

The Impact of Transition on Our Students and How We Help Them to Cope

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Who Am I?

Where I am from?

Education

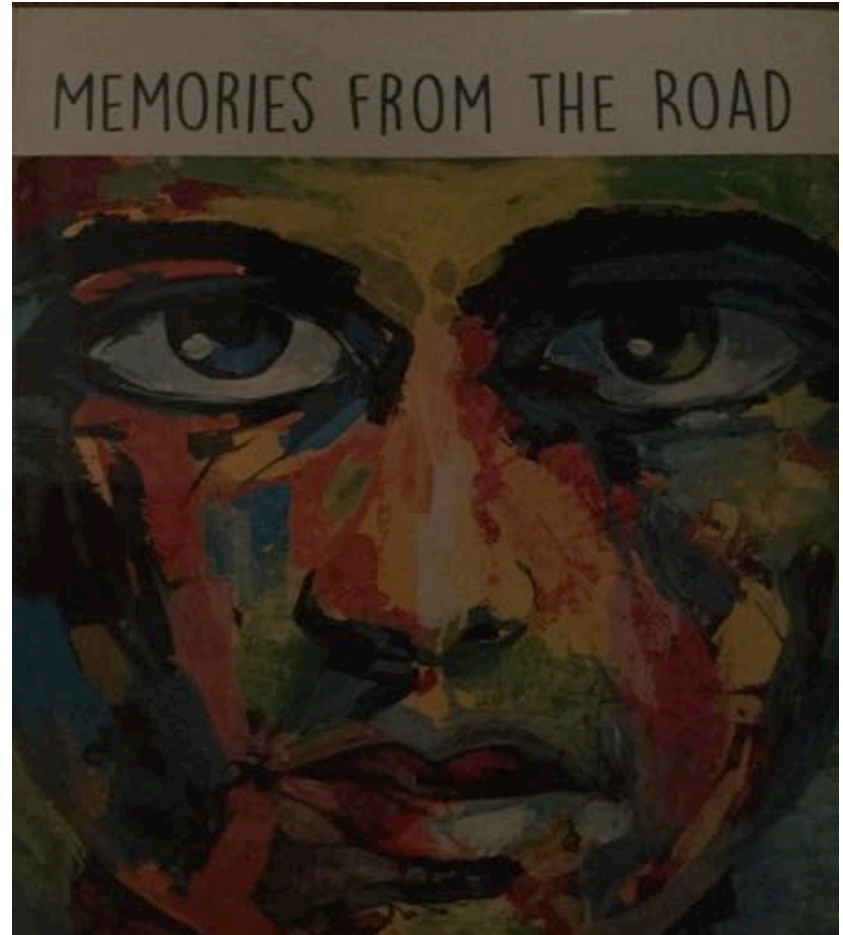
Where I have lived

My TCK's



My Study

Master of Education
Students wrote
memoirs
Student interviews
Why this interest?



The Participants

- 10 Female Students
 - Middle School
 - Grade 6 x 1
 - Grade 7 x 7
 - Grade 8 x 2
- No male participants



The Demographics

Where the students came from:

- 1 France
- 1 Argentina
- 1 Korea
- 1 Hong Kong
- 6 USA

Their international experience:

- 1 student - 5 countries
- 4 students - 4 countries
- 2 students - 3 countries
- 1 student - 2 countries
- 2 students - first international experience

Methodology

- A qualitative interpretivist approach was selected to analyse the written recollections.
- This method of research allows an in-text exploration of the meanings of social issues impacting individuals or groups .
- The written memoir is analysed in the framework of life history to capture the lived experience.

Issues Explored

Friendships

Grief and Loss

Culture Shock

Attitudes towards teachers

What advice do they have

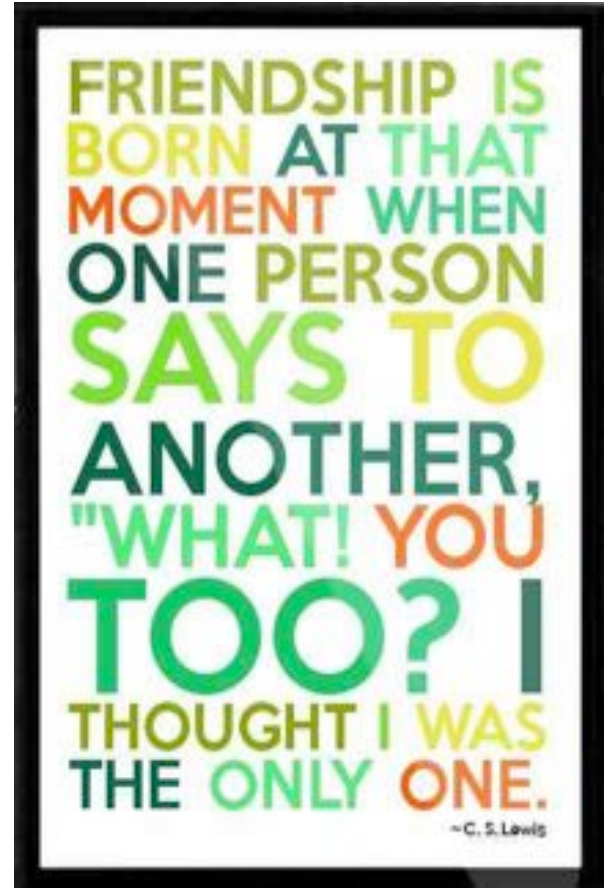
Writing as a way to express emotions



Their Words: Friends

“...and we don't try to be...best friends forever...we would always say that the phrase is wrong and we know that we won't be friends forever and we just accept that's the way it is.”

“In fact in some ways it seems to be getting harder because as you get older things start to change, it's just that way...”



Their Words: Grief and Loss

I want to know French because if I went back to my home country, I want to be able to know how to communicate there and if I lost all of my French and I only knew English it wouldn't be very fun..."

"don't cry because it's over. Smile because it happened."
"Losing the presence of important people like your best friends has a large impact on you. The only thing you can do to make it easier is to accept it. I learned that many times."



Their Words: Culture Shock

“But sometimes you need to accept the culture of the place you live in because if you don’t accept it, how will you enjoy life as a TCK?”



Their Words: Teachers

Positive



“she helped me understand who I was a little better, she was a really good presence in my life at the time...”

“...the teachers here are from all over the world and they teach in a way that everybody will understand, no matter where you are from.”

Their Words: Teachers

Negative



“...you should sit with the girls over there! You don’t have to sit with those boys! Said my clueless teacher.”

“the worst year and half of my life...which was weird as I was expecting so much and I was excited to leave Argentina.”

Their Advice



“have some students who have experienced moving, like join together for example and talk about their experiences. That would make people leaving feel like they’re not the only ones who feel this way about leaving.”



Their Advice

“I think it’s important for the school to find someone who is reliable, I guess, and pair them up and make sure they take you to all of your classes and talk with you because I’m not going to do that myself and to realise that some students just need more [transition] time”.

Their Advice



“Like, tell them what they would have to do like have them sit at your lunch table for a couple of weeks, show them around, let them ask you questions, give them your number, just become your friend.”

Their Reflection

All ten students reflected that memoir writing helped them to understand their experiences as international students and gave them the opportunity to articulate how they felt about their mobile lives.



What We Have Done: Students

Our Ambassadors:

- Job description
- Application
- Meetings
- Book Club
- Interviews



Professional Learning

Melissa Dalton-Bradford

PLC

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