



Why professionalise? Developing professional pathways and sector-specific courses

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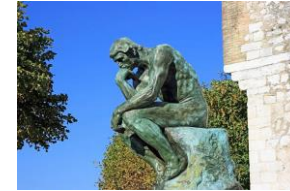
ISANA NZ Executive Officer

Outline



1. Fundamentals and foundations

Who are we? Why are we here?



2. The makings of a metamorphosis:

Towards an academic discipline and an International Education profession

3. Or goodbye golden goose?

The risks with more of the same





1. Fundamentals & foundations

The international education industry:
the odd one out

Lead export industries such as tourism, dairy and
beef & lamb are served by dedicated research and
sector-specific qualifications

Export education ?



What are the risks of being the odd one out?



Unsustainable practice:

- Gaps in knowledge persisting
- Perennial challenges not strategically addressed and opportunities missed
- Dynamism and investment at one level, e.g. marketing and recruitment, is undermined at another, e.g. negative student experiences
- The golden goose taking flight

The mental health hole-in-the-bucket

- The issue of student mental health alone demands focused research and tailored, evidence-based practice
- This issue is emerging as an area of concern in New Zealand and other host countries (Mesidor et al, 2016; Ramia et al, 2013; Chen et al, 2015; Kukatlapallia, 2016; Li et al, 2015)



International students face unique stressors

In many cases they are:

- studying in environments primarily geared for domestic students
- trying to cope with significant transition challenges
- socialising mainly with co-national/co-ethnic peers
- away from home for the first time needing to work significant hours to cope with living costs



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So ISANA: Why are we here?

To serve a revenue-focused industry that provides supplementary income for education providers?

Or to pioneer a new way of looking at international education that not only serves international students but also wider society?

To be intermediaries and visionaries



2. The makings of a metamorphosis

Towards an academic discipline and a new profession



NZ International Education Strategy 2018-2030

Excellence in student experience

Sustainability

Global citizenship

Investing sustainably

It takes two hands to clap

A well-resourced supply-side complements and completes a well-resourced marketing strategy. The consummate marketer is intensely focused on delivery. This requires *evidence-based, sustainable practice*

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International Education Association Inc.



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But we have an epistemological problem

Sustainability is built on what we know

There is an ocean of student experience washing up daily on our campuses and workplaces.



But what do we know about the student experience?

Online surveys provide a snapshot of a single wave: a single wave that may be 100m across but is only 5cm deep.

Seizing the strategic opportunity

Re-imagining international education

Developing global citizens | Whakawhanake tāngata a ao



Goal 3 in NZ's International Education Strategy 2018-2030 calls for the development of international education as an academic discipline

Postgraduate courses and micro-credentials

ISANA NZ is working with two education providers to deliver International Education courses that help to establish an academic discipline and train **International Education specialists**. Presently the association supports the delivery of Victoria University of Wellington School of Education's EDUC504 course and is presently working with the Open Polytechnic to develop micro-credentials



EDUC540 International Education

Victoria University of Wellington's School of Education offers a 15-point online course as part of its MEd. [Read more](#)



Certificate and micro-credential courses

ISANA NZ is working with education providers to establish International Education certificate courses. Enquiries: chris.beard@isana.nz

International Education

The makings of an interdisciplinary enterprise

Anthropology

Cultural Psychology

International Business

Religious Studies

Applied Linguistics

Philosophy

Social Work

Education

3. Otherwise goodbye golden goose ... ?

The status quo appears shaky



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- Negative drivers are emerging in student experience research
- Sending countries are becoming study destinations
- Negative news stories have persisted since the early 2000s
- Night-driving with parking lights

Interdisciplinary foundations

Towards sustainability

Double engagement (Cultural Psychology)

Newcomers/settlers who ‘doubly engage’ are more likely to integrate into an open host culture (Berry, 2011)

Power distance (Anthropology)

Learners from high power distance cultures are less likely to take initiative as individuals (Hofstede & Hofstede, 2005) i.e. we may be providing services-in-waiting for service-shy students

Interdisciplinary foundations

Towards sustainability

Text coverage (Second language learning)

A reader needs to know close to 98% of words in a text to read it comfortably (Nation, 2006). Use of vocabulary therefore needs to be tailored for entry-level English learners.

Prior knowledge (Education)

Ascertain what the learner already knows/intuits and teach accordingly. Affirm students' cultural identities by drawing on their funds of knowledge. (Fraser & Hill, 2016).

Interdisciplinary foundations

Towards sustainability

Religious literacy (Religious Studies)

A base knowledge of world religions enables tailored support for religious students. 84% of global inhabitants identify with a religious faith.

(Pew Research Center, 2012)

Biculturalism (Indigenous Studies)

Relations are formed by interpersonal connections

Tiriti o Wāitangi reflects a bicultural partnership

The hongī = exchanging the breath of life

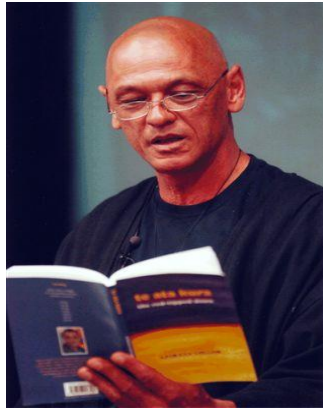


The Womb

Your fires burnt my forests
leaving only the charred
bones
of totara rimu and
kahikatea.
Your ploughs like the
fingernails
of a woman scarred my
face.
It seems I became a
domestic giant.
But in death
you settlers and farmers
return to me
and I suck on your bodies
as if they are lollipops.

Morris & Grimshaw (2002)

Apirana Taylor



Biculturalism: partnering; honouring each other's cultural integrity

Working towards accredited micro-credentials

Introduction to International Education

The International Education professional

The international student experience

International Education policies and regulations





Inviting your comments, insights and feedback

ISANA NZ is seeking sector input into sector-specific micro-credentials and (further) development of postgraduate courses

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