiencing and surviving culture shock can provide an opportunity for personal growth and development, along with a renewed acceptance and appreciation of an OTT's own culture (Bennett, 2006; Furnham & Bochner, 1986).

Pedagogical shift

Another main transitional issue identified in the literature is the fact that many OTTs come from teaching in countries with different pedagogical perspectives (Court, 1999; Cruickshank, 2004; Elbaz-Luwisch, 2004; Haworth, 1998; Hutchison, 2005; Jhagroo, 2004; McCarthy, 1999; Michael, 2006; Okamura, 2008; Phillion, 2003; Remennick,

2002; Waite, 2009). Hutchison (2005) points out that teachers coming from Asia and Africa are viewed by their cultures as "the sage: an embodiment of knowledge" (p. 63). Teachers in these cultures, coming from a behaviourist position, tend to lecture and their students are more passive. On the other hand constructivism views the world as a place where knowledge is constructed and is "concerned with the process and philosophy of teaching" (Hutchison, 2005, p. 65).

As the focus in New Zealand's new curriculum is more constructivist, teachers coming from cultures where lecturing rather than teaching is the norm often struggle in the secondary school classroom (Woulfe, 2008). The New Zealand Curriculum (Ministry of Education, 2007) states that one of the effective pedagogical practices is for teachers to facilitate a shared learning process which enables students to learn more effectively. This document points out that "teachers encourage this process by cultivating the class as a learning community. In such a community, everyone, including the teacher, is a learner; learning conversations and learning partnerships are encouraged; and challenge, support, and feedback are always available" (Ministry of Education, 2007, p. 34). Some immigrant teachers view enquiry learning and group activities as noisy, disrespectful or time wasting behaviours (Court, 1999; Okamura, 2008; Vohra, 2005) and so instead attempt to impose their own more familiar teaching practices on students.

Writers suggest that immigrants need planned support during their transition to make a pedagogical change (Vohra, 2005; Waite, 2009). However, for the OTTs in Okamura's (2008) study their reality was that they adapted and adjusted their skills. This was accomplished mostly through their own efforts in establishing productive relationships to share ideas and resources. This would seem to indicate that the theory of schools supporting OTTs in making a pedagogical change is different from the practice in schools.

The influence that personal beliefs, practices, values and philosophy play in the adaptation of pedagogy for OTTs is discussed in the literature (Beynon et al., 2004; Court, 1999; Elbaz-Luwisch, 2004; Haworth, 1998; Seah, 2001, 2005). Seah (2005) reasons that a pedagogical change will only occur if those assisting with the transition of OTTs have an understanding of the importance of the values involved in this

process. "An empowering professional development program should focus on enabling teachers to explore the values negotiation in relation to their own personal values" (p. 151). Haworth (1998) suggests that "for behavioural changes to be lasting, underlying beliefs may also need to change" (p. 3). Court (1999) agrees and observes that this process is more difficult for OTTs than for BTs because the changes needed are so much more complex when they involve a move to another country. She states: "How much more difficult and complex when the change involves also relocation and transition to a new culture with norms, values and behaviours which must be learned, and with which one's personal practical knowledge must be aligned" (Court, 1999, p. 32). The complex cultural and pedagogical changes OTTs are required to make demonstrate that OTTs' induction needs are different from those of BTs. Michael (2006) indicates that "this must be taken into account when building a program of support and integration for immigrant teachers during their first years of work" (p. 167).

Behaviour management

One major issue indicated in the literature was the difficulties OTTs had with the behaviour management of students in the classroom (Bennett, 2006; Cruickshank, 2004; Dewar & Visser, 2000; Hill, 2001; Jhagroo, 2004; McCarthy, 1999; Michael, 2006; Okamura, 2008; Remennick, 2002; Waite, 2009; Weintroub, 1993). Bennett's (2006) study found that a "key issue that emerged for the participants was the behaviour and attitude of the New Zealand students" (p. 62), and that the OTTs' behaviour management practices had to change because of this. Dewar's (2000) findings indicated that almost a quarter of the overseas teachers raised the issue of poor student behaviour and the lack of motivation of students in Auckland schools. Jhagroo (2004) and Remennick (2002) both indicated that poor behaviour was more problematic in low decile/low socio-economic schools.

Weintroub (1993) suggests that OTTs who relied too much on the subject content or on the school structures did so at the risk of failing to become self-reliant and gaining confidence in dealing with their own management issues in the first instance. New Zealand studies identified that training in behaviour management should be part of the induction programme for OTTs (Bennett, 2006; Jhagroo, 2004). None of the writers indicated when or how behaviour management training should be delivered, although

Waite (2009) suggests that by providing OTTs with knowledge of behaviour management systems and actual classroom scenarios as part of an OTT's induction, they will be better able to adapt their practice and will be more prepared for the rigours of the classroom.

Curriculum and assessment

Writers identify a number of difficulties for OTTs. These relate to the knowledge of curriculum content and assessment methods when both are different from those in their home countries (Hutchison, 2006; Jhagroo, 2004). These range from having no set textbook and OTTs being expected to make up resources (McCarthy, 1999; Okamura, 2008), the larger number of assessments completed in New Zealand schools compared with the number completed in overseas schools (McCarthy, 1999), to the different expectations of assessing work and the conflict that may ensue as a result (Hutchison & Jazzar, 2007).

Hutchison and Jazzar (2007) identify that conflict occurs between teachers, students and parents because "students and international teachers have divergent expectations when it comes to matters of assessment" (p. 370). Dewar and Visser (2000) found that while principals identified curriculum support as the greatest professional development need facing OTTs, this is not supported by more recent New Zealand literature. This literature identified pedagogical support and behaviour management as more important issues requiring planned support (Bennett, 2006; Jhagroo, 2004; Okamura, 2008). Jhagroo (2004) observes that the main areas of adjustment by OTTs were in the areas of "the curriculum content and delivery; the teaching methodology and practices prevailing in Auckland; and student behaviour. It was observed that the curriculum content required less adjustment than its delivery" (p. 90). Because most of the New Zealand studies of OTTs were not focused solely on a secondary context, the issues surrounding curriculum and assessment for OTTs in secondary schools have not been fully investigated.

Communication & language

Lack of oral fluency in the main language of the educational system has long been regarded as a transitional issue (Hutchison, 2005; Hutchison & Jazzar, 2007; Phillion, 2003; Weintroub, 1993). As Hutchison and Jazzar (2007) summarise, "differing body

language and the different meaning assigned to gestures … can make simple communication an adventure for all concerned" (p. 371). They go on to argue that this is a critical area for mentoring and that "mentors for international teachers should be adept at both verbal and non-verbal communication. Their symbolic interactions with peers and students should be models – in both informal and professional situations" (p. 371).

Some New Zealand studies demonstrated that a lack of oral proficiency made it more difficult to deal with poor behaviour in the classroom (Okamura, 2008; Vohra, 2005). Vohra (2005) cautions that "immigrant teachers need to be aware that to continue their teaching career in New Zealand, advanced levels of literacy skills are required" (p. 91). Waite (2009) adds that even if the communication issues are only related to accent and not second-language issues, this can become a barrier to student engagement and academic achievement. She states:

> While teachers are accustomed to holding a position of power in the classroom, an international teacher might experience a loss of such power, if they feel their cultural and communication differences detract from their ability to command the classroom and provide an environment that is conducive to learning. (p. 99)

Other New Zealand studies do not discuss the language difficulties of the OTTs in their research. Sutherland and Rees (1995) explore the English language requirement in relation to the situation in London. They suggest that attending a course on the use of professional English would assist OTTs with their acquisition of English in the educational context. No such suggestions were made in the New Zealand studies to address the language issues faced by OTTs in classrooms.

Support

Hutchison (2005) is clear that OTTs need support and that even the simplest things like knowing how to gain a driver's license and credit card, "although … not directly important for teaching, … have an impact on the emotional and psychological states of international teachers, and therefore on their effectiveness in the classroom" (p. 231). One overseas study found that the welcome and support for OTTs varied

considerably and often depended on the socio-economic status of the school (Remennick, 2002). She stated that "the welcome was typically cooler in more problematic schools in poorer or provincial areas, where many teachers were less educated and perceived … newcomers as a threat to their jobs or promotion" (p. 112). New Zealand studies pointed to a mixed level of support for OTTs. The level of support was dependent on whether schools had a formal, planned induction programme in place for all OTTs (Bennett, 2006; Vohra, 2005). Bennett's study indicated that although the HODs in secondary schools were supportive, other staff were often too busy to give assistance when OTTs asked for help. Vohra found that although the OTTs in her study valued the support provided by the formal induction programme in schools, many OTTs in temporary placements felt unsupported as they were not able to gain access to such a programme. Much of the discussion of support for OTTs during their transition will be covered in the following section of this review.

EFFECTIVE INDUCTION TO ASSIST TRANSITION

The literature on induction for BTs is extensive and covers the theory and practice both in New Zealand and overseas settings. (Aitken et al., 2008; Cameron, 2007; Feiman-Nemser, 2001, 2005; Ingersoll & Smith, 2004; Main, 2008; Piggot-Irvine, Aitken, Ritchie, Bruce Ferguson, & McGrath, 2009; Wong et al., 2005). Cameron's (2007) literature review is based largely on induction for BTs in New Zealand. Overseas writers indicate that there is much less literature to be found on the induction of OTTs (Michael, 2006; Stirzaker, 2004).

Although Stirzaker (2004) observes that "very few texts deal specifically with the induction of teachers into overseas or international schools" (p. 32), this growing field of literature highlights the issues OTTs face, with some research pointing to the importance of a planned, comprehensive induction programme, including mentoring, to assist the transition and long-term success of OTTs (Bennett, 2006; Hutchison, 2005; Jhagroo, 2004; Peeler & Jane, 2005; Remennick, 2002; Stirzaker, 2004; Vohra, 2005; Waite, 2009).

Hutchison (2005) and Vohra (2005) agree that induction and staff development programmes for OTTs must be based on the needs of OTTs which were different from those of BTs. Both concluded that schools should plan a needs-based induction programme for OTTs. To assist schools to identify the induction and professional development needs of OTTs, Waite (2009) has developed and tested a survey instrument and recommends this be administered yearly. She observes that "since not all international teachers will have the same specific needs, administration of the survey each school year will be more appropriate in determining the key areas to be addressed" (p. 204). Once needs are identified, an induction programme can be planned to address these identified needs. The various induction components, identified from the literature, will be examined in greater depth, critiquing the available literature with reference to OTTs.

Orientation

The literature is clear in its support for orientation as an essential activity for all new and BTs (Bennett, 2006; Cameron, 2007; Cameron, Dingle et al., 2007; Goold, 2004; Hutchison, 2005; Jhagroo, 2004; Vohra, 2005; Waite, 2009). Hutchison (2005) recommends that leaders carefully plan orientation for OTTs which may have different components from the orientation planned for BTs and other new staff. He suggests that orientation for OTTs should cover a full introduction to the community, including the provision of assistance with banking, licensing, accommodation and transportation. In addition to this, an orientation tour of the school, including classroom(s) and technology should be undertaken with a guide. He also suggests that "administrators may consider showing a video of 'best practices' in teaching within the school … to their international teachers … as they may benefit from a good visual cue of how the best local teachers manage instruction and their students" (Hutchison, 2005, p. 237). Hutchison suggests that a mentor familiar with the demands of teaching internationally should be attached to the OTT. In this context he is referring to the role of the mentor being more of a buddy to assist the OTT in transition. Finally, he recommends that there should be an introduction to the school staff, the student body and to other helping agencies such as international clubs or a network of other OTTs.

Some writers identified the need to familiarise OTTs with specific cultural learning and understanding early in the induction programme (Jhagroo, 2004; Waite, 2009). Waite (2009) observes that "the lack of cultural understanding between teachers and their students create barriers to student engagement and academic achievement" (p. 99). She believes that "by exploring the contrasts in one's own values and practices with those of others, teachers can better understand and respond to the needs of students" (p. 43). Peeler and Jane (2005) suggest that mentoring begun during orientation can facilitate an OTT's introduction to the school culture and community and help "to bridge the gap in cultural understanding of different educational systems" (p. 334). Although Hutchison (2005) states that "cultural preparation … is one of the keys to success in a new teaching environment" (p. 52), he does not include this as a component in an orientation programme. Unfortunately many of the Indian OTTs in Vohra's (2005) study did not receive any orientation to the New Zealand educational context as they were employed mainly in temporary and part-time positions. Many of these OTTs felt isolated as a result.

Although Bennett (2006) recommended cross-cultural training for all staff to enhance inter-cultural relationships and avoid misunderstandings, only one other New Zealand study commented on the importance of understanding the bi-cultural issues which are peculiar to the New Zealand situation. Jhagroo's (2004) research stated:

> They [OTTs] found that the New Zealand curriculum lay a great deal of emphasis on Māori traditions and values. As these understandably form an integral part of the New Zealand society … there needed to be an orientation programme to acquaint them [OTTs] with these traditions and values. (p. 84)

Apart from commenting on the diverse nature of the students in New Zealand classrooms, compared with the segregated learning in the South African context, this important factor is not the subject of any further discourse in Jhagroo's research.

The literature does not indicate the optimum length of an orientation programme for OTTs. In addition to this, the issue of how much knowledge can be disseminated before recipient overload occurs is also not discussed.

Mentoring

Wong (2008) defines mentoring as "a formal coaching relationship in which an experienced teacher gives guidance, support, and feedback to a new teacher" (p. 1). Wong, Britton and Ganser (2005) caution that mentoring should be one component of the induction process, and that programmes promoting mentoring as the sole strategy to support new teachers are too narrow in their focus, merely becoming a crutch for BTs. Feiman-Nemser (2001) agrees, stating:

> Unless we take new teachers seriously as learners and frame induction around a vision of good teaching and compelling standards for student learning, we will end up with induction programs that reduce stress and address immediate problems without promoting teacher development and improving the quality of teaching and learning. (p. 1031)

Some overseas research studies offer suggestions on the type of mentoring needed for the successful transition of OTTs (Hutchison & Jazzar, 2007; Kostogriz & Peeler, 2007; Peeler & Jane, 2005; Stirzaker, 2004). In the Australian setting, Kostogriz and Peeler (2007) observe that "mentoring experiences, whether informally arranged or formally sanctioned, can help bridge differences to a certain extent and empower teachers to creatively construct a new professional identity" (p. 114). Feiman-Nemser (2001) does not agree with an informal approach, arguing rather that mentoring should be a formal arrangement as "teachers need sustained and substantive learning opportunities" (p. 1042). Although Feiman-Nemser writes specifically with regard to mentoring BTs, the formal mentoring approach she promotes can also apply to OTTs.

Kostogriz and Peeler (2007) caution that schools need to consider carefully the mentoring model they resource. They argue that models of mentoring which focus on reciprocal observation can lead to OTTs feeling they are under attack. Other developmental models made survival difficult for OTTs because they used strategies which reflected "an assimilatory tendency of dealing with teachers' professional or cultural differences" (p. 118). Kostogriz and Peeler concede that they are unsure about how to lead schools to create mutually interdependent, supportive mentoring communities which celebrate the richness diversity brings.

Feiman-Nemser (2005) promotes a school-wide culture of mentoring by suggesting that "the tools of mentoring – observation, co-planning, co-teaching, joint inquiry, critical conversation, and reflection – are also the tools of continual improvement in teaching" (p. 37). By promoting a collaborative, "professional culture characterized by critical talk about teaching and learning to teach" (Feiman-Nemser, 2005, p. 36), the school is promoting an educative mentoring model - "mentoring that helps novices learn to teach and develop the skills and dispositions to continue learning in and from their practice" (Feiman-Nemser, 2005, p. 28). Stirzaker (2004) also promotes the formation of a collaborative, supportive partnership with the OTT having the opportunity to share their ideas as an experienced teacher within the new setting.

Literature on mentoring for OTTs sometimes confuses mentoring with the buddy relationship which assists OTTs to negotiate their way through the micro-politics of schools. Peeler and Jane (2005) define mentoring as "an ongoing supportive relationship" (p. 326) and therefore tend to focus on the socialisation of OTTs into the school setting, a buddy role, rather than being focused on developing specific teaching and learning skills in the new educational context which a trained mentor could provide. Stirzaker (2004) promotes the use of "a third party, the 'mentor' or buddy … to provide additional support" (p. 44) for OTTs but she does not distinguish between the two roles. She concludes that the goal of induction is to ensure "that all newcomers settle comfortably into their new lives, becoming socialized into the organizational culture and motivated in their jobs as quickly as possible" (pp. 47-48). The induction programme she outlines fails to address the pedagogical and cross-cultural issues OTTs face.

Of crucial importance in the literature on mentoring are the following needs: to choose mentors carefully, and to provide on-going training and support for mentors (Aitken et al., 2008; Feiman-Nemser, 2001, 2005; Hutchison, 2005; Hutchison & Jazzar, 2007; Piggot-Irvine et al., 2009; Stirzaker, 2004; Vohra, 2005). Hutchison (2005) advises that schools need to choose mentors for OTTs carefully from the more mature staff members who ideally have had some international experience. Writers observe that mentors should be well versed in matters of assessment, strong pedagogical models themselves and also sensitive to the transitional needs of OTTs (Hutchison, 2005; Hutchison & Jazzar, 2007; Stirzaker, 2004; Vohra, 2005).

Hutchison and Jazzar (2007) list two criteria that mentors for OTTs must meet: "First, they should be outstanding teachers themselves … second, mentors need to understand at least some of the cross-cultural pedagogical issues that are sure to arise" (p. 372).

Both Michael (2006) and Vohra (2005) agree that schools need extra resources to train and mentor OTTs and that this is the responsibility of school authorities. Vohra contends that "recognising the importance of mentoring to immigrant teachers requires institutional commitment by school authorities through appropriate professional development and support for tutor teachers" (p. 92). Resourcing and training will be discussed more fully later in this review.

Observation and feedback

The importance of observing other staff as well as being observed was not mentioned a great deal in the literature on OTT induction. There was a general feeling that peer observation was helpful for international teachers (Hutchison & Jazzar, 2007), but how this should be organised was not the subject of much discourse. Kostogriz and Peeler (2007) caution that constant observation of OTTs could lead to them feeling scrutinised rather than assisted. Sutherland and Rees (1995) suggest that prospective OTTs should spend a day in a school to observe and compare their prior experiences with those in the new country. Hutchison and Jazzar (2007) reason that "student evaluations of new teachers are also important and can serve as early indicators of success or as clues to the diagnosis of any problems" (p. 372) but this is not discussed in other studies. In general the literature on OTT induction does not engage in active discourse on the merits or otherwise of observation and feedback in the professional development of the OTT.

Professional development

Most New Zealand studies of induction for OTTs indicate that professional development, both internal and external, is highly valued by OTTs and schools (Bennett, 2006; Jhagroo, 2004; Okamura, 2008; Vohra, 2005). These writers observe that professional development programmes assist OTTs to adjust their pedagogical practices and classroom management. Waite (2009) also observes that "international teachers, even those who are very experienced, need support in prescribed

professional development, through workshops, coaching and mentoring when they are recruited to teach abroad" (p. 97). Writers are in agreement that the professional development programme forms a significant part of the overall induction programme for OTTs but caution that it must be based on the needs of the OTTs (Beynon et al., 2004; Cruickshank, 2004; Seah, 2001; Stirzaker, 2004; Waite, 2009). As Waite (2009) states, "without identifying the areas that need support and training, it is difficult to be most effective" (p. 98).

Michael (2006) is concerned that there is a lack of resources in schools to meet the needs of OTTs and that "schools can improve the professional absorption of immigrant teachers if they learn to make structural changes and to perceive absorption as transformative of the entire school system" (p. 176). This issue will be explored in more depth in the section on implications for school leaders, later in this review.

Vohra (2005) points out that OTTs need to be proactive in seeking out professional development for themselves, but also adds that the government needs to be actively supporting training for OTTs. She states that "it is important that national commitment is reflected through professional development initiatives for the effective induction and transition programmes of all new immigrant teachers" (p. 93). Hutchison and Jazzar (2007) contend that becoming an active learner is essential for any OTT.

LEADERSHIP IMPLICATIONS
Leadership role

Effective induction is a leadership task (Aitken et al., 2008; Stirzaker, 2004). Jerris (1993, cited in Stirzaker, 2004) states that "the Senior Management Team confer status on the process but their involvement can also be intimidating … they are the 'leading learners' and should model the behaviour they wish others to adopt" (p. 43). The New Zealand literature agrees with Stirzaker and reinforces the importance of the leader's role in ensuring that this programme is strategically placed within a "collaborative professional context" (Aitken et al., 2008, p. 118).

As employers, each school's board of trustees is responsible for ensuring that a programme of advice and guidance is provided for all PRTs. "Most boards of trustees delegate responsibility for implementing these requirements to the principal, who reports to the board about their progress at regular intervals" (Ministry of Education & New Zealand Teachers Council, 2009, p. 52,section 4). What is not clear from the literature is how leaders should design induction programmes to meet the unique needs of OTTs.

Induction programme design

The literature is clear that the induction programme for OTTs must be based on the individual needs of each immigrant teacher (Remennick, 2002; Vohra, 2005; Waite, 2009; Weintroub, 1993). The needs of OTTs are different from those of BTs (Bennett, 2006; Michael, 2006; Vohra, 2005). Bennett (2006) suggests the areas that should be covered in the induction programme design for OTTs should include "an in-depth look at the New Zealand Curriculum framework, developing an understanding of the New Zealand Qualification Framework … guidance in behaviour management strategies and instruction in methods for developing independent learners" (p. 74). Bennett is the only New Zealand writer to suggest components for inclusion in an induction programme for OTTs. This is an area worth investigating. Waite (2009) cautions that "without identifying the areas that need support and training it is difficult to be effective" (p. 98). This is an important aspect which must drive the programme design for OTTs. Vohra (2005) summarises this aspect:

> Through appropriate, "needs based" induction programmes and post induction opportunities, schools can assist immigrant teachers to overcome their difficulties … by designing constructive induction programmes, schools recognise that the needs of new immigrant teachers are different, yet as complex as those of beginning teachers. (p. 91)

Resourcing

Leaders must take an active interest in the development of PRTs by providing resources to enable effective programmes to be designed, with funding to cover release time, an induction co-ordinator, mentor training, observation time and strategic provision of both school-based and outside professional development

opportunities (Aitken et al., 2008; Cameron, 2007; Cameron, Dingle et al., 2007). The New Zealand studies identify that the allocation of financial and time resources for the induction of OTTs and school leaders is not provided by the Ministry of Education on the same basis as other PRTs (Bennett, 2006; Vohra, 2005). Bennett (2006) observes:

> If there was a requirement by the Ministry of Education for a year long induction programme that was adequately funded, then more principals could be willing to employ migrant teachers knowing that there would not be an additional burden on their current staff. (p. 73)

In New Zealand, the overseas teacher time allowance for schools employing OTTs is equivalent to 2.5 hours per week, for a maximum of two terms (New Zealand Post-Primary Teachers' Association, 2007). Schools are given discretion in the allocation of this allowance although the Secondary Teachers' Collective Agreement (STCA) states that "the employer is to ensure that discussion occurs with the overseas teacher on how the allowance may be utilised to assist in providing professional advice and guidance to the teacher" (New Zealand Post-Primary Teachers' Association, 2007, p. 16).

Heads of Department (HODs) receive one hour non-teaching time per week to support each year-one BT but they do not receive any release time for the induction of OTTs. Bennett (2006) observes that "for employing schools to … adequately integrate migrant teachers there must be a recognition by the Ministry of Education of the additional time needed for staff to do this" (p. 73). Heads of Department are key players in the induction process for OTTs (Stirzaker, 2004). Jerris (1993, cited in Stirzaker, 2004) claims they "have the most influence on an employee's initial experience and on their future success potential" (p. 44). How school leaders manage the transition of OTTs within this significant resourcing barrier is an issue worthy of investigation.

Training

A lack of training for staff involved in induction continues to be identified as an issue (Aitken et al., 2008; Cameron, 2007; Cameron, Dingle et al., 2007). New Zealand

studies indicate that few teachers in the New Zealand context had received training for their role as supervisory/mentor teachers (Aitken et al., 2008; Main, 2008). Furthermore, Aitken et al. (2008) identify that the staff involved "are not themselves trained or qualified as adult educators" (p. 2), thus creating a possible limitation for the success of induction programmes.

Writers agree that while mentoring is a crucial component of an integrated induction process, its success is dependent on the selection and training of the mentors (Cameron, 2007; Feiman-Nemser, 2001; Piggot-Irvine et al., 2009). As Feiman-Nemser (2001) indicates, "strong mentoring programs use careful processes to select, prepare, and support mentor teachers in their on-going work with novices" (p. 1037). Mentors who receive training are empowered to provide support that goes beyond simply 'quick-fix' solutions. Feiman-Nemser goes on to argue that "well-prepared mentor teachers combine the knowledge and skills of a competent classroom teacher with the knowledge and skills of a teacher of teaching" (p. 1036).

Cameron's (2007) literature review insists that "the literature clearly points to a need to attend to the learning and conditions of mentors as well as BTs if mentoring is to achieve its intended purposes of impacting on teacher practices and children's and student's learning" (p. 20). She recommends that New Zealand needs to "provide opportunities for the development of a shared mentoring culture" (p. 73). Following on from Cameron's review, *The Learning to Teach Success Case Studies of Teacher Induction in New Zealand* recommended that "mentor education and professional development programmes be provided at regional levels" (Aitken et al., 2008, p. ix). Vohra (2005) asserts that this training and support needs to be resourced by school authorities. Michael (2006) says that in Israel school principals insisted that schools be given additional resources to train OTTs. As a result a successful mentoring programme was instituted in 1990.

Feiman-Nemser (2001) calls for networks to be created to bring the mentor teachers together regularly. She states that "strong programs also bring mentor teachers together on a regular basis to talk about their work with novices and deepen their knowledge and skills as mentors" (p. 1037). Schuck (2003) agrees, having set up an online community and face to face workshops to facilitate interactions between BTs

and mentors which had professional development benefits for both groups. The mentors in this study indicated that "they had found the workshops essential for keeping engaged in the project and as opportunities to give feedback and to interact with each other" (p. 61).

Most of the literature on training for mentors is based on general induction literature rather than literature related to training mentors for OTTs. Hutchison and Jazzar (2007) propose that "effective mentoring … can significantly improve international teachers' cultural adaptation and classroom success" (p. 369). Although they list the skills and knowledge needed by teachers mentoring OTTs they do not discuss the training needs of mentors to enable them to fulfil this important role.

Peeler and Jane (2005) observe that there are good professional outcomes for mentors involved in the induction process for OTTs. They say:

> Integrating newcomers into the community's structure and providing insight into its culture and ethos requires investment of time, encouragement, assistance, guidance and feedback. Mentors who make this investment of time and energy grow personally and professionally as they hone their communication, organization, and interpersonal skills. (p. 327)

Rationale for OTTs

Writers encourage leaders to see OTTs as a resource and not a problem (Kostogriz & Peeler, 2007; Phillion, 2003; Sutherland & Rees, 1995). OTTs bring an experienced resource into schools and students benefit from exposure to teachers from different cultures (Phillion, 2003; Sutherland & Rees, 1995; Waite, 2009). Stirzaker (2004) suggests that leaders need to be honest with OTTs at the recruitment stage to ensure that they understand the culture of the school and the environment "to enable potential employees to make a sound decision about whether the transition is 'right' for them" (p. 36). Seah (2001) concludes that "migrant teachers' cultural pedagogical knowledge has the potential to enrich and further fine-tune existing local pedagogical ideas and practices" (p. 15).

CONCLUSION

This literature review has identified a number of issues for OTTs transitioning from teaching in one country to a foreign country. Hutchison & Jazzar (2007) suggest that there is a difference between having qualifications and being ready to teach in another country. They indicate that OTTs "face several special challenges, including cultural and logistical issues, unfamiliar structural and organizational arrangements, differing understandings of assessment, communication gaps, and problems with teacher/student relations" (p. 369).

It is clear from the literature review that, while there is extensive research into the induction of BTs in New Zealand (Aitken et al., 2008; Cameron, 2007; Cameron, Dingle et al., 2007; Cameron, Lovett et al., 2007; Main, 2008), there is a lack of research literature in relation to the induction of OTTs in the New Zealand secondary school context. Knowledge gained from this study will add to the body of induction literature and may inform induction programmes for these teachers in this sector.

The main concern for this study is to identify OTTs' transition issues and examine the induction programmes currently experienced by OTTs in secondary schools in South Auckland. By identifying the transition issues from the OTTs perspective and analysing the effectiveness of the induction programmes from their perspective as well as from the perspective of the induction co-ordinator and principal a fuller picture should emerge of how best to meet the needs of OTTs. How school leaders design and resource induction programmes to address these unique needs is the focus of this research because "international teachers should expect to have a second tier of pedagogical problems beyond the normal order of induction difficulties" (Hutchison, 2005, p. 13).

The following chapter will discuss the methodology and methods chosen for this study.

CHAPTER THREE

METHODOLOGY and METHODS

INTRODUCTION

This chapter discusses and justifies the choice of a qualitative methodology to investigate the transition experiences and induction needs of OTTs in South Auckland secondary schools. The selection of schools, decisions made regarding the research methods, sampling and analysis are issues that are outlined and explained with reference to the literature base. The concepts of triangulation, reliability and validity are discussed. Finally, ethical considerations pertaining to this study are outlined.

METHODOLOGY

Overview

The philosophical framework and fundamental assumptions of this study are defined as methodology. Methodology is therefore concerned with the process of the research rather than just the product. Morrison (2007) summarises that "methodology provides a rationale for the ways in which researchers conduct research activities" (p. 19). To do this, researchers draw upon a set of beliefs that regulate their world view and dictate "what should be studied, how research should be done and how results should be interpreted" (Bryman, 2004, p. 453). Such a set of beliefs is known as a paradigm.

Two paradigms employed to research educational problems are the positivist and interpretive approaches (Bryman, 2008; Davidson & Tolich, 2003; Keeves, 1997). These paradigms represent different ways to investigate and study social phenomena and carry with them "specific clusters of epistemological and ontological commitments" (Bryman, 2008, p. 593). While the positivist, quantitatively oriented paradigm values numbers, measurability and predictability above all else, the interpretive, qualitatively oriented paradigm values words and is interested in how its actors view the world, drawing meaning and interpretations to inform their study (Bryman, 2008; Cohen, Manion, & Morrison, 2007). Positivism sees the researcher's

role as observing and measuring, with the researcher remaining at some distance from the research subjects (Davidson & Tolich, 2003). In contrast, the interpretive approach uses "data collection methods which usually involve close contact between the researcher and the research participants, which are interactive and developmental and allow for emergent issues to be explored" (Snape & Spencer, 2003, p. 5).

Initially, this research sought to combine these approaches using a mixed method design. Bryman (2008) refers to this complementary approach as a *technical version*, where quantitative and qualitative are viewed as two compatible research strategies, giving "greater prominence to the strengths of data-collection and data-analysis techniques" (p. 606). During the data collection it became obvious that because there was a smaller than expected sample, any in-depth quantitative data-analysis would not be possible. This necessitated a change to a qualitative approach, while also employing some basic numeric analysis for the quantitative part of the questionnaire.

Rationale for a qualitative approach

The decision to re-design this research using a qualitative approach was based on the view that "particular problems demand particular solutions. Research should always be tailor-made" (Davidson & Tolich, 2003, p. 128). Qualitative research is ideal for a smaller sample, where an interpretivist approach leads the researcher to focus on "the understanding of the social world through an examination of the interpretation of that world by its participants" (Bryman, 2004, p. 266). Denzin and Lincoln (2005) define qualitative research as "an interpretive, naturalistic approach to the world … attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them" (p. 3). This research uses participants from two different perspectives: the OTTs themselves and the senior managers who employ and work with these teachers throughout the induction process.

When considering the aims and research questions of this research, the qualitative approach fitted well, because it gave the researcher an opportunity to gather perspectives from a number of sources using multiple methods or triangulation (see later section).

The context described in the previous chapter outlining the themes, questions and issues that emerged from the literature review, provided the rationale for the following research questions:

1. What are the transition experiences and issues facing OTTs in their first, second or third year of transition from overseas to teaching positions in South Auckland secondary schools?

2. How well are the current induction programmes in South Auckland secondary schools assisting with the transition of OTTs in their first, second or third year of teaching in New Zealand secondary schools?

3. What are the implications for leaders when designing and resourcing future induction programmes to assist the transition of OTTs in South Auckland secondary schools?

This study therefore focused on how leaders could design induction programmes to assist with the transition of OTTs into New Zealand secondary schools. In order to be able to identify the programme components that best assisted the transition of OTTs it was important to identify their issues and experiences in New Zealand secondary schools as these may have an influence on their views of the induction programme. Because of the multiple foci – the issues and experiences of the participants as well as the induction programme content and resourcing - this study was dependent on dealing with active participants and seeing the induction of OTTs through the eyes of all participants (Bryman 2008). The choice of a qualitative approach allowed the researcher to adopt a more flexible research strategy (Snape & Spencer, 2003), and to follow a more naturalist inquiry rather than a rigid, more systematic line of inquiry.

The methods used for this investigation were a self-completion questionnaire, documentary analysis, and semi-structured interviews. These methods were consistent with the naturalist inquiry as they gave participants a voice and allowed the researcher to see through the eyes of participants. The questionnaire contained both closed and open questions allowing respondents to rate various aspects of their induction experiences as well as allowing them freedom to give more detail in the

open questions. Analysis of relevant school and government documents took place throughout the data collection process. By including documentary analysis in the research design the researcher was able to corroborate, or not, the findings from the questionnaire results thus yielding greater validity (Bryman, 2008). Semi-structured interviews were chosen as a flexible tool which allowed the researcher to investigate in-depth the views and experiences of both OTTs and senior managers. Fontana and Frey (2005) observe that "interviewing is one of the most common and powerful ways in which we try to understand our fellow humans" (pp. 697-698). Each of these methods will be discussed in more depth later in this chapter.

The following section outlines the selection process for the sample used to undertake this research.

Selection of schools

The population for this study was recruited from South Auckland secondary schools. There were three reasons for this selection. Firstly, given the time and resources available to carry out this research it was not possible to study and compare the experiences and issues of all OTTs in their first, second and third year in New Zealand secondary schools. Secondly, from the literature review it was clear that OTTs were "more likely to be in schools with a lower proportion of Māori students, lower decile schools, and schools in main and secondary urban areas" (Ng & Lee, 2009, p. 18). As South Auckland is a main urban area with a number of middle and lower decile secondary schools it was felt that it would have a larger number of OTTs. Finally, South Auckland secondary schools provided a population that was located close to the researcher and one with which the researcher is familiar, having taught in this area for the past four years.

In order to ensure that the study was manageable, five South Auckland secondary schools were selected as representative of the wider population of South Auckland secondary schools. These schools were selected purposively (Bryman, 2004) based on the number of OTTs in either their first or second year in a New Zealand secondary school, to gain as large a sample as possible. Bryman (2004) defines purposive sampling as sampling "on the basis of wanting to interview people who are relevant to the research question" (p. 334). The final selection was made from the

schools whose principals indicated a willingness to be involved in this research following a brief presentation given by the researcher to each principal. After collecting the indicative numbers of OTTs in their first or second year of teaching in New Zealand from these schools, it was felt that by adding OTTs in their third year the research would be strengthened as these teachers would be able to reflect on the usefulness of the induction programme from a distance – retrospective reflection *on* action rather than reflection *in* action (Schön, 1995). Unfortunately, only two third year OTTs chose to take part in the research, which limited the analysis of retrospective reflection *on* action.

All five schools were secondary (Year 9-15), state schools, and co-educational (the most common type of secondary school in Auckland). They covered a range of deciles (socio-economic rating 1 - 4) and represented medium to large sized schools with the average population of the schools in the study being 1324 students. The profile of each of these schools is represented in Table 3.1:

Table 3.1: Profile of the five secondary schools in the study

	School A	*School B*	*School C*	*School D*	*School E*
Institute Type	Secondary (Year 9-15)	Secondary (Year 9-15)	Secondary (Year 9-15)	Secondary (Year 9-15)	Secondary (Year 9-15)
Authority	State	State	State	State	State
Gender	Co-Ed	Co-Ed	Co-Ed	Co-Ed	Co-Ed
*Roll size**	1250	1996	1108	760	1507
Decile Rating	1	2	2	3	4
*Ethnicity** *- Māori* *- European* *- Pacific Is.* *- Asian* *- Other* *- NZ Aid & Foreign Fee Paying*	43% 7.7% 40.9% 6.2% 2.3% 0%	27.7% 14.6% 39.4% 15.9% 2.8% 0.6%	51.3% 26.4% 14.2% 4.7% 2.9% 0.6%	20.4% 12.3% 36.2% 26.9% 3% 1.2%	18.3% 23.8% 43.1% 11.1% 1.8% 1.9%

(*Ethnicity and school roll size based on Ministry of Education figures June 2008)

RESEARCH METHODS

The research methods chosen for this research needed to be consistent with the qualitative approach that was appropriate for this study. The following research tools were used: documentary analysis, a questionnaire and semi-structured interviews.

Questionnaire

Hinds (2000) identifies that questionnaires can be used when "you want to study particular groups, or people in a particular problem area because you want to generalise about them, make comparisons with other groups or use their responses and comparisons for development" (p. 43). The latter was appropriate for this research.

Method

A self-completion questionnaire, (Appendix One) with both closed and open-ended questions, was created. The questionnaire was designed in three sections: personal background, requiring tick box responses on the demographic information of the respondent; induction experience, using a three-point scale to indicate the depth of their experience of the various components of the induction programme; and experiences and issues, with open-ended questions to more fully detail the barriers and enabling factors of the induction process and the transitional experiences of OTTs.

Bryman (2008) indicates that the use of closed questions is advantageous as the questions "can be pre-coded, thus turning the processing of data for computer analysis into a fairly simple task" (p. 223). In the end, the closed questions in this research yielded basic numeric data which were then added to the more detailed written responses from the open questions. These open questions gathered rich data on the induction experiences and issues for OTTs and allowed them a voice to reflect on their own transition into the South Auckland secondary school context. The open questions allowed the respondents to "give replies that the survey researcher may not have contemplated (and that would therefore not form the basis for fixed choice alternatives)" (Bryman, 2008, p. 232). Coding these responses thematically enabled comparisons to be drawn between the different year groups of the OTTs and yielded further questions to be incorporated into the later joint interview schedule.

Careful consideration was given to the layout, wording of the individual items and the overall length of the questionnaire. As OTTs must pass an approved test of language proficiency, it was assumed that language and literacy would not be an issue, but care was taken to ensure that precise wording was used in the questionnaire to avoid any misunderstanding. Bell (2007) agrees and cautions that not only do questions have to be worded clearly, they also need to be phrased in a way " which can be measureable" (p. 226). To assist with this, section two used statements and avoided leading and double questions.

The questionnaire was piloted with a group of OTTs in the same geographical area as the group being studied to check that the questionnaire was clear and that it could be completed within a short period of time. Bell (2007) indicates that "it is only when a group similar to your main population completes your questionnaire and provides feedback that you know for sure that all is well" (p. 232).

Sampling

Each school in the study was contacted and the information on the study given to the principal during a face to face meeting with the researcher. Each principal subsequently gave this information, including a copy of the questionnaire, to the induction co-ordinators who invited the OTTs in their first, second or third year of teaching in New Zealand to take part in the study. A meeting time was set up for participants to complete the questionnaire. The participants selected whether they chose to take part or not, by deciding whether to attend the meeting.

Twenty six OTTs from the five selected schools chose to participate in the questionnaire. In the end, 25 questionnaires were considered in the analysis as one teacher, although coming from overseas, had not taught overseas prior to coming to New Zealand but had trained as a teacher in New Zealand. This teacher therefore did not meet the definition of an OTT for this study. Table 3.2 shows the spread of participants across the research schools.

	School A	School B	School C	School D	School E	TOTAL
Year One	4	2	1	2	4	13
Year Two	1	2	4	2	1	10
Year Three	0	1	0	0	1	2
TOTAL	5	5	5	4	6	25

Specific demographic data about these participants is provided in Table 3.3:

Table 3.3: Questionnaire participant demographic data

Gender	Number	Year of Migration	Number
Male	12	2005	2
Female	13	2006	2
Age	**Number**	2007	7
20 - 29 years	10	2008	5
30 – 39 years	7	2009	9
40 – 49 years	6	**Employment Status**	**Number**
50 years and over	2	Permanent full-time	18
Country of Teacher Training	**Number**	Permanent part-time	1
Great Britain & Ireland	11	Part-time	1
Fiji	6	Long term reliever	4
South Africa	5	No response	1
Canada	1	**Current Position**	**Number**
Other	2	Assistant Teacher	23
Total Years Teaching	**Number**	Assistant Head of Department	1
5 years or less	10	Head of Department	1
6 – 10 years	7	**Highest Qualification**	**Number**
11 – 15 years	5	Diploma	1
16 – 20 Years	1	Bachelor's Degree	10
20 years or more	2	Post-Graduate Diploma	10
Years teaching in New Zealand	**Number**	Master's Degree	4
First year	13		
Second year	10		
Third year	2		

The gender balance of the participants was evenly split. Although 10 out of 25 were aged between 20 – 29 years of age and had been teaching less than five years, over half of the participants were aged between 30 – 49 years of age. The average number of years the OTTs had been teaching was 6 – 10 years. All participants had taught overseas before moving to teach in New Zealand. Except for one participant, all had a bachelor's degree or higher as their highest qualification. Most were employed in permanent full-time positions with all, except two participants, in assistant teacher positions in the selected secondary schools. Most participants were trained in Great

Britain and Ireland, with the remaining participants coming from Fiji, South Africa, Canada, Cuba and Tonga.

The year of migration indicates that only 14 had migrated to New Zealand in 2008 and 2009, meaning that 10 OTTs had taken time to find a position, or had chosen not to teach as soon as they arrived in New Zealand.

Data Analysis

The quantitative responses from sections one and two of the questionnaire were entered into an SPSS database. Each response was coded for each of the questions and variables within these. Frequency tables were then able to be generated from this information. As only 25 OTTs participated in this study, any deeper, comparative statistical analysis was not valid with such a small sample. However, further analysis of the responses was possible by looking at the responses given within each of the year levels of the participants and comparing these across the year groups. The data was then re-displayed, by years of teaching in New Zealand, as a spreadsheet to enable a deeper analysis of responses and comparisons to be made. This spreadsheet proved to be invaluable when looking for other related responses made by participants to see if the two responses were linked in any way. The frequency tables were then assembled in themes, with each theme displayed on a different coloured sheet. The broad themes were: transition issues, the induction programme components, design and resourcing.

The qualitative data, each written participant's response, from section three of the questionnaire was extracted and combined together under the question headings. These statements were then coded and re-assembled thematically. These thematically coded responses were added to the frequency tables on the thematically ordered coloured sheets. It was then possible to analyse these merged data sets and thus begin to see patterns of responses emerging from the group as a whole and within the year groups.

Documentary Analysis

This phase involved the collection of qualitative data using analysis of existing induction documentation from a range of sources. These sources included relevant

school documentation on induction as well as pertinent documents from government and union sources, on OTTs and their employment in New Zealand secondary schools. Documentary analysis in this study was not the main focus of this research but was rather seen as complementary and valuable to "enrich a study throughout the research" (Wellington, 2000, p. 114). Documentary analysis continued throughout the data collection phase.

Method

The relevant documentation was examined and analysed according to the eight areas suggested by Wellington (2000). These areas were:

- authorship
- audience
- production
- presentation, appearance, image
- intentions
- style, function, genre
- content
- context/frame of reference

(p. 117)

Each individual document was critically analysed under each of the above headings in a table format. Relevant quotes from the documents were added under each heading to give a fuller picture.

Sampling

As an aim of this study was to examine the components and resourcing of induction programmes delivered to OTTs it was useful to examine the schools' induction documentation to understand how schools allocated the resources and see how the induction programmes were designed. The documentation requested included the school's induction policy, a copy of the current programme being delivered and written evidence of resourcing delivered to support the programme. Unfortunately, despite repeated requests, only two schools supplied induction programme and policy

documentation. No school supplied evidence of financial resourcing allocated to the induction programme.

In addition to the schools' documentation, it was important to examine the official documents from the Ministry of Education, and the NZTC who mandate and manage the process and control some of the resourcing for induction programmes in schools. NZPPTA, the secondary teachers' union, has advice and guidance for OTTs, having published documentation to assist their transition into New Zealand secondary schools. Immigration New Zealand also has information on their website, dedicated to teaching in New Zealand. As teachers seeking to teach in New Zealand are likely to have accessed this site it was important to examine the information on this website.

Data Analysis

The relevant quotes, along with the written critical analysis, were added to the thematically organised data analysis developed from the questionnaires to present a deep picture of the findings.

The documentary analysis, a secondary source of data (Wellington, 2000), also informed the questions asked in the semi-structured joint interviews which followed this analysis. By examining the documents it was possible to corroborate, or not, the responses of the questionnaire and discover any underlying issues and possible reasons behind responses. As Bryman (2008) advises, "if the researcher wishes to employ documents as a means of understanding aspects of an organization and its operations it is likely that he or she will need to buttress an analysis of documents with other sources of data" (p. 527). This also provided a measure of rigour through the triangulation and provided reliability and validity for the findings. Documentary sources provide "an excellence means of triangulation, helping to increase the 'trustworthiness', reliability and validity of research" (Wellington, 2000, p. 121).

Semi-structured Interviews

A structured interview was rejected as it was not a flexible tool and could simply mirror the questionnaire already completed by the OTTs. Therefore a semi-structured interview was chosen which allowed follow up questions to be asked on the points

raised by respondents. Bryman (2008) agrees and defines the semi-structured interview as:

> … a context in which the interviewer has a series of questions that are in the general form of an interview guide but is able to vary the sequence of questions…Also the interviewer usually has some latitude to ask further questions in response to what are seen as significant replies. (p. 699)

By using a semi-structured format for these interviews, issues identified from the analysis of the questionnaire and the documentary research were raised with the interviewees and probed in more depth.

Method

Carefully prepared interview guides for OTTs (Appendix Two), principals and their induction co-ordinators (Appendix Three) instead of strict interview schedules were drawn up. These were based on responses from the questionnaire and the documentary analysis completed to date. A set of interview protocols was also drawn up (Appendix Four) to guide the interviewer. These protocols ensured that all interviews were conducted in a fair and reasonable manner and that respondents were fully informed of the process before beginning the interview. Bryman (2008) suggested that leading questions and bias should be avoided to ensure that validity was not compromised.

The 45 – 60 minute interviews were recorded. Bryman (2004) indicates that the advantages of recording interviews are many, including, "it helps to correct the natural limitations of our memories and … it allows more thorough examination of what people say" (p. 330). A written transcription was then made of each completed interview. Copies of the transcriptions were given to interviewees to check for any errors or misunderstandings. Any errors were corrected and additional information provided by interviewees was included in the final transcription. Bryman (2004) refers to this as respondent validation. He states that "the aim of the exercise is to seek corroboration or otherwise of the account that the researcher has arrived at" (p. 274).

Sampling

Initially it was expected that seven semi-structured face-to-face, recorded, interviews would be conducted with participants. Three of these interviews were conducted with OTTs, one from each of the first, second and third year groups represented. At the end of the questionnaire, a tear off slip (Appendix One) was provided for OTTs who wished to participate in a semi-structured interview at a later date. The code names of the participants, who had indicated their willingness to participate in this phase of the study, were placed in separate containers (one for each year group). The interviewees were selected randomly by drawing one participant's name out of each first, second and third year group container.

The remaining interviews were joint interviews conducted with the principal and their induction coordinator. The five research schools' principals were asked to indicate their willingness to take part in a joint interview. Four school principals and their co-ordinators agreed to take part in the joint interviews. As one interview school was unable to participate in this phase due to pressure of work, one joint interview was dropped. Because of the time taken to transcribe the interviews, 5-6 hours per hour of interview (Bryman, 2008), the decision to limit the interviews to a total of six, ensured this phase of the research was manageable.

Data Analysis

The interviews were transcribed and thematically coded using the themes identified in the literature, the documentary analysis and the data analysis from the questionnaire. Relevant quotes were extracted from the interviews and added to the information on the thematically coded sheets from the questionnaire and documentary analysis.

The qualitative data gathered in these interviews from the different levels within the organisations being studied was important in gaining a fuller picture of induction for OTTs. Creswell and Plano Clark (2007) also suggest that "the type of evidence gathered from one level in an organization might differ from evidence looked at from other levels" (p. 33). By interviewing OTTs in their first, second and third years of teaching in New Zealand as well as the principals and induction co-ordinators, the researcher gained a "more complete picture noting trends and generalizations as well

as in-depth knowledge of participants' perspectives" (Creswell & Plano Clark, 2007, p. 33)

RELIABILITY AND VALIDITY

Reliability in research is concerned with issues of quality, consistency and accuracy of the research tools used in the study. Reliability is concerned with the extent to which this research can be replicated producing similar results (Bryman, 2008; Bush, 2007). In undertaking this research with five co-educational, state secondary schools in South Auckland it is recognised that the reliability of the research findings is questionable. If another researcher was to administer the tools at a different time in a different place, the findings may not be consistent with this research. Having said this, the literature review indicates that in different places around the world, similar issues to those highlighted by this research were also identified. This research generalises the findings to the population being studied and makes recommendations to educational leaders on the implications when designing induction programmes for OTTs. Cohen, Manion and Morrison (2007) state that "in qualitative research reliability can be regarded as the fit between what researchers record as data and what actually occurs in the natural setting being researched" (p. 149).

Creswell and Plano Clark (2007) and Bryman (2004) indicate that member checking, also referred to as respondent validation, is one way to check the accuracy of the information gained through the semi-structured interviews. In this research, once the interviews were transcribed, and before any analysis took place, the data was checked by participants. Semi-structured interviews are more difficult to ensure reliability as with each interview having many impromptu prompts it is unlikely this research could be replicated.

Research may be reliable but this does not imply that it is valid. Validity is concerned with the question of whether the tools employed "measure what they are supposed to measure" (Bush, 2007, p. 102). Validity was considered in two ways, internal and external validity. One way of ensuring internal validity is through triangulation of the data.

Triangulation in this study ensured a measure of validity primarily through the use of different research methods. "Triangulation involves the use of different methods and sources to check the integrity of, or extend, inferences drawn from data" (Ritchie, 2003, p. 43). The questionnaire, conducted at the same time as the documentary analysis, ensured that not only was the data rich and deep, but the questionnaire findings were cross-checked using the documentary analysis of the relevant school, union and government documentation. The researcher was able to be confident about the findings when "the more the methods contrast with each other, the greater the researcher's confidence" (Cohen et al., 2007, p. 141). As Denzin and Lincoln (2005) state, "the use of multiple methods, or triangulation, reflects an attempt to secure an in-depth understanding of the phenomena in question" (p. 5). Punch (2005) agrees and observes that "qualitative researchers study spoken and written word representations and records of human experience, using multiple methods and multiple sources of data" (p. 168). Quantitative research requires the views of a large sample to be collected and analysed and is not concerned with rich descriptions as they hinder the generalisations being made (Denzin & Lincoln, 2005). In contrast qualitative research uses "samples that are small in scale and purposively selected on the basis of salient criteria" (Snape & Spencer, 2003, p. 5).

The semi-structured interviews allowed the researcher to gain different perspectives using similar interview questions bringing "to bear two or more viewpoints … with a view to characterising the occasion so as to accommodate, or account for, all these viewpoints" (McFee, cited in Bell, 2007, p. 100). Interviewing OTTs from each of the first, second and third year of teaching in New Zealand, as well as the principals and their induction co-ordinators, allowed for a fuller picture of the situation through the examination of the different viewpoints from different levels in the schools. The methods used in this study for the collection and analysis of data facilitated the triangulation of the data and ensured trustworthiness thus ensuring the quality and validity of the research. Bush (2007) agreed stating that "triangulation means comparing many sources of evidence in order to determine the accuracy of information … It is essentially a means of cross-checking data to establish its validity" (p. 100)

If the explanation can be sustained by cross-checking the data, this increases internal validity. In this research the truthfulness of the questionnaire responses can be judged by the documentary analysis and by the multiple representations of the phenomena in the semi-structured interviews of both the OTTs and the senior managers involved with their transition into New Zealand secondary schools. Bush (2007) cautions that "the main potential source of invalidity in interviews is bias" (p. 98). This is difficult to eliminate, especially in semi-structured interviews. The researcher was cognisant of this bias and sought to reduce it by pilot testing the interview guides and by ensuring that no leading questions were used to influence the responses of the interviewees.

External validation in qualitative research refers more to the credibility or confidence in the data rather than in its ability to be generalised (Cohen et al., 2007). The design of the study was considered with this is mind so that rich and deep descriptions could be detailed so "that others can decide the extent to which findings from one piece of research can be generalizable to another situation" (Schofield, 1990, cited in Cohen et al., 2007, p. 137). One threat to the generalisation of the research to another situation is in the small sample in this research. With only 25 participants taking part in the questionnaire and nine participants in the semi-structured interviews, it is not possible to apply any generalisations to the general population but it is possible to make recommendations based on the findings.

ETHICAL CONSIDERATIONS

Ethical concerns are summarised under three broad categories, informed consent, the right to privacy and protection from harm (Fontana & Frey, 2005). The Unitec research ethics committee (UREC) granted ethics approval for this study in compliance to the requirements for undertaking a Master's thesis study.

Carefully constructed informed consent processes were enacted. Each research participant received detailed information about the research project, the contribution that the individual would make to the research, and the nature and extent of their involvement. Potential conflicts of interest were managed by ensuring that participation was voluntary. Participants were invited to take part in the questionnaire

through their school induction co-ordinator, who explained the project to them. They signed a consent form before being asked to complete the anonymous questionnaire during a scheduled meeting time. Participants were assured that neither their schools, nor themselves, would be identified. A pseudonym was adopted for each participant in order to preserve anonymity and to allow for follow up in case of selection for an interview at a later date.

The participants were able to withdraw their participation or any information they provided within three weeks of completion of the data collection without penalty of any sort. There was no harm associated with the research.

The principles of informed and organisational consent, and the anonymity and confidentiality of the schools and participants, also applied (Bryman, 2008). All participants were given the opportunity to check the interview transcripts for accuracy and were given the opportunity to withdraw from the interviews at this time if they wished to do so.

Participants were fully briefed on the study and about the outcomes. Davidson and Tolich (2003) caution that "humans must never be treated as means to someone's ends for they must be seen as 'ends in themselves' " (p. 72). By seeking advice from key people and ensuring that the researcher was respectful and appreciative of the time and willing involvement of the participants, this risk was minimised. The culture and ethnicity of research participants were respected across all research contexts.

CONCLUSION

This chapter has discussed and critiqued the justification of employing a qualitative approach in this study of the induction of OTTs in South Auckland secondary schools. The adoption of a qualitative methodology provides a rich and deep analysis of the issues and experiences of OTTs and their induction needs. The three research methods were outlined and sampling considerations were detailed and justified. The research methods used in this study were triangulated to establish rigour in the research design and data analysis techniques. Finally, a full consideration of the ethics surrounding this research have been outlined and discussed.

CHAPTER FOUR

DATA RESULTS and ANALYSIS

INTRODUCTION

This chapter provides an analysis of the data gathered during the questionnaire, documentary analysis and the interviews with OTTs, principals and induction co-ordinators.

TRANSITIONAL EXPERIENCES AND ISSUES

Prior knowledge

The relevant question was whether OTTs had received information on teaching in New Zealand prior to their arrival in the country because this may have had a bearing on their transitional experiences and issues. The information accessed by the OTTs gave an insight into understanding the depth of information they were able to glean before their arrival in New Zealand and whether this had assisted their transition or not.

Sixteen of the participants indicated that they had received information prior to their arrival in New Zealand (Table 4.1). Those from Great Britain and Ireland were more likely to have accessed information than those from the Pacific Islands. Seven out of the nine OTTs who had not received information prior to coming to New Zealand felt that surviving in the New Zealand classroom had been a difficult experience for them. In the written section of the questionnaire, seven OTTs wrote that it was essential to research teaching in New Zealand classrooms beforehand to help with the adjustment.

Table 4.1: Information received before arriving in New Zealand

Information Accessed	Number
Yes	16
No	9
Total	25

On typing *teaching in New Zealand* into a web browser, the preferred site which came up was the TeachNZ site. It was therefore unsurprising that 14 participants cited this as their primary source of information on teaching in New Zealand prior to their arrival. A number of other websites were used as well by individuals to gain information prior to arriving in New Zealand: NZQA, Te Kete Ipurangi (TKI), NZPPTA, Team Up, and the Education Gazette. Most participants receiving information prior to coming to New Zealand had accessed information from more than one source.

Table 4.2: Source of prior information received

Source	Number
Teach NZ website	14
Recruitment agencies	6
Other websites	13
Speaking to other teachers	2
Reading a book	1

The documentary analysis relevant to this question looked at the information given in four websites, viewing this through the eyes of a prospective immigrant currently teaching in an overseas school. The websites selected were TeachNZ, Immigration New Zealand, TKI and the NZPPTA. The Immigration New Zealand website was included in the analysis, despite not being named by participants, because it is likely they would have used it to begin the immigration process, but without the intent of receiving specific information on teaching in New Zealand.

The TeachNZ website is heralded by Immigration New Zealand's website as:

> *The best starting point for information on teaching is the Government's Teach NZ website. The website provides general information on teaching in New Zealand and the steps involved in becoming a teacher. There are also profiles on teachers who have migrated to New Zealand and information on the teaching curriculum and work environment.* (Immigration New Zealand, n.d., para. 1)

The TeachNZ website is clearly set out and outlines the four steps overseas teachers need to follow to gain registration and a teaching position in New Zealand. This site has links to other websites such as TKI and NZQA where OTTs are able to access information on the New Zealand curriculum, assessment and the National Certificate of Educational Achievement (NCEA). Another important link on the TeachNZ website is to the Education Gazette where OTTs are able to access information on the teaching positions currently available in New Zealand schools. Unfortunately the way OTTs access information from the TeachNZ website is not consistent. Sometimes the links are embedded within the text and at other times OTTs need to gain access through menus on the left of the text or drop down menus along the top of the page.

The TeachNZ website also includes personal stories from OTTs teaching in the country. The introduction to these eight personal stories focuses largely on the opportunities available in New Zealand, particularly in the outdoors and the safe environment. The eight stories also contain relevant advice:

> *If you are thinking of coming to teach in New Zealand, put some savings aside to tide you through the first couple of months.* (TeachNZ, n.d.-b, para. 8)

> *Teaching in a lower decile school has meant Steve has had to call on all his teaching experience to find new and improved methods of classroom delivery.* (TeachNZ, n.d.-c, para. 8)

> *For Vic, it wasn't all plain sailing to begin with. His advice to other teachers intending to come to New Zealand is to deal with the paperwork before leaving.* (TeachNZ, n.d.-e, para. 7)

Most of the stories on this site are from teachers who have migrated from the United Kingdom. No stories reflected the perspective of teachers coming from Pacific or Asian countries where English may not be their first language. As no dates were posted against these stories, or on any other information on this website, it is impossible to know how up-to-date these experiences are.

One area of misinformation on the website was in the subjects listed as needing secondary teachers. It states that "Secondary teachers – teachers of maths, physics, chemistry, Te Reo Māori, Home Economics and Technology are in demand" (Ministry of Education, n.d., para. 4). In the staffing survey, Ng and Lee (2009) indicated that "the subject areas with the highest number of vacancies in secondary schools were Technology, Mathematics, and English" (p. 1). Physics and Chemistry in total only make up only two percent of all full-time teacher equivalent (FTTE) vacancies but English at 17.5 percent (FTTE) (Ng & Lee, 2009, p. 12) has been overlooked as serious staffing concern on the TeachNZ website (up from 11.9 percent (FTTE) in 2008).

Immigration New Zealand has a section for teachers on their website which has links to TeachNZ, the Education Gazette, NZTC and NZQA. All the information is briefly summarised before being directed to the best site to either access the correct forms for registration and assessing qualifications or to look for positions in a school. One problem with the site is that the OTT has to keep going back to the original page in order to be able to move to the next step out of five in the process. In addition to this, the Immigration New Zealand website has chosen to include only one teacher's profile which dates back to 2002. Other than this date, there are no other dates posted against information on this website so it is impossible to be confident that the information is current.

The TKI website was selected by only one OTT. TKI is an extensive website containing information about subject curricula, enabling OTTs to gain curriculum knowledge, which assists with planning and resourcing decisions. Although the information is easy to access, with embedded links to other relevant sites, an OTT would need a very good command of English to be able to understand and make the best use of the material presented on TKI.

The NZPPTA's website contains information on the terms and conditions for teachers in New Zealand schools. The collective contract for secondary school teachers is easily accessed on this site but there is no dedicated section for OTTs. Two resources for immigrant teachers have been produced (New Zealand Post-Primary Teachers' Association, 2008a, 2009) to address "the wide range of issues that affected

immigrant teachers" (New Zealand Post-Primary Teachers' Association, 2008a, p. 4). These publications are difficult to access from the NZPPTA site as the information is located in the *Resources* section of the website rather than accessed through the *Communities* section. These NZPPTA publications have not been well organised. The handbook contains information, most of which is available elsewhere in less wordy formats. A shorter pamphlet has been produced within the member's guide series (New Zealand Post-Primary Teachers' Association, 2009). The information in this pamphlet is clear and concise, but it does not include links to other relevant websites which would be helpful for any OTTs accessing this site.

Of all the sites accessed by OTTs prior to coming to New Zealand the TeachNZ site provided the best information for OTTs, with excellent links to the main sites needed by teachers to gain relevant information and advice prior to arriving in New Zealand.

Two of the three OTTs interviewed had not accessed any information prior to coming to New Zealand. Kaye stated:

> *When I came from Fiji I just thought it would be easier ... I got to hear the teachers were in demand but of course I didn't understand at the time demand from probably UK, Canada, not Fiji teachers in demand.*

Principals and their induction coordinators expressed their concerns about the information available for OTTs prior to coming to New Zealand. Principal X argued:

> *No-one tells you about the complexity of the society ... not just because of the biculturalism, just the whole set of values is, the pioneer spirit or whatever has happened, the people here have not got the same set of values, similar but different values to say, if you lived in Britain.*

Because of this, all principals were careful to ensure that material sent out to OTTs in information packages clearly described the type of community OTTs were going to be part of. They also ensured that full interviews took place, usually by phone and that honest disclosures were made by principals, about the school and community.

First of all when I'm employing people I make it very clear to them as to what sort of school they're coming to. One of the points I do make is that by far the great majority of our students are Māori and Pacific Islanders ... You've got to be prepared to work very quickly to understand their culture and be prepared to understand the way those kids operate in a classroom situation and I tell them what it's like. (Principal T)

Concerns were expressed by senior managers that some government agencies were not entirely honest about the New Zealand teaching situation. This lack of information often led to OTTs being disillusioned and angry and returning home earlier than they had expected. One principal summed it up:

You've got all those social issues so another recommendation is that there is a moral obligation for government departments when they're recruiting overseas to tell it like it is. (Principal X)

and another stated:

Most of the people we talk to have checked out your website and done a bit of homework which is good and so are aware of the cultural mix ... we tell them in a very positive way but hammer home the challenges of motivating and keeping engaged and active learning with some of our classes. It would be awful for someone to come here without having heard that loud and clear. (Principal Y)

Registration and salary assessment

Eleven OTTs wrote of the difficulties involved in the registration and salary assessment process. The following remarks typify their responses:

I was not told about the salary assessment until I arrived. (M)

My qualifications have been verified by NZQA ... yet I had to re-submit and wait for 6 weeks to be paid and then at the lowest scale possible. (K)

> *I spent 3 months waiting for NZQA to assess my degree and diploma – I didn't realise it would take so long.* (F)

> *There was excessive paperwork in transferring qualifications.* (E)

Albert indicated in the interview that he did not realise the financial implications involved in the registration process:

> *I was here on a visitor's permit ... alone ... was trying very hard to look for work and support myself and at the same time I'm trying to pay for assessments and all this ... it was really challenging for me.*

Principals also expressed their frustration with the time it took to complete the immigration, salary and qualification assessments which created tension and stress for all involved in the process. Principal T stated:

> *There is a view also that they completed their stuff, they've sent it off ... but then what happens is they've done something wrong or it's not taking six weeks, it's taking 12 weeks or whatever and all of a sudden it's difficult to chase up.*

All principals were concerned with the lack of efficient inter-agency communication. Principal T expressed that "a cause of incredible tension in overseas teachers is the inability of our system to deal quickly with them." Although the principals interviewed conceded that the communication between immigration, NZQA and NZTC was improving, there was still a concern from principals X and Y that they needed to have a good contact in the Immigration Department to make reasonable progress. Principal Y commented that "at the moment it does depend a bit on which immigration officer you get as to how easy it is for you."

Principals were also concerned about the salary expectations many OTTs had when transitioning. A number faced lower salaries than they were expecting, and as a result became very upset and occasionally returned home. Principal Y explained:

Their qualification was assessed by NZQA at a certain level but it wasn't appreciated by the teacher that that level meant it wasn't degree status ... we then pay significantly less than they thought they would be.

For one principal, the required checking process created excessive problems for school authorities. Principal T stated:

I've made a conscious decision actually not to employ people from certain parts of the world because it's just too hard and too time consuming to get the information, maybe the Police check or NZQA equivalence of the qualification.

Principal Y summed up frustrations experienced with the registration and salary assessment process:

I don't know quite how to make it easier because it is set out there quite clearly in the website as to what to do but for whatever human reason it doesn't happen for everybody ... some of the people become disgruntled ... and then we lose damn good teachers.

Culture shock

OTTs were asked whether they had received instruction on teaching in culturally diverse New Zealand classrooms. Responses were evenly split with 13 participants indicating they had received full or part instruction, and 11 indicating they had received no instruction on cultural diversity. Later in the questionnaire written feedback indicated that the issue of the diverse cultures within New Zealand secondary school classrooms was an issue for most OTTs. Sixteen out of 25 participants commented on the importance of understanding cultural issues in New Zealand secondary schools.

Three participants (G, Q & V) indicated that having information about the cultures of Pacific Island and Māori communities, particularly etiquette and body language, would have been helpful before coming to New Zealand. Other comments on this issue included:

There are more diverse cultures in New Zealand classrooms. (J & H)

You have to be more culturally aware." (D)

Transition into teaching in a New Zealand secondary school could have been made easier by:

Having a Māori language induction. (J)

Being given a full description of student culture. (O)

What advice would you give to OTTs moving from an overseas school to teach in a secondary school in New Zealand?

Learn about Pacific Island cultures and the kids will love you. (F)

Make sure you are aware of the cultures. (Q).

South Auckland culture is different but better. (M)

Neither document from NZPPTA, (New Zealand Post-Primary Teachers' Association, 2008a, 2009) included information on cultural diversity. The TeachNZ website has no information on the diverse cultures found in New Zealand classrooms, apart from stating that "the majority of overseas-trained teachers appointed to New Zealand schools have come from countries with strong language, cultural or educational similarities to New Zealand such as the United Kingdom, Ireland, Australia, Canada, and South Africa" (TeachNZ, n.d.-d, para. 7). Most of the OTTs in this study had migrated from these countries, but despite this OTTs highlighted the lack of information about the diverse cultural groups and the cultural adjustments needed to teach in New Zealand secondary school classrooms as a central transitional issue for them. Table 4.3 summarises this information:

Table 4.3: Instruction received on teaching in culturally diverse New Zealand classrooms

	Number
Yes	9
Partly	4
No	11
Did not answer	1
Total	25

Of the OTTs interviewed, two spoke of the culture shock they felt when they began teaching in New Zealand. They spoke of a lack of respect from students for teachers in classrooms. Kaye observed:

> *In New Zealand we do the one on one chats but you know the first thing the students will do is just talk back to the teacher and that was a huge cultural shock for me because back home, that respect, they would not back chat with you.*

Some principals expressed that it was important for OTTs to understand the bicultural issues with teaching in New Zealand. Principal X explained:

> *Whilst they may have worked in London or had experience with challenging students it was the understanding of the New Zealand culture, both the Māori culture and the others' ways that we do things that was lacking.*

Kathy, an induction coordinator, believes that the Treaty of Waitangi and its influence on teaching in New Zealand is difficult for OTTs to understand. She felt the reason for this was because:

> *It's a bicultural Treaty and everything we do, it's not about equality, it's about equity ... and when they understand that then things become a lot more straight forward ... We don't treat everybody the same ... here we differentiate to ensure there's equity between Māori and between the rest of us really.*

The principals and their induction coordinators identified the cultural shift needed to teach effectively in New Zealand as one of two shifts OTTs needed to make. Along with a cultural shift is an accompanying pedagogical shift. Principal T summed this up as follows:

> *I think an overseas teacher coming to this school has to make two transitions. One because we've developed a pedagogy we think works here. They have to do that, and two, they've got to come on board with the majority culture of the school which is Māori and Pacific culture. I'm not saying you have to*

abandon your own but you've got to have an empathy and you've got to have
an understanding for what it is that Māori and Pasifika people, children and
parents … what's their world view. About 45/46% of our students are Māori
therefore they are the dominant group in our school. Therefore much of what
we do in our school has to pay account to that and … it impacts on our
pedagogy greatly.

The pedagogical shift is discussed in the following section.

Pedagogical shift

Many OTTs identified that New Zealand teaching pedagogy was very different from
that of their home countries. Three OTTs identified that New Zealand schools
required teachers to be student-centred rather than teacher-orientated. One stated:

The teaching style is teacher orientated in Fiji rather than student centred in
New Zealand. (S)

And another:

I did not know about differentiation in lessons…that is a new thing I picked
up. (Kaye)

A teacher from Great Britain remarked that:

The teaching style is more content focussed, less learning to learn intense. (G)

The interviewees indicated that moving from an exam orientated country to New
Zealand posed pedagogical challenges for them in the classroom. One participant
observed:

In Fiji, it was basically exam oriented so we teach in most cases … like a
lecture. (Albert)

Cynthia felt strongly that she should not have been given a middle management role over other New Zealand trained teachers because she lacked an understanding of the pedagogical practices common in New Zealand classrooms. She reasoned:

> *I know I was not the best person for the role they gave me … We're not automatically, pedagogically competent in a way that New Zealand teachers are.*

Principal X agrees, observing that OTTs appointed into middle management roles "have mostly been my biggest problems." Kathy, an induction coordinator explained:

> *They [middle managers] have much different issues to the teachers coming in and I personally would not even let a new overseas teacher … come in straight away as a 2IC [second in-charge] in a department because I think it's enough to just get a handle on the kids and the teaching and learning that's going on, let alone try and get to grips with all the other administrative things.*

Principals felt that when some experienced OTTs were reluctant to change their pedagogy, tensions built up. Principal T outlined the process for his school:

> *We've … taken some aspects of pedagogy which we feel are very strongly oriented towards our children and we have melded those together in … our pedagogy of doing things here and it is to some extent based around what is seen to be effective for Māori children … There is a pedagogical shift that has to be made by some teachers from overseas … and if you don't make that then strife is bound to follow.*

For two of the interview schools, this way of doing things was based on the importance of having a common structure in the classroom. As one principal explained:

> *My personal philosophy is very much round having a common structured classroom … particularly in the junior forms to work round this structure so*

we use Lorraine Munro's blackboard configuration as the framework for the lesson to start and an indication of the learning intentions. (Principal T)

Principals and induction coordinators spoke about the difficult adjustment that needed to be made by OTTs in understanding that their role was to meet the needs of the students, rather than being a teacher of a subject. Principal T believed that this was one of the hardest things for OTTs to do. He stated:

My issue is this is that this school is in a specific place in a particular community and our role is to meet the needs of those youngsters from that community as they are when they walk in through the gate. That's our role and no matter where you come from and no matter what your background is you have to adjust your thinking to what is it that that youngster who comes in needs and how do I meet that need and you have to get out of your mind I'm a teacher of this or a teacher of that or I teach at this level.

Principals felt that the degree to which OTTs were prepared to accept help to make the cultural and pedagogical shifts impacted on their effectiveness in the classroom. Participant T noted:

There are some teachers who arrive here who cannot see that to be successful they need to move to what the kids are used to and what fits in with the kids' way of doing. They say, I don't need your help, I've been teaching for 15 years and tensions build up.

Behaviour management

This transitional issue was mentioned by most OTTs in the written part of the questionnaire. OTTs indicated that they spent more time on classroom management than they had in the schools in their home country and that this was a critical barrier to their success as teachers. One teacher from South Africa felt there was an absence of a work ethic in the students they were teaching in New Zealand.

Other comments included:

> *Respect and discipline cause problems.* (K)
> *Less disciplined approach to classroom management than in Ireland.* (F)
> *More effort is needed in classroom management.* (C)

Some OTTs spoke of the importance of building relationships with students. When these relationships were established, the students they taught were open and responded in positive and friendly ways. The following comments illustrated this:

> *When I develop that sense of belonging in the classroom it is easy for me to just get through to them.* (Albert)
> *Students were excellent – even if they were challenging.* (M)
> *Learn about Pacific Island cultures and the kids will love you.* (F)

Some OTTs suggested that a DVD/video presentation of best teaching practice in New Zealand secondary school classrooms would have been helpful to view before their arrival in New Zealand. Viewing it again during the orientation day would also have been useful. One expressed that:

> *To see realistic scenarios of what to expect in a respective region's classroom – good and bad, would have been helpful.* (C)

Cynthia agreed, but also suggested role playing different lessons highlighting best practice in the New Zealand classroom, with follow-up reflective discussion would have been helpful. She reasoned:

> *We could say oh I don't like this and they could say, look what we're doing is best practice and when you say line them up it is a bit babyish ... but in New Zealand the students do this ... if you don't they will think you're a slack teacher and they will take advantage of that ... don't worry if it takes you 20 minutes to get them to do this, because ... that 20 minutes at the beginning of every lesson for the first six weeks is time worth spending.*

Cynthia was aware that she needed to change her approach towards behaviour management in the New Zealand secondary school classroom. She reflected:

> *Here it's more like you've got to get them to like you before they respect you so it's a very different psychological game/battle that you're waging against them but perhaps as an overseas trained and experienced teacher the psyche of the kids wasn't really covered and that's what I didn't get.*

Principal Y felt that some teachers from South Africa and Indian and Asian countries were often not aware that the behaviour management required in New Zealand classrooms is quite different from their home countries. She stated:

> *You say, look behaviour management is the biggie here in New Zealand for our junior kids particularly and the comment that often comes back of, oh that's no problem I've taught classes of 50 with no appreciation of quite what it is that we're talking about.*

Curriculum and assessment

The largest response to the question of critical barriers that had impacted on their success as a teacher was in the area of curriculum knowledge and assessment practices. The New Zealand curriculum was different. More emphasis was placed on continuous, internal assessment. This was especially so for teachers who came from more examination oriented countries such as Great Britain, Fiji and South Africa. Albert stated:

> *NCEA was a new thing for me, because for us exams are always external assessments.*

One teacher from Great Britain commented on the fact that the mixed ability classes they had taught in Great Britain had national exams as goals which motivated them. In New Zealand, this teacher felt that the lower ability students focused on internally assessed standards. Their feeling was:

> *There's less focus here and I feel like a less good teacher here.* (A)

Participant F added:

> *In adapting to the continuous assessment [in New Zealand] I feel I have less*
> *autonomy than back home.*

Twelve OTTs identified that information on curriculum content and assessment practices needed to be sent out earlier to teachers, as this would assist their identifying useful resources to bring from their home country and allow time to process the information. Albert identified that the content of the English curriculum was quite different from the content he taught in his home country. He stated:

> *I could see a big difference because some of the things I didn't teach back*
> *home, I'm teaching here. Like static image ... [and] film study I ... didn't*
> *teach it in Fiji.*

Kaye found the science curriculum content, apart from the astronomy and earth sciences topics, to be the same as she had previously taught. It was not possible in this study to identify whether the differences in curriculum content, from that taught previously by OTTs, were dependent on the subject area being taught, or dependent on the country from which the OTTs had migrated.

Participant U suggested that the assessment information sent could be in the form of a comprehensive guide on NCEA. As a subject teacher of English, Cynthia also suggested that:

> *I would want a book list of things to read, people to read and it should*
> *probably include all the books every kid does at intermediate so you can refer*
> *back to them.*

Most OTTs began teaching within days of arriving in New Zealand. Written comments reflected this, stating that there was insufficient time to become familiar with curriculum content and assessment practices before they were expected to use these in their classroom. For one, an Assistant Head of English, this problem was compounded by the fact that there was no scheme of work in the department and both

she and the new Head of Department (HOD) were developing this document as they went through the year.

Many OTTs expressed a concern that the lack of knowledge about NCEA procedures and practices was a stress factor when coming from overseas. The assessment practices associated with a senior secondary school in New Zealand are very different from the assessment practices previously used in most OTTs' home countries. OTTs stated that this should be an essential component in the orientation programme on the first day. Participants D, L and S stated that they would advise all prospective teachers moving to New Zealand from overseas to research carefully NCEA practices and the New Zealand Curriculum before arriving in New Zealand.

Cynthia felt that although the assessment practice took some time to get used to, she believed that the curriculum changes were easier to make. She stated her reason for this:

> *I think it's been interesting to come in when there's been a new curriculum coming in because I think that puts you on a slightly level playing field with other people because it's new to everyone which helps.*

Cynthia was also concerned that she had disadvantaged her students early in the year, because of her lack of understanding of NCEA internal unit standard assessment practice. She explained:

> *I was a bit tough on some of my seniors in my first term, I wasn't letting them have the amount of help they were allowed to have so it made it harder for them to achieve which, that's not fair.*

The importance of having exemplars available to new teachers was mentioned by OTTs as one way to make the transition easier and to ensure they were assessing students at the correct level as soon as possible. Table 4.4 indicates that nearly all OTTs indicated that they had received some assistance and guidance with curriculum knowledge and assessment practice from colleagues in their New Zealand school.

Table 4.4: Receive assistance and guidance from colleagues

Curriculum Knowledge	Number	Assessment Practice	Number
Yes	10	Yes	11
Partly	12	Partly	11
No	3	No	3
Total	25	Total	25

Some OTTs noted that there was a higher than expected assessment load in New Zealand secondary schools, compared to their experiences overseas, but that collaboration on curriculum and assessment matters had been a positive factor of teaching in New Zealand. Some British teachers experienced stress when adapting to this form of continuous assessment, although they felt that teachers in New Zealand were not as accountable for the students' results as they were in Great Britain. An Irish teacher commented that there was less autonomy than back home and this was a significant barrier for teachers. Most teachers experienced regular collaboration on curriculum and assessment matters and spoke of this sharing of ideas with colleagues as a positive factor in their transition. One participant however was critical of the collaborative practices in New Zealand secondary schools:

> *There is a lack of collaborative discussions on a cross-curricular, cross-pastoral nature – everything is DIY [do it yourself] and takes time.* (E)

Thirteen out of 25 OTTs surveyed indicated that they regularly experienced collaboration with other teachers on curriculum and assessment matters as Table 4.5 demonstrates:

Table 4.5: Regular collaboration on curriculum and assessment matters

	Number
Yes	13
Partly	8
No	3
Missing	1
Total	25

The issue of curriculum knowledge and assessment practices of OTTs was not raised as a concern by any of the principals or their induction coordinators in the interviews.

This may be because most of the orientation and induction work with OTTs was managed by HODs, who worked closely with OTTs to develop their skills in these areas. David, an induction coordinator, stated:

> *New teachers who arrive from overseas with provisional registration receive their support from their departments and the person who is their supervisor … we trust the mentorship partnership that we have within departments to see them through on any issues.*

Communication & language

Although this issue was not specifically raised in the questionnaire, it was raised as an important consideration for OTTs wanting to teach in New Zealand in the documentation and some interviews. The TeachNZ website states that, "overseas-trained teachers need to be extremely competent in written and spoken English" (TeachNZ, n.d.-d, p. para. 2). This high level of spoken and written English is one of two reasons given on this website for schools selecting most OTTs from English speaking countries. It states:

> *Recent surveys of New Zealand schools indicate that overseas teachers being offered positions are generally from Canada, the United Kingdom, Ireland, Australia and South Africa.*
>
> *The reasons given by schools are:*
>
> - *the similarity of the curriculum and teacher education in those countries*
> - *the high level of written and oral English language required to teach effectively in New Zealand classrooms.* (TeachNZ, n.d.-a, para 1)

None of the interviewees commented on the level of English required to communicate effectively in a New Zealand secondary school classroom. One induction coordinator felt that different accents and word meanings were not an issue in his school. David stated:

> *Scottish brogues for example and some of the stories that the Scottish teachers have told us of the interactions that they've had with classes about the*

difference between a jotter, what is a jotter and a writing pad for example ... have been quite entertaining conversations so I don't say so much it would be an issue but it's something of flavour that's added by the presence of an overseas trained teacher.

Cynthia observed that her pronunciation of Māori words was affected by her British accent and that this seemed to be more of a problem for the Te Kotahitanga teacher observer than it was for the students in her class. She reasoned:

I pronounce Māori words and I was saying honestly I am trying and ... the kids say oh Miss it's not like that, it's like this and I try and say it that way ... and sometimes I get it and there's a point at which I'm saying seriously I have a north-eastern accent ... .and my pronunciation of Māori isn't very good. I'm not saying that I don't know that I have to try to improve that but I'm happy for that to be something that happens organically ... I think in general, the kids don't mind correcting pronunciation.

Albert was concerned that "how we write reports here [in New Zealand] is totally different" from his home country. He reported that he was struggling with this different type of communication and felt that the difference was mainly in the tone of the reports:

Over here ... you have to say things in a friendly tone ... but for us our approach is getting the facts on the table and ... that's what they [the parents and students] need to look at.

Overall, that 21 out of 25 OTTs indicated that teaching for them was different in New Zealand as Table 4.6 shows:

Table 4.6: Teaching is different in New Zealand

	Number
Yes	14
Partly	7
No	4
Total	25

The main differences listed were in the areas of behaviour management, culture, pedagogy and in curriculum knowledge and assessment practices.

Support

The majority of the OTTs surveyed indicated that they received either full or partial support from other teachers. Only four OTTs indicated that other staff had not been supportive. Of these four, one was a HOD who mentioned that other staff, including members of the SLT (Senior Leadership Team) had been available and willing to help them. Although Participant U said they were not supported by other staff in the early part of the questionnaire, they later wrote that "great staff support" had been an enabling factor impacting on their success as a teacher in their current school. These written statements seemed to contradict the earlier indication of a lack of support. If these written statements indicate that support from other staff was received by these OTTs, then this would leave only two OTTs feeling unsupported.

Sixteen out of 25 OTTs disagreed with the statement that their HOD had no time for support. Of the eight participants who agreed fully or partly with this statement, only one wrote that a lack of confidence in their HOD had been a barrier for them in the subsequent written section of the questionnaire. Two other participants, who agreed with the statement, wrote positively about support from their HOD in the following section. This seems to contradict their previous indication that the HOD had been unsupportive. It is possible that the way the question had been worded may have been confusing for participants. The strong support received from department colleagues and HODs was specifically mentioned by 11 participants whilst support from management was named as the most positive or enabling factor impacting on their success as a teacher in their school by seven participants.

Only two participants, both in their second year of teaching in New Zealand, indicated that they felt isolated and unsupported. Participant D indicated that he was not involved in the PRT programme, nor had he received a full orientation into the school before he started teaching. Participant O was involved in the PRT programme but indicated that the programme was neither supportive nor challenging and had not been designed to meet his teaching or personal needs. Both indicated that apart from their HOD they had received either partial, or no support from other teachers. Neither of

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these participants had received release time to observe other teachers and they had not received instruction on how to teach in culturally diverse New Zealand classrooms. Table 4.7 summarises these findings:

Table 4.7: Support for overseas trained teachers

HOD no time for support	Number	Seek out own assistance	Number
Yes	6	Yes	12
Partly	2	Partly	5
No	16	No	5
Did not answer	1	Did not answer	3
Total	25	Total	25
Other teachers supportive	**Number**	**Isolated and unsupported**	**Number**
Yes	18	Yes	2
Partly	3	Partly	5
No	4	No	18
Total	25	Total	25

Albert valued the support given from his HOD but he also appreciated the HOD seeking outside agency assistance to help him in classroom management and teaching pedagogy. He commented:

> *I do get a lot of help from Team Solutions ... and it was so useful to me ... she comes and observes ... delivery. [How I] use teaching strategies.*

Cynthia found the collaborative assistance with curriculum and assessment from both her HOD and another teacher invaluable. She stated:

> *Personally I feel somebody I really respect as a manager and as a teacher and is great, very approachable, very generous with his time for me and for other people in the department ... There's another British teacher ... but she did her training here and so because we've got next door classrooms we formed this little thing and we have a couple of free lessons together. Well we maybe might plan and perhaps I've got suggestions of activities and she's got suggestions of texts and New Zealand Curriculum stuff and so that's quite a positive thing; it's quite collaborative which I think is nice.*

Principals and their induction coordinators gave detailed accounts of the type of support given to OTTs in their schools. Initially the support is more physical: meeting OTT at the airport, assistance with accommodation initially (from a few days to a couple of weeks in a motel) and then in finding permanent accommodation, transport and in setting up bank accounts. One principal explains:

> *I've found that is very important is going out to the airport and meeting them and putting them up and saying I'm paying for this and anything you need, until they get settled. It seems to me it just takes away that first couple of weeks of worry and they can worry about getting themselves a car and looking for accommodation without having to worry about I'm paying out $150 a night in this motel or whatever.* (Principal T)

Frank, an induction coordinator who was himself an OTT in the past, cautioned that looking after the partner's needs was as important. He explained:

> *I've got a clear view of what the issues are for a family moving to New Zealand from overseas, particularly the issue around number one, accommodation and number two, schooling for any kids that they might have because those are the pressures that are put on the partner who isn't employed and that pressure on the partner is absolutely critical to the success of the settling of the principal applicant if they're coming from overseas.*

Principal T agreed and indicated that although the OTT may be happy in their position, if the partner was unhappy in Auckland, then the OTT would move to another part of the country or return home.

After the initial physical support, the senior managers indicated that they organised a full orientation for OTTs into the school and community, including the provision of a mentor/buddy for OTTs. This is detailed in the next section of this chapter.

EFFECTIVE INDUCTION TO ASSIST TRANSITION

During the data collection it became obvious that there was confusion between the terms orientation and induction. Throughout the interviews both words seemed to be used almost synonymously by OTTs and leaders. The following statement highlights this:

> *We have a day before school starts at the beginning of the year which is just orientation for all staff new to the school whether they're beginning or not so that's orientation and induction quite obviously and it ends with a social occasion.* (Principal Y)

An examination of School C's induction documentation perpetuates the confusion between orientation and induction. School C's procedures entitled "Orientation of newly appointed teaching and non-teaching staff procedures" and "Orientation of Year 1 and 2 teachers procedures" actually describe the procedures of the induction process – the programme of advice and guidance, including the requirements for full registration. The extensive support and guidance handbook given to all School C's new and BTs however, clearly delineated the orientation process from the on-going advice and guidance programme for staff. Because of this confusion, some of the data related to induction may actually be referring to an orientation programme rather than an induction programme. It was not possible to clarify this with those completing the questionnaire.

Orientation

Table 4.8 shows that 12 of the 25 teachers indicated they had received a full orientation into the school before they started teaching. Thirteen indicated they had received only partial or no orientation into their new school.

Table 4.8: Given full orientation into school before starting to teach

Fully Orientated	Number
Yes	12
Partly	5
No	7
Did not answer	1
Total	25

Four participants reflected that if they had received a proper orientation, academically and culturally, this would have assisted their transition into teaching in a New Zealand secondary school.

Despite some OTTs not receiving a formal orientation in their schools, Table 4.9 indicates that 20 out of 25 participants felt welcomed and valued in the school. All OTTs in their first year of teaching in New Zealand felt welcomed and valued by their schools.

Table 4.9: Welcomed and valued in the school

	Number
Yes	20
Partly	5
No	0
Total	25

All interview schools said they delivered an orientation to new staff at the beginning of the year, that lasted from a single day, a systemic introduction to the school, to a three day hui on the school marae. Cynthia described the one day orientation she experienced:

> *... it was things like systems of the school, something about the location of the school and the local community. Housekeeping, you know where you can get photocopy credits ... sorting out keys. Making sure that people knew what the responsibilities were of Heads of Department, who the senior management were and their responsibilities, who we could approach for help, a little bit of getting to know each other ... it was pretty comprehensive.*

School A, a school involved in the Te Kotahitanga programme, felt that it was important to combine the orientation process with Te Kotahitanga training, across three days, for all new staff. They described this orientation:

> *... it's impossible to do that three day hui without a lot of what you would normally find in an orientation programme or an induction programme happening ... you're inevitably working in the school for three days, you're*

down at the marae with all the inclusivity that Māori Tikanga would bring to the table as well so there's a lot of induction and orientation that goes on by default during that three days. (Frank)

Frank explained why he believed the most crucial part of the orientation process was the introduction to the school community:

I mean we have nearly 50% Māori in the school ... and so I stress the importance of more than just a passing understanding of Tikanga Māori. Now that's all I can do ... it's important that there is at least a basic understanding of Tikanga Māori and the Treaty of Waitangi issues.

Although it was clear from the interviews that an orientation programme delivered at the beginning of the year assisted OTTs to transition into their new schools, those who arrived later in the year usually did not experience the same level of support. Participant N stated that "starting school mid-year and missing induction and important information" was a barrier for them and went on to state that because of this, they were "not included on the PRT programme and had slipped through the net." Participant N was using the word induction here to mean orientation.

Mentoring

Table 4.10 shows that nine participants had a designated person/mentor who assisted them to develop their teaching practice but only five identified a designated person/mentor who provided emotional support for OTTs. Only three OTTs in their second or third year of teaching in New Zealand indicated that they had a designated person to provide either emotional support or to develop their teaching practice. In contrast, 8 out of the 13 first year OTTs indicated that they had a designated person who either provided emotional support or assisted them to develop their teaching practice. All participants who had a designated person to develop their teaching practice said that the designated person was either partly or fully informed about OTTs.

Table 4.10: Designated person/mentor

To develop teaching practice	Number
Yes	9
Partly	7
No	8
Did not answer	1
Total	25
Well informed about OTTs	**Number**
Yes	9
Partly	8
No	3
Not applicable	4
Did not answer	1
Total	25
To provide emotional support	**Number**
Yes	5
Partly	5
No	14
Did not answer	1
Total	25

Four participants stated that having an experienced teacher assigned to new teachers, perhaps as an international advisor, guide or mentor in the school, would have assisted their transition. Participant E reflected that "having a mentor assigned who can help you personally to survive in New Zealand, especially those with families" would have helped them to adjust to the realities of surviving in a different country. Another participant recommended that OTTs moving to New Zealand in the future should ask schools to provide a mentor to help them through the transition process.

From the interviews it became clear that most OTTs had the support of an HOD as well as a buddy teacher. The buddy teacher role in the schools varied from that of answering questions to providing support in classroom management. Cynthia explained:

> *Also personally I was offered by the person that runs it [PRT programme] a*
> *chance to have her as a buddy and so that if I had concerns I could speak to*
> *her ... she was very available if I needed someone to talk to so it's a bit more*
> *like I was asking for, one to one help, but it was there if I needed it ... perhaps*

it would be good to ask ... oh is it possible to have a behaviour buddy in my department, an overseas trained teacher buddy?

Kathy also believed that a buddy system was vital for OTTs as they could provide more immediate support. Frank argued that although it wasn't necessary for the buddy to be in the same department as the OTT "it makes sense that they are in the same curriculum area, mostly for a physical requirement during lessons." Principal X, who was an OTT in the past, felt strongly that the buddy should be knowledgeable about the issues and stress of transitioning from one country to another. He explained:

I think singularly the most important thing is to have a buddy who's been through it. You know to find somebody of a like situation to them from overseas, with a family, where schooling becomes the big issue, if you're a single person, where do I live etc. all those things are important. (Principal X)

Some schools stated that the mentors were the HODs as they had the time available to provide the necessary additional support. Throughout the research there did not appear to be a clear role definition for a buddy as distinct from a mentor. Schools relied heavily on the buddy/mentor relationship to provide on-going support for the OTTs once the initial orientation phase had passed and commented that OTTs did not usually attend the induction meetings during the time they were PRTs. David stated:

Well I think principally after that beginning part of the year ... we then pass them over to their departments principally which is their designated home and the senior staff ... are really where the responsibility is to bring them up to speed with respect to curriculum, with respect to schemes, with respect to how each department delivers each of those subjects.

While some schools also involved the Specialist Classroom Teacher (SCT) to give assistance to OTTs, others stated that OTTs were often provided with a buddy, introduced to their HOD and left to get on with teaching. Kathy explained:

> *Overseas trained teachers ... they're at the bottom of the barrel in terms of everything. They're at the bottom of the barrel for me in a way because you think of them as experienced teachers.*

Kathy wanted to give OTTs more time but felt that the Year 1 and 2 PRTs should be her prime focus as they were inexperienced teachers.

Observation and feedback

Some OTTs wrote about their opportunities observing other teachers in their school but none wrote about the experience of being observed themselves. Some OTTs suggested that spending a day observing in the school before beginning to teach would have been advantageous. One OTT also remarked that having the opportunity to observe in other schools before starting to teach, would have made the transition easier. Two participants suggested that observing in different secondary schools, by undertaking relief teaching, would have been helpful before accepting a permanent position. Albert confirmed that his experience of relief teaching in different schools was an advantage:

> *Going around schools and getting to acclimatise myself with not only people but with the culture of different schools and different students.*

Twenty participants in the study had been observed by either their HOD, or a senior manager, or both. Four OTTs had not been observed teaching by either their HOD or by a senior manager by the end of June when the questionnaire was completed. Of these, three were in their first year of teaching and one was in their second year of teaching in New Zealand. Participant C, in the middle of their second year of teaching in New Zealand, had not been observed by anyone, had not attended the PRT meetings and was not involved in the induction programme. Table 4.11 summarises these results as follows:

Table 4.11: Teaching observed

By Head of Department	Number	By senior manager	Number
Yes	14	Yes	14
Partly	3	Partly	3
No	7	No	7
Did not answer	1	Did not answer	1
Total	25	Total	25

One OTT wrote that receiving feedback had been one of the most enabling factors to facilitate success as a teacher in his current school. No other OTTs commented on receiving feedback in their written responses. The majority of OTTs had either partially or fully received feedback on both their teaching style and classroom management. Two first year OTTs and three second year OTTs had not received feedback on either their teaching style or classroom management. All these teachers had been trained in Great Britain or Ireland and, apart from one participant, had not been observed by either their HOD or a senior manager. Except for Participant F who did not feel isolated, the other three participants felt partly isolated and all felt that their survival in the New Zealand classroom had been a challenge. Table 4.12 summarises this:

Table 4.12: Feedback received

On teaching style	Number	On classroom management	Number
Yes	7	Yes	8
Partly	8	Partly	8
No	8	No	7
Did not answer	2	Did not answer	2
Total	25	Total	25

Albert and Cynthia spoke positively of the opportunities they had had to observe other teachers in the classroom from within and outside their curriculum area. Cynthia outlined some of the benefits for her:

> *It's good to see how other teachers do it and I've used some of their strategies in my classes. It's probably one of the quickest ways of answering some of my questions. Perhaps it even helped me articulate some questions that I had because I saw something happening in other people's classrooms ... I think it was also quite useful for me to see a range of subjects and a range of teachers.*

Albert commented on the assistance he received from the feedback following the lesson observations. He stated that it was helpful when "they write down comments and things that I can improve on."

School A expected all teachers to be involved in their coaching programme. The coaches were trained and worked "one on one with teachers around aspects of their work in the classroom. They model work, they observe, they feedback and they analyse … with the teacher" (Principal T). Principal T also expressed the opinion that it was important to visit an OTT's classroom within the first month to gain an impression of how well they were managing.

Other than this, no mention was made of observation and feedback as part of the induction process with OTTs by the principals and induction coordinators. As mentioned earlier, the responsibility for much of the advice and guidance for OTTs is delegated to departments and therefore HODs are more directly involved in this component of the induction process.

Professional development

Six participants wrote that their involvement in the professional development programme in their school, including teacher only days, had been one of the most enabling factors facilitating their success as a teacher in their current school. One participant commented that having workshops organised specifically for overseas teachers would have made their transition easier. Kaye valued the opportunity to meet with other overseas teachers from other schools who "are in the same boat as you."

Table 4.13 shows that 22 out of 25 OTTs indicated that their participation in the school's formal professional development programme had contributed positively, either fully or partially, to their position as a teacher in New Zealand. Of the three who did not feel that this was a positive factor for them, one was in their first year and two were in their second year. All were from Great Britain or Ireland and had been teaching less than eleven years. None of these made any further comment about the professional development programme in the written section of the questionnaire.

Table 4.13: Formal professional development programme

	Number
Yes	13
Partly	9
No	3
Total	25

Albert spoke positively about his experiences of the professional development programme in his school. He appreciated the chance to share with the group as he felt they were all learners. He stated:

> *During the professional development I'm also given a chance to even share some of the strategies that I use within the classroom which I suppose could be helpful ... in that way too, I also sense that I'm part of the group and I'm not only the one who's learning and it's like everyone is learning ... which is really helpful.*

Participant R stated that OTTs should "attend as much PD as you can and share your views." Cynthia was critical of some of the professional development in her school which did not give enough practical examples for her to apply in the classroom. She explained:

> *Very little PD [professional development] is actually aimed at giving you practical activities that will engage kids, to see how the teachers teach and to have other teachers you can talk to about teaching ... we don't ... get enough of that sharing time.*

Principal Y described the behaviour management professional development that all new staff completed early in the year:

> *Each year we have a whole staff forum with behaviour management professional development and ... all new staff to school must attend and others are welcome to ... that's a really powerful session and then that's followed up by departments with the whole department going through discipline structures and processes.*

Principal Y indicated that the feedback from the new teachers, following this training, was that it would be preferable to have had this information on the orientation day, rather than later in week two.

Another important facet of the professional development programme delivered by schools was the training in NCEA for new staff. Principal T reflected that this type of training could be run with groups of OTTs, on a regional basis, but cautioned that this training would need to be scheduled early in the year.

> *The other thing that we offer ... is training in NCEA which we offer as an afternoon session for anyone who's not familiar with NCEA. That sort of thing if it was run perhaps on a regional basis early in the year would be quite helpful.*

Analysis of the data indicated that the professional development component of the induction process for OTTs is delivered on the same basis as for all other staff. Apart from that delivered as part of the orientation process, OTTs are expected to consult with their HODs and decide what other professional development is needed, as part of their continuing professional development.

LEADERSHIP IMPLICATIONS

Leadership role

Principals and induction coordinators interviewed saw their role as recruiting, managing the employment process, welcoming new OTTs and their families, and ensuring there is an induction programme for new and BTs. Principal X warned that employing OTTs is "very time consuming. I don't have a personnel department, my personnel department is me and my PA and I employ 130 people." Because of this the responsibility for the on-going development and management of OTTs was delegated to HODs and induction coordinators.

One challenge expressed by leaders was the difficulty with managing the induction of OTTs as experienced PRTs. Frank's experience was that "sometimes you get people who think they're strong enough … they are still provisionally registered but they

think because of their previous experience that they are okay and they're probably more of a challenge to manage."

Another challenge for leaders was in the retention of OTTs. Whilst leaders appreciated that some OTTs were in New Zealand for an overseas experience, the turnover of OTTs left many HODs and other staff supporting them, almost burned out.

> *I think that's been one of the biggest challenges because it's the constant investment as [Kathy] has alluded to, by departments, by people and the frustration, you think you're just getting there and then you have to start again.* (Principal X)

The oversight of the design and resourcing of the induction programme is seen as an important part of their leadership role, especially as it relates to the retention of new and BTs in their schools. These facets will be discussed in the remainder of this chapter.

Induction programme design

Table 4.14 indicates that just under half of the OTTs regularly attended the PRT meetings and four attended sometimes. Nine did not attend these meetings at all and Participant V, who did not respond to this question, wrote later that as they had arrived mid-term there was no time for an induction programme. Participant V had been in the country for two months, and was a very experienced overseas teacher who indicated later in the questionnaire that survival in the classroom had been difficult. All other OTTs from Participant V's school attended the PRT meetings except for Participant X who was a long term reliever.

Table 4.14: Attended provisionally registered teachers meetings

	Number
Yes	11
Partly	4
No	9
Did not answer	1
Total	25

As Table 4.15 indicates, the OTTs surveyed were split as to whether the induction programme was supportive. Most did not find the programme challenging although only three OTTs indicated that they felt it was irrelevant. Of these three, Participant R had responded with 'Yes' responses to all other sections to do with the induction programme. It is surprising then that as Participant R described the programme to be challenging, supportive and meeting their teaching and personal needs, that they would then describe the programme as irrelevant. It could be that Participant R had misread the statement and continued to place the tick in the 'Yes' box as they had for the previous statements on the induction programme.

Table 4.15: Induction programme

Meets my teaching needs	Number	Supportive	Number
Yes	8	Yes	8
Partly	8	Partly	8
No	6	No	6
Not applicable	1	Not applicable	1
Did not answer	2	Did not answer	2
Total	25	Total	25
Meets my personal needs	Number	Challenging	Number
Yes	3	Yes	7
Partly	10	Partly	5
No	9	No	10
Not applicable	1	Not applicable	1
Did not answer	2	Did not answer	2
Total	25	Total	25
Irrelevant	Number	Written record of induction kept	Number
Yes	3	Yes	5
Partly	4	Partly	12
No	15	No	6
Not applicable	1	Not applicable	1
Did not answer	2	Did not answer	1
Total	25	Total	25

The support kit, Towards Full Registration, written jointly by the Ministry of Education and the New Zealand Teachers' Council (2009), indicates that the advice and guidance programme should be collaboratively designed in consultation with the OTT. It states that "both you and your supervising/tutor teacher will contribute to the process and content of the advice and guidance programme" (Section 4, p. 8). The support kit goes on to say that although OTTs are experienced teachers they do not

have New Zealand pedagogical content knowledge, cultural understanding and systemic knowledge. It states:

> …it is important that you gain specific a knowledge and understanding of the following:
>
> - The New Zealand Curriculum;
> - your school's policies and procedures;
> - the National Certificate of Educational Achievement (NCEA) …
> - the challenges of working with young people in the New Zealand setting. (Section 4, p. 11)

When asked about the design of their induction programme, most participants felt the programmes had been either only partially or not at all designed with their teaching or personal needs in mind. The findings indicated that the schools involved in this study designed a programme largely around the needs of BTs. Principal Y explained:

> *All of our staff who are new to the school are welcome to participate in as much as they would like of the programme which has been devised really for our beginning teachers.*

David summarised School E's philosophy on the place of OTTs in the school's induction process:

> *I think we would like to see that group as no different to anyone else new to the school at that time of the year … after the beginning part of the year … we then pass them over to their departments.*

Upon examination of School C's documentation, it was clear that their OTTs were also not seen as a distinct group, but were instead grouped with all new members of staff.

Albert commented on the similarity of the programme design:

I have found out that we are all seen as the same. I think it would also be useful if they could, if they know where we're coming from … because the thing is, I was not brought up in the education system here.

Kaye felt that the discussions with the combined BT/OTT group were sometimes helpful. She explained:

We often encounter the same student groups and it is good to know how they [BTs] deal with the students and think about how we deal with the students. Sometimes it is better, sometimes it's not.

Cynthia explained that in her school, some sessions in the PRT induction programme were optional. Others were compulsory for OTTs and other teachers new to the school to attend. She gave some examples:

Raising Pasifika student achievement is more a compulsory session whereas a sort of follow up session on registering students for exams was optional. So there are some teachers who are overseas trained but have good experience in New Zealand, perhaps at another school say and those teachers perhaps wouldn't join that session whereas for me because I'm so new to New Zealand that's quite useful for me so I go along.

School C's induction handbook also acknowledges that unlike BTs, the OTTs' participation in the programme of advice and guidance is optional.

Principals and their coordinators struggled with how to design the induction programme and whether, as experienced PRTs the OTTs should be involved in the full programme until they were fully registered or whether participation should be optional. One principal outlined the concern:

The other concern that we have is that [for] some of our … new teachers, the programme is sitting there. We don't make them do it and they don't

participate and then strife arises ... so that is a dilemma and a concern that I have as to whether we should be more forceful with our new teachers and say you're going to undergo this training programme on xyz dates ... we only do that at the beginning. We expect them all to be at the [orientation] days. (Principal T)

Kathy reflected on the combined programme she had been running this year and felt that although it would involve considerably more time to implement a separate programme, it was important to consider the individual needs of the teachers involved in the induction programme design. She reasoned:

Surely the model is you look at the individual child and what do you need to function and to achieve your very best. I think it's the same with teachers and that's what makes it complex and time hungry really.

Resourcing

Leaders are responsible for the allocation of resources to the induction programme. These resources include personnel, financial and time allocations. While some resources, like the OTTs' time allowance outlined in the STCA, are mandated, others, like the release time for mentors involved in the induction programme for OTTs, are discretionary.

Table 4.16 indicates that of the 25 OTTs surveyed, 17 indicated they had not received any release time. Three participants wrote that not only was the lack of release time to observe New Zealand teachers teaching a barrier for them, but that if the time allowance had been available to them, their transition into teaching in a New Zealand secondary school would have been easier. Participant B recorded that she was told her release time had been used for cleaning her classroom and others wrote that the release time was used to release HODs to support them. Another indicated that they felt it had taken a longer time to settle as no time allowance had been given to them.

Table 4.16: Receive release time to observe other teachers

	Number
Yes	7
Partly	1
No	17
Total	25

All three of the OTTs interviewed were unaware of the time allowance available to them. Kaye explained:

> *I didn't really know about it [release time] but I do know that I was given a full teaching load.*

Principals interviewed were unanimous that the OTT release time of 0.1 FTTE for twenty weeks (2.5 hours per week), was difficult to timetable as it was not given for a full year as was the case for the Year one and two PRT allowances. One principal outlined the problem:

> *Speaking from an administrator's point of view you can't really re-timetable so what we normally do is we give them somewhere between what they should have for 20 weeks, we try and even it out over a year so that they get 0.1.* (Principal T)

Principal Y thought the time allowance was only one hour a week for six months and suggested another way they gave OTTs release time:

> *... we will negotiate how that might happen, for example it might be no duties for the year if in fact the programme is not able to be adjusted to take one hour out.*

How OTTs made use of the time allowance was an issue for leaders. Some principals expect that mentors and OTTs will collaborate and decide how the release time is used, but other principals decided on the use of this time without consultation.

Principal X thought that:

> *It [OTT time allowance] hasn't been negotiated…[if] I was to take a teacher mid year now I guess what we would do is utilise her time or his time to visit other classes, meet with [Kathy], meet with the Head of Department about familiarising with curriculum.*

Principal T felt that the wording around the use of the time allowance in the NZPPTA Secondary Collective Agreement (2009) was ambiguous, allowing PRTs to choose how to complete their advice and guidance programme and to opt out of training the school believed they needed. He stated:

> *When you say to them that you will do this as part of that non contact time, some of them scurry straight to the union … and the advice they get from the union is contrary to that.*

The issue of the time allowance for supervising teachers was also mentioned by some principals. Teachers who supervise BTs are given one hour of non contact time to manage and meet with BTs. The same time allocation is not given to those who supervise OTTs. Principal X suggested that:

> *The time needs to go into the mentor … where you're going to make the most difference is giving the time for the person who's going to work with the individual in the programme.*

Principal X felt that the overall time allocation for supervising new and beginning teachers should go to the school rather than to individual teachers. She reasoned:

> *It should actually go to the school and then maybe the Ministry has some way of checking that we've used it … but I think it's better to have that flexibility … so that you've got the time to monitor and help that person.*

Training

Although one school indicated they were involved in a University of Auckland mentoring programme to train teachers as mentors of pre-service teachers, none of the interview schools trained their mentors to work with OTTs or BTs. Principal T explained:

> *There's no formal training. It's a self-selection process of people who tend to be good at it [mentoring] and want to [mentor].*

Principal T's school had a professional learning centre, however, which consisted of trained coaches to work one on one with teachers. He outlined the coaching programme:

> *All of our teachers are expected to be in a coaching programme ... the coaches work one on one with teachers around aspects of their work in the classroom, they model work, they observe, they feed back, they analyse and that sort of stuff with the teacher and most of our teachers are actively engaged in some coaching.*

Kathy's school did not train the buddies working with PRTs, but she reflected that:

> *It's one of the next steps [to train buddies] ... I set up buddies ... and at the end of last term I did a survey and asked about buddies and ... some were really good and some weren't and I realised I needed to spend more time with them.*

Rationale for OTTs

Despite the issues and challenges around the recruitment, orientation, induction and retention of OTTs in secondary schools in South Auckland, leaders were unanimous in their belief that OTTs added value to their schools. The following comments reflected their views:

> *I mean I think it's important for the students to see a range of people from different backgrounds because that will enrich their lives. (Principal X)*

... the energy and determination to embrace everything and to get as much out of it as they could and they brought with them a huge amount, well I learnt a huge amount from them too. (Kathy)

I guess the staff starts to reflect more the student population in terms of diversity. It's wonderful ... a wonderful diversity is added, a richness. (Principal Y)

That's the gain and a win for everyone is that they bring that perspective in and they bring their experiences with them that adds rather than detracts from practice. (David)

CONCLUSION

This study has identified the significant transitional issues facing OTTs. Some participants were unprepared for the difficulties with transitioning from one country to another. Many expected that it would be simple to transfer their qualifications and experience, and that they would have an equivalent salary to that of their previous position. Although some OTTs had taught in diverse settings, most were not familiar with Māori and Pasifika cultures dominant in many South Auckland schools. Taking time to understanding these cultures and being prepared to make the necessary cultural shift was identified as a key to successfully engaging students in the classroom.

Some OTTs were also unprepared for the student-centred pedagogical approach and many found it hard to understand the importance of differentiation in New Zealand classrooms to ensure equity for Māori students. Behaviour management was also a significant transitional issue and OTTs identified the need to build positive relationships with students and share cultural understandings in order to foster mutual respect for one another. Another significant transitional issue was the area of curriculum knowledge and NCEA assessment procedures and practices for which many OTTs were unprepared. Although OTTs were appreciative of the support from staff in their school, they felt that they were often left to seek out this support themselves, which left some OTTs feeling inadequate. These transitional issues,

when unresolved, placed additional stress on OTTs beginning their teaching in South Auckland secondary schools.

The consequent adjustments identified for OTTs mean that they had peculiar induction needs, different from those of other new and BTs. Most secondary schools in this research viewed OTTs as experienced teachers. OTTs usually took part in orientation with other new and BTs which ranged from one day to three days. Following this, OTTs were usually handed over to department HODs who were responsible for their on-going training and development. Attendance at the induction programme, designed primarily for the needs of BTs, was often optional and many did not attend these sessions because they did not find them helpful or challenging. OTTs appreciated the support from senior managers with accommodation, assistance with transportation, permanent housing and other initial physical support needs. OTTs also appreciated and valued the high level of assistance they received from their HOD.

As schools and OTTs often confused orientation with induction, OTTs who sometimes indicated they had taken part in an induction programme, may have actually been referring to the orientation part of the induction programme. Some OTTs did not receive a full orientation into their new school. This was especially so for those OTTs who arrived during the year. Most participants felt that orientation to the community and the bi-cultural introduction was a critical part of the orientation process. OTTs also stressed that having a comprehensive introduction to the NCEA assessment was an essential part of the orientation process for OTTs.

Leaders acknowledged their legal responsibility to provide and resource a programme of support and guidance for all PRTs. Induction programmes were largely designed for the needs of BTs, with OTTs able to opt in or out of this programme. While leaders could identify some of the issues and needs of OTTs, they did not resource an induction programme for OTTs that was different from that designed for BTs.

The findings from this research indicated that the roles of mentor and buddy lacked clarity, and schools often used these words synonymously. Most schools allocated a buddy and HODs were responsible for the on-going training and professional development of OTTs. Schools in this study did not provide training for mentors and

HODs often did not receive any additional time to induct OTTs under their supervision.

The use of the OTT time allowance was contentious and most OTTs were unaware of their entitlement to this allowance. As the OTT time allowance was given for twenty weeks, implementation was difficult and school leaders were critical about how the time should be used.

Despite the issues with recruitment and retention of OTT, leaders appreciated and valued the experiences and diversity that OTTs brought to their schools.

The following chapter provides a detailed discussion of these findings.

CHAPTER FIVE

DISCUSSION of the FINDINGS

INTRODUCTION

This chapter discusses the significant findings that emerged from the data gathered and analysed during this research. The chapter begins with a review of the research process and participants. By analysing the research findings, identifying issues and discussing these with reference to the themes identified in the literature, it is hoped that the knowledge gained will contribute to the body of knowledge currently available on the induction of OTTs into New Zealand secondary schools.

REVIEW

Twenty five participants, all OTTs in their first, second or third year of teaching in a New Zealand secondary school, from five purposively selected South Auckland secondary schools, volunteered to take part in a questionnaire. Data gathered from the questionnaire provided information about the transitional issues and the induction programmes OTTs had experienced. Documentary analysis of relevant government and school materials was undertaken simultaneously. Following this, three OTTs were interviewed and three joint interviews were held with principals and their induction co-ordinators.

The data gathered sought to answer the following research questions:

1. What are the transition experiences and issues facing OTTs in their first, second or third year of transition from overseas to teaching positions in South Auckland secondary schools?

2. How well are the current induction programmes in South Auckland secondary schools assisting with the transition of OTTs in their first, second or third year of teaching in New Zealand secondary schools?

3. What are the implications for leaders when designing and resourcing future induction programmes to assist the transition of OTTs in South Auckland secondary schools?

The discussion of the findings will be structured under these three questions.

TRANSITIONAL EXPERIENCES AND ISSUES

One of the aims of my research was to identify the transitional experiences and issues of the OTTs in the study. These issues are discussed in the following section.

Prior knowledge

Many OTTs expected the transition to be easier than it was, possibly because the OTTs assumed cultural similarity based on a common language or geographical proximity, with little consideration being given to the different cultural context and pedagogy underpinning the delivery of a new curriculum and different assessment practices. It may also have been because the information on websites did not address the complexity of the diverse educational and social context into which OTTs were moving. This information was also largely undated, leaving OTTs uncertain whether they were accessing current and reliable information. Those who arrived with no prior information found the transition into New Zealand secondary schools more stressful than those who had researched about teaching prior to their arrival in New Zealand.

These findings support the literature review that identified the preparation that was needed before moving to teach in another country (Hutchison, 2005; Phillion, 2003; Sutherland & Rees, 1995). This lack of preparation and the resultant stress has also been identified as an issue for OTTs in previous New Zealand studies (Bennett, 2006; Dewar, 2003; Jhagroo, 2004). The need to ensure that websites accessed by OTTs included information on the complexity of the diverse educational and social context in most New Zealand schools had not been highlighted in the previous literature.

Registration and salary assessment

Although principals observed that inter-agency communication was improving, this study identified the frustration OTTs and principals still experienced with the delays in the registration and salary assessment process. In order to efficiently manage the process leaders felt it was essential that all agencies involved in the hiring of OTTs continue to look for ways to streamline the process for schools and OTTs. Principals were concerned that processing delays sometimes caused schools to lose competent staff when they became frustrated with systemic delays.

My research concurred with the literature review that OTTs needed to be prepared for lengthy delays with the registration and salary assessment process (Bennett, 2006; Dewar & Visser, 2000; Jhagroo, 2004; Phillion, 2003). The findings of Dewar and Visser's (2000) study regarding the problems OTTs and schools faced with inter-agency communication and processing issues supported the findings from this study. This indicates that the situation has not improved significantly since 2000 when these problems were first highlighted.

Culture shock

The central transitional issue for OTTs in this research was the cultural adjustment needed to teach in culturally diverse New Zealand secondary school classrooms. Senior managers felt that in addition to understanding both Māori and Pasifika cultures, it was essential for OTTs to understand and appreciate the place of the Treaty of Waitangi (hereafter referred to as the Treaty) and its influence on teaching in New Zealand. Senior managers observed that OTTs found these Treaty principles difficult to understand because New Zealand teachers were expected to differentiate in the classroom to ensure there was equity for Māori students. As information on the Treaty was not a component of the educational websites investigated and often not discussed with OTTs prior to appointment, OTTs were often unaware of its influence until they began teaching in New Zealand classrooms. To become fully registered, however, OTTs must meet the requirements of the Professional Standards for Beginning Classroom Teachers. One of the dimensions of the professional standards is Te Reo me ona Tikanga, which expects that teachers "are expanding knowledge and developing sound skills, with advice and guidance in accurate pronunciation of basic Māori vocabulary; common greetings and waiata [and] basic Māori protocols"

(New Zealand Post-Primary Teachers' Association, 2007, p. 98). Once fully registered, OTTs are required to "continue to develop understandings and skills in the appropriate usage and accurate pronunciation of Te Reo Māori [and] demonstrate an understanding of basic Māori protocols when opportunities arise" (New Zealand Post-Primary Teachers' Association, 2007, p. 98).

The previous literature is consistent with the finding that schools must make cultural understanding a priority in their orientation and induction programmes, because educational work is deeply embedded in the local culture (Bennett, 2006; Jhagroo, 2004; Remennick, 2002; Ward et al., 2001). However, Jhagroo's (2004) study was the only previous study to mention the need to acquaint OTTs with knowledge of the Treaty of Waitangi and Māori traditions and values. None of the previous literature commented on the importance of also being familiar with Pasifika cultures' traditions and values which was also a significant finding from my research.

Pedagogical shift

Another major transitional issue for OTTs was the pedagogical shift needed to teach effectively in the New Zealand secondary school classroom. Principals indicated that the requirement to identify and meet students' needs through a differentiated, student-centred pedagogical approach, rather than being a teacher of a subject, was one of the hardest adjustments for an OTT. Being willing to accept advice and guidance to make this shift was identified by senior managers as a key to an OTT's effectiveness in the secondary school classroom. As over half of the OTTs in the sample did not regularly attend the induction programme, primarily designed for BTs, and many did not receive a full orientation because they arrived after the beginning of the school year, it is not surprising that some OTTs struggled to make this shift. An important finding from my research identified that OTTs appointed to middle management positions struggled the most because of their dual roles of managing and leading a department, as well as coming to grips with the complexities of teaching in a South Auckland secondary school.

Previous literature substantiated the need to make this pedagogical shift and insisted that a planned approach was needed to support OTTs make the necessary changes (Seah, 2005; Vohra, 2005; Waite, 2009). Okamura's (2008) study of OTTs in

transition in New Zealand schools found that OTTs were mostly left to their own devices to establish their own productive relationships. Her finding partly agrees with this study, which found that OTTs received less assistance because they were seen as experienced teachers by HODs, but she did not identify that this may also have been as a result of OTTs opting out of an induction programme designed primarily for BTs. Court (1999), Haworth (1998) and Seah (2005) identified the need to first address the underlying values before a change in pedagogy could be sustained as "the role played by the teacher's personal values in the negotiation of perceived value differences is a significant one" (Seah, 2005, p. 150). This was not corroborated in my research as neither the leaders nor the OTTs discussed the place of values in the pedagogical change process. Previous literature did not highlight the finding that OTTs appointed to middle management positions found it more difficult to transition into teaching in South Auckland secondary schools.

Behaviour management

OTTs in this research stated that behaviour management was a major issue for them, as they spent more time on discipline in the New Zealand classroom than they had previously in classrooms in their home country. Principals and some OTTs identified that by building positive relationships with students it was possible to break down barriers and create mutual respect, leading to improved classroom behaviour. Participants identified that when teachers had a student-centred approach incorporating mutual respect, behaviour management issues were less of a problem.

Although previous literature also identified this as a major issue (Bennett, 2006; Cruickshank, 2004; Dewar & Visser, 2000; Hill, 2001; Jhagroo, 2004; McCarthy, 1999; Michael, 2006; Okamura, 2008; Remennick, 2002; Waite, 2009; Weintroub, 1993), none of the New Zealand studies of OTTs linked the importance of OTTs investing time to develop positive relationships with students with improved classroom management. This is an important finding from my study for teachers teaching in South Auckland secondary schools. Weintroub's (1993) observation that OTTs failed to engage students when they were too reliant on their subject content complies with the findings of my research.

Curriculum and assessment

By far the largest response from OTTs in this research was on the transitional issue of the curriculum and assessment. Most of the issues focused on the understanding NCEA assessment practices and procedures. This might be because of the continuous internal/external mix of assessments in the NCEA as compared with the largely exam oriented focus of many overseas countries. Some OTTs were worried that students they taught were disadvantaged as OTTs were not fully conversant with NCEA assessment procedures early in the year. Unlike the OTTs, senior managers did not identify curriculum and assessment as a transitional issue for OTTs. As school leaders and OTTs indicated that the on-going training and support for OTTs was usually delegated to HODs, this may have been the reason leaders did not raise this as an issue. HODs may have identified this as an issue for OTTs, had they been interviewed. My research also found that where there was a high level of collaboration on curriculum and assessment matters in South Auckland secondary schools, this had assisted OTTs to become familiar with curriculum knowledge and assessment practices.

As some previous New Zealand studies of OTTs' transition were not solely focused on secondary schools and written before the introduction of the new New Zealand Curriculum (Bennett, 2006; Okamura, 2008; Vohra, 2005), they did not identify the significant curriculum and assessment issues raised by the secondary school OTTs in my study. The literature review stated that the need for curriculum support was also a concern for New Zealand principals (Dewar & Visser, 2000) but this was not supported by the findings from my research because principals did not raise this as an issue. Apart from acknowledging that the meaning of assessment may vary from country to country (Hutchison, 2006) and that New Zealand teachers were often expected to develop their own resources (McCarthy, 1999; Okamura, 2008), the literature review did not highlight curriculum knowledge and assessment practices as a significant transitional issue. My research has identified these as significant issues for OTTs in South Auckland secondary schools.

Communication & language

The literature review identified that the lack of oral fluency was a long-standing transitional issue and a critical area for mentoring (Hutchison, 2005; Hutchison &

Jazzar, 2007; Phillion, 2003; Weintroub, 1993). However, this was not supported by the findings of my research. The link between poor language acquisition and behaviour management problems in the classroom was made in the literature but this link was not identified as an issue in my study by either senior managers or OTTs. One possible reason for communication and language not being a major issue may have been that most of the participants in this study were in permanent rather than relieving positions, and therefore had acquired a high level of English, or they spoke English as their first language.

Support

Senior managers believed that it was essential to provide a high level of physical support from the time OTTs were appointed to positions in schools. The findings concluded that the majority of participants were well supported by schools, HODs, department colleagues and other staff. OTTs indicated that collaborative discussions involving curriculum planning and assessment were valuable supportive activities.

The findings from my research concur with the previous literature which identified similar areas where OTTs needed initial physical support (Hutchison, 2005). The previous overseas literature (Remennick, 2002) indicated that support for OTTs often depended on the socio-economic status of the school. This was not supported by the findings in this study as the majority of OTTs felt supported across all schools, regardless of the decile rating. The findings from this secondary school study did not concur with the findings from Bennett's (2006) study which found that teachers in secondary schools were often too busy to give OTTs assistance. However, half of the OTTs in this current study indicated that they were required to seek this assistance out for themselves. The finding from my research of the importance of engaging in collaborative discussions was supported by the previous mentoring literature (Feiman-Nemser, 2005; Stirzaker, 2004). This important finding was confirmed by an earlier finding from the curriculum and assessment area, that HODs who led collaborative practices within departments assisted the development of OTTs.

EFFECTIVE INDUCTION TO ASSIST TRANSITION

Orientation

Some OTTs and senior managers mistakenly viewed orientation and induction as the same thing and therefore orientation was often seen as the OTTs' complete induction. It is clear from the findings that although a systemic introduction was essential for all PRTs and new teachers to the school, OTTs needed an additional orientation which covered the cross-cultural and bi-cultural aspects of the South Auckland educational setting, as well as an explanation of the NCEA assessment procedures and practices in the senior school. This research proposed that the orientation programme for OTTs in secondary schools in South Auckland should be more than a one-off, one day, systemic introduction to the school.

The findings from this study that OTTs needed a specialised introduction to the cultural aspects of teaching in another country are supported by the previous literature (Jhagroo, 2004; Peeler & Jane, 2005; Waite, 2009). There was no previous literature to support the findings from my research that OTTs needed an orientation to the NCEA assessment system. One New Zealand study (Jhagroo, 2004) concurred with the findings from my study that orientation for OTTs needed to include an introduction to the Māori cultural traditions and values. There was also no previous literature to indicate the optimum length of an orientation programme for OTTs.

Mentoring

The findings indicated that under half of the OTTs had the support of a designated person/mentor, usually their HOD. The definition of a mentor was rather loose in its use in the selected secondary schools and often when schools referred to assigning a mentor, they were actually providing a buddy in terms of the way the person supported the OTT. The findings indicated that most schools usually chose a buddy, usually untrained, to provide initial support for OTTs. Apart from one school that used the SCT to provide advice and guidance on teaching and learning to OTTs, most did not provide a mentor to improve an OTT's learning and teaching. This mentoring function was usually delegated to the HOD by the senior managers in my research. Some participants observed that the provision of trained mentors would have assisted the development of OTTs to become effective teachers.

In the previous literature, the formal role of the mentor to assist OTTs to become effective teachers (Feiman-Nemser, 2001) was contrasted with the role of the buddy to provide support and help OTTs settle into their new environment (Stirzaker, 2004). This role delineation contrasted with the findings from my study, which observed that secondary schools used the names synonymously, with little understanding of the difference in practice. The previous literature is consistent with the findings that if the focus of mentoring was on teaching and learning, rather than support to alleviate stress, then mentors needed to be chosen carefully and trained (Aitken et al., 2008; Feiman-Nemser, 2001; Hutchison & Jazzar, 2007). The previous literature supported the findings of my research that mentoring must be one component of a comprehensive induction process (Vohra, 2005; Wong et al., 2005).

Observation and feedback

Observing other teachers, including those from other curriculum areas, was vital for OTTs as they saw useful strategies they could incorporate into their teaching. It was clear from the findings that those who had not been observed by an HOD or senior manager felt partly isolated and found survival difficult in the New Zealand classroom. It is possible that if this research had included HODs in the interviews they may have had an opinion on the usefulness or otherwise of this induction component, as HODs appeared to be responsible for most of the observations and critical feedback.

The previous literature supported the finding that observation and feedback was helpful for the induction of OTTs (Hutchison & Jazzar, 2007; Sutherland & Rees, 1995). Kostogriz and Peeler (2007) warned of the danger of over-observing which could leave the OTT feeling threatened and under constant surveillance. However, this was not corroborated by the findings of this research. Student evaluations of new teachers was one initiative proposed in the previous literature (Kostogriz & Peeler, 2007) but this was not suggested by participants in my study.

Professional development

OTTs valued the professional development opportunities offered to them, both inside and outside of school. The chance for OTTs to contribute during staff professional development sessions made OTTs feel accepted and valued. Providing OTTs with

professional development designed specifically for and with other OTTs early in the year enabled them to form support networks as well as having needs-based professional development to assist their transition into teaching in New Zealand. An important finding was that OTTs wanted the school-based professional development to provide practical examples that could be applied in the classroom along with role playing classroom scenarios or viewing DVDs of how to teach effectively in New Zealand classrooms. Senior managers reiterated the importance of OTTs being willing to become learners, despite being experienced teachers in their home countries.

The previous literature (Bennett, 2006; Okamura, 2008; Vohra, 2005) supported the finding that OTTs valued the professional development opportunities offered to them both inside and outside of school. The importance of providing practical examples of best classroom practice was corroborated by Hutchison's (2005) research. Findings from my study revealed that the most effective professional development for OTTs is needs-based and this was supported by the literature (Beynon et al., 2004; Stirzaker, 2004; Waite, 2009). Vohra (2005) stated the importance of resourcing these programmes for OTTs, and that central government's commitment to the training of OTTs was critical, although this was not a finding from my research. Hutchison and Jazzar (2007) also concurred with the finding from this study that it was important for OTTs to be willing to become active learners and prepared to learn new skills.

LEADERSHIP IMPLICATIONS
Leadership role
All leaders in this research saw their role as recruiting, managing the employment process, planning the initial orientation, oversight of the on-going induction programme as well as being responsible for resourcing these programmes for new and BTs. They expressed their frustration with the time involved in the recruitment and employment of OTTs, especially with the time expended in consulting with other agencies, particularly with immigration officials. Some leaders in this study did not see OTTs as having different needs from other new and BTs. Because of the resourcing issues with an induction programme, most principals supported a single orientation and induction programme for all PRTs. The danger in providing an

induction programme based solely on the needs of BTs was that OTTs were left to sink or swim, instead of having their needs identified, and training provided to meet these needs. In addition to this, some senior managers found OTTs more difficult to manage when OTTs saw themselves as experienced teachers who did not need an induction programme. This unwillingness of OTTs to be involved in the induction programme may also have been because the induction programme was not designed in consultation with OTTs, following an identification of their needs.

The literature review provided support for the principals' perceptions in my study that effective induction was a leadership task for which they have a delegated responsibility (Aitken et al., 2008; Ministry of Education & New Zealand Teachers Council, 2009; Stirzaker, 2004). Leaders conferred status on the induction process with their active involvement in the programme (Aitken et al., 2008; Stirzaker, 2004) and this is supported by leaders in my research. The literature did not address the issue of the time taken to manage the employment of OTTs by principals who did not have a personnel department to assist them.

Induction programme design

From the findings it was clear that half of the OTTs did not or only sometimes attended the PRT meetings. Those OTTs who did attend these meetings felt that the PRT meetings did not challenge them professionally. This finding was not surprising as the interview schools indicated that PRT meetings were designed primarily for year one and two BTs and that attendance at the meetings was optional for OTTs. The findings from my research demonstrated that OTTs had needs that were different from other new and BTs. OTTs in this study indicated that an induction programme for OTTs should include:

- an introduction to the New Zealand curriculum;
- the pedagogy needed to teach in South Auckland secondary schools;
- school policies and procedures, including behaviour management procedures and strategies;
- NCEA assessment practices and procedures and task design;
- the bicultural and multi-cultural issues in South Auckland schools;
- mentoring; and

- targeted observation and critical feedback.

Some of these areas were common to the needs of BTs (e.g. mentoring, observation and feedback) but others, such as pedagogy, NCEA, bicultural and multicultural understandings were unique to OTTs.

Most of the previous literature on induction programme design was based on the needs of BTs rather than OTTs (Aitken et al., 2008; Cameron, Lovett et al., 2007; Ingersoll & Smith, 2004; Wong et al., 2005). Two previous New Zealand studies supported the findings from my research, identifying that OTTs needed a different programme from that designed for BTs (Bennett, 2006; Vohra, 2005). Waite's (2009) study also supported these findings for a needs-based induction programme. However, her research went further by developing and trialling an assessment tool which identified the professional development needs of OTTs. This was an area not corroborated by my research. Bennett (2006) suggested areas that should be included in an induction programme for OTTs but her list did not include the bi-cultural, multi-cultural and the NCEA understandings that OTTs in this study felt needed to be included in an induction programme.

Resourcing

Leaders in this research determined how the resources for induction were allocated, including the teaching loads for OTTs and other staff involved in the induction process. As most OTTs did not receive the time allowance to which they were entitled, this placed extra stress on them when they first began teaching in South Auckland schools. From the interviews with principals and their induction coordinators it would appear that one of the problems was that the OTT time allowance was only for 20 weeks. As the school timetable was planned across the complete year, it was difficult to timetable the OTTs teaching either half a class for half the teaching year, or supervising study classes for only half of the year to provide OTTs with non-contact time. Some principals felt that OTTs would benefit from having release time for the whole year, as it was for BTs. Another problem was that some principals used the OTT time allowance to free up senior teachers to work with OTTs or had used it to provide release time for the Te Kotahitanga training. Despite clause 3.8C.4 of the NZPPTA STCA mandating that discussion must take place

between OTTs and leaders on the utilisation of this allowance, I found that OTTs were usually not consulted about the use of the OTT time allowance. Often timetabling decisions had been made before the OTT had arrived in the country and as such were seen as a *fait accompli*. Leaders also believed that release time for HODs or mentors involved with the induction process for OTTs should be provided on the same basis as for BTs for the first year.

Previous studies of BT induction identified that the leaders who effectively resourced induction programmes indicated their active commitment to the training of BTs (Aitken et al., 2008; Cameron, 2007; Cameron, Dingle et al., 2007). None of the previous literature addressed the issue of how leaders made these resourcing decisions for induction programmes for OTTs. The previous literature did not discuss how leaders and mentors should manage consultation with OTTs to ensure that both have input into the type of support and induction needed. Two New Zealand studies concurred with the findings from my research that there was a discrepancy between the allocation of the time resources for the induction of OTTs and that provided in legislation for the induction of BTs (Bennett, 2006; Vohra, 2005). Bennett's (2006) study also supported the finding from this study that HODs needed additional time to effectively manage OTTs in their department.

Training

Findings from this research indicated that schools did not provide training for buddies, mentors or HODs involved with the induction of OTTs with the possible exception of one school who had invested time and money to train coaches for a school-wide coaching programme. Apart from one induction coordinator who identified a need for training buddies involved with PRTs, other leaders and participants did not raise the need for training as an issue. As OTTs have identifiable needs it is important to have trained mentors and HODs working with them to effectively transition them into South Auckland schools.

The findings from my study concur with previous New Zealand studies that few teachers in the New Zealand context had received training for their role as supervisory/mentor teachers (Aitken et al., 2008; Main, 2008). The literature review was clear that mentors needed to be identified and trained in order to be effective in

mentoring PRTs (Aitken et al., 2008; Cameron, 2007; Cameron, Dingle et al., 2007; Feiman-Nemser, 2001). Participants in my research did not discuss the need for mentors to have opportunities to engage collaboratively with each other to deepen their knowledge and skills as mentors as was identified in the previous literature (Cameron, 2007; Feiman-Nemser, 2001; Schuck, 2003). None of the previous literature on the training for mentors addressed the specific training needs of mentors working with OTTs.

Rationale for OTTs

Leaders in my study spoke positively about the value they believed OTTs added to schools, thus enriching the lives of students and staff. They thought that the presence of OTTs added diversity to staffrooms and reflected the student population in South Auckland schools. Leaders in this research clearly saw OTTs as a valued resource rather than a problem. The previous overseas literature substantiated these findings. Writers believed schools were enriched by the experiences and cultural pedagogical knowledge OTTs brought into schools (Kostogriz & Peeler, 2007; Phillion, 2003; Sutherland & Rees, 1995). Although previous literature indicated that this knowledge had the ability to add to and possibly adjust some of the local pedagogical ideas (Seah, 2001), the findings from my research did not agree with this, as the South Auckland secondary schools encouraged OTTs to adopt the existing pedagogical practices in schools and assimilate. Some of the previous New Zealand literature indicating that secondary principals were reluctant to appoint OTTs because of the difficulties they faced and the extra burden they placed on staff resources (Bennett, 2006; Jhagroo, 2004; Vohra, 2005; Woulfe, 2008) was not corroborated by the findings of my study.

CONCLUSION

This chapter has provided a discussion of the findings from this research and the implications of these findings in light of the previous literature on the induction of OTTs. Previous studies whose findings were similar to those of my research were acknowledged and gaps in both sets of findings identified. The findings of this study indicated that OTTs faced a variety of identifiable transitional issues which leaders

should take into consideration when planning a needs-based induction programme in consultation with OTTs.

The following chapter will summarise the findings, identify the limitations of my research and conclude with recommendations for OTTs, school leaders and government agencies as well as recommendations for future research.

CHAPTER SIX

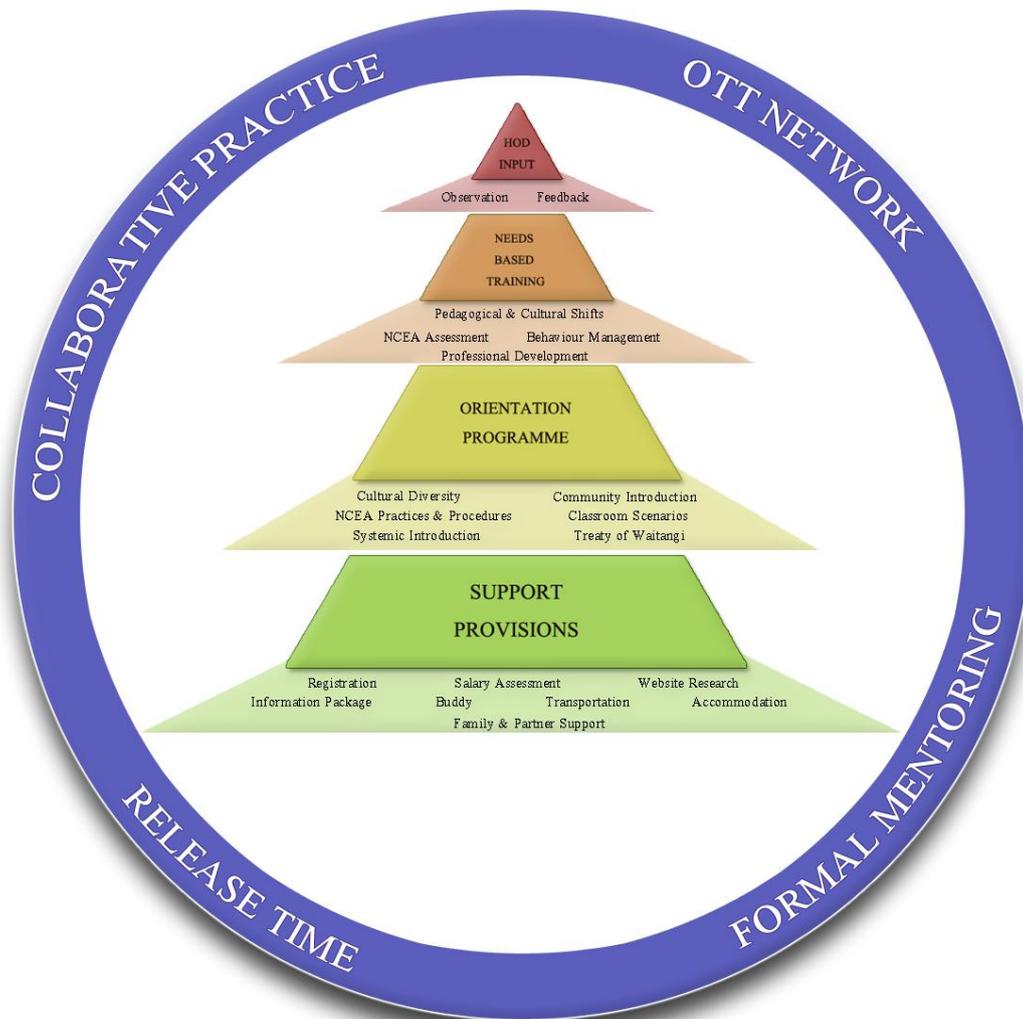# CONCLUSIONS and RECOMMENDATIONS

INTRODUCTION

This final chapter deals with the conclusions and recommendations resulting from this research. The transitional issues facing OTTs have been identified and induction programmes provided by five South Auckland schools examined. The following conclusions and recommendations have been derived from an analysis of relevant documentation and responses from OTTs, induction coordinators and principals who participated in my study. As well as adding to the body of induction literature, they may be useful to future OTTs, school leaders and government agencies involved in the induction of OTTs. The limitations of the study are also outlined along with suggestions for further research.

CONCLUSIONS

My research has identified that OTTs have significant transitional issues and specific induction needs. These issues and needs are different from those of BTs, and OTTs require a differentiated needs-based approach to induction which is not currently being delivered for most OTTs in the selected South Auckland secondary schools. Unfortunately induction for many OTTs in this study was rather haphazard. The on-going advice and guidance programme in many schools, designed for BTs, was usually optional for OTTs. Many OTTs chose not attend this programme because it did not meet their needs. The foundation of comprehensive induction for OTTs lies in the support provisions, an orientation programme which addresses the specific needs of OTTs and on-going, needs-based training with HOD input. The findings from my study show the value of mentoring, consultation and collaboration throughout this process.

Figure 6.1 which follows summarises the layers of this resourced, comprehensive induction for OTTs. Suggestions of possible components within each layer are

indicated underneath. This list is not exhaustive but perhaps a starting point for discussions. Surrounding the whole process are the essential 'wrap-around' components of formal mentoring (using trained mentors), collaborative practice, release time (resourced for all involved in induction) and involvement in an OTTs' network providing external support.

COLLABORATIVE PRACTICE

OTT NETWORK

HOD
INPUT

Observation   Feedback

NEEDS
BASED
TRAINING

Pedagogical & Cultural Shifts
NCEA Assessment   Behaviour Management
Professional Development

ORIENTATION
PROGRAMME

Cultural Diversity   Community Introduction
NCEA Practices & Procedures   Classroom Scenarios
Systemic Introduction   Treaty of Waitangi

SUPPORT
PROVISIONS

Registration   Salary Assessment   Website Research
Information Package   Buddy   Transportation   Accommodation
Family & Partner Support

RELEASE TIME

FORMAL MENTORING

Figure 6.1: Model of comprehensive induction for OTTs

The strong foundation of comprehensive induction for OTTs lies in the wide range of support provided from the time of an OTT's appointment. The findings from my study indicate that support for OTTs and their families is essential, especially with regard to the retention of OTTs in the longer term.

Along with continued support for OTTs is a planned orientation programme, including the provision of sessions for OTTs which address their specific transitional needs. This research has identified the components of an orientation programme for OTTs and these are indicated in Figure 6.1.

Following on from this strong foundation is the provision of on-going, needs-based training. This training is planned in conjunction with OTTs, their HOD and mentor following an analysis of their needs. How this is organised may vary as the needs of one OTT may be quite distinct from another. Suggestions of areas to be covered have been included on the model in Figure 6.1. A record of all training undertaken should be documented as this is required for full registration.

The input provided by HODs is the pinnacle of the comprehensive induction for OTTs. This includes assessing needs, providing collaborative opportunities for curriculum planning and assessment and ensuring that observations are completed and feedback given to assist the development of OTTs.

Surrounding these layers are essential components which run through all layers. The findings from my study show the value of collaboration. School-wide collaborative practices assist with the professional development of OTTs and build effective relationships, both in and across departments. "Existing research has already shown that teachers are more likely to learn to teach when they are part of collaborative professional contexts" (Aitken et al., 2008, p. 118).

Immigrant teachers appreciated the opportunity to meet OTTs from other schools early in the school year. The formation of a network of OTTs provides a level of support outside the OTT's school.

Formal mentoring runs throughout the induction programme and this study has strongly recommended that trained mentors are provided for all OTTs to focus on the professional growth of OTTs. This one-to-one support is in addition to that provided by HODs.

Release time assigned to OTTs, their mentors and HODs represents a commitment by school leaders to effectively support the transition and induction of OTTs. Providing training for mentors and other staff involved in the induction process ensures that they are equipped with the necessary knowledge and confidence to provide targeted, informed advice and guidance to OTTs.

The recommendations from this study for government agencies, leaders and OTTs are outlined in the following section.

RECOMMENDATIONS

For government agencies

Participants in this research identified that a central transitional issue for them was the cultural adjustment needed to teach in diverse New Zealand secondary school classrooms. The TeachNZ website, as the most accessed educational site for those seeking to teach in New Zealand schools, might consider including information and testimonials which clearly signpost the bi-cultural, diverse nature of New Zealand classrooms, rather than simply portraying the green, clean, outdoor image of New Zealand. As the Immigration NZ website is also accessed by most immigrants before arriving in New Zealand it would be advantageous to include links to relevant education websites rather than providing limited educational information on the Immigration NZ website.

It is strongly recommended that websites accessed by OTTs prior to their arrival in New Zealand include the date when information on their websites was last updated, so those accessing the site can be confident the information is current and reliable. In addition to this, it would be helpful to consider the way the information is accessed and streamline this. Information should be easy to access and links to other essential websites embedded consistently within this information so they are not missed by OTTs.

My study has shown that induction of OTTs is complex and time consuming. The Ministry of Education might examine the significant pedagogical and cultural shifts OTTs need to make to teach effectively in South Auckland secondary schools and

consider allocating financial and time resources for OTTs and HODs on the same basis as for BTs (Bennett, 2006; New Zealand Post-Primary Teachers' Association, 2007; Vohra, 2005). Supporting OTTs and HODs with release time for at least the first year of teaching in a New Zealand school would assist schools to provide a needs-based, targeted induction programme for this group of PRTs.

The Ministry of Education may consider funding the development of a needs assessment tool, or adapt an existing tool, to assist schools and OTTs in identifying the key areas to be addressed before planning a programme to meet these needs. This assessment tool could be based around the requirements of the Professional Standards for Teachers.

My findings supported the considerable literature base indicating the need for mentors involved in the induction process to be trained (Aitken et al., 2008; Cameron, 2007; Cameron, Dingle et al., 2007; Feiman-Nemser, 2001). Because mentors selected to work with OTTs need to be trained and informed about the particular needs of OTTs, the Ministry of Education might consider resourcing the training of these mentors.

It is recommended that all agencies involved with OTTs and schools examine the documentation they require and continue to look for ways to streamline the immigration, registration and salary assessment processes, especially paying attention to avoiding duplication of documentation required from schools and OTTs. Wherever possible agencies should continue to explore ways to share information and speed the process up, thus avoiding unnecessary delays.

For school leaders

From my research it is clear that the induction needs of OTTs are different from those of BTs. Leaders might consider the design of the orientation programme delivered to OTTs, as most participants in this study felt that a one day orientation programme was not adequate for OTTs whose needs dictated an extended, more comprehensive orientation before beginning to teach. School leaders may consider resourcing and delivering a needs-based comprehensive induction programme for OTTs as suggested in Figure 6.1, to provide the necessary training and experiences to enable them to

move to full registration. A strong recommendation is that schools consider the importance of consulting with OTTs when planning such programmes.

Because some OTTs arrive in New Zealand without understanding the process for registration and salary assessment, it is important that pre-employment packages sent by schools to prospective OTTs include information about these processes. This would ensure that OTTs who may not have looked at websites are forewarned about these processes and also about the possible delays that could occur.

Participants identified that when OTTs developed an understanding of both Māori and Pasifika cultures and language they were able to build positive relationships with students while also providing relevant learning opportunities within a productive learning environment. Schools might consider including information describing the type of school and community in which OTTs would be teaching in the package sent to prospective OTTs. In addition to this, a strong recommendation is that a comprehensive orientation and on-going induction should be planned to provide OTTs with experiences and an understanding of Māori and Pasifika culture, traditions and values.

Participants in this research recommended that introductory information on NCEA be sent to OTTs before they began teaching in South Auckland secondary schools. It would also be helpful to provide a list of useful websites for OTTs to access curriculum and assessment information prior to their arrival in New Zealand. In addition to these recommendations, OTTs felt that it would be useful to devote a significant part of the orientation programme to a full explanation and discussion on NCEA assessment practices and procedures. A further recommendation is that training in assessment practices and procedures continues as part of the on-going professional development opportunities for OTTs.

OTTs in this study also indicated that the collaborative practices in departments, especially in planning and assessment, had assisted them to gain the necessary confidence with curriculum and the NCEA assessment procedures and practices. Schools may consider extending these collaborative opportunities for OTTs to discuss curriculum, planning and assessment procedures and practices across departments as

these opportunities provide rich professional development for OTTs and build valuable relationships with other staff – an educative mentoring model (Feiman-Nemser, 2005). As part of this model of collaboration, schools might consider encouraging OTTs to share their pedagogical practices with all staff with a view to including some ideas and practices into the school's pedagogical practices. These amalgamated practices have "the potential to enrich … existing local pedagogical ideas and practices"(Seah, 2001, p. 15) and may provide greater student engagement, thus enhancing student learning outcomes.

Professional development opportunities were delivered to OTTs on the same basis as other staff. Schools may give consideration to the peculiar needs that OTTs have and structure their professional development around these identified needs. Professional development is ideally planned in consultation with OTTs. It is recommended that school-based professional development provide concrete examples and strategies that OTTs can incorporate into their teaching. Developing scenarios for role plays to practice strategies for managing classroom behaviour was useful professional development for OTTs in this study and is a recommended approach for development. Professional development opportunities with OTTs from other schools might also enable schools to meet the needs of these teachers more efficiently, as well as encouraging the formation of OTTs' networks – an external source of support.

Allowing time for all OTTs to observe in classrooms before beginning to teach in South Auckland secondary schools is a recommendation worth considering. Delaying teaching and employing a reliever for a short time is a worthwhile investment to ensure that OTTs are empowered with the knowledge and confidence to work in a vastly different educational setting. When OTTs begin teaching in the middle of the year, it is essential that schools plan a full orientation for these teachers. It is important that OTTs arriving mid-year also have time to observe classes and are included in professional development planning and on-going induction. Although it may not be possible to organise a three day hui for all OTTs arriving mid year, managers may consider liaising with other schools to plan a joint orientation event, including an overnight stay at a local marae, to ensure all OTTs have an introduction to the local community and culture.

This study reiterated the importance of assigning a mentor to work with OTTs. While it is important to provide any new teacher with a buddy, the role of the mentor goes beyond this role (Wong, 2008) and needs to be clearly understood by schools. The formal role of the mentor to assist OTTs to become effective teachers in the new context, requires training and an understanding of the transitional issues OTTs face when moving to teach in a new country. It is a strong recommendation from my research that school leaders consider training mentors to work with OTTs. Senior managers could also consider defining the roles of mentor, buddy and HOD so that all involved in the support and guidance programme are clear about their role and function in the induction process and thus duplication of support is eliminated.

All involved with induction of OTTs need to be clear about how the OTT time allowance is being utilised and ensure that consultation occurs with OTTs before decisions are made. Leaders in this study indicated a preference for assigning some of this time to the HOD providing support for the OTT. OTTs need to be included in discussions about this decision in order to understand what their entitlements are and how to make the best use of this time. It is recommended that leaders plan targeted, needs-based support, in consultation with OTTs and in conjunction with outside providers. This enables the time and resources needed to support and train OTTs to be managed efficiently, leading to better outcomes for all.

Leaders also need to be aware of the specific transition difficulties OTTs appointed to middle management positions experience and consider the provision of support which addresses the dual adjustment faced by these OTTs. This could be in the provision of more generous release time initially, or in the provision of an experienced HOD to provide advice and guidance.

For overseas trained teachers

Prior to moving to New Zealand it is essential that OTTs complete the salary assessment process and ensure that they have accurate information on the salary they can expect to receive before immigrating to New Zealand. In addition to this, it is important that OTTs check out relevant websites: TeachNZ, TKI and NZQA, to be aware of the educational context, curriculum and assessment for teaching in a secondary school in New Zealand. It would also be useful if it were possible to visit

New Zealand before immigrating. Before leaving their country of origin, it is essential that OTTs collect and bring all relevant documentation with them, including evidence of a recent police check to avoid unnecessary delays in processing applications once domiciled in New Zealand. It is also important that OTTs have accumulated financial resources to cope with any delays in being paid the correct salary.

A further recommendation is that OTTs observe in different secondary schools or accept relief positions in a variety of schools before accepting a permanent position. As well as this, OTTs, before beginning to teach in a school, may consider asking principals if they may observe teachers working with classes to gain an understanding of the way New Zealand classrooms function. It is also advisable that OTTs discuss the use of the OTT release time with the principal as early as possible, before timetabling decisions are made.

OTTs can expect to make a cultural adjustment and should be prepared for experiencing culture shock. It is important to find out about the cultural traditions and values of both Māori and Pacific Island students. A recommendation is that OTTs make it a priority to develop productive relationships with students and staff. It is also important to understand and appreciate the place of the Treaty of Waitangi and its influence on teaching in New Zealand. OTTs can expect that the acquisition of these understandings will play an important part in the on-going advice and guidance programme.

OTTs should be prepared to become active learners and be willing to listen to, and accept advice from, those assisting with their transition (Hutchison & Jazzar, 2007). The two years of advice and guidance for PRTs requires a high level of support and it is recommended that OTTs ask for a buddy and a mentor to be assigned to assist them, especially in the first year of transition. OTTs might consider how they are consulted about their developmental needs and perhaps the HOD, mentor and OTT should jointly plan a needs-based induction programme. It is also important to recognise the differences in pedagogical approaches and to consider ways that OTTs can receive the support and guidance to make necessary adjustments.

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An important recommendation is that OTTs must become familiar with NCEA assessment practices and procedures. OTTs can expect that that the orientation programme will address the overall design of the NCEA practices and procedures. HODs will work closely with OTTs initially to ensure they understand how to assess students in both unit and achievement standard assessments whilst also organising collaborative ways to plan and moderate assessments in the department.

Wherever possible OTTs should look for ways to develop or join a network of OTTs as this will provide a level of support outside their immediate school. Finally it is important that OTTs become familiar with the requirements for full registration. These are listed on the NZTC website and are also available through induction coordinators at schools.

LIMITATIONS OF THE STUDY

The choice of a qualitative approach employing three different methods has helped to minimise the weaknesses from the smaller than anticipated sample. The interpretivist approach has allowed me to understand the complexity of the induction process for OTTs through an examination of the views of the OTTs themselves. This study has been strengthened by considering the views of the senior managers and induction coordinators who employ and work with OTTs. One limitation of the study, however, is that HODs who have been identified by all participants as working closely with OTTs have not been interviewed in my research. Their voice may have brought another perspective of the transitional issues and the induction of OTTs.

Another limitation is that the sample was taken from co-educational state secondary schools in South Auckland. Examining this issue in private and integrated South Auckland schools or expanding the research to include OTTs from secondary schools in other parts of New Zealand, could give rise to a different set of findings.

A further limitation is that of the nature of the sample of OTTs. If it had been possible to include relieving OTTs in the questionnaire phase of this study different findings may have resulted, particularly in response to the transitional issues encountered by OTTs.

SUGGESTIONS FOR FURTHER RESEARCH

This study was not able to investigate the relationship between the underlying values OTTs held and the role these values played in the degree and sustainability of pedagogical and cultural shifts OTTs made. As sustained change is only possible when the underlying values are addressed and altered (Argyris, 1990), the role of values in the transition and induction process could be the subject of further research. My research touched on the difficulties middle managers faced in transitioning and managing a department at the same time. A study of a larger group of OTTs appointed to middle management position would identify the specific difficulties faced by this group and could provide useful insights on how best to manage the induction of these middle managers.

An extended study, covering OTTs across all New Zealand secondary schools, to investigate the effectiveness of induction programmes, would establish whether the findings from this and other New Zealand studies accurately reflect the current situation for these teachers.

This research was not able to investigate the issues HODs had with the transition and induction of OTTs. A study examining these issues, as well as the role of the HOD in the transition and development of OTTs, would add to the body of literature.

As this research proposes that induction for OTTs be a planned programme based on the identified needs of individual OTTs, it would be useful to develop and trial an assessment tool to assist school leaders in identifying the needs of OTTs teaching in secondary schools in New Zealand.

It was not possible to investigate the effect of having a trained mentor working with OTTs as none of the schools in this study had any formal training for mentors and most assigned buddies rather than mentors to support OTTs. An investigation of the effect of having a trained mentor working with OTTs could only occur after mentors had been formally trained. A study which examined the interactions and conversations between OTTs and mentors along with targeted observations and critical feedback of an OTT's teaching practice could provide insights into how this

supportive relationship could lead to instances of improved teaching and learning practices.

CONCLUDING COMMENTS

This research adds to the body of literature by identifying and examining the issues and induction needs of OTTs in South Auckland secondary schools. The identifiable issues and needs require advanced planning by government agencies, school leaders and OTTs to lessen the resulting teacher stress and enable OTTs to become effective teachers.

APPENDICES

APPENDIX ONE

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Te Whare Wānanga o Wairaka

Induction Questionnaire

This questionnaire seeks to find out information on the experiences, issues and induction of overseas trained teachers, teaching in their first, second or third year in New Zealand secondary schools.

Please answer each question by placing a √ in the appropriate box that applies to you.

Section 1: Personal Background

1. Are you female or male?

    Female ☐   Male ☐

2. What age were you on your last birthday?

    20 - 29 years   ☐
    30 - 39 years   ☐
    40 - 49 years   ☐
    50 years or over   ☐

3. Where did you gain your teaching qualification?

    Australia   ☐   Canada   ☐
    Fiji   ☐   Great Britain   ☐
    India   ☐   Samoa   ☐
    South Africa   ☐   United States   ☐
    Other *(please specify)* _____

4. How many years have you been teaching?

    5 years or less   ☐
    6 – 10 years   ☐
    11 – 15 years   ☐
    16 – 20 years   ☐
    20 years or more   ☐

5. What is your **highest** qualification?

    Diploma   ☐
    Bachelors Degree   ☐
    Post-Graduate Diploma ☐
    Masters Degree   ☐
    Other *(please specify)* _____

6. What year did you migrate to New Zealand? _____

7. How long have you been teaching in New Zealand? _____(months)

8.   What is your current employment status at this school?

Permanent full-time ☐	Permanent part-time ☐
Part-time ☐	Day to day relief ☐
Short term reliever ☐	Long term reliever ☐

Other *(please specify)* _____

9.   What is your current position in this school?

Assistant Teacher ☐	Head of Department ☐
Assistant Principal ☐	Deputy Principal ☐

Other *(please specify)* _____

10.   Did you receive specific information on teaching in New Zealand **before** coming here?

Yes ☐   No ☐

If yes, did you:

Visit the Teach NZ website	☐
Receive a Teach NZ information pack	☐
Receive information through a recruitment agency	☐
Receive information through some other means	☐

(please specify):

_____

_____

Section 2: Induction Experience

11.   Please read each statement and respond with a √ in the appropriate box that applies to you.

Component	Yes	Partly	No
I feel welcome and valued in this school			
I was given a full orientation into the school before I started teaching			
I attend the scheduled Provisionally Registered Teachers' meetings			
I have a designated person who meets with me regularly to help me develop my teaching practice			
This designated person is well informed about assisting overseas trained teachers			
My teaching has been observed by my HOD			
My teaching has been observed by a Senior Manager			
A number of other teachers support me			
The induction programme has been designed to meet my teaching needs			
The induction programme has been designed to meet my personal needs			
The induction programme has been supportive			

Component	Yes	Partly	No
The induction programme has been challenging			
I receive release time to observe other teachers			
I receive valuable feedback on a regular basis on teaching style			
I receive valuable feedback on a regular basis on classroom management			
My HOD has not had time to support me			
It has been up to me to seek out assistance			
I have kept a written record of my induction programme including evidence of reflective practice			
I have a designated person who provides emotional support and encouragement			
I have received instruction on how to teach in culturally diverse New Zealand classrooms			
Participating in the school's formal professional development programme has contributed positively to my position as a teacher in New Zealand			
Informal dialogues in my school with my colleagues contribute positively to my position as a teacher in New Zealand			
Surviving in the classroom has been a difficult experience for me in New Zealand			
I feel isolated and unsupported in this school			
I receive assistance and guidance to assist me in gaining New Zealand curriculum knowledge			
I receive assistance and guidance with understanding and applying New Zealand assessment practices (e.g. NCEA)			
I regularly meet with other teachers to collaborate on curriculum and assessment matters			

Section 3: Your experiences and issues

12. The way I am expected to teach in this school is different from the way I used to teach in my home country.

Yes ☐   Partly ☐   No ☐

If yes, or partly, in what ways?

_____

_____

13. What have been the three most critical barriers that have impacted on your success as a teacher in your current school?

- _____

- _____

- _____

14. What have been the three most positive or enabling factors that have impacted on your success as a teacher in your current school?

- _____

- _____

- _____

15. Is there any additional information on teaching in New Zealand you would have liked to receive before coming here?

_____

_____

_____

16. Name three ways your transition into teaching in a New Zealand secondary school could have been made easier?

- _____

- _____

- _____

17. What advice would you give to overseas trained teachers moving from an overseas school to teach in a secondary school in New Zealand?

_____

_____

_____

You have now completed this questionnaire.
Thank you for your time and response to this questionnaire

I would welcome your participation in an interview at a later date.
If you are willing to do this please read the instructions on the following page.

Participant Information Sheet for Interviews

Title of Thesis: Induction of overseas trained teachers in South Auckland secondary schools

My name is Karene Biggs.

I am asking if you are willing to participate in the interview phase of my research project. I am an Assistant Principal on study leave, currently completing a Masters of Educational Leadership and Management research thesis.

Seven interviews will form the second phase of the research: Three interviewees will be overseas trained teachers, one from each year group and four will be secondary school principals and with their induction co-ordinators.

The interviewees will be selected randomly by pulling the names of those who are willing to take part out of a container. I will contact you to confirm whether or not you have been selected for an interview.

If you are selected, the duration of the interview would be approximately 45 – 60 minutes and will be recorded digitally then transcribed. The interview would be at a time and venue convenient to you. I will ask you to provide me with a code name so that your recorded interview remains confidential.

All information will be treated in complete confidence and there will be no way that any reader of any report or publication resulting from the study will be able to identify respondents.

If you wish to be considered for the interview phase I would ask that you fill in the following details, detach the information and hand it to your induction co-ordinator before you leave.

Thank you for your co-operation.

Karene Biggs
✂--

Name: _____

School: _____

Months teaching in New Zealand: *(Please circle)*   1 – 12 / 13 – 24 / 25 – 36

Contact phone number: _____

Cell phone number: _____

APPENDIX TWO

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Te Whare Wānanga o Wairaka

Overseas Trained Teacher Interview Guide

1.   Introductory Questions *(To encourage participants to feel at ease)*
● Could you briefly introduce yourself, say what subjects you are teaching and how long you have been teaching in this school?

● Tell me about your educational background. (Prior educational experience, qualifications)

2.   Transition Question
● Describe/Outline your school's induction programme and support for provisionally registered teachers?

3.   Key Questions
Thinking about the differences between teaching in New Zealand and teaching overseas:
● What difficulties have you encountered?

● What assistance/support have you been given to overcome these difficulties and who initiated this support?

● Has it been necessary to change your style of behaviour management? If so, how has this been managed and who has supported you through these changes?

● Have you found any difficulties in adapting your content knowledge to the New Zealand Curriculum? If so, how have you managed this process and who has supported you through these changes?

● Have you received release time to undertake either observations or other aspects of the induction programme? If so, what release time have you been given and how helpful has this been for you?

● Who enables you in your role as an overseas trained teacher (OTT) in your first, second or third year in a NZ school the most? (What types of support have helped you?)

● Who are the key people who support and guide you?

● What further support or guidance would you ideally want?
● Were there any cultural differences you found in moving to New Zealand? If so, outline these.

● How has your understanding of cultural differences influenced your teaching practice this year?

Thinking now about the induction programme and your transition as a teacher into New Zealand secondary schools:

- How do you manage the expectations and requirements of a Provisionally Registered Teacher (e.g. use of time, space, resources, others)?

- What specific sources/documents do you draw on to guide your own learning and teaching? (e.g. satisfactory teacher dimensions, models of reflection, curriculum documents etc)

- What aspects of the induction programme can you identify as being particularly helpful for your transition?
  - (a) before you started
  - (b) first few weeks
  - (c) rest of the time to date

- What aspects of the induction programme can you identify as being particularly unhelpful for your transition?
  - (a) before you started
  - (b) first few weeks
  - (c) rest of the time to date

- Are you participating in any professional development (PD)/learning which relates to your role as a PRT? – If yes, what PD and how has this been useful?

- Are you involved in any networks? (e.g. other OTTs and/or PRTs from other schools, subject associations etc)

- Tell me about a typical meeting with your HOD/Teacher responsible for your development – regularity, duration, forms of feedback, evidence of observation and feedback on guidance etc). Which aspects are most helpful to you?

- What part have the Senior Management/Leadership Team played in your induction and transition?

- How has your induction as an overseas trained teacher differed from the induction process for other provisionally registered teachers?

4.   Closing Questions

- What have been your greatest challenges as an overseas trained teacher transitioning into teaching in a New Zealand secondary school?

- What have been your greatest rewards as an overseas trained teacher transitioning into teaching in a New Zealand secondary school?

- What advice would you give to other overseas trained teachers coming to New Zealand to teach, based on your own experiences? (e.g. tips, wisdom, anything you'd do differently or anything schools, the union, New Zealand Teachers' Council or the Ministry of Education should do differently?)

APPENDIX THREE

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Te Whare Wānanga o Wairaka

Joint Interview Guide

Principal and Induction Co-ordinator

1.   Introductory Question
- Would you briefly introduce yourselves, indicating how long you have been in this position as principal/induction co-ordinator in this school?

2.   Transition Question
- Describe/Outline your school's induction programme and support for provisionally registered teachers and in particular for overseas trained teachers? *(Remind them about the documentation needed on this.)*

3.   Key Questions
Thinking about the differences between teachers trained in New Zealand those coming from overseas:

- What difficulties have you encountered with OTTs teaching in your school?

- What assistance/support has been given to OTTs to overcome these difficulties and who initiates this support?

- Has it been necessary to change their style of behaviour management? If so, how has this been managed and who has supported the OTTs through these changes?

- Have you found any difficulties in adapting their content knowledge to the New Zealand Curriculum? If so, how have you managed this process and who has supported the OTTs through these changes?

- Are there any other issues/challenges OTTs face when transitioning into NZ schools?

- How have you used the overseas trained teacher release time (0.1FTTE for 20 Weeks) and funding to support the induction of these teachers? How helpful has this been for the school and the OTTs transition?

- Who are the key people who support and guide the OTT in your school?

- What training do you give them for their role as a mentor/tutor teacher for OTTs?

- What further support or guidance would you ideally like to be able to give OTTs?
- What further resourcing do you require to effectively induct OTTs?

Thinking now about the induction programme and their transition as a teacher into New Zealand secondary schools:

- What specific sources/documents do you draw on to guide your appraisal of an OTT's learning and teaching? (e.g. satisfactory teacher dimensions, models of reflection, curriculum documents etc)

- What professional development/learning opportunities do you provide for the OTTs in your school?

- What part does the Senior Management/Leadership Team play in the induction and transition of OTTs in your school?

- How does the induction of OTTs differ from the induction process for other provisionally registered teachers in your school?

4. Closing Questions
- What have been your greatest challenges in employing overseas trained teachers in your school?

- What have been your greatest rewards in employing OTTs in your school?

- What advice would you give to the Ministry of Education, NZ Teachers' Council, PPTA and other school principals and induction co-ordinators on the induction and transition of OTTs into NZ secondary schools, based on your own experiences? (e.g. tips, wisdom, anything you'd do differently or anything schools should do differently?)

APPENDIX FOUR

Interview Protocols

The following protocols were drawn up prior to the first interview taking place.

Before the interview:
- Set up chairs thoughtfully to ensure no power relationship is possible i.e. chairs of equal height. Ensure chairs are not too far apart, nor too close.
- Have some drink and edibles to share.
- Set up recorder in a central place to ensure both the interviewer and interviewee are picked up by the microphone.
- Welcome interviewee and establish rapport. Be friendly.
- Sign consent form and establish code name.
- Explain about the need to record the interview and that they will have a chance to read the transcript to check its accuracy.
- Assure them of anonymity and confidentiality.
- Check that recording device is working with a short Q & A sound check.
- Explain the purpose of the interview and ask the interviewee if they have any questions.

Conducting the interview:
- Begin with the opening questions, designed to put the interviewee at ease.
- Continue through the flexible schedule, asking follow up questions if needed.
- Avoid leading questions e.g. *"Coming to teach in New Zealand after beginning your teaching in another country is difficult, how and why?"*
- Listen carefully all the time and respond to encourage the interviewee to continue.
- Ensure that the interviewer does not talk too much.
- If interviewee gets off the point, bring them back gently using: *"Can I stop you for a moment? Before we go on can I make sure I fully understand something you said earlier?"* then steer them back onto the topic.
- Let interviewee finish; give them time to think and allow pauses.
- Clarify and extend responses but without imposing any of the interviewer's own interpretation on them.

At the end of the interview:
- Thank the interviewee.
- Remind them that they will be sent the transcript and that if they are unhappy about anything it can be changed or deleted. If, at this time, they would prefer the interview not to be used, they can pull out from this phase of the research.
- Remind them that they will not be named, and nor will either they, or their school be identified.
- Thank the interviewee again and leave.

(Briggs & Coleman, 2007; Bryman, 2008; Punch, 2005)

APPENDIX FIVE

Literature Base – listed under key headings

Transitional Issues	Literature base
Prior Knowledge	(Bennett, 2006; Beynon et al., 2004; Dewar, 2003; Hutchison, 2005; Jhagroo, 2004; McCarthy, 1999; Phillion, 2003; Sutherland & Rees, 1995; Vohra, 2005)
Registration/Salary	(Anand & Dewar, 2004; Bennett, 2006; Beynon et al., 2004; Cruickshank, 2004; Dewar & Visser, 2000; Jhagroo, 2004; McCarthy, 1999; Michael, 2006; Peeler & Jane, 2005; Phillion, 2003; Sutherland & Rees, 1995; Waite, 2009)
Culture Shock	(Averill et al., 2004; Bennett, 2006; Beynon et al., 2004; Court, 1999; Elbaz-Luwisch, 2004; Furnham & Bochner, 1986; Hill, 2001; Hutchison, 2005, 2006; Jhagroo, 2004; Michael, 2006; Okamura, 2008; Remennick, 2002; Seah, 2002)
Pedagogical Shift	(Beynon et al., 2004; Court, 1999; Cruickshank, 2004; Elbaz-Luwisch, 2004; Haworth, 1998; Hutchison, 2005, 2006; Jhagroo, 2004; McCarthy, 1999; Michael, 2006; Okamura, 2008; Phillion, 2003; Remennick, 2002; Seah, 2001, 2005; Vohra, 2005; Waite, 2009)
Behaviour Management	(Bennett, 2006; Cruickshank, 2004; Dewar & Visser, 2000; Hill, 2001; Hutchison, 2005; Jhagroo, 2004; McCarthy, 1999; Michael, 2006; Okamura, 2008; Remennick, 2002; Waite, 2009; Weintroub, 1993)
Curriculum & Assessment	(Bennett, 2006; Dewar & Visser, 2000; Hutchison, 2005, 2006; Hutchison & Jazzar, 2007; Jhagroo, 2004; McCarthy, 1999; Michael, 2006; Okamura, 2008; Remennick, 2002; Waite, 2009; Weintroub, 1993)
Communication/ Language	(Hutchison, 2005; Hutchison & Jazzar, 2007; Okamura, 2008; Phillion, 2003; Sutherland & Rees, 1995; Vohra, 2005; Waite, 2009; Weintroub, 1993)
Support	(Bennett, 2006; Hutchison, 2005; McCarthy, 1999; Remennick, 2002; Vohra, 2005)
Induction Components	
Orientation	(Bennett, 2006; Cameron, 2007; Cameron, Dingle et al., 2007; Goold, 2004; Hutchison, 2005; Jhagroo, 2004; Peeler & Jane, 2005; Stirzaker, 2004; Vohra, 2005; Waite, 2009)
Mentoring	(Aitken et al., 2008; Feiman-Nemser, 2001, 2005; Hutchison, 2005, 2006; Hutchison & Jazzar, 2007; Kostogriz & Peeler, 2007; Michael, 2006; Peeler & Jane, 2005; Piggot-Irvine et al., 2009; Stirzaker, 2004; Vohra, 2005; Wong, 2008)
Observation & Feedback	(Hutchison & Jazzar, 2007; Kostogriz & Peeler, 2007; Sutherland & Rees, 1995)
Professional Development	(Bennett, 2006; Beynon et al., 2004; Cruickshank, 2004; Hutchison & Jazzar, 2007; Jhagroo, 2004; Michael, 2006; Okamura, 2008; Seah, 2001, 2002; Stirzaker, 2004; Vohra, 2005; Waite, 2009)

Leadership Implications	
Leadership role	(Aitken et al., 2008; Stirzaker, 2004)
Programme Design	(Bennett, 2006; Michael, 2006; Remennick, 2002; Vohra, 2005; Waite, 2009; Weintroub, 1993)
Resourcing	(Aitken et al., 2008; Bennett, 2006; Cameron, 2007; Cameron, Dingle et al., 2007; Piggot-Irvine et al., 2009; Stirzaker, 2004; Vohra, 2005)
Training	(Aitken et al., 2008; Cameron, 2007; Cameron, Dingle et al., 2007; Feiman-Nemser, 2001; Hutchison & Jazzar, 2007; Main, 2008; Michael, 2006; Peeler & Jane, 2005; Schuck, 2003; Vohra, 2005)
Rationale for OTTs	(Kostogriz & Peeler, 2007; Phillion, 2003; Stirzaker, 2004; Sutherland & Rees, 1995; Waite, 2009)

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