

**Teacher transition in international schools: A narrative
enquiry into the experiences and perceived needs of
international school educators**

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Abstract

This small-scale narrative study aimed to explore international school (IS) teacher transition in Southeast England (United Kingdom). Through conducting two sets of interviews with eight IS educators, the study examined the experiences IS educators encountered, their perceived needs, and the professional provisions that aided their transition. It considered (a) the stress and coping framework to explain the psychological adjustment and (b) the sociocultural learning paradigm to explain the sociocultural adjustment an individual makes in an IS. The two perspectives were grounded in Lysgaard's U-curve adjustment theory, Maslow's hierarchy of needs, Vygotsky's social constructivism, and Dewey's sociocultural view of experiential learning. The findings indicated that teachers transitioning to ISs had psychological and sociocultural challenges while navigating their transition, and the term 'crossing-over' best described that transition experience. The main challenges educators encountered included a lack of information and communication, navigating culture, and accessing data and information — some challenges began before arriving at their IS. The findings further revealed that participants did not experience any 'honeymoon' stage (suggested by previous research) upon arrival and had positive and negative adjustment periods throughout their first year at their IS. Participants, who were employed at their IS for more than one academic year, had higher levels of positive adjustment during their second year and beyond. The study identified five phases of crossing-over (Predeparture, Upon Arrival, Crossing-over Adjustment, Continuous Crossing-over Navigation, and Departure) and an adjustment line with similarities and differences to what previous studies found. Each of the five phases was associated with a transition timeframe and included personal, professional, and/or cultural considerations. Finally, the study recommends professional provisions to support teachers' crossing-over to an IS. By identifying challenges, needs, and support that may be beneficial for teachers during the five stages of crossing-over, this study makes a novel contribution to the limited literature on teacher transition in ISs.

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Abbreviations

CPD = Continuing professional development

ECIS = Educational Collaborative for International Schools

IB = International Baccalaureate

IBO = International Baccalaureate Organisation

IS = International school

ISC = International School Consultancy Research

ISE = International school educator

NI = Narrative interview

NR = Narrative research

NTO = New teacher orientation

NTT = New teacher training

TISE = The International School of England

TTSC = Transactional theory of stress and coping

UCT = U-curve theory

WIS = Wilmot International School

ZPD = Zone of proximal development

Definitions

Buddy: A teacher with more experience working in the international school is paired with a new teacher to help them in their social adjustment.

Crossing-over: The adapting to a physical location change and/or navigating through positioning previous pedagogical practices, philosophies, and teaching perspectives (one is trained in) with the new expectations and requirements of one's professional life as an educator, while simultaneously navigating the complex culture and cultivating intercultural competence and managing one's dynamic personal challenges and needs (adapted from Brown *et al.*, 2010).

Expatriate: One living and/or working in a country different than their home passport country.

Host country: The country where the international school resides.

High school: Secondary education for children ages 14-18.

Intercultural competence: The ability of an individual or organisation to effectively and appropriately communicate and achieve goals in a culturally diverse environment (Matveev and Merz, 2014).

International school educator (ISE): Teachers who work or are transitioning into positions at international schools. These educators can be local or overseas hires (Hayden, 2006).

International school (IS): Is a school that “delivers a curriculum to any combination of pre-school, primary or secondary students, wholly or partly in English outside an English-speaking country, or, if a school is in a country where English is one of the official languages, it offers an English-medium curriculum other than the country's national curriculum and the school is international in its orientation” (ISC, 2021a, para 4).

Mentor: A more senior or experienced member of staff assists a teacher with their development professionally, and typically involves long-term support (Dias-Lacy and Guirguis, 2017).

New Teacher Orientation (NTO): Training for teachers who are new to the school, which tends to take place before returning teachers arrival back on campus prior to the start of the new academic year. The NTO may last 1-5 days.

New Teacher Training (NTT): Training that may take place during the first year at one's international school and include monthly meetings.

Continuing professional development (CPD): Ongoing professional learning events developed to assist in improving teacher practices and transition.

CHAPTER 1: INTRODUCTION

This study investigates the transition experiences of teachers in international schools (ISs). The limited research in the area seems to agree in that teachers new to an IS require specific and systematic support through their transition (Aiman-Smith, Bauer, and Cable, 2001; Brummitt and Keeling, 2013). This qualitative narrative study aims to find more about what teachers need when transitioning into an IS by listening to them talk about their experiences and share their thoughts. Chapter 1 provides the research context and discusses the problem statement, purpose, and significance of the study. It presents the research questions, discusses the application of the study, and introduces the theoretical framework that helped to develop the study.

1.1 Setting the Context

1.1.1 *International School Educators*

There is little research or a consensus on who were the first international educators. Teachers have historically worked assignments abroad as student teachers, Peace Corps volunteers, missionaries, and through exchange programmes, which may be considered a starting point for where the international educator career developed (Jensz, 2012; Wilson, 1984). Rosenberg (2008) identifies the long history of teaching refugees and immigrants (in Britain). Howatt and Smith (2014) recognise the historical research on educators who teach English as a foreign language and the development of this teaching methodology over the past 250 years. Tracing the history of international educators is further complicated due to the lack of agreement on what constitutes an international educator. Is it where the educator teaches, the curriculum taught, the students taught, or a combination of these aspects that define this group of educators?

While the term international educator is used in a variety of contexts, there is not one agreed definition about what constitutes an international educator (Hayden, Rancic, and Thompson, 2000; Cambridge and Thompson, 2004). For some, an international educator is one who delivers education in other countries through new teaching arrangements such as branch campuses or franchises using a variety of face-to-face and distance learning techniques (Knight, 2004). Nagrath (2011) defined international educators

as a transient and multinational teacher population. Knight (2004) would contend that an international educator could implement, in their native country, international or global techniques within their curriculum and teaching practices. Hayden, Thompson, and Walker (2003) offer an alternative definition for international educators; they state international educator are those who offer a curriculum different than their host country, are often expatriates, and often have students who are non-nationals of the host country in their classroom. These definitions offered by Knight, Nagrath, and Hayden, Thompson and Walker are valuable for this study but at the same time they illustrate the ambiguity with defining the term international educator. This reflects some of the complexity in understanding this group of professionals. In the context of this study, international school educator (ISE) refers to teachers who work or are transitioning into positions at ISs. This could occur in their home/passport country or abroad. As ISEs transition into new roles and environments, they may face challenges that need consideration and to be addressed to ensure teacher effectiveness, as well as job satisfaction. It is difficult to define the support ISE's require to transition in the IS environment because there is limited research available on these professionals (Bunnell, 2017). Much of the research on ISEs is quantitative (e.g., Allen, 2016; Barker, 2020) and offers little insight with regards to ISEs and their experiences working and transitioning in ISs. There have been studies that examined student teachers' training abroad experiences, not in ISs but in state schools, (e.g., Armağan, 2016; Medina, Hathaway, and Pilonieta, 2015; Morley et al., 2019) but such research was often conducted through generated surveys rather than qualitative interview approaches (e.g., Strange and Gibson, 2017; Stone et al., 2017). To understand who ISEs are, Garton (2000) interviewed heads of several ISs and recruitment agencies. He found ISEs could typically be categorised into three groups: local-hire expatriates, host country nationals, and overseas-hire expatriates.

To hire an overseas expatriate, a school must dedicate a significant amount of time and resources with a large consideration on the individual's personality (often placing great emphasis on their ability to adapt and be flexible) and their teacher qualifications (Budrow and Tarc, 2018; Gillies, 2001; Ortloff and Escobar-Ortloff, 2001). Gillies (2001) indicated personality qualities were extremely important for teachers to adjust to life abroad as well as assist families and students with their transition. While there is still a need for professional development opportunities to help support these teachers during their transition, personality qualities impact one's transition (Ortloff and Escobar-Ortloff, 2001).

Budrow and Tarc (2018) in their qualitative study on IS teacher recruitment found that IS recruiters identified teachers who could adapt to living and working in a new setting, were culturally sensitive, and were pedagogically flexible as desirable candidates. The researchers concluded that without pedagogical flexibility, teachers may be ineffective if placed in a setting where they are uncomfortable and unfamiliar, which can hinder the adjustment of their transition to an IS.

1.1.2 International Schools

There is no consensus on when/where the IS originated and what constitutes an IS. Sylvester (2002) refers to the Spring Grove School, which was established in London in 1866, as the first IS. Its purpose, set by a group of individuals, including Charles Dickens, was to cater to learners from other countries and offer them an education taught in English and with little difference from their home curriculum. Some contend the Maseru English Preparatory School in Lesotho, which opened in 1890 and was founded to serve children of English-speaking missionaries, traders, and officials of the British administration, is one of the first ISs (Hayden and Thompson, 2008). Often the origins of ISs, as we know them today, are linked to the International School of Geneva in Switzerland and Yokohama International School in Japan, both founded in 1924. The IS of Geneva served expatriate children whose parents worked for the International Labour Office and League of Nations and has since broadened its student demographics. The Yokohama International School was established for the 'foreign' community living in the city. These two ISs, along with many others, were created to ensure expatriates and diplomats could provide their children with a quality education whilst living and working abroad (Blaney, 2016). Despite the lack of consensus presented above regarding where and when the idea was started, there is an agreement that the first ISs developed in response to expatriates' needs. International School Consultancy Research (ISC) (2021a) — an organisation that has provided data on the world's ISs since 1994 — supports the above view adding that ISs as a global market started growing when Western expatriates expanded in developing countries, and the demand to employ ISEs for them was increased.

When ISC (2021a) was founded, there were few ISs and these small and isolated ISs consisted of an 80% expatriate student population and had a focus on national orientation with an annual fee income of \$4.9 billion. By 2000, the market experienced significant

growth and there were 2,584 ISs, 988,000 students in attendance, and 90,000 full-time staff employed by these ISs (ISC, 2020). Most of the student and staff population was comprised of expatriates and the largest percentage of the IS market was in Spain, United Arab Emirates, Hong Kong, and Thailand. Nowadays, the IS industry continues to grow rapidly and expand globally regarding the number of schools, students who attend, and teachers who serve these schools. As of January, 2022, there are over 12,850 ISs worldwide, 5.73 million students in attendance, more than 557,000 staff serving these schools, and the industry collects over \$53.5 billion in fee income each year (ISC, 2022). In 2019, China, the Middle East, and Southeast Asia were leading areas in the IS market (ISC, 2019). ISC predicts by 2028, there will be 16,500 ISs, 9.7 million students in attendance, and 896,000 teachers required to serve these ISs and students. As the number of students attending ISs continues to increase each year, so do the number of new ISs and established ISs continue to expand and evolve (Bunnell, Fertig, and James, 2016; ISC, 2021a). According to The Independent Schools Council (2021), there are 1,377 independent schools in the United Kingdom (UK), with 130 acting as International Baccalaureate (IB) world schools. According to ISC (2021b), as of June 2021, there are 22 ISs situated in the UK.

Although the number of ISs is significant, there is a lack of consensus on what it means for a school to be international. While in the beginning, the most distinctive feature, which defined an IS, was that it consisted, exclusively or mostly, of international students and staff, this began to change, making initial definitions based on that feature irrelevant. According to ISC (2021c), 20% of the student population in ISs are expatriates with 80% of the population represented by local families. These local families desire an alternative to their national education and curriculum and perhaps desire an education that includes a diverse student and teacher demographic and/or an international curriculum such as the IB (Hayden and Thompson, 2008; Hill, 2006). The influence of host country student enrolment impacts how a school views and positions itself as international and as a result, there is a growing interest by ISs to hire a blend of both expatriate and local teachers (ISC, 2021a). The inclusion of the latter is to provide knowledge and understanding of the local culture, language, and social norms in the community. Defining an IS is complex and there does not appear to be an inclusive definition that represents all schools that consider themselves international. No two ISs share the same characteristics; not even a grouping of schools shares the same philosophy (Hayden and Thompson, 2008; Hill, 2015). The student and staff

demographics and school dynamics in ISs change from year to year and as ISs continue to develop, what is expected of the educators who work in these fluid environments often is unclear (Hayden, 2006). Within this complex context, this study's operational definition was based on ISC's (2021a, para 4) suggestions. ISC identifies a school as an IS if,

the school delivers a curriculum to any combination of pre-school, primary or secondary students, wholly or partly in English outside an English-speaking country, or, if a school in a country where English is one of the official languages, offers an English-medium curriculum other than the country's national curriculum and the school is international in its orientation.

This study focuses on the latter, which fits the profile of an IS in the UK.

1.1.3 Current Developments and Current Issues

ISs are flexible entities and can choose to become accredited and members of various governing bodies. The creation of the New England Association of Schools and Colleges, founded in the East Coast of the United States (US) in 1885, and the International Baccalaureate Organisation (IBO), officially registered in Geneva in 1968, establish criteria and standards for accreditation, authorisation, and professional development for their member schools (IBO, 2021). Organisations such as the International Schools Association, founded in Geneva in 1951; the Educational Collaborative for International Schools (ECIS), established in 1965 and headquartered in London; the College Board, established in 1900 in the US, offer memberships to ISs to provide professional learning, guidance, research, and advocacy (College Board, 2021; ECIS, 2021; International Schools Association, 2021). The IBO offers educational programmes (to students ages 3-18) and determines a school's suitability to offer the IB programme. 45% of ISs (as defined by ISC) offer the IB programme to their students (ISC, 2021a). The College Board offers university placement exams and the Advanced Placement programme to its over 6,000 member schools and over seven million students (College Board, 2021). Considering these accreditation agencies and governing bodies were established in various countries within different cultural contexts and often ISs have multiple accreditations and memberships this may complicate one's understanding of an IS's culture and impact a teacher's transition experience, which is what this study explores.

This impressive growth of ISs over the past 25+ years has brought on new demands and priorities for leaders in the sector, including competition to recruit and retain highly

effective teachers, which could attract more students (ISC, 2021c). ISC (2019) has reported that some schools and school groups have started on-site teacher training programmes and provisions affiliated with training establishments to work with local teachers and locally-based expatriates. ECIS has created a “Preparing for International Teaching Certificate” and Times Educational Supplement (TES) has the “International Teacher Practice” programme available for teachers preparing to teach in an IS (ECIS, 2021; TES, 2021). However, often, such training and certification are not required to teach in an IS (Afflect, 2019). Some universities are starting to offer remote training options to help prepare teachers who may work in an IS. Such measures can be helpful, but in order to be effective in practice, there is a need to know more about the issues surrounding ISEs’ transition to an IS and their needs. Previous research, which highlighted problems regarding ISEs’ readiness (e.g., Brown et al., 2010; Halicioğlu, 2015; Hayden and Thompson, 2011), or conflicts for teachers and students due to the lack of standardisation of practice and regulation (e.g., Bunnell, 2016), recommends more research in the field to understand the issues and how they can be addressed. This study responds to this call and aims to find evidence from the IS teachers themselves.

As is recognised the quality of an IS’s teachers is a key factor when parents select an IS (ISC, 2021c). However, a difficult transition into the ISE role can hinder teachers’ effectiveness, which may have further implications on teacher turnover and school reputation (Hacohen, 2012; Langford, 2012). High teacher turnover is a concern for schools in general (Connors-Krikorian, 2005; Ingersoll, 2012; Loeb, Darling-Hammond, and Luczak, 2013). It is also a great concern for ISs as it may significantly impact student learning, the school culture, and have financial implications for schools, teachers, and families (Desroches, 2013; Henley, 2006; Odland and Ruzicka, 2009). While IS teacher attrition has not been fully documented, student and teacher mobility are often common characteristics of ISs (Ota, 2014; Tran, 2016), although, there are limited studies concerning teacher turnover in ISs (Anderson et al., 2018; Bunnell, 2017; Mancuso, Roberts, and White, 2010). Odland and Ruzicka’s (2009) review of the ECIS membership survey from the 2005/2006 school year found a turnover rate of 14.4% for 22,000 IS teachers in 270 ISs located in Europe. Odland and Ruzicka (p.6) identified this as “a figure which places at least these ISs close to the troublesome percentages cited for US public schools”. Although ISE turnover rates vary from school-to-school and from year-to-year, Mancuso, Roberts, and White

(2010) found a turnover rate of 17% for the 248 American-ethos ISs located in Asia Pacific, which is similar to the 14.4% aforesaid. The implications of the COVID-19 pandemic on teacher turnover in ISs has yet to be fully documented, but preliminary research conducted by Bailey (2021) on the effects of COVID-19 on ISEs indicates teachers are apprehensive about being globally mobile. This is supported by findings that IS teacher applications were down 30% in 2020 (Jacoutet, 2021) potentially making teacher recruitment more difficult for ISs.

While teacher turnover rates for ISs in England are also not fully documented, ISC (2017) has indicated there is real concern about teacher recruitment and retention at such schools. This lack of literature does not signify this phenomenon is not perceived to be an issue for ISs (Cambridge, 1998; Fink, 2001; Gillies, 2001; ISC, 2020), rather, it points to the challenges embedded in conducting such a study with a typically mobile population that are working in schools often not governed by the local or state authorities (Henley, 2006). The Independent Schools Council (2021) has quantified the number of full-time teachers leaving independent schools in the UK at 15.1% for senior secondary school (schools serving students ages 12-18); 17% for junior schools (schools serving students from nursery to age 12); 16.4% for mixed-age schools (schools serving students from nursery to age 18). 17% of ISEs worldwide leave their jobs each year while a third leave within three years, half leave within five, and up to two-thirds depart their IS within seven years (Barnes, Crowe, and Schaefer, 2007; Mancuso, Roberts, and White, 2010).

As the international education market in the UK and as the demand for ISs worldwide continues to increase (ISC, 2021c), there is a threefold need on the part of ISs: (a) a need to examine the experiences educators encounter unique to their IS; (b) a need to understand what teachers require during transition; and (c) a need to learn more about the professional support that is most beneficial during a teacher's transition to an IS. The focus of this study was, therefore, to learn from educators' experiences with transition and identify what measures help to support and retain teachers.

1.2 Problem Statement

As explained in the previous section, a high turnover rate is worrisome as it often correlates to a negative impact on students' learning and a school's performance (Fertig and James,

2016; Mancuso, Roberts, and White, 2010; Ronfeldt et al., 2013). In several studies researchers contend that high levels of teacher turnover contribute to a lower quality of academic programmes, negatively impact staff moral and school climate, and present significant financial costs for schools (Aragon, 2016; Connors-Krikorian, 2005; Guarino, Santibanez, and Dailey, 2006; Ingersoll 2001; Sass et al., 2012; Varlas, 2013). Furthermore, Fong's (2015) and Ngotngamwong's (2012) studies on teacher turnover in Asia contend schools with higher levels of teacher turnover are linked to job dissatisfaction highlighting job satisfaction as predictor of teacher turnover. While there is limited research on why ISS have high turnover rates, some studies identify the lack of support a teacher receives during their transition and poor leadership as the main contributing factors for low teacher retention (Blyth, 2017; Bunnell, 2016; Hayden and Thompson, 2016; Mancuso, Roberts, and White, 2010; Odland and Ruzicka, 2009; Tait, De Cieri, and McNulty, 2014; Tehseen and Hadi, 2015). In the schools in which this study took place, the turnover rate was undocumented until this research project quantified those numbers. At Wilmot International School (WIS) there was a 20% turnover rate for teachers in the high school (division of the school serving students ages 14-18) from the 2015-2016 to the 2016-2017 school year. At The International School of England (TISE) there was a 22% turnover rate for the same academic years. These high turnover rates present cause for concern (Mancuso, Roberts, and White, 2010).

It is imperative to understand what experiences teachers encounter during their transition, what type of support they require, and when that support should be provided. Hayden (2006) asserts, any teacher transitioning from one working environment to another may experience challenges as each school's culture and ways of working differs. Those teaching in contexts with many cultural backgrounds could encounter addition challenges compared to those working in a mono-cultural context. As such, IS teachers have typical educator difficulties with transition but appear to encounter challenges unique to working at an IS and may require additional support. These challenges may include a change of location and culture, student and staff demographics, expectations from parents, and a sense of loss of the familiar (e.g., daily tasks, support system, and ways of working (Halicioğlu, 2015). These challenges require them to do more than transition as often ISEs must adjust to a physical location change as well as navigate through pedagogical practices, philosophies, and teaching perspectives and understand how these fit with new institutional

expectations and strategic direction within the IS (Brown et al., 2010). However, authors such as Joslin (2002) and Williams and Berry (2016) warn that too much support will stunt a teacher's transition. Therefore, understanding this balance is important and relevant to the IS sector, and careful consideration is needed about the programmes and support provided to ISEs.

The literature recommends early assistance and carefully planned integration of professional development for educators transitioning in ISs to help them develop a specialised set of skills and competencies to meet their own personal needs and the needs of their students (Blyth, 2017; Bunnell, 2016; Odland and Ruzicka, 2009; Tait, De Cieri, and McNulty, 2014). By implementing a proactive system that supports ISE transition, teachers may enhance their personal and professional situations through greater ease and satisfaction with their jobs, which could ultimately make contributions to improved student learning (Blyth, 2017; Bunnell, 2016; Hayden and Thompson, 2016; Luscombe et al., 2013; Mancuso, Roberts, and White, 2010; Odland and Ruzicka, 2009; Roberts et al., 2010; Tait, De Cieri, and McNulty, 2014; Tehseen and Hadi, 2015). This study aimed to understand transition experiences for teachers at WIS and TISE and provisions that may aid the development of teachers as ISE professionals. Such an understanding would benefit school leaders by enabling them to organise proper support for teachers transitioning in their schools. This, in turn, will save time and money for recruitment, potentially increasing staff retention and reduce attrition rates (Bunnell and Poole, 2021; Lee, 2005; Odland and Ruzika, 2009; Thomas and Wise, 1999).

1.3 Purpose of the Study

This qualitative narrative study examines the stories of eight ISEs from two ISs located in Southeast England regarding their transitional experiences and perceived needs. One IS site was located at the school where I was employed as an ISE and head of year and was assigned the pseudonym WIS, for anonymity purposes. The second IS participating in this study was assigned the pseudonym, TISE. The study aimed to understand ISEs' experiences, needs, and the professional provisions that aided their transition to understand better what it means to transition in the IS context and what support is required during this process.

1.4 Significance of the Study

While much has been written concerning the relationship between ISs and their students (e.g., Brummitt and Keeling, 2013; Ezra, 2003; Hayden, 2006; Hill, 2015; Lai, Li, and Gong, 2016) and much time and resources are put towards international student development and transition (Aiman-Smith, Bauer, and Cable, 2001; Brummitt and Keeling, 2013), there is not the same level or amount of research available regarding the educational practitioners' in these international settings (Blyth, 2017; Bunnell and Poole, 2021). Furthermore, while there is research available on student transition, teacher turnover, and retention rates for schools in the US and UK for both state and independent schools, there is limited research available in these areas concerning ISs. Dolby and Rahman (2008), in their review of this limited research, identified three kinds of issues mainly concerning previous researchers regarding ISs: (a) issues related to definitions surrounding ISs and international education; (b) issues related to experiences of third culture kids; and (c) issues related to the impact changing contexts has on international education. This study is expected to add to the area of definitions by examining teachers' experiences transitioning to ISs. Most importantly, it is expected to fill the gap in the literature mentioned above regarding issues concerning teachers' transition in ISs by bringing empirical evidence based on real transition stories. This will be the unique contribution of this study.

1.5 Research Questions

The aim of this study was to explore the issue of IS teacher transition based on a small-scale study in Southeast England. The following questions guided the study:

1. What are the experiences with transition that educators in ISs encounter?
2. What are these educators' perceived needs for transition?
3. What provisions for professional learning may ISs implement to help teacher transition?

These questions helped to better understand common, unique, positive, and/or negative experiences and challenges practitioners at WIS and TISE encountered. To answer the research questions, a narrative research (NR) design was used in order to hear participants' stories and learn about the school culture, the social factors that impacted their transition,

and the professional provisions participants felt aided their transition. Data were analysed and relevant themes were identified, which helped to answer the research questions. Through this understanding, recommendations for improving the transition process at WIS and TISE were provided. These recommendations may be applicable for other IS settings.

Personal Interest and Motivation

The three questions surrounding teacher transition in ISs are personally and historically situated. I was originally schooled, trained, and taught (five years) in the Midwest of the US and for nine years worked as a learning specialist and a head of year at a private IS. As a learning specialist, I was expected on arrival to have a full understanding of the American High School curriculum, Advanced Placement programme and the IB programme. Of the three teaching positions I have held, the previous two posts were not at ISs; I found it most difficult to transition to the IS environment. The transitional challenges that impacted my personal and professional life included my unfamiliarity with the IB programme, adjusting to a new location and culture, navigating the needs of a diverse student population, supporting students and staff due to higher student and teacher turnover rates, and an unfamiliarity with staff cultural norms, leadership styles, and the vast differences amongst parental expectations. I did not have the culturally specific skills to communicate with the diverse students, parents, and staff I was working with and this impacted my professional performance and confidence. My position as a teacher at WIS felt paradoxical as I was qualified, experienced, and trained to teach but for a different environment. There were tensions and feelings I was expected to manage with little assistance; this struggle felt unnecessary and left me feeling stressed and ill equipped to manage the transition.

While state schools in the UK often provide a structure or standard of professional development for their educators (Department for Education, 2016), WIS and TISE are not bound by the same performativity, stipulations, or regulations. This lack of guidance negatively impacted my transition experience. I was unsure of my needs and which activities would address the challenges I encountered. At the time of my transition, WIS provided a new teacher orientation (NTO) training for teachers and leaders new to the school, which took place for five days before returning teachers were required at school to start the new academic year. It covered some of the school expectations, reimbursement for relocation, and provided a day trip to bond as a group and to experience 'British' culture. Due to visa

issues, I arrived late to the training but for the activities I did attend, I felt overwhelmed as a multitude of information was presented in a short period of time, did not necessarily reflect my immediate needs, and predominantly focused on a general understanding of living in the UK. Also, due to my late arrival, I felt as though I missed out on connecting with colleagues. After speaking with other teachers who worked at WIS and other ISs, it became evident my experiences were not unique and many were unsure of what professional development opportunities were available, the parameters one has for choosing and attending professional development, and how to engage in such activities. I expected some assistance with navigating through this uncharted territory, however there was a lack of direction from my colleagues and those in leadership and few resources available to self-initiate understanding and aid this process. This experience left me frustrated, feeling unprepared, and lacking the tools I needed to transition. Not only was my initial transition period and the next couple of years that followed difficult for me to navigate, I also found it challenging when my colleagues, especially those whom I came to depend on for support, left the school. Some teachers new to WIS commented on the lack of engagement between 'new' and 'old' employees and perhaps this lack of camaraderie was reflected in the school's culture. My personal experience with transition and the perceived lack of camaraderie at my IS influenced my decision to embark on this study.

1.6 Theoretical Framework

The narrative enquiry was informed by sociocultural and psychological theoretical perspectives and four theoretical dimensions: 'crossing-over', teacher professional identity, transition and adjustment, and culture shock. Following Ward et al.'s (1998) recommendations that the psychological and sociological aspects of transition, or "adjustment" as they refer to it, should be studied separately, the psychological elements concerning transitioning ISEs' (e.g., psychological or emotional challenges) were examined by using guidance from Lazarus and Folkman's (1984) transactional model of stress and coping (TTSC), Lysgaard's (1955) stages of cross-cultural transition and Maslow's (1943) hierarchy of needs. The sociocultural elements (e.g., cultural acclimation of transitioning ISEs) were examined by using guidance from Vygotsky's (1978) zone of proximal development (ZPD) and Dewey's (1916) experiential learning. The theoretical roots and

interpretations used in this research project reflect sociocultural and psychological perspectives because these two aspects help to reveal the impact transition has on educators in ISs. These two perspectives also lend themselves to the use of narrative enquiry to understand how culture, one's surroundings, and the psychological and social factors impact transition for educators in ISs.

1.7 Summary

Chapter 1 has provided a contextualisation of this research study. It highlights some of the issues surrounding teachers in ISs and the lack of research concerning the teachers who work in IS contexts. There is a lack of research identifying teachers' needs during transition and how to improve transition for teachers working in the IS context. This foregrounds the discussion in Chapter 2 where the literature is examined in order to establish the theoretical dimensions used in this study. In Chapter 1, the IS context was explained along with the impact of teacher retention, the relevance of narrative enquiry for this project, and the psychological and sociocultural perspectives that guide this study.

1.8 Structure of the Thesis

Chapter 2 presents the literature reviewed in relation to teacher transition in the IS context. It explores the theoretical dimensions of the study and the perspectives that inform the study. Chapter 2 is largely made up of the discussion surrounding research-based literature that considers theory and relevance concerning ISE crossing-over, IS teacher professional identity, culture shock, and supporting ISEs.

Chapter 3 presents the study's methodology and focuses on the qualitative research approach and NR as the form of enquiry. It discusses data collection tools, procedures, and data analysis. Ethical considerations along with aspects concerning the study's rigor, credibility, and trustworthiness are also examined. Chapter 3 concludes with discussion around member-checking and triangulation of data.

Chapter 4 presents the findings of the study in consideration with the research questions. First, participants' background and profile are presented, followed by the results of the thematic analysis. Chapter 4 reveals the common experiences, challenges, and needs

expressed by participants. It also provides illustrative examples, extracts from participants' stories as evidenced of the presented results.

Chapter 5 discusses the results of the study in the context of the research questions and the literature reviewed. It considers implications for professional practice and discusses the transitional experience of teachers working in ISs. The results of the study, their meaning, theoretical implications, and recommendations are considered along with the five phases of transition identified from the study.

Chapter 6 provides the conclusion to the study. The research questions are revisited and addressed. Claims and contributions to knowledge are presented and the limitations of the study are considered. Chapter six also provides recommendations for future research.

CHAPTER 2: LITERATURE REVIEW

2.1 Context

This literature review examined the empirical and theoretical scholarship relevant to teacher transition in the IS context. The databases used to find relevant articles for the literature review included Google Scholar, Science Direct, Kingston University Library (iCat), My Athens, JSTOR, ProQuest Central, and ERIC. The search terms that were entered into those databases and used along or in combination included *teacher transition*, *teacher attrition*, *international teachers/educators*, *cross-cultural pedagogy*, *international schools*, *international education*, *cross-cultural adjustment*, *cultural shock*, *crossing-over*, *professional identity*, and *professional development*. This chapter considers the sociocultural and psychological theoretical perspectives as these aspects illuminate how transition has impacted an ISE's transition. Ward et al. (1998) suggests these perspectives should be studied separately. Therefore, the chapter begins by considering the theoretical dimensions of the study, involving discussion of the perspectives informing the study, including (a) the stress and coping framework used to explain the psychological adjustment an individual makes in an IS and (b) the sociocultural learning paradigm used to explain sociocultural adjustment an individual makes in an IS. The two perspectives discussed are grounded in (a) Lysgaard's (1955) U-curve theory of cross-cultural adjustment (UCT); Maslow's (1943) hierarchy of needs; Lazarus' and Folkman's (1984) TTSC and (b) Vygotsky's (1978) sociocultural perspective; Dewey's (1916) sociocultural view of experiential education. Lysgaard, Maslow, Vygotsky, and Dewey were found to be most useful for this study as they are originators of their theories and their perspectives helped to understand what I wanted to find out from the participants as well as helped to form the research questions. Furthermore, the theoretical frameworks support the use of narrative enquiry (where the researcher and participant co-construct the participant's narratives) and the consideration of psychological and sociocultural perspectives. A review of the literature then follows to make up the bulk of the chapter and to discuss the research-based literature in terms of theory and relevance to the themes of ISE crossing-over, culture shock, and IS teacher professional identity. An understanding of the literature surrounding teacher transition and professional development supports the need for the proposed study and research into the

experiences and needs of teachers transitioning to an IS and the professional provisions that aid this transition. A summary concludes Chapter 2.

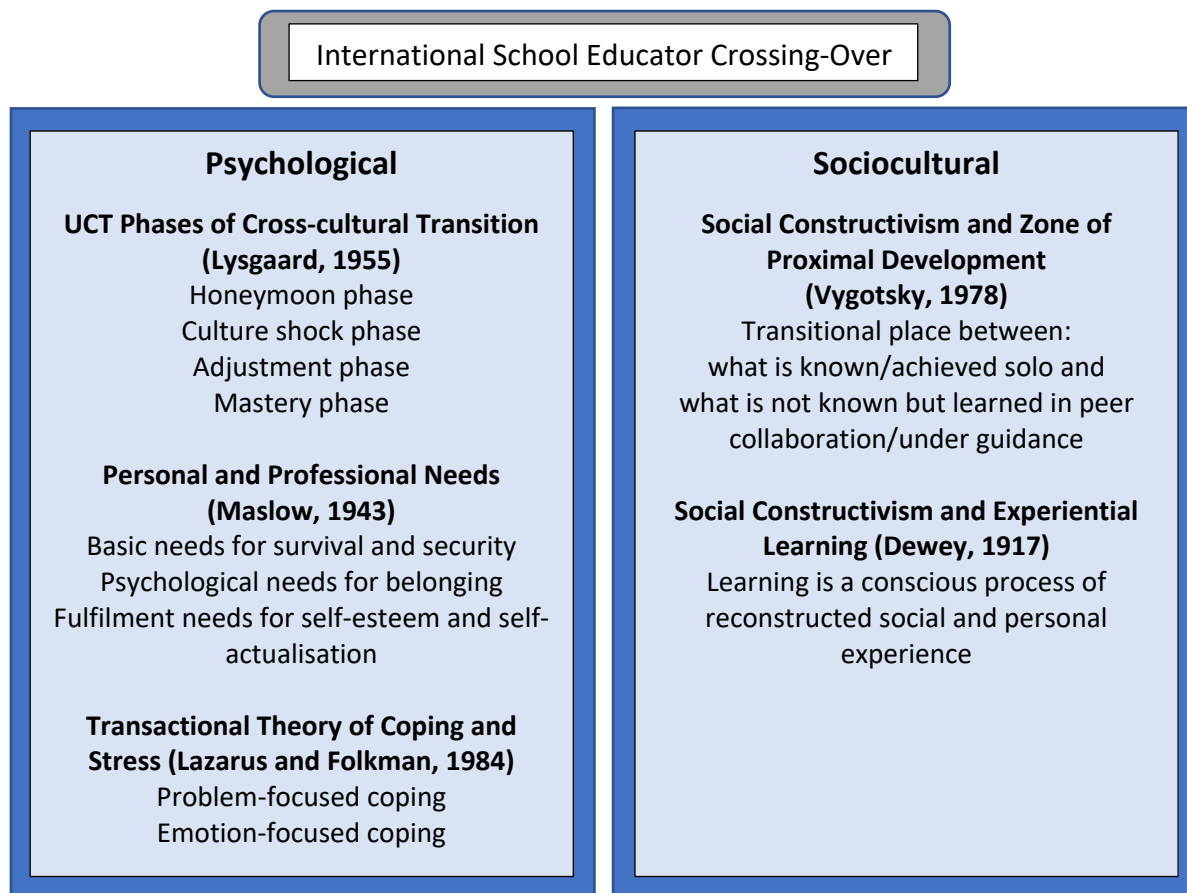
2.2 Theoretical Dimensions

2.2.1 *Psychological and Sociological Dimensions*

The following section outlines and overviews the theoretical dimensions of the study. These involve the two perspectives informing the study, (a) the stress and coping framework used to explain the psychological adjustment an individual makes in an IS and (b) the sociocultural learning paradigm used to explain sociocultural adjustment an individual makes in an IS. To explain ISE transition, these two perspectives are grounded in (a) Lysgaard's (1955) UCT; Maslow's (1943) hierarchy of needs; Lazarus' and Folkman's (1984) TTSC and (b) Vygotsky's social constructivism approach and the ZPD sociocultural perspective; Dewey's (1916, 1938) social constructivism approach and his ideas concerning experiential education. Figure 1 illustrates the dimensions accordingly in a theory matrix. In the matrix, the left side column pertains to psychological aspects while the right side considers sociocultural aspects of transition. It appears ISEs in transition experience both sides, and according to Lysgaard's UCT, this experience occurs in stages and begins with the honeymoon stage of experiencing a new culture, followed by culture shock, then there is an adjustment to the culture, and finally one masters the culture (in terms of language and practice). The UCT requires a psychological positioning and commitment to adapting to the new culture. Also on the psychological side of the matrix is Maslow's hierarchy of needs, which indicates a linear progression after more basic needs are met, then higher order needs such as fulfilment and self-actualisation can be considered. ISEs in transition will have psychological needs for belonging that can contribute to their self-esteem and satisfaction with their new environment. Further psychological considerations include Lazarus' and Folkman's (1984) TTSC, which focuses on stress as a result of a transaction between a person and their complex environment and the response (or coping process) is explained in terms of problem- or emotion-focused coping. Zhou et al. (2008) argued the stress and coping framework helps to best understand one's psychological adjustment and one's sociocultural adaptation is best explained through a cultural learning paradigm or within social skills. On the sociocultural side of the matrix Vygotsky's ZPD and Dewey's experiential

learning are considered helpful for understanding a teacher’s transition to an IS. Vygotsky’s ZPD applies to what ISEs know individually and what can be learned from their peers to assist in their adaptation and transition into a new culture. This learning is actively pursued and engaged by ISEs, seeking to fit into and thrive in their new surroundings. Dewey’s social constructivism and experiential learning represent how learning is a conscious process influenced and constructed by personal and social experience.

Figure 1. Theory Matrix to Explain the Theoretical Framework

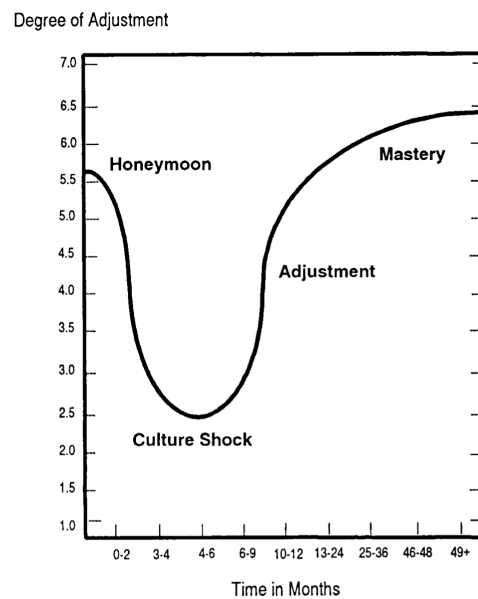


2.2.1.1 *Lysgaard’s U-curve Theory of Cross-cultural Adjustment*

Viewed through the psychological lens, this study is considered in part through Lysgaard’s (1955) UCT which is a model designed to describe the emotional adjustment process of cross-cultural sojourners overtime. It outlines four stages of cultural adjustment (honeymoon, culture shock, adjustment, and mastery). Lysgaard’s four stages can be considered in the context of ISEs’ transition as these teachers are adjusting to new and complex cultural surroundings. As approaches to pedagogy are embedded in culture, teaching in an IS often reflects a diverse range and cultural context; this can take an

emotional toll on the ISE (Halicioğlu, 2015). Lysgaard’s (1955) UCT is used to illustrate one’s transition. Lysgaard (p.51) describes the initial adjustment as “easy and successful” and refers to this as the honeymoon phase. Next, a crisis takes place, and the ISE experiences the culture shock phase. As the individual begins to feel better and adjust, they pass into the adjustment and eventually mastery phases (see Figure 2).

Figure 2. U-curve Theory of Cross-cultural Adjustment
(Source: Black and Mendenhall, 1991, p.227)



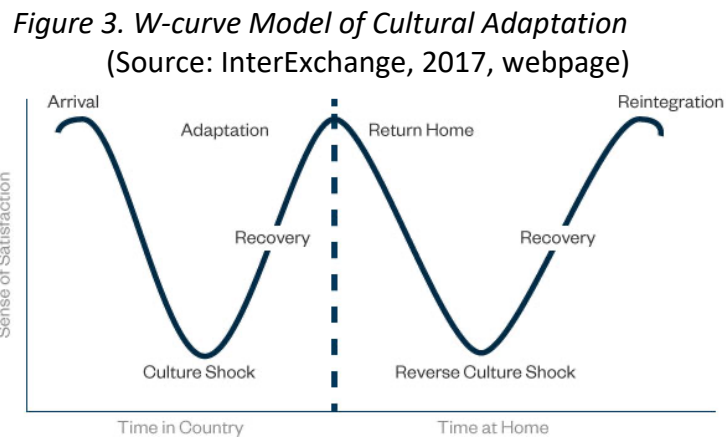
Lysgaard’s (1955) UCT model contends the honeymoon phase occurs in the first two months of arriving in the new country. During this cultural transition, the individual experiences elation, fascination, and optimism. In the culture shock phase, which occurs between three and nine months after the initial transition, the individual experiences grief and anxiety over the different culture into which they have become immersed. They might express hostility related to the stereotypes he/she perceives in the new culture. Oberg (1960) argues that not all individuals will experience culture shock with the same intensity. In the adjustment phase, which is suggested to occur between nine and 48 months after the initial transition, the individual experiences a satisfactory level of adjustment and comfort as they have likely been exposed to various cultural situations and learned enough of the language and cultural norms to navigate the new surroundings. In the mastery phase, which occurs 48 months or more after the initial transition, Lysgaard (1955) contends full adjustment has been achieved and the individual is virtually anxiety-free and has come to

accept and acclimatise to the new culture and many of its customs and traditions. While Lysgaard gives time frames for these phases, it appears that the time it takes to navigate transition varies person-to-person and situation-to-situation.

Lysgaard's UCT is somewhat anecdotal and continues to be a source of debate amongst researchers (e.g., Geeraert and Demoulin, 2013; Ward et al., 1998). Rabia (2017) noted that the stages in Lysgaard's (1955) UCT model may occur more than once and that an individual's trajectory through those stages may not be linear. Ward et al. found support in their research for a J-curve model to reflect the transition experience. In their study on Japanese students studying in New Zealand, participants had social difficulties and experienced the highest levels of depression 24 hours after arrival and those levels greatly decreased after four months. This conflicts with Lysgaard's honeymoon stage where such levels of stress were not seen during the first two months of one's transition. Ward et al.'s reverse J-curve contends the initial entry to a new country presented most challenging and stressful. This supports the stress and coping prediction where initial entry involves the most life changes and presents the most stress (Lazarus and Folkman, 1984). In contrast, Geeraert and Dumoulin (2013), found a decrease in expatriate stress on arrival to the host country. While Lysgaard's model highlights the potential experiences of expatriates moving abroad, it does not consider the impact leaving an IS may have on an expatriate or how a host country native may experience cultural adjustment to an IS in their native country (Bailey, 2015; Ota, 2014; Ward et al., 1998).

Lysgaard's (1955) UCT, which describes the transition of expatriates in a new cultural context, was useful for this study to compare the cultural transition experience of educators new to an IS and to explore if there was a timeframe for these experiences, needs, and support required. As Black and Mendenhall (1990) have asserted, the degree of adjustment is measured not by conformity to the host country culture but rather in terms of variables: comfort, satisfaction, or difficulties with aspects of the new environment, attitudes, and contact with host nationals. There are various models describing this process, such as Gullahorn's and Gullahorn's (1963) W-curve, which expanded the UCT to include a similar theoretical concept but includes the adjustment one would experience after returning to their home country after working abroad. Gullahorn and Gullahorn adapted Lysgaard's four stages to three stages (Honeymoon, Culture Shock, and Initial Adjustment) and then added isolation and integration. Gullahorn and Gullahorn assert those returning to their home

country encounter difficulties adapting to their native home life, and they called this the isolation phase, which is like Lysgaard’s culture shock stage. After feelings of isolation, an individual will become more comfortable and reach the (re)integration phase. See Figure 3: Gullahorn and Gullahorn (1963) W-curve Model of Cultural Adaptation).



While Lysgaard’s model may reduce the complex process of crossing-over and acclimatising into four stages it helps to make sense of the transition experience by showing ‘normalness’ of the adjustment challenge, allows an opportunity to reflect on expectations for transitioning into an IS, helps to identify potential time critical needs for support, and lends itself to introduce and develop coping strategies. The stages in the UCT suggest the ISE has an immediate need for continuing professional development (CPD) opportunities shortly after arrival to the new country and perhaps upon arrival to the IS. Lysgaard’s model may imply ISEs may require different types of professional development throughout the various stages of their transition and as a result, ISEs may need access to a variety of professional development opportunities such as online induction days, in-service training, opportunities to practice and reflect on teaching and learning promoted by staff emails, professional learning communities, and graduate certificate courses to assist and help guide them through this transition (Bailey, 2015; Brown et al., 2010; Rabia, 2017).

Lysgaard’s model lacks consideration for some of the personal and practical issues ISEs encounter during the transition process. For example, teachers need to prioritise their visa, accommodation, childcare, paperwork, lesson planning, learn the school culture, make personal connections, and familiarise themselves with the curriculum and common language used in the school. This ‘stage’ of transition may require support focused on individual needs and social integration, which may last longer than the honeymoon or

culture shock stages. Perhaps Lysgaard could have considered and differentiated personal and professional aspects with the UCT model. The U- and W-curve do not reflect a universal reality and critics highlight there is a high degree of variability among individuals' experiences and the curves may not reflect this diversity (Black and Mendenhall, 1991; Church, 1982; Stening, 1979). While critics assert the UCT is over generated, simplistic, and linear (Black and Mendenhall, 1991; Chien, 2016; Collins, Dailey-Strand, and Callaghan, 2021; Fontinha and Brewster, 2020; Levine and Levine, 2014; Ward et al., 1998; Zhang and Zhu, 2014), each adjustment model has its limits and its application may not be relevant to all individuals in transition at ISs. However, Lysgaard's model was useful for this study as it outlines the characteristics of each of the four phases and therefore, could be used to analyse the findings. In order to understand an ISEs experience with transition and their perceived needs, Lysgaard's theory could be explored in conjunction with Maslow's hierarchy of needs.

2.2.1.2 Maslow's Hierarchy of Needs

Viewed through the psychological lens, this study is considered through Maslow's (1943) idea that individuals are motivated to achieve certain needs based on a hierarchical prioritisation of these needs. Maslow saw his hierarchy levels as fluid and interchanging when life experiences occur. Levels on the hierarchy include physiological needs, the need for safety and security, the need for love and belonging, and the need for self-esteem and self-actualisation. Figure 4 illustrates this hierarchy. According to the model, humans seek to meet three types of needs: basic needs, which include the needs for sustenance and safety; psychological needs, which include the needs for belonging, love, and self-esteem; self-fulfilment needs, which include the need for self-actualisation and reaching your full potential. ISEs in transition may experience the need to belong, given their new and unfamiliar contexts. Additionally, a lack of belonging may have negative implications for one's self-esteem and the self-actualisation processes if they are unable to adapt and fit into their new culture and work environment.

Venter (2016) discussed Maslow's concept of self-actualisation and its relation to cultural closeness and suggested a sixth tier be added to Maslow's hierarchy: self-transcendence. Self-transcendence is an individual's ability to align their consciousness with other individuals and understand one's place in the world. This sixth tier often aligns with

selfless actions and to become a self-transcended individual, one must not be entirely tethered to their culture and environment. This sixth tier has implications for ISEs as they operate within many cultures (often evidenced by the mobility of teachers working in ISs) and the diverse demographics that make up the teaching and staff populations in ISs. Once ISEs can progress through Maslow's levels of physical needs and personal goals, then they would be able to focus on their students' needs. However, transcendence would be the final tier and can only be accomplished once the lower-level needs have been met, according to Maslow (1943).

Job satisfaction among transitioning ISEs has been tied to the transition process and self-actualisation needs. Khazaei, Radin, and Anbarlou (2016) studied the social factors of job satisfaction amongst ISEs and found job satisfaction was influenced by income, relative deprivation, the satisfaction of needs, and patterns of consumption. In relation to this study, the influence of the satisfaction of needs is particularly pertinent, considering the use of Maslow's hierarchy as one of the guiding frameworks as the aim of the study was to identify and address the needs of transitioning teachers. This finding may suggest that satisfying transitioning ISEs' needs may positively influence job satisfaction and make transition more manageable. This could have implications on teacher retention, as well as subsequent student progress.

Figure 4. Maslow's Hierarchy of Needs
(Source: Milligan, 2019, webpage)



2.2.1.3 Lazarus' and Folkman's (1984) Transactional Theory of Stress and Coping

This study considered Lazarus' and Folkman's (1984) TTSC to understand how stress and challenges impact one's transition to an IS. Lazarus and Folkman (1984, p.19) explained

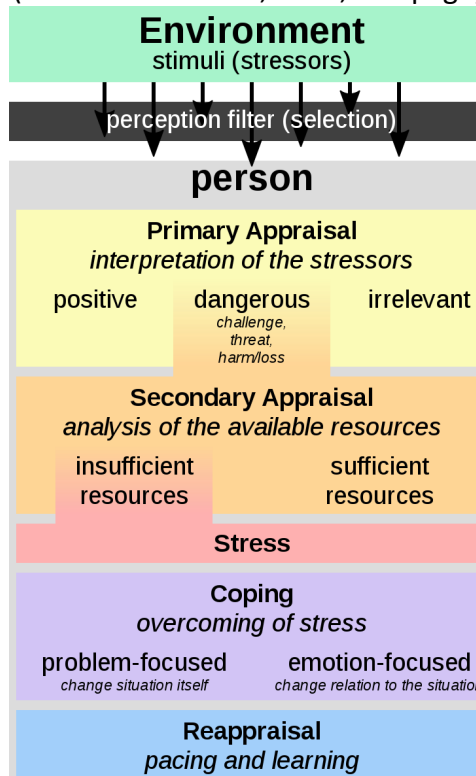
psychological stress as having “a particular relationship between the person and the environment that is appraised by the person as taxing or exceeding his or her resources and endangering his or her well-being” and coping as the result of the interactions between an individual and their complex environment. Coping involves both cognitive and behavioural responses that individuals use to manage internal and/or external stressors that exceed personal resources. How an individual appraises the stressor is central to the stress experience. Furthermore, Lazarus and Folkman and other researchers (e.g., Aldwin, 2007; Chang et al., 2005; Dvořáková, Greenberg, and Roeser, 2018) differentiate coping from adjustment in that adjustment has a broader meaning and includes intentional and diverse ways of approaching a challenge.

Lazarus’ and Folkman’s (1984) TTSC includes primary, secondary, and reappraisal components (see Figure 5). Primary appraisal is where an individual assesses and determines if the stressor poses a threat, challenge, or loss. Secondary appraisal includes an individual’s evaluation of the resources or coping strategies available to them to respond to a challenge effectively. If an individual has resources to navigate the challenges they encounter, they tend to develop a problem-focused response, such as analysis. In contrast, if the individual does not have sufficient resources, they tend to be emotion-focused and use wishful thinking, distancing, and/or emphasising the positive in response to the challenge. If there are a lack of resources, but the challenge does not pose a threat, individuals are likely to generate creative approaches to apply to the initial stressor and cope effectively. If there are a lack of resources to address a challenge and this is perceived as a threat, individuals will focus on finding resources rather than addressing the initial stressor. The reappraisal process is continuous and involves re-evaluating both the nature of the stressor and the available resources.

The TTSC was useful to this study as it allowed further understanding of the psychological aspects of teacher transition. The TTSC did not see challenges as linear and viewed the individual and their environment as dynamic, mutually reciprocal, and influencing one another. The TTSC helped to clarify how the challenges and stresses identified by participants in this study impacted their level of adjustment (negative or positive) based on how they attempted to cope with the challenge. Furthermore, the TTSC helped to determine if common challenges impacted participants’ adjustment to a similar

level. Combining psychological and sociocultural understandings of ISEs' experiences helps to build a story of their transition.

Figure 5. Transactional Theory of Stress and Coping
(Source: Guttman, 2016, webpage)

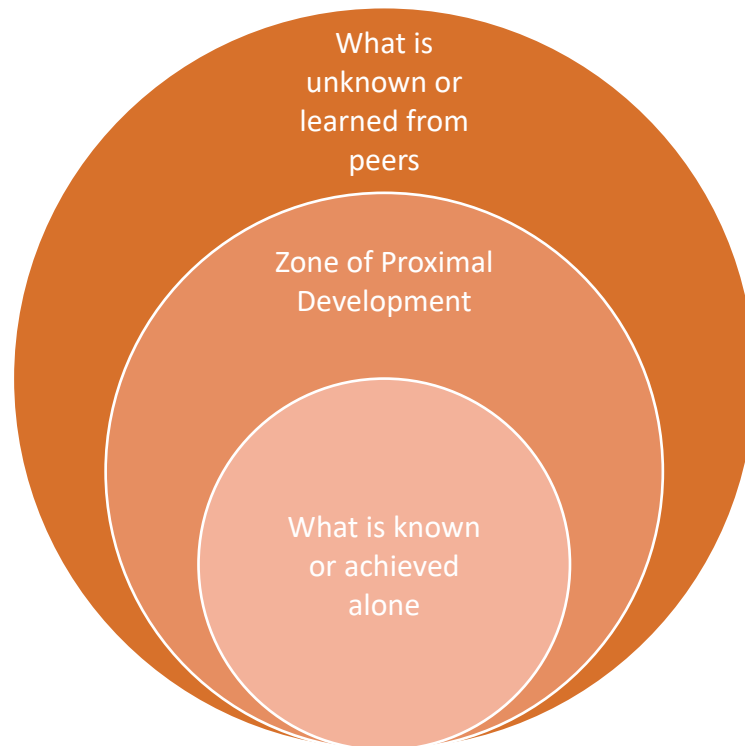


2.2.1.4 Vygotsky's Sociocultural Perspective

Viewed through the sociocultural lens, this study considered Vygotsky's (1978) sociocultural perspective. Vygotsky's (1978) sociocultural theory recognises that social interaction helps cultivate thinking and one's identity, which an educator new to an IS school is required to develop. While Piaget (1957) asserted individuals construct knowledge from their environments and development occurs in stages, Vygotsky stressed learning occurred in the zone between what individuals can do without help and what one can do with help; this is called the ZPD. In the context of this study, ISEs' learning may occur on a spectrum between individual cultural education and assistance from peers and co-workers in their new cultural contexts (see Figure 6). Vygotsky believed learning involves social interaction with others and then integrating the meanings derived from those interactions into one's cognitive processing. He stressed a community's role and the importance of collaborating with individuals who have more experience as central in the process of making meaning and

developing. This highlights the need for ISEs to engage with colleagues who are experienced with transition, at their IS, to aid with managing the transition process and to help facilitate the development of identity.

Figure 6. Zone of Proximal Development



Kadri et al. (2017) analysed the ZPD in relation to teacher education. Teacher education and professional development are considered important interventions that can contribute to a smooth transition for ISEs moving into positions at ISs. Relevant to this notion, Kadri et al. examined the relationship between new teachers and teacher educators, which may be applicable to transitioning ISEs and ISEs already working in the schools. Using the ZPD, the researchers discovered that learning occurs for both parties. Rather than asymmetrically advantaging the new teacher in transition, those teachers who have experience with transition to and working in the IS, also benefit from interactions with the new ISEs. This is an important consideration for the current study in determining the needs and avenues of support for transitioning ISEs, and this literature provides further support for the benefit of collaborative and mentoring processes.

Kuusisaari (2014) also analysed the ZPD in relation to teachers, examining how collaboration can promote or hinder the development process. The researcher observed an

in-service education programme for professional development and sought to identify activities that could support group discussions. Kuusisaari discovered that collaborative activities supported team discussions, including creating and developing ideas and raising generative questions. Interestingly, they found that over-agreement prevents collaborative development, as differing opinions are needed to further ideation processes. In terms of the ZPD, these findings suggest that too much agreement during collaboration can hinder development, as total agreement is not useful for progress and innovation in ideas. A balance is needed between collaboration and individual ideas to further development.

2.2.1.5 *Dewey's Sociocultural View of Experiential Learning*

Viewed through the sociocultural lens, this study is also considered through Dewey's (1916, 1938) notion that education, identity, and experience are developed by way of learning that is constructive, experience-based, and social and interactive (see Figure 7). Similar in explanation to Vygotsky's (1978) approach to understanding learning and development in any context—including in the context of ISE transitioning—is Dewey's (1938) idea that identity is developed through active learning, engagement, critical questioning, and learning through experience. Recent literature influenced by Vygotsky and Dewey's ideas recognises that how one discerns new knowledge and participates in social interactions and culturally organised activities influences our development; this does not necessarily bind us to a cultural context as we are able to adjust and re-evaluate our experiences. And at the same time highlights identities are cultural constructs and do influence how we see ourselves, learn from the world, and transition to a new IS environments (Cain et al., 1998; Richardson and Watt, 2018). This collaborative practice requires engagement in reflection, understanding how to 'interrogate' other peoples' experiences, critically evaluating experiences and solutions, and applying this knowledge to our own teaching and learning environment.

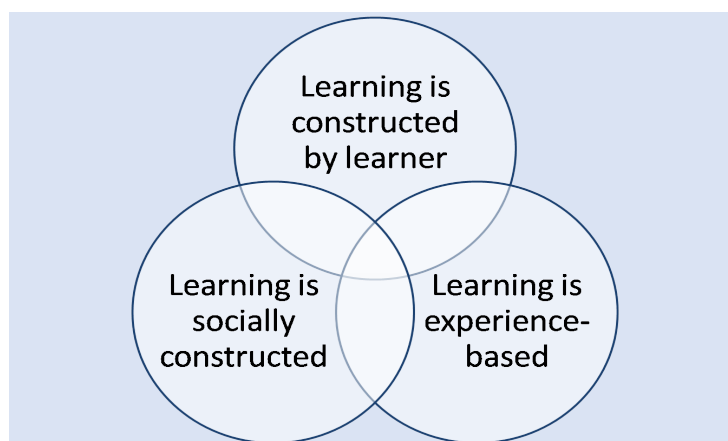
Second, for Dewey (1938), knowledge may be acquired through an experience, which can be shared collaboratively within a community of practice. Dewey's constructivist approach to learning outlines knowledge is a part of reality; it is the relationship between acquired knowledge and experiences (Egelandsdal and Riese, 2020). One can understand the world by constructing knowledge from their experiences. Dean and Kuhn, (2004, p.269) contend, "teachers must become collaborators in the research enterprise in close contact

with knowledge building in their field seeing themselves and being accepted as part of the endeavour". A community of learners could help with the development of identity and foster this acceptance through active engagement in collaboration.

Third, Dewey (1916) highlights Plato's notion of how a society's organisation remains stable when individuals are engaged with others and sharing their experiences in order to contribute to their society. Education, made up of learning constructed by the learner and constructed through experience, is socially and personally experiential as well: individuals participate in experiences and train for social contribution. This draws attention to the purpose of learning as a means of contribution to the whole of society and the educator as one who guides, orchestrates, and helps differentiate this manifestation, which is part of the teaching and learning process (Hargreaves and O'Connor, 2018). Individuals encounter experiences and have various perceptions which can contribute to society in multiple ways. Thus education, teaching, and learning can have a democratic purpose where educators can contribute to the development of other educators through collaboration. Furthermore, education has a social function for societal renewal. Communities and social groups continue to regenerate through the development of members in the group (Dewey, 1916).

Understanding ISEs' transition through the psychological perspective of Lysgaard (1955), Maslow (1943), and Lazarus and Folkman (1984) and the sociocultural perspective of Vygotsky (1978) and Dewey (1916, 1938) allows for critical insight into understanding the experiences and needs of ISEs along with the perceived needs that aid their transition. As the theoretical matrix in Figure 1 indicates, each lens contributes to analysing and interpreting information about the transition experience, helps to understand what it means to be an educator in an IS, and facilitates a greater understanding of the transition process for educators in ISs.

Figure 7. Sociocultural View of Experiential Education



2.3 Crossing-over: Challenges and Support

2.3.1 Crossing-over Challenges

Transition differs from change in that, change is an external process where transition is an internal process. Transition requires a psychological alignment to understand a new situation (Bridges, 1995). Teachers in ISs are required to do more than transition, they experience crossing-over. Brown et al., (2010), who have researched and written about culture and cultural adjustment identify the concept of crossing-over as a crucial component for understanding an ISE's professional needs. They use the term to describe the experience of professors transitioning to work in a non-native country in tertiary education. Brown et al. define it as acclimatising or adapting to a physical location change and the differing ideological, pedagogical, and cultural norms within a school. This definition of crossing-over is particularly useful for this project as it identifies and illustrates the need for educators in ISs to adapt and navigate through ideological, pedagogical, and cultural barriers to successfully integrate into their work environment. Crossing-over can be seen through Lysgaard's (1955) four stages and Maslow's (1943) hierarchy of needs, specifically those related to belonging and self-actualisation. The process of crossing-over can allow for opportunities of personal growth as well as present psychological and physiological pain (Adams, Hayes, and Hopkins, 1976; Brown et al., 2010; Titzman and Jugert, 2017). While Brown et al. capture some of the essence involved with crossing-over, perhaps they neglect to include in their definition personal aspects outside of school, which also impact ISEs. The issues outside of the teaching environment ISEs encounter require attention and perhaps need to take priority in the initial stages of crossing-over.

2.3.1.1 *Personal Adjustment*

Studies have been conducted exploring the challenges teachers encounter as expatriates (Cai and Hall, 2015; Desroches, 2013; Nallaya, 2016) and some studies have been conducted on ISEs transitioning and working in ISs (Bailey, 2015; Fong, 2015; Lai, Li, and Gong, 2016). These studies all supply some interesting findings but were based on either a small-scale sample (e.g., Cai and Hall, 2015), examined a different context (e.g., Desroches, 2013; Fong, 2015; Lai, Li, and Gong, 2016), and/or were working under different conditions (e.g., Cai and Hall, 2015, Desroches, 2013; Nallaya, 2016). Cai and Hall found that while expatriate teachers identified benefits to working in an international branch campus in China, teachers found adjusting to the structural and cultural differences challenging. The study argues that better staff induction and continuous professional development would have better aided the academics expectations and personal adjustment. Nallaya's findings support international pre-service teachers working in an Australian university benefited from a year-long programme and contributed to their confidence, communicative skills, and ability to link theory and practice. One finding from Desroches' study on teacher turnover in American accredited schools (for students aged 3-18) in South America suggests when schools help expatriate teachers form personal relationships with host country nationals, it aids teachers' personal adjustment. Fong's findings suggest communication was a drastically significant predictor for contract renewal for millennial teachers working in an IS. Kai, Li, and Gong's (2016, p.12) study on teacher agency and professional learning for Chinese teachers working in cross-cultural teaching contexts in Hong Kong ISs found "social suggestions, power relations, teachers' professional and social positions, and the imposed identity and social roles in the schools contexts interact to shape teacher agency". The findings from these studies are worth considering, but with caution as more research is needed.

The research available indicates that teachers transitioning to ISs have challenges with personal adjustment. There are many aspects to manage when moving to a new country, which may present personal challenges for teachers working abroad (Halicioğlu, 2015; Lalor and Abawi, 2014; Torbiorn, 1982; Vangrieken, 2017). These challenges may include financial considerations associated with a move and concerns with living arrangements, schooling for children, visa issues, government services, internet, personal safety, one's salary, and taxes (Foote, 2013; Hayden and Thompson, 2016; Sterle et al.,

2018; Odland and Ruzicka, 2009; Quezada, 2004). In addition to navigating practical tasks, ISEs may experience challenges with social connection and personal adjustment (Lalor and Abawi, 2014; Vangrieken, 2017). Building a social network may be a more pressing issue for those who have moved away from their support networks and have not moved with a partner or children (Cole, 2011). While each ISE transitioning to an IS may have their own personal circumstances to address, a lack of support from ISs to navigate these personal concerns causes stress for educators (Foote, 2013). This study considers the personal challenges ISEs may encounter, how they impact crossing-over, and what support is beneficial to aid their transition.

2.3.1.2 *Culture Shock*

There is some literature available concerning international students and culture shock (e.g., Gbadamosi, 2018; Presbitero, 2016; Taylor and Ali, 2017; Yang, Zhang, and Sheldon, 2018; Zhou et al., 2008) but limited research is available about ISEs' culture shock experiences while working in an IS (e.g., Bunnell, 2017; Savva, 2016). There is however some research concerning international academics cross-cultural adaptation in higher education (e.g., Antoniadou, 2020; Nworgu and Achinewhu-Nworgu, 2018; Yang, Cheng and Li, 2018), which provides insight to the challenges educators experience when working in new cultural contexts. This study considers how ISEs experience culture shock and how it impacts their crossing-over in an IS.

Educators are required to acclimatise and learn cultural norms when moving to a new country and when they begin working at an IS (Organista, Marin, and Chun, 2018). Culture is woven within societies and with specific groups, such as a local community or a school (Hill, 2018). The values, beliefs, norms, and behavioural patterns that make up culture, influence daily practices and events (Miller, 2018) and therefore impact teachers who are transitioning to a new country and/or an IS. Weaver (2000, p.1) defines culture as, "a system of values and beliefs, which we share with others, all of which give us a sense of belonging or identity". This definition aligns with the third level on Maslow's (1943) hierarchy of needs model. Cushner and Brislin (1996) refer to culture as a labyrinth. ISs, which are often composed of many cultures, appear to be an amalgamation of many complex labyrinths. The complex labyrinth that often makes up an IS's culture illustrates the challenge of navigating such a culture, resulting in culture shock.

The term culture shock, devised by authors such as Lysgaard (1955) and Oberg (1960), refers to an individual's response to a behaviour they perceive as normal but is not considered appropriate in the new cultural context. As a result, it can cause confusion and/or distress to the individual transitioning to the new culture (Chidsey, 1937; Fennes and Hapgood, 1997; Roskell, 2013). Oberg defines culture shock as constant draining stress resulting from the need to adjust to cross-cultural interactions. Oberg described six aspects of culture shock:

- stress as a result of continuous effort required to make necessary psychological adaptations;
- a sense of loss and absence due to leaving friends and a change in status, profession, and possessions;
- a lack of inclusion and feeling rejected;
- confusion in roles, role expectations, beliefs, values, feelings, and self-identity;
- unexpected misalignment, anxiety, and even resentment after becoming aware of cultural difference; and
- feelings of helplessness and ineffectiveness due to not being able to cope with the new environment.

Considering Oberg's six aspects along with Maslow's (1943) model, culture shock may impact an individual's progression through the Maslovian hierarchy, represented by Lysgaard's UCT.

On the other hand, Adler's (1975) self-awareness view of culture shock presents a teacher's crossing-over experience as an opportunity for growth. Adler contends that a positive cross-cultural experiences typically:

- encompass change and growth from one cultural position to another;
- are personally and uniquely valuable and significant to the individual;
- require the individual to engage in some level of self-examination;
- include severe frustration, apprehension, and personal pain, but only for a period of time;
- require an individual to manage relationships and confront their position as an outsider;

- encourage an individual to adapt new perspectives, attitudes and behaviours; and
- involve developing skills to compare and contrast.

Adler's perspective presents a growth mentality but this realisation may not be immediately evident to the teacher crossing-over to their new IS.

One major aspect of culture shock is one's lack of ability to communicate (Qun et al., 2018; Weaver, 2000). Nayernia and Babayan, 2018 found language was one of the most difficult aspects for educators to navigate when new to a school. Conveying what one means when their native tongue is not that of the host country, poses challenges. In addition, ISs have diverse dialects and their own institutional language and often a vast number of acronyms, which may leave teachers feeling incompetent and frustrated (Ghoneim-Sywelem, 2020). The ISE's identity can be impacted when one feels their students and colleagues have a negative view of their language competency, which this study considers.

2.3.1.3 *Pedagogy*

ISEs crossing-over and acclimatising to a new school culture may experience challenges with aligning one's previous experiences of professional practice and pedagogical understandings with the expectations and norms of their new work environment (Brown et al., 2010; Cai and Hall, 2015). As each IS has its own ways of working, we are unable to assume the ways of working from one's previous IS context reflects that of the new IS (Hayden, 2006). Teachers working in new cultural contexts may experience difficulties with adapting one's pedagogical approaches to learning, adapting teaching practices to address culturally diverse students' needs, connecting with students, differences among teachers' beliefs, expectations for classroom management, and navigating teachers' assumptions and expectations regarding teaching and learning (Brannon et al., 2009; Gholam, 2018; Halicioğlu, 2015; Lai, Gu, and Hu, 2015; Mitchell et al., 2017). Brannon et al. note that when basic needs are addressed at the beginning of the year for new teachers, they tend to feel more confident and are more inclined to focus on pedagogy and best teaching practices. Lai, Gui, and Hu (2015, p. 429) found in their study of pre-service Chinese language teachers working in a cross-cultural context that understanding which pedagogical approach to use

when working with their students allowed them to “gain legitimacy in their Western ideology-dominated cross-cultural teaching contexts”. Furthermore, Resnik (2017) identifies two major challenges for teachers in ISs to consider: the differences between child-centred and teacher-centred learning and teaching models that vary by culture. Furthermore, researchers indicate ISEs may need a deep understanding of children who are transient and those who are third culture kids: children who spend a significant part of their childhood grow up in a culture different than the country of their nationality or their parents’ culture (Deveney, 2007; Langford, 2012; Pollock, Van Reken, and Pollock, 2017; Useem and Downie, 1976). ISEs may not understand what support these students need or how to assist them (McNulty and Carter, 2017; Ota, 2014; Pollock, Van Reken, and Pollock, 2017). This study considers how cultural knowledge relates to teacher transition in ISs with culturally diverse student populations.

2.3.1.4 Teacher Identity

One of the more significant challenges for educators working in ISs is ascertaining one’s identity (Alberts, 2008; Luxon and Peelo, 2009; Yazan, 2017). There is an abundance of research concerning the emotional and intellectual components required for negotiating and maintaining a sense of ‘self’ within a new cultural context, which is often deemed a painful experience (Amiot et al., 2007; Ramarajan, Berger, and Greenspan, 2017). Amiot et al. note that when multiple identities are amalgamated in one’s self, they contribute to a global self-structure, which becomes important to the overall self-concept. ISEs may be required to navigate integrating new identities when transitioning to an IS context, which could be a challenging process. Ramarajan, Berger, and Greenspan highlight that this process could be even more challenging for those combining collectivistic and individualistic identities due to the differences between the two cultural dimensions. Day and Sachs (2004) refer to teacher identity as multifaceted, complex, continually evolving as well as influenced by individual experiences. They assert teachers in an international context may encounter additional challenges and require more opportunities to make connections between their experiences. Williams and Berry (2016) suggest transitioning to an international context entails crossing (sometimes re-crossing) personal, professional, and cultural boundaries. The researchers, in their own transitional experiences, found they acquired new professional identities in the international context. This idea is considered alongside Dewey’s (1916)

philosophy that when learners are engaged, they make links between their world, their identities, and the forms of knowledge they encounter. This is helpful for understanding how the activities practitioners in ISs engage with impact their identity and transition experience.

Some educational literature supports the idea that external social conditions impact teachers' sense of self and identity: where a teacher works and lives, as well as their engagement with personal and professional elements of their lives (Bailey, 2015; Day et al., 2006). Day et al. (2006, p.601) contend, identity appears to be an influential component on teachers' "sense of purpose, self-efficacy, motivation, commitment, job satisfaction and effectiveness". To better understand how an educator may navigate through developing their identity in an IS, one may look at Amiot et al.'s (2007) model of social identity integration. The model identifies four categories within the cognitive-developmental model of social identity integration: anticipatory categorisation, categorisation, compartmentalisation, and integration. These categories represent some of the personal adjustment considerations for an ISE.

Anticipatory categorisation occurs prior to a change in one's life and before there is integration with the new social group. Once the ISE is aware a transition will occur, they can prepare for challenges that might be encountered, which initiates the development of an individual's identity. According to Amiot et al. (p.365), this is a "self-anchoring process in which self-characteristics and attributes are projected onto a novel group." The second identity configuration is *categorisation* where the transition has taken place and the role of ingroup-outgroup influences the development of one's social identity. The opportunities an IS provides and an ISE engages with may influence one's sense of belonging within the school and social group. This reflects Maslow's (1944) third level on the hierarchy of needs and Dewey's (1916) sociocultural view of experiential learning. The third category is *compartmentalisation*, where individuals preserve various identities (old and new) and while an individual is able to reconcile their sense of belonging to different social groups, concurrent identification does not occur during this stage. This may reflect Lysgaard's (1955) third stage, adjustment, where an individual makes a satisfactory level of adjustment. The final identity configuration is *integration*, where an individual connects their multiple cultural identities to make up the 'self' and one's identity does not depend on the context. *Integration* may coincide with Lysgaard's fourth stage, where full adjustment has been

achieved during one's transition. Narratives can assist in investigating the relationship between these configurations and educators' crossing-over experience.

2.3.2 Supporting International Educators

2.3.2.1 Placement Programmes and Recruitment

It has been suggested that those who wish to work in an IS, should consider the type of school they will excel in, mentally prepare for an international move, consider learning as an inherent part of the teaching profession, and prepare for and expect to encounter culture shock in some form, in line with the second of Lysgaard's (1955) four stages (Bradley, Emerson, and Silva, 2019; Darling-Hammond, 2017; Halicioğlu, 2015). For teachers preparing to teach in ISs, it is recommended they take part in a teacher placement programme that works to pre-emptively address the challenges that accompany transitioning to an international context (Bradley, Emerson, and Silva, 2019; Nallaya, 2016). Nallaya's study found a teacher placement programme may be beneficial for teachers' confidence, communicative skills, and ability to link theory to their practice. Furthermore, they may provide a perspective on teacher transition, focusing on what can be accomplished pre-service, as opposed to on-the-job induction programmes and professional development. In addition, participation may help to match existing teachers' needs and existing school needs, promote teacher involvement in designing professional development, and provide opportunities for active participation and long-term engagement (Darling-Hammond, 2017; Nallaya, 2016).

School leadership has a role in teacher placement and Garton (2000) suggests the most vital and time-consuming aspect a head of school can do each year is recruit effective teachers. Yet, Gardner-McTaggart (2018) contends most heads do not receive training on teacher recruitment. Hayden (2006, p.78) suggests that,

to anyone used to recruiting in a national system where jobs are advertised, applications are submitted, shortlisting and interviews follow and eventually a post is offered to the successful candidate, the recruitment processes followed by many international schools can at first seem unusual, if not bizarre.

Organisations such as the Council of International Schools and International School Services use online programmes to aid school leadership in identifying and recruiting top talent. Some schools, in an effort to ensure a teacher candidate is a good match for the school, require a personality test. Those who score well on the 'Openness to Experience' dimension

on The Big Five Personality Test tend to adapt more easily to working and living in diverse cultural contexts than those with lower scores (Freeman and Olson-Buchanan, 2013). These considerations can act as a base in the design of effective professional development for expatriate teachers in ISs. However, further research is needed to understand what specific support may be required to address the experience of ISEs as they transition into ISs.

2.3.2.2 *Training and Support*

While there is much research concerning induction programmes for teachers new to a state or national school or new to the profession (e.g., Darling-Hammond, 2003; Gerrevall, 2018; Howe, 2006; Kearney, 2017; Wyatt and O'Neill, 2021), there is a lack of research concerning induction programmes for educators new to ISs (Hayden and Thompson, 2011). The research that is available concerning teachers new to the profession suggests that induction programmes often target classroom management and teaching techniques (Anhorn, 2008; Wynn, Carboni, and Patall, 2007) and are thought to aid a smoother transition for teachers, reduce teacher stress levels, improve practice, and maximise the retention rate of highly qualified teachers (Anhorn, 2008; Cai and Hall, 2016; Harmsen et al., 2019; Ingersoll, 2012; Kutsyruba and Treguna, 2014; Mitchell et al., 2017; Powell, 2000; Sandilos et al., 2018; Wynn, Carboni, and Patall, 2007). Induction programmes tend to begin immediately after a new teacher is hired (Garton, 2000; Hardman, 2001) and may contribute to CPD that extends through the first year of the teacher's employment (Hayden, 2006). But there appears to be a differentiation for the type of induction schools provide and the duration of those programmes, as well as a lack of research and understanding whether or not a school's induction programme is meeting its teachers' needs.

Effective professional development has been linked to effective teaching and learning (Powell, 2000). While there is limited research available on the CPD programmes provided to new teachers arriving at ISs, there are various models of CPD ISs may use to support teachers (Hughes, 2020; Dalal, Archambault, and Shelton, 2017; Ellwood and Davis, 2009). Dalal, Archambault, and Shelton found in their study semester-long technology professional development for ISEs in developing countries was effective in promoting ISEs as confident and more assured integrators of technology. Elwood and Davis note that CPD should be continuing and continuous and include an awareness of international mindedness as a central purpose to teaching and learning. They contend that CPD should be a whole-

school development programme that involves the entire school community. Hughes also highlights the great importance for the consideration of the relationship between the school and their local, regional, and global communities. Darling-Hammond (2017) identified some aspects that should be included and considered for ongoing training for teachers: support in the form of external help from experts, the assistance of school leadership, setting clear and achievable professional learning goals, establishing theory behind new practices, having a variety of activities for teachers to participate in to enhance their professional learning, consolidating prior knowledge, and adopting and fitting in new information. Teachers and students identify that international mindedness, second language competency, flexibility of thinking, and tolerance and respect for others as aspects of 'being international' (Hayden, Rancic, and Thompson, 2000). Training with regards to working with culturally diverse student populations and the IS's specific teacher and student demographics could aid all teachers working in the IS. Training that highlights how to understand and support multilingual students and learning could prepare teachers for some of the challenges they may experience in an IS classroom and contribute to a professional development model that effectively supports teachers (Deveney, 2007). This study aims to understand what support could be beneficial for teachers new to an IS by examining participants' experiences with induction programmes and CPD opportunities provided by their school.

2.3.2.3 *Communities of Practice and Mentorship*

Teacher communities of practice, are a form of social learning (Farnsworth, Kleanthous, and Wenger-Trayner, 2016). Lave and Wenger (1991, p.98), who developed the concept of communities of practice, define them as "a system of relationships between people, activities, and the world; developing with time, and in relation to other tangential and overlapping communities of practice". Teacher communities of practice, whether created organically or deliberately, aid professional development by providing support outside of formal offerings and allowing teachers to discuss challenges and voice concerns with experienced teachers within and outside their organisation (Dewey, 1938; Lalor and Abawi, 2014; McDermott, Snyder, and Wenger, 2002; Vangrieken et al., 2017; Yang et al., 2018). Dewey stressed the role a community plays in passing information on to its learners (teachers and students). Lalor and Abawi found in their study of learning communities in an IS in Vietnam that sharing resources amongst staff was appreciated by all (new and long-

term teachers) and professional social networks aid in social and emotional support between teachers. McDermott, Snyder, and Wenger highlight how those who do not work together every day can still find value in interactions with others outside of their organisation. Successful teacher communities of practice are achieved through supportive leadership, group dynamics and composition, and trust and respect among teachers and leadership (Cordingley et al., 2015; Craig, 2017; Vangrieken et al., 2017; Yang et al., 2018). Yang et al., identified in their study of expatriate teachers in the Emirate of Abu Dhabi that the social and organisational environment in a school greatly contributes to the organisational commitment of expatriate teachers. Teacher communities of practice are essential to developing one's identity through participation in the group (Farnsworth, Kleanthous, and Wenger-Trayner, 2016). Leadership is fluid and members and membership are not regulated (Farnsworth, Kleanthous, and Wenger-Trayner, 2016). Research indicates that communities of practice have significant potential to improve teaching and learning as well as benefit the practitioners themselves (Sherer, Shea, and Kristenson, 2003). Members not only benefit by learning from others, but they also contribute their knowledge and perspectives to the community resulting in mutual reciprocity. While school leadership can participate in the community of practice, their role in supporting teachers by fostering a collaborative culture is beneficial to teacher development (Hampton, Rhodes and Stokes, 2004; Zachary, 2005). This study considers participants' involvement with teacher communities of practice and the role of school leadership in supporting teacher professional development and transition.

There is much research with regards to the role and benefits of teacher mentorship programmes for pre-service teachers and teachers new to the profession (e.g., Hudson, 2013; Izadinia, 2018; Maddamsetti, 2018; Madrid, Thapa, and Halladay, 2020; Maphalala, 2013) but limited research available regarding mentorship for teachers new to an IS. Mentorship can be defined as a relationship where professionals guide, support, and impart their knowledge and skills to another and includes both personal and professional development (Lai, 2005). In the education sector, traditionally, mentoring takes place between a teacher new to the profession (mentee) and an experienced teacher (mentor) (Lai, 2005; Savage, Cannon, and Sutters, 2015). Mentoring in ISs, however, may look different and occur between two experienced educators (the mentee as one new to the IS but with experience teaching, and the mentor as a returning teacher who has experience in

the ways the school works). Traditionally, the mentor plans, evaluates, and facilitates mentoring sessions. During sessions the mentor makes links between their own experiences and the experiences of their mentee in order to bridge knowledge and skill gaps (Savage, Cannon, and Sutters, 2015). Some researchers suggest through the mentoring experience, ISEs may be able to build self-confidence and self-esteem, develop self-awareness, cultivate effective instructional strategies, successfully create a classroom management plan, and develop stronger bonds with their students (Gholam, 2018; Schulleri, 2020). Low et al. (2018) warn the mentor/mentee relationship requires nurturing and careful consideration for managing power distance. When mentor and mentees are inappropriately matched due to an unwillingness on the part of the mentor or mentee, or there is a lack of training and support for the mentors, the programme more than likely will not be successful and burnout could occur (Benson, 2008; Rajuan, Beijaard, and Verloop, 2010). This study considers Vygotsky's sociocultural perspective along with the role of the teachers' learning community on their transition and what aspects aid crossing-over.

2.4 Summary

This chapter was comprised of a review of the literature. The chapter began with close consideration of the theoretical dimensions of the study, involving discussion of the perspectives informing the study: (a) the stress and coping framework used to explain the psychological adjustment an individual makes in an IS and (b) the cultural learning paradigm used to explain sociocultural adjustment an individual makes in an IS. These two perspectives have been framed by (a) Lysgaard's (1955) four stages of cross-cultural transition; Maslow's (1944) hierarchy of needs; Lazarus' and Folkman's (1984) TTSC and (b) Vygotsky's (1978) Zone Proximal Development; and Dewey's (1916) notions of experiential learning.

To better understand the experiences educators in ISs have with transition and how that relates to their crossing-over experience, research literature related to these themes was reviewed. Research-based literature centred around teacher transition and professional development, seen through the psychological and sociocultural lenses was considered. While sharing teachers' stories continues to increase in popularity as a qualitative research approach, the review of the literature indicates there is no evidence that narrative enquiry

has been used to further understand teachers crossing-over in the high school IS context or ISs in Southeast England. Additionally, there is very limited research narrowly focused on teacher transition to ISs. The extant research mainly discusses beginning teachers or teachers moving abroad working in non-IS contexts. As such, this study works to fill a gap in the literature by providing qualitative research on teacher transitional challenges and suggested approaches to address those challenges. This research may inform improved professional development practices that can smooth ISE transition and have subsequent effects on reduced teacher turnover, teacher effectiveness, and student performance. Theoretical considerations and the research literature reviewed was reflected upon when analysing data that was collected for the present study. Preceding these, Chapter 3 will offer a discussion of the research design and methodology, including descriptive discussions of the data collection and data analysis methods used to complete this study.

CHAPTER 3: METHODOLOGY

This chapter provides background to the qualitative research approach and NR as a strategy of enquiry. In choosing NR as a research method, the researcher is ready to delve into the world of the participants to better understand their lived experiences. Chapter 3 discusses the researcher's methodological considerations, how participants are recruited, the selection criteria for participation, the two ISs, the setting, and the types of data collected. Furthermore, it details the data collection tools, procedures, and how data were analysed, which directly relate to and assist in answering the research questions. It discusses the ethical considerations that formed part of the study and their alignment with the British Educational Research Association (BERA) (2018) of ethical guidelines for research and the General Data Protection Regulations (GDPR) (2018) for processing personal data. This chapter also addresses the study's rigor, credibility, and trustworthiness with regards to member-checking, the triangulation of data, and discussions held with a supervisory committee and research advisors in order to corroborate findings and ensure evaluative criteria are met. Moreover, Chapter 3 discusses the researcher's personal and professional bias along with the limitations of the study.

3.1 Methodological Considerations

In Chapter 1, the researcher shared the personal and professional contextual influences, which encouraged the desire to further investigate educator transition in ISs. As a narrative researcher, the epistemological position and key contextual factors framed this study. Determining which theoretical framework to implement was complex. Creswell and Creswell (2018) use the term paradigm or worldview in reference to the researcher's position within their ontological, epistemological, and methodological assumptions, which influences their decisions, design, and approach to research. These assumptions reveal the researcher's view towards the nature of reality, how this is known, the role of values and language, and which methods are selected for the study. Creswell and Creswell (2018) aided in articulating the theoretical framework and one's position as a researcher, and Clandinin and Connelly (2007) helped to further understand NR as a methodology.

Methodology is how knowledge is discovered and analysed in an organised way and the research methodology reflects the connection between the research questions and the

data gathered (Neuman, 2013; Plowright, 2011). Methods (such as interviews, observations, and surveys) differ from methodology in that they are what the researcher does in order to collect data and carry out the investigation (Neuman, 2013). Methodology is the philosophy which guides how knowledge should be gathered and how the researcher plans and groups research techniques based on their ontology and epistemology. Ontology is how the world is viewed from the researcher's perspective. Epistemology, influenced by ontology, is what the researcher believes to be the best way to investigate the problem (Kivunja and Kuyini, 2017). Both the ontology and epistemology will influence the entire research project as they underpin the researcher's assumptions and philosophies as well as make up the methodology (Creswell, 2015). There are two main contrasting ontological positions that reflect a researcher's view on understanding reality: realism and relativism. Realists believe only one truth exists and that truth does not change. They assert truth can be obtained by objective measurements and that once the researcher finds out what the 'truth is' it can be generalised to other situations. In contrast, relativists believe in multiple versions of reality, what is real is shaped by context, and truth does not exist without meaning. Reality evolves and changes depending on experience. Since it is context bound, it cannot be generalised but it could potentially be used in and applied to similar contexts (Lever, 2013).

There are two epistemological approaches researchers utilise to gather knowledge in an objective manner. First is the etic approach, situated within the realism ontology, which subscribes to the idea the researcher should not influence how the data is gathered and should remain outside of the research project with an objective outsider's view (Niblo and Jackson, 2011). The second approach is an emic approach, reflected by the subjective relativist ontology, where the researcher interacts with people to find what truth means. These researchers are actively involved with the research to gain an in-depth understanding of the phenomena being studied (Dieronitou, 2014). The researcher's ontology, epistemology, and approach to how knowledge and data are gathered, reveal the methodology.

There are three research methodologies available to researchers in a dissertation study: quantitative, qualitative, and mixed methods (Yin, 2018). Quantitative research (an etic approach and realist ontology) establishes relationships between variables using numerical data for statistical analysis (Mitchell and Jolley, 2012; Punch, 2014). In contrast, qualitative research (an emic approach and relativist ontology) is used when the researcher

aims to explore a phenomenon based on the experiences, perceptions, or observations of individuals related to the topic of interest (Marshall and Rossman, 2016; Mitchell and Jolley, 2012). Qualitative research typically concentrates on words/stories and focuses on the perspective of the participant (Creswell and Creswell, 2018). According to Denzin and Lincoln (2017), qualitative researchers operate from the premise that people create and share a similar understanding of various situations. The use of narratives, case studies, and interviews to gather information enables researchers to elicit personal views of participants and interpret the data they have collected to move towards change, reformations, or to bring about a better understanding of a phenomenon (Creswell, 2015; Yin, 2018). A mixed-methods approach uses both quantitative and qualitative data in order to understand a phenomenon. It is particularly useful for: corroborating results gathered from another method, using one method to inform another method, elaborating on findings from another method, developing a theory and then testing it, and approaching the research question from multiple angles (Mitchell and Jolley, 2012).

The methodology is determined by the paradigm the researcher subscribes to and a paradigm is a comprehensive set of beliefs for how the world is viewed that guides research and practice (Denzin and Lincoln, 2017). The researcher's choice of paradigm determines the intent, motivation, methodology, and expectations for the research project (Lincoln, Lynham, and Guba, 2011; Sandelowski, 2000). Positivism and interpretivism are two research paradigms and methodologies that have contrasting philosophical perspectives (Hennink, Hutter, and Bailey, 2020). Positivism, often referred to as scientific research, is an objective approach that focuses on causes, which determine effects and often uses quantitative methods (e.g., experiments, surveys, and polls) to decontextualise results (Bernard, 2006; Creswell and Creswell, 2018). Positivist researchers are realists, take an etic approach to their research using experimental methods through a deductive process to objectively gather data in order to make generalisations based on their results (Healy and Perry, 2000). Quantitative research was not appropriate for this study as the aim was not to quantify a problem through numerical data, test a hypothesis, or assert the findings were representative of all IS contexts.

Interpretivism, a subjective approach to research, attempts to understand the world of human experience typically through qualitative interaction methods (e.g., interviews and observations) often collaborating with participants to gain an understanding of their

experiences (Hennink, Hutter, and Bailey, 2020; Cohen, Manion, and Morrison, 2017; Denzin and Lincoln, 2017; Kothari and Garg, 2012; Lincoln, Lynham, and Guba, 2011; Merriam and Tisdell, 2015; Seale, 1999; Wicks, 2017). Interpretivist researchers use qualitative or a mixed method approach, are relativists, and use an emic approach to their research. As this study is focused on educators' stories and experiences with transition at their ISs, and does not need to establish relationships between variables using statistical analysis, a quantitative and a mixed-methods methodology were not appropriate. Given the exploratory nature of this study, it is situated within the qualitative research methodology because it may uncover lived experiences of the participants, told through their stories and through the discussion of the meaning of those experiences, to build a more complex understanding of the issue of transition in ISs (Gay, Mills, and Airasian, 2018; Wortham, 2001). Qualitative research allows for rich descriptions of transition experiences and an opportunity to understand ISEs' needs and the provisions which may aid crossing-over.

There are five main types of qualitative research approaches: phenomenology, grounded theory, ethnography, case study, and NR. Each approach differs in its purpose, goals, emphasis, or main objectives and may implement different methods in order to explore participants' experiences and beliefs (Clandinin and Connelly, 2007; Denzin and Lincoln, 2017; Flyvberg, 2006; Punch, 2014). According to Creswell and Creswell (2018), all five approaches have a similar general process for research: each begins with a research problem, proceeds to the research questions, then data is collected, followed by data analysis and interpretations, and concludes with the research report. In order to determine which type of qualitative approach was most suitable for this study, all five were appraised in relation to the purpose, goals, objectives, and aims of this study: to explore teacher transition in ISs, teacher needs, the support received, and the provisions that aid transition.

Phenomenology is an investigation of the impact of a common event (phenomenon) gathered through the first-hand experience of participants often through interviews (Charmaz, 2014). Various interpretations and insights from participants contribute to the essence of the lived phenomenon (Clandinin, 2013; Brinkmann and Kvale, 2015). Phenomenology attempts to identify, isolate, and formalise to produce an analysis of a single experience. While transition could be considered as one event, this study viewed transition as an ongoing process that involved a variety and an accumulation of experiences. This study aims to investigate the multiple experiences ISEs encountered during their

crossing-over and is not solely focused on examining the impact transition had on ISEs therefore, phenomenology was not suitable for this study.

Grounded theory, which typically includes interviews of about 20-60 participants uses data that has been systematically gathered and analysed to develop theory through constant comparative analysis (Charmaz, 2014; Corbin and Strauss, 2008; Creswell and Creswell, 2018). Theory evolves during the research through a continuous interchange between data collection and analysis (open and axial coding) (Corbin and Strauss, 2015; Glaser and Strauss, 1967; Tarozzi, 2020). While grounded theory produces data that would be valuable for this study, during the analysis of the data, a story is coded and broken down based on categories of emerging interest. Whereas this study was concerned with locating theory within the participant's narrative and keeping a story intact as each story was a unit of analysis. In addition, as an in-depth understanding of each participant's collection of personal stories is central to this study, a fewer number of participants is more desirable in order to unpack each participant's experience with transition and to achieve data saturation (further discussed later in this chapter), making grounded theory not an appropriate research approach for this study.

Ethnography, case study, and NR appear similar when the unit of analysis is a single individual. The difference between these three is the type of data collected and how that data is analysed (Creswell and Creswell, 2018). With ethnography, the focus is concerned with placing individuals' stories about transition within the context of their school culture. While the school context aided in the understanding of the support participants received, the goal was not to explore one school's culture in depth. The primary methods of data collection with ethnography are observations and interviews. As transition is both a personal and a professional experience (occurring both in and out of school) and is dynamic, observations of personal and professional experiences were not feasible. Furthermore, ethnography was excluded as an approach as it did not lend itself to understanding stories told by educators concerning transition and the chronology of those experiences, which were important to understand if and when specific support and professional development were required.

If a researcher's intention is to examine each single individual's experience Creswell and Creswell (2018) recommend the narrative approach to research or a single case study instead of ethnography. With a case study, a single case is often selected to illuminate an

issue and the researcher provides a detailed description of the setting for the case in order to uncover the contextual conditions that are relevant to the phenomenon of study (Creswell and Creswell, 2018; Yin, 2018). NR, however, focuses on participants' individual stories, which are a collection of experiences told through narratives. The narratives are arranged in chronological order and retold by the researcher through combining the researcher's interpretation with the participant's perspectives to produce a collaborative narrative (Clandinin and Connelly, 2000; Saldaña, 2016). Both case study and NR could accommodate the requirements of this study. However, when comparing a narrative study to a single case study, Creswell (2018) suggests the narrative approach as more appropriate for research that focuses on individuals and their experiences whereas case studies tend to include more than one case and are focused on exploring a bounded system mainly explaining a company, organisation, or event. Therefore, NR was the most appropriate qualitative research approach to understand each participant's experience with transition to their IS, to collaborate with participants to ensure their experience was accurately retold in a chronological order, and compare teacher experiences during data analysis.

3.2 Narrative Research as a Research Methodology

For this study, a relativist ontology, emic approach to research, the interpretivist paradigm (theoretical perspective), and a qualitative research design were adopted and NR was implemented as the main methodology. There is much debate on whether a narrative approach to research is a method of enquiry or rather a frame of reference in the research process (Capps and Ochs, 2001; Cohen, Manion, and Morrison, 2017; Heikkinen, 2002; LaBoskey and Lyons, 2002; Phillion, 2002). 'Narrative' refers to the stories people share and the way they organise their experiences into meaningful episodes (Creswell and Ollerenshaw, 2002; Ellis, 2009). Clandinin and Connelly (2000) assert NR is the investigation and description of individuals' lives, the collection of individuals' stories of their personal experiences, and the meaning of those experiences considered with the relationship between an individual and the cultural context of the setting. Connelly and Clandinin (1990, p.2) also contend the main claim for using NR in education is that, "humans are storytelling organisms, who, individually and socially lead storied lives whereas narrative researchers describe such lives, collect and tell stories of them, and write narratives of experience". This

distinguishes narratives as a data collection of stories and a methodology of analysing storied data that is composed into a narrative. When individuals retell stories, they reflect identities and perceptions of society (Philpott, 2014; Sandelowski, 2000). Stories reflect how people make sense of their experiences and narratives help people to understand those experiences as meaningful instances within their cultural context (Berger, 1997; Duff and Sinclair, 2002).

Through narrative enquiry, stories can be used in order to make sense of IS teachers' needs through their views and experiences. Sleeter (2000, p.238) used narrative enquiry to investigate teacher education, identity, and multiculturalism and found this method useful and indicated that participants' discussions about their stories enabled researchers to, "connect strategies or observations with examined life experiences". Clandinin and Connelly (2007) found narrative enquiry effective for unveiling insights of what teachers' professional knowledge is and how they know what they know. Clandinin and Connelly also conducted NR on how stories told by educators shaped their professional identities. They highlight from their research the importance of listening to teachers' stories about their lives (in and out of the classroom) as well as the value in the researcher telling their own stories as they live their own collaborative lives. Bauer and Jovchelovitch (2000, p.4) note with NR, "Appreciating difference in perspectives, which can be either between interviewer and informant or between different informants, is central to the technique". As the narrative approach to research is experience-centred, it assumes narratives are sequential, all stories have meaning, the stories told are how participants make sense of events and the world they are a part of, human experiences are dynamic, no story is told the same way twice, and narratives represent personal changes and themes in one's life (Bruner, 1990; Lemley and Mitchell, 2011).

NR was most appropriate for this project as it includes collaboration between the researcher and the participant in order to interpret the final story, which attempts to understand this phenomenon of a rising population that needs assistance with crossing-over to the cultural context of an IS. It also allowed the researcher to answer the proposed research questions, learn more about what it means to be an educator in an IS, understand central issues related to the process or phases of transition, and connect the meanings individuals attach to their transition experiences. While some critics question NR's subjectivity, reliability, ability to generalise findings, the impact and influence the researcher

may have on their participants, and its ability to quantify findings into statistics, the purpose of NR is not to be or do such things (Andrews, Squire, and Tamboukou, 2013; Denzin and Lincoln, 2017; Elliot, 2005; Hammersley, 2007; Murray and Smythe, 2000; Silverman, 2017). Later in this chapter is discussion concerning how the researcher overcame weaknesses and limitations of NR, the role of a reflexive researcher, power dynamics, member-checking, and ethical considerations.

3.3 Data Collection

For this study, the methods of data collection included: one-to-one narrative interviews (NIs), with a flexible approach to collecting and analysing data, and documents provided by the school and available in the public domain. A reflective journal was kept throughout the study which aided from planning the project to collecting and analysing data. The role of the researcher's reflective journal is further discussed later in this chapter. The qualitative method of collecting in-depth NIs was most suitable for this NR study and served as the main method for data collection.

3.3.1 Interviews

There are three main types of interviews researchers can use to conduct research: structured, semi-structured, and NIs (unstructured interviews) (Muylaert et al., 2014; Stuckely, 2013). A structured interview includes an interview schedule made up of closed-ended questions and positions the researcher in control of the interview (Denzin and Lincoln, 2017). Structured interviews, most often used in quantitative research, are helpful when the researcher requires an answer from all participants to the same specific questions. These interviews are easy to replicate and quantify, allowing the researcher to test the reliability of data findings (Conway, Jako, and Goodman, 1995; Low, 2019). Structured interviews tend to be less time consuming than semi-structured or NIs, allow for large sample sizes, and have the ability to generalise findings to a larger population (Muijs, 2011; Polit and Beck, 2010). A structured interview format was not appropriate for this study as it did not align with the study's theoretical approaches to research or provide an opportunity for participants to lead the interview and freely narrate their experiences with transition. Furthermore, structured interviews lack flexibility and would restrict the

researcher's ability to ask follow-up questions or deviate from the interview schedule. This would limit the rich detail participants share about their crossing-over experiences (Stuckley, 2015).

A semi-structured interview establishes the topics that will be covered in the interview but is more flexible than a structured interview. It allows for open-ended questions to be asked and a participant's responses may steer the direction of the interview (Diefenbach, 2009; Edwards and Holland, 2013). Like structured interviews, the researcher is largely in control of the interview but with a semi-structured interview, the interviewer may diverge from the questions on the interview guide and not require the participant to answer questions in a pre-determined order (Bernard, 2006; Coates, 1996; Corbin and Morse, 2003; Doody and Noonan, 2013; Seidman, 2013). Semi-structured interviews are beneficial when the researcher needs to ask open-ended questions, probe around topics participants may not be candid about, and/or prompt participants in their responses (Adams, 2015). While a semi-structured approach to interviewing allows the participant some flexibility to guide the direction of the interview, the directivity of the questions in the interview script may steer participants and limit the depth and detail of their responses (Doody and Noonan, 2013; Muylaert et al., 2014). For these reasons, a semi-structured interview was not best suited for this study.

The main difference between an unstructured, semi-structured, and NI is the role of the participant. Unlike structured interviews and to a greater degree than semi-structured interviews, NIs place the participant at the centre of the interview. NIs allow the participant to select the information they share with as little influence as possible from the researcher in order to produce a comprehensible story and reduce researcher influence (Anderson and Kirkpatrick, 2016; Bauer and Jovchelovitch, 2000; Elliot, 2005). Whereas in a structured and semi-structured interview, participants may tailor their story to fit the questions presented by the researcher (Doody and Noonan, 2013). NIs are a form of unstructured, flexible, in-depth interview and do not follow a script nor have a fixed agenda. They begin with an open-ended prompt in an effort to elicit rich detailed stories concerning participants' experiences (Bauer and Jovchelovitch, 2000; Stuckely, 2015). The participant controls the direction, content, and pace of the interview (Anderson and Kirkpatrick, 2016; Flick, 2013). The researcher adapts a story-telling and listening approach instead of a question-and-answer type of interview (as seen in structured and semi-structured interviews) in order to

draw out the self-generated story schema (the constructing of knowledge participants engage with) (Allen, 2017; Clandinin, 2013; Bauer Jovchelovitch, 2000; Mandler, 1984; Polkinghorne, 2005). With a NI, there is little imposition from the researcher since participants tell their story, collaborate with the researcher on retelling their story, and member check the data produced (Birt et. al., 2016). This helps to validate the participant's perspectives and reduces researcher influence and bias (Bauer and Jovchelovitch, 2000).

NIs are particularly helpful for studies that explore specific events within a cultural context (Allen, 2017), such as teacher transition in ISs. They are beneficial in giving participants voice and as Bauer and Jovchelovitch (2000, p.8) point out,

Different social groups construct different stories, and the ways in which they differ are crucial to apprehend the full dynamics of events. Different perspectives may highlight a different axis as well as a different sequence in the chronological events.

NIs were most appropriate for this research study as they allowed participants to discuss their interpretations and express their opinions, using their own words, about their experiences with transition to their IS (Patton, 2015). It also allowed the researcher to consider participants' personal experiences with transition in relation to other participants' experiences and the wider social and cultural context.

This study used Bauer's and Jovchelovitch's (2000) phases for NIs: preparation, initiation, main narration, questioning phases, and concluding talk. During the initiation phase the researcher explains the procedures of the NI, the risks, and obtains permission from the participants to record the interviews. During the main narration, an open-ended question is presented to participants in order to elicit a rich and in-depth response. The researcher does not interrupt the participant, does not ask questions, and actively listens to the participant share their story. Once the participant's narration naturally concludes, the questioning phase begins. Using the participants language, questions are asked, such as "what happened before/during/after" or "tell me more about" in order to draw out new information beyond the self-generating schema. Participants are not cross-examined and why questions are avoided as they do not align with the goals of NR (Milner, 2001). After the questioning phase, concluding talk takes place after the recording device is turned off. Bauer and Jovchelovitch suggest interesting discussions occur during this phase because there tends to be a more relaxed mood now the interview ('main event') has concluded. Here the researcher may ask 'why' questions and Bauer and Jovchelovitch suggest

researchers immediately summarise and make notes about the concluding talk in order not to miss important information revealed during this phase.

In NIs, like in every type of interview, respondents may desire to please the interviewer and/or use the interview as an opportunity to make a 'political statement' on how their school operates (Anderson and Kirkpatrick, 2016; Elliot, 2005; Bauer and Jovchelovitch, 2000). These power dynamics and how they were addressed in this study are discussed later in this chapter. Another challenge with NIs is when participants assume the researcher knows something about their story and as a result, may not fully share what they know, taking the researcher's knowledge for granted (Bauer and Jovchelovitch, 2000). To overcome this challenge, I asked participants to "tell me more about" their experiences for clarification and gave them the opportunity to review the interview transcripts. Seidman (2013) recommends the researcher conduct multiple interviews as they allow the researcher and participant to reflect on the first set of interviews, ask clarification and follow-up questions in the subsequent interview, and allow an opportunity to build upon participants' responses in order to develop richer narratives. Conducting two NIs (and analysing the transcript data) for each participant is time consuming and only feasible for studies with a smaller number of participants.

Another challenge with all interviews is the interviewer may unwittingly divulge their opinion or expectations by the tone of voice or in the way questions are asked (Brinkmann and Kvale, 2015). Throughout the study, I aimed to remain conscious of my influence, remained as neutral as possible, and reflected on this when reviewing audio recordings and transcripts. Some stories may be difficult for participants to share and elicit an emotional response from participants (Anderson and Kirkpatrick, 2016; Andrews, Squire, and Tamboukou, 2013). Participants were consulted about their involvement and told about the possible risks prior to committing as a participant in the study and prior to each interview (further discussed later in this chapter).

3.3.2 Documents

Documents are any material produced that could be used as data sources (Bowen, 2009). Documents may be used in combination with NIs to validate, corroborate, and triangulate data (Bowen, 2009; Denzin and Lincoln, 2017; Plowright, 2011). The purpose of document collection and analysis is to extract meaning and understand its users (ISEs) and the culture

(ISs) in which it exists (Bowen, 2009; Corbin and Strauss, 2008). Some challenges with documents as data sources is their availability and usefulness. While many documents are often easily accessible in the public domain, they may not be retrievable or could deliberately be blocked by an organisation (Yin, 2018). For this study, the majority of documents were obtained through school personnel and with senior leadership's permission. Another consideration is that documents may not provide sufficient or exhaustive detail as they are produced for reasons outside of the researcher's purpose (Bowen, 2009). Therefore, the researcher must evaluate the quality of the document with regards to the study's purpose and consider additional data sources to fill in any gaps (Bowen, 2009; O'Leary, 2021). The other sources for this study were NI transcripts and the researcher's reflective journal. Providing a document for the participants to view and share their interaction with, can aid the researcher in filling in missing detail. For this study, documents were collected from the leadership team at the schools, the Human Resources Department, and from the participants. Collected documents included: the 'Welcome Guides', New Teacher Orientation (NTO) materials, and New Teacher Training (NTT) materials (see Appendix 18 for a full list of documents that were provided to the researcher).

I aimed to understand participants' perception about the purpose, the values, and attitudes concerning the 'Welcome Guide', NTO and NTT materials, and school calendars during the second interview. The documents helped identify aspects in teachers' transition stories that were overlooked (or forgotten) in the first interview but would be useful to complete their narratives. The second interview, therefore, was used to fill any gaps in their stories. For that, some documents were particularly helpful. The school's 'Welcome Guide' was shown to each participant to learn more about their experience and interaction with it. I chose to explore with participants the 'Welcome Guide' (selected from a number of documents collected) because it was referenced by most participants, although without details about its contents, the participants' specific interaction with the guide, and its role in their transition was unknown. Also, this guide was mentioned as the most useful tool by senior leadership at both schools, and appeared to cover topics the literature identified as important for those transitioning to a new cultural context.

3.3.3 Reflective Journal

In qualitative research, reflective journals are used by researchers throughout the research process to record thoughts and reflections on their interactions, presuppositions, choices, experiences, actions, and rationales (Anderson, 2012). They are used to facilitate reflexivity where the researcher records their personal assumptions in order to create transparency in the research process and to achieve methodological rigor (Ortlipp, 2008). A researcher must consider how hindsight bias impacts the research process. Hindsight bias occurs when the researcher believes they know that something might be true, based on experience or recalling selective information that might not be representative of the data (Jasper 2005; Roese and Vohs, 2012). Keeping a reflective journal helps to reduce hindsight bias by documenting the decision-making process and serving as a source to be revisited when considering how conclusions were drawn (Ghanizadeh, 2020; Roese and Vohs, 2012). A reflective journal was used in this study to document thoughts about and experiences with participants and their interviews, the literature, and data collection, analysis, and interpretation. It takes time to reflect and to record reflections. I built time into my schedule for reflection immediately after every interview, meeting with research supervisors, attending EdD weekends, reading literature as well as during each phase of data analysis.

3.4 Procedures

3.4.1 Site and Participant Selection

The NR design allowed for the investigation into the transition of IS teachers through an exploration of their personal transition stories at two sites located in Southeast England. After receiving ethical approval from The Faculty of Health Social Care and Education, Kingston University and St. George's University of London Ethics Committees, I contacted potential school participants. In order to narrow and clarify my inclusion criteria for participation, I approached schools with the following criteria for selection: the school had to be an IS that served high school students (ages 14-18); the school had to offer a US and IB curriculum to its students; and the school had to use English as the main language of instruction. Criteria one, two, and three reflected my work setting and the educators I hoped to learn more about. The fourth criterion required participating schools to be located within three hours driving distance from my home as a practicality for a sustainable and

feasible project. Thus, in total, five schools (the leadership team/gatekeepers) in Southeast England were approached and extended an invitation to participate in the study. Of the five potential schools, two schools agreed: WIS and TISE. Senior leadership at WIS and TISE were informed about the study (Appendix 1), and reviewed the Participant Information Sheet (Appendix 3) and Consent Form (Appendix 5). Any concerns were discussed and addressed. Both WIS and TISE agreed I could approach teachers and the leadership team in their IS for potential participants.

There is much debate and little consensus on the number of participants to be used with qualitative and NR. Most of the research reviewed indicated a small number of participants should be included. Corbin and Strauss (2015) suggest researchers should consider data saturation as the optimal number of participants, which is a matter of degree and when data no longer contributes new information. A study conducted by Nganga (2011) interviewed a total of eight participants to understand the experiences of international teachers' transitional identities in a US high school and found eight participant stories provided rich data that reflected similar and diverse perspectives. For this project I purposively sampled, as a base, eight participants and each participant was interviewed twice. I was, however, open to recruiting more participants if data saturation would not be reached.

The process, detailed below, was similar at each school. In order to initiate contact with potential participants, the senior leadership team had the office administrator send an email (Appendix 2a) to invite all high school teachers and individuals from the senior leadership team to participate in the study as they would have some experience with transition at an IS. I responded to educators who replied to my initial invitation as potential respondents and explained what the study was about, its objectives, and its significance (Appendices 2b and 2c) and briefed participants regarding their right to withdraw, confidentiality, and anonymity. I answered any questions potential participants had as well as emailed each potential participant the Participant Information Sheet (Appendix 3) and Consent Form (Appendix 5), which reflected the BERA (2018) and GDPR (2018) guidelines and provided a thorough explanation and clarification about the study to deter any deception or surprise concerning the research process and how the stories are produced. An exchange of emails took place (see Appendix 2c for an example) where I learned more about the potential participants as an individual and as an ISE. As I had more participants

express interest in participating than I determined was appropriate for the study, I used a selection criterion to capture a diverse representation of participant experiences (e.g., number of years teaching in a school, in an IS, at their current IS, as well as subjects taught, home country, and position in the school). Unlike a random sampling, the participant sample selection was purposive in order to select information-rich and diverse participants (Conole et al., 2008). I notified potential participants via email if they were selected (Appendix 6a) or not selected (Appendix 6b).

3.4.2 Narrative Interviews

A colleague, who was not a participant in the study but had experience conducting NIs, interviewed me, the researcher, prior to me conducting interviews with the participants. This allowed me to reflect on the NI process, experience the NI from a participant's perspective, and to record my own narrative history and explore how that perspective differed from others. Recording my own narrative history helped me to realise parts of the story that are recalled and shared easier than others and the challenges in starting or maintaining the narration. This interview, along with the first participant's interview, served as part of the pilot study. The first participant's interview helped to reflect on NI techniques, identify logistical issues, test and reflect on the interview process, and develop the interview guide questions, as well as provided some preliminary data for analysis (Brinkmann and Kvale, 2015).

Two sets of NIs were conducted with each of the eight participants and took place in two stages: one in October/November 2018 and the second in June 2019 (see Table 1). The interviews were transcribed and then analysed. The purpose of having two interviews was to learn as much from their transition story as possible. The two interviews combined would ensure that each participant's story was as complete as possible. The purpose behind the spacing of the two interviews was to allow time to complete narrative analysis of the first set of the interview data, compare data, to possibly identify time sensitive tensions associated with transition, and for participants to check the narratives and collaborate with the researcher before the second interview (Polit and Beck, 2010; Seidman, 2013). It also allowed the participant to reflect on the stories they shared and consider any additional experiences with crossing-over that occurred since the first interview.

Table 1. Timeline of Interviews, Collaboration, and Documentary Collection

Time Frame	Activity
September, 2018	Recruitment of participants; answer participant questions about the study
October/November, 2018	Interview #1; documents collected; interview analysis
January-March, 2019	Review data; participant and researcher collaboration to ensure personal story is accurate
June, 2019	Interview #2; continue with interview and analysis
July-September, 2019	Review data; participant and researcher collaboration to ensure personal story is accurate
December, 2020	Participant offered copies of materials that include their data

All interview arrangements and interviews with participants followed a similar structure. Participants were contacted via email to arrange the interview and receive the Participant Information Sheet (Appendix 3) and the Consent Form (Appendix 5) again. In order to protect participant identities and their contributions, each was assigned a code (e.g., PA1, PA2, PA 3, etc.) (see Table 4 in Chapter 4). All participants allowed the interviews to be recorded and this did not appear to distract or intrude upon the interview. To begin each interview, the study was explained at greater length and informed consent was obtained (verbally and in writing), which participants offered without issue. No participants opted out of the study and any questions and/or concerns were addressed. All interviews were conducted at the participants' IS, in their classroom or in a conference room at times convenient for the participants (before, during, and after school hours).

The interviews lasted 45 minutes to an hour. They were conversational but there was a protocol that I followed for every interview (see Appendix 7a and 7b for, Sample Interview Schedule/Guide Questions: Interview 1 and 2). As explained in section 3.3.1, above, for the first set of interviews, each interview began with an open-ended question such as, "Today, you have a chance to talk at length about what happened to you when you transitioned at your IS. What your feelings are about these experiences and what you think your needs are during this transition". Once the narration began, I did not interrupt, allowed

for 'think time' and did not comment on the narration. In order to facilitate good rapport with the participant, eye contact was maintained and interest was shown ('yes', "hmm", "ah", "I see"). I actively listened and took notes (noting participants' expressions, behaviour, and ideas) to follow-up with later in the interview. At the end of a narrative I probed, when appropriate, using phrases such as, "Is this all you want to tell me?" or "Is there anything else you would like to share?".

During the questioning phase, to draw out new information, as recommended by Bauer and Jovchelovitch (2000), I did not ask 'why' questions or 'cross-examine' participants. Instead, I asked participants to "tell me more about..." or "what happened before..." using the participant's language to refer to an experience, challenge, or need they shared concerning transition. Once the interview was over, participants were thanked and reminded that I would be in touch to collaborate about their story. Then the recording device was turned off and conversation with the participant took place; sometimes participants shared more information after the recorder was turned off. One participant noted s/he could now share an emotional story about their transition at a previous IS in another country. This was cause for reflection on the importance of having 'unrecorded time' after the interview, my role in making the participant feel comfortable, and reassuring confidentiality with their participation. It also highlighted how participants may select what they share and do not share based on the presence of a recording device. After the participant left the room, copious amounts of notes were written in the researcher's reflective journal concerning the 'unrecorded time' as well as reflections on the interview. Later participants consented to the use of this data in the study. For the second interview, the narrative element was kept, with the addition of some predetermined questions informed by the analysis of the first interview. As in interview 1, interview 2 started with the main 'narration phase', which allowed participants to continue their story or add to what was previously said with no interruptions. Then it continued with the "questioning phase", which this time lasted more than the narrative phase to accommodate the predetermined questions as earlier explained (see Appendix 7b).

Upon reviewing the first participant's interview transcript (which as mentioned earlier, I used as a pilot study) and listening to their recorded interview, research supervisors and I noted an instance where the participant was potentially led. I became more aware of my influence and checked this was not the case after each subsequent

interview was conducted (by listening to and reflecting on the interview prior to the next participant's interview). Throughout the interview process, I became aware of how the structure of the interviews varied based on the location, participants, and their demeanours. All the stories shared appeared to be true, but the selection of which stories were shared impacted the data gathered. Participants naturally shared their stories in chronological order or would reference when their experience occurred during the academic year. Theoretical orientation may have biased the questions and interpretations of answers, along with the researcher impacting how questions were created and answers interpreted. Furthermore, as the interviews were recorded, it must be noted this may have impacted what participants decided to share. Through member-checking with participants, these biases were reduced. I aimed to remain conscious of my influence, remained as neutral as possible, and reflected on this when reviewing the audio recordings, transcripts, and documents.

3.4.3 Collaboration

After each of the NIs, the interview was transcribed verbatim by a transcription company who signed a confidentiality agreement (Appendix 4). Participants were sent, via email, their transcript and asked to confirm the accuracy of the interview transcript and verify its resonance with their experience. After participants reviewed the transcripts, I began the process of retelling their story. During this process, individual transcripts were analysed by looking at key elements of the participant's experiences (Polkinghorne, 2005). Then they were organised and sequenced in chronological order (using the participant's language) which helped compare themes that emerged within each participant's narratives and across the participant data set (Nardi, 2016). Stories shared in the second NI were considered in relation to the first interview (either they expanded on an experience shared in the first NI or a new experience was shared and then placed in the retold story in chronological order). After participants' stories were retold, in order to ensure their voices were represented and their experiences were accurately portrayed, participants received an emailed copy of their story to member check (Birt et al., 2016; Bliss and McCabe, 2003; Ollershaw and Creswell, 2002). The collaboration process of accurately retelling a story and participants checking those stories took place over time and often through several emails and personal interactions.

It was important to establish a positive and open relationship between the participant and myself. To cultivate this type of relationship, I tried to be clear in communication, made myself available to be contacted, and responded to questions/emails as quickly as possible. While active collaboration was essential for this project, the need to discuss the participants' stories was time consuming and required active engagement from both parties. All participants expressed appreciation for the opportunity to share their story and new insights gained from their retold story. Through member-checking interpretations of participants' stories were clarified and each participant, after reading their analysed data, agreed to the data being written into the final report. All participants made themselves available to participate in member-checking opportunities and provided valuable input.

3.5 Reflexivity, Power Dynamics, and Other Ethical Considerations

3.5.1 Reflexivity

NR requires trust and openness between the researcher and participant, high levels of ethical and critical engagement, mutual collaboration over time, the participant to have a full voice, and the researcher to have reflexive engagement throughout the project (Elliot, 2005). In order to monitor my own subjectivity, which Glesne (2011) notes is an important element of NR, I kept a reflective journal to record my thoughts, reflect on my personal perspectives, and create transparency in the research process. I used guidance from Thorpe (2010) and Denzin and Lincoln (2017) for what should be included in a reflexive journal: a log of evolving perceptions, procedures, methodological decision points, and personal intraspections. In addition, I implemented Janesick's (1999) idea that it is important for the researcher to record their reflections after the end of the interview (including notes about both the researcher and participant's approach/behaviour and the participants' stories).

As an interpretivist researcher, I acknowledge my personal assumptions, philosophies, predispositions, and my role as a teacher in one of the participating schools in the study influenced and impacted the project and interpretation of the data (Clandinin and Connelly, 2013; Fontes, 1998) despite reflecting on these aspects and being mindful of tensions between my own narrative history and that of the participants. In order to address these issues, I reconstructed my own narrative history and considered how my biographical narrative emphasised a particular perspective. I tried to minimise the focus on my

experience with transition and reiterate my role as a researcher. With NR, while objectivity is not the goal, in understanding my autobiographical relationship with crossing-over and my choice of narrative enquiry as the methodology, I recognise my bias. I did not claim to be objective as my experiences have shaped my own story, perspectives, and lens in which I viewed this study. Furthermore, my position as a learning specialist, Head of Year, and ISE at one of the participating schools gave me a certain power in the relationship with the participants. I tried to remain conscious of this and my position as an insider even though I had a different status and role within the IS.

3.5.2 Power Dynamics

The role of power dynamics was a concern because of my position as a researcher and colleague and some colleagues may have felt obligated to participate in the study. To address the power dynamics, I reminded participants, in the Initial Invitation for Potential Participants (Appendix 2a), Participant Information Sheet (Appendix 3) and prior to each interview, that not participating or withdrawing would not affect personal relationships or be shared with colleagues. I prioritised the participants' preferences in relation to the interview process (e.g., time, location, and pace of the interview). When conducting the interviews, I actively listened to the participants' views and refrained from imposing my own. I was aware of my intersubjectivity and not only reflected and examined my influence but the bias of the participants and how our interactions influenced the study. Participants may have shared information regarding what they perceived I wanted to hear or held back on what they shared, which could have potentially distorted the research outcomes (Lavrakas and Roller, 2015). Through reassurance of participant confidentiality and opportunities for respondents to member check (participants read their contributions to the research as well as previewed the report as a whole prior to dissemination to a wider audience), participant and researcher bias may have been reduced (Bell and Thorpe, 2013; Chandra and Sharma, 2007; Dahlberg, Dahlberg, and Nyström, 2008; Malterud, 2001).

3.5.3 Other Ethical Considerations

In NR, ethics is predominately concerned with interpersonal relationships and the researcher must be aware of their responsibility to protect the participant's dignity, confidentiality, and welfare. As a researcher collecting narratives, I had two duties; these

included an intimate relationship with the participant and a professional responsibility as a researcher (Clandinin, 2007). Ethical considerations were assessed and addressed during every stage of the study. These were related to gaining access to locations and participants, ensuring anonymity and confidentiality, obtaining verbal and written consent, offering the right to withdraw from the study, monitoring and addressing the power relations, and active listening (Appendix 1, 3, and 5). Ethical approval was granted by the joint Faculty of Health, Social Care, and Education Research Ethics Committee from Kingston University and St. George's University (London, United Kingdom).

Hammersley and Traianou (2012) present five ethical principles for consideration: harm, autonomy, privacy, reciprocity, and equity. This project considered and addressed each of these five ethical principles and outlined these considerations for the participant in the Participant Information Sheet (Appendix 3) and the Consent for Participation in Research Form (Appendix 5); confidentiality and anonymity were part of the informed consent document. While participants were invited to take part in the study, it was their decision to decide if they would like to proceed. Individuals received the Participant Information Sheet prior to confirming their participation in order to help them make that decision. Participants were able to withdraw at any time (up until the writing of the final report), without any reason, and without penalty. Confidentiality, anonymity, equitable treatment, and voluntary participation were considered throughout the project. I adhered to all guidelines set forth in the Data Protection Act 2018, particularly GDPR (2018) data regulations as well as followed guidelines set forth by BERA (2018). There was careful consideration that the participants and participating schools would not be identified. In order to manage and protect participants' identities, full individual narratives or biographical profiles of the participants were not included. Other key identifying data (names, subjects taught, passport country, countries where participants previously lived, specific school attributes, number of years teaching in ISs, etc.) have been changed or not mentioned in the study for the same reason. At the end of the project, participants were offered copies of any reports of publications that included their participation.

3.6 Data Analysis

The purpose of qualitative data analysis is to make some sense out of each data collection, recognise patterns and relationships in these collections, and make general discoveries about the phenomena being researched (Merriam, 2015). It is the process of organising and bringing structure to data in order to understand the data's meaning (Bazeley, 2013). Data management was an important consideration for this project as a large amount of information was gathered. Pinnegar and Daynes (2007) note researchers become narrative enquirers once they embrace four aspects: the interactive and collaborative nature of the relationship between researcher and what is researched, the use of stories as data and analysis, understanding the relationship between stories and how they are embedded in a context, and accepting a narrative way of knowing. The extent to which one embraces these components influences the depth of practice. The first three aspects occurred to me with little tension as they reflected my personal epistemological position. The theoretical frameworks used in this study reflected the decision to use narrative enquiry and supported the practice of narratives being co-constructed while considering the social, sequential, and spatial contexts. I tussled with the fourth aspect but Clandinin and Connelly (2007) helped to articulate and wrestle with the tensions to construct boundaries around the data. I initially wanted to “...categorise the data in a neat package where I could make concrete observations”.¹ In order to ‘accept a narrative way of knowing’, I refocused my efforts and revisited the known and familiar when engrossed in the complexity of the data in order to stay conscious of the tensions within and embrace the position of uncertainty, which proved to be a critical part of the research process. Data were analysed as it was received and helped to develop the second interview's protocol, enhance the depth of the original findings, and triangulate data (Flick, 2013; Marshall and Rossman, 2016; Seidman, 2013).

3.6.1 Thematic Analysis

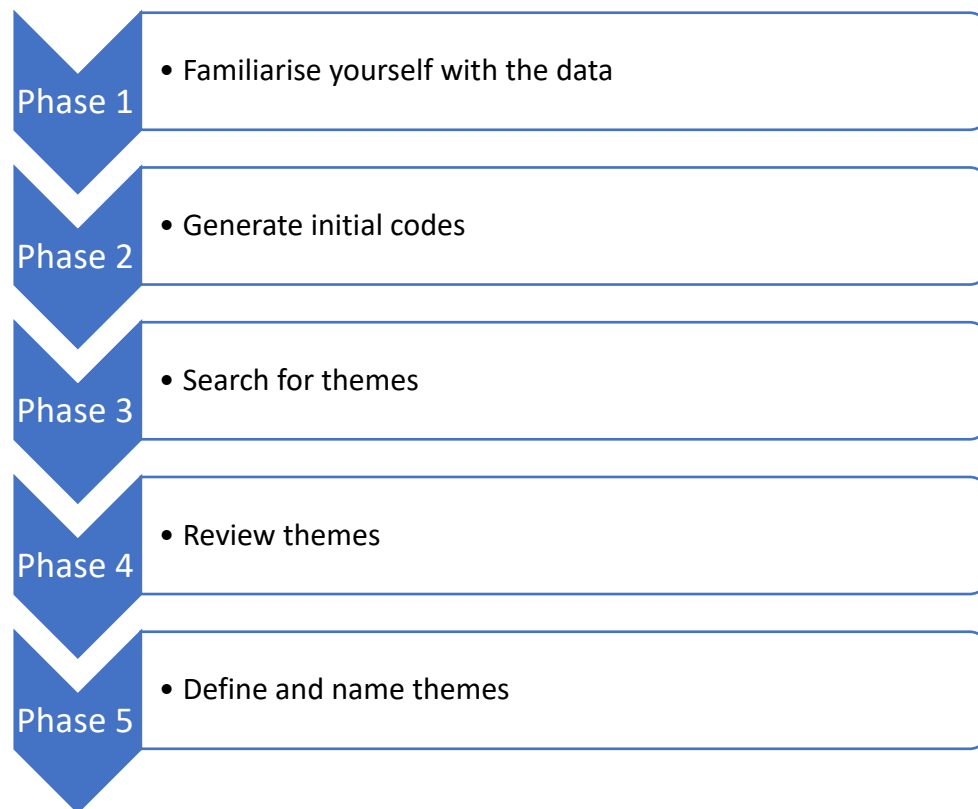
There are different approaches one can implement to analyse narrative interviews, including content, narrative, and thematic analysis. Content analysis, deductive and theory driven, aims to compare and sort data to quantify content in a systematic and reliable

¹ Researcher notes: August, 2019

manner (Bryman, 2015). It is a form of quantitative analysis that looks at the frequency of themes (Vaismordi, Turunen, and Bondas, 2013). Narrative analysis focuses on the individual's story and themes that emerge amongst a data set, mainly through an inductive approach (Nasheeda et al., 2019). Thematic analysis focuses on understanding and describing patterns across participants (the entire data set) and allows the researcher to identify themes by combining inductive themes (themes emerging from the participants' narratives) and deductive coding approaches (derived from the theoretical framework) (Fereday and Muir-Cochrane, 2006). Fereday and Muir-Cochrane suggest the combination of inductive and deductive coding adds rigor to the research. The NIs were analysed using thematic analysis.

As data from the interviews were collected, they were analysed and compared (Corbin and Strauss, 2015). I analysed the narratives collected from an experience-centred and culturally oriented perspective (Andrews, Squire, and Tamboukou, 2013), where narratives are stories of experiences rather than the Labovian (Labov, 1972) perspective of narratives as events. To achieve this, I viewed the information participants shared in their interviews as a story of their experience instead of each experience as an individual event. Interviews were transcribed with a clean transcript (without pauses, stutters, etc.) as my primary concern was the content the narratives produced (Elliot, 2005). The interview transcripts were examined thoroughly for patterns of behaviour across participants and aspects that could relate to issues/themes arisen from the literature review (e.g., phases of cross-cultural transition, personal and professional needs, identity) or other pertinent information and were appropriately categorised based on Braun and Clarke's (2012) approach to thematic analysis involving five phases (see Figure 8).

Figure 8. Thematic Coding
(based on Braun and Clarke, 2012)



3.6.1.1 Phase One: Familiarise Myself with the Data

I browsed all transcripts as a whole and made general notes about my initial impressions in order to think about the 'storyline' (Stuckley, 2015). I also identified general patterns of meaning and issues of potential interest within the data (Appendix 8) and this process began immediately as I received each transcript (Braun and Clarke, 2012).

3.6.1.2 Phase two: Generating Initial Codes

In phase two, I used coding in order to organise data into meaningful groups (Tuckett, 2005). Glesne (2011, p.194) states coding, "is a progressive process of sorting and defining and redefining and sorting those scraps of collected data... that are applicable to your research". I generated detailed descriptive codes (see Appendix 9 and 10 for examples) for NIs by reading each transcript closely, several times, in order to identify data that may reflect repeated themes across the interviews. This process produced an enormous number of codes. During this phase, the coded data were narrower than themes, which were developed in stage three. To help determine what to code, I considered narratives involving

transition, information that was repeated, anything that surprised me, anything the interviewee stated was important, conflicting accounts, events, and issues or themes identified from the literature review (e.g., Lysgaard's [1955] theories of adjustment, Maslow's hierarchy of needs [1943]; Lazarus' and Folkman's [1984] TTSC; Vygotsky's [1978] sociocultural perspective; Dewey's [1916, 1938] sociocultural view of experiential learning), and anything that connected to the research questions (Huberman and Miles, 1994). Most of the codes derived from the participants' stories (e.g., "personal challenges upon arrival", "challenges prior to departure"; see Appendices 8, 9, and 10) and some from the literature review (e.g., "cultural differences" Appendix 11b, "needing to adjust to a new culture and environment" Appendix 12a, and "cultural adjustment" Appendix 13). The theoretical framework was particularly useful in identifying patterns across participants in the chronological order of particular transition phases (see Figure 9: Crossing-over Phases) and with associating psychological and sociocultural trends (e.g., feelings of frustration and isolation). Next, I combined codes. I recorded in my reflective journal why codes were combined, the questions I asked of the data, and how the codes were related (Appendix 11a and 11b). I used the software NVivo12 to aid the management of data and to assist the coding process. This software allowed me to code data of a section into multiple categories (Appendix 12a) as well as search patterns of codes that applied to additional participants (Appendix 12b). NVivo12 software also allowed me to systematically sift through the abundance of initial codes.

3.6.1.3 Phase Three: Searching for Themes

After all the data were initially coded and collated, I created a long list of codes from the data set. I strove to conceptualise the data by refocusing the analysis of my codes into themes by sorting the multitude of codes into identified themes. I created themes by bringing several codes together in order to identify patterned meaning across the data set. Codes: interacting with the community, mentor and buddy system, professional support system, friends and family, welcome guide, NTO, NTT, choice of professional development opportunities, welcoming staff, manual to specific division, and cultural training were combined to create the 'support' theme (see Appendix 13). Themes were established, not on quantifiable measures but in terms of whether they reflected something important in regards to the three research questions. I used mind-maps to help organise the themes as I

considered the relationship between codes and themes, which resulted in main themes and sub-themes (Appendix 13).

Some codes reflected teachers' experiences from employment at a previous IS (e.g., the usefulness of a professional mentor, unified calendar, and language challenges), and were placed into a miscellaneous category. These codes were considered within the 'recommendations to improve transition for teachers new to an IS' theme. At the end of this phase, all extracts of data were categorised in relation to the themes and sub-themes. I developed a set of candidate themes, which were further analysed. This was done by considering all the extracts in detail and by refining the candidate themes. During this phase, other themes were combined when they supported each other.

3.6.1.4 Phase Four: Review Themes

I looked at how the themes supported the data in relation to the theoretical perspective, in order to ensure themes told an accurate story about the data. I used Braun and Clarke's (2012) method of reviewing and refining themes. First, I reviewed each coded data extract for each theme in order to determine if the collated extracts formed a coherent theme. I had some data extracts that I had to remove as they did not fit with the candidate themes so I reworked those extracts into an already existing theme. During this process, it became evident some themes did not have enough data to support them therefore, they were not considered themes and the data were reconfigured into another theme. At this stage, I produced a candidate thematic map (see Appendix 14) and then, I reviewed the entire data set.

Here I considered the validity of individual themes in relation to the whole data set and where my thematic map accurately reflected the meanings presented in the data set as a whole. I reread my data set to determine if the themes worked in relation to my data set and in order to code any additional data within the themes that I missed in the earlier coding stages. Re-coding was a continual process and I pre-determined I would stop re-coding based on Braun and Clarke's (2012, p.21) suggestion that when "the process of recoding is only fine-tuning and making more nuanced a coding frame that already works – e.g., it fits the data well – recognise this and stop". By the end of this stage, I had an overall picture of what my themes were, how they fit together, and the overall story they reflected about the data. This was represented in a thematic map (Appendix 15) and this information

produced the main results of my study. I recorded in my reflective journal the process of understanding themes and how they fit together with their code.

The data from the study also correlated to timeframes when participants experienced positive and negative adjustment during particular stages of their crossing-over which were identified as: predeparture, upon arrival through the first month of school, from the second month of school through the first academic year, second year and beyond, and when preparing to depart the school. Using participant narratives and the themes identified from this phase the data were considered along Lazarus' and Folkman's (1984) TTCS. Data were organised based on when participants identified a positive adjustment (problem focused and/or had resources they felt could support their crossing-over) and negative adjustment (emotion focused, lacked resources, and support). See Appendix 16 for *Crossing-over Phases*.

3.6.1.5 Phase Five: Defining and Naming the Themes

Braun and Clarke (2012) identify the need to establish what each theme is about and what each aspect of the theme the data captures. For each theme, I identified the story each theme told while considering how it connects to the overarching story about the data in relation to the research questions. There were some sub themes identified, which helped to provide a structure to the complex themes. At the end of step five, I could identify each theme and describe the scope and content of each theme in a couple of sentences (see Appendix 17 for excerpt from researcher's journal). The three themes generated were: challenges and negative experiences educators encountered during crossing-over to the IS; aspects aiding the crossing-over process; and recommendations to improve crossing-over for teachers new to an IS. I noted in my reflective journal why the three themes were more useful for understanding the data.

3.7 Trustworthiness

Researchers who conduct quantitative studies use terms such as internal validity, reliability, objectivity, and external validity to reflect on the research process (Leung, 2015). With qualitative research, there is a need to assess rigour, which is determined by the study's trustworthiness. Denzin and Lincoln (2017) contend a researcher should aim to meet

trustworthiness as means to legitimise the research findings. They propose four-dimensions of criteria for trustworthiness: credibility, transferability, dependability, and confirmability. Credibility addresses the alignment between the participants' perspectives and the researcher's representation of these perspectives and requires the researcher to establish confidence that the findings reflect participants' experiences (Tobin and Begley, 2004). Transferability requires the researcher to provide rich descriptions so those who want to transfer findings from the study to other contexts, can judge transferability (Denzin and Lincoln, 2017). With dependability, the researcher has a responsibility to ensure and present the study in a logical manner through clear documentation (Tobin and Begley, 2004). Confirmability ensures the research findings are driven from and found in the data and requires the researcher to indicate how conclusions and interpretations were determined. Once credibility, transferability, and dependability are achieved, confirmability is established (Lincoln, Lynham, and Guba, 2011). Table 2, Key Strategies to Establish Trustworthiness (based by Lincoln and Guba, 1986) reflects the strategies this study implemented to establish trustworthiness.

Table 2. Key Strategies to Establish Trustworthiness
(based on Lincoln and Guba, 1986)

Trustworthy Criteria	Purpose	Original Strategies	Strategies Applied to the Study
Credibility	To establish confidence that the findings reveal the perspectives of the participants and are true, credible, and believable	Prolonged and varied engagement with each setting and the data	<ul style="list-style-type: none"> • Researcher visited TISE two times and was employed at WIS • There was email, phone, and face-to-face interactions with participants throughout the research study • Engagement with participants, data, and supervisory team throughout the study
		Interview process and techniques	<ul style="list-style-type: none"> • Interview protocol reviewed with supervisory team, researcher participated in an interview (as part of the pilot study) and one participant (interviews #1 and #2) served as of the pilot study
		Data collection and triangulation	<ul style="list-style-type: none"> • Participant interviews and participant collaboration
		Peer (supervisory) debriefing	<ul style="list-style-type: none"> • Regular debriefing sessions took place with supervisory team to discuss all stages of the study • Five presentations to peers took place throughout the research study followed by critical discussion and constructive feedback
Transferability	Degree to which the results can be generalised or transferred to other contexts or settings	Data Saturation	<ul style="list-style-type: none"> • Detailed descriptions of the findings were provided (Chapter 4) • Eight participants selected (data saturation)
		Purposive Sampling	<ul style="list-style-type: none"> • Used purposive sampling techniques
Dependability	To ensure the research is logical, traceable, and clearly documented	Detailed presentations of the study methods	<ul style="list-style-type: none"> • Created detailed drafts of the study protocol and conferred with supervisory team
		Established an audit trail	<ul style="list-style-type: none"> • Created a detailed record of the data collection process
Confirmability	To extend the confidence the results would be corroborated by other researchers	Reflexivity	<ul style="list-style-type: none"> • Use of reflective journal • Meetings with dissertation supervisors
		Triangulation	<ul style="list-style-type: none"> • Applied data source triangulation and member-checking

While data collection, data analysis, and writing up of the findings is not always a linear process and may occur concurrently, it is a process that develops through reflection and moving through the various phases of thematic analysis (Braun and Clarke, 2012; Creswell, 2015). See Table 3, *Establishing Trustworthiness During Each Phase of Thematic Analysis*, for the breakdown of establishing trustworthiness during each phase of thematic analysis.

Table 3. Establishing Trustworthiness During Each Phase of Thematic Analysis
(based on from Braun and Clarke, 2012)

Phases of Thematic Analysis	Means of Establishing Trustworthiness
Phase 1: Familiarise myself with the data	<ul style="list-style-type: none"> • Extensive engagement with the data • Triangulate different data collection modes • Document theoretical and reflective thoughts • Keep records of all data notes, transcripts, and reflective journal
Phase 2: Generating initial codes	<ul style="list-style-type: none"> • Participant debriefing • Researcher triangulation • Reflexive journaling • Use of coding framework • Audit trail of code generation • Documentation of all supervisory and participant debriefings
Phase 3: Searching for themes	<ul style="list-style-type: none"> • Researcher triangulation • Diagramming to make sense of theme connections • Write detailed notes about development of hierarchies of concepts and themes
Phase 4: Reviewing themes	<ul style="list-style-type: none"> • Researcher triangulation • Themes and subthemes reviewed by supervisory team
Phase 5: Defining and naming themes	<ul style="list-style-type: none"> • Researcher triangulation • Supervisory debriefing • Consensus on themes • Documentation of theme supervisory meetings regarding themes • Documentation of theme naming • Member-checking

Trustworthiness ensures that assumptions, claims, reasoning of the researcher, and that the results revealed are in essence ‘valid’. At every step, I was challenged to show my evidence in the data for conclusions I drew. This process helped to ensure that conclusions

were based on the data. Prior to producing the final report and after I completed thematic analysis of the interviews and documents, I triangulated my data by considering the results of my thematic analysis from both interviews amongst the participants. Participants also member checked the findings from the data they produced. The purpose of data triangulation, for this project, was to compare and combine two or more data sources in order to give a whole story and a multidimensional perspective of educators crossing-over in ISs. Data triangulation helped establish more rigorous and trustworthy data.

3.8 Summary

Chapter 3 offers information on the specific procedures of the research study and for how data were analysed. It also identifies how the ethics of the study have been maintained in alignment with the BERA (2018) ethical guidelines for research and GDPR (2018) data protection regulations. This study was conducted using the interpretive paradigm. Data analysis took place from the outset of the study and occurred using thematic analysis of NIs. Collaboration between the researcher and participant took place throughout the study. Steps taken to ensure trustworthiness included careful use of the analytical process and discussion with the supervisory committee. Chapter 4 presents the results of the thematic analysis of participant interviews.

CHAPTER 4: RESULTS

Chapter 4 presents the findings, which addresses the three research questions. It contains the results of the thematic analysis of the interviews with eight ISEs at two participating ISs located in Southeast England. It also contains the basic background information about the eight participants interviewed. The following research questions guided the study:

1. What are the experiences with transition that educators in ISs encounter?
2. What are these educators' perceived needs for transition?
3. What provisions for professional learning may ISs implement to help teacher transition?

First, the chapter presents the participants' profile and background information followed by the results of the thematic analysis. The chapter is organised using headings and subheadings based on the identified themes and sub-themes.

4.1 Participants and Setting

4.1.1 *Background of Participants*

Eight participants, who were IS educators, were selected for the study from two sites located in Southeast England. Four males and four females were interviewed, individually, on two occasions. Teachers (five participants) and leadership members (three participants) took part. Of the three leadership members, two were mid-level leadership members and one was a senior member of leadership. The participants reflected diverse teaching backgrounds and their age ranged from 28-56 years old. The diversity amongst the participants resulted in a reflexive emergent design for the interviews that were conducted and the structure of the participants' narratives varied. Participants' years of experience as IS teachers ranged from 0 to 18 years, but all had previous teaching experience in a school (a minimum of four years). Four of the eight participants had previous experience with the curriculum they taught at WIS/TISE. Most participants selected worked up to four years at their current school. Lysgaard (1955) suggested four years is the amount of time it takes to master a cultural adjustment, making them ideal for the study. Three teachers were new to WIS or TISE that year. Three of the participants had their first IS school teaching experience at the participating schools and seven of the eight participants lived abroad prior to their current work placement. Snowball sampling was encouraged; it is where those who decided

to participate suggested other potential educators to take part. One benefit of snowball sampling was individuals who may have had a story to share, that I was unaware of, could participate (Fullerton and Sadler, 2010). Two participants were selected from the snowball sampling approach. The participants in this study varied in terms of teaching experience, subjects taught, experience teaching and living abroad, their support systems personally and professionally, marital status, whether they had children or not, age, and gender. Table 4 presents *Participant Demographics* (as previously mentioned, some information was removed in order to protect participant identity).

All participants had taken part in some form of NTT orientation (upon arrival to their IS) and seven of the eight participants also attended NTT programmes (typically monthly sessions) throughout the first year of employment at their IS. Data from both sets of interviews were presented together in the findings as the second interview included follow-up questions developed and guided by initial data findings and participant responses from the first interview. This created a total of 16 transcripts. During the second interview, participants were shown their school’s ‘Welcome Guide’ document, which included information concerning: community daily life outside of school, healthcare, housing, recreation, restaurants, services and businesses, shopping, transport, etc. and were asked to share their interaction and thoughts about the guide.

Table 4. Participant Demographics

Participant Code	Years at WIS/TISE	Years at Other ISs	Lived Abroad Before	Attended Training	Experience with Curriculum	Role
PA 1	≤3	0	Yes	Yes	Yes	Teacher
PA 2	≥4	4	Yes	Yes	Yes	Leadership member
PA 3	≤3	0	No	Yes	No	Teacher
PA 4	≤3	4	Yes	Yes	No	Teacher
PA 5	≥4	1	Yes	No	Yes	Leadership member
PA 6	≤3	8	Yes	Yes	No	Leadership member
PA 7	≤3	4	Yes	Yes	Yes	Teacher
PA 8	≤3	0	Yes	Yes	No	Teacher

4.1.2 School Profiles

Sampling in qualitative research involves which individuals to interview as well as the context and settings of the study. WIS and TISE were distinguished from a UK national school in three aspects: students, staff, and curriculum. WIS was a private IS for children ages 2-18, with about 1,500 students and 300 faculty members representing over 80 nationalities within its demographics. The WIS high school had approximately 650 students and over 100 teachers (2018-2019 school year). The student mix was approximately 70% non-nationals and 30% UK nationals. This demographic split was also approximate to the teachers and leadership team who staffed the school. TISE was also a private IS educating children ages 4-18 with approximately 700 students and 170 faculty representing over 50 nationalities within its demographics. TISE high school had approximately 250 high school students and approximately 50 teachers (2018-2019 school year). The student mix was estimated as 70% non-nationals and 30% UK nationals and the demographic split of teachers and the leadership team, who staffed the school, was about 40% UK nationals and 60% non-nationals. Both schools that participated in this study, WIS and TISE, are accredited by New England Association of Schools and Colleges, authorised by the IBO, and have memberships with ISA, ECIS and the College Board (amongst others). They offer the IB Diploma Programme, as well as the American High School Diploma Programme with the option for students to take Advanced Placement courses (through the College Board) and sit university entrance exams (through the College Board and other external organisations).

4.2 Presentation of Findings

Thematic analysis, as explained in Chapter 3, identified the three major themes: the challenges and negative experiences educators encountered during crossing-over to the IS; those aspects that aided the crossing-over process for the educators; and recommendations for how to improve crossing-over for teachers new to an IS. The chapter presents these themes below.

4.2.1 Challenges and Negative Experiences Encountered During Crossing-over

From the analysis of the sixteen interview transcripts, it showed that those new to an IS share challenging or difficult experiences. The in-depth qualitative analysis signified there

were four main challenges relating to: communication and information; training; inclusion; and cultural and organisational complexities. Participants used the words and phrases below to describe their perspectives of the communication, training, inclusion, and cultural complexities in their school.

4.2.1.1 Communication and Information

The first category of challenges and negative experiences with crossing-over was communication and information. Challenges with communication and information caused frustration and a lack of confidence for participants particularly during predeparture and upon arrival at the school.

Frustration

Communication and information were from the first difficulties that the participants mentioned when they started sharing their story in the first interview. Many participants (PA 1-3, 5, 7, and 8) mentioned they did not receive essential information for managing their move or professional expectations prior to their arrival to aid their transition. All participants said they felt there was unnecessary confusion and PA 1-3 and 7-8 mentioned feeling forced to learn on the go, felt they had no options but to ask questions because the information was not available otherwise. PA 1, 5, 7, and 8 stressed how they were required to rely on others during their first year instead of being resourceful, which impacted their self-esteem and professional learning. PA 8 shared their experience of “not being able to easily find information on school policy, hierarchy of line management, and accessing the moderated curriculum... it made me feel incompetent and frustrated.” This impacted the educator’s well-being and self-concept.

Both WIS and TISE have school calendars with major events scheduled such as: start dates for teachers; academic quarters; holidays; teacher in-service dates; art exhibitions; external and internal exams; theatre performances; parent/teacher conferences; internet safety week; and university application deadlines. All participants referenced challenges and frustration with planning teaching and learning in accordance with the school calendar. Many of these challenges occurred upon arrival and during the first semester of the academic year. PA 7 described how they “had difficulties locating the school calendar and the information on one calendar didn’t seem to match the other”, which PA 7 said “this

impacted my typically pro-active approach to planning and caused much frustration". All participants talked about how the current calendar was not sufficient for the needs of teachers who are new or well acquainted with the school and PA 1, 2, and 5 mentioned the current calendar lacked an overview. PA 5 expressed the current calendar "did not encompass a more exhaustive repository of important events", and PA 2 shared how it "wasn't always fully updated by the start of the school year". PA 1, 2, 4, and 7 mentioned this lack of information resulted "in wasted time" and/or detracted from teaching and learning. PA 1, 4, 7, and 8 talked about how some activities such as standardised testing, school events, and extracurricular activities appeared to clash with the academic schedule which caused some issues in planning. PA 4, for instance, said: "there were times I had to rearrange at the last minute. It's not that I'm not flexible, it's just, that information could have been shared or planned for months in advance". PA 1, 2, 5, and 7 mentioned when they were unable to plan in line with the school calendar, it impacted their personal and professional lives.

All participants shared a challenging experience they encountered, upon arrival or during the first year at their school, with trying to access information through online school systems and programmes. PA 1, 3, 4, 6, 7, and 8 referred to a lack of information in regards to expectations and timelines for essential and reoccurring tasks as negatively impacting their transition from arrival at the school throughout their transition. The lack of clear communication on teachers' planning can be seen from the interview extracts presented. Participant 7 explained this challenge upon arrival and through the first month of school,

the things you thought were important for you to know we didn't really talk about: students with special needs, their support, and how and where to give them extra time, how many classes students have a day, and that we had study hall duty, for example. We had no idea.

PA 8 also explained an experience that occurred during their second month, "I didn't know I had to update behaviour grades continuously, I thought I had to do it quarterly. That type of information would have saved me some embarrassment and frustration". This lack of communication left the teacher unaware of particular expectations (e.g., continuous monitoring of behaviour grades) and made them feel embarrassed and frustrated because they failed to meet these expectations. PA 8 shared an example from the first semester, "I didn't know how to use our online gradebook... we were given one lesson, no follow-up

written instructions, and it made me stressed". PA 5 shared their frustration with a lack of written information,

We had a lot of online training to complete, like first aid, child protection... and I wish I had written instructions to help me... because it was frustrating trying to login and find the courses I needed to complete and I put it off as long as possible. But it was always in the back of my mind.

The amount of work required of teachers upon arrival was made more complicated by a lack of written support and this impacted the teacher's engagement with online professional development training.

The analysis of the second interview, where participants were asked to provide more details (or to expand on the challenges they mentioned), indicated that the lack of communication had a wider impact, including an impact on some basic needs upon arrival and at the start of their transition. PA 8 expressed this as follows, "Our basic needs were not met, like housing...childcare...internet, and it really impacted my stress level and impacted me personally and professionally... how could I prepare to teach when I was in survival mode". Similar sentiments were shared by PA 1, 4, 5, and 7 concerning their first year at the school. The analysis of the interviews indicated other levels of need were impacted by a lack of communication and these included psychological and self-fulfilment needs. Psychological needs include self-esteem and self-fulfilment needs include self-actualisation. PA 5 discussed not knowing how to complete basic tasks because of a lack of information and how this made them feel like an incompetent teacher. PA 5 further shared how this impacted their self-esteem personally and professionally.

I am proactive with solving problems and challenges I face, but I can't help myself complete the most basic of tasks without resources. This makes me feel incompetent and like an amateur teacher... it made me unsure of myself and it really hurt my self-esteem as a teacher and as [name].

PA 8 felt like there was too much ambiguity and was unsure of expectations during their first year and stated,

While autonomy is important to me, it felt like I was left on my own to figure things out. I would have liked some structure. There were acronyms used and various people were referenced in meetings and memos and I had no clue who they were. I felt like I was navigating a maze blindfolded.

The sample presented above shows a lack of communication left the teacher feeling unable to understand the common institutional language of their school and made them feel ill-equipped to navigate their new environment and to reach their full potential.

During interview 2, all participants were shown 'Welcome Guides' their ISs had created and were thought to be shared with newly arriving teachers. All eight participants talked about how the 'Welcome Guide' did not provide the information they required and specified the content was more focused on practical tasks with a target audience of parents new to the school. PA 1, 7, and 8 said they referenced the 'Welcome Guide' prior to or early upon arrival to their IS but the guide did not provide the information they required. PA 5 suggested it, "provided little information for those in my financial bracket", and PA 7 commented that the guide was not inclusive and "was written for Americans coming to the school and not everyone is American". PA 1, 6, 7 mentioned the 'Welcome Guide' provided limited assistance to their personal and professional transition and PA 2 and 4 were unaware this resource existed. The lack of information in the 'Welcome Guide' caused "frustration" (PA 1, 2, 4, 6, 7), "anger" (PA 2, 4, 7), and "confusion" (PA 1, 2, 6, 7) for these participants and PA 1, 7, and 8 referenced this as a reason they no longer reached out to senior leadership (who suggested the guide as a source of support) for further assistance. This suggests a lack of trust and a possible impact on their relationships.

During interview 2, participants were asked to further share their experiences with written information received from the school and senior leadership. All participants mentioned having access to information and data with regards to everyday practices was lacking and added to the challenges they encountered during predeparture and throughout their transition. PA 7 shared, "There is not enough written information available to you immediately when you arrive." PA 2 and 5-8 indicated during predeparture, upon arrival, and the first month of school as a particularly challenging time. PA 1, and 3-8 shared how a lack of communication negatively impacted their personal and professional adjustment during the first year. PA 8 commented, "It took a long time to get hired. The recruiting process took a long time and it's not so nice personally. It makes it difficult to plan when your future is uncertain". This lack of communication caused frustration and impacted the participants ability to find housing and plan for other personal adjustment concerns.

Lacking Confidence

During the first interview when participants were asked to share about their experience with transition at their school, all participants mentioned they often were missing essential information, and this left them “lacking confidence” at times. Participants shared how challenges with the school calendar (PA 1-8), gaining information about school events (PA 1-3, 7, and 8), and standardised testing (PA 1-8) negatively impacted their confidence upon arrival through the first year at their school. PA 1, 3, 4, and 8 explained they had limited information on parent teacher conferences: e.g., the expectations, logistics (how long, when they took place and classroom relocation), and the feedback senior leadership required from those conferences and how this contributed to feelings of inadequacy and unprofessionalism. PA 2-4 and 7 talked about how a lack of clarity with professional expectations prior to arrival impacted their confidence and was thought to contribute to a negative first impression of the school. PA 4 explained how during their first year, the lack of clarity with expectations left them to a lot of chastising:

And we were never trained on how to write teacher comments or how to address parents’ expectation. This left me to a lot of chastising. I had never done teacher comments and the leadership team told us to complete them with a few days’ notice.

During the second interview when participants were asked to further expand on challenges they encountered, participants mentioned they were unfamiliar and uninformed about the standardised testing purposes and procedures, how to access that data, and how to analyse the data and convey its usefulness to students. These challenges occurred from the second month through the first year. PA 3 and 6-8 commented on how it was assumed they knew about the standardised procedures and PA 7 stated, “I had no idea what the Measure of Academic Progress testing was, or about the university entrance exams required by the US, why we did them, or even how to access the data.” This lack of training left PA 1-3 and 7-8 feeling “incompetent” and/or lacking “a sense of accomplishment”. Furthermore, they shared how they felt unable to guide their students at times, and/or ill positioned to utilise the testing results to inform teaching, which impacted their “confidence” and/or “student learning”. In addition to challenges with a lack of communication and information, the second challenge identified by the data concerned training.

4.2.1.2 *Training*

The second category of challenges and negative experiences with crossing-over was insufficient training from upon arrival through participants' duration at the school. The analysis of the data indicated challenges with training caused participants to feel unsupported and overwhelmed as well as disengaged indicating the training might be too difficult or demanding. In the first set of interviews, participants were asked to share about their transition experience, and training was mentioned by all participants as a challenge that negatively impacted their transition and left teachers feeling both overwhelmed and disengaged. Both WIS and TISE required teachers new to their school to take part in a NTO which was a 3–5-day orientation to the school and took place before returning staff were required back at school. Both WISE and TISE also required teachers new to the school to attend the NTT sessions, which typically took place once a month for about an hour and a half where predetermined topics were the focus of discussion. Participants mentioned these training opportunities were time consuming, did not target current needs, and did not allow participants autonomy over their professional development.

Unsupported and Overwhelmed

Due to a lack of training all participants said they felt “overwhelmed” during transition and mentioned this impacted their teaching. PA 2, 4, 5, 6, and 7 mentioned that a lack of training on everyday tasks and school social norms (e.g., attendance, grades/using the online gradebook system, procedures for assemblies, advisory time at the start of the day with students, how often to assign homework, completing paperwork, lunch procedures, school acronyms, communication with parents, professional collaboration, and understanding professional social norms) caused them to feel “unsupported” and/or “overwhelmed” during the first month of school. PA 1, 7 and 8 described the impact a lack of training had on their well-being. “They did not really train us how to take attendance. They quickly showed us during the NTT but I felt overwhelmed on the first day of school trying to figure out how to take attendance” (PA 8). “When I first arrived, I thought, I’ll be teaching in a few days. Why haven’t they trained me in the basics and daily things. This occupied my thoughts” (PA 7). “I felt overwhelmed when I arrived trying to understand the school social norms” (PA 1).

During the second interview when participants were asked to further expand on their experiences with everyday tasks, all participants talked about navigating daily tasks gradually became easier by the second semester of their first year and had a positive impact on their transition. PA 6, “You eventually get a handle on things by the second semester and then you forget how frustrating it was during the first month of school. But reflecting, it was difficult the first month”. PA 3, 4, 6, 7, and 8 mentioned that a lack of training with regards to the curriculum teachers were expected to teach was “overwhelming”. PA 4 describes their experience with this challenge and explained how this impacted their self-confidence during their first year at the school.

I received no training or information about the [academic programmes] I was teaching from my department head or senior leadership when I arrived and I was expected to teach it. I felt overwhelmed. I still haven’t received any training and it’s difficult to feel confident in the curriculum and with the parents’ expectations. I’m becoming more acclimated as time passes. The two academic programmes I teach are very different in their expectations, curriculum, and philosophy. My philosophy aligns with one and I struggle to understand the other.

During the second interview when participants were asked to further expand on their experience with curriculum and training, PA 3, 4, 6, 7, and 8 talked about how this lack of training was still an issue and left them feeling “overwhelmed and unsupported”.

Participants in the second interview mentioned there were challenges with practicalities and PA 2-4, and 7 felt “unsupported” as their circumstances were not considered when scheduling the NTO upon arrival or NTT sessions throughout their first year at school. PA 4 shared an example, “I had after school responsibilities, because all teachers are required to do that, so I missed most of the trainings. I was often ‘told off’ about missing, but they didn’t offer an alternative to the after-school option”. PA 4 further shared how they felt “unsupported”, “behind in understanding what was expected”, “isolated from the group”, and their colleagues “did not think I was a team player”. When participants were asked during interview 2 to further discuss their experiences with the NTO and NTT trainings, PA 7 shared, “I had to choose transportation or the training. If I choose the training, I had to pay double for transport.” This participant talked about how missing the training impacted how they felt as a member of the team and caused resentful feelings at times. PA 4 said they felt overwhelmed with being “unsure of exactly what I needed to do

when I missed the trainings". Many participants (PA 1, 3, 4, and 6-8) mentioned the NTT monthly sessions were not always convenient and the topics discussed were not necessarily relevant to their immediate needs. The perceived lack of consideration of participants' individual needs and circumstances impacted if the participants attended the NTT trainings, and how they engaged with the content that was provided.

Disengaged

During the first interview, participants were asked to share about their experiences with transition at their school. PA 1, 3, 4, and 6-8 shared how a lack of training or irrelevant training that was provided in the NTO and NTT programmes contributed to feelings of being disengaged during the first year at their school. Participants mentioned the NTT and the NTO did not always aid the transition, but often added to teachers' workload, which PA 1 and 6 expressed was not what was needed when you are new to a school. PA 3 and 6 commented on how it was not helpful to have additional work. PA 4 and 8 talked about the intended purpose was opposite of what the teachers needed. PA 7 further provided an example,

We had meetings about the important paperwork stuff. When we asked questions, they tried to baby us a little bit to say, "well, actually, we don't want to overwhelm you all at once. So, we're going to keep some stuff to go over at a later time..." except they didn't go over the questions we had. At the NTO meetings, I wished they would just lay it down. Just tell me everything I need to know and don't hold back. If I forget things, I can always ask. I was checked-out during some sessions.

Participants mentioned this impacted their engagement during the NTT sessions. During interview 2, participants were asked to further share about their experience with the NTO and NTT programmes and PA 1-4 and 6-8 shared that the issues covered during these sessions were often irrelevant to teachers concerns or needs. PA 2 provided an example,

I wanted to know how to write report cards and they were teaching about differentiation. I have a master's degree and extensive training on differentiating in the classroom and experience as a teacher. All teachers in this training had teaching experience. It would have helped if they asked us what we needed... gave us time to think about what we needed, and listened to the questions we had... instead it was just more work, here's what we think you need to know and it was not relevant to my needs at the time.

By not considering participants' needs, teachers felt less engaged during their first year, that their needs were not being met and this impacted their transition to the school.

Furthermore, PA 1-4 and 6-8 mentioned this also impacted their attendance with the NTT trainings.

4.2.1.3 Inclusion

The third category of challenges and negative experiences with crossing-over was lack of inclusion during participants' first year, which my interpretation of the data indicated caused participants to feel isolated and a disconnection between staff.

Feelings of isolation

In the first set of interviews, participants were asked to share about their transition experience and inclusion was mentioned by all participants as a challenge that negatively impacted their crossing-over and left teachers feeling isolated. All participants mentioned feeling isolated at some stage of their transition and identified a lack of opportunities to feel included, to build relationships, and to build network communities in their IS. PA 3 shared how they missed the NTT due to a timetable conflict. As a result, teachers and members of the senior leadership team were not aware of this individual's presence and therefore, the participant was not formally welcomed by co-workers. The participant stated:

No one knew who I was. I wasn't invited to the New Teacher Training, I think, because it was during the summer I was hired. The office staff didn't really know about me being a new teacher from day one. Maybe I have felt small sometimes.

This participant shared how their experience with a lack of inclusion from predeparture through their first year impacted their self-concept, social adjustment in the school, and attachment to the school.

During interview 2 when participants were asked to freely share about their transition experience, PA 5, 7, and 8 mentioned feeling "isolated" during their first year of transition, particularly during the second half of the academic year. PA 5 suggested there was a lack of opportunities "for teachers to collaborate within a team, as a high school, or with other professionals in the field. You're left to figure it out on your own". The participant shared how this problem was considered frustrating and thought to impact the effort they put into collaborating with their professional community. PA 1-5 mentioned that while there are opportunities for individuals to collaborate, these opportunities often reflected "forced collegiality" and did not allow for organic team bonding, and as a result

they did not always feel included. The analysis indicated that a lack of opportunities to build both personal and professional relationships and engage in professional collaboration with colleagues upon arrival and throughout the duration of their employment impacted participants' sense of belonging. Bonding opportunities were important to teachers during the transition process and without them, all participants felt isolated, disconnected, and/or alone.

Disconnection Between Staff

During the first interview when participants were asked to freely share about their experience with transition at their school, PA 1-3, 5, and 7-8 mentioned how a lack of working relationships and friendly networks within the school had a negative impact on their transition experience particularly during the second semester of the first year at their IS. The disconnect between staff impacted the continuity within the curriculum (PA 1 and 8), team collaboration (PA 1, 3, 5, and 8), and teaching and learning (PA 1-3, 5, and 7-8).

During the second interview when participants were asked to further explain their experience with transition, all participants spoke about feeling isolated during their transition. These feelings of isolation impacted one participant's decision to leave the school at the end of the academic year. PA 3, 5, 7, and 8 mentioned the lack of opportunities for new teachers and returning teachers to work together negatively impacted the collaborative environment and/or fostered a culture of disconnect between departments and within departments. PA 2, 3, 7, and 8 talked about the extensive effort that was required on their part to build relationships with colleagues. PA 3 explained, "There wasn't much support in facilitating bonding with us new staff or with long-time staff members". This disconnect impacts the relationship between new and returning staff members and is perceived as a problem. PA 3, 5, and 8 shared how this disconnect between staff impacted peer collaboration and comradery. Participants (2-8) also mentioned how a lack of working relationships and friendly networks within the school (during their first year) had a negative impact on their transition experience. PA 6 explained:

It's difficult when colleagues and friends leave and you have to make new friends again.... All of the new teachers from the year we started have left... there is a lack of opportunities to collaborate as professionals to build new relationships... and it would be helpful because we

have to transition every year when colleagues leave and new ones come in. It can be draining.

The effort required to continuously build these relationships at the start of each year for returning teachers, caused stress (PA 2-8) and impacted the desire to form new relationships (PA 2, 3, 5, and 8). This teacher's words also indicated the existence of a high rate of staff turnover and this was experienced as a problem. PA 5 shared their perspective, "It's tiring having to welcome so many new staff each year. You do start to think, this new member of staff will probably stay longer at the school, so I may invest more time in them than a teacher I think might leave after two years." High turnover rates impacted the type of relationship this participant felt they could have with new teachers.

4.2.1.4 Culture and Organisation

The fourth category of challenges and negative experiences with crossing-over included culture and organisation especially upon arrival, and during the first year at the school. This caused feelings of insecurity, confusion, and stress with regards to host country culture, the vast cultural demographics in the school, and/or the school culture itself.

Insecurity

When teachers were asked during their first interview to share about their experiences from their first days in school, all participants shared feelings of insecurity. While participants mentioned it was difficult to navigate their own cultural understanding and how the diverse demographics amalgamate the school culture, PA 1, and 3-8 indicated there was a lack of distinguished or identifiable culture in their school which further complicated their transition. PA 8 commented that "with such a diverse student and staff population there was a lack of an identifiable academic and school-wide culture. Were my expectations similar to others?". The participant talked about how this led to feeling unsure if their teaching approach aligned with the academic practices of their colleagues and resulted in them working more independently than anticipated. PA 1, 4, 6, 7, and 8 shared how the information about student and staff demographics was initially not clear and this directly impacted teaching and planning and for some the trust relationship amongst staff. PA 6 explains, "We were told there were over 80 nationalities. I figured they meant in the high school, but in reality, it was the whole school, which impacted the examples I had planned

to use in my classroom... this made me second guess the information I was told at times". The participant further shared how this impacted their social emotional well-being as well as caused them to feel "unsure" and "hesitant".

During the second interview, when participants were asked to share about their experience with transition, PA 1, 4, 6, and 8 further discussed the negative impact a lack of knowledge about the school's demographics had on their transition during the first year. PA 1 explained: "It was difficult to navigate the multiple nationalities and their cultural norms at times. Overtime, you pick things up". PA 1, 2, 5, and 8 shared how a lack of knowledge concerning the host country culture (especially at the start of their first year) and diverse cultures within the school impacted their communication with parents and students as well as their adjustment to the country and school. PA 5 shared, "I was hesitant and unsure sometimes when I had conversations with parents because there were different expectations of me from different cultures. I was learning on the go what those expectations were".

Confusion

During the first interview, when participants were asked to speak freely about their transition experiences, all participants indicated confusion with regards to the school culture and its alignment with the curriculum upon arrival and during their first year at the school. PA 1, 3, 5, and 7-8 reported feelings of "confusion" with regards to cultural differences. PA 6 shared about their confusion in regards to the school culture and to their surprise it was not necessarily reflected in the curriculum:

I thought there would be a strong American culture at the school since there is an American curriculum and a larger percentage of Americans who attend the school... this was not exactly the case... while we have some American traditions, there is no clear understanding of how the American and IB curriculum connect to the school culture or expectations of teachers.

Unclear alignment made it difficult for PA 1, 4, and 6-8 to include creative activities in teaching and learning, and impacted how they engaged with the curriculum. PA 4 explained, "I'm not sure exactly what's expected of me because it changes...I don't see or understand the school culture, and I believe this impacts the unity of the school...parents have one perception, teachers have another, students and senior

leadership each have their own.

PA 4 further shared how confusion about culture, curriculum, and expectations negatively impacted their motivation and integration to the school culture.

I think not fully understanding the school culture and curriculum and definitely being confused about what was expected of me, hindered my daily motivation and integration to the school culture more often than it should.

During the second interview when participants were asked if there was anything else they wanted to share with the researcher, PA 1, 3, 4, and 6-8 further expressed confusion over understanding the cultural norms of the school. PA 8 provided an example they encountered upon arrival,

Some emails use 's' instead of 'z' with their spelling. Which should I use to communicate with parents, students, and teachers? Should I use 's' with British people and 'z' with Americans? What do I use with German, Russian, or Nigerian families? It's confusing to know the cultural norms of the school when it hasn't been shared and you're not even sure what the school culture is.

PA 8 mentioned how this confusion impacted the teachers approach to written communication with students, parents, and teachers upon arrival and during the first semester and how the teacher viewed their school as a learning organisation. All participants commented on how the lack of organisation with the school's ways of working caused confusion and impacted their perception of the quality of teaching and learning that was provided by the school.

Stress

During the first interview, when participants were asked to speak freely about their transition experiences, PA 1-8 indicated stress was a result of unclear expectations from school leadership. This negatively impacted PA 1-8 perception of the school's culture. All participants mentioned there was inconsistency within their school in regards to expectations for teachers and this lack of understanding impacted how teachers viewed the school culture and constructed their learning as a teacher in the school. PA 5 provided an example from their first year at the school, "Sometimes I was told conflicting information from senior leadership, which left me unsure of what to do and what to prioritise". PA 3 further explained: "Sometimes I just do what I think is best because it is not always clear

what the unwritten rules are. More organisation would be helpful". During interview 2, PA 3 was asked to further expand on their thoughts about expectations for teachers and stated, "The unclear expectations added to the stress of my transition" and further commented on how this impacted their approach to teaching and learning, as well as their desire to take initiative on various projects.

4.2.2 Aspects Aiding the Transition Process

The second major theme formed from the research regarded aspects that aided the transition process for teachers at ISs. There were three categories: support from colleagues and family; ability to adjust to a new culture and environment; organisation and stability.

4.2.2.1 Support from Colleagues and Family

The first category identified as aiding the transition process was having support from colleagues and family, particularly during their first year at the school. The following subcategories were perceived by the participants as essential components to a support system: having welcoming and approachable staff members; moving with family members and relatives; and making new friends and interacting with the new community.

Welcoming and Approachable Staff Members

During the first interview, participants were asked to freely share about their experiences with transition at their IS. All participants shared narratives about a colleague(s) who were willing to guide and assist with personal and professional challenges during their transition and its positive impact on their transition. All participants described how feeling welcomed and received by their co-workers and peers helped their social and professional adjustment by the end of the first year. PA 2, 7, and 8 identified key individuals at their schools who communicated clearly, looked after new hires, and/or prioritised including staff as individuals who directly impacted their transition. As PA 1 expressed, the individuals one interacts with daily are the key to the transition and new teachers' adjustment.

We worked with a bunch of different people when we arrived... So, I found that sometimes the individual teachers in your division are really the key people in the transition rather than the school in general.

This suggested informal support networks were more important than formal arrangements put in place by the school. PA 2 shared how welcoming staff members, especially prior to arrival and during the first few weeks at work, assisted their transition and shared how they were grateful for the emails and guidelines received before the first day.

One of the things that was really helpful was when a teacher sent out emails before we arrived. This teacher was still on summer break and my understanding was, they weren't part of the New Teacher Training. This person was sort of like an unofficial welcoming committee and those e-mails were really helpful. It was kind of my point person who I asked questions to.

PA 7 shared how one member of senior management's support allowed for trust to build and positively influenced their social adjustment. They narrated their story, saying:

I'm lucky I've got a head of department who is super supportive, who has the patience of a saint. Patience because I have a lot of questions and I'm not afraid to ask them.

Support from colleagues impacted the relationships participants had with fellow teachers, their sense of belonging in the school, and ability to navigate their own needs. These were seen to contribute to positive levels of adjustment by the end of the first year at the school.

During the second interview, when participants were asked to share more about the information and communication they received before arrival, PA 2 stressed receiving relevant information and personal communication prior to arrival impacted their sense of belonging. It made them feel "welcomed", "prepared", and "started the development of their support system". During the second interview, when participants were asked to share more about their experience with support from colleagues, all participants mentioned a pleasant environment made up of supportive colleagues greatly increased the morale and/or outlook of the new or transferring teachers. In addition, all participants commented that advice and/or input from colleagues was invaluable or essential in aiding their adjustment. Supportive colleagues fostered an inclusive environment and helped to facilitate a connection to the IS for all participants especially at the start of the second month at the school. PA 1-3, 5, and 7-8 emphasised how useful this support was in terms of providing practical tips and information from the co-teachers and the leadership team. This suggested a lack of intentional and structured support and information and rather a reliance on the ad-hoc support of colleagues.

Moving with family members and relatives

The second subcategory for having a support system was moving with family members and relatives. PA 1, 2, 4, 5, and 8, who were fortunate to have been given the opportunity to transfer to their IS (and another country) in the presence of their family members and relatives, mentioned the support from family and relatives aided their transition to their school. PA 5 highlighted the support from their partner contributed to their successful transition.

I couldn't have done it without my spouse, I would say. Everybody is different, it doesn't mean that just because you're a single, without a partner, you will struggle more with transition. For me, going through life with a partner was important because I think human beings are meant to be with other human beings and we need to be part of a pack.

Psychologically, yes, having a partner was very important for me.

This suggests that the type and amount of support from family and relatives may depend on the individual and not look the same for everyone transitioning to an IS. PA 6 commented how the support of parents-in-law from arrival through the first couple of weeks made the transition more endurable. The participant narrated during the interview,

My in-laws were invaluable to the transition. They arrived in England one day after my spouse, young child, and I arrived. My in-laws provided childcare during the New Teacher Training. We assumed our school would have provided childcare during our training as there were so many new teachers from around the world. This was not the case and if our in-laws were not with us, we would have had no one to look after our child...But the emotional support of our parents during those first couple weeks made our transition easier.

Those who had the support of their family during the transition to their IS, mentioned it had a positive impact on their ability to settle to a new country, aided in navigating one's basic needs, and/or provided emotional support during the transition.

The participants in the second interview repeated the importance of support from family. PA 1 noted, "I think coming together as a family made it easy, we had a support system in place." PA 1, 2, 4, 5, and 8 mentioned that having a spouse and/or a child accompanying them positively aided their transition. In addition, some participants shared that the challenges encountered during transition encouraged the family to become "more united" (PA 1) and "built a stronger relationship" (PA 8). One example was shared by PA 2,

I definitely would not be living this far away from my family if I didn't have my family here. Having our child while abroad has really been key to our transitions. It was good that we

were able to face those challenges together and get an idea of how we handle some major stress and it's ultimately strengthened our relationship.

In contrast, PA 7 described the duality they felt transitioning on their own,

At times it can be difficult transitioning solo, but it's also an adventure and transitioning as a single person, I have the freedom to engage or disengage without being concerned how it impacts a partner.

When comparing the responses from teachers with and without a partner/family accompanying their transition, those who transition without a partner or family will not necessarily be unsuccessful in their transition.

Making friends and interacting with the new community

During the first interview when participants were asked to share about their experience with transition, all participants talked about how building connections in friendship within the school and wider community positively impacted their transition during the first year of their transition. Below is an example from PA 8,

It was the friendships I made with colleagues that helped me in my transition. Connecting with people from the whole school community... parents, the security guard and [senior leadership] helped me to process in my transition, especially during my first year.

WIS and TISE often facilitated one-off events throughout the year to foster relationships between colleagues and the school community. All participants had attended such events and mentioned how some fostered better connections between those new to the school and the wider school community than others. PA 1, 2, and 6-8 shared about how it is important to socialise and interact with new peers in order to create relationships and learn from the more senior and/or knowledgeable members of the community. PA 1, 2, and 6-8 suggested aspects of the NTO (conversations during breaktime, some team building activities, and dinner as a group) were beneficial in making friendly connections with other new colleagues. PA 1 narrated,

There were so many of us that were new. The friends that I've made here, have made it easier to transition and I found that eating in the staff room is really helpful, because then you get to know people from that... from that you develop your social group. There were a group of new people who starting going to happy hour on Fridays. And so, we'd go and the kids would sit, have their iPad time, and we socialised, which made the transition easier. I

mean, you miss your friends and family being in a different place, but you make new friends and they become your, you know, honorary family.

This suggests that while the school can facilitate opportunities for teachers to build relationships, it is also up to the individual to embrace opportunities to build friendships and social networks. Furthermore, it also suggests that one's previous support network may still play a role in helping teachers transition. PA 4 admitted that it is not easy to interact and communicate with colleagues if they seem to be uninterested and unapproachable. Yet, when new teachers are willing to create a connection and build an effective relationship with their peers, it can aid their transition. The participant narrated,

It's good to speak with colleagues in order to learn the ways of the school. It's difficult to understand the school culture upon arrival as it feels like everyone works in their own groups a part from a "whole school" approach. You have to engage with other teachers in order to make a connection and build those relationships. It's not offered to you, most people don't go out of their way, but you have to initiate contact.

During the second interview participants were asked to share about their experiences with transition, all participants mentioned that aside from professional connections, it is also imperative to have the support of friends. All participants felt building friendships outside the school community during transition helped them adjust to the new country and/or culture more quickly. PA 7 explained how having friends, "outside of school... helps so you don't feel so isolated. So, it's always nice to know people before you arrive".

4.2.2.2 Navigating the New Culture and Environment

The second category identified as aiding the transition process was the ability to adjust to a new culture and environment. The following subcategories were perceived as aiding the participants' crossing-over experience: navigating the new culture; personal attributes and attitudes; and professional and personal adjustments.

Navigating the New Culture

The first subcategory of navigating the new culture and environment to aid the transition process was a teacher's ability to navigate a new culture. After the second interview when participants were asked to share at length about their transition, PA 2-3, 5, and 6 shared

how being able to navigate the school's culture, both in school and in the country/local cultural context, positively impacted their adjustment. PA 2 and 5 said this contributed to a positive impact on their teaching and learning. PA 1-3, 5, and 7-8 mentioned that once they were better able to understand the professional culture and a school's ways of working, it positively impacted their personal and professional transition. All participants noted that in addition to adjusting to the country's culture, each workplace has its own culture and new teachers must take initiative and do their best to adapt and learn the new norms.

Personal Attributes and Attitudes

The second subcategory of navigating the new culture and environment considered personal attributes and attitudes. During the first interview participants were asked to share freely about their transition experience and all participants mentioned there were personal attributes and attitudes they possessed that aided their transition. Participants used the following phrases as desirable attributes for an individual to possess: flexible (PA 1-8), reflective (PA 1-5 and 7-8), take initiative (PA 1-8), gumption (PA 2, 5, and 8), pro-active about understanding diverse cultures you work with (PA 2 and 5), and interpersonal skills (PA 1-8). While this is not an exhaustive list, all participants mentioned that educators new to an IS should reflect on their own personal attributes prior to arrival and consider what other skills need to be developed. This suggests that personal professional development and disposition have a critical role in one's transition. PA 6 commented,

Yes, you need support from your school but as a teacher working in an international school, you also need to have or develop a set of skills that are suited to thrive in this type of environment. There is high student turnover and that can occur during the academic year. You need to be flexible and prepared for disruption. There are a lot of teachers from different countries, you need to put yourself out there and make connections. These types of personal skills helped me during transition.

Professional and Personal Adjustments

The third subcategory of navigating a new culture and environment included personal and professional life adjustments. During the first interview when participants were asked to share about their experiences with transition at their school, participants suggested the following understandings of personal and professional life adjustments aided their

transition: understanding the differences between the host and home country cultures; understanding the professional cultural and its ways of working; and dedicating time to tend to personal needs. PA 1, 2, 5, and 8 mentioned that understanding the differences between the host country and home country cultures was vital to navigating their transition. PA 1 was at first puzzled with the difference between the culture of their passport country and the UK and admitted how they needed some time to get used to the differences. This participant went on to say once they were able to navigate the nuances of UK culture, it allowed time for them to “consciously tend to my transition as a whole”. This proactive approach also applies to tending to one’s personal needs. PA 4 stated:

There were issues I expected, like it takes forever to get your internet hooked up, that I’ll need to spend time learning the curriculum but I didn’t realise the issues with a lack of housing and the high costs of housing... once I was able to wrap my head around this, and look after my personal needs, it made the transition easier, because I could focus on my work.

PA 4’s suggestion to take this preparation into their own hands amplifies the failure of the schools to provide this for the new staff. PA5 shared their own experiences on the difficulties they faced with regards to ensuring their basic needs were met as they worked to settle into both their home and a new job. While all participants mentioned the employer does have an obligation to support the teacher during their cultural transition, it was stressed that educators must: be proactive (PA 1-8), take ownership of their needs PA 1-2, and 4-8), be engaged throughout the transition process (PA 1-8), and that dedicating time to one’s personal transition is important for supporting one’s basic needs (PA 2, 7, and 8).

4.2.3 Recommendations to Improve Crossing-over for Teachers in International Schools

The third theme formed from the research encompassed recommendations for improving the transition experience for teachers at ISs and was divided into two categories: provisions to aid professional learning and provisions to aid personal transition.

4.2.3.1 Provisions for Professional Learning

The first category of recommendations to improve teacher transition in ISs includes provisions for professional learning. The following subcategories were identified: having a

formal and targeted orientation and training; having an assigned buddy and mentor; having a printed/online handbook or manual; and organisation and clear expectations.

Having a Formal and Targeted Orientation and Training

The first subcategory of provisions for professional learning included a need for a formal and targeted orientation and training to help teachers develop their professional knowledge as they transition to an IS or from one country to another. All participants mentioned that a NTO training (prior to returning staff and students returning to school) and a NTT programme should be a part of the support participants receive. There were various suggestions on the length of the programmes and aspects that should be included. See Table 5, *Recommendation for New Teacher Orientation and Training*. Below the table are some samples of participants' thoughts concerning their most favourite recommendations.

Table 5. Recommendations for New Teacher Orientation and Training

Recommendation	Participants	Variations of the Recommendation	Participants
NTO Programme (prior to returning staff and students returning to the school)	PA 1-8	<p>For two weeks prior to staff returning</p> <p>For one week prior to staff returning to school</p> <p>For three days prior to staff returning</p> <p>Need for intercultural training as a component</p> <p>Involves all new staff at the school (kitchen staff, teachers, office staff, senior leadership, etc.)</p> <p>Should target individuals' needs</p> <p>Should consider new teacher demographics each year</p> <p>Team bonding component</p> <p>Time should be allocated for teachers' independent work (in their classrooms)</p>	<p>PA 5</p> <p>PA 1-3, and 6-8</p> <p>PA 4</p> <p>PA 1-2, 5, 7 and 8</p> <p>PA 1, 3, 5, and 7</p> <p>PA 1-8</p> <p>PA 2, and 5-6</p> <p>PA 1-8</p> <p>PA 1, 3, 4, 6-8</p>
NTT Programme	PA 1-8	<p>Training to take place monthly</p> <p>Targeted during "common culture shock times (upon arrival, two months after school starts, December, February and in the spring... and throughout the transition cycle)"</p> <p>Should be formal and purposive</p> <p>Should be optional</p> <p>Timings should be flexible</p> <p>Should target individuals' needs</p> <p>Include a cultural component</p>	<p>PA 1-3, 5-6, and 8</p> <p>PA 5</p> <p>PA 2-3, 5, and 7-8</p> <p>PA 4 and 6</p> <p>PA 1, 4, 6-8</p> <p>PA 1-8</p> <p>PA 1, 3, 5, 6-8</p>
Additional Support in Addition to NTO and NTT Programmes		<p>Department based orientation</p> <p>Specific support for part-time employees</p> <p>Assigned mentor and buddy (open-door policy)</p> <p>External workshops and training</p>	<p>PA 1, and 7-8</p> <p>PA 3</p> <p>PA 1-8</p> <p>PA 1, 5, 6, and 8</p>

During the first interview when participants were asked to share at length about their transition experience, PA 2 believed in a focused and targeted orientation based on interactions with colleagues:

It would be helpful to not have to wait for training and assistance. I feel it would have been better if a more department-based orientation was delivered by the people who I consistently interact with and have direct knowledge of the challenges I am and would be encountering. A set of resources would be great as well.

This indicates that access to real time support for teachers helps one's transition. At the end of the first interview participants were asked if there was anything else they wanted to share with the researcher and PA 5 suggested the implementation of a formal cultural training workshop from an external provider. This participant shared this was most relevant for them as a teacher in transition and an expat in England:

I found an external workshop on my own and this cultural training workshop was great and probably the best workshop I've ever went to... All staff should have access to this workshop as it helped me understand various cultures and how to respond to parents' expectations, which differ from culture to culture. It also helped me to understand transition is a process and not a weakness.

During the second interview when participants were shown the 'Welcome Guide' and were asked to share their experience with the guide. PA 1 stated, "So, I would imagine it's probably easier if you come with somebody [to your new IS] and then engage with a formal system called a culture inculcating system." This suggests a formalised approach, that includes a component of cultural understanding may have a place in the NTO and NTT programmes. PA 2 commented on the various components that would be beneficial in a formalised transition programme,

I feel like I'm not in a state of transition anymore but I'm still constantly learning from the people in my department, primarily, and people in my division as well. I tend to go to people who are teaching the same thing as I'm teaching and get information from them as needed or during meetings and things like that. And I feel like a department-based orientation would be more effective for me... Otherwise my needs felt like less of a priority. When I first arrived, I was forced to attend a meeting about differentiation, which felt patronising, when I needed to know about procedures in the high school and assessment in my department.

All participants mentioned how aspects of the NTO and NTT programmes should be tailored to meet teachers' individualised needs and this would benefit one's transition particularly

during the first year. Further, PA 3 shared how a formalised training programme should include all employees new to the school and special considerations should be given to part-time employees when developing the NTO and NTT programmes.

I was invited to a one-morning induction where all new employees attended (teachers, janitors, security, etc.). This was fantastic and showed the school valued all new employees by having us come together. I still think they could improve training for part-time teachers.

Having an Assigned Buddy and Mentor

The second subcategory identified for provisions for professional learning was buddies and mentorship. During interviews 1 and 2 participants shared their perspectives on the benefits of a buddy and a mentor programme for new teachers crossing-over to ISs. Participants used the terms buddy and mentor interchangeably, therefore the distinction was made between the two. Neither WIS or TISE at the time of this study had a buddy programme in place but previous experience with buddy programmes in other schools, and organic buddies created through connection with colleagues were the basis of participants suggestions. All participants mentioned there would be value in pairing teachers who have experience working in their IS with newcomers for informal social, personal, and professional support (referred to and what is meant by the term buddy). PA 5 during their first interview described this type of relationship, “That would be your buddy and the person you go to for every stupid question you have, if you have questions”. PA 4, during their first interview, when discussing the challenges with their transition strongly believed their transition would have been more manageable with a mentor. “I would have benefitted from a mentor to help with all of the social adjustments but I didn’t have one”. While PA 4 felt the buddy programme should be optional, the remaining participants mentioned that every new teacher should be paired with a buddy and suggested the level of support would vary based on teachers’ needs. PA 1-2, 5, 7-8 suggested time be allocated in either the daily or weekly schedule for the informal meetings with buddies. This indicates the informality and an organic nature of a buddy system may still require some formality in its implementation.

In addition to a buddy programme, PA 1-3, and 5-8 talked about how a formal support system (referred to here as a mentor programme) would aid one’s professional development and should be implemented for all teachers at the IS. At the time of this study,

both WIS and TISE had professional development programmes where participants had to set goals and develop a plan as well as meet with senior leadership to discuss progress on their goals. All participants shared about how the current professional development system was demotivating and did not meet their needs and felt time should be allocated within the work schedule either bi-weekly (PA 1-3, 5, 7-8) or monthly (PA 4 and 6) for mentors to meet with mentees. PA 1, 2, 4-5, and 8 recommended time be dedicated to understanding teachers' needs and discussions around options for professional development would be helpful during these meetings. Participants felt an open-door policy between mentor and mentee was best to: foster participation (PA 1-2, 5, and 7-8), build a bond between colleagues (PA 1-3 and 5-8), and allow for prompt responses to questions (PA 1, 3, and 7-8).

Having a Printed/Online Handbook or Manual

The third subcategory of provisions for professional learning identified the production of a printed handbook or manual that contains the most important transition knowledge and information to navigate crossing-over. Both participating schools had published a 'Welcome Guide'. During the first interview participants were asked to speak at length about their transition experiences. All participants highlighted the need for a manual to contain the school's policies and procedures and to be accessible prior to arrival online. In addition to the school and teacher manual, PA 1-3, and 7-8 participants mentioned the need for a detailed calendar with explanations about its content. The manual and calendar were identified as filling a gap in knowledge and provided resources teachers at ISs identified as essential for new teachers. During the second interview, participants were shown their school's 'Welcome Guide'. All participants suggested in addition to an accessible 'Welcome Guide', a manual that specifically addressed details about each of the school's divisions (lower school, middle school, and high school) would also help one to navigate their transition. PA 2-3, 5, and 8 mentioned how such resources would help educators manage some of the practical tasks required of them, and to feel supported and autonomous in managing their transition.

Organisation and Clear Expectations

All participants talked about the important role organisation and clear expectations had on their transition. After the second interview was complete, all participants indicated there

were some departments within their high school that were well organised and had consistent expectations. PA 8 described such a department:

[One department] is very clear about team meetings, expectations for office hours, when they store and how they moderate common assessments... I enjoyed working with that team... you knew the expectations, there was less stress, and I was able to do my job in confidence and focus on my job. I felt supported by the team.

A well organised and supportive team positively impacted this teacher's transition during their first year and provided positive social integration, which all participants mentioned positively impacts one's confidence, sense of belonging, and/or sense of security.

4.2.3.2 Provisions for Personal Transition

The second category of recommendations to improve teacher transition in ISs includes provisions for personal transition. The following subcategories were identified: opportunities for teachers to engage as a community outside of school; employing a transition lead to help with teacher personal transition; and integrating cultural celebrations as events for teachers to attend.

Opportunities to Engage as a Community

The first subcategory of provisions for personal transition included opportunities to engage as a community. During the first interview when participants were asked to talk at length about their transition to their IS, all participants mentioned there was a benefit for ISEs to engage in community activities and events outside of work and suggested ISs should facilitate some of these interactions throughout the academic year. PA 5 expressed, "The school has the facilities and knowledge to support events outside of work that would allow us teachers to bond and better form a community, this is what is missing". Participants suggested opportunities such as family events (PA 1, 5, and 8), teacher meet and greets (PA 1-8), and community bridging activities (PA 5) would foster positive social interactions, help teachers feel they belong, and help with integration into the school culture.

Employ a Transition Lead

The second subcategory of provisions for personal transition included employing a transition lead. PA 1, 2, 5, 6, and 8 suggested there should be a designated transition lead to

help facilitate and monitor new teachers' transition and to facilitate support for all teachers during their time of employment at the school. PA 2, 5, and 6 talked about how this individual should be the teachers' main contact and be responsible for ensuring support was provided. During the second interview when participants were asked to share about their experiences with a transition, PA 8 further explained the importance of a qualified transitions lead:

This individual should have some knowledge of transition and be trained as a transitions lead. It's nice to have individuals volunteer for the role, maybe they have high enthusiasm, but we really need guidance from someone who's an expert on transition, adjusting to a new culture, and knows about various cultures so they can teach us. It's not about giving me a document I couldn't find on the system, although that is helpful, it's about recognising when colleagues are experiencing culture shock, recognising this, and providing the proper support. It's about knowing how to deal with parent expectations and how to communicate with other cultures.

This implies the role of transitions lead requires formalised training. PA 2, 5, and 6 suggested that educators in ISs need knowledgeable and qualified individuals leading them through their transition. PA 1, 2, and 4 noted that support should be individualised as each educator's experience is unique and may require a different level of support, including personal support that professional provisions may not be targeting.

Cultural Celebrations

The third subcategory participants identified for aiding personal transition was the implementation of cultural celebrations. PA 1-5 and 7-8 stressed the importance of their school hosting cultural celebrations that acknowledged the cultures that make up the school, local community, and the wider world cultural context. PA 1, 2-3, and 5 suggested this would help teachers manage feelings of missing out on home cultural celebrations and help to understand the culture of the school and the students. In the second interview when participants were asked to share about their experiences with transition at their school, PA 5 described the need for an IS to, "foster unity in diversity" within the school. PA 3 shared that, "It would really help with homesickness if we celebrated more holidays, festivals, and events reflecting our colleagues, students, and our home countries". Engaging in cultural celebrations was considered an important aspect of participants' transition.

4.3 Summary

Chapter 4 contained the results of the thematic analysis of interviews with the eight participants. The analysis led to the discovery of the varying experiences of the IS educators, the perceived needs of these educators, and some provisions for professional learning that were believed to aid in the personal and professional transition. In Chapter 5, the findings will be discussed in relation to the literature reviewed in Chapter 2 and the research questions.

CHAPTER 5: DISCUSSION

Chapter 5 attempts to give meaning to the results by tying them to the research questions and literature reviewed in Chapter 2. It considers complexities associated with transition for teachers in ISs and the implications for practice. The discussion is centred on answering the following research questions:

1. What are the experiences with the transition that educators in ISs encounter?
2. What are these educators' perceived needs for transition?
3. What provisions for professional learning may ISs implement to help teacher transition?

Chapter 4 detailed the findings of the research and revealed the common experiences, challenges, and needs expressed by participants concerning the transition process, when challenges and needs occurred, as well as the recommendations suggested by participants as a means of enhancing transition for teachers at ISs. In Chapter 5 these findings were guided by a theoretical framework, which consisted of Lysgaard's (1955) UCT, Maslow's (1943) hierarchy of needs, and Dewey's (1916) and Vygotsky's (1978) theories on social constructivism. Collectively, these theories were selected to explain the psychological and sociocultural dimensions of transitions experienced by educators in ISs. Psychologically, the four UCT phases of cross-cultural transition (Lysgaard, 1955) informed the five general phases of transition, identified from this study, ISEs may experience. Maslow's (1943) hierarchy helped to explain the hierarchical needs of ISEs as they transition and how their psychological needs can inform their actions and experiences. From a sociocultural perspective, Vygotsky's (1978) and Dewey's (1916) work on social constructivism informed how educators gain knowledge and understanding of the IS learning environment and cultural context, primarily through social interactions and support from colleagues. Participants presented their narratives in chronological order, following a timeline, indicating timeframes when challenges and needs (indicated low adjustment), and support (indicated a high adjustment) were present and/or required.

Chapter 5 begins by distinguishing the difference between a 'typical transition' for teachers who work at 'non-ISs', where the cultural context and educational curriculum and pedagogy are familiar, compared to the transitional experience of educators in ISs. Chapter 5 highlights the importance of understanding the experiences educators in ISs encounter

with transition and contends the term crossing-over best defines and illustrates this experience. Next, the chapter discusses the five phases of transition identified from the analysis of the data: Upon Arrival, Crossing-over Adjustment, Continuous Crossing-over Navigation, and Departure. Each of the five phases is associated with a timeframe of transition and personal, professional, and/or cultural considerations identified from the data. The results of the study, their meanings, theoretical implications, and recommendations are considered within each of the aforementioned phases in order to extend the understanding of the needs, challenges, and provisions that teachers transitioning to WIS and TISE require. These findings have potential application to other ISEs and IS contexts around the world.

5.1 Educator Transition and Crossing-over

While all teachers new to a school will have some similar challenges to navigate during their transition, the findings from this study indicate teacher transition in ISs is a unique process, which presents particular challenges and needs for educators working in these contexts. Some participants in this study shared how transitioning to an IS reminded them of their experiences as a beginning teacher. Stirzaker's (2004) review of the literature also supports this idea that beginning teachers may experience similar challenges as educators new to an IS as both groups must adapt to a new school structure, their ways of working, and to new colleagues and students. All teachers new to any school context will need to satisfy a series of needs as represented by Maslow's (1943, 1954) hierarchy of needs: basic needs (psychological and safety needs), psychological needs (belongingness and esteem needs) and self-fulfilment needs (self-actualisation). However, the type of challenges, support, and needs for teachers new to an IS may differ.

This study, along with the literature reviewed, indicated all teachers new to a school require their basic needs be met and that they acquire practical knowledge during their transition. Some examples of practical knowledge identified by participants in this study included: how to take attendance, how parent-teacher conferences are conducted, how to record grades and access data, how to provide assessment feedback, how to access the school calendar, and how to address and administer standardised assessments. This is what Bauer and Erdogan (2011) call occupational socialisation, where a teacher is required to

learn the norms of the profession. Participants' experiences in this study showed that the occupational socialisation process was more difficult and took longer when transitioning to an IS, compared to their previous transitions (to schools in their home country and/or schools in the country where they completed their teacher training). Some participants stressed as each IS is vastly different from one another, it was challenging to transition to each IS they worked in. Jasman (2010) contends that one's difficulty in navigating a new work context depended on how significant the difference is between the prior academic and pedagogical training and teaching experience and the new work context. Therefore, educators in ISs appear to face greater challenges with navigating the pedagogical differences between their training and the complexities associated with an IS.

Due to the complex culture of and diverse pedagogical practices in the participating ISs, participants identified the difference between their teacher training and previous teaching experiences compared to their current IS was greater than they had anticipated. While a teacher new to a school may need to learn and adapt their social norms and tussle with their sense of belonging in their new school environment, the findings of this study indicated educators in ISs may have a greater gap to navigate when transitioning to an IS, and as a result require additional support. Furthermore, participants emphasised understanding the gap between what they know and the context of their IS is paramount for assisting ISEs' transition into their new cultural and work context. Educators encountered challenges, which were often not met during the NTO or the NTT sessions, which they were required to attend. This has implications for the teachers and those conducting the trainings and highlighted the need to understand the complex and unique experience of transition for ISEs.

Teachers in ISs are required to do more than transition into their new work context. Brown et al. (2010) use the term crossing-over to describe the transition experience ISEs in universities encounter when moving to a new cultural context to teach. They define crossing-over as adjusting to a physical location change and/or navigating through aligning previous pedagogical practices, philosophies, and teaching perspectives with new institutional expectations and strategic direction. Based on the challenges, needs, and recommendations identified in this study, this definition of crossing-over captures what some teachers new to a school may encounter and part of the experience for teachers working in an IS. The narratives participants shared indicated a need to include in the

definition both personal and professional challenges, complexities with navigating culture, and that the experience was dynamic. These issues are discussed in more detail in the following sections. Therefore, an adaptation to Brown et al.'s (2010) definition could better describe crossing-over for teachers in this study and around the world. The findings from this study support the definition for crossing-over to an IS as: the adapting to a physical location change and/or navigating through positioning previous pedagogical practices, philosophies, and teaching perspectives (one is trained in) with the new expectations and requirements of one's professional life as an educator while simultaneously navigating the complex culture, cultivating intercultural competence, and managing one's dynamic personal challenges and needs. Participants indicated ISs need to understand the specific challenges and needs of educators at their school in order to provide the best support.

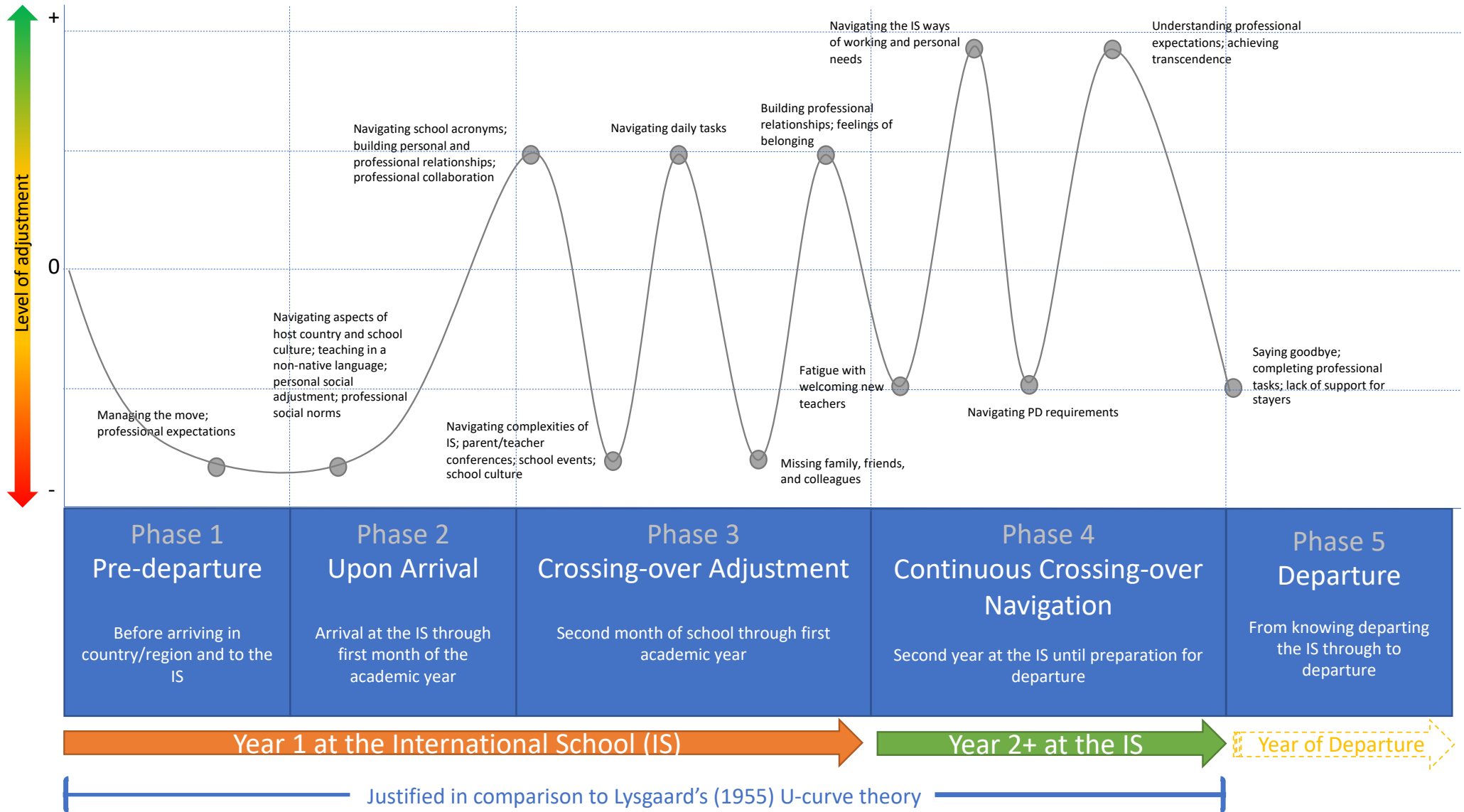
5.2 Crossing-over Phases

The data from this study revealed there were five phases that participants encountered during their crossing-over. These phases represent the possible transition experiences of teachers new to an IS: Phase 1- Predeparture; Phase 2- Upon Arrival; Phase 3- Crossing-over Adjustment; Phase 4- Continuous Crossing-over Navigation; Phase 5- Departure. These five phases are represented in Figure 9, titled *Crossing-over Phases*, and further discussed below in relation to the timeframe within the crossing-over process and with regards to the experiences, challenges, needs, and suggested provisions identified from the data gathered and literature reviewed. The *Crossing-over Phases* were considered in relation to Lysgaard's (1955) UCT, which consists of four stages. While the UCT is not a universal representation of all educators' adjustment, it provided a foundation to discuss the discrepancy between what the UCT contends and the experiences participants in this study encountered. Lysgaard's (1955) UCT, which is linear, was contested by Rabia (2017) who contended each of UCT stages may occur more than once. Like Rabia's (2017) findings, the transition experience was not linear for individuals in this study. For example, phase 4, Continuous Crossing-over Navigation, was repeated during one's second year at the IS where continuous adjustment was present until one departed the school. Furthermore, the five phases identified from this study are inextricably linked as an ISE could be managing unresolved personal issues associated with culture shock, while providing suggestions to

address professional concerns within their school. However, it is valuable to consider transition from one phase to the next, and as dependent on factors such as the development of expertise in navigating the new cultural context along with effective support from colleagues.

Figure 9, the *Crossing-over Phases*, reflects the hypothesised adjustment trajectories that show predicted patterns of adjustment over the duration of participants' crossing-over. '0' indicates the status quo. Above the '0' on the y-axis indicates a positive level of adjustment where participants were problem-focused and/or had resources and support (as referenced by the stress and coping framework) relative to below the '0' line on the y-axis, which indicates a decrease or negative adjustment where participants were emotion focused and/or had a lack of resources or support. The levels of adjustment on the y-axis do not represent the results of measurable data but the wavy line represents the ups and downs of participants' adjustment trajectory identified from their narratives using guidance from the stress and coping framework (Lazarus and Folkman, 1984). The level of positive or negative adjustment varied participant to participant however participants aligned on what had a positive or negative impact on their crossing-over adjustment. It is important to note Lazarus' and Folkman's stress and coping framework has just two scales (emotion and problem focused) and does not fully consider personality variables such as resilience, disposition, values, goals, or beliefs (global and situational) that contribute to one's ability to adapt (Folkman, 2011). Moreover, Figure 9 does not distinguish degrees within each positive or negative level of adjustment. Further research where this study is replicated (using a mixed-methods approach), and includes a Likert scale could be helpful to understand the variation of high and low levels of adjustment for each data point in Figure 9 as well as consider personality variables. The *Crossing-over Phases* (Figure 9), which is subject to further research, reflected a general trajectory of what participants in this study experienced during crossing-over and offers a starting point for considering the needs and challenges ISEs may encounter, and the type of support they may require.

Figure 9. Crossing-over Phases



5.2.1 Phase 1: Predeparture

Predeparture, phase 1, described the time period from when participants commit to working at their IS and before they arrive at the school. During Predeparture, participants thought about their new work context and the information required to navigate their transition. The study indicated teachers had a low level of adjustment with regards to managing their personal move and professional expectations during this phase and a need for immediate support and access to resources (see Figure 9). Participants stressed the importance of meeting with key individuals and value of 'Welcome Guides' during this phase. Lysgaard (1955), Oberg (1960), Gullahorn and Gullahorn (1963), and Brown (1980) do not include 'Predeparture' as one of their stages of adjustment, which this study identified as a vital phase to one's crossing-over adjustment. Instead, they describe the first stage as a time of excitement and fascination by the new culture, which Lysgaard (1955) calls the 'Honeymoon' stage. This study's findings imply that participants had immediate personal challenges and professional needs that replaced feelings of excitement and there was a perceived absence of a honeymoon stage, or the honeymoon stage appeared to be brief and did not occur upon arrival like Lysgaard's (1955), Oberg's (1960), and McEvoy and Parker's (1995) models assert. Brown and Holloway (2008), in their ethnographic study on the adjustment journey of international postgraduate students at a university in the South of England, also found participants did not experience feelings of excitement upon arrival, and rather were overwhelmed by negative feelings associated with culture shock. Participants in this study suggested a need for immediate personal and professional support from their ISs upon confirmation of their employment.

5.2.1.1 Personal Challenges

The data from this study's findings revealed personal challenges participants experienced during the Predeparture phase. While not all educators new to an IS will make a physical location change, all participants in this study physically relocated with the large majority moving to their IS from another country. Participants highlighted the need for support during predeparture, to relocate to their new school and community, navigate financial aspects, find appropriate childcare, and identify local community groups for personal interests. Participants indicated such challenges did pre-occupy their thinking and planning

during the Predeparture phase. Educators expected these personal challenges would be addressed and basic needs supported by their IS prior to arrival, which often was not the case. Tarique, Briscoe, and Schuler (2015) stress the importance of an expatriate and their partner knowing about their responsibilities, wage compensations, taxes, procedures, personal security, and relocation possibilities prior to arrival. These practical challenges and needs appeared to reflect Maslow's (1943) basic needs, which his hierarchy stresses must be prioritised before an individual can focus on higher level needs in the hierarchy. Robert and Goemans' (2014) study, along with findings from this study, on the preparation of expatriates highlights how administrative support in assisting the basic needs of expatriates, prior to departure, may aid in reducing stress and overcoming challenges for personal issues, which could allow an individual to then focus on their professional responsibilities (higher level needs in Maslow's hierarchy).

5.2.1.2 Professional Expectations

The data from this study revealed educators new to an IS had many questions during predeparture, concerning professional expectations particular to one's division (high school) and department (e.g., science department). Division refers to the year groups which the participating schools were divided into within the school campuses (primary school, middle school, and high school). For example, teachers needed to know what courses they would teach, their teaching timetable, how much homework should be assigned, if there was vertical alignment in the curriculum and amongst the divisions, how to access grading rubrics, if learning was student or teacher centred, and how the curriculum reflected and incorporated the international community represented within the school. Lysgaard (1955) and Gullahorn and Gullahorn (1963) do not have a 'Predeparture' stage, and located these types of questions in their 'Culture Shock' stage, the second stage in each of their models. Yet, participants in this study indicated a need for this information prior to arriving at their new school. Participants also desired to meet with their head of department and a returning teacher prior to departure as it would have been beneficial in answering questions regarding professional expectations, alleviated feelings of stress and insecurity, and allowed time during the Upon Arrival phase, phase 2, to focus on other professional tasks and learning.

Vygotsky's (1978) sociocultural theory supports this idea that social support and interactions with key individuals are integral to an individual's understanding of a new work context and based on participants' narratives, could be introduced and beneficial prior to arrival in the new country and/or work context. Dewey's (1938) constructivist approach to learning supports that knowledge can be gained from others' experiences and participants stressed partnering new teachers with returning teachers would aid this learning process. One participant shared the benefits of being paired with a returning teacher from their division, who they could email and ask questions prior to arrival. This support was considered helpful, reassuring, and a resource to learn more about their new school and division within the school. Buddy and mentor programmes are further discussed in phase 3, Crossing-over Adjustment. The other participants, during interview 2, were asked about this type of support and the findings indicated how such support was welcomed and could have been beneficial prior to arrival and throughout their crossing-over adjustment. An additional support, identified from the data, that educators would like to receive during predeparture was photos of returning staff with biographies detailing their role in the school, questions individuals can answer, and perhaps some personal information such as 'attends the local running club' as a way to become acquainted with their colleagues. Furthermore, Tarique, Briscoe, and Schuler (2015) suggest a visit to the host country and work environment prior to departure helps with learning more about the work context, selecting accommodation, finding a school/day-care for children, and assisting a partner to find employment. A visit may not be practical for those moving to a new country/region or financially viable for ISs who typically accrue high expenses due to high turnover in staff (Tkachyk, 2017). Therefore, online networking events could serve as an alternative. Visiting a work context or attending an online meeting during the Predeparture phase could provide opportunities for new employees to ask questions and better prepare for their arrival (Tarique, Briscoe, and Schuler; 2015).

The findings from this study suggest that a 'Welcome Guide', which was provided to most of the educators by both participating ISs, could have been a valuable resource during predeparture and throughout crossing-over. Those participants who received a 'Welcome Guide' (after arriving at their school) indicated the resource largely did not meet their needs or address information they would have found helpful. Those who did not receive the 'Welcome Guide' identified during their second interview that it would have had value in

assisting their crossing-over. Participants indicated ISs could benefit from co-creating, with teacher consultation and reviewed annually, multiple 'Welcome Guides' to address personal, professional, and high school divisional information. This appears to reflect Dewey's (1916) sociocultural perspective that knowledge is acquired through experience that can be shared through collaboration with one's community and the organisation remains stable when individuals engage with others through sharing their experiences. Participants stressed they encountered challenges and had differing needs at the personal, professional, and divisional level and suggested one 'Welcome Guide' could be aimed at personal crossing-over and address relocation needs; a second 'Welcome Guide' aimed at professional crossing-over addressing knowledge needed to navigate the school as a professional; and a third 'Welcome Guide' could be designed to address specifics of the educator's divisional context. Participants further suggested that a printed and online version of the 'Welcome Guides' could allow early and easy access to vital information during predeparture and could be referenced throughout phases 1- 4.

5.2.2 Phase 2: Upon Arrival

Upon Arrival, phase 2, described the period of time educators first arrive to the new country or region, includes the onboarding process, NTO, and the first month of working at their IS. This time period was identified by participants as particularly challenging. Moreover, this is a phase where teachers new to an IS may still be navigating all or some of the challenges presented in phase 1 (managing the move and professional expectations). Furthermore, it is a phase where participants indicated additional challenges with navigating one's personal basic needs, social adjustment, professional adjustment with practical tasks, the need for a formal welcoming, and challenges associated with culture shock. During the Upon Arrival phase participants described their experience as confusing, chaotic, and stressful and indicated their adjustment to the school and cultural context was low. Garton (2000) notes the importance of the settling-in process and that it should occur effectively and quickly. Biddle (1979) and Ward, Bochner, and Furnham's (2001) findings also contend the most stressful time during adjustment was immediate and upon arriving in the new country. Phase 2 appeared to reflect Lysgaard's (1955) second stage, culture shock which, describes low adjustment due to challenges with cultural differences, teaching in a non-native language, learning a new language, and navigating social norms. Phase 2 included the start

of navigating the new culture (of the region/country/school) and personal social adjustment in order to address one's personal basic needs as well as a focus on how to complete practical tasks in order to adjust to the school's social norms as a professional. During phase 1, there was the planning of personal needs whereas phase 2 is the realisation and application of such planning. By the start of the second month of the academic year, participants began to have positive levels of adjustment and felt more confident in navigating school acronyms, were beginning to build personal and professional relationships, and were engaging in professional collaboration (identified in Figure 9 at the start of phase 3, Crossing-over Adjustment).

5.2.2.1 Personal and Social Adjustment

The findings from this study suggested teachers have an immediate need Upon Arrival to address their basic needs. This was more challenging than participants anticipated and appeared to result in a low level of adjustment. Participants were faced with the reality of managing all aspects of the move and had to secure transportation to work, organise childcare, and learn to navigate the social norms of the school and new country and region where they lived. Bennett (1998, p.216) describes this as transition shock where one has "a state of loss and disorientation precipitated by a change in one's familiar environment that requires adjustment". Whereas Lysgaard (1955) does not distinguish between transition shock and culture shock. Participants indicated in their second interview that if they received more support from their IS, they could have better prepared to address their relocation needs during predeparture and upon arrival. As a result, felt they could have been less stressed, and had more time to focus on addressing their professional questions and needs.

The findings from this study implied that teachers who relocated to a new country or region had immediate social adjustment needs. Most participants felt as though they were in 'survival mode' and could not dedicate the time required for personal social adjustment and develop meaningful relationships during the Upon Arrival phase, as they were primarily focused on securing and providing for their basic needs. Participants expressed this was difficult and suggested this negatively impacted their crossing-over. Once participants were able to address their basic needs, or at least have some of their immediate basic needs met (accommodation, phone/internet, childcare, and transportation), then they could consider

dedicating time and effort toward personal social adjustment. This appears to reflect the hierarchical progression asserted in Maslow's (1943) hierarchy of needs. Copeland and Norell's (2002) findings from their study on accompanying spouses and partners relocating to the US found those with greater unmet social needs had poorer adjustment and those with mostly local support had better adjustment. Figure 9 reflects what participants shared as the positive impact building personal and professional relationships had on one's adjustment during phase 2. Some participants suggested an immediate need for and benefit of social support from family and friends and those participants who did move with family indicated it was helpful in their transition. During the second interview, when participants were asked if having family members and friends move with them would have been helpful, not all participants indicated this would be a level of support they needed, and some suggested it would have added another layer of complexities to an already challenging situation. Further research on educators crossing-over to an IS with a support system and crossing-over as a single individual could be helpful in further understanding the support required for these groups.

5.2.2.2 Professional Adjustment

The findings from this study revealed that participants encountered challenges with professional adjustment Upon Arrival. There were challenges with navigating practical tasks (e.g., taking attendance, roles and duties, school policies, the syllabus amongst parallel classes, familiarity with examination boards for IB and Advanced Placement, accessing data to inform teaching and learning practices, etc.). A study conducted by the UK Department for Education with Stiell et al. (2018, p.11) looked into national schools hiring teachers from abroad and the findings indicated those teachers needed significant support settling into living in England and required support in, "familiarising themselves with the context of curriculum/subject areas and examination syllabi, expectations around planning, assessment and target setting, pedagogical approaches favoured by the school, safeguarding, and other school policies". McCormack, Gore, and Thomas (2006) found in their study of early career professional learning that a lack of proficiency could impact one's professional identity. Research supports that beginning teachers have difficulties adjusting when they are not provided with sufficient professional support, effective inductions, and mentoring (Appleton and Kindt, 20016; Bleach, 2016; McCormack, Gore, and Thomas,

2006). In order to aid one's professional adjustment, all participants stressed the importance and value of a quality NTO and NTT for teachers new to ISs.

The data from this study also revealed a formal welcoming and acknowledgment of a new teacher's presence appeared important. The participant who did not receive a formal welcome to the IS felt "excluded", "like an outsider", and not recognised as a contributor to the school community and suggested facilitating opportunities to welcome teachers and provide social interactions as a community were important. Furthermore, Wong (2004) identified from his research findings that districts with successful induction/onboarding programmes all had a component which allowed teachers to be part of networks and study groups where collaboration fostered a sense of belonging. Participants in this study, along with Dewey (1938), Bereiter (2002), and Dean and Kuhn (2004), identified the value in schools welcoming new staff through collaborative efforts in order to build a culture that positively impacts one's adjustment during crossing-over.

5.2.2.3 *Culture Shock*

Evidence from this study suggested participants begin to experience culture shock at the start of the academic year and it continued throughout year one. For some participants, culture shock was part of their continuous transition to varying degrees 3+ years later, which Lysgaard (1955) contends is the time it takes to transition to a new culture.

Participants indicated culture shock was an unexpected factor of their transition as most had experience transitioning to other IS contexts and had previous experience abroad. This vaguely reflects Lysgaard (1955) and Storti's (2001) culture shock phase although they suggest the culture shock phase occurred between three and nine months after arrival. Experiencing culture shock can lead to frustration and impact one's personal and professional life (Ward, Bochner, and Furnham, 2001), which support the findings in this study. The experiences participants shared during this phase reflect cross-cultural loss where individuals struggle to adapt to the loss of the familiar (e.g., personal relationships, home/country environment, and education system) (Wang et al., 2014). McCormack, Gore, and Thomas' (2006) research on early career teachers identified traditional learning support (formal induction programmes and mentoring) were beneficial, however, collaborative, informal, organic learning from colleagues was identified as the most meaningful and valued source of support. Furthermore, Robert and Goemans (2014, p.6) suggest briefings on the,

“geography, climate, demography, history, government, life conditions, etc.” would be beneficial for new arriviers to receive.

5.2.3 Phase 3: Crossing-over Adjustment

Crossing-over Adjustment, phase 3, occurred from the second month of the academic year through the first year of teaching at the IS. Phase 3 was a time with both negative and positive levels of adjustment that appeared to fluctuate throughout the phase. During phase 1 and 2 participants received some support to aid their transition, whereas during phase 3, limited support was available. Lysgaard's (1955) second stage, culture shock, would combine phases 2 and 3, whereas this study suggests distinguishing phase 2 and 3 as separate phases. During phase 3, participants may still encounter challenges such as managing their move and navigating professional expectations, the new culture, teaching in a non-native language, personal social adjustment, and adjusting to professional social norms outlined in phases 1 and 2 (see Figure 9). However, during phase 3 participants felt more able to manage the personal and professional challenges identified in those phases and appeared to continue to have positive adjustment due to their ability to navigate school acronyms, build personal and professional relationships, and engage in opportunities for professional collaboration with colleagues. Figure 9 represents the positive levels of adjustment during phase 3 when participants could better navigate daily tasks, were continuing to build professional relationships, and felt a sense of belonging. Figure 9 also reflects the negative adjustment participants encountered when trying to navigate the complexities of an IS, parent/teacher conferences, school events, school culture, the host country culture, and missing family, friends, and colleagues. Phase 3 was primarily characterised by a need for personal social integration, a lack of training and professional support, and a need to belong in the professional community, for a mentor and buddy programme, for a standardised framework to assist one's crossing-over, to navigate the host country and school culture, and for clear communication and organisation.

5.2.3.1 Personal Social Integration

The data from this study suggested teachers had a need for personal social integration due to missing family, friends, and colleagues. Those who moved without a social network tended to find it difficult to adjust and integrate into their new community. The findings

from Sterle et al.'s (2018) study concerning social support, adjustment, and psychological distress of help-seeking expats revealed that perceived availability of socioemotional support was positively correlated to expat interactions and work adjustment. Bader and Schuster (2016) identify that social support is important for individuals who move abroad and is a significant factor in whether an expat remains or leaves the country. While this study did not directly identify this correlation, it appeared that a lack of social support did negatively impact one's crossing-over. Participants revealed they missed their social network upon arrival, prior to half-term breaks, during holidays, and particularly towards the end of the first year. This vaguely reflects Hechanova-Alampay et al.'s (2002) findings from a sample of international students at an American university, where there was a pattern of strain during three time points: the start of a semester, at three months, and six months later. Ota's (2014, p.xxxvii) Law V of 'The Six Laws of Transitions' states "Humans need safe attachments to community. People in transition are looking for a community to attach to" and his VI law states, "The international school should conceive of itself as a transitional attachment object for its clientele." Participants in this study suggested that ISs should facilitate opportunities for teachers to connect and socially interact with their colleagues outside of work by hosting events that encourage families, couples, and single individuals to interact.

5.2.3.2 Training and Support

Phase 3 is marked by lack of support and challenges with navigating the complexities of an IS (e.g., the diverse curriculum, parent teacher conferences, report card comments, school acronyms, and school events). Due to the perceived lack of support, participants felt it delayed the progress of their crossing-over, had some impact on student learning, and influenced their consideration whether to leave their IS early. Vygotsky's (1978) ZPD suggests learning occurs between what one can do without support and with the support of others. Participants, as supported by findings from Darling-Hammond et al. (2017), indicated a need for a professional development model that is content focused, supports collaboration, provides coaching and expert support, offers feedback and reflection, and is implemented for a sustained duration.

In addition to a lack of support, there was a disconnect between the support participants needed and the support they received. Participants shared how they did not

receive essential training and materials to support their crossing-over and the training they did receive often did not appear to meet their needs. Participants emphasised the need for ISs to understand the needs of and challenges for each new cohort of educators to reduce the incongruity between the resources and training provided and the support and training participants identified as important. ISC (2019) identified in their research that in many cases, the availability of a personal or professional provision was not the main concern for ISEs but rather the quality and usefulness of such provisions. Participants suggested that while designated resources such as formal training and a trained transitions lead are important provisions, equally important is a general educational climate that feels welcoming and helpful when educators encounter confusion.

5.2.3.3 Belonging

The findings from this study suggest participants had the desire and need to belong during phase 3. Teachers wanted to feel socially connected, respected, accepted, supported, and as though their role was important to the school community as supported by findings from Pesonen et al.'s (2020) study on teachers' sense of belonging in co-teaching relationships. A sense of belonging is what Bauer and Erdogan (2011) refer to as organisational socialisation, which is the process where a teacher moves from an outsider at their school, to an organisational insider. Dewey's (1938) constructivist approach, along with findings from this study, support the idea that teachers may understand the world of their new school through shared experiences as a community discussing and sifting through those experiences. Participants suggested that ISs need to provide opportunities for teachers (such as the NTO, NTT, team building, department meetings, and social gatherings) to build working relationships and collaborate with colleagues in order to help facilitate a sense of belonging in the school. Participants in this study, also supported by research conducted by Kadri et al. (2017), identified relationships with colleagues and between individuals with varying levels of experience as symbiotic and mutually beneficial.

Participants stressed teachers who are new to an IS have experience, training, and perspectives to offer that may lead to innovation; while, returning teachers who have experience teaching at the IS have an in-depth understanding of the educational context, its strengths and weaknesses, and common problems/challenges one may encounter. Furthermore, participants did note that while they struggled to identify or explain how they

'belonged' in their IS, transitioning alongside other teachers who were new to the school, and met during the NTO helped immensely, as it provided an 'in-group' of others who had similar needs and appeared to experience the same challenges. More research on the role of an in-group and the impact belonging has on teachers new to ISs would be helpful in further understanding the support that could aid this aspect of crossing-over.

The desire to belong reflects Maslow's (1943) psychological needs, which his model asserts only becomes the focus after one's basic needs are met. The analysis of the participants' responses showed evidence contrary to Maslow's assertion as participants who were still looking for permanent housing (a basic need) were also concerned with belonging in their academic department. In addition, the findings from this study suggest that while participants had a need to belong, individuals were able to progress to more advanced levels of Maslow's (1943) hierarchy without achieving feelings of belonging. Thus, belonging did not appear to be a prerequisite for educators to successfully navigate the crossing-over process or progress on the hierarchy towards self-actualisation in their educator role. While Maslow's hierarchy is linear, multiple participants indicated they had more than one period of self-actualisation and regrowth, respectively, during their transition. This reflects Demes and Geeraert's (2015) findings, from their study on highs and lows of cultural transition for intercultural exchange students, that adjustment is not always a linear process. Throughout participants' transition, and regardless of the order in which their lower needs were met, they appeared to progress in their adjustment based on their desires and expectations of themselves in their new role. The cycle of continuous growth was a component of what kept the participants motivated to continue navigating their crossing-over and improving their efficacy as educators and this process was best facilitated through support.

5.2.3.4 Mentor and Buddy System

Participants in this study used the terms mentor and buddy to reflect one-to-one support between a teacher new to the IS and a more tenured teacher at the IS. Yet it is important to make the distinction between the two different terms as their functions differ. A mentor aims to assist the individual with their development, both personally and professionally (Dias-Lacy and Guirguis, 2017). Participants indicated this type of partnership where a returning staff member works with a staff member with less tenure at the school on short- and long-term goals to improve teaching techniques and pedagogical practices, in a formal

context, would be helpful. In comparison, a buddy acts as a single point of contact for adjusting to social norms and school procedures and provides the necessary information for the new teacher to navigate the IS context. Buddies are peers who work in the same department (e.g., a science teacher paired with a buddy from the high school science department) and assist the newly arriving teacher for a shorter period of time in an informal context. A mentor programme is formal while a buddy system is formal in that partners are chosen and paired by the leadership team/transitions lead, but interactions are essentially informal (Callahan, 2016; Stirzaker, 2004).

Participants indicated a need for both formal and informal collegial support. The data suggested a need for ISEs to have access to someone who could answer questions in real time and assist the newly arriving teacher in their induction to the school's ways of working and help them to navigate the school's complex cultural context (a buddy). The data in this study suggests an assigned buddy was/could be particularly helpful during phases 1, 2, and 3. Participants also suggested that a teacher with experience at the IS be paired with a teacher with less experience to aid professional growth and help with goal setting (a mentor). Participants expressed this partnership would be most beneficial during phase 4, after they had a year to begin their crossing-over. Hagger and McIntyre (1996) indicated the benefits for mentor partnerships include increased feelings of belonging, increased confidence and self-esteem, professional growth, and improved self-reflection and problem-solving capabilities. The mentor/mentee relationship is symbiotic in that mentors will also benefit from personal and professional development by learning new ideas and gaining new perspectives from their mentees (Bullough and Draper, 2004; Dewey, 1916; Hagger and McIntyre, 2006; Kadri et al., 2017; Kuusisaari, 2014; Rabia, 2017; Wang and Odell, 2002). The results of this study, coupled with Dewey (1916) and Vygotsky's (1978) theories, support the idea teachers in ISs may require support from a more knowledgeable person who has experience with transitioning in their work context in both the formal and informal setting. Researchers, along with the participants of this study suggest that mentors should receive support and training to better understand their role and how to support teachers new to the school (Hagger and McIntyre, 2006; Lopez-Real and Kwan, 2005). Participants also suggested forms of mentor and buddy support provided to teachers should be evaluated on an annual basis.

5.2.3.5 *Standardised framework*

Participants felt the support they received through the NTO, NTT and staff meetings did not fully meet their needs throughout their crossing-over. Findings from this study suggest that educators' transitions may be improved through the implementation of a standardised framework that addresses both personal and professional provisions in order to facilitate successful transitions for educators. While there are many frameworks available for enhancing one's professional practice (Cavanaugh et al., 2020; Danielson, 2007; Stronge and Tucker, 2003), the National Research Council (2010), in the US, identifies that understanding the effectiveness of professional development programmes and initiatives is a major challenge for the educational research field as findings have widely differed. Moreover, there is a general lack of research on professional development programmes and frameworks for teachers in ISs. Participants in this study suggested ISs develop a transition programme which considers time sensitive support addressing needs and challenges (presented in each of the five phases). Meissel, Parr and Timperley (2016) research on the impact of teacher professional development on student achievement supports the idea that a standardised and flexible framework for professional development can positively impact student learning. The findings of this study suggest a comprehensive evidence-based framework for teachers transitioning to ISs could include a cross-cultural orientation, timely transition support, designated activities throughout the academic year, training targeted at a variety of and individual needs, professional/personal liaisons, and written/electronic resources.

5.2.3.6 *Host Country Culture*

The data in this study suggests that those new to teaching at an IS had challenges adjusting to their host country culture particularly when one's own cultural background differed considerably from the host country culture. While participants experienced aspects of culture shock upon arrival, the majority of challenges with cultural adjustment were presented during phase 3 and lasted, to varying degrees, throughout the first year at their IS and for some, even longer. Participants, like in Trompenaars and Hampden-Turner's (2006) research, highlighted how making connections between one's home culture and the context of the new culture could positively impact transition and reduce cultural misunderstandings.

Demes and Geeraert's (2015) research highlights that interacting with host country nationals helps cultural adjustment and that too much contact with home nationals (located abroad or in the host country) can hinder one's cultural adjustment. Amadasi and Holliday's (2017) research identified that new arrivals from abroad need cultural understanding of the host country and work context to navigate how one's cultural identity fits within their new cultural context. Participants highlighted the value in gaining cultural insight from others and professional support to guide their cultural understanding of life in the UK and suggested new teachers should receive intercultural training particularly throughout the Crossing-over Adjustment phase.

5.2.3.7 School Culture

The findings from this study support that in ISs there is a particular need to develop cultural competence to work with diverse student and staff populations as navigating cultural understandings of a diverse community was challenging and caused insecurity, confusion, and stress. Cultural competence was seen as a skill required to better manage interactions with students, colleagues, and parents in order to best meet students' learning needs. These findings are supported by Luxon and Peelo (2009) who confirmed that navigating cultural differences was a significant challenge for non-UK staff teaching in a British university. Heyward (2002) explains how cultural competence requires ISEs working in ISs to have intercultural literacy: understandings, competencies, attitudes, language proficiencies, and identities in order to have successful cross-cultural engagement with the school community. Participants highlighted the value of cultural competence training, and suggested it helps to better navigate the diverse school population especially during phase 3, when more events and interactions with students and families occurred. Suggested learning opportunities from participants included: a cross-cultural orientation to learn about cultural differences and approaches to learning; and a school culture overview including topics on history, cultural values, communication, and nationalities that are represented in the school population.

5.2.3.8 Communication and Organisation

The findings gathered in this study suggest part of the participating schools' culture was perceived as lacking communication and general disorganisation. Some of the main challenges included: a lack of feedback and inconsistent communication from senior

leadership, their division, and their department; difficulties with how to navigate the various systems and procedures to access data and information; and issues with planning in line with the school calendar. Participants shared how the lack of communication and organisation was most challenging during phase 3. It impacted their confidence and required energy and time to navigate the disorganisation, which participants suggested could have been dedicated to teaching and learning. Furthermore, it negatively impacted some teachers' confidence to navigate their new work environment as well as left some teachers feeling excluded. This highlights that effective organisation and communication could be particularly important aspects aiding educators during their crossing-over. The findings of this study, largely confirmed by the existing literature, suggest that communication from IS leaders and personnel significantly influenced educators' experiences and ability to adjust effectively (Eland and Thomas, 2013; Gholam, 2018; Mao, 2014; Quezada, 2004). Baron and Corbin (2012), Chang (2009), and Hejjas, Miller, and Scarles (2018) further support this study's findings and suggest inconsistent communication and/or a lack of organisation can cause an employee to feel disengaged and living in a state of confusion especially when trying to navigate a new work context at an IS. Participants suggested ISs should provide educators with clear expectations on required communication (e.g., how often to email, email response time, where to direct questions, and who to follow-up with in regards to tasks). Participants further suggested it could be beneficial for ISs to streamline procedures and systems and create a calendar with details of events (e.g., parent/teacher conferences: the expectations and the logistics for the event). Participants also felt a list of school/community acronyms would help to understand more about the school as an organisation and that ISs should elicit feedback from teachers, throughout the academic year, in order to evaluate and improve the current forms of communication and organisation.

5.2.4 Phase 4: Continuous Crossing-over Navigation

Continuous Crossing-over Navigation, phase 4, occurred from the end of one's first academic year at their school and continues throughout their employment until preparing to depart from the school. This phase was a time of continuous adjustment to the ever changing IS dynamics. Some participants were still navigating aspects from phases 1-3, such as navigating complexities of an IS and the host country culture, learning professional social

norms, as well as missing family, friends, and colleagues. During Phase 2, teachers identified the impact of cultural differences; during phase 3 teachers began to navigate these differences; and in phase 4, participants were aware that challenges with navigating culture would be presented, but they had experience and a better understanding of how to navigate these challenges. This phase relatively reflects Lysgaard's (1955) 'Adjustment' stage but not Lysgaard's fourth stage titled 'Mastery', where one is said to reach full integration. Figure 9 illustrates how during phase 4 there were positive levels of adjustment and confidence when participants felt they could navigate the school's ways of working, address one's personal needs, understand professional expectations, and for some achieve transcendence. Figure 9 also represents where teachers appeared to still experience negative adjustment insofar as feelings of fatigue with welcoming new teachers each year, and navigating professional development tasks and requirements. Participants suggested there was a general lack of support for returning teachers but personal attributes and dispositions aided crossing-over.

5.2.4.1 Support for Returning Teachers

The data from this study suggested many of the personal, professional, and cultural challenges participants encountered during the first year at their IS were more easily managed during their second year and beyond (see Figure 9). Participants, however, felt there was a need for continued support to aid social adjustment, to assist professional development, to further develop cultural understandings, to develop a sense of belonging, and for opportunities to collaborate with colleagues. Educators were expected to navigate these challenges, with limited assistance and this lack of support was identified by participants as a reason they would leave their school. Participants suggested high teacher turnover rates in their schools required them to say a clear goodbye to departing colleagues and without this opportunity they felt fatigued when they had to welcome and support new teachers.

Returning teachers were expected to offer support to newly arriving teachers, which required emotional investment. Ota (2014) suggests the transition experience impacts those new to a school (the 'arrivers'), those who remain and continue to work at the IS (the 'stayers'), as well as those who leave the school (the 'leavers'). Ota (2104, p.XI) details his Six Laws of Transition and his first law states, "You have to say a clear 'goodbye' in order to

say a clear ‘hello’”. Ota contends ‘stayers’ need opportunities to say a proper goodbye to those leaving their IS in order to be emotionally ready and willing to connect with the ‘arrivers’, which supports findings in this study. Ota’s Second Law states for every connection, there is an equal and opposite connection. For a person to connect with another individual, both must be willing to engage in such a relationship. Participants suggested ‘stayers’ should receive training on how to support ‘arrivers’ and that time be allocated in the weekly timetable to facilitate this relationship. Further longitudinal research on how to distinguish support and address the specific needs of ‘arrivers’, ‘stayers’, and ‘leavers’ could help identify the best way to support all staff during this process and assist in developing a school wide transition programme.

5.2.4.2 Personal Attributes and Dispositions

While an IS can help facilitate activities and opportunities for collaboration to aid one’s crossing-over, participants in this study suggested educators had an important role in facilitating the progression of their transition particularly during phase 4 when limited support was provided. Participants’ responses demonstrated an individual’s personal expectations, preparation, and personal management contributed to the success of their transition. Participants also suggested the need for those working in ISs to recognise adjustment is a process and it takes time to navigate one’s personal life when they move and one’s professional life while adjusting to working at an IS. These findings are supported by research that suggests teacher behaviour is influenced by cognitive aspects, such as theoretical insights or beliefs about education and non-cognitive factors, such as emotion and motivation, which play an important role in adjustment (Day and Sachs, 2004; Hargreaves and O’Connor, 2018). Participants suggested there is a need for both constructing knowledge on an individual level and constructing knowledge on a social level to aid one’s adjustment. Ota (2014) contends that those in transition and those assisting others in transition, have a responsibility to acknowledge the emotional and psychological realities of transitioning to an IS and to prepare for those challenges and realities. The findings from this study support Lai, Gu, and Hu (2015) findings that demonstrate how understandings of the pedagogical and personal components of teaching in a new environment and cultural context shift over time.

5.2.5 Phase 5: Departure

Departure, phase 5, occurred from when an educator knows they no longer will return to the IS through their departure. This phase appeared to impact those teachers who are departing, the teachers remaining at the school, and the teachers who will arrive for the next academic year. Participants in this study indicated they struggled when departing their previous ISs and those participants who were leaving WIS or TISE at the end of the academic year (all were moving to a new country) welcomed support as did the teachers who were remaining at the school. This study did not follow-up with the leaving participants at their new school, although further research on IS educators' departure would be beneficial in further understanding the transition between moving from one IS to another. Figure 9 illustrates participants had a lower level of adjustment due to challenges with saying goodbye to friends and colleagues, personal and professional challenges with completing tasks prior to departure, and a lack of support for those leaving and remaining at the school.

5.2.5.1 Saying Goodbye

Findings from this study suggest both those who were preparing to depart their IS at the end of the academic year and those remaining at the school experienced personal challenges in preparing to say goodbye to friends and colleagues. Losing one's social support network, which participants indicated was part of their personal support network, left participants feeling sad, frustrated, and unsure how to say goodbye. Ota (2014, p.3) describes the grief educators and students in transition experience during the departure phase and contends goodbyes reflect "death and the tenuousness of the connections we have in life". Ota further explains how the process of transition impacts us psychologically in that, "We are not designed to deal with making and breaking deep connections over the course of a single academic year, only to repeat the process again, the next year, and then again the following year, ad infinitum." In order to aid the psychological and social adjustment for 'leavers' and 'stayers', Pollock, Van Reken, and Pollock (2017) suggest the acronym 'RAFT' as a four-step process (reconciliation, affirmation, farewell, and think destination) to facilitate a positive transition from departing to arriving for third culture kids moving to a new culture, which could also be applied to teachers in ISs. Pollock, Van Reken, and Pollock suggest that one reconciles any conflicts that remain unresolved prior to departure; affirm and acknowledge those who have influenced your life in order to build

and maintain those relationships; say goodbye and farewell to places, and things that are important; and think about the future destination and consider resources that can aid the transition. Participants indicated the importance of the IS to allocate time to say goodbye to colleagues, friends, and the community and for the school to acknowledge one was departing.

5.2.5.2 Preparing for Departure

The data from this study suggested participants needed support preparing for their departure from the school. Teachers indicated there was limited support during their transition from the school or assistance to ensure they completed all required tasks (returning teaching equipment, writing final report card comments, and handing over materials for their teaching replacement, and human resource paperwork) which caused stress. Instead of completing the departure tasks required prior to departure, participants indicated they were focused on their school community (belonging) and tending to their professional responsibilities (self-actualisation). Those participants who were departing the school suggested support such as a checklist detailing tasks to complete, a hand-over document with a checklist to prepare for the replacement teacher, designated time to tend to departure tasks, and confirmation tasks were successfully completed. This change reflects aspects of the stress-coping framework where cross-cultural transition is stressful and this applies to teachers departing from ISs (Roskell, 2013).

5.3 Summary

All teachers will experience a level of transition when they begin working in a school but that transition has additional complications for teachers working in ISs. Teachers in ISs are tasked with navigating complex cultural and pedagogical differences while managing their personal challenges and needs while often times relocating. The term crossing-over is used to describe this unique and complex process ISEs experience. The findings from the study suggest that teachers in ISs experience five phases of transition and each of those phases are distinguished by a timeframe (based on the chronological narratives participants shared) and particular challenges, needs, and levels of required support. While participants may still need to navigate aspects of a previous phase, as time progressed, there were additional challenges and needs presented they were required to manage.

Phase 1, Predeparture, occurred from the time participants committed to a position at their IS and before arriving at the school. Teachers had personal challenges with relocation and professional challenges with divisional expectations. Participants expressed a need for a personal, professional, and divisional 'Welcome Guide' prior to their arrival to aid their crossing-over. Phase 2, Upon Arrival, took place from the time teachers arrived in the new country or region and lasted through the first month of working at the IS. Educators had personal basic and social adjustment needs during this phase. There were also professional challenges with navigating practical tasks and a need for a formal welcome upon arrival. Participants also experienced the beginning stages of culture shock during phase 2. Phase 3, Crossing-over Adjustment, occurred from the second month of working at the IS through the first year of teaching. Participants felt better equipped to navigate the challenges from phases 1 and 2 but were presented with additional challenges and needs during this phase. There was a need for personal social support to help with integrating into the new community. There were professional challenges due to a lack of support and a need to belong, to collaborate with colleagues, to engage as a community of practice, for a mentor and buddy system, and a standardised framework to support crossing-over. Participants also experienced challenges understanding and navigating the host country and school culture as well as had a need for clear communication and organisation within the school. Phase 4 took place from the end of one's first academic year at the school and continued throughout their employment until one began preparation to leave the school. During this phase, participants had professional challenges due to a lack of support for returning teachers and experienced feelings of fatigue. Teachers suggested ISEs had a responsibility for personal management during the crossing-over process. Phase 5, Departure, took place from when the teacher knew they would not return to their IS through their departure. Participants had personal challenges with saying goodbye to friends and colleagues and professional challenges with completing professional tasks. These five phases represent the experiences, challenges, needs, and suggested provisions of support for participants in this study. Further research on the experiences, needs, and professional provisions of teachers in ISs would help to further develop these phases. In Chapter 6, the key findings are presented in relation to the research questions and discussion includes the study's contribution to knowledge and the researcher's personal

learning. It concludes with recommendations and considerations for future research based on the study's findings and the literature reviewed.

CHAPTER 6: CONCLUSION

The aim of this qualitative narrative study was to learn more about teachers' transition experiences, what their needs were during transition, and what support would assist their transition to ISs. Despite the growing number of ISs globally, a thorough review of existing literature indicated no evidence of researchers using narrative enquiry or similar qualitative approaches to understand teacher transition in the high school IS context, or ISs located in England. Speaking more broadly, there was a general lack of research that focused on the nuances and challenges of teacher transition to ISs. Extant research has primarily centred on novice teachers transitioning to ISs which complicates how the findings can be interpreted, as it can be difficult to determine whether novice teachers encounter difficulties due to the IS transition or due to their beginner professional status. This research was intended to fill a gap in the literature by providing qualitative evidence of ISEs' transition experiences and suggestions for improving transition processes.

Interpretation of the results in the context of existing research and the theoretical framework of the study in Chapter 5 provided insight into common transition experiences and challenges shared by participants, the perceived needs of educators who transition to ISs, and professional learning provisions that enhanced the transition process. The use of Lysgaard's (1955) UCT, Maslow's (1943) hierarchy of needs, and Dewey's (1916) and Vygotsky's (1978) social constructivism helped to frame the psychological and sociocultural dimensions of ISEs' transition experiences. The UCT phases of cross-cultural transition (Lysgaard, 1955) aided in analysing participants' experiences, identifying specific phases of their transition, and developing a model of crossing-over. The experiences of participants did not fully align with Lysgaard's (1955) model and the extent of each phase varied among participants. Maslow's (1943) hierarchy of needs was used to analyse participants' needs and the perceived support they received. Socioculturally, Vygotsky's (1978) and Dewey's (1916) social constructivism perspectives informed explanation of how social interactions and support from colleagues inform ISEs' knowledge and understanding of the IS learning environments and the cultural contexts they encountered. Chapter 6 serves as the conclusion of the study. First, the research questions are revisited to explain whether and how they were addressed. Claims and contribution to knowledge are presented thereafter,

followed by the limitations of the study. Recommendations for future research and a summary with concluding remarks completes the chapter.

6.1 Re-visiting the Research Questions and Summary of Findings

The aim of this qualitative narrative study was to explore ISEs' experience with transition to their ISs, to determine their perceived needs for transition and identify the provisions that aided their crossing-over. This research was intended to address the following research questions:

1. What are the experiences with transition that educators in ISs encounter?
2. What are these educators' perceived needs for transition?
3. What provisions for professional learning may ISs implement to help teacher transition?

Thematic analysis was used to analyse the eight participants' interviews. A summary of the findings that address the research questions is provided in the following section.

6.1.1 Research Question 1

The findings suggest that while educators' transitions are significantly affected by the support provided to aid their transition, crossing-over appears to require personal and professional preparation and difficulties usually occur to some extent regardless of support received. Educators play a vital role in managing their crossing-over experience. The findings suggest that educators should be proactive, and make international personal preparations prior to and throughout the transition process. This includes reflecting on one's personal attributes and the skills that need to be developed as well as actively engaging with the school and wider community. The success of one's transition does not solely depend on the support provided by the school. Over time, most educators adapted their personal and professional strategies to surmount crossing-over obstacles. Participants' responses revealed incongruity between the resources/training that educators who have transitioned to ISs identify as important and the resources/training that was provided by their IS. The most common issues educators encountered included both personal and professional challenges related to:

- Communication and information which caused frustration and a lack of confidence

- A lack of training which left teachers feeling unsupported, overwhelmed, and disengaged
- Feeling like an outsider in the school environment which caused feelings of isolation and disconnect between staff members
- Navigating the diverse cultures and disorganisation within the school which caused feelings of insecurity, confusion, and stress for teachers

Particular challenges with navigating cultural adjustment, and culture shock differences within the school were difficult for teachers. In addition, the need to manage culture shock and acknowledge it may take significant time to transition to an IS, even with previous experience working at an IS, was also surprising and unexpected for some educators. Findings regarding the first research question included challenges and what helped transition. This generated a new perspective of transition, which is the idea of crossing-over (with a reformed definition) and informed the recommendations for a new model of transition.

6.1.2 Research Question 2

The findings suggest the role of key resources and training, along with personal expectations and preparation, as determinants for participants' perceived needs during the transition experience. The needs identified by participants and the aspects that aided transition included:

- A need for support from colleagues and friends; those aspects that aided transition included:
 - Welcoming and approachable staff members
 - Moving with family members
 - Making friends and interacting with the new community
- A need to navigate the new culture and environment; those aspects that aided transition included:
 - Assistance with navigating the new culture
 - Personal attributes and attitudes (flexible, reflective, taking initiative, gumption, a proactive approach to understanding diverse cultures, and interpersonal skills)

- Support targeted at both personal and professional adjustment

Findings from the second research question included identifying aspects that aided transition and when needs were met, it indicated a positive adjustment for teachers. This contributed to identifying what support was required and when such support was beneficial during the transition, which also helped to inform the *Crossing-over Phases* model (Figure 9).

6.1.3 Research Question 3

The findings lent insight into the dual importance of different provisions for personally and professionally enhancing educators' transitions. These provisions included:

- Provisions for professional learning
 - A formal and targeted orientation and training with considerations for meeting individuals' needs through flexible and adaptable programmes
 - An assigned buddy and mentor prior to arrival and through the duration of crossing-over with considerations for pairing compatible teachers
 - Printed and online handbooks and manuals accessible prior to arrival with considerations for the challenges and needs of educators using these resources
 - Organisation within the school and clear expectations for educators to support their personal and professional crossing-over needs
- Provisions for personal transition
 - Opportunities to engage as a community (provided and supported by the school) that promote building personal and professional relationships
 - Employing a transitions lead that is accessible and trained to aid new and returning teachers crossing-over and departing from the school
 - Cultural celebrations throughout the year to aid in understanding the school and school community's culture and to celebrate expatriate teachers' culture

Research findings identified in the third research question highlights participant recommendations to improve transition for teachers in ISs. This information helped to further develop the *Crossing-over Phases* model (Figure 9). Furthermore, the findings provided considerations for provisions ISs may want to consider when creating a transition programme or reflect upon when evaluating current support provided to their teachers.

Overall, inconsistent implementation of evidence-based provisions was found to negatively influence participants' transition experiences. Accordingly, key recommendations for practice are addressing the transitional issues identified by participants. This included preparing educators through targeted training, encouraging realistic expectations (such as the possibility one may experience a form of culture shock, as identified by Lysgaard), and ensuring provided resources are readily available and align with the information transitioning educators need and find relevant. Furthermore, providing support such as induction programmes (Harmsen et al., 2018), ongoing training and support (Darling-Hammond, 2017), and mentorship programmes with colleagues who can help if/when the teacher in transition encounters difficulties (Gholam, 2018) related to a more positive crossing-over experience.

Practice implications and recommendations from this research centre on means of improving the transition process for educators who are crossing-over to ISEs. This study did not specifically examine employer's perspectives about organising and offering support to aid teachers' transition. However, the findings, which reveal common challenges, and what worked in practice can be useful for employers when considering developing such support. Employers may want to consider some of the challenges this study identified. Particularly challenges participants identified concerning communication and how information is shared with staff, evaluating levels of support a school provides to all educators, and assessing the opportunities provided for educators to feel included in the school culture and community. Furthermore, employers may want to consider gathering feedback from educators who have undergone transition as it might help leaders further develop the resources and training they offer to their educators. This may assist employers in saving considerable funds and create resources targeted at the specific needs of the their ISEs. A supplementary consideration for employers, which is based from participants' responses is the designation of a highly trained transition lead who has adequate time and energy to facilitate the transition process. The appointment of a transitions lead may serve dual purposes, in that they could provide a form of support and information for educators while also providing educators opportunities to develop a sense of belonging and connectedness. Often times, as participants revealed, transition-related training and resource provision were relegated to the immediate periods upon arrival. In the case of the sample of ISEs who participated in this study, temporary and limited support was not enough and ISEs suggested support

during all phases of transition, as identified in the *Crossing-over Phases* model, would be beneficial to their transition adjustment.

6.2 Claims to Knowledge

Nuanced findings pertaining to the themes of this study suggest that while numerous forms of personal and professional preparation can impact the trajectory of educators' transitions, educators experienced challenges or cultural/pedagogical differences they did not anticipate regardless of available provisions. As a result, ISs may want to anticipate the needs of their teachers and consider providing immediate targeted individualised support based on the findings from this study. Over time, most educators effectively adjusted their personal and professional strategies to address issues that arose during their transition. The process of addressing transitional challenges is helped or hindered by the support, training, and resources that are provided, in addition to educators' own personal preparations.

Significant evidence for the scope of the transition process for ISEs was uncovered through this research. The first step in supporting educators' transition to an IS is to understand more about their experiences. While numerous existing definitions of transition partially fit within the context of this research and within the wider sphere of relocation and transition, the term crossing-over appears to most accurately captured teachers' experiences. The crossing-over process involves the dual actions of applying and adapting existing relevant knowledge with being receptive to new information that can better inform expectations and improve transition outcomes. Aligning one's previous knowledge with setting expectations for norms based on the new work environment while addressing one's personal crossing-over needs requires time, individualised support, and useful resources provided by the IS. Educators, schools, and those aiding teachers' transitions should examine, share, and dissect the crossing-over definition with the school community. This study is based on empirical evidence and has suggested a specific term and a definition to describe and explain teachers' transition into ISs, filling a gap in the literature. The term crossing-over and its definition provide standardisation and a common language when discussing ISEs transition, which could be helpful for future researchers. It also helps the IS community to better understand the transition experiences of teachers in their schools. It also provides context for those supporting ISEs in transition and offers insight to the professional provisions, which teachers may require. Furthermore, the term crossing-over

provides teachers who are thinking about or currently working in an IS the verbiage that might describe their experiences and aid their understanding of the complexities of transitioning at an IS.

The lack of standardisation and inconsistent availability of evidence-based support and provisions was determined to negatively impact participants' transition experiences. Certain provisions and sources of support participants felt they needed may have been available, but participants often were not made aware. The findings of this study provide some insight to the provisions that ISs may want to provide and offer considerations for educators transitioning to ISs. Lysgaard's (1955) phases of cross-cultural transition and other existing theoretical models lend insight into the stages of change educators may experience when transitioning to ISs.

This study presented a *Crossing-over Phases* model (Figure 9) for teachers in ISs, which broadly reflected the experiences of the eight participants in this study. Participants in this study required support over the span of all five phases identified in the *Crossing-over Phases* model: Predeparture, Upon Arrival, Crossing-Over Adjustment, Continuous Crossing-over Navigation, and Departure. The model helps to describe the complex process of crossing-over and to conceptualise how crossing-over might look for teachers. The model may aid those leading transition for educators in their schools to reflect on what challenges and needs educators may have, and help to identify time frames when support is most crucial. The model may assist senior leadership to consider a teacher's professional performance in relation to the transitional needs and challenges the ISE may encounter. Furthermore, the *Crossing-over Phases* model could aid educators in preparation for the experiences they may encounter and time frames for when positive and negative adjustment may occur during transition.

The *Crossing-over Phases* can be used to plan support and evaluate current support ISs are providing. Using the model could assist in creating transition programmes that consider the needs of both the new and returning teachers and how transition impacts school planning. Furthermore, utilising the model can aid with developing a more in-depth and broader scope for a training model, which considers each dynamic phase of the transition process. This could allow educators to transcend any immediate culture shock and adjustment period to embody ISE excellence in time. No existing practical frameworks have been developed as comprehensive guides for ISs to comprehensively inform all resources

and training needed to properly equip educators for the transition. This research study addressed that gap in the literature. Yet, the *Crossing-over Phases* model is a starting point for further research, which could be extended with more specific targets to develop. While the *Crossing-over Phases* model helps to understand potential phases of transition and the various needs of new and returning educators, crossing-over is a process that requires continuous adjustment. This small-scale study offers suggested time frames for when phases may occur, but progression through the phases varied from educator to educator and school to school. This emphasises that the phases are a representation of what one may experience and is not a jointly exhaustive description of the unique challenges and needs for all ISEs in transitions. Furthermore, the model does not incorporate all of the details or external factors associated with crossing-over and represents a simplified depiction of teachers transitioning to ISs. The model did not include quantitative measures for the levels of adjustment, which a future study may want to consider.

6.3 Limitations

With regards to *how* this study was conducted, the two interviews with each participant occurred over a relatively short timeframe, a 10-month period (September 2018-June 2019) even though Lysgaard (1955) suggests this transition takes up to three years. Therefore, the findings in this study present a snapshot of teachers crossing-over to an IS. It is important to consider with NR that how stories are told one day, may differ another day. Yet, stories have a level of validity when this is considered and acknowledged. Through the creation, internalisation, and continuous revision of one's life narratives, participants find meaning and purpose (McAdams and McLean, 2013).

Considering *who* took part in the study, a limited number of eight educators with a particular professional profile participated. While this may preclude the wider applicability to the conclusions drawn from the findings, it does not prohibit those conclusions from being meaningful with a narrower context. Eight participants were appropriate for this study as qualitative insight was the focus and it was not concerned with quantitative principles and facts. Squire et al., (2013, p.113) express, "Rather than being a generalising simplifying endeavour, NR has emerged as a project dedicated to understanding stories' particularities in depth, across many different fields of meaning." This less generalised and more narrow focus allows for further research to be conducted with other ISEs navigating their crossing-

over experience. The acknowledged impact of organisational and cultural factors at participants' respective schools further reinforces that it cannot be assumed that ISEs will have highly similar experiences transitioning to new ISs unless they are transitioning to a school and/or cultural context that is highly similar to the previous teaching environment.

With regards to the *researcher*, as the only researcher on this study and an employee at one of the participating ISs, it presented some limitations. As the sole researcher, I did not triangulate thematic coding interviews with a team of researchers. As a result, my interpretations could be more easily contested. However, through discussion with supervisors and colleagues some validation was obtained. I presented several presentations where my methodological approaches and results were critically reviewed by fellow students and tutors/supervisors. Furthermore, I strove to enhance the credibility of those interpretations by presenting detailed information in the participant profiles and frequent descriptive quotes from the interviews throughout the dissertation. As an inside researcher I needed to acknowledge, from the beginning, my closeness to the study and that I was not able to be objective. Objectivity is not the rationale behind NR, rather subjectivity is the intention. It was evident from the participants narratives that my role as an educator at an IS, who had transitioned to a new country, brought a sense of understanding and empathy and promoted comradery between the participants and myself. This appeared to lead to a greater level of disclosure, providing me with opportunities to better access their psychological and sociological experiences with crossing-over. Positionality and biases (as discussed in Chapter 3) were possible limitations despite the benefits of subjectivity which under conditions may be true.

6.4 Reflections

The narrative approach used in this study provided me with an in-depth understanding of participants' experiences that would not have been possible through other data collection approaches. While commonalities and patterns in participants' responses were apparent, so too was the subjective and unique nature of participants' experiences. There are provisions ISs can implement to aid ISEs crossing-over, which may contribute to improved outcomes for multiple stakeholders. Yet, as I mentioned earlier, I cannot make generalisations about ISEs based on this research. However, the participants' narratives provided insight to their

experiences in ISs about the potential provisions that aid the complex process of crossing-over.

Some participants indicated considerable personal preparation prior to their transition helped to reduce the likelihood of culture shock or being overwhelmed with the transition experience. However, participants faced difficulties and culture shock regardless, particularly when they did not receive useful resources and information from personnel designated to guide their transition or there was ambiguity surrounding who they should turn to for help. As someone with experience as an ISE, it is, in a way, disheartening to think that regardless of personal preparation for the cultural aspects of transitions, ISEs may end up experiencing cultural shock or feeling disconnected from the sociocultural environment. Especially, if their IS fails to facilitate effective sources of support, information, and social connectedness. Accordingly, the results of this study emphasise the responsibility of IS leaders and designated personnel to help ISEs bridge the sociocultural connection so they can move beyond focusing on adjusting to significant changes to directing their attention to excelling in their roles as educators.

My personal learning as a researcher developed throughout this narrative study from researching the literature surrounding the topic, to designing the study, conducting interviews, navigating narratives with participants, data analysis, and presenting the findings. I had to develop skills to achieve each phase of the study. Coming from a scientific background with experience in quantitative research, I was able to develop my skill set and engage with and learn about the value of NR. I enjoyed listening to and analysing participants' stories and collaborating with them to navigate the meanings of those stories.

6.5 Recommendations for Future Research

The two most pressing recommendations for future research include: exploring whether and how the *Crossing-over Phases* model could work in practice and for different settings. A study could be to develop a comprehensive transition framework that addresses all key transition elements and resources, such as 'Welcome Guides', in order to demystify the process of ISs attempting to meet the needs of incoming educators. Basing the development of a comprehensive transition framework primarily on findings from extant qualitative research that highlights the needs of educators who have undergone transitions in other ISs could increase the likelihood that a truly universal comprehensive transition framework

could be developed with flexible considerations and elements suitable for diverse educational contexts and cultures. Additionally, there is a need for the research on ISEs transitioning to ISs to be continued and expanded. The significance of support, clear communication, sense of belonging, and social connectedness in IS communities were apparent among participants, particularly as it pertained to making the transition smoother and alleviating common transition obstacles. Accordingly, further qualitative research into the topics of social dynamics, perceived sense of belonging, and how such factors affect ISE transitions in ISs could be useful for refining understanding of the role of these factors in transition processes. This line of further research could also contribute new sociocultural evidence of ISE transitions if social factors and a perceived sense of belonging were examined in relation to ISEs' understanding of the cultural context of the ISs they transition to, and the extent to which they experience cultural shock and adjustment difficulties during their crossing-over.

6.6 Summary and Concluding Remarks

In conclusion, this study did not specifically examine IS employer's perspective about facilitating and providing support to aid ISEs' crossing-over. This research did lend insight into the experiences with transition that educators in ISs encounter, educators' perceived needs for the transition, and provisions for professional learning ISs may consider implementing to help teacher transition. Numerous factors impacted participants' transition experiences, including but not limited to their personal preparation, the extent to which their culture differed from the culture at the IS, the availability of resources/training and social support, and the organisational climate/culture of the IS. When considering the resources and efforts the research sites made to facilitate ISEs' crossing-over processes, there was notable incongruence between some of the provided resources/training and the needs of the participating educators. Recommendations for practice in light of the results of this research are schools may want to consider feedback from educators who undergo crossing-over at their school, which in turn may improve the transition process for ISEs in the future. Considerations for designating a trained transitions lead to facilitate crossing-over was also recommended to provide support and potentially reduce the negative implications of a complex school culture/climate. Further exploration of the *Crossing-over Phases* model in practice and within different settings could aid in further developing the

model and improve comprehensive approaches to facilitating ISEs transition to ISs. Furthermore, additional research on ISEs transitioning needs could be continued and expanded.

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Appendix 1

Version 1, Dated: 15/8/18

Example letter/email to principal or head of school: Request permission to conduct research at your IS

To: Principal or Head of School
From: Tasha Arnold
Subject: Teacher Transition in International Schools

Dear Mr. or Mrs. XXXX,

I am an educational doctoral student at Kingston University in London. The research I wish to conduct for my doctoral thesis involves exploring international educators' unique needs and the support they may require to transition in the international environments they teach. This research project hopes to learn more about what it means to work in an international school. It aims to answer: What are the experiences with transition that individuals encounter? What are these educators' perceived needs for transition? What provisions for professional learning may international schools implement to help teacher transition? This project will be conducted under the supervision of Dr. Christos Dimitriadis (Senior Lecturer in Education and EdD Supervisor), Dr. Paty Paliokosta, (Senior Lecturer in Inclusive Education and EdD Supervisor) and Dr. Keith Grieves EdD Programme Director.

I am hereby seeking your consent to approach a number of educators in your school to conduct two interviews, with each participant, discussing their transition experience. I have provided you a copy of the Participant Information Sheet and the Consent Form to be used in the research process, as well as a copy of the ethics approval letter, which I received from the Kingston University Research Ethics Committee.

Should you approve this project, I would be grateful if you could ask your office administrator to pass on the letter of invitation (Appendix 2a) along with the Participant Information Sheet and Consent Form to all school educators at your high school. Would you also please consider including a message that says participation in this project is optional and not required?

In addition, as part of the study, I am reviewing school processes and procedures regarding how schools assist employees to successfully integrate into their work environments. In order to further understand transition at your school, I would be grateful if you could provide any supporting information, such as professional development policies, welcome guides, new teacher training 'curriculum' and information about mentorship programmes, to help assist me in this area of the investigation.

If you require any further information, please do not hesitate to contact me. Thank you for your time and consideration.

Yours Sincerely,
Tasha Arnold
Kingston University Doctoral Student

Appendix 2a

Version 1, Dated: 9/9/18

Example Email of Initial Invitation for Potential Participants

To: Potential Participants
From: Tasha Arnold
Subject: Teacher Transition in International Schools

Dear Colleague,

This email is an invitation to consider participating in a research study I am conducting as part of my doctoral degree at Kingston University. For my study, I am researching teacher transition in international schools and I hope to learn more about your story with transition, your needs during transition and your perspective on the support you have received or would like to receive.

I am contacting you specifically, as you have a story about your experience with transition at [names were removed]. It is hoped that information from this study will help to increase the understanding of transition for teachers in international schools and potentially help to improve transition at your school. Your participation is completely voluntary and confidential.

Therefore, I would like to invite all educators, in all departments, who work part- or full-time to take part in this study. Details about the project will be sent if you wish to participate. Should you be selected to take part, your participation would involve two interviews, a review of your interview transcripts (to confirm accuracy), and collaboration sessions with the researcher.

The project has been approved by the Faculty of Health, Social Care and Education Research Ethics Committee and follows all ethical codes and requirements. Please feel free to contact me with any questions and to further discuss the details of the study and/or your potential participation.

Your support is essential for me to complete my doctoral study. I very much look forward to hearing from you and thank you in advance for your assistance in this project.

Kind Regards,

Tasha Arnold
Kingston University Doctoral Student

Appendix 2b

Version 1, Dated: 15/8/18

Example Email of Follow-up email Invitation for Potential Participants

To: Potential Participants
From: Tasha Arnold
Subject: Teacher Transition in International Schools

Dear XXXX High School Educators,

(Answer any questions participants may have and include any of the pertinent information below).

This email is a follow-up email to your consideration for participating in a research study I am conducting as part of my doctoral degree at Kingston University. For this study, I am researching teacher transition in international schools and I hope to learn more about what it means to work in these environments. The research project aims to answer: What are the experiences with transition that individuals encounter? What are these educators' perceived needs for transition? What provisions for professional learning may international schools implement to help teacher transition? I hope to use the findings from this research project to add to the limited amount of research and information on teacher transition in international schools and to provide suggestions on how to improve transition.

Each of you has a story about your experience with transition at your school. Participation is completely voluntary and confidential. Should you be nominated to take part, your participation would involve two interviews, a review of the interview transcripts, and collaboration sessions with the researcher.

The two interviews (one in October/November and one in June) will last approximately one hour each. You will be asked to share your journey, experiences in transition, and the support you feel is required for transition in an international school. Interviews will take place in a mutually agreed upon location and during a time that accommodates your schedule. You may decline to answer any of the interview questions if you so wish. Furthermore, you may decide to withdraw from this study at any time (until writing the first draft of the final dissertation commences), without any negative consequences, by advising me or my supervisor. Upon withdrawal from the study, all your data will be removed and destroyed at your request.

With your permission, the interview will be audio-recorded to facilitate collection of information and later be transcribed for analysis. Shortly after the interview, I will send you a copy of the transcript for your review and confirmation. Then I will begin to retell your experiences and once those stories are retold, you will have the opportunity to participate in a collaboration session, minimum one session after each interview, to ensure your story is accurately told. All information is considered completely confidential; your name will not appear in any thesis or report resulting from this study, however, with your permission anonymous quotations may be used. Data will be stored on my personal computer (password protected) and only shared with those working on the project such as doctoral supervisors and interview transcription services that are not associated with the schools or participants in the project. A final report including all the research gathered could be shared with your colleagues in order to improve transition for educators at your school. There are no foreseen serious risks or concerns with participating in this study, however, if sharing your experiences with transition is distressing, you can stop the interview at any time.

Please read the attached the Participant Information Sheet and Consent for Participation in Research Form and take time to think about whether you would like to take part. The final decision about participation is yours to make. If you have any questions regarding this study, or would like additional information to assist you in reaching a decision about participation, please contact me at XXXX

I would like to assure you that this study has been reviewed and received ethics clearance through the Faculty Research Ethics Committee (FREC) at Kingston University. If you have any comments or concerns resulting from your participation in this study, please contact myself or my supervisor, Dr. Christos Dimitriadis at XXXX or XXXX

I very much look forward to hearing from you and thank you in advance for your assistance in this project.

Kind Regards,

Tasha Arnold
Kingston University Doctoral Student

Appendix 2c

Version 1, Dated: 05/10/17

Example follow-up email to potential participants who express interest

To: Potential Participants
From: Tasha Arnold
Subject: Teacher Transition in International Schools

Dear XXXX,

I hope you are well. Thank you for expressing interest in the Teacher Transition in International Schools study. I'm glad you read through the participant information sheet and the consent form.

[Answer any questions participants may have (this exchange often took place over several emails and I was prompt in responding to potential participants' questions).]

As you have expressed interest in participating in the project, I would like to learn more about you as a potential participant. Would you mind sharing a bit about your work experience and the number of years/months you've worked at your international school or any other international schools? Would you also share in what country you completed your post-secondary education/teacher training and the subject(s) you teach? Could you also confirm you consent to the interviews being audio-recorded?

Please let me know if you have any questions or concerns. I look forward to learning more about your experiences with transition. Thanks again for expressing interest in participating in the study.

Kind Regards,

Tasha Arnold
Kingston University Doctoral Student



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Appendix 3

Version 2, Dated: 10/2/19

Participant Information Sheet

Study Title: Teacher transition in international schools: A narrative enquiry into the experiences and perceived needs of international school educators.

Researcher: Tasha Arnold

*I would like to invite you to take part in a research study. Before you decide if you would like to participate, you need to understand why the research is being conducted and what it would involve for you. Please take time to read the following information carefully. Ask questions for clarification or if you would like more information (see my contact details at the end of this document). Take time to decide whether or not to take part. **Participation is optional and not required.***

Purpose of the study:

The researcher, Tasha Arnold, must undertake a research study in order to complete the final portion of the doctoral programme at Kingston University. The aim is to explore educators' experiences and perceived needs with regards to transition at their international school in order to further understand what it is to be an educator in an international school, possibly improve transition for educators, and add to the limited research on the topic.

Why have I been invited?

As an educator at an international school, you may be able to provide a valuable perspective concerning transition at your school. You will be one of approximately eight participants from various international schools in Southeast England, that follow a U.S. and IB curriculum and use English as the main language of instruction, interviewed for this study. If you accept the invitation, you may be selected to take part in the project. Selection is not automatic if more than the prescribed number of people show an interest.

Do I have to take part?

It is entirely up to you to decide whether to take part. This information sheet is designed to provide you with more information in order to help you make that decision. If you do take part, you may withdraw at any time, without any reason and without any detriment to you, and all your data can be removed from the project (up until the writing of the first draft of the final dissertation). No one from your school (*apart from myself) will know if you participate or withdraw from the study.

**Added into the Participant Information Sheet for WIS potential participants.*



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Participant Information Sheet -Continued-

What will happen to me if I take part?

- *Will I have to sign a consent form?*
 - You will be given a copy of this information sheet to keep and you will be asked to sign a consent form prior to each interview.

- *How long will I be involved?*
 - You would need to participate in two interviews (one in October/November, 2018 and one in June, 2019). After each interview, you will have the opportunity to review transcripts and the data as well as collaborate with the researcher, which should be concluded by October, 2019.

- *How long will the research last?*
 - The research portion should be completed by October, 2019 but the final dissertation is anticipated to be completed in December, 2020.

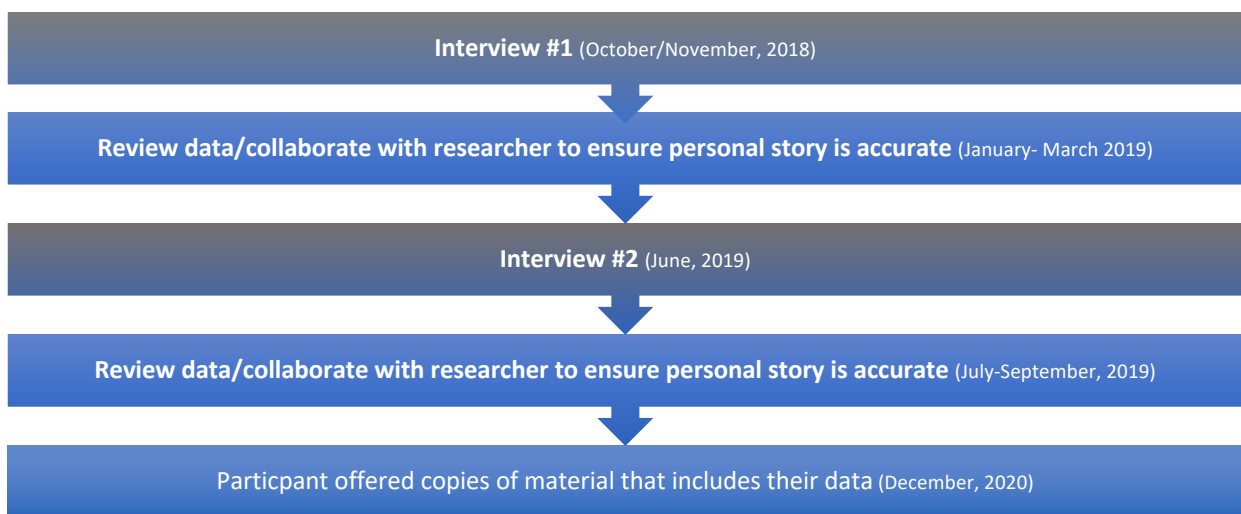
- *How often will I need to attend and meet with the researcher and for how long?*
 - You would take part in two audio-recorded interviews: each interview will last approximately one hour.
 - You would participate in two discussion/collaborative sessions: at least one session after each interview in order to ensure your story is accurately told. This exchange could take place in person, via Skype, phone or email exchange and may last for 30 minutes to an hour.
 - Additional discussion and collaboration sessions could be scheduled based on need.



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Participant Information Sheet -Continued-



- *Will the interviews be recorded?*
 - Yes, participation in this project will require the interviews to be audio-recorded and transcribed; transcriptions will be kept on the researcher's personal computer with password protection. In compliance with the Data Protection Act, you have the right to access any personal data stored that pertains to you. Data will be purged in accordance with BERA 2018 guidelines.

Possible disadvantages and risks of taking part and the right to withdraw

- There are no anticipated serious foreseen risks in taking part in this project. Some people may find talking about their experiences upsetting. If this happens, you can stop the interview and/or take a break at any time. If you wish, you can be referred to the confidential counselling support service or the local crisis centre. You have the right to withdraw all data collected during this process. Data cannot be withdrawn after the researcher begins to write the first draft of the final dissertation.
- Contact details for confidential support services: XXXXX and local crisis centre: XXXX



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Participant Information Sheet -Continued-

What are the possible benefits of taking part?

- There are no immediate benefits. However, it is hoped that information from this study will help to increase the understanding of transition for teachers in international schools.

What if there was a problem?

- If you have a concern about any aspect of this study, you should speak to the researcher who will do their best to answer your questions. Tasha Arnold, XXXX
- If you are still not satisfied, and/or wish to complain about any aspect of the research, please contact my supervisor, using the details provided at the end of this document.

Will my taking part in the study be kept confidential?

- Yes. We will follow ethical and legal practice in accordance with Kingston University's data management policy and the BERA 2018 guidelines. All information will be handled in confidence. Only the researcher, supervisors and examiners of the study will have access to the original data and interview transcriptions. Transcription services may be used to transcribe interviews; they will be required to sign a confidentiality agreement. Any electronic information gathered will be securely stored on a password protected computer (the researcher's personal computer) and no names or contact details will be attached to the data files. Any hard copy data will be archived securely by the university for 10 years and then be destroyed.

What will happen to the results of the research study?

- I will write up my findings in a dissertation in part fulfilment of my EdD course studies. If possible, I will submit the findings to a suitable journal. A general report discussing the overall findings from the project may be shared (e.g., with other participants and schools). Participants will not be identified in any report or publication.

Who has reviewed and sponsored this study?

- The study has been looked at by an independent group of people called the Faculty of Health, Social Care and Education Research Ethics Committee to protect your safety, rights, and dignity. They have given a favourable opinion. This research project is sponsored by Kingston University and self-funded by the researcher, Tasha Arnold.

Contact details:

- Researcher: Tasha Arnold XXXX
- Supervisor: Dr. Christos Dimitriadis XXXX
- EdD Programme Director: Dr. Keith Grieves XXXX

Appendix 4

Version 1, Dated: 23/08/17

Confidentiality Agreement



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CONFIDENTIALITY AGREEMENT

Unless we are notified otherwise in writing, all documents and information that I/we see or hear whilst working for Tasha Arnold shall be treated as confidential. Such documents or information shall not be used except for the purposes for which they were made available to us and such documents and information shall not be disclosed to any other person without the prior written consent of Tasha Arnold. Likewise, projects worked upon on behalf of Tasha Arnold cannot be used to promote ourselves or our company in any form of publicity campaign or promotion without the written consent of Tasha Arnold.

I/we undertake to keep all documentation and information secure at all times including but not limited to, storage of the data/information and during transit of the data/information.

On completion of the project all transcriptions and digital audio files will be deleted from my/our system unless requested otherwise.

I accept the terms of the above confidentiality agreement I and am authorised to accept it on behalf of the company named below. I will ensure that all personnel working on this project for the company are also bound by this agreement.

Recipient of Confidential Information:

Company (if applicable): _____

Name: _____

Signature: _____

Date: _____

Version 1: 23rd August, 2017

Appendix 5

Version 2, Dated: 10/2/19

CONSENT FORM

Centre Number:

Study Number:

Participant Identification Number for this trial:

Title of Project: Teacher transition in International Schools: A narrative enquiry into the experiences and perceived needs of international school educators.

Name of Researcher: Tasha Arnold

Please initial box

1. I confirm that I have read the information sheet dated 10th February 2019 version 2 for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.
2. I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason, without my medical care or legal rights being affected.
3. I understand that the information collected about me will be used to support other research in the future, and may be shared anonymously with other researchers.
4. I agree to take part in the above study.

Name of Participant

Date

Signature

Name of Person
taking consent

Date

Signature

Appendix 6a

Version 2, Dated: 10/2/19

Example email potential participants selected to participate in the study

To: Potential Participants
From: Tasha Arnold
Subject: Teacher Transition in International Schools

Dear XXXX,

I hope you are well. Thank you for taking the time to read through the participant information sheet and the consent form as well as enquiring about the study and its requirements to decide your voluntary participation. You have been selected to be one of the eight participants in this study. Participants were selected based on the following criteria: a diverse range of experience, subjects taught, years teaching (with most participants working less than four years at their school) and consent for both interviews to be audio-recorded.

The next step in this study is for us to set up our first interview. Could you please provide me with any dates and times in October and/or November that best accommodate your schedule along with your preference of an interview location?

I've attached the participant information sheet, and the consent form again (which we will review prior to the start of the interview) for your reference.

I look forward to working with you on this study and please let me know if you have any questions or concerns.

Kind Regards,

Tasha Arnold
Kingston University Doctoral Student

Appendix 6b

Version 2, Dated: 10/2/19

Example email to volunteers not selected to participate in the study

To: Potential Participants
From: Tasha Arnold
Subject: Teacher Transition in International Schools

Dear XXXX,

I hope you are well. Thank you for taking the time to learn more about the 'Teacher Transition in International Schools' study and volunteering to participate. On this occasion, you have not been selected to participate in this study as there were more participant volunteers than desired. In order to select a diverse sample of participants, individuals were selected based on a diverse range of experience, subject taught, and years teaching (with most participants working less than four years at their school).

Thank you for volunteering to participate, it is much appreciated. Please let me know if you would like to receive an overview of the research findings when the research is complete. Please contact me if you have any questions.

Kind Regards,

Tasha Arnold
Kingston University Doctoral Student

Appendix 7a

Sample Interview Schedule/Guide Questions: Interview 1

Unstructured Interview

Version 2, Dated: 10/2/19

Based on Bauer and Jovchelovitch (2000)

5-10 Minutes: Initiation

(Establish Rapport) [shake hands] “My name is Tasha Arnold and I am an EdD student at Kingston University who also works in an international school. First, let’s read through the Consent for Participation in Research Form... Just so I am sure you understand what is required of you, please explain to me what you think I am asking you to do? What are the possible risks for participating in this project? Do you have any questions or concerns at this time?” Participants sign three copies of the consent form (one copy the participant kept, and I retained the other two copies).

30-40 Minutes: Main narration

Interview Question: “Today you have a chance to talk at length about what happened to you when you transitioned at your IS. What your feelings were about these experiences and what you think your needs are during this transition”.

As the narration begins, I do not interrupt, allow for ‘think time’ and not comment on the narration. In order to facilitate good rapport with the participant, I maintained eye contact and showed interest (“yes”, “hmm”, “ah”, “I see”). I actively listened and remembered what is said throughout the interview, took notes and at the end of a narrative I probe, when appropriate, using phrases such as, “Is this all you want to tell me?” or “Is there anything else you would like to share?”.

10-20 Minutes: Questioning phase

I asked questions in order to draw out new information beyond the self-generating schema of the story. During the questioning phase, I did not ask ‘why’ questions or ‘cross-examine’ participants as these methods do not align with the goals of NR (Milner, 2001). Instead, I asked participants to “tell me more about...” using the participant’s language to refer to an experience, challenge, or need they shared concerning transition.

Once the interview was over, I thanked the participant and reminded them I will be in contact to collaborate about their story.

1-5 Minutes: Concluding Talk

I stopped recording and had ‘small talk’. Here ‘why’ questions were asked. After the participant left the interview room, I immediately made notes on what was said. Following the interview, I asked permission from the participant in order to use the data they shared during ‘small talk’ and from my notes.

Appendix 7b

Sample Interview Schedule/Guide Questions: Interview 2

Semi-structured Interview

Version 1, Dated: 10/2/19

Based on Bauer and Jovchelovitch (2000)

5-10 Minutes: Initiation

(Establish Rapport) [shake hands] "It's been great working with you this year and I have enjoyed collaborating in order to capture your story. Thank you for taking part in a second interview. Let's review the consent form. Do you have any questions?" Participants sign three copies of the consent form (one copy the participant kept and I retained the other two copies).

10 Minutes: Main narration

Interview Question: Is there anything since our last interview you have thought about, reflected on, or would like to share?

30-40 Minutes: Questioning phase/Document ('Welcome Guide')

I asked questions in order to draw out new information beyond the self-generating schema of the story (Bauer and Jovchelovitch, 2000). During the questioning phase, I did not ask 'why' questions or 'cross-examine' participants as these methods do not align with the goals of narrative research (Milner, 2001). Instead, I asked participants to "tell me more about..." using the participant's language to refer to an experience, challenge, or need they share concerning transition from the 'Main narrative' that was shared at the start of the interview. Then, I referenced experiences from the first interview and ask questions, tailored to each participant, to follow-up on ideas/topics they have shared from their interview. For example, "in your first interview, you mentioned wanting a buddy system put in place to aid your transition. Can you tell me more about that?", "Would you like to share more about the New Teacher Orientation and New Teacher Monthly trainings held at your school?", and "You said you were leaving your school at the end of the academic year, can you tell me more about this transition?". The following questions were asked of each participant:

1. 'Welcome Guide': Did you receive this 'Welcome Guide' (present to participants) upon arrival and would you share your interaction with it and thoughts about the guide?
2. Could you share your experience with the New Teacher Orientation materials? New Teacher Training materials? School calendar?
3. Would you share with me more about your thoughts on moving to your new IS with friends/family?

Once the interview was over, I thanked the participant and reminded them I will be in contact to further collaborate about their story.

1-5 Minutes: Concluding Talk

I stopped recording and had small talk. Here 'why' questions were asked. After the participant left the interview room, I immediately made notes on what was said. Following the interview, I asked permission from the participant in order to use the data they shared during 'small talk' and from my notes.

Appendix 8
Data Analysis
Phase One: Patterns of Meaning
Sample Extract

CIS = Initial challenges educators encountered pre-arrival and immediately after arrival

- Interviews #1 and #2 with PA 1-8
- 'Welcome Guide'
- NTO and training materials

CMYI = Midyear challenges ISEs encountered

- Interviews #1 and #2 with PA 1-8
- School calendars
- NTT materials

CEYI = End of year challenges ISEs encountered

- Interviews #1 and #2 with PA 1-8
- School calendars
- NTT materials

CBYI = Challenges beyond year 1 at their IS

- Interviews #1 and #2 with PA 1-8
- Professional training opportunities provided by the school

CD = Challenges with departing

- Interviews #1 and #2 with PA 1-8
- Professional training opportunities provided by the school

CFC = Familial concerns

- Interviews #1 and #2 with PA 1-8
- 'Welcome Guide'

CSC = Concerns with School that were hindering teacher transition (could impact personally and professionally)

- Interviews #1 and #2 with PA1-8
- School calendars

SSP = Support: school provided (what the school, as an institution, provided)

- Interviews #1 and #2 with PA1-8
- NTO training materials
- 'Welcome Guide'
- School calendars

SCSP = Support: colleague support provided (organic and targeted support)

- Interviews #1 and #2 with PA1-8
- School calendars

Appendix 9
Data Analysis
Phase Two: Detailed Descriptive Codes
Sample Extract: Challenges

PC = Personal challenges
PCA = Personal challenges upon arrival
PCT = Personal challenges throughout transition
PCC = Cultural celebrations (personal and professional impact)
PEF = Extended family
FC = Familial challenges
PCC = Personal challenges with children
PCS = Personal challenges with spouses
PCF = Personal challenges because transitioned without family
CC = Challenges with colleagues
CwC = Challenges with a curriculum
CwDC = Challenges with a diverse curriculum
CwA = Challenges with assessment alignment
CwCA = Challenges with curriculum alignment
CwT = Challenges with technology
CG = Challenges with gradebook
CSA = Challenges with school acronyms
CFE = Challenges with professional expectations
CAF = Challenges accessing files
CsC = Challenges with school culture
CDSC = Challenges with the diverse school culture
CHCC = Challenges with host country culture
CDWW = Challenges with the school's ways of working
CP = Challenges with parents
CPE = Challenges with parental expectations
CDC = Challenges with the diverse cultures of parents/families/students/staff
CDC = Challenges with diverse cultures (school population)
CL = Challenges with leadership
Com = Challenges with communication
E = Challenges with school email
RT = Challenges around response time
CCal = Challenges with the school calendar
CA = Challenges with being notified about upcoming events
D = Challenges with deadlines
CM = Challenges managing the move
CLS = Challenges with leaving the school
CNTA = Challenges when new teachers arrive

Appendix 10
Data Analysis
Phase Two: Detailed Descriptive Codes
Sample Extract: Challenges

C = Challenges (all challenges were combined into one category and then grouped)

PC = Personal challenges

PCA = Personal challenges upon arrival

PCM = Managing the move

PCT = Personal challenges throughout transition

PCC = Cultural celebrations

PEF = Extended family

FC = Familial challenges

PCC = Personal challenges with children

PCS = Personal challenges with spouses

PCF = Personal challenges because transitioned without family

SC = School challenges within the school system

SCC = Challenges with colleagues

SCNT = Challenges with new teachers arriving

SCwC = Challenges with a curriculum

SCwDC = Challenges with a diverse curriculum

SCwA = Challenges with assessment alignment

SCwCA = Challenges with curriculum alignment

SCPE = Challenges with professional expectations

SCwT = Challenges with technology

SCG = Challenges with gradebook

SCSE = Challenges with school equipment

SCP = Challenges with photocopier

SCAF = Challenges accessing files

SCsC = Challenges with school culture

SCDSC = Challenges with the diverse school culture

SCDWW = Challenges with the school's ways of working

SCP = Challenges with parents

SCPE = Challenges with parental expectations

SCDC = Challenges with the diverse cultures of
parents/families/students and communication

SCDC = Challenges with diverse cultures

SCL = Challenges with leadership

SCom = Challenges with communication

SE = Challenges with school email

SRT = Challenges around response time

SA = School acronyms

SCCaI = Challenges with the school calendar

SCA = Challenges with being notified about upcoming events

SCaC = Challenges accessing the school calendar/multiple calendars

SD = Challenges with deadlines

SCPD = Challenges prior to departure from the school

Appendix 11a

Data Analysis

Phase Two: Why codes were combined

Sample Extract from Researcher's Reflective Journal: Challenges

Why are codes combined: "Combined codes that have similarities, give insight to the research questions, and reflect concepts highlighted in the literature review: Lysgaard's theories of adjustment; Maslow's hierarchy of needs; Vygotsky's social cultural perspective; Dewey's sociocultural view of experiential learning".

Codes for Challenges:

All participants shared multiple challenges they encountered. A large portion of the interview was spent on participants sharing their challenges and experiences with transition.

Questions:

How have my epistemological and theoretical perspectives influenced how I coded the data?

How do these challenges differ and how are they alike?

Personal versus professional and/or an overlap of both

Challenges with the school, students and parents, and support received

Challenges prior to arrival, immediately upon arrival, after the first year at the school, and prior to departing the school

Determine if participant suggestions and recommendations connect to challenges participant shared. What did participants emphasise as the MOST challenging (repeated information, much dialogue surrounding these areas, and noted by multiple participants)? Group and reorganise challenges. Ensure this is what the data reveals and not my own perceptions. Check with participants to ensure their perspective was accurately captured and represented in these categories. Am I missing anything? Do I agree with these codes?

Codes were combined for individual categories:

- Missing essential training and information
- Missing opportunities to feel included and create working relationships and friendly networks
- Issues in planning in line with the school calendar
- Vast cultural difference amongst a diverse student and teacher population
- A lack of culture in the school
- Organisation within the school
- Accessing information and data for everyday practices
- Accessing data to help inform teaching and learning practices

Appendix 11b
Data Analysis
Phase Two: Why codes were combined
Sample Extract

Theme	Code	Example
Challenges	SC = School/professional challenges	Those challenges which occur and impact the educator professionally.
	PC = Personal challenges	Those challenges which occur and impact the educator outside of the school/work context.
	SC/PC = School/professional and personal challenges	Those challenges that impact the personal and professional aspects of one's life. Could begin as either a personal or professional challenge.
Challenges- a combination of SC/PC School/professional challenges: The challenges ISEs experience in the school, the complexities impacting their transition, and things causing delay in transition progression	CIT = Communication, inclusion, and training	Missing essential training and information; missing opportunities to feel included and create working relationships and friendly networks; issues in planning in line with the school calendar
	CD = Cultural differences	Vast cultural difference amongst a diverse student and teacher population; a lack of culture in the school; organisation within the school
	DI = Data and information	Accessing information and data for everyday practices; accessing data to help inform teaching and learning practices

Appendix 12a

Data Analysis

Phase Two: NVivo12 Sample Coding

Sample Extract

[Redacted]

[Redacted]

¶1: Tasha Arnold Compiled 02

[Redacted]

¶3: Theme 1: Having a support system

¶4: Subtheme 1A: Having welcoming and approachable staff members

¶5: Participant 1

¶6: So, it wasn't until, and the people in HR were nice, we worked with a bunch of different people. Um, I have to say, [redacted] was assigned one HR person, and I was assigned to somebody totally different. So that I found sometimes this the individual teachers really the key the key people in the transition rather than the school in general.

¶7:

¶8: We did have an, [redacted] did put us with a traditional family. Forgot that part. Not as a teacher but as a family [redacted] they match you up with another family if you want so I got invited to mentor a new family this year which happened to be a co-worker [redacted] but [redacted] didn't need anything [redacted]

[Redacted]

¶9:

¶10: Participant 2-welcoming staff members

¶11:

¶12: One of the things that was really helpful was did you know that was sending out emails coming before it. Before I got in and I don't think [redacted] was. My understanding was [redacted] wasn't part of the NCT training. [redacted] was sort of like a welcoming committee and that those e-mails were really helpful. And I was able to [redacted] was kind of my point person who I asked questions to.

¶13:

¶14: And then the new the new with the New Teacher Orientation and actually to me it felt kind of condescending and I also felt like the timings were kind of inconvenient for

Undergoing training for new hires
 Creating a manual to serve as guide for the new hires
 Looking for a place to settle in
 Learning a different educational system
 Moving with family members and relatives
 Needing organization and stability
 Making new friends and interacting with the new community
 Needing to adjust to a new culture and environment
 Coding Density

Having welcoming and approachable staff members
 Having a support system

Appendix 12b
Data Analysis
Phase Two: NVivo12 Sample Coding
Sample Extract

Name

- [-] [Redacted]
- [-] [Redacted]
 - [-] Having a support system
 - Having welcoming and approachable staff members
 - Moving with family members and relatives
 - Making new friends and interacting with the new community
 - [-] Needing to adjust to a new culture and environment
 - Looking for a place to settle in
 - Learning a different educational system
 - Needing organization and stability
 - [-] Undergoing training for new hires
 - Creating a manual to serve as guide for the new hires
- [-] [Redacted]
 - [-] Having formal cultural training programs for the teachers
 - Having a formal and targeted training or orientation
 - Having an assigned mentor or buddy
 - Having a printed handbook or manual containing the needed information for transition
 - Giving more time and opportunities for the teachers to grow
 - [-] [Redacted]
- [-] [Redacted]
 - Lacking communication and inclusion, leading to frustration
 - Lacking organization in system, experiencing the difference in culture
 - Lacking access to data and information, hindering teachers from fully helping the students

Appendix 13

Data Analysis Phase Three: Mind Map Sample Extract: Challenges and Support



Appendix 14

Data Analysis

Phase Four: Candidate Thematic Map

Sample Extract

Challenges/Problems

Professional

Learning a different education system
Undergoing training for new hires ←
 Lacking access to data information
 (hindering teachers from fully helping students)
 Lacking organisation in the system (experiencing the difference in culture)
 Lacking communication and inclusion (leading to frustration)

Personal and Professional

Making new friends ←
 Interacting with the new community ←
Needing organisation and stability
 Needing to adjust to the culture and environment
 Welcome Guide Topics
 About the school, community, daily life, shopping, transport, healthcare, housing/utilities, recreation, restaurants, and cultural shock
 NTO (From 'Crossing Cultures with Competence')
 Loss of knowledge of social norms
 Loss of majority status and sense of belonging
 Challenge to values
 Change in family
 Loss of ability to communicate
 Stress of doing practical tasks
 Stress of being misperceived
 Loss of support system
 Loss of identity

Personal

Looking for housing/place to settle

What Aided Participants

Professional

Having welcoming and approachable staff members
Undergoing training for new hires →
 Personal choice of professional development activities

Personal and Professional

Making new friends
 Interacting with new community
 Having an assigned mentor or buddy ←
 Having a support system

Personal

Moving with family members and relatives

Participant Recommendations

Professional

A manual/handbook for new hires (job/division specific)
 More time/opportunities for teachers to grow (prof. dev.)
 A formal and targeted training orientation
 Engage all members of the school community
 Transition programme embedded into all aspects school life
 Transition programme for students

Personal and Professional

A manual containing information about transition
 A targeted cultural training
 Having an assigned mentor or buddy ←
 Create a large network to help with adjustment (local support)
 Training about transition and cultural adjustment
 Transitions team (and training for the transitions team)

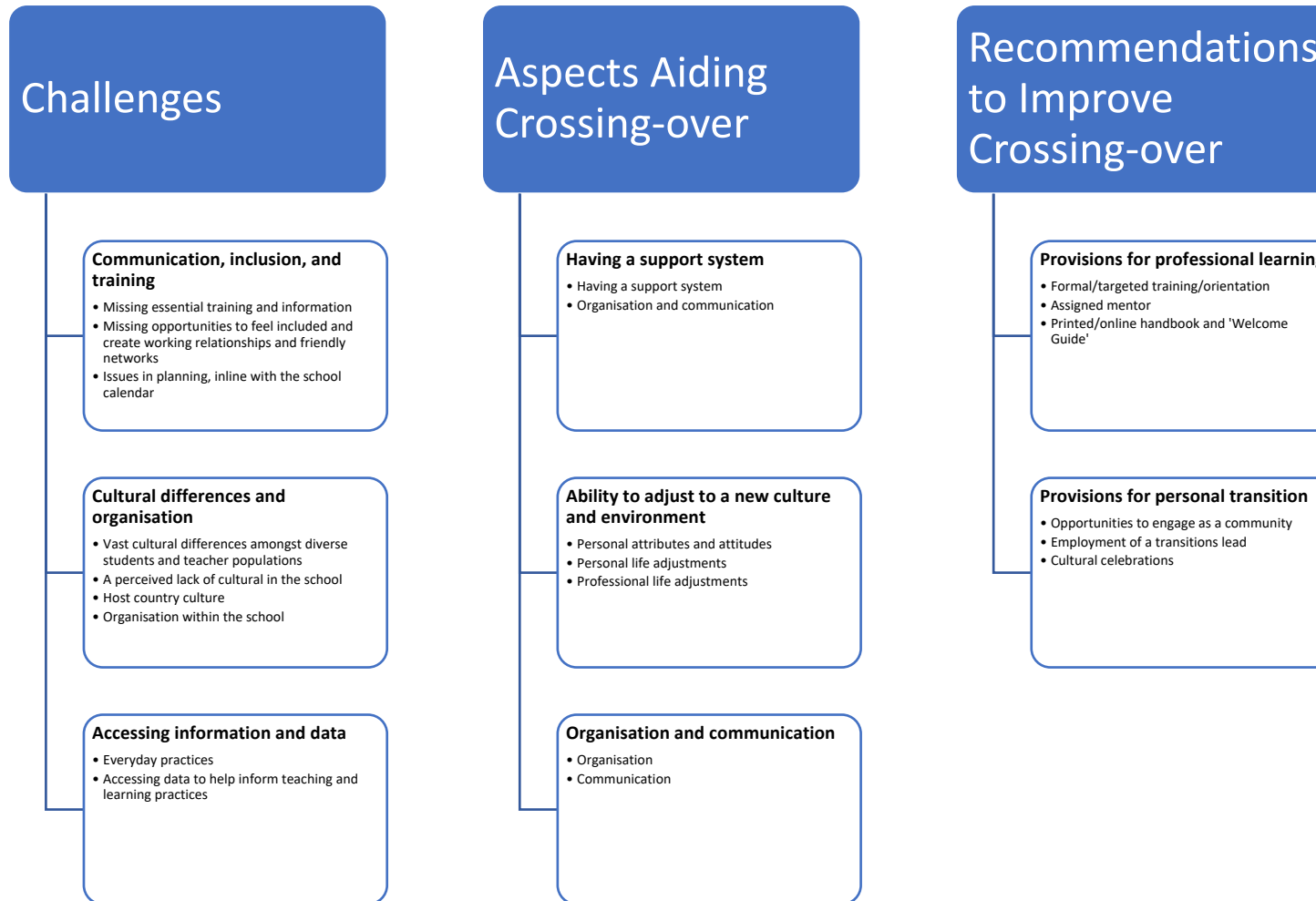
Personal

Informal events/gatherings

Appendix 15

Data Analysis

Phase Four: Thematic Map



Appendix 16

Analysis

Phase Four: Crossing-over Phases

Timeframe	Positive Adjustment When participants' statements indicated they were problem focused, and/or had resources and support that was seen as aiding crossing-over	Negative Adjustment When participants' statements indicated they were emotion focused, and/or lacked resources and support, which impacted crossing-over
Phase 1: before arriving in the country/region and to the IS		Managing the move; professional expectations (PA 1-8)
Phase 2: arrival at the IS through the first month of the academic year		Navigating host country culture; aspects of school culture; personal social adjustment; navigating professional social norms (PA 1-8); teaching in a non-native language (PA 3)
Phase 3: completing the first year at the IS	<p>Occurred early in this phase (first semester): navigating school acronyms (PA 1-6 and 8); building personal and professional relationships (PA 1-8); professional collaboration (PA 2, 6, 7, and 8)</p> <p>Occurred later in this phase (second semester): Better navigate daily tasks (PA 1-8)</p> <p>Occurred towards the end of the first academic year: building professional relationships and feelings of belonging (PA 1, 2, 4, and 8)</p>	<p>Occurred early in this phase (first semester): navigating complexities of an IS; school events, school culture (PA 1-8); parent teacher conferences (PA 1, 3, 4, and 8)</p> <p>Occurred later in this phase (second semester): missing family, friends, and colleagues (PA 1-8)</p>
Phase 4: second year at the IS and beyond	<p>Occurred early in this phase: Better able to navigate the schools ways of working and personal needs (PA 2-5)</p> <p>Occurred later in this phase: understanding professional expectations; achieving transcendence (PA 2-5)</p>	<p>Participants felt all challenges were easier to manage with one year or more experience at the school.</p> <p>Occurred early in this phase (start of the academic year): fatigue with welcoming new teachers (PA 2-5)</p> <p>Occurred later in this phase: Navigating professional development (PA 1-8)</p>
Phase 5: from knowing departing the IS through to departure		Saying goodbye (PA 1-6, and 8); completing professional tasks (1, 6, and 8); lack of support for stayers (1-8)

Appendix 17
Analysis
Phase Five: Three Themes
Except from Researcher's Journal

Challenges and Negative Experiences Educators Encountered During Crossing-over to the International School:

The experiences participants had that negatively impacted their crossing-over from predeparture to their international school until predeparture from their international school.

Aspects Aiding the Crossing-over Process:

Support provided to participants that helped to facilitate a positive adjustment in the crossing-over process. This included personal and professional aspects of support.

Recommendations to Improve Crossing-over for Teachers New to an International School:
This included provisions that would aid one's personal and professional positive adjustment during crossing-over to an international school. Previous support provided to participants while working at other international schools was considered.

Appendix 18

Documents Collected

Note: Documents have been renamed for anonymity purposes.

Documents Provided to the Researcher	Information
'Welcome Guide' (one per participating school)	Information about life in the UK and aspects of life at WIS and TISE
NTO: Schedule of events (with topics)	List of events and topics identified as important for teachers during the NTO training; relationship between teacher needs and support provided
NTO PowerPoint presentation	Information concerning topics covered during the NTO training; the relationship between teacher needs and support provided
Country Representatives Group: List of groups formed by parents representing most countries of origin of WIS and TISE and their meetings/events; helps support families	Information concerning teacher involvement in this group; support provided to its attendees
NTT: Calendar and topics	List of events identified as important for aiding teacher transition; contextual data for when events are scheduled
NTT: Differentiation presentation	Contextual data for support provided to new teachers; corroboration of participant interviews
NTT: Calendar and topics	List of events identified by WIS and TISE as important for aiding teacher transition; contextual information for when these events are scheduled
Teacher Research Collaboration Programme	Information concerning staff collaboration (to improve teaching and learning at the school)
School Calendar: In-house accessible calendar with information containing all activities, events, and meetings for school year	Information concerning teacher support, transition considerations, and potential stressful timeframes for teachers
School Calendar: Public calendar with information for school wide events and planning	Cross-reference with in-house school calendar; information concerning activities targeted for teacher transition and support
Coffee Morning Schedule: An informational meeting with refreshments for parents and teachers	Information concerning the schedule of events, topics covered, and the relationship to teachers' expressed needs