Beyond 'OK': Capturing the student wellbeing of Korean international students.

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Deborah Park

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Abstract

Research on international students in New Zealand has found that they face multiple stressors during their sojourn. Currently there is a lack of research on the student wellbeing of very young international students, particularly research that includes their direct voices. This study explored what wellbeing meant to two Korean international students enrolled in a New Zealand primary school. The photovoice method of data collection was used, where the students took photographs of things in their school environment they felt made an important impact on their wellbeing. The students discussed the importance of these photographs during follow up interviews and a focus group. The themes that emerged were compared to the student wellbeing framework developed by the New Zealand Ministry of Education (Education Review Office, 2013b). This study found that wellbeing for the two participants meant being able to form new relationships in New Zealand while maintaining relationships with family in Korea, communicating effectively in English, having the necessary resources and materials to function well in their class, experiencing nature in their physical space, being physically well, having fun, and retaining access to aspects of their own culture. Practical ways that schools and home stay families can support the wellbeing of international students include providing stimulating learning environments, access to adequate language support, peer-pairing programs to encourage the formation of social networks with host-nationals and providing access cultural foods.

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List of Korean words

활발 - 한 (hwal bal han): To be bright and lively.

느끼 - 한 (neuk gi han): The word can be used to describe creamy, rich, oily, greasy foods. It can also be used as the feeling you experience when you do not eat Korean food for a long time.

찌개 (Jjigae): A Korean dish that is similar to a Western stew. There are many different kinds of jjigae, but most will include some type of meat.

김치 찌개 (Kimchi jjigae): Jjigae made with kimchi, which is pickled cabbage seasoned with chili pepper.

부대 찌개 (Budae jjigae): Also known as Army Base Stew, it is a jjigae that originates from the period after the Korean war, where food scarcity meant people to make a jjigae from the surplus food from U.S. military bases. It includes a variety of different ingredients mixed together in a stew.

육개장(Yukgaejang) A spicy Korean stew made from shredded beef and other ingredients that are simmered for a long time.

닭개장 (Dakgaejang): Yukgaejang made with shredded chicken.

Chapter 1: Introduction

"...International education cannot be the work of one country. It is the responsibility and promise of all nations. It calls for free exchange and full collaboration...The knowledge of our citizens is one treasure which grows only when it is shared."

- *Lyndon B. Johnson, 1966.*

History of international education

Aotearoa New Zealand is an immigrant nation originally occupied by the indigenous Māori population and later colonized by British settlers. Unlike other immigrant nations, it is officially a bicultural nation due to the signing of the Treaty of Waitangi / Tiriti o Waitangi (1840), which promised the protection, participation and partnership between Māori and Pākehā (New Zealanders of European descent) within New Zealand. Many view the Treaty as the country's first immigration policy (Sang & Ward, 2006).

International education in New Zealand began with the Colombo Plan in 1950, which accepted international students from underdeveloped countries to receive tertiary education in New Zealand (Tarling, 2004). This was believed to benefit the international community when students returned and applied their skills in their homelands. New Zealand was also seen to benefit from this exchange by establishing international contacts. In general, the attitude towards the first international students was positive and accepting them into New Zealand Universities was seen as helping the international aid effort (Lewis, 2005).

With the neo-liberal reform in the 1980s to early 1990s, New Zealand education was placed into the realm of the free market and international education went from 'aid to trade' (Lewis, 2005). The fees increased substantially and the government began to focus on marketing the brand that was "New Zealand Education". The main demographic of the international students changed from the South East Asian to North East Asian countries such as China, Korea and Japan. This new industry underwent rapid growth until it became one of the main exports of New Zealand. New Zealand's popularity among East Asian students came from their assumption that it was a safe and green country, with a cheaper currency relative to other English speaking nations (Ward & Masgoret, 2004). The main purpose for North East Asian students coming to New Zealand was to learn English, which was a prized asset in East Asia where the markets were becoming more internationalized (Malcolm, Ling, & Sherry, 2004).

Following the initial rapid influx of international students, numbers began to fluctuate particularly for Chinese students and those enrolled in English language learning centres

(Malcolm et al., 2004). Such a decrease has been attributed to various factors such as the rising New Zealand dollar, the closing of high-profile New Zealand private institutions, competitions from other English speaking countries and the SARS virus (Stevens, 2004). New Zealand's image of a clean, green and safe environment for international students was also being challenged by significant negative attention from the media in the early 2000s (Li, 2003). One article in the *Chinese Youth Online* reported that a small number of Chinese international students were involved in prostitution, gambling, kidnapping, car accidents, drug use and extortion (Chen, 2003). The sentiment that Chinese students were being treated as the "dregs of society" was soon echoed in other Chinese news outlets such as People's Daily and the Xinhuan News Agency (Li, 2003). This culminated in the Chinese Ministry of Education issuing a warning to students in 2003 regarding the safety and the quality of education in New Zealand (Li, 2003).

Lack of code

During the period of fluctuating numbers and negative media attention, The Code of Practice for the Pastoral Care of International Students (The Code) was enacted in 2001 under section 238F of the Education Act (1989) and revised in 2003 and also in 2015. The Code acts as the main guide for acceptable pastoral care for international students by educational institutes, who must be signatories if they are to host international students (Butcher & McGrath, 2004). The Code sets standards for education providers including ethical and responsible recruitment of international students, ensuring that comprehensive, accurate and up-to-date information is given to students prior to commitments, provision of safe accommodation and the presence of a fair internal procedure for resolution of any grievances. If institutions do not follow The Code and their internal grievance procedures are not satisfactory, students may complain to an independent body known as the International Education Appeal Authority (IEAA), which delivers binding enforcements on all parties to enforce The Code. In principle, the language of the legislation explicitly emphasises the "welfare" and "wellbeing" of international students, and the independent grievance avenue of the IEAA gives students a voice to ensure their fair treatment.

Despite the language of The Code, there have been criticisms of the regulations regarding the welfare of international students in New Zealand. As The Code was formed after the ill repute of New Zealand to Chinese international students and the subsequent drop in their numbers, it has been seen to be an issue of global image management (Ramia, Marginson, & Sawir, 2013). Researchers have criticised The Code as an industry building tool that serves

mostly to regulate the quality of the product that is New Zealand's export education (Lewis, 2005). Rather than The Code being born out of concern for student welfare, student welfare is positioned as something that will support the industry. The Code also further removes the Ministry of Education from the welfare of international students and places the responsibility on the individual institutions where the students are enrolled. If the institutions do not adequately follow the guidelines, the same code places the responsibility of reporting on the student or their representatives (Lewis, 2005).

The Code's language of "wellbeing" does not match the lived experience of international students. Ramia, Marginson and Sawir (2013) interviewed 11 staff and 70 international students in New Zealand. They found that staff in New Zealand had strong knowledge and generally positive approval for The Code and the IEAA. However, 63% of university students did not know of The Code and 90% were unaware of the IEAA. Due to the lack of communication of this information, students did not utilize this service. Although the IEAA could be seen as granting students voice and a level of autonomy, a major flaw in the system is that most of these students have been left unaware of their rights (Sawir, Marginson, Nyland, Ramia, & Rawlings-Sanaei, 2009).

Other research has suggested that the wellbeing needs of international students were not being met by The Code's regulation. Instead of educational institutes, it was found that international students relied mostly on informal sources for their welfare needs such as finding support networks in migrant groups and faith based organizations (Butcher, Lim, McGrath, & Revis, 2002). However, the rising number of students quickly stretched their resources and it did not look as if the regulation of The Code could meet the same needs as it provided no guidelines on the formation of social support networks at school. Research has found that educational institutes tend to adopt a reactive rather than a proactive and preventative approach to international students' problems (Butcher & McGrath, 2004). However, preventative activities prior and at the beginning of international students' arrival in New Zealand play a vital role in reducing isolation and encouraging formation of supportive networks that are essential to their wellbeing (Everts, 2004). For example, inclusive activities such as peer support programmes and providing host and international students information about each other's cultures can help to decrease any racist or discriminatory attitudes and promote integration (Everts, 2004). As there is no guideline, such programs are determined at the individual school level.

Student needs

Academic studies on the needs of international students increased as publicity surrounding their low welfare increased. These studies have predominantly been qualitative in nature and have focused on exploring student voices and experience at the tertiary and secondary school level (Ho, Au, Bedford, & Cooper, 2003). Results showed that students who travelled to New Zealand faced challenges relating to academic, sociocultural, and psychological adjustment (Ward & Kennedy, 1993). However, very little had been done by institutions to help them overcome such obstacles, despite the large amount of money received from international students (Butcher et al., 2002). Despite the ever increasing prices of New Zealand education, there was next to no pastoral care, many students were socially isolated and their educational services were not meeting their expected quality (Li, Baker, & Marshall, 2002).

One of the challenges faced by international students was academic adjustment. Despite the Ministry of Education's effort to internationalize the curriculum, international students from Asia faced academic challenges stemming from cultural differences in pedagogical implementations (Campbell & Li, 2008). Specific barriers they faced in the classroom included their low proficiency in English, a lack of cultural connectedness to the learning material and cultural reluctance to participate in class discussions (Butcher & McGrath, 2004). Their language barriers extended beyond understanding classroom material and impacted their interactions with teachers and peers (Li et al., 2002). Interactions within the classroom were further complicated by culturally different views on the roles of teachers and students (Li et al., 2002). New Zealand classrooms were often more egalitarian compared to the higher power distance that is perceived between teacher and student in East Asian cultures. Despite feeling uncomfortable with the Socratic learning practices in New Zealand classrooms, students were often left to figure out the unspoken classroom traditions by themselves, which lead to them feeling unsupported and a lack of belonging (Campbell & Li, 2008).

International students also faced psychological and social difficulties in New Zealand. Major stressors found to impact the mental health of Asian international students in New Zealand were language barriers, acculturative stress and the absence of social support networks (Ho et al., 2003). Social isolation in particular is repeatedly found in literature to be a common problem for international students (Butcher & McGrath, 2004; Lewthwaite, 1996). For example, a survey of Chinese international students at UNITEC Institute of Technology conducted in 2001, 2002 and 2003 repeatedly found that speaking English and socializing with

host students were the participants' main concerns (Malcolm et al., 2004). Another study of international students' experience at Massey University found that participants tended to be dissatisfied with their integration to the New Zealand culture (Lewthwaite, 1996).

Furthermore, students reported a lack of opportunities to engage with the host culture outside of their academic schedule. International students in an Auckland secondary school reported that their key obstacle was host country student and staff attitudes (Everts, 2004). This is worrying as it indicates there may be prejudiced attitudes that prevent meaningful integration as well as the formation of new support networks for international students following the loss of former networks (Everts, 2004). International students have often been vilified in New Zealand media as necessary but resented economic objects, as a social problem that pollutes cities and causes driving accidents, and as an exotic other (Collins, 2006). A common factor of all of these representations is the idea that Asians are separate from New Zealand culture. As media discourse and public attitudes influence each other, such views can be seen as contributing to the social isolation and perceived discrimination that led to the drop in international student numbers (Collins, 2006).

In a hopeful turn of events, more recent government surveys of international students, excluding those enrolled in primary school, suggest that the situation may be improving. The 2007 survey conducted by the Ministry of Education reported that most students are well-integrated into New Zealand society and are satisfied with their life (Ministry of Education, 2008). However, a repeated key issue found in both the 2004 and 2007 surveys was the lack of contact with the host population (Ministry of Education, 2008; Ward & Masgoret, 2004). Although student satisfaction with other aspects of their international journey may have improved, integration with the host culture seems to be an ongoing issue. After finding that 70% of international students in secondary schools were "moderately coping", Everts (2004) argued that doing "OK" is not good enough. There is still room for educational institutes and other involved agencies to develop services to support international students' welfare.

Gaps in current research

The current research in New Zealand is limited in that it has focused on the experience of students in the tertiary and secondary level (Ho et al., 2003). Little has been done to explore the wellbeing needs and responses that international students receive at New Zealand primary schools. A young international student is defined in The Code as a student enrolled in years 1 to 8 or aged 13 and under. The national surveys on the experiences of international students conducted by the Ministry of Education do not include primary school students (Ministry of

Education, 2008; Ward & Masgoret, 2004). Although the Education Review Office (ERO) reviews how well education providers follow The Code, this are based on the school's self-review and does not directly examine student voices (Education Review Office, 2013a). One study by the Ministry of Education in 2003, specifically looked into the state of young international students (Ministry of Education, 2006). Surveys and interviews were conducted with staff members at public schools, private training establishments, sector and community groups and other key informants. It reported that primary and intermediate international students were particularly vulnerable to abuse, neglect and exploitation due to the cultural and language barriers and their separations from family (Ministry of Education, 2006). In response to concerns regarding the accommodation of these children in New Zealand, The Code was changed to restrict the 'designated caregiver', who must be with the child in New Zealand, to a relative or family friend. However, this study too did not directly consider the voices of children which were therefore obscured.

Currently there are a considerable number of international students enrolled in New Zealand primary schools, with 805 enrolments made in Auckland alone in 2014 and the majority being from South Korea (Ministry of Education, 2014). The numbers are predicted to be on the rise following a decrease during 2011 to 2013 (Ryan, 2015). The high number of young South Korean international students is partly due to the importance of English language in their entrance to prestigious colleges and occupations, combined with the belief that younger children learn languages more easily than older students (Park, 2009). In the increasingly globalizing economy, fluent English is considered an asset that can increase a student's chance of success in the competitive educational environment (Ahn & Baek, 2013). This has led to the high numbers of South Korean students going to study overseas, even at a very early age (Park & Kim, 2010).

The revision of the Immigration policy in 2010 meant that Year 1 – 13 students could come to New Zealand and study for a single period of up to three months per calendar year, without a legal guardian, under a visitor's permit (Immigration New Zealand, 2014). The Education Amendment Act in 2011 meant that educational providers must enrol any student as an international student if they study for more than 2 weeks or if they accept tuition fees from the student ("Education Amendment Act," 2011). In this context the number of international students may increase in New Zealand primary schools. The *United Nations Convention on the Rights of the Child (UNCRC)* has decreed that children should have a say in decisions that affect them and that their voices need to be respected (UNICEF, 2014). As the number of young

international students may rise, there is a valid need for research that allows them to articulate their own wellbeing needs and what their host communities can do in order to meet them.

Research aims

This research aims to create a space for the voices of young international students through allowing them to articulate what wellbeing is to them and how it is experienced while studying in New Zealand. The research will aim to allow students to state their own views on what schools can do to support and enhance their student experience in New Zealand. In doing so, this study directly addresses their silence in existing literature. However, this research will specifically use the voices of international students from Korea in order to maximize the cultural sensitivity of data collection and analysis, as the researcher is also Korean. As Korean international students are the biggest group in New Zealand primary schools, it is hoped that this data will be useful for most schools hosting international students.

The research aims are:

To explore how student wellbeing is experienced by Korean international students enrolled in New Zealand primary schools.

To explore what student wellbeing means to Korean international students enrolled in New Zealand primary schools.

To compare student voices on the conceptualization of wellbeing to the student wellbeing framework that is currently being developed by the Ministry of Education.

To explore what Korean international students may desire to enhance their wellbeing in New Zealand Schools.

Chapter 2: Literature Review

"...in serving the best interests of children, we serve the best interests of all humanity."

- *Carol Bellamy*

"Education has for its object the formation of character."

- *Herbert Spencer*

The history of and current trends in the definition of wellbeing

Wellbeing is a much studied but less well defined construct in psychological research. Historically, within the West, it has been approached using a hedonic or eudaimonic tradition (Dodge, Daly, Huyton, & Sanders, 2012). Hedonistic approaches saw wellbeing as the maximisation of positive affect and the minimization of negative affect (Boniwell, n.d.). Eudaimonic wellbeing defines itself as the realization of one's potential through development. More recent conceptualizations of wellbeing now recognize the need for both positive affect and positive functioning (Dodge et al., 2012; Huppert, 2005; Seligman, 2011; Seligman & Csikszentmihalyi, 2000). However, there has yet to be a unified approach to the definition of wellbeing and what exactly it includes.

Child wellbeing is a term that refers to the quality of children's lives (OECD, 2009). Despite most wellbeing research being focused on adult wellbeing, research on child wellbeing is valuable as they are one of the most vulnerable groups in society, who's present wellbeing has strong implications for their future (Fernandes, Mendes, & Teixeira, 2012). While the wellbeing pertaining to adults is in need of a unified definition, the wellbeing of children is an even less defined construct. It has been historically ignored in favour of adult wellbeing due to the view that childhood is a state of becoming rather than a separate life stage in its own right (Ben-Arieh, 2008; Hamilton & Redmond, 2010). Events such as the *United Nations Convention on the Rights of the Child (UNCRC)* have contributed to the increasing focus on children's wellbeing. The acceptance of UNCRC globally has meant an increased international effort to recognize and promote the wellbeing of children, evident in the State of the Child reports produced by multiple governments in recent years. New Zealand ratified the UNCRC on 13th of March 1993 and has submitted its Fifth Periodic Report to the Committee on the Rights of the Child on the 5th May 2015. Therefore, New Zealand has committed itself to working towards promoting and protecting the rights of their children.

There has yet to be one model of child wellbeing that is universally accepted. Models and definitions have gone through various trends in research and policy documents, leading to different ways of measuring wellbeing (OECD, 2009; New South Wales Department of Education and Communities, 2011). Early research on child wellbeing focused on identifying the character traits of children experiencing high states of positive affect (Pollard & Lee, 2003). Policy documents have often defined and measured wellbeing as the absence of mental illness in order to increase the efficiency and equity of national programs (OECD, 2009). Other times wellbeing has been defined by the state of the child's external context such as housing and poverty (OECD,2009). More subjective views of child wellbeing have understood it to be a shared understanding by a group and was measured by directly asking the child to relay what wellbeing means to them in their own words (OECD, 2009).

There are three particular trends that influence current models of child wellbeing (Ben-Arieh, 2005, 2008; Fernandes et al., 2012). The first is the view of wellbeing as a multidimensional construct. The second is the increasing effort to include children's voices in the definition and assessment of their wellbeing. The third is an emphasis on flourishing instead of mere absence of illness, on being more than OK.

Multidimensionality. Most current research agrees that wellbeing is a multidimensional construct (Kern, Waters, Adler & White, 2015; Keyes, 2002; OECD, 2009; Pollard & Lee, 2003; Seligman, 2011). This view has been largely influenced by Bronfenbrenner's (1979) ecological systems theory of development. The theory states that child development is influenced by both intrinsic factors, such as sex and health, and by the environment surrounding the child. The child influences and is influenced by his or her environment. Their environment is divided into five different systems surrounding the child. The system closest to the child is the microsystem. That is the institutions and groups that directly interact with child, such as their family and school. The next layer is the mesosystem, which is the connection between the different structures within the microsystem, such as home school relationships. On the larger scale is the exosystem which does not have a direct impact on the child but influences them indirectly such as through impacting their parents. This includes their local community, parent's workplace, media and social services. The macrosystem is the wider societal culture that the child belongs to. These influence the child through cultural norms and government policies. Lastly, there is the chronosystem which includes the environmental events and transitions that happen throughout the child's life. Bronfenbrenner's (1979) model suggests that multiple factors affect the child through

"synergistic interdependencies". The child interacts with the different systems in their environment and develops by navigating their way through challenges by utilizing available resources. Much research effort has been spent on trying to identify the aspects in these systems that may hinder or promote a child's wellbeing that is both internal and external to the child (Ben-Arieh, 2008).

Within the English language research literature, there are five distinct domains of wellbeing that have been researched. These domains include the child's physical state, psychological state, cognitive ability, social domains and economic domains (Pollard & Lee, 2003). Although it is clear that any attempt to measure wellbeing must capture its multi-dimensional nature, there still is no consensus on which dimensions should be included into wellbeing (Pollard & Lee, 2003). A recent review of current child wellbeing research found that studies list between 4-8 dimensions of wellbeing, and between 12 to 69 indicators that can be used to measure those dimensions (Fernandes et al., 2012). Further diversity is caused by different researchers putting the same indicator under different domains of wellbeing, such as whether school enrolment should be placed in the education domain or civic participation domain (Fernandes et al., 2012). The different theoretical backgrounds of researchers have meant that there is no agreement on defining the dimensions and their boundaries. The variety of dimensions and indicators often reflect the social and cultural values of the study setting (Ben-Arieh & Frones, 2007). Therefore, as wellbeing research goes beyond the Western world, the conceptualization of wellbeing should allow for different frameworks that reflect the different cultural contexts, which can be achieved if the conceptualization allows for multiple factors (OECD, 2009).

Inclusion of children's voice. Information on child wellbeing has historically been sought from indirect sources such as parent and teacher interviews (Fernandes et al., 2012). This has been the same case in New Zealand where the parents, teachers and school staff of young international students were interviewed about the child's welfare, but not the children themselves (Ministry of Education, 2006). The UNCRC fourth principle in article 12 has brought focus to the absence of direct sources reporting on child wellbeing. It states that children have the right to be heard and their views taken into account for any matter that affects them (UNICEF, 2014). This includes voicing their thoughts on the conceptualization of their wellbeing and on how it may be measured and supported.

The movement to include children's voices in the conceptualization of their wellbeing represents a shift away from viewing children as passive agents and adults as having the

primary role of knowing what is best for them. Instead it adopts the view presented by Vygotsky's theory of social development, where children are capable meaning makers who know what is important to their lives (Vygotsky & Cole, 1978). Children's voices are especially important if wellbeing research is to measure more subjective dimensions such as mental wellbeing and social relations, which are not available to parents or teachers (Ben-Arieh, 2008). Studies have shown that the daily interaction of children affect their emotional wellbeing the most (McLaughlin, 2008). As there is no better informant on children's daily lives than the children themselves, children's voices need to be included in wellbeing research (Ben-Arieh, 2005).

Flourishing. The concept of child wellbeing has been traditionally focused on mere survival (Ben-Arieh, 2008). More current models now include a child's positive functioning, as the absence of poverty or illness does not necessarily mean that the child is prospering (New South Wales Department of Education and Communities, 2011). For example, people may have an empty and stagnant lifestyle despite the absence of mental illness or stress, described as "languishing" by Keyes in his model of wellbeing (2002). Therefore, measurements of child wellbeing should not be limited to the absence of illness as this does not give an accurate measurement of a thriving life. The shift in focus for health promotion instead of pure illness amelioration began in the past half century, encouraged by the *World Health Organization's (WHO) Ottawa Charter for Health Promotion* (1986). It defines health promotion as improving and giving people control of their physical capabilities and social and personal resources (WHO, 1986)**.** The Charter has helped propel health research to look at factors that enable further growth and development in all aspects of a person's life.

Within psychology, the growth of positive psychology has influenced the conceptualization of child wellbeing as more than the absence of negative mental states, as being beyond OK. Positive psychology is a field of psychology that studies the conditions under which people function well and experience high wellbeing. In other words, it studies the processes which lead people to 'flourish' (a term coined by Keyes (2002) and later used by Seligman (2011)) meaning high positive affect and high functioning in life. These movements have argued that child wellbeing should include measures of positive traits such as resilience, confidence, social skills, positive affect, and sense of belonging and enjoyment of school (Hamilton & Redmond, 2010). Instead of ways of ameliorating mental illness and mental health risks, research should also look at how to foster more positive growth.

Student wellbeing

Schools are increasingly becoming centres which promote child wellbeing. Wellbeing is not a set state but can be increased by individual and societal efforts to help people gain resources and reduce environmental risk factors (Huppert, 2005). As the links between the environment and individual are interdependent, promoting individual wellbeing is likely to benefit society (Bronfenbrenner, 1979). Institutions that have direct contact with children play an important role in influencing their wellbeing and development (Bronfenbrenner, 1979). Schools are an ideal place to promote child wellbeing due to it being a site that already has great access to both children and their parents (Huppert, 2005). This was shown in studies of child resilience which found that the family, school and community were the key social systems which affected children's wellbeing by providing protective factors that could reduce the effect of risk factors (Howard, Dryden, & Johnson, 1999). A school environment that allowed students to experience success in a wide range of areas and provided warm and attentive school staff could increase a child's resilience and therefore wellbeing (Howard et al., 1999). Schools also have the advantage of accessing very young children and can readily introduce preventative measures and mental health promotion programs with a wider reach than other community organizations (New South Wales Department of Education and Communities, 2011). It is clear that to not utilize the reach and effect that schools have on child wellbeing would be wasteful.

In order to promote student wellbeing, it must first be defined. Although definitions vary, much like the conceptualization of general wellbeing, student wellbeing is commonly seen as multidimensional and includes an emotional component, coping component, cognitive component and a performance component (Noble, McGrath, Wyatt, Carbines & Robb, 2008). It affects most aspects of the student's functioning, the most important of these being their academic achievement, mental health, and social and emotional skills (Noble et al., 2008). In literature, student wellbeing is also seen as an outcome after gaining access to multiple interrelated resources. These have been identified in research as physical and emotional safety, prosocial values, social-emotional learning, a supportive and caring school community, strengths-based approach to learning, a sense of meaning and purpose and a healthy lifestyle (Noble et al., 2008). These ideas are summarized in Figure 1 below.
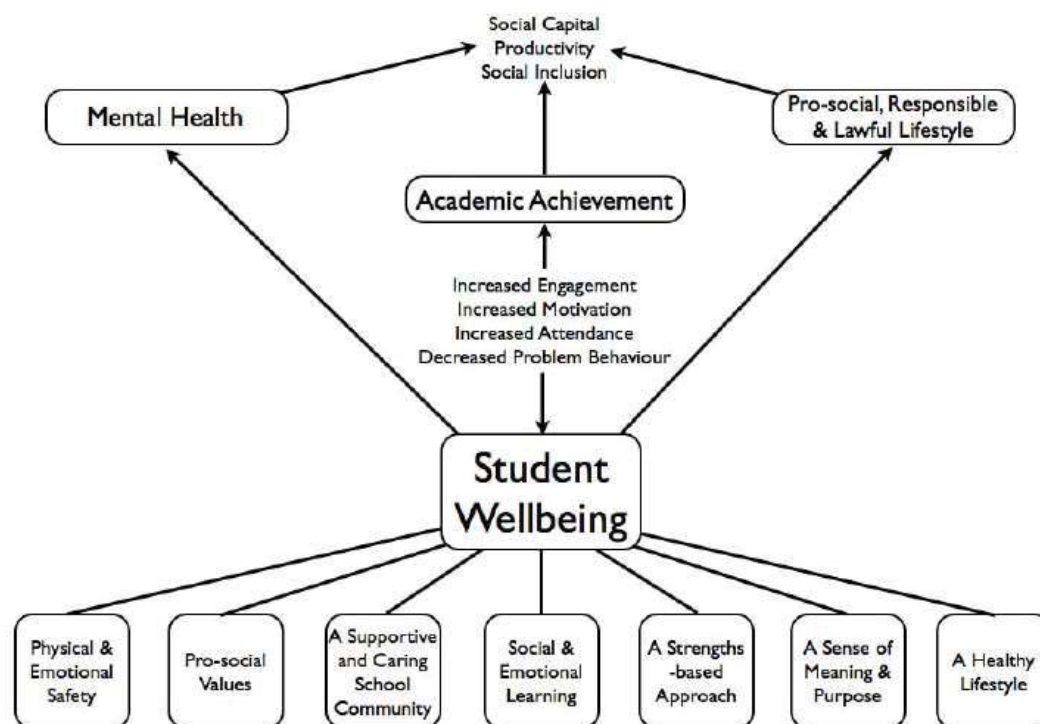
Figure 1. Student wellbeing pathways (Noble et al., 2008, p. 31).

Traditionally, education has focused mainly on the cognitive development of the student via delivery of the curriculum (Best, 2008). School services were limited to learning support for education needs and behaviour supports to ameliorate emotional and behavioural problems (Haydon, 2006). However, a student's educational achievement and wellbeing are both directly and indirectly linked in a bidirectional relationship (Noble et al., 2008). For example, low student wellbeing, such as health problems and lack of safety can serve as barriers to school achievement, while achieving well in school can increase wellbeing by providing a route out of poverty (National Educational Psychological Service, 2015). The four main ways that student wellbeing influences academic achievement is thorough increasing student motivation, student engagement, student attendance and by decreasing problem behaviour (Noble et al., 2008). Studies have found that a student's positive feelings towards school can contribute to greater engagement and motivation, therefore contribute to higher academic achievement (Pintrich & Schunk, 2002). Programs aimed to promote social and emotional skills in students has also been found to increase their academic achievement in addition to improving their stress management, empathy and problem solving skills (New South Wales Department of Education and Communities, 2011). Moreover, fostering a sense of

belongingness to the school community not only increases student's psychological wellbeing but is also correlated with increased academic attitudes, motivations, prosocial attitudes, increased school engagement and academic achievement (Osterman, 2000). It has also been associated with increased school completion, lower rates of health-risk behaviours such as smoking and alcohol use, and lower disruptive behaviours (Noble et al., 2008). Therefore, increasing student wellbeing is worth the investment, as it not only increases academic achievement but also a multitude of other desirable emotional and social outcomes.

A whole school approach is widely favoured for promoting student wellbeing due to its effectiveness and sustainability (National Educational Psychological Service, 2015). McLaughlin (2008) stresses that the whole school should be seen as a society, whose environment can directly impact student wellbeing and thus should be utilized to promote human flourishing. Effective whole school approaches to wellbeing promotion often foster student skill development, involve the wider community and individualize programs to the child's age and gender (New South Wales Department of Education and Communities, 2011). It also uses a multidimensional model of wellbeing that recognizes and addresses the role of many internal and external factors to the child, targets the causes of low wellbeing and not only the behavioural symptoms, involves multiple aspects of the school in its interventions and insures that there is congruence across these aspects, and works in a team based manner that focuses on the processes as well as the outcomes of a programme (Weare & Markham, 2005). Whole school approaches are effective as they target the everyday experiences of their student. In McLaughlin's (2008) review on students' emotional wellbeing, it was found that the day to day interactions were the most important contributing factor. Likewise, resilience literature suggests that the daily experiences of students had a bigger impact on their resilience than remote factors such as school policies (Howard et al., 1999). These practices are ones that teachers have direct control over through curriculum delivery, classroom behaviour management, classroom climate and student and teacher interactions (Howard et al., 1999). It is clear from these results that rather than invest in one-off intervention programs, schools should aim to change their culture and environment in order to effectively promote their students' wellbeing.

Student wellbeing in New Zealand. With the realization that wellbeing is vital for student success, research effort has begun to focus on defining student wellbeing in the context of New Zealand schools (Education Review Office, 2013b). Soutter, O'steen and Gilmore (2012a) explored secondary students' conceptualization of student wellbeing in New Zealand using qualitative data from observations, interviews and student journal entries with 49 Year 13 students. Also included in the analysis were classroom, school, and national curriculum documents. The results were analysed for areas of alignment with the conceptual framework by Soutter, Gilmore and O'Steen (2011). This framework was developed by conducting a multidisciplinary review of wellbeing literature and resulted in seven domains of wellbeing. The seven domains of wellbeing included *Having, Being, Relating Thinking, Feeling, Functioning* and *Striving* (Soutter et al., 2011). The model was found to be a good fit and 8 domains of wellbeing were classified into 3 categories; assets, actions and appraisals (Soutter et al., 2012a). Assets included *having* items that were useful to achieving educational goals, *being* well through forming relationships with their peers and adults, and *relating* well with their teachers. Appraisals included *feeling* acknowledged and recognized and *thinking well* in terms of their academic achievement. Actions included *functioning well* in school through time management of academic activities, the balance of out of school commitments and the need for personal agency in choosing which school activities to participate in. Actions also included *striving well* in school in order to obtain a good vocation and make family proud, but with few mention of learning for the sake of learning itself.

More recently, the Education Review Office (ERO) in New Zealand developed a framework of student wellbeing by New Zealanders for New Zealanders (Education Review Office, 2013b). This was part of the Prime Ministers Youth Mental Health Project which was launched in 2012 to improve the wellbeing of New Zealanders between the ages of 12-19 years. ERO, a department of the New Zealand government which evaluates and reports the state of educational centres and care of students in New Zealand, aimed to provide a set of wellbeing indicators that schools could use to evaluate their student's wellbeing and therefore respond to their needs. The effort comes with the view that New Zealand schools should be responsible for developing the whole multifaceted person and school staff have an ethical and moral responsibility to "…consider, promote, balance and respond to all aspects of the student, including their physical, social, emotional, academic and spiritual needs" (Education Review Office, 2013b, p. 4). A legal responsibility for this is also recorded in *The Code of Ethics for Registered Teachers, Registered Teacher Criteria, National Administration Guidelines,*

Vulnerable Children Bill and the *United Nations Convention on the Rights of the Child* of which New Zealand is a signatory.

ERO's framework of student wellbeing was developed by consulting health professionals, youth, tangata whenua (the Māori term for the indigenous people of New Zealand), schools and the wider education sector. In New Zealand the principles of bi-culturalism, local school governance, curriculum design and a focus on preparing for university qualifications have shaped wellbeing as it is expressed in schools (Pollard & Lee, 2003; Soutter, O'steen, & Gilmore, 2012b). To ensure the framework reflected the bi-culturalism of New Zealand society, Māori models of wellbeing were consulted such as the Whare Tapa Wha by Durie (1994). Māori conceptualization of wellbeing are influenced by their holistic world view, in which all things are connected to each other (Rochford, 2004). For example, the Whare Tapa Whā model proposes four interrelated aspects of wellbeing; taha tinana (physical health), taha wairua (spiritual health), taha hinegaro (emotional/psychological health) and taha whānau (social/family wellbeing) (Durie, 1994). As each dimension is interlinked, being unwell in one area will affect another. For example, someone who is experiencing difficult emotions may manifest this in physical illness. An image of a whare (house) is used to demonstrate this framework where the four dimensions are the post beams. It represents the need for all dimensions to be in balance for whole wellbeing to be supported. Efforts to increase wellbeing, especially if it is beyond the mere amelioration of illness, must be holistic and target the wider system as well as more individual factors (Durie, 2001).

Student wellbeing, as defined by the Wellbeing for Success Framework developed by the Ministry of Education (Education Review Office, 2013b), is:

"… indicated by their satisfaction with life at school, their engagement with learning and their social-emotional behaviour. It is enhanced when evidence-informed practices are adopted by schools in partnership with families and community. Optimal student wellbeing is a sustainable state, characterised by predominantly positive feelings and attitude, positive relationships at school, resilience, self-optimism and a high level of satisfaction with learning experiences."

Figure 2 captures the nine identified concepts that are synonymous with ERO's conceptualization of student wellbeing. It includes how students are doing in their learning, participation in school and classroom activities, physical activity, their feelings while they are at school, whether they feel that they belong, have friends and whether they feel looked after

by other people. Students should also feel confident in their identity, show resilience and feel emotionally, physically and culturally safe at school.
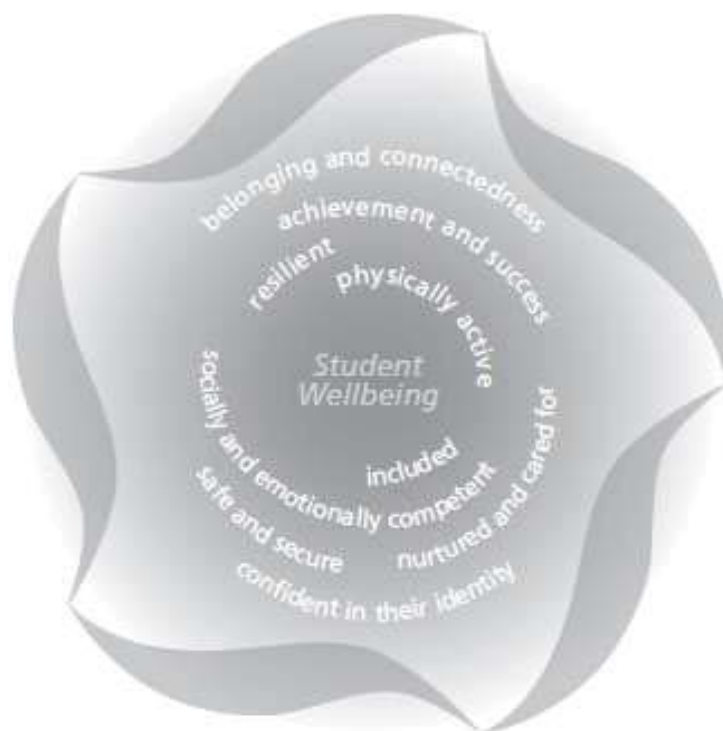

Figure 2. Desired outcomes for student wellbeing (Education Review Office, 2013b, p. 5).

This ERO report does not disclose if members of the international community were consulted in terms of the relevance of the wellbeing model. As research increasingly focuses on the wellbeing of children, it is important that these efforts extend to students who are seen as transient visitors. The number of international students enrolled in New Zealand Primary schools alone were 805 in 2014 (Ministry of Education, 2014). They are now a substantial part of our student population but are also one of the most vulnerable due to separation from their original support networks and the cultural and language barriers that can cause difficulties in the formation of new social connections (Ministry of Education, 2006). If New Zealand's student wellbeing models are to also promote these student's wellbeing, they must also take their unique needs into account.

Student wellbeing for East Asian international students. The majority of New Zealand's international students come from East Asia (Ministry of Education, 2014)**.** However, comparative studies of child wellbeing have focused on Western nations and have seldom included Asian countries (Cho, 2014). This is problematic because studies have found that theories of wellbeing are shaped by cultural beliefs (Uchida, Norasakkunkit, & Kitayama, 2004). Models of wellbeing vary according to the culture and societal factors of the study setting (Ben-Arieh, 2008). For international students it is important to consider how collectivism, acculturative stress and the isolation caused by separating from former social networks can affect their wellbeing.

Collectivism and individualism differentially influence what wellbeing means to people with eastern and western cultural values. The different conceptualizations of the self in individualistic and collectivist cultures result in different cultural meanings of happiness and subjective wellbeing (Kitayama & Markus 2000; Markus & Kitayama, 1991). Western cultures have an independent model of the self and thus personal happiness is heavily related to personal achievement and affirmation of one's positive traits (Markus & Kitayama, 1991). In East Asia the model of the self is one that is interconnected with others and these connections serve as the locus for thought, motivation and action, which mean that meaningful experiences are ones where there is a fulfilment of social harmony (Markus & Kitayama, 1991). A review of literature found that such views resulted in cultural variations in the meaning of happiness, motivations underlying happiness and the indicators which predict happiness (Uchida et al., 2004). Predictors for subjective wellbeing in the west are likely to be personal achievement factors such as personal accomplishment, self-esteem and a positive view of oneself (Uchida et al., 2004). Predictors for subjective wellbeing in the east are likely to be those that relate to the realization of social harmony such as adapting to social norms and fulfilling relational obligations (Uchida et al., 2004). Thus when a student achieves a high grade, a student with Western values may be happy as it confirms their trait of being clever. However, a student with Collectivist values may be happy because it fulfils their obligations to their parents of achieving well at school. This is expressed in the strong family culture of South Korea, where the wellbeing of one member is often intertwined with their families. Within the family unit, the parental role is to help their child's educational progress, and in turn the child feels indebtedness towards their parents' sacrifice and strives for academic excellence (Kim & Park, 2006). Kim and Park (as cited in Ahn & Baek, 2013) found that the educational achievement of Korean children was a crucial determining factor for the whole family's degree of happiness.

This effect is further increased due to the cultural value placed on education as the best way to improve a student and their family's quality of life and to move up the social strata (Ahn & Baek, 2013).

A unique challenge to wellbeing that needs to be considered for international students is the acculturative stress that comes from adjusting to the life changes that occur when moving to an environment with a different culture (Berry, 2006). A current definition of acculturation is "the dual process of cultural and psychological change that takes place as a result of contact between two or more cultural groups and their individual members" (Berry, 2005, p. 698). Acculturative stress occurs when individuals struggle to make that change and this has been strongly linked to negative psychological wellbeing in international students (Smith & Khawaja, 2011). Stressors often include language barriers, educational stressors, sociocultural stressors, racial discrimination and practical lifestyle stressors such as money and accommodation (Smith & Khawaja, 2011). Most research on acculturative stress has been done with students in tertiary institutes. For example, interviews with 22 international students studying at the tertiary level found that they faced many challenges in class resulting from cultural differences in pedagogical implementations (Campbell & Li, 2008). Although they enjoyed the independence of self-guided study, they expected their lecturer to provide more structure and push them further due to the cultural understandings of the teacher's role as more paternal than that of a peer. They also found it uncomfortable to participate in class discussion as it was foreign practice. What caused additional stress was the fact that the students were never given explicit knowledge or training on Western academic discourses and were left to learn the cultural norms that were embedded in the class environment by themselves (Campbell & Li, 2008). A study with younger participants, 10 South Korean adolescents who were studying unaccompanied in the United States, found that stressors for this population included academic pressure due to parental expectations and being isolated due to not being able to connect to peers and guardians and the host community (Kim & Okazaki, 2014). It is assumed that these difficulties are the strongest when students first begin school in a different country and fade as they gradually adapt to the culture (Heggins & Jackson, 2003). It is important for schools to address the acculturative stress that international students may face as it negatively affects their satisfaction with their classroom experience (Wadsworth, Hecht, & Jung, 2008).

Isolation and lack of social connections has been repeatedly stated as a barrier to positive wellbeing in studies of international student experience (Butcher & McGrath, 2004; Lewthwaite, 1996; Li et al., 2002). The need to belong is hypothesised to be a fundamental

universal human need that influences one's emotions and cognitions and wellbeing (Baumeister & Leary, 1995). It is seen as a basic need instead of a want due to the correlation between a lack of social relationships and physical and psychological illness (Baumeister & Leary, 1995). Such a need to belong may be more essential for international students from Asia due to their collectivist values (Suh, 2002). A study by Chung and Gale (2006) compared the relationship between self-differentiation and psychological wellbeing in Korean college students compared to European American college students. Both groups of students showed a positive correlation between self-differentiation and psychological wellbeing. However, the effect size was statistically smaller for the Korean sample and a higher score in their fusion with others was inversely related to depressed mood. These findings support the assumption that there is a need for both relatedness and autonomy across individualistic and collectivist cultures, but that the extent of each may be valued differently (Chung & Gale, 2006). Koreans, who have a strong collectivist culture, valued connectedness with others more than American students from an individualistic culture. However, travelling to a new country requires international students to separate from prior social networks and find new sources of care, which can be difficult due to conflicting cultural values (Smith & Khawaja, 2011). Successfully forming new social networks are vital for the wellbeing of international students as research has found that friendships with host nationals is linked with higher satisfaction, less homesickness and better adaptation (Hendrickson, Rosen, & Aune, 2011).

Research has begun to focus on defining and promoting the wellbeing of children. Current trends in the conceptualization of child wellbeing include its multidimensionality, focus on health promotion and the inclusion of children's voices (Ben-Arieh, 2005, 2008; Fernandes et al., 2012). As the impact the school environment on a child becomes more apparent, along with the positive bi-directional relationship between wellbeing and academic achievement, educational institutes have begun to focus on how they can promote the wellbeing of their students. As a bi-cultural nation, New Zealand's recent conceptualization of student wellbeing in their Wellbeing for Success model has made an effort to consult Māori models of health (Education Review Office, 2013b, 2015). However, it is unclear if such a model is culturally safe for the rising number of young East Asian international students. These students face multiple and unique acculturative stressors in their sojourn such as cultural barriers in the classroom and social isolation (Smith & Khawaja, 2011). As a vulnerable and dependant group, schools should play a role in supporting their wellbeing.

Following the current trends in the conceptualization of child wellbeing, this research will aim to allow young Korean international students to define what wellbeing means to them and how it can best be promoted. The resulting model will be compared to the Wellbeing for Success framework to see if it can be generalized to this unique population.

Research questions

What does student wellbeing mean and how is it experienced by Korean international students enrolled in New Zealand primary schools?

How does the conceptualization of student wellbeing by Korean international students compare to the wellbeing framework developed by the Ministry of Education?

What supports can enhance the student wellbeing of Korean international students in New Zealand schools?

Chapter 3: Methodology

"Consider the difference between the first and third person in poetry [...] It's like the difference between looking at a person and looking through their eyes."

— Diana Abu-Jaber

This study's methodology was designed to allow the participants to have as much input into answering the research questions as they possibly could. This was done in order to contribute to the lack of direct input from young children regarding their own wellbeing. The participants played a role in the data collection and initial data analysis. A small scale qualitative study was conducted with two international students from an Auckland intermediate school to explore the concept of wellbeing. Students were given disposable cameras and invited to take photographs of things at their school that they felt supported their wellbeing. This was followed up by a one-to-one interview and focus group to discuss the subject and importance of their photographs. Narrative data was transcribed, translated, coded, and categorised into a number of themes relating to the research question.

Research Methods

Participatory methods. This research aimed to highlight international students' voices in relation to their own wellbeing in New Zealand primary school. This follows the current trend of including children's voices in the conceptualization of their wellbeing and to address the lack of it in literature. The notion of voice recognizes that children are both capable of providing expert testimony on their life and that they have the right to do so (Kaplan, 2008). This right is encouraged by *United Nations Convention of Child's Rights*, of which New Zealand is a signatory (UNICEF, 2014). Participatory research with children not only accesses children's direct experiences but also gives their unique voices value (Clark, 2010).

A barrier to accessing the voice of children for research is that young students tend to have lower literacy skills. The participants in this study presented further communication difficulties due to having English as a second language. However, Clark (2010) states that these perceived communication difficulties are a failure of the researcher to use methods of communication that fit the child. Communication difficulties can be overcome by using modes of communication preferred by children rather than researcher. This study used photography as a data collection method as it decreased the reliance on English and helped overcome literacy barriers. Participants were also allowed to speak in either English or Korean during their interview and focus group discussions to encourage them to participate as much as possible.

Photovoice. Photovoice is a research method where participants are given cameras and asked to answer research questions using photographs (Burke, 2008). As a participatory research method, photovoice was developed with the purpose of letting people represent their own communities and empower marginalized voices (Wang & Burris, 1997). Participants are responsible for choosing what to photograph in their environment, therefore able to lead the following discussion which will be centred on the subject of their images. After the photography stage of data collection, participants engage in verbal discussion through individual interviews or focus groups to explain the significance of their photographs. It is a method that is accessible to many groups as it is less reliant on the ability to read or write in the dominant language. The use of multiple ways of knowledge building means that photovoice is accessible to a wider range of participants (Clark, 2010). Photovoice may be particularly useful for young participants as it can provide a way for children to overcome the challenge of verbalising abstract ideas, such as wellbeing (Cappello, 2005; Clark, 1999). The visibility of objects or people in the photographs can act as a stimulus for conversation and allows children to adopt a distant perspective that can facilitate discussion around sensitive and personal topics (Zartler & Richter, 2014). It is also well suited for children as it maintains their interest in the data collection progress and allows them to be active participants (Zartler & Richter, 2014).

Both interviews and focus groups were used in this study to explore the subject of the photographs, as they provided two different opportunities to explore unique voices that might not be otherwise accessed. Interviews are advantageous as they may provide a safe space for quieter children who are at the bottom of the social ladder (Morgan, Gibbs, Maxwell, & Britten, 2002). These voices may be hidden by the group dynamics present in larger groups. This is a concern of particular relevance when working with Korean children as the culture emphasises group cohesion and agreement (Lee, 1999). However, there is also a strong age hierarchy in Korean culture where an individual's interaction with their same age peers differs to their interaction with someone senior, such as the adult researcher (Sleziak, 2014). The actions and language associated with the differentiated roles according to age and gender cannot be easily overcome as this hierarchy is embedded into the Korean language (Sleziak, 2014). For example, different pronouns are used when addressing a senior versus a same age peer. Therefore it was decided that a final focus group would be used at the end of the study.

Focus groups are a type of group interview that facilitates interaction between research participants, rather than the researcher and the participants (Kitzinger, 1995). Instead of having a researcher lead discussion, participants are given the freedom to explore issues important to

them (Kitzinger, 1995). Therefore, it allows for communication methods that are the norm between group members and can highlight cultural values and group norms (Kitzinger, 1995). Allowing the young Korean students to talk amongst themselves may provide a very different view to the photographs than during the individual interviews where they may feel constricted to act according to age hierarchy between them and the researcher. However, focus groups may silence individual voices that deviate from their group norm and lead to approval-seeking behaviour, especially among child participants (Kitzinger, 1995; Morgan et al., 2002). Therefore, interviews may also be vital to include as it may make it easier to express independent views.

Ethical Considerations

A pastor of a local Korean church was consulted as a cultural advisor regarding whether the photovoice method was culturally appropriate for Korean children. The advisor stated that the open-ended nature of the activities may confuse and cause stress for Korean international students. This is because such activities are not common in Korean schools and students may only be used to close ended questions with a single correct answer. Care was taken to reduce potential stress to the participants by providing clear instructions and explaining the purpose of each activity before each session.

Zartler and Richter (2014) have stated that photograph interviews can bring up sensitive topics that may cause discomfort to participants, particularly if they are children. Researchers must therefore be cautious not to manipulate children to reveal things they do not want to. This includes letting children decide the level of detail when commenting on their photographs and allowing their refusal to comment on certain pictures or elaborate (Zartler & Richter, 2014). In this study the students were informed at the beginning of the interview and focus group that they did not have to answer each question and could ask the researcher to turn off the audio recording at any time. They were also told that the response "I don't know" was an acceptable answer, after which the researcher would move onto the next question. This response was selected because it would be culturally appropriate as it allows everyone to save face due to it being an indirect way of refusal. The researcher also stated the limits of the confidentiality before each session, where if they disclose any information where they or someone else is in imminent and serious harm the researcher would have to inform their school.

Setting

This research was carried out in a decile 10 urban intermediate school that had students from Year 7 and 8. The school has been a signatory to The Code of Practice for International Students since 2002. The school had a sizeable international student population of over 30 and had a designated international student coordinator who took responsibility for the pastoral care of students, according to The Code's regulations.

The school's international student coordinator's office was used for the workshop, interview and focus group. The room was suitable as it was in a public place (school) but offered enough privacy for discussions to not be overheard, which can help children feel safe during the research process (Hoppe, Wells, Morrison, Gillmore, & Wilsdon, 1995). The office was a small room next to the school's reception desk and sick bay. It had one large office desk, a filing cabinet, and two chairs. The room could fit one other chair, which was brought in during the focus group to accommodate the participants. The room was decorated with cultural ornaments that had been gifted by past international students. Any materials used in the research such as photographs, post-it notes, pens, and large sheets of paper were spread on the office table or on the floor.

Recruitment

The sampling procedure used by the researcher was purposive sampling. Three intermediate schools in an area with a high population of East Asian students were contacted by email for interest in participating in the research. Attached in the email was a digital copy of the information and consent form. The principal of two of these schools replied by email indicating interest. The researcher met with the international student coordinator for each of these two schools and further discussed the procedure and what was required of the school and participants. Following this meeting, written consent was obtained from both schools. The school information form and consent form are shown in Appendix F.

The researcher then provided the school with parental information forms and parent consent forms written in both Korean and English. The school was responsible for identifying potential participants (any Korean international students) and sending the parental forms either through email or home with the student. Only one of the schools had parent consent forms returned to the international student coordinator. The English parent information form and consent form are provided in Appendix G and the Korean version is provided in Appendix H.

Due to the low number of returned consent forms, the researcher also contacted a member of the Korean community who coordinated a group of international students in New Zealand. The contact with this coordinator was done by several phone conversations and an email with an attached information and consent form for the parents. The coordinator identified one family who had two children appropriate for this study. The mother, who was also in New Zealand, was contacted by phone to explain the study and arrange a meeting for further explanation of the research. This meeting was arranged at the mother's home. Unfortunately, she did not choose to let her students participate in the study.

A meeting between the researcher and students whose parents had consented to their participation was arranged at their school. It was initially planned that both students would meet the researcher together, but as one was ill, the meeting occurred individually. The researcher introduced the project to the students at their school during school hours at the international student coordinator's office. An introduction to the researcher, the aims of the study, the process of the study and voluntary assent, and right to withdraw was explained using English and Korean. The students were given English and Korean information sheets and assent forms for all three parts of the study including the workshop, interviews, and focus-groups. The English forms are provided in Appendix I and the Korean forms are provided in Appendix J of this document. The students were allowed to take these forms home and think about their decision, before returning signed consent forms to their international student coordinator, who sent them through to the researcher. One student chose to take the Korean form and another chose to take the English form.

Participants

It was anticipated that up to eight students would be involved in this research. The choice of the number of participants was made for pragmatic reasons. As this research was exploratory, the aim was to collect in-depth data with few participants. Eight students were believed to be a reasonable number for the scope of a Master's thesis and time was limited as it was to be completed within a year. Four students would have been in one focus group as the number is ideal at encouraging interactive discussion without the session becoming too noisy or difficult to transcribe (Kitzinger, 1995; Morgan et al., 2002). However, this was not possible due to only two parent consent forms being returned.

Two Korean international students (referred to as fee-paying students) enrolled in a New Zealand intermediate school were recruited to participate in the study. Both students were

female and have been assigned pseudonyms by the Researcher. Kylie Sun was in Year 8 and was living in New Zealand with her father. Olivia Hwang was in Year 7 and was staying temporarily at another host family's residence, while her main host family made a trip overseas. Olivia's main host family were described as Kiwi and her current one as from England. Kylie had been in New Zealand for a year and a half and Olivia had been in New Zealand for seven months.

The details regarding the identity of the participants, their friends, and school will not be revealed to protect their identity. Pseudonyms selected by the researcher will be used to for any named person. Faces or identifying logos on their photographs have been blurred out.

Procedure

Workshop. A 30-minute workshop was arranged at the beginning of the school week in the international student coordinator's office at school. It was initially planned to include both students in the one workshop, however, Olivia fell ill on the day of the initial appointment. Therefore, Kylie received the workshop individually and the workshop was repeated with Olivia when she came back to school.

The workshop discussion followed the written guide in Appendix B. Firstly, the researcher repeated the relevant ethics involved in the study such as confidentiality and anonymity to students. It was explained that photographs and film would be returned to the students at the end of the research and that no photographs where the school/person are identifiable would be used unless specific permission was sought. Lastly, it was strongly emphasised that there were no correct answers to the questions asked and that their participation would not impact their academic standing.

Next, the students and the researcher discussed the term 'wellbeing' and what it meant. Students were asked to voice what they thought wellbeing or related words in Korean meant. They were then asked to write down their ideas of what wellbeing was or included on post-it notes. The post-it notes were stuck on an A3 piece of paper that had the term 'wellbeing' at the centre to make Concept Map 1. The purpose of this activity was to come to a shared understanding of what wellbeing means so that the students had an idea of what to photograph.

Afterwards, students were given one Fuji Film disposable camera with 27 exposures each and instructed on the parts of the camera and how to use it. They were also advised to keep fingers out of the camera's eye and to place the sun at the back of their photographs as much as possible. Instructions were kept brief, as although they can prevent technological

difficulties (Germain, 2004; Zartler & Richter, 2014), creativity can be stifled if too many are provided (Wang & Burris, 1997). A sticker was placed on the back of each camera. On it was written the student's name and bullet points of the ideas thought up during the workshop activity to remind them of what they could take photographs of.

Photography. Kylie had from Monday till the end of the week to use her 27 exposures, while Olivia had from Thursday to the Wednesday of the following week. They set out to take photographs of what helped their wellbeing in their school and were guided, but not limited, to the points formed from the Concept Map 1 during the workshop. Photographs would be limited to their school life and were not to be used outside of school. Students were also told that the researcher would look through developed photographs to discard any inappropriate photographs before they were returned. A photograph was classified as inappropriate if it had the potential to embarrass any person, including staff or another student. When they had finished, the students returned the cameras to the international student coordinator by Friday in Kylie's case or Wednesday in Olivia's case. The researcher collected the used cameras from the school contact person.

Photovoice interview. Semi-structured interviews were arranged on Monday of the following week for Kylie and on Thursday of following week for Olivia. The researcher took the developed photographs into school and met each student one-on-one in the international student coordinator's office. The session took an hour and the interview was audio recorded with permission from the student.

At the beginning of the session, demographic information was collected from the student and verbal assent to participate in the interview was obtained. The researcher and child sat at the office desk and the printed photographs were spread out on the desk along with an audio recorder. The researcher followed the question guide displayed in Appendix C. The students were asked to describe the photographs, why they chose to take the photograph, and what relevance they had to the concept of wellbeing. They were also asked what was missing from the set of photographs that would have been helpful in supporting their wellbeing. At the end of the interview the student selected their favourite photographs to share and discuss with each other in the following focus group. They were encouraged to pick photographs they thought made the most important contribution to their wellbeing.

Photovoice focus group. A focus group was arranged on a Friday in the same office room with the two students. To help facilitate a comfortable environment for open discussion, the researcher and participants sat together around the office desk in the middle of the room. A warm-up period using an ice-breaker question was included at the beginning of the sessions to encourage the students to become comfortable with the focus group process, being audio recorded and with each other. The researcher and the participants each stated the province in Korea they came from as well as something they missed from Korea and one thing they liked about being in New Zealand.

During the focus group the researcher used the question guide in Appendix D. The students were asked to share their chosen photographs, explain what the subject was and why it was important to their wellbeing. The students were encouraged by the researcher to state any differences or similarities they perceived in each other's photographs. Secondly, they were instructed to use their photographs to make a concept map of wellbeing on a large piece of paper by laying the photographs on it without gluing them down. Photographs could also be grouped together according to a common theme that the students perceived. Students were then asked to discuss recommendations for schools that would help support their student wellbeing. Kylie took a photograph of Concept Map 2 with a digital camera for the researcher to keep. Finally, photographs and film negatives was returned to each child at the end of the focus group. The students were also given Korean snacks as a thank you for their participation.

Data Analysis

Data analysis followed Wang and Burris's (1997) participatory approach where the participants had an active role in the selection, contextualization, and coding of data. Kylie and Olivia were responsible for taking photographs of things that supported their wellbeing and then selecting which of the photographs they wanted to discuss in the follow up interview and focus group. During the follow up discussions, participants defined the subject of each photograph and their importance to their wellbeing. They also began to develop themes by sorting photographs into common groups and naming each group. Further development of thematic analysis was conducted by the researcher by analysing the transcripts from the interview and focus group discussion. The researcher transcribed each interview and focus group audio recording. Korean was translated into English except for certain words that were not translatable. Such words have been given a definition by the researcher which has been added in brackets following the word or as a footnote.

This research aimed to conceptualize what wellbeing means to young Korean international students, how it was experienced, what could be done to support it and how it compares to the Wellbeing for Success framework developed by the New Zealand Ministry of Education. This chapter described the methods which shaped this research in ways which were congruent with the aim to include the direct voices of the students to answer the research aims. Participatory methods of data collection and initial data analysis were used to showcase the voices of the participants in order to fill a lack of literature that values the voice of young students. Photography and the use of Korean language was used to overcome any language barriers that may hinder full participation.

Chapter 4: Results

"그림의 떡"

A picture of a rice cake

The saying is used to describe something that you desire, but cannot have.

This chapter shows the data collected in this research project. It includes two concept maps of wellbeing (one completed at the beginning and one completed at the end of the project), photographs taken by the students and audio recordings of the students' discussions of their photographs in the interview and focus group, which were later transcribed and translated into English by the researcher. The data in this results chapter is presented chronologically in the order of Concept Map 1, the photographs and related discussion from the interviews and focus group, and Concept Map 2.

Workshop: Concept Map 1
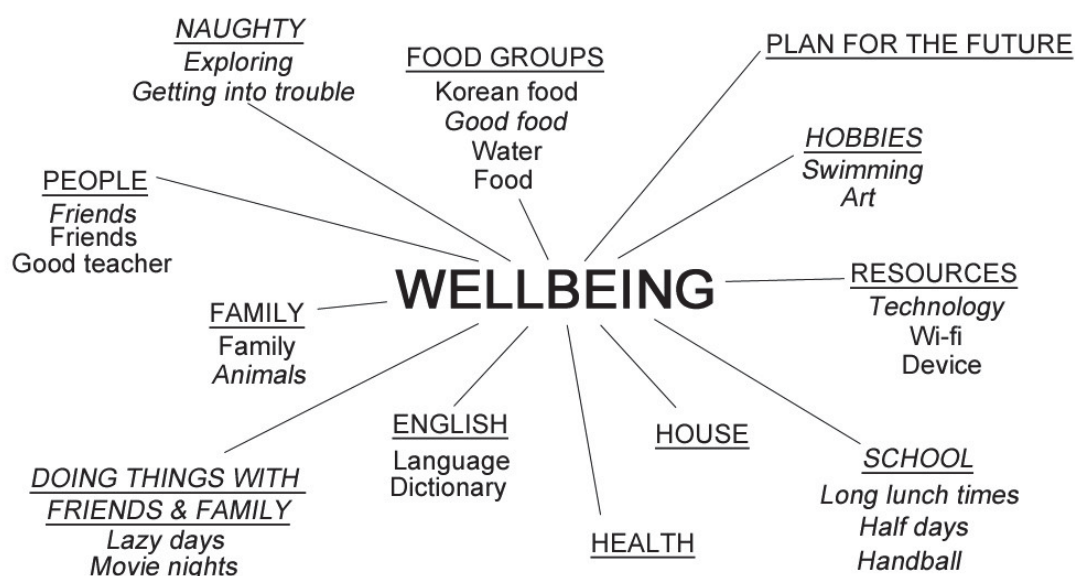
Figure 3. Concept Map 1 of wellbeing

Concept Map 1 was created by Kylie and Olivia during their individual workshop sessions. Kylie had her workshop session first and wrote her ideas on green post-it notes, which she then grouped on the map according to similarities. Olivia wrote her ideas about wellbeing on yellow post-it notes in a different workshop session. Olivia was given the choice of whether to create her own groups or to add her ideas to groups already formed by Kylie. She chose to

do both. Therefore, both students' groups were combined into one concept map which is shown in Figure 3. On Figure 3 the italicized words are Olivia's contributions while the non-italicized words are Kylie's. The resulting concept map had 12 different components that contributed to student wellbeing. The students were responsible for naming these components. They include:

- People: friends and teachers
- Family: Kylie saw family as distinct from other people. Olivia included household animals in family
- Activities with people: lazy days and movie nights
- Naughty: getting into trouble and exploring – often with friends
- English: language and dictionaries
- Food: water, good food, Korean food
- Hobbies: swimming and art
- House
- Health
- Resources: Wi-Fi, devices, technology
- A plan/dream for the future

Photographs

Kylie and Olivia were asked to take photographs of things that supported their wellbeing at their school. The students produced a total of thirty-seven photographs. Twenty photographs were printed from Kylie's camera and seventeen were printed from Olivia's. These have been numbered and are presented in Appendix A. The subject of these photographs included friends, animals, books, dictionaries, lunch boxes, water, computers, iPads, Wi-Fi, resources, artwork, movies, the school entrance, Māori carvings, the New Zealand flag and the school grounds. Four of Kylie's photographs (K1, K2, K16 and K18) were unintended shots and were not important to her concept of wellbeing. Apart from these four photographs, each photograph was discussed in the interview in terms of what the subjects of them were and why they were important for their wellbeing. Then the students were asked to choose the photographs they thought were the most important for their wellbeing. Kylie chose nine photographs; K3, K5, K6, K10, K11, K12, K13, K17 and K20. Her photographs were of her friends, a novel, a dictionary, her lunch box, and her desk's contents that included stationery, her glasses and her lunchbox. Olivia chose seven photographs; O4, O6, O8, O11, O14, O15 and O16. These photographs were of her friend, the pond outside the school library, a novel,

the New Zealand flag, bushes in the school car park, a movie and her iPad. They brought only their chosen photographs to the focus group to share and discuss with each other.

Interview and focus group

The interview and focus group discussion centred on what each photograph meant to the students and how it supported their wellbeing. The researcher led the interview using the questions found in Appendix C and lead the focus group using the questions found in Appendix D. The students used both English and Korean during their discussions. The audio was transcribed and any Korean was translated into English by the researcher. Translated words will appear in italics and untranslatable words will have a definition as a foot note or within a bracket following the word.

Figure 4. Kylie's lunch box with some mandarins, an apple and rice balls.

A large part of wellbeing for Kylie and Olivia meant having access to Korean food. Although there was only one photograph of food, the subject came up multiple times in the discussion during the workshops, interviews and focus group. Kylie chose the photograph of her lunch box as one of her most important. When asked why Korean food in particular was so essential to her wellbeing Kylie stated it was because she did not like the taste of the food in New Zealand. She said, "New Zealand food and you know the *Western food is* like, it's very

느끼하고[1]… and very sweet and not very spicy." Korean food was described as the opposite, which was light, spicy and salty. Kylie was not used to nor fond of the opposite texture and flavours of Western food. When the researcher stated that her own high school had not included provision of Korean foods, Kylie responded with "How? What… I can't imagine it."

Olivia did not take a photograph of Korean food but she still discussed it as important during the interview and focus group. She liked "Kiwi food" more than Kylie but access to Korean food was still, if not more, important to her. When asked what she missed most about Korea, she stated "I really miss Korean food. Like ramen and *kimchi jjigae*[2]. I want to eat *budae jjigae*[3]". Her attempts at taking her Kiwi homestay family to a Korean restaurant had failed as they were reported to not enjoy the commonly spicy dishes of Korean cuisine. Olivia's only access to Korean food was through purchasing Korean ramen from her school tuckshop and she spoke about her disappointment when hot water was only made available during morning tea, meaning that she could not have her ramen during lunch. "If you want to buy noodles you have to buy them like early in the morning… we're not allowed to buy at lunch… I just went to tuckshop to buy some ramen and like, [sighs] finally I'm gonna buy some ramen! And like … they say no. Come on!" When asked what would be something that could further increase her current wellbeing she answered with "I wish um, my homestay liked Korean food and they take me out to Korean dinners… cause it's been like four months I had ramen".

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[1] 느끼하고 (neuk gi - ha go): can be used to describe creamy, rich, oily, greasy foods. This is often done in a negative light. It can also be used as the feeling you experience when you do not eat Korean food for a long time. It is used colloquially to describe a cheesy person.
[2] Jjiggae is a type of Korean stew often made with meat. Kimchi Jjiggae is made with Kimchi (spicy, fermented cabbage).
[3] Budae Jjiggae (also called Army Base Stew) is made with a mix of different foods that were originally surplus army rations during the period following the Korean War.

Figure 5. Kylie's photographs of her friends

Kylie and Olivia both took pictures of their friends and talked about their importance in the follow up discussions. Kylie took eight photographs of her friends while Olivia took one of her with her friend and one of her current homestay's dog. Both girls chose a photograph of their friends as one of their most important photographs. Kylie's photographs showed both Korean and Kiwi friends. She said that her Korean friends were important to her because they sometimes shared food. She also stated that her Kiwi friends and Korean friends were different. When asked about her Kiwi friends in photograph K12, she said "… they're quite important to me because like, I mean like if you look they look very happy." She stated that they had 활발한[4] personalities and chatted a lot in contrast to what she saw was more demure personalities of some of the Korean students, although she made it clear there were exceptions.

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[4] 활발한 (hwal bal han): To be bright and lively.

Figure 6. A photograph of Olivia and her friend

Olivia also stated that she had a mix of Korean and Kiwi friends. She said "lots of friends are Kiwi, just few friends are Korean". Olivia valued her friends because they provided her with companionship and comfort in the absence of family. She said they were important because "I need to someone to like talk to, but I feel like awkward in front of the homestay parents… friends make me um, really happy and they listen to what I say… they understand the –um, why I'm here and … and things like that and they make me comfortable here."

However, neither of the students saw the school's buddy system as vital to supporting their wellbeing. Their school would often pair them with another Korean student in their class, who would teach them school routines and help them adapt to their new environment. However, Olivia had disliked her buddy experience and stated that "I kind of make my own friends". Kylie said her parents encouraged her not to rely on the buddy system and "…make your own friends in New Zealand". Both had developed their own techniques of befriending other students. While Olivia "baited" other students into talking to her by playing interesting games on her iPad, Kylie said her technique was to just "*keep joining them and keep talking to them… and like approach them.*" Doing so was difficult to keep up but Kylie found success if she approached other students who did not have many friends. Both students valued authentic friendships and commented on the importance of making both Kiwi and Korean friends.

Olivia also took a photograph of her homestay family's dog and placed the photograph with the family group. Although she had an affinity for animals as a whole, when asked why that dog in particular was important to her she stated the specific reason of "Because I don't have my family here and there's like, nothing to cuddle… And there's the dog and I just pick it up."

Although Kylie did not get the chance to photograph her teacher, she stated in her interview that she was important to her student wellbeing. When asked why she was important, she commented on the kindness of her teacher; "Because she's been so, so good to me… Susan and I am doing um audio… in our church and um I want to do *audio* in school as well. So when I asked her, to Ms X, she said if you send an email to me I can help you to do audio in school… Oh and, like, my teacher is like, whole school director of whole sports. So if I want to do any sports I ask to her always, every time." The perceived kindness of New Zealanders was also important to Olivia who said she liked New Zealand because "… the kind people and like, all the kids are like, really nice to me."

Figure 7. Kylie's photographs of dictionaries and a book

Figure 8. Olivia's photographs of a book and an electronic book on her iPad

The students' English skills and opportunities to improve was something that featured in their photographs and discussions of their wellbeing. English was more important for Kylie than Olivia. Kylie chose her photographs of books and dictionaries as one of her most important photographs but Olivia did not. When asked if there was something that she wished to have that could improve her student experience, Kylie stated that it was to have better English skills. For Kylie, English served as a gateway to functioning well in New Zealand and as a student in her school. She said without English "I can't understand anything. I cannot do – I couldn't do anything." English was also important for Kylie in that it provided the communication needed to make connections with other people; "… if I'm not good at speaking English or understanding English then I can't make friends," she said. Because of the vital role of English and the perception that her skills were still lacking, having opportunities to improve her English was important to Kylie. She took a photograph of her class dictionaries and stated that they were important because "… I don't know many words. I have to memorize some English words." English books were also seen as important for the same reason. Students could improve their English on their own by reading them. Kylie stated that "Book is very important to um, getting the like, English life and have more good English skills" by making "…your English skill is more improve… and vocabulary… and grammar." Although Olivia rarely mentioned the role of English to her wellbeing, she also used books in a similar way and said they were important because "…whenever I'm bored I can just read it and helps my English reading skills as well."

Figure 9. Kylie's resources included her school's computers, Wi-Fi modem and school supplies such as exercise books, pencil case and her glasses

Kylie and Olivia also took photographs of items such as stationery and technological devices. Kylie's resources included the school computers, Wi-Fi, exercise books, stationery and her glasses. She chose the photograph of the Wi-Fi modem and the contents of her desk as one of her most important photographs. When asked why these were important her answers were related to functioning well in school. "If I don't have any of these resources I can't see board very well… and I can't study," she said. Of her resources she stressed that the Wi-Fi was "… the most important thing in the world... because we can't do anything without Wi-Fi." It was necessary for being able to conduct research for class activities and "… using the document – google document… and to check um my teacher's email." Her answer reflected the high use of technology in her classroom, which meant that without technological resources she could not participate in school.

Figure 10. Olivia and her iPad

Olivia valued technology as well but for reasons differing from Kylie's. Olivia saw her iPad and Wi-Fi access as important to her wellbeing because it provided entertainment and, most importantly, a connection to her family members in Korean. A photograph of Olivia's iPad was chosen as one of her most important photographs. "It's the only thing I can text my parents with so it's really important to me," she replied when asked why she had selected it. Olivia also valued having access to Wi-Fi because "...most of the games I play is like, multiplayer… so um I need Wi-Fi to join each other."

Figure 11. Olivia's three photographs of nature in her school

For Olivia and Kylie New Zealand's image was closely tied with its natural environment filled with abundant flora and fauna, or as Kylie said; "tree, tree, tree, tree". Olivia took a photograph of the New Zealand flag and chose it as important to her wellbeing. She said she chose it because "I really like New Zealand and staying here". She stated she liked New Zealand because of the kind people and also because "I really like nature… there's like, nature everywhere." The photograph of the bushes was chosen as one of her most important photographs and she stated that she took it because "… I like nature… I was at school at that time and only nice nature that place I took a picture of."

Kylie related to Olivia's statements, stating that nature was important to her too. For Kylie, nature was related to her physical wellbeing which in turn affected her ability to function well at school. "I have *rhinitis*…In the morning when I breathe in dust or strong smells I get a runny nose and cough. And so I can't focus on what I'm doing... so the fresh air is very important to me."

Figure 12. Olivia's photographs of her favourite movie and butterfly artwork at on the school wall

The discussion in the interview and focus group also included the subject of being bored at school and the students' desires to be presented with interesting school activities. Olivia in particular frequently stated the importance of hobbies or interesting activities to her wellbeing. She took photographs of her hobbies such as her favourite movie Fly Away Home, artwork and books. She felt that they were important to her wellbeing because they provided entertainment when she was bored. A photograph of Fly Away Home was selected as one of her most important photographs. She said "I really like to watch movies. That – um, that's one of my favourite hobbies. And this movie is one of my favourites, it's called 'Fly Away Home'."

Kylie said that she thought that the movie reflected Olivia's mind set of homesickness, to which she responded with "Yea, kind of."

The students also expressed the desire to have interesting content in their school curriculum. Kylie talked about afterschool classes she had in Korea; "*At my school we have afterschool class… Afterschool we had soap making or biotech or fun stuff like making make up.* Like food and baking and yea and like, some of language and some of um music instrument tuition. *So it was really fun…* But New Zealand school doesn't have – doesn't have that." The girls did inform the researcher that the school had afterschool sports activities, but this was different to their extracurricular activities in Korea. Olivia desired her school to have more movie nights, which was a Friday night where the school hosted a movie for the students who filled out an application form and registered. "… We only had one so far… It's really fun to have like, this lolly bags and like, uh pizza." Both students also wanted an opportunity for schools to get class pets. Olivia explained that "you can take them like, taking turns each weekend. Like, taking turns feeding" and then recounted her excitement when puppies were brought to their class by another student. Other than extra-curricular school activities, the two students said that offering a more interesting curriculum would improve their student wellbeing. Kylie gave the example of the types of food they prepared during food technology. "Last year we made way yummy food than this year. This year we made like tortilla… or like just meat. Just meat, like, you *knead it and then you cook it* and that's it! That's not yummy!" Students made it clear that there was a need for the school experience to be stimulating and interesting.

Academic achievement apart from language acquisition was not mentioned in the photographs, interviews or focus group discussions by the two students. The researcher explicitly asked them near the end of the focus group what they thought of academic achievement and whether it had a place in their conceptualization of wellbeing. Kylie responded that it was important to her and said "My parents like - *they don't pressure me to do really well but I want to do well for myself.*" Olivia stated that it was not overly important to her. She said "I do care about my grades but I don't care if I get bad grades… because it's kind of in the getting into trouble one… um it's kind of fun." She was referring to her self-named Naughty dimension that was created by her in Concept Map 1. This represented experiences of breaking the rules. These experiences were described as exciting, fun and also mostly done with friends.

Despite not mentioning academic achievement until prompted, both students did mention the importance of achieving in their school's badge system during the interview and focus groups. They explained the system as one where students could earn felt badges to wear on their uniform if they completed specific tasks. Such tasks could include civil duties such as picking up the litter or helping another international student adjust to their school. Both students were highly motivated by this system and spoke about comparing their badges with their friends.

Concept Map 2
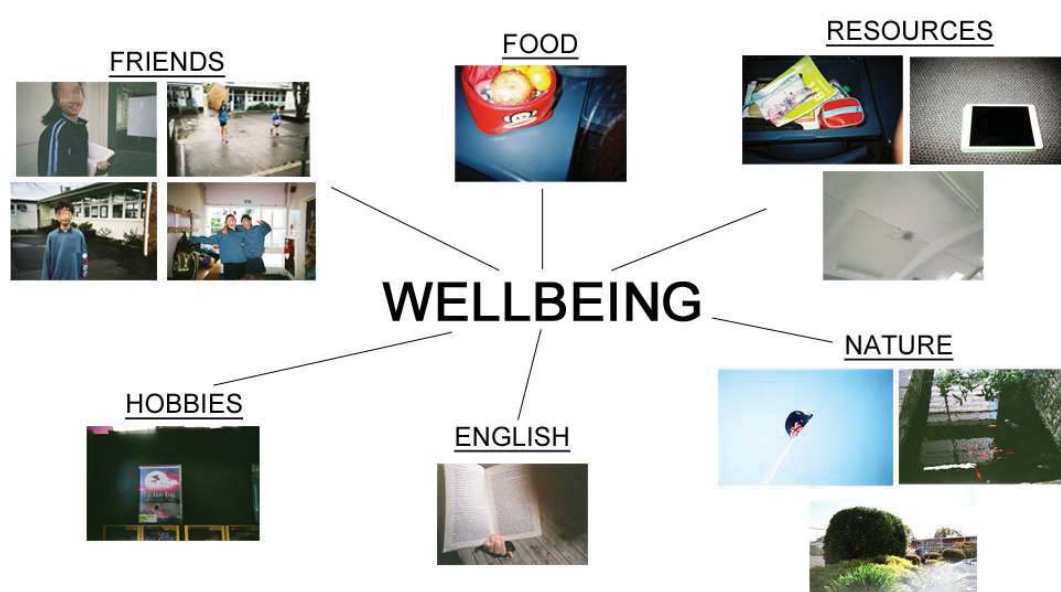
Figure 13. Concept Map 2 of Kylie and Olivia's wellbeing formed using only their most important photographs

Kylie and Olivia were asked to make another wellbeing map using their most important photographs at the end of the focus group. They were told they did not have to recreate the original Concept Map 1 from the workshop session. Kylie and Olivia combined their photographs and formed the groups and named them together. Kylie wrote down the names of the groups and took a photograph of the new map. The resulting concept map had 6 groups:

1. Friends: Three photographs of Kylie's friends and one photograph of Olivia's friend
2. Food: Kylie's lunchbox.
3. Resources: Kylie's desk contents, Wi-Fi modem in Kylie's classroom and Olivia's iPad.

4. Hobbies: Olivia's favourite movie.

5. English: Kylie's book.

6. Nature: Olivia's photograph of the New Zealand flag, bushes at school and fish pond outside of the library.

Figure 14. Photograph taken by Kylie of her and Olivia's concept map of wellbeing using their most important photographs during their focus group

The researcher asked if there was a component in Concept Map 2 that was more important to the students than the others. Kylie responded that she could not choose as they were all important to her, despite emphasising the title of the Food component when she had written it. She reasoned that she needed them all as it would negatively affect her wellbeing if even one of the six components was missing. Olivia stated that Friends and Food were the most important to her wellbeing. When asked why she responded that she needed food to live and that her friends played a large role in making her comfortable in her new setting.

The students were then asked if their most important components of wellbeing would change had they made this map when they first came to New Zealand. Kylie said English would

have been the most important to her. She stated that this was because without English she could not function in New Zealand society and because it affected how easily she could form new friends and relationships with New Zealanders. Olivia said that Resources, such as her iPad, had been the most important to her wellbeing at the beginning of her sojourn. When asked why her iPad was the most important she said it provided entertainment when she had nothing to do and also provided a way to make friends at her new school. "When I'm bored I just play games. And like… um. Uh like kids used to like come around me and watch me play and then like "What's your name" and like and then make friends… And then friends become important." She stated that she had used her iPad to "bait" other students to talk with her.

Table 1

The two concept maps of Kylie and Olivia's wellbeing

Concept Map 1	Concept Map 2
1. People: friends and teachers	1. Friends: Three photographs of Kylie's friends and one photograph of Olivia's friend
2. Family: Kylie saw family as distinct from other people. Olivia included household animals in family.	2. Food: Kylie's lunchbox.
3. Activities with people: lazy days and movie nights	3. Resources: Kylie's desk contents, Wi-Fi modem in Kylie's classroom and Olivia's ipad.
4. Naughty corner: getting into trouble and exploring – often with friends.	4. Hobbies: Olivia's favourite movie.
5. English: language and dictionaries.	5. English: Kylie's book.
6. Food: water, good food, Korean food.	6. Nature: Olivia's photograph of the New Zealand flag, bushes at school and fish pond outside of the library.
7. Hobbies: swimming and art.	
8. Housing.	
9. Health.	
10. Resources: Wi-Fi, devices, technology.	
11. A plan/dream for the future.	

The data collected revealed that many factors contributed to Kylie and Olivia's wellbeing. The multiple aspects that supported Kylie and Olivia's wellbeing are displayed in Table 1 above, which compares the two concept maps that were created at the beginning and end of the research process. Concept Map 1 had twelve different components, while Concept

Map 2 included only six. In total there were thirty-seven photographs produced by the students which can be viewed in Appendix A. These photographs featured friends, household pets, nature, books, movies, stationery, dictionaries, lunch boxes, water, technological devices, artwork, and the school building and grounds. In the follow up interview and focus group discussions the students discussed the importance of Korean food, both Korean and host country student friends, English, stationery, computers, iPads, nature and access to hobbies. However, the importance of a house and a plan for the future, which appear in Concept Map 1, were not discussed. The students created Concept Map 2 using their most important photographs. They had differing views on whether they could prioritise any of the facets of this concept map. Although Kylie stated she could not, Olivia stated that Food and Friends were the most important for her wellbeing as she needed food for physical sustenance and friends played a large role in providing a sense of comfort in New Zealand. These priorities changed when the students were asked what their views would have been when they had first arrived in New Zealand. Kylie stated English was the most important thing to her wellbeing and Olivia stated that it was her iPad as it helped her make new friends in New Zealand.

The next chapter will discuss how these concept maps compare to the wellbeing framework created by ERO in the Wellbeing for Success model (Education Review Office, 2013b).

Chapter 5: Discussion

" Kia ki ki te rourou iti a Haere"

Please fill the traveller's tiny food basket.

In this chapter, the photographs, interview and focus group discussion and two concept maps were analysed by the researcher in order to answer the research questions: What does wellbeing mean for young Korean international students? How does it compare to the wellbeing framework recently developed by the Ministry of Education? and How can wellbeing be best supported by schools and community groups involved in the care of international students? Each research question is considered in turn with regard to the data collected.

Kylie and Olivia participated in the initial analysis of their photographs to form the conceptualization of wellbeing shown in Concept Map 2. Further analysis by the researcher revealed that a multitude of factors impacted student wellbeing. Although there were similarities with the Wellbeing for Success model developed by ERO (2013b), there were also some dimensions that were unique to the findings of this study. Based on Kylie and Olivia's stories, their student wellbeing could be supported by provision of various items into their basket, not all, but one of the essential items, being food.

Korean students' perception of wellbeing

Research question one: What does student wellbeing mean and how is it experienced by Korean international students enrolled in New Zealand primary schools?

Kylie and Olivia perceived student wellbeing as something achieved through access and provision of multiple factors in their life. This is congruent with research that shows student wellbeing as an outcome after gaining access to multiple interrelated resources (Noble et al., 2008). Kylie and Olivia identified multiple supports in their life that contributed to their wellbeing, which are displayed in Table 1 above. The students participated in the initial analysis of their own data by grouping their most important photographs into common themes in Concept Map 2 shown in Figure 13. The themes they formed were named by them as; Friends, Food, Resources, Nature, English and Hobbies. Concept Map 2 was simpler and more present focused than Concept Map 1 created during the workshop. This may be reflective of the nature of photovoice methods that tap into the everyday life of participants by capturing and focusing the following discussions on present day objects.

Their photographs and discussions during the interviews and focus group was further analysed by the researcher. This analysis found eight key themes that were important to Kylie and Olivia's student wellbeing. These were Korean Food, Social Relationships, English, Resources, Achievement, Stimulation, and Nature and Physical Health. Therefore, wellbeing for Kylie and Olivia meant forming new relationships in New Zealand while maintaining their relationships in Korea, having good English skills, functioning well in the school environment through provision of resources, experiencing nature in their physical space, being physically well, having fun and maintaining access to aspects of their own culture.

The themes were not independent and influenced each other. English affected their social relationships (People) and Achievement, as having proficient English skills increased their ability to make friends and succeed in their class activities. Resources also impacted Achievement as stationery and Wi-Fi were needed for class activities. Some Resources, such as iPads and an internet connection, were linked to maintaining connections to family in Korea and making new friends. The component Nature was stated to be important to Kylie because the clean environment affected her physical health.

Korean food. Discussion of the importance of the Korean food dominated much of the workshop, interview and focus group sessions. Kylie took a photograph of her lunchbox and chose the photograph as one of the most important to her wellbeing. It appears as a factor in both Concept Map 1 and 2. Olivia chose the Food component in Concept Map 2 as one of her priority dimensions. Food and Friends were more important to her wellbeing than Resources, Nature, English and Hobbies. Although one of their reasons for the importance of food in general was due to its physical sustenance, both students expressed the particular need for Korean food. When Kylie and Olivia were asked about why Korean food was important to them, their comments centred on the differences between Korean food and New Zealand food and how much they preferred the taste of the former over the latter. Western food and Korean food were seen as polar opposites. Food in New Zealand was sweet but blander and 느끼해 (Neuk gi hae: oily and heavy). In contrast, Korean dishes were light, spicy and salty. Research has found that higher dissimilarity between the home food and the food in the host country is associated with increased adverse reaction to host country food (Brown, 2009). Kylie's statements replicated such findings as she expressed high dislike of New Zealand food, while Olivia said she enjoyed some dishes. However, both students stated that they could not do without access to Korean food.

Food often has strong relations to emotions and memory. For instance, food with strong links to childhood and home are termed "comfort food" due to providing psychological comfort during consumption (Locher, Yoels, Maurer, & Van Ells, 2005). Korean food was seen to provide a familiar comfort in the midst of a foreign environment and became comfort food for Kylie and Olivia. Such strong attachments to cultural food is a common finding in research that studies the eating patterns of international students (Amos & Lordly, 2014; Brown, 2009; Brown, Edwards, & Hartwell, 2010). A study of international students in England found that cultural food was important because it provided a sense of home, tasted different (better), was perceived as healthier and provided a sense of community as preparing and eating was often done with other people (Brown et al., 2010). While in the midst of a foreign environment, the novelty of which can cause acculturative stress, familiar food from home countries can give a sense of nostalgia and alleviate feelings of homesickness (Locher et al., 2005). Therefore, cultural food often becomes comfort food for international students as it provides emotional, as well as physical, sustenance (Amos & Lordly, 2014; Brown et al., 2010). The importance of familiar Korean food to Kylie and Olivia's wellbeing may have been caused by the acculturative stress they are still facing in their sojourn. Such needs seem to be common in the New Zealand Korean community, resulting in areas such as Rosedale Road in Auckland where there are around 70 Korean-owned businesses that include restaurants that serve ethnic food (Tan, 2013). Rather than being a sign of a failure of integration, these ethnic precincts offer comfort to ethnic minority groups and helps them settle in New Zealand (Tan, 2013). Therefore, allowing Kylie and Olivia to maintain access to aspects of their culture may benefit, not hinder, their acculturation. One thing that was certain was that Korean food was an essential support for the two students' wellbeing.

Social relationships. Both maintaining relationships in their home country and creating new relationships in their host country was an important support for Kylie and Olivia's wellbeing. In Concept Map 1, the importance of creating new connections and finding belonging is shown in the component called People, which included friends and teachers. The importance of maintaining relationships in their home country is shown in the component called Family, which also happened to include household animals. Photographs of new friends featured prominently in Kylie's photographs, taking up eight out of seventeen intended shots. Both Kylie and Olivia selected photographs of their friends as one of the most important factors to their wellbeing. Concept Map 2 created using the students' most important photographs also included a Friends component. Although no such component was formed for Family in

Concept Map 2, Olivia placed her iPad in a component called Resources and explained that it was important because she could contact her parents through it. It was for this reason that she chose it as one her most important supports. Therefore, forming new connections and staying in contact with the ones left behind in Korea were important for Kylie and Olivia's wellbeing. This finding is not surprising as research has found that a large challenge for international students is leaving their support networks in their home country and attempting to build new ones (Ho et al., 2003). Social isolation in a foreign country was identified as a major factor that negatively impacted international students' wellbeing (Hendrickson et al., 2011). Unfortunately, it is also one of the most commonly reported issues (Butcher & McGrath, 2004; Lewthwaite, 1996).

Out of their social connections, friends played a large role in Kylie and Olivia's wellbeing. The international students stated that they were important because they provided comfort by listening and empathising with their situations. For Olivia, it was her friends that filled her need of belonging and feeling nurtured, rather than her homestay parents. Both students had a mix of Korean and Kiwi friends, the latter they stated with some pride. Their stated reasons for the importance of host country friends were different. Kylie stated that although her Korean friends often offered more assistance in her school life, such as through sharing food, she particularly enjoyed the happy and outgoing attitudes of her Kiwi friends. Olivia liked having Kiwi friends because she thought that Korean students tended to stay together and not venture to connect with students of other nationalities. Connecting with a wider student body was important to Olivia and it was for this reason that she chose not to spend too much time with Korean students. Creating friendships with host country students was seen as a way to establish a sense of belonging to the wider school. The desire to form friendships with host country students is common in international students and has been linked to higher satisfaction and better adaptation to their new environment (Hendrickson et al., 2011). Such networks, by fostering a sense of belonging to the wider school community, can positively impact a student's psychological wellbeing (Osterman, 2000).

Although creating friendships with host country students contributes to the wellbeing of international students, research has found that racial discrimination can be a significant barrier (Everts, 2004), along with one's English abilities (Kudo & Simkin, 2003) and the difficulty of joining pre-established social networks (Woolf, 2007). However, Kylie and Olivia made no mention of experiencing discrimination or prejudice. Both students stated that their interactions with New Zealanders had been positive and that one of the highlights of New

Zealand was that the people had been very kind. Despite this, the sentiment that it was difficult to make friends with Kiwi students was still present, as it is with other studies of international student experience (Ward & Masgoret, 2004). Kylie and Olivia both said they worked hard to make their new friends. Kylie did so by repeatedly approaching other students who did not have many friends and Olivia did so by playing interesting games on her iPad and attracting others to her. The difficulty of joining already established friend groups was alluded to by Kylie stating that she approached students who did not have many friends, rather than those who she perceived as popular, as lonelier students were easier to form relationships with. Language as a barrier was also mentioned when Kylie stated that one of the reasons English was important was because it allowed her to communicate with peers and make friends.

When asked which of their dimensions in their wellbeing map would be most important to their wellbeing when they first arrived in New Zealand, Kylie mentioned English and Olivia mentioned her iPad because they allowed them to form new relationships. Early formation of social networks was seen as a way to bring comfort during the stressful period and help them adjust to their new environment. This supports other studies that state that acculturative stress is highest when the student first begins their sojourn (Heggins & Jackson, 2003). Therefore, it was important to have supports for the formation of social relationships in place as soon as they arrived in New Zealand, particularly as it has been found to aid better adaptation (Hendrickson et al., 2011).

English. Having supports that improved their English was important to Kylie and Olivia's wellbeing. This was shown in photographs of dictionaries, English novels and English eBooks on the iPad. During the focus group discussion Kylie talked about how she viewed her English for Speakers of Other Language (ESOL) classes as an important support. The component named English in Concept Map 1 and 2 was more important for Kylie's wellbeing than Olivia's. For Kylie, English was one of the most important contributors to her wellbeing and she stated that she would not be able to do anything in New Zealand without it. This is replicated in other studies that show English as one of the biggest barriers for international students in New Zealand (Campbell & Li, 2008; Li et al., 2002; Ward & Masgoret, 2004).

English as a second language has been found to be linked to both academic and social domains for international students (Chen, 1999). In terms of social interactions, a student's English ability impacts whether they can comfortably interact with staff and students in their new school. For example, one of the factors that determines how easily an international student can make host-country friends is their level of self-disclosure which needs adequate spoken

language skills (Kudo & Simkin, 2003). Kylie's method for making new friends was to find others who did not have many social connections and repeatedly initiating interaction with them. If this friend was not Korean, her English level was essential in making the interaction successful. The importance of English to Kylie is shown by her seeking ways to improve her English in her own time. This was captured in the photographs of dictionaries, English novels and her discussion about the value of ESOL.

Resources. Resources were important to have for Kylie and Olivia as it impacted both their achievement and social relationships, much like the role of English. The students created a component named Resources in both Concept Map 1 and 2. Photographs that belonged to Resources included the computers, Wi-Fi modems, books and stationery. Kylie stated that such items were important because it helped her study and function well as a student in her class. Their need for iPads, computers and Wi-Fi reflected the increased use of technology in their classrooms. Technological devices were essential to their daily functioning at school because class activities frequently required them to access google documents, conduct research online and check school related emails.

Olivia valued items in the Resources component because it was linked to her forming and maintaining social relationships, rather than because it allowed her to participate in class activities. Her iPad in particular was seen to impact her wellbeing, not only because it could relieve boredom but because she used her iPad to begin interactions with other students. Olivia stated that she used it as "bait" to attract new friends by playing interesting games on it, which drew other students to observe her and ask her what she was doing. She was able to turn those initial interactions into friendships. Her iPad was also highly valued because it allowed her to keep in contact with her family in Korea. Another study of young Korean international students also saw the extensive use of social networking services to remain connected to their friends and family in Korea (Lim & Meier, 2012). Such contact through the internet was essential to Olivia and she chose her iPad as one of the two most important supports for her student wellbeing, with the other being Korean Food.

Achievement. Being able to function well in their school environment and was important to Kylie and Olivia's wellbeing. This was mentioned during their discussion on why Resources and English was important. Their English dimension was vital to their functioning as it determined how well they could understand class instruction and complete assignments. The role of English usually impacts international students' achievement by impacting their understanding of classroom material and also their interaction with staff (Li et al., 2002). Kylie

stated simply that without English "… I can't understand anything… I couldn't do anything." Resources such as iPads were also essential given the nature of class assignments requiring the use of computer technology. Therefore, being a successful student in class included being able to communicate to their peers and staff, understand class activities and complete tasks using the required materials such as a computer.

Both Olivia, Kylie and Kylie's friends valued and enjoyed earning and displaying school badges on their uniform. These could be earned if they completed specific tasks such as helping new international students adjust to their school. Social recognition is important as it helps create a sense of inclusion and acceptance (Honneth, 1995). Therefore, the importance of receiving social rewards through the display of badges may have help Kylie and Olivia feel included and valued by their school.

An interesting finding of this study was the lack of importance assigned to high academic achievement. Neither Kylie nor Olivia mentioned the importance of grades in their photographs and follow-up discussions. Asian education systems push for academic excellence in the presence of high competition (Li, 2005). This is particularly true in Korean culture, where there is a historical value placed on education as a means to improve one's quality of life (Ahn & Baek, 2013). Academic achievement not only influences wellbeing of the student but also has been found to contribute to the wellbeing of their whole family (Kim & Park, as cited in Ahn & Baek, 2013). It is for the sake of increasing a child's entry into prestigious colleges and occupations that families send them abroad to receive international education even at a very young age (Park, 2009). However, neither Kylie nor Olivia mentioned academic achievement in their conceptualization of their student wellbeing. When asked to comment on this absence, Kylie responded that it was important to her but not excessively so because her parents did not place extreme pressure on her to achieve well. Olivia also stated it was not overly important, as she enjoyed the excitement that came with getting into trouble for a bad mark. Such a finding is not common, but has been reported in one study that found no difference in the academic stress level for international students studying in Australia and the host country students (Khawaja & Dempsey, 2008). This finding has been reasoned to be confounded by the presence of shame in admitting that one is facing academic difficulties, therefore leading to under reporting of true levels of academic stress (Smith & Khawaja, 2011). However, it is important to take into account parent expectations when considering the effect of academic achievement on the wellbeing of Korean students. Fulfilling relational obligations, especially towards family, have a large influence on the wellbeing of those from collective East Asian cultures (Uchida et

al., 2004). Kylie stated that her parents did not pressure her in regards to her academic achievement, which could have lessened a need to perform as a familial obligation, therefore making academic achievement less important to her wellbeing. Although the expectations of Olivia's parents are not known, Kylie's response emphasises the need for wellbeing research to be multidimensional and include systems beyond the child, especially for cultures where family and child wellbeing are more interconnected.

Stimulation. A theme that emerged during further analysis of the students' data was the need for stimulation. The term was chosen by the researcher to capture Kylie and Olivia's need to experience excitement, novelty and challenge in their life. During the interview and focus group the students discussed the need for hobbies and interesting activities both in and out of the classroom. Olivia created a dimension called Hobbies on both Concept Map 1 and 2. Photographs linked to this component included art, movies, books and her iPad. She stated that these items were important because they relieved her boredom and provided entertainment. Olivia also created a dimension called Naughty on Concept Map 1. This dimension included activities such as exploring and getting into trouble. Such activities were often done with friends and could therefore link to the need for connection and belonging. However, Olivia did not mention social relationships when asked why the Naughty dimension was important and instead stated that it was because the activities were fun and exciting for her. Even events that could be perceived by others as negative to student wellbeing, such as receiving a bad grade, did not overly affect her because she saw it as breaking rules and therefore exciting. Both students also expressed wishes for their school programmes to include more interesting material whether they be interesting recipes to cook during food technology, more school movie nights, more after school programmes and class pets. Therefore, Kylie and Olivia reported a need for their life in New Zealand to be exciting, novel and challenging.

Studies have found that experiencing fun and stimulation is important for a variety of reasons. Stimulation was found to be positively correlated with emotional wellbeing as experiencing it created positive affect (Sagiv & Schwartz, 2000). This is beneficial for students as positive feelings towards school can contribute to greater engagement and academic motivation and therefore higher achievement (Pintrich & Schunk, 2002). Another study that explored the voices of New Zealand intermediate students found that they valued school activities that suited their intrinsic interest (Poskitt, 2011). Intrinsic interest and perceived competency were seen as important factors that contributed to their engagement in school (Poskitt, 2011). International studies have also found that adolescent students were more

engaged when they perceived their learning as fun, which in this age group means that it is novel, varied, humorous and holds a sense of adventure (Brown, Reumann-Moore, Hugh, Christman & Riffer, 2009; Lingard et al., 2001). Such findings echo Olivia's explanation of why her Naughty dimension was important to her wellbeing. Therefore, Kylie and Olivia's need for stimulation may be a need that is specific to their age group, rather than culture. Nevertheless, the fast paced life they are familiar with in Korea could also have influenced this dimension and homesickness may also play a role.

Nature and health. Experiencing nature in their school environment was also mentioned as a support for Kylie and Olivia's wellbeing, albeit briefly. Nature is displayed in the photographs of the fish pond outside the school library and bushes in the school carpark. The component called Nature is also present in Concept Map 2. Interestingly, a photograph of the New Zealand flag was also placed into Nature. Kylie and Olivia's reason for grouping the flag with Nature was that their view of New Zealand was characterised by its clean and green environment. The image of New Zealand as a green country has been found to be one of its selling points for international students (Ward & Masgoret, 2004), and was the same case for Kylie and Olivia who viewed it as a favourable aspect. Olivia's reason for the need for nature for her wellbeing was simply that she enjoyed it. However, Kylie gave the specific reason that the cleaner environment was important because it affected her physical health. For example, the clean air helped to prevent her rhinitis from becoming worse, which would hinder her from focusing in class.

Comparison to wellbeing framework

Research question two: How does the conceptualization of student wellbeing by Korean international students compare to the wellbeing framework developed by the Ministry of Education?

There were some similarities and some differences between what Kylie and Olivia saw as student wellbeing and the model developed by the Ministry of Education (See Table 2, Education Review Office, 2013b). All three were similar in that many factors were seen to contribute to student wellbeing. This links to the literature that states that multidimensionality is important for any conceptualization of wellbeing (OECD, 2009). These multiple factors were seen to interact with each other, which was another similarity shared across the models.

In terms of the similarities between factors, experiencing achievement and success was seen as important across the models. Other similarities included a strong need for the social
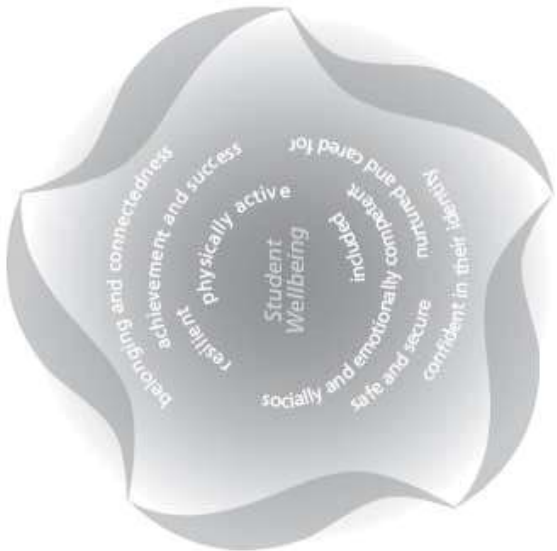
aspect of student wellbeing, such as the need for belonging and connectedness, inclusion, being nurtured and cared for and the need for social and emotional competencies. Belonging and connection is a fundamental need for every person (Baumeister & Leary, 1995) and it was especially important for Kylie and Olivia because they had been separated from their original social networks. The need to feel nurtured was important for Olivia as she had come to New Zealand without her parents. Being able to contact them through the internet was one of the most important supports to her wellbeing. Many of the dimensions in Kylie and Olivia's wellbeing map were important because it allowed them to form or maintain social connections and attain a sense of belonging. For example, other than the obvious photographs of friends and people, Resources were important because it allowed Olivia to form and maintain social connections and English was important to Kylie because it allowed her to interact with her host country students and teachers. The students also communicated their desire to feel included in their school, most obviously by the importance of having Kiwi friends. However, making connections with host country students was perceived as difficult and good social competency was required. For Kylie, this competency was heavily affected by her English language level.

Differences between the findings and the Wellbeing for Success model include Kylie and Olivia not explicitly mentioning a need for physical activity or a confidence in their identity. Instead, the students discussed the importance of Korean Food and Stimulation. Their need for stimulation in the environment may be seen as reflecting a need that is common to all New Zealand students of their age group. However, their need for Korean food is specific to their situation as international students from a different cultural background. Such a need alludes to their need for some cultural familiarity in their foreign environment (Locher et al., 2005). The need to maintain access to one's culture is not explicitly mentioned in ERO's model nor in The Code, but may be crucial for the wellbeing of international students or any student from an ethnic minority. Although the Ministry of Education have made it explicit that schools should work towards the cultural safety for Māori and Pasifika students in their Māori Education Strategy: Ka Hikitia and Pasifika Education Plan, it may be beneficial for regulations regarding international students to make this an explicit recommendation as well.

The strongly expressed wishes for cultural food by Kylie and Olivia may have been especially pronounced due to their young age, which made them more dependent on their carers for cultural safety. For example, because Olivia's homestay parents were not fond of spicy dishes that are common in Korean cuisine, she was entirely dependent on her school tuckshop to provide access to Korean instant noodles. She expressed frustration and disgruntlement

Table 2

Comparison of Concept Map 1 and 2 with the Wellbeing for Success model of student wellbeing by ERO.

ERO's diagram of student wellbeing outcomes (Education Review Office, 2013b, p. 5).	Concept Map 1	Concept Map 2
	1. People: friends and teachers	1. Friends: Three photographs of Kylie's friends and one photograph of Olivia's friend
	2. Family: Kylie saw family as distinct from other people. Olivia included household animals in family.	2. Food: Kylie's lunchbox.
	3. Activities with people: lazy days and movie nights	3. Resources: Kylie's desk contents, Wi-Fi modem in Kylie's classroom and Olivia's iPad.
	4. Naughty: getting into trouble and exploring – often with friends.	4. Hobbies: Olivia's favourite movie.
	5. English: language and dictionaries.	5. English: Kylie's book.
	6. Food: water, good food, Korean food.	6. Nature: Olivia's photograph of the New Zealand flag, bushes at school and fish pond outside of the library.
	7. Hobbies: swimming and art.	
	8. Housing.	
	9. Health.	
	10. Resources: Wi-Fi, devices, technology.	
	11. A plan/dream for the future.	

this access was restricted by limits on when the hot water could be used. Kylie, who had her father to cook her Korean dishes at home, was less frustrated by this limitation.

Enhancement of wellbeing

Research question three: What supports can enhance the student wellbeing of Korean international students in New Zealand schools?

Schools are key centres that can develop child wellbeing (Huppert, 2005). As wellbeing and how it is perceived is affected by culture (Uchida et al., 2004), it is important for schools to know how to apply general models of wellbeing in a culturally safe manner. International students present unique needs that differ from the rest of the student population. Some travel to different countries alone and are separated from sources that may support their wellbeing. Thus it is important that schools, and other involved agencies, take more responsibility for supporting their international students. In matters regarding their welfare, children's voices have often been ignored (Fernandes et al., 2012). To help bridge this gap in literature and to push UNCRC's principle that children have the right to have a say on matters that impact them, Kylie and Olivia were asked what their school had done that had been helpful to their wellbeing, as well as what further supports they could recommend to help foster their wellbeing. This was asked at the end of their individual interview and again at the end of the focus group. Their discussion centred on improving their English abilities, the formation of friendships, the provision of cultural food and more enjoyable experiences. Their recommendations extended beyond their school and to their homestay families as well, indicating that it is important for the wider community to also support their wellbeing.

English played a large role in Kylie's student wellbeing as it was perceived to impact on everything in her life in New Zealand. Therefore, any support from her school to help her improve her English skills was greatly appreciated. She valued her school's ESOL class, which had helped her to improve her English. She also valued the library books her school had as they provided an opportunity to individually study English in her own time. Using books to improve her English was also appreciated by Olivia, but she did not make specific mention of the role of ESOL classes towards her wellbeing. English is often the key reason that Korean families send their children abroad to study, even at a very young age (Park, 2009). Therefore, it is important that schools strive to provide adequate support to help students improve their English abilities as this is likely to directly impact the students experience in New Zealand and also help to fulfil the expectations of their families. Although Kylie and Olivia made no mention of

classroom practices, literature also suggests that pedagogical differences be made explicit and taught to international students so that unspoken barriers are also addressed (Campbell & Li, 2008).

To support international students' wellbeing, schools should provide a culturally safe environment that provides some comfort from the experience of acculturative stress. One method of doing so is to provide access to cultural food. Kylie and Olivia enthusiastically commented that their school tuckshop providing Korean meals, such as Korean noodles, was essential to their wellbeing. Cultural food can serve to lessen acculturative stress which impacts the psychological wellbeing of international students (Locher et al., 2005). The delight expressed by Kylie and Olivia towards their tuckshop providing Korean food and Olivia's apparent frustration when access was restricted shows that a simple gesture had profound effects on their wellbeing. Olivia also recommended that host parents of international students occasionally taking students to eat ethnic food could make a big impact on their wellbeing. This could be done by either going to restaurants or joining ethnic communities in the local area. For example, if the child is religious, most Korean churches provide authentic Korean meals for free after their service. Partnerships between the school and wider community are vital if the promotion of student wellbeing is to be successful (Education Review Office, 2013b). Therefore, home stay families and other cultural organizations should also endeavour to provide a culturally safe environment outside of school. This is particularly important if the student is young and more dependent on the adults in their life to provide for them.

The last recommendation that Kylie and Olivia gave was that New Zealand schools should strive to provide an interesting and stimulating learning environment. Kylie and Olivia valued the school movie nights, learning to cook interesting and challenging recipes in food technology and occasionally getting into trouble. Therefore, they valued the experience of being excited by facing new experiences and challenges. Research would suggest that this would be beneficial for the student wellbeing of every student and especially those of this age group (Poskitt, 2011). For pre-teens and teenagers; novelty, variety and adventurous activities are more likely to lead to engagement and positive feelings towards school, which can positively impact their achievement in the long-term (Brown et al., 2009; Lingard et al., 2001).

A recommendation that emerged from analysing Kylie and Olivia's discussion was the importance of supporting the formation of social relationships. Both students repeatedly talked about the importance of forming relationships with students and staff at their school. However, they viewed this as primarily their individual task and not the schools. They did not value the

school's peer-pairing system which buddied them up with another Korean student. Their paired-peer system was in place to teach the school's routines and help them adapt to their new environment but Olivia and Kylie did not see it as a way to form genuine friendships and Olivia did not find the experience helpful. This is in contrast to other studies on peer-pairing interventions for international students at university, which have found that it aided social adjustment (Abe, Talbot, & Geelhoed, 1998). Another study compared international students who had been peer-paired with a host country student to those who had not and found that those with a peer-pair were more likely to report a positive experience of their first year, more use of university campus services and improve their language fluency (Quintrell & Westwood, 1994). However, a key difference in Kylie and Olivia's experience was that they had not been peer-paired with a host country student.

In light of the initial difficulties reported by Kylie and Olivia in approaching host-country students, schools should provide authentic opportunities for the two types of students to interact early on. It is important that schools are proactive about the formation of positive relationships between international students and host country students, as programs such as peer-pairing at the beginning of an international student's transition to school is more effective in reducing isolation and increasing the formation of social networks, than reactive strategies once problems arise (Everts, 2004). The formation of these networks are essential for international students as it is linked to higher cultural adaptation (Hendrickson et al., 2011). Such social networks can foster a sense of belonging, which is the emotional component of school engagement (Chiu, Pong, Mori, & Chow, 2012), can contribute to higher intrinsic motivation, acceptance of authority, higher conformity to the classroom social norms, formation of a stronger sense of identity and autonomy (Osterman, 2000). Therefore, supporting international students to form friendships with host students and to achieve a sense of belonging to the wider school can positively impact multiple components of student wellbeing (Noble et al., 2008).

Strengths and limitations

This study's findings are limited due to the low number of participants and care should be taken when generalizing the opinions of Kylie and Olivia to the views of other international students. The low number of participation may be linked with the study's recruitment method and nature of data collection. Photovoice is an intense method of data collection that requires much organization between the school and researcher and also requires a lot of time and effort from the participants (Wang & Burris, 1997). Although its strength is in its child friendly

method of collecting in-depth data, its time intensive method may have dissuaded possible participants from volunteering for the study, especially if it was seen to take time away from the child's studies. One of the parents approached by the researcher communicated that they did not want their children to have an additional responsibility to add to the stress of adjusting to a school in a foreign country. Other concerns included whether they might negatively standout by taking photographs and be bullied by the other students. Although the researcher only received feedback from this one parent, it is possible that the same fears dissuaded other parents from allowing their child to participate in the study. The researcher's university ethics committee required the researcher to not approach the students before consent had been obtained from the school and then the parents. This presented further difficulties as it meant that the researcher could not explain the study to all of the applicable student population and was not able to engage their interest, which may have influenced their parents' consent. It is difficult to know whether other potential students also viewed the data collection method negatively. However, feedback from Kylie and Olivia at the end of the study was positive and they stated they had enjoyed the photovoice process.

Regardless of the low number of participants, the study has a strength in its internal validity as the use of photography, follow up interview and follow up focus group sessions meant that information was repeated across three different time points. As this was a qualitative and exploratory study, the aim was always to obtain a depth of data rather than a breadth of data. Despite it being a small pilot study, some of the findings supports and is supported by other research such as McLaughlin's (2008) and Howard and colleagues' (1999) review. These include the important role of English and social supports to international student wellbeing. It also confirmed the importance of cultural food to the wellbeing of international students, which has been found in studies conducted outside of New Zealand (Amos & Lordly, 2014; Brown, 2009; Brown et al., 2010; Locher et al., 2005).

Another strength of the study was that the researcher was the same ethnicity as the participants and was able to speak the same language. This allowed easier communication between the students and researcher as they could change between English or Korean according to their comfort. The increased comfort that this brought to the students aided the establishment of rapport, which was necessary for the discussion of personal aspects of their lives. The researcher could also give a more culturally sensitive interpretation of the student's data as she was familiar with their customs and culture. The findings from this pilot study may be useful

when considering how to support the student wellbeing of international students specifically from South Korea.

Future research

It may be beneficial for other studies aiming to work with similar populations to design the study in a manner that is appropriate for both the child and the parent. Although this pilot study aimed to make its data collection method appropriate for young children and their communication style, it did not consider whether this would be acceptable for their guardians. As recruiting young international students requires their parents' consent, it is essential for the study to meet any of their concerns. Further research targeting the same participant group may benefit from approaching students who have already been in the host country for a long enough period to comfortably adjust, therefore avoiding causing any anxiety to their parents through their involvement in an extracurricular activity.

It may also be beneficial to go through community organizations to recruit participants, especially if numbers of international students from that country are low and scattered throughout various schools. Organizations that may offer access to young international students include faith based organizations, particularly for South Koreans in New Zealand who use Churches as their main social network.

Given the finding that cultural food played a very important role in Kylie and Olivia's student wellbeing, it may be beneficial to further explore the role of ethnic food in international student populations of other cultures. This may be particularly important for young international students in New Zealand primary schools as they are often dependant on the adults around them for their meals. As they are particularly vulnerable, having access to comfort food may make a large impact against acculturative stress.

Conclusion

In the study of student wellbeing, the direct voices of young children have often been excluded and international students have frequently been overlooked. This research aimed to allow young Korean international students to have a say in what student wellbeing meant and how it was experienced in New Zealand primary schools, how this compared to the wellbeing framework recently created by the Ministry of Education and what could be done to better support their wellbeing. The study found that wellbeing for Kylie and Olivia was multifaceted and included forming new relationships in New Zealand while maintaining their relationships in Korea, functioning well in the school environment through provision of required resources,

experiencing nature in their physical space, being physically well, having fun, having good English skills and retaining access to aspects of their own culture such as cultural food.

The conceptualization of wellbeing had many similarities to the framework developed by the Ministry of Education in the Wellbeing for Success model (Education Review Office, 2013b). Similarities included the need to achieve in the classroom and feel a sense of belonging and connection by establishing positive social relationships with peers and staff at school. However, for Olivia who had come to New Zealand without her family, it was also essential that she maintain connection to those who she had been separated from. Differences between the models included the participants not mentioning the need for a confidence in their identity and physical activity. However, Kylie did mention the need for physical health as it would affect whether she could focus in class. Rather than explicitly stating physical activity relating to her physical health she emphasized needing to experience a clean environment. Components of wellbeing that were mentioned by Kylie and Olivia but not included in the Wellbeing for Success model include experiencing an interesting and stimulating environment and access to cultural food. Cultural food was particularly important to the participants as it provided psychological comfort in the midst of acculturative stress.

Lastly the students were asked for their recommendations on how schools and their surrounding community could support their wellbeing. This research suggests that organizations external to the individual can and do play a role in supporting student wellbeing. Kylie and Olivia identified multiple supports in the school and even home environment which were related to their wellbeing. One was that schools provide adequate support for their English language abilities. Supports they identified as important included dictionaries in the classroom, English novels that they could study in their own time and ESOL classes. Another recommendation was for schools to provide interesting and exciting activities. Kylie and Olivia wanted to experience both interesting content in their classes and also more stimulating extracurricular activities. Their last request was simply that schools and homestay families should provide cultural foods in their tuckshops or occasional outings to a local restaurant. Cultural foods were spoken as essential for Kylie and Olivia's wellbeing, especially as they are young and therefore dependant on others for their meals. Finally, although the students believed that it was the individual student and not the school that played a role in the formation of social relationships, literature suggests that it is beneficial for schools to arrange programs which encourage international students to interact and form friendships with host country students. In Kylie and Olivia's case they were paired up with another Korean student and stated that the

experience was not helpful. However, research suggests that the results might have been positive if it had been with a host-country student.

This study shows that both the school and extended community groups have things to offer to support the wellbeing of young international students in New Zealand. Kia ki ki te rourou iti a haere. Please fill the traveller's tiny food basket and do not leave them to eye a mere picture of a rice cake. Practical resources, adequate English support, a clean environment that supports physical health, retained connection to disconnected loved ones, the warmth of new relationships, a stimulating environment and the occasional kimchi jjiggae may allow a young sojourner to fully flourish in New Zealand.

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Appendices

Appendix A: Photographs

Kylie Sun's photos.

	K1.Unintended shot
	K2.Unintended shot
	K3.Friend "Jason". Chosen as favourite.

K4.Friend

K5.Friend "Sam"
Chosen as favourite

K6.Book
Chosen as favourite

K7.Friend

	K8.Friend
	K9.Friend
	K10. Friend "Susan" Chosen as favourite
	K11. Class dictionaries Chosen as favourite

	K12. Friends Chosen as favourite
	K13. Kylie's lunchbox with an apple, mandarins and rice balls. Chosen as favourite
	K14. Water (white specks are water drops)
	K15. School computers

	K16. Unintended shot
	K17. Desk, lunch box, glasses and stationery. Chosen as favourite
	K18. Unintended shot
	K19. Math book

| | K20.　　　Wi-Fi modem. Chosen as favourite |

Olivia Hwang's photos.

	O1.Pet at Olivia's homestay home
	O2.Artwork
	O3.Olivia and her iPad

	O4. Olivia and her friend Chosen as favourite.
	O5. School courtyard and pigeon
	O6. Fishes at the school library pond Chosen as favourite.
	O7. Book on Olivia's iPad

	O8.Book Chosen as favourite.
	O9.Artwork of school logo
	O10. Artwork on school wall
	O11. New Zealand flag Chosen as favourite.

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	O12. Olivia in front of her school's office
	O13. Carvings outside of school office
	O14. Bushes in the school carpark Chosen as favourite.
	O15. Olivia's favourite movie; Fly Away Home Chosen as favourite.

| | O16. Olivia's iPad
Chosen as favourite. |
| | O17. School courtyard |

Appendix B: Workshop guide

Researcher guide	Student guide	Materials
ETHICS / NECESSARY INFO - **Thanks + Information about workshop purpose** - **Restatement of voluntary nature of participation** As I said before, your being part of this study is completely up to you and you can still decide not to be in it at the end of this workshop. - **Restatement of Anonymity** If you guys decide to participate, your name and school name won't be used. No photo that has someone's face on it will be used unless you say it's ok. You get to keep the photos at the end of the study, and it's all free. Is that all good? - **Reassurance** Great! There is no right or wrong answer I'm looking for.	Verbal assent to conditions	- 2 A3 pieces of paper - Marker - Pens - Cameras - Stickers - Post it notes
WELLBEING EXPLAINATION - **Discuss ideas around wellbeing** *Who knows what wellbeing is?* *Is there word in Korean for student wellbeing or wellbeing? What does 웰빙 mean?* - **Make a wellbeing map** *I'm going to pass around post it notes and I want you guys to write down things that you think is part of wellbeing.*	State ideas for "wellbeing" meaning. 웰빙 / 참살이 / 잘살다 State ideas for "웰빙 / 참살이 / 잘살다" - Brainstorm on post it notes - Group post it notes into similar themes on A3 paper	

	- Choose a name for each group	

CAMERA AND INSTRUCTIONS
 	
- **Hand out cameras**
 	
- **Explain parts of the camera:**
   o Viewing window
   o Wheel and how to turn it
   o Shutter button
   o Flash button
 	
- **Instructions:**
   o Make sure the lens is not covered
   o Don't stand too close
   o Try not to take photos where the light is coming from behind subject.		

STICKERS:
- **Hand out stickers**
- **Instructions: Write…**
   o Name
   o Themes/examples that emerged from the post it note activity.
 	
Remember that you don't have to stick to these things. You can take photos of anything if it helps your wellbeing.
 	
- **Warning**
 	
Please be responsible with your cameras. I will be looking through the photos and throwing out anything inappropriate so don't take photos of something that might embarrass someone.
	Writes name and the name of the themes from the wellbeing map.	

CONCLUSION: - **Opportunity for questions** - **State the time frame and who to return cameras to and what will happen with them.**	Possibly ask questions.	

Appendix C: Interview form

<u>**INTERVIEW FORM**</u>

School: _____ Date: _____/_____/_____

Student: _____Year:_____ Birthday: _____/_____/_____

Amount of time in New Zealand [*How long have you been in New Zealand & in this school?*]:

_____

Household composition [*Who lives in your home?*]: _____

What is your favourite snack? _____

---

1. Tell me about your photos.
   - Which photos match which guiding question about wellbeing? [Attach a form of the guiding questions formed from the workshop]
   - Are there any you want to throw out?

---

2. Can you pick 2 or 3 favourite photos to share in the focus group and tell me about them?
   - What part of wellbeing does this photo belong to?
   - How does this represent wellbeing for you?

---

3. What's not in your photos that you wish was there because it could help your wellbeing?
   - What aspect of wellbeing does this belong to?

Appendix D: Focus group form

<u>**FOCUS GROUP FORM**</u>

School: _____ Date: _____/_____/_____

Students: _____

Ice breaker: Where do you come from in Korea? [material: map of Korea]

1. Show me your chosen photos and tell me about them.
   - Which part of wellbeing does that photo show?
   - Why is that photo important to you?
   - Who would like to add to that?
   - Who else feels the same way?
   - Tell me more about that

---

2. Make our concept map of student wellbeing using the selected photos.
   - The closer the photo(s) to "student wellbeing" the more important it is for wellbeing.
   - Common photos can be grouped together.
3. How well does this map match the map from wellbeing4success?
   - What's the same?
   - What's different?
4. Do you think this mind map would look different if you did it when you first came to New Zealand?
   - Would the same things be important to you?

---

5. Discussion with students on their ideas for what could help increase student wellbeing for them?
   - What is something that could help improve [aspect of the concept map] for you in this school?

Appendix F: School information and consent form

MASSEY UNIVERSITY
INSTITUTE OF EDUCATION
TE KURA O TE MĀTAURANGA

[Date]

Beyond "OK": Capturing the wellbeing of Korean international students

I am Deborah Park, a Masters of Educational Psychology student at Massey University working on a Master's thesis.

I have an interest in student wellbeing of Korean international students in New Zealand, specifically at the primary school level. Student wellbeing looks at how students are doing in different aspects of their school life. This includes how they are doing in their learning, participation in school and classroom activities, physical activity, if they feel okay at school, fit in at school, have friends and feel looked after by other people. Students should also feel confident in who they are, keep trying even when they face a problem and should feel emotionally, physically and culturally safe in school. I believe that the contribution of this research can be beneficial as it could provide a culturally sensitive viewpoint of wellbeing in New Zealand schools.

I wish to do a study using one-on-one interviews, focus groups and photography to explore what wellbeing means to a small group of Korean international students currently learning in New Zealand Primary schools. I am approaching you because you fit my criteria for selection as there is high percentage of Korean international students enrolled at your school.

I wish to visit the students at their school and work with them in a safe, visible room for a workshop, interview and focus group. Students will be provided with a disposable camera and asked to take photographs of things that enhance their wellbeing at school.

The activities are outlined below in their order:

Session:	Time:	Location:	In attendance:	Activity:
Workshop	30 minutes on a Monday	A safe, visible room on school grounds.	All student participants and the researcher.	Discuss what student wellbeing means and provide instructions for their photography. Disposable cameras will be given to the students at the end of the workshop.
Photography:	Around 1 hour spaced throughout one school week.	Photography will be limited to the school setting.	All student participants.	Students will be given disposable cameras and film and will be asked to take photos of what their student wellbeing looks like in their schools and

				what supports their wellbeing. They choose what they will photograph and will have till the end of the week to do so.
Interviews:	1 hour with each student.	A safe, visible room on school grounds.	The researcher and one student participant.	The student and I will look at and discuss their developed photos together. This will be audio recorded.
Focus groups:	1 hour with each focus group.	A safe, visible room on school grounds.	The researcher and 4-6 student participants.	The students will meet in small groups to share and discuss their photos with each other. This will be audio recorded.

Your participation would involve me coming in for the workshop, interviews and focus groups across 6 weeks. I require a school to provide a safe visible room on school grounds in which I can conduct the workshops, interviews, and focus groups. I also require permission to take students out during school hours. The maximum time commitment by the students would be 3.5 hours.

The photographs and student discussions will be used to find what student wellbeing means and how it is experienced by Korean international students. The photographs and discussions will be used for my master's thesis and may be shared at conferences and research publications. There will be no identifying information in any of these. I will make sure that all data from this study is kept secure. No identifiable photo will be published in my thesis or any following publication without specific permission. At the end the students are able to keep the photographs they take and there is no cost involved for the disposable cameras or photographs. A summary of the findings will be returned to the school and participants.

You are under no obligation to accept this invitation. If you decide to participate, you have the right to:

- Withdraw from the study before the photography stage has begun;
- Ask any questions about the study at any time during participation;
- Provide information on the understanding that your name and the school's name will not be used unless you give permission to the researcher;
- Be given access to a summary of the project findings when the study is completed.

If you are willing and able to participate, could you read, complete, and return the attached consent form to:

Deborah Park | Email: deborah.b.park@gmail.com

If you agree, you will be contacted by me to arrange a visit and venue. I will also provide parental information sheets and consent forms to be sent home with students who are eligible for participation. Once the parental consent forms have been returned I would like to come in and talk

to potential student participants to introduce my study, as it may help build familiarity that can benefit my interactive study design.

If at any time you have questions or concerns about the conduct of the research, please feel free to contact my supervisors:

Dr Jeanette Berman |Email: J.Berman@massey.ac.nz | Phone: +64 (09) 4140800 EXT: 43523

Jayne Jackson | Email: J.H.Jackson@massey.ac.nz | Phone: +64 (09) 4140800 EXT: 43527

This project has been reviewed and approved by the Massey University Human Ethics Committee: Northern, Application 15/013. If you have any concerns about the conduct of this research, please contact Dr Andrew Chrystall, Chair, Massey University Human Ethics Committee: Northern, telephone 09 414 0800 x 43317, email humanethicsnorth@massey.ac.nz.

Thank you for your consideration. I look forward to your prompt response.

Deborah Park.

Beyond "OK": Capturing the wellbeing of Korean international students

<u>**School consent form**</u>

I _____(name and position at school)
of _____ (name of school) have read and understood the
nature of the research project and agree to participate as requested. I agree with the following
statements (please tick):

☐ I understand that my school's participation is voluntary and that the school can withdraw
before the photographic activity begins.

☐ I understand that my identity and that of my school and students will not be revealed.

☐ I understand that my response will be kept in a locked filing cabinet for a period of five years
before being destroyed.

☐ I understand the findings of this research could be presented at conferences and written up in
academic journals.

Signed: _____ Date: _____

Appendix G: English Parent/Caregiver information and consent form

MASSEY UNIVERSITY
INSTITUTE OF EDUCATION
TE KURA O TE MĀTAURANGA

Beyond "OK": Capturing the wellbeing of Korean international students

Dear Parents/Caregivers

I am Deborah Park, a Korean New Zealander studying a Masters of Educational Psychology at Massey University and working on a Master's thesis. I am writing this letter to invite a child in your care to participate in my research project.

I have an interest in the student wellbeing of Korean international students in New Zealand primary and intermediate schools. Student wellbeing looks at how students are doing in different aspects of their school life. This includes how they are doing in their learning, participation in school and classroom activities, physical activity, if they feel okay at school, fit in at school, have friends and feel looked after by other people. Students should also feel confident in who they are, keep trying when they face a problem and should feel emotionally, physically and culturally safe in school. I believe that the contribution of this research can be beneficial as it could provide a culturally sensitive viewpoint of wellbeing in New Zealand schools.

Your child's participation would involve 3 sessions across 6 weeks. The maximum time commitment would be a total of 3.5 hours during school hours. Students will be provided with a disposable camera and asked to take photographs of things that enhance their wellbeing at school. I will visit the students at their school and work with them in a safe, visible room for the workshop, interview and focus group.

The activities are outlined below:

1. Workshop: Discuss what student wellbeing means and provide instructions for their photography.
2. Photography: students will be given disposable cameras and will be asked to take photos of what their student wellbeing looks like in their schools. They choose what they will photograph and will have till the end of the week to do so.
3. Interviews: the student and I will look at and discuss their developed photos together.
4. Focus groups: the students will meet in small groups to share and discuss their photos with each other.

The interview and focus group sessions will be audio recorded. All information discussed during these sessions will be kept confidential by the researcher. However if the student discloses information that implies they or anyone else is in danger of imminent harm, it is the duty of the researcher to disclose that information to the relevant authorities.

At the end the students are able to keep the photographs they take. There is no cost involved for the disposable cameras or photographs. You will be sent a summary of the findings when the study is completed.

The photographs and student discussions will be used to find what student wellbeing means and how it is experienced by Korean international students. The photographs and discussions will be used for my master's thesis and may be shared at conferences and research publications. There will be no identifying information in any of these. I will make sure that all data from this study is kept secure. No identifiable photo will be published in my thesis or any following publication without specific permission.

You are under no obligation to accept this invitation. If you allow your child to participate, you both have the right to:

- Withdraw from the study before the photography stage has begun;
- Ask any questions about the study at any time during participation;
- Provide information on the understanding that your name will not be used unless you give permission to the researcher;
- Be given access to a summary of the project findings when it is concluded.

If you are willing to allow your child to participate, could you read, complete, and return the attached consent form to:

[School's international student coordinator contact details here]

If at any time you have questions or concerns about the conduct of the research, please feel free to contact me or my supervisors:

Deborah Park | Email: deborah.b.park@gmail.com

Dr Jeanette Berman | Email: J.Berman@massey.ac.nz | Phone: +64 (09) 4140800 EXT: 43523

Jayne Jackson | Email: J.H.Jackson@massey.ac.nz | Phone: +64 (09) 4140800 EXT: 43527

This project has been reviewed and approved by the Massey University Human Ethics Committee: Northern, Application 15/013. If you have any concerns about the conduct of this research, please contact Dr Andrew Chrystall, Chair, Massey University Human Ethics Committee: Northern, telephone 09 414 0800 x 43317, email humanethicsnorth@massey.ac.nz.

Thank you for your consideration. I look forward to your prompt response.

Deborah Park

Beyond "OK": Capturing the wellbeing of Korean international students

Parent/Caregiver consent form

I _____(full name) have read and understood the nature of the research project and agree to allow the child under my care participate as requested. I agree with the following statements (please tick):

☐ I understand that my child's participation is voluntary and can withdraw from the study before the photography activity begins.

☐ I understand that my identity, the identity of the child under my care and that of the school will not be revealed.

☐ I understand that my response and the response of the child under my care will be kept in a locked filing cabinet for a period of five years before being destroyed.

 I understand the findings of this research could be presented at conferences and written up in academic journals.

Parent/Caregiver signature:_____ Date: _____

Appendix H: Korean Parent/Caregiver information and consent form

Beyond "OK": Capturing the wellbeing of Korean international students

부모님/보호자께

안녕하세요!

저의 이름은 박보라 입니다.

저는 뉴질랜드에서 태어났고 지금 메시 대학교 (Massey University) 대학원에서 교육 심리학 석사코스를 공부하고 있는 중입니다. 이 편지를 쓰는 목적은 부모님/보호자께서 돌보시는 자녀들이 저의 연구조사 에 참여하길 바래서 이 편지를 쓰는 것입니다.

저는 한국 유학생들이 뉴질랜드에서 특히 국민학교에서 그들이 잘 적응하며 지내는 지를 조사하고 있는 중입니다. 예를 들면 학교 생활에서의 배움과 참여에 도움이 될수 있는 것들입니다. 학교생활, 신체활동, 어렵지만 할 수 있게 노력하는 것들, 즐거운 기분으로 학교에서 보낼 수 있고, 다른 학생들과 어울릴 수 있는 것, 친구를 잘 사귀고, 다른 학생들과 선생님이 자신을 도와 주는 것을 느끼며, 평안하고 안전한 학교생활, 그리고 모든 일에 자신감을 갖게 하는 것들 등등 입니다.

이 연구조사는 세 번으로 나뉘어져 있고 한 주간 반의 기간이 듭니다. 그리고 전부 소요되는 시간은 세시간 반정도가 걸릴 것입니다. 저는 학생들에게 일회용 카메라를 주어서 각 학생 자신들이 학교에서 직접 자기들의 학교 생활에 유용한 것을 찍게 됩니다. 이것을 위해서 제가 학교를 직접 방문할 것이고 학생들과 함께 사람들이 보이는 안전한 방에서 같이 일할 것입니다:

1. 방법과 설명: 학생들에게 사진 찍는 방법을 가르쳐줍니다.
2. 사진 찍기: 무엇을 사진 찍을 지를 학생들에게 설명해주면 학생들이 알아서 학교에서 사진을 찍습니다. 그리고 이 사진 찍는 일은 금요일까지 마칩니다.
3. 개인 인터뷰(면담): 학생과 단둘이 사진을 보며 이야기를 서로 나눕니다.
4. 그룹 인터뷰: 여러 학생들과 함께 그룹 모임을 갖고서 서로의 사진을 보면서 같이 이야기를 나눕니다.

개인 인터뷰 와 그룹 인터뷰는 녹음 할 것 입니다. 모든 인터뷰는 비밀로 하지만 만약 어떤 학생이 심하게 곤란 하고나 힘든 상태에 있다면 그 학생의 안전을 위해서 도움을 줄 수 있는 사람에게 알려줄 것입니다.

끝으로 각 학생들이 찍은 사진들은 그 학생들이 가져갈 것이며 카메라나 사진복사 등에 들어가는 모든 비용은 무료입니다.

각 학생들이 찍은 모든 사진 자료들과 학생들과의 토론들은 한국 초등 유학생들이 뉴질랜드에서의 경험들과 어떤 것들이 그들의 학교생활에 도움이 되고 유용하여서 모든 면에서 학생들이 건강하고 행복하게 학교생활을 하는데 도움이 있게 하는지를 연구하는데 쓰여지게 됩니다. 학생들이 찍은 사진과 모든 정보들은 저의 석사학위 논문에 사용되어질 것이며 혹은 회의나 연구출판에도 사용되어질 수 있습니다. 학생들의 이름과 학교이름은 모두 가명으로 쓸 것이며 모든 비밀이 보장됩니다. 만약 제가 사진을 쓸 경우에는 먼저 본인의 허락을 받을 것입니다.

만약 조사에 응하고 싶지 않으시면 이 연구조사에 참여하지 않아도 됩니다. 부모님/보호자 와 자녀가 이 연구에 참여하시면:

- 모든 질문에 응답을 다않 해도 됩니다.
- 도중에 그만 두기를 원하면 사진을 찍기 전에 그만 두어야 합니다.
- 조사하는 중 어떤 질문들이나 궁금한 것들은 언제든지 물어 볼 수 있습니다.
- 각 학생들 본인의 허락 없이는 제공된 정보들을 연구원이 사용할 수 없습니다.
- 연구결과의 요약을 연구원이 여러분에게 제공합니다.

만약 부모님/보호자께서 자녀가 이 연구조사에 참여하길 허락하시면 동봉한 동의서를 잘 읽어보시고 빈칸에 기입을 하셔서 빠른 시일 내에 보내 주시기 바랍니다.

Email: deborah.b.park@gmail.com

궁금하신 점이나 질문이 있으시면 언제든지 밑에 있는 주소나 전화로 또는 이 메일로 연락하시기 바랍니다.

박보라 (Deborah Park) | Email: deborah.b.park@gmail.com

Dr Jeanette Berman | Email: J.Berman@massey.ac.nz | Phone: +64 (09) 4140800 EXT: 43523

Jayne Jackson | Email: J.H.Jackson@massey.ac.nz | Phone: +64 (09) 4140800 EXT: 43527

북쪽 (Northern) 메시 대학원 인간윤리 위원회에서 이 계획을 승인했습니다. 신청서 15/013. 이 연구조사의 처리법에 관한 관심이 있으시면 인간 윤리위원회의 의장이신 앤두루 (Andrew) 박사 에게 연락하시기 바랍니다.

Dr Andrew Chrystall | Phone: 09 4140800 EXT: 43317 |

Email: humanethicsnorth@massey.ac.nz

여러분의 신속한 응답을 바랍니다.

박보라 (Deborah Park) 드림

Beyond "OK": Capturing the wellbeing of Korean international students

<u>부모님/보호자 동의서</u>

나 (이름)_____는 이 연구조사 계획과 목적을 읽었고 이해했습니다. 그리고 이 연구조사에 참여하기를 동의하며 밑에 있는 내용에 동의합니다. (빈칸에 √ 해 주세요)

 나는 이 참여가 자발적으로 하는 것과 그만 두고자 할 때는 사진 찍기 전에 그만두어야 된다는 것을 안다.

 나는 모든 정보가 안전한 것을 안다.

 나는 이 연구조사가 학위 논문에나, 회의에나 연구출판에 사용 될 수 있다는 것을 안다.

 나는 나의 이름과 학교이름이 모두 익명임을 안다.

부모님/보호자 서명:_____ 날짜:_____

Appendix I: English child information and assent form

Beyond "OK": Capturing the wellbeing of Korean international students

Dear student

I am a student at Massey University. I am doing research on how well international students are doing in New Zealand schools. I am looking for Korean international students to let me know their thoughts.

I will give students one disposable camera each. I want students to use this camera to take photos of things at your school that help you enjoy and do well at school. This includes things that help you learn, participate in school activities, help your physical activity, and make you keep trying even when you have a problem. It also includes things that make you feel good at school, fit in with other students, make friends, feel looked after, feel safe and be confident in who you are. I will print your photos and would like to talk about them with you and other Korean international students. At the end, you can keep the photos that you take.

If you agree to be a part of this study you will be invited to a:

1. Workshop: We will talk about what "wellbeing" means and you will be given cameras and taught how to use them.
2. Photography: You will go away and take photos of things that help your "wellbeing".
3. Interview: You will tell me about your photos and what they mean.
4. Focus group: You will meet in small groups with other students to share and talk about your photos with each other.

The interview and focus groups will be audio recorded. Nothing that you say during the interview and focus group will be told to anyone else, except if it is about you or another person being in serious danger.

Even if you choose to be in the study, you can change your mind before I give you your camera. Any written work that I submit to the university will use made-up names for you and your school. If I use a copy of your photos, I will ask you first. The results of the study will be sent to you when it is finished.

If you would like to know more please ask me.

Deborah Park - email: deborah.b.park@gmail.com

You can also contact Dr Jeanette Berman and Jayne Jackson at Massey University if you have more questions.

Dr Jeanette Berman |Email: J.Berman@massey.ac.nz | Phone: +64 (09) 4140800 EXT: 41471

Jayne Jackson | Email: J.H.Jackson@massey.ac.nz | Phone: +64 (09) 4140800 EXT: 43527

Thank you

Deborah Park

Student Assent Form:

I _____ [full name] have read or had someone else explain the study to me. I agree with the next sentences (please circle):

I understand that it is up to me to decide to be in this study………………………………………… **Yes/No**

I agree to be involved in this project, and participate in:

The workshop …………………………………………………………………………………… **Yes/No**

The photographic activity………………………………………………………………………. **Yes/No**

The interview……………………………………………………………………………………… **Yes/No**

The focus group ………………………………………………………………………………… **Yes/No**

I am OK with the interview and focus group being recorded so Deborah can analyse them…. **Yes/No**

I understand that the findings of this study can be used for presentations or journal articles. **Yes/No**

I understand that my name and my school's name will not be used…………………………….. **Yes/No**

I understand that I can change my mind before I am given a camera…………………………… **Yes/No**

Student's signature: _____   Date: _____

Appendix J: Korean Child information and assent form

Beyond "OK": Capturing the wellbeing of Korean international students

학생들에게

나는 메시대 학교 대학원에 다니는 학생입니다. 나는 지금 유학생들이 (초등학생) 뉴질랜드에서 어떻게 학교생활을 하는 지를 조사하고 있는 중 입니다. 그래서 초등 유학생들이 갖고 있는 생각들과 관심들 알고 싶기에 그러한 학생들을 찾고 있는 중 입니다.

나는 유학생들에게 일회용 카메라를 줄 것인데 그것으로 학교생활에서 자신들에게 유용한 것들을 찍기를 원합니다. 예를 들면 학교 생활에서 배움과 참여에 도움이 되는 여러 가지 것들 입니다. 학교활동, 신체활동, 어렵지만 노력할 수 있게 하는 것들, 좋은 기분으로 학교생활을 할 수 있고, 다른 학생들과 어울릴 수 있고, 친구들을 잘 사귈 수 있고, 다른 학생들과 선생님이 나를 보호해 주는 것을 느끼며 편안하고 안전한 기분을 갖게 하고, 그리고 모든 일에 자신감을 갖게 하는 것들 등 입니다.

이 조사에 참여하는 학생들은 아래의 네 가지 단계로 하게 될 것입니다.

1. 방법과 설명: 학생들에게 사진 찍는 방법을 가르쳐줍니다.
2. 사진 찍기: 무엇을 사진 찍을 것인지를 학생들에게 설명해주면 학생들이 스스로 알아서 학교에서 사진을 찍습니다. 그리고 이 모든 것들은 금요일까지 다 끝나게 됩니다.
3. 개인 인터뷰: 각 학생과 단둘이 사진을 보면서 이야기를 서로 나눕니다.
4. 그룹 인터뷰: 여러 학생들과 함께 그룹 모임을 갖고 서로의 사진들을 보면서 서로의 경험담들을 나눕니다.

개인 인터뷰 와 그룹 인터뷰는 녹음을 할것입니다. 모든 인터뷰는 비밀로 하지만 만약 어떤 학생이 심한 곤란이나 위험에 있다면 그 학생에 안전을 위해서 도움을 줄 수 있는 사람에게 말하게 될 것입니다.

만약 학생들이 도중에 그만두길 원하면 카메라를 받기 전에 그만두어야 합니다. 모든 정보는 대학교로 보낼 때 학교이름과 학생들의 이름을 익명으로 할 것 입니다. 만약 내가 사진을 사용하고 싶으면 먼저 학생들의 허락을 받고 사용할 것입니다. 모든 조사가 끝나면 그 결과를 알려 드리겠읍니다.

혹시 궁금한 점이나 질문이 있으면 나에게 언제 듣지 연락을 하시기 바랍니다.

박보라 (Deborah Park) Email: deborah.b.park@gmail.com

또한 Dr Jeanette Berman 과 Jayne Jackson 에게 연락을 바랍니다.

Dr Jeanette Berman |Email: J.Berman@massey.ac.nz | Phone: +64 (09) 4140800 EXT: 41471

Jayne Jackson | Email: J.H.Jackson@massey.ac.nz | Phone: +64 (09) 4140800 EXT: 43527

감사합니다.

박보라 (Deborah Park) 드림

Beyond "OK": Capturing the wellbeing of Korean international students

<u>학생 동의서:</u>

나(이름) _____는 이 동의서를 읽었고 또한 여기에 대한 설명을 들었습니다. 나는 다음 칸에 동의합니다 (Yes 아니면 No 에 O 표로 표시 해주세요).

나는 이 동의서의 결정을 내가 스스로 하는 것을 압니다... **Yes/No**

나는 이 조사에 참여하는 것을 동의하며, 아래의 내용대로 하고자 합니다:

방법과 설명 .... **Yes/No**

사진 찍기.. **Yes/No**

개인 인터뷰... **Yes/No**

그룹 인터뷰... **Yes/No**

나는 개인 인터뷰 와 그룹 인터뷰가 녹음 되는 것을 찬성합니다.. **Yes/No**

나는 이 연구조사가 대학원 학생의 프레젠테이션과 저널기사로 사용될 수 있음을

압니다.. **Yes/No**

나는 내 이름과 학교이름을 사용하지 않는 것을 압니다... **Yes/No**

나는 도중에 그만 두길 원하면 사진 찍기 전에 그만 두어야 된다는 것을 압니다............. **Yes/No**

학생서명: _____ 날짜: _____