



ANNOTATED BIBLIOGRAPHY OF NEW ZEALAND LITERATURE ON MIGRANT AND REFUGEE YOUTH

➤ Migrant and Refugee Youth Settlement and Social Inclusion Series



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TABLE OF CONTENTS

FOREWORD	4
1. INTRODUCTION	5
2. KEY TERMS	6
Migrant and refugee young people	6
Settlement and social inclusion	6
New Zealand evidence	7
3. YOUNG PEOPLE IN MIGRANT AND REFUGEE COMMUNITIES	9
'Locating' young people	9
Youth Development Strategy	10
4. THEMES EMERGING FROM THE RESEARCH	12
Forming supportive social networks and sustainable community identities	12
Becoming confident using English in a New Zealand setting, able to access appropriate language support, obtaining employment appropriate to qualifications and skills	15
Accessing appropriate information and responsive services that are available to the wider community (for example, health, housing, education and services for families)	16
Feeling safe expressing their ethnic identity, being accepted by and becoming part of the wider host community, and participating in civic, community and social activities	17
5. NEW RESEARCH METHODS	18
6. RESEARCH GAPS AND EMERGING RESEARCH QUESTIONS	19
Refugee youth	19
Migrant youth	19
Social networks	20
Education and employment	20
Social services	21
Identity and participation	21
7. RESEARCH TOOLS USED IN COMPILING THE BIBLIOGRAPHY	23
Inclusion criteria: Content	23
Inclusion criteria: Characteristics of literature	23
Annotations	23
A note on language	24
Keywords	24
Grouping references together	24
8. ANNOTATED BIBLIOGRAPHY	26
Family and social networks	26
Education and employment	39
Health and social services	91
Identity and participation	106
Research methods	125
APPENDIX ONE: INTERNATIONAL STUDIES	130
APPENDIX TWO: SEARCH STRATEGY	132
KEYWORD INDEX	134
Research Content	134
Country of Origin/Heritage Culture	135

Maori/Pakeha	136
Migrants/Refugees	136
New Zealand Born/Overseas Born.....	137
Main Research Method Used.....	137

FOREWORD

I am pleased that this new annotated bibliography is now available as a valuable resource for policy makers, practitioners working with young people from migrant and refugee backgrounds, community and ethnic organisations and researchers.



The focus of the bibliography, 'young people from migrant and refugee backgrounds' refers to young people aged 12 to 24 who have come to New Zealand as first generation migrants or refugees and to those who have been born in New Zealand to first generation migrant or refugee parents. Youth from migrant and refugee backgrounds form a significant proportion of the population. The proportion of young people aged between 12 and 24 years in the New Zealand population who were born overseas grew from 13% in 1996 to 17% in 2001 and to 21% in 2006. In addition, there is a growing population of young people born in New Zealand whose parents migrated to New Zealand.

Whether born in New Zealand or elsewhere, the young people who are members of these communities must negotiate growing to adulthood within and between at least two cultures – the culture of their parents' communities and the cultures of the host society.

This annotated bibliography provides a comprehensive account of the current evidence on settlement and social inclusion as it relates to young people from migrant and refugee backgrounds in New Zealand. A key aim of the bibliography is to identify evidence about factors that facilitate or act as barriers to successful settlement and social inclusion for these young people.

The annotated bibliography contains over 200 annotations on a wide variety of topics relating to migrant and refugee youth. Each annotation contains information on the research aim or focus, who the participants were, the scope of the research, and key findings and outcomes. Keywords allow the reader to search for references on a particular topic.

The bibliography is structured broadly around the goals of the New Zealand Settlement Strategy which is led by the Department of Labour. There are five main sections: Family and Social Networks; Education and Employment; Health and Social Services; Identity and Participation; and Research Methods.

The references gathered in the bibliography indicate that there has been a significant amount of relevant research in New Zealand over the last three decades, particularly in the areas of family and social networks, education, social services and the crafting of identity by young people from refugee and migrant backgrounds. The collection also indicates that this is a growing field of research and that researchers, particularly those belonging to refugee and migrant communities, are developing new methods of research.

A handwritten signature in black ink, appearing to read 'C Blake', with a horizontal line underneath.

Christopher Blake
Chief Executive and Secretary of Labour

1. INTRODUCTION

This annotated bibliography was commissioned by the Department of Labour to provide a comprehensive account of the current evidence on settlement and social inclusion for migrant and refugee young people in New Zealand. A key aim of the bibliography is the identification of evidence relating to factors that facilitate or act as barriers to the successful settlement and social inclusion of these young people. Research relating to international students has generally not been included, unless these students are included in studies of migrant and refugee young people.

The bibliography is intended to be a resource for policy makers, practitioners working with refugee and migrant young people, community and ethnic organisations, and researchers. The references gathered here indicate that a significant amount of research has been done in New Zealand in this field over the last three decades, particularly in the areas of family and social networks, education, social services and the crafting of identity by young refugees and migrants. The collection also indicates that this is a growing field of research and that researchers, particularly those belonging to refugee and migrant communities themselves, are developing new methods of research that both complement and challenge long-standing methods. Significant new research questions are also being posed. Clearly, however, there are important gaps in research in this field, and there is much work still to be done.

This commentary introduces the bibliography – key terms are defined, the particular situation of young (as opposed to adult) migrants and refugees is outlined in relation to the New Zealand Settlement Strategy and the Youth Development Strategy, the main themes emerging from the research literature are summarised, and significant gaps are identified. Finally, a brief outline is given of the research tools used in compiling the bibliography. Appendices at the end of the bibliography list international research that came to light during the search for New Zealand research, and the search strategy that was used to locate the work gathered here.

In this commentary, and throughout the bibliography, a numerical code has been used for each reference for ease of cross-referencing. The initial letter in each code indicates one of the five main sections of the bibliography where a reference may be found:

- F = Family/Social Networks
- E = Education/Employment
- H = Health/Social Services
- I = Identity/Participation
- R = Research Methods

and the accompanying number indicates where in the section that reference is listed. Hence, E57 refers to the AIMHI report by Hawk and Hill and may be found as the 57th reference in the Education/Employment section. A keyword index listing each reference according to each keyword has been included at the end.

2. KEY TERMS

Migrant and refugee young people

'Migrant and refugee young people' refers both to young people (aged 12-24 years¹) who have come to New Zealand as first generation migrants or refugees (usually with other members of their families) and to those who have been born in New Zealand to first generation migrant or refugee parents.² This inclusive definition recognises that 'culturally plural societies are composed [of] ... numerous ethnocultural communities that persist for many generations following migration'.³ Whether born in New Zealand or elsewhere, the young people who are members of these communities must negotiate growing to adulthood within and between at least two cultures – the culture of their parents' communities (sometimes called their heritage culture) and the culture(s) of their host society. Successful settlement and social inclusion are, therefore, not simply concerns for the 'newly arrived'.

There are advantages and disadvantages associated with bringing together research on young migrants and young refugees, rather than treating them separately. There is a risk that the body of work relating to young migrants will overshadow (the much smaller body of) work relating to the lives of young refugees. The latter group face experiences and challenges on arrival in New Zealand that are not generally faced by their migrant peers, often including traumatic departure from a home country, a long period of time spent in a country of transition in a refugee camp, loss of, or separation from, close family members and so forth. It is important that these experiences do not get lost in a wider discussion on migrant youth. It is also important, however, to recognise that young refugees face all the challenges that their migrant counterparts face, as well as these additional challenges. To treat young refugees separately risks losing the applicability to their lives of a large body of valuable research about young migrants who have come to New Zealand under less traumatic circumstances.

Settlement and social inclusion

There is considerable international discussion and debate about how to understand and measure successful settlement and social inclusion.⁴ In compiling this bibliography, these terms have been conceptualised broadly in keeping with the goals of the New Zealand Settlement Strategy.⁵

These goals are for migrants, refugees and their families to:

1. obtain employment appropriate to their qualifications and skills
2. become confident using English in a New Zealand setting, or be able to access appropriate language support
3. access appropriate information and responsive services that are available to the wider community (for example, housing, education and services for families)
4. form supportive social networks and establish a sustainable community identity
5. feel safe expressing their ethnic identity and be accepted by and become part of the wider host community
6. participate in civic, community and social activities.

Spoonley *et al.* (2005:86) observe that these settlement goals implicitly identify 'an inclusive and cohesive society as one which accommodates new migrants and recognises the contributions that migrants make.' That is to say, social inclusion is implicit in the settlement goals. Spoonley *et al.* go on to propose a framework for measuring settlement outcomes in

¹ This is the age range adopted as 'youth' by the Ministry of Youth Development.

² The literature also refers to 'the 1.5 generation', that is, those who came to New Zealand as small children and have grown up in this country (e.g. Bartley 2003 [13]).

³ Berry, J., Phinney, J., Kyunghwa, K., & Sam, D., 'Introduction: Goals and Research Framework for studying immigrant youth' in Berry *et al.* (eds) 2006, *Immigrant Youth in Cultural Transition*, London, Lawrence Erlbaum Associates, p.1.

⁴ Cf. Spoonley, Peace, P.R., Butcher, A., & O'Neill, D., (2005) 'Social cohesion: a policy and indicator framework for assessing immigrant and host outcomes', *Social Policy Journal of New Zealand*, Issue 24, pp.85–110.

⁵ Department of Labour, (2007) *Our Future Together: New Zealand Settlement Strategy* (available from www.immigration.govt.nz).

New Zealand, in which social inclusion is identified as one of five elements of a socially cohesive and culturally plural society and is defined thus (*ibid.*: 99):

‘Inclusion involves equity of opportunities and of outcomes, with regard to labour market participation and income, and access to education and training, social benefits, health services and housing.’

By this definition, social inclusion has direct relevance to specific areas of social policy, particularly those referred to in Goals 1, 2 and 3 of the Settlement Strategy. The remaining goals of the Strategy (building social networks, the expression of ethnic identity and civic participation) are perhaps less directly concerned with social policy but are nevertheless integral to the achievement of successful settlement and a socially cohesive society. Thus, in the Spoonley *et al.* framework, *inclusion* sits alongside *recognition*⁶ and *legitimacy*⁷ as a condition for such a society. These conditions in turn are seen to require socially cohesive behaviour in the form of *belonging*⁸ and *participation*⁹ on the part of both migrant/refugee communities and host communities.

Fundamental to all of this (and implicit in the Strategy goals) is the recognition that successful settlement is an outcome of successful relationships between immigrant/refugee communities and a host society and so requires action on the part of both. This idea is played out in international discussions about social inclusion as a necessary condition for successful settlement:¹⁰

‘Inclusion is a two way process of adaptation and adjustment on the part of immigrants and minorities and the larger society, thus requiring the active involvement of all stakeholders.’

This bibliography has drawn from this wide brief and includes material that relates to each of the goals in the Settlement Strategy. As will become clear in the discussion that follows, however, some of these areas have received considerably more attention from researchers than others. Some of the key gaps in the research picture that the bibliography describes are discussed at the end of this commentary.

New Zealand evidence

All pieces of work in the bibliography are based on research of some kind. This term has, however, been broadly understood and so includes work based on a wide range of methods. Some (relatively few) studies have drawn on large, nationally representative surveys, for example, the Youth2000 survey (Rasanathan *et al.* 2006 [H25]) and the New Zealand Mental Health Survey (e.g. Beautrais *et al.* 2006 [H7]). Other large scale projects include a number of education research projects in which national data relating to hundreds, and sometimes thousands, of school students is analysed (e.g. Nash, 2000 [E100]). There is also work involving hundreds of participants from across several generations using multi-lingual research tools (e.g. Liu *et al.* 2000 [F11], 2003 [F10]). Large scale projects such as these often utilise multiple research methods, involve teams of researchers and employ sophisticated statistical analyses to test hypotheses.

More common, however, are smaller projects based on localised studies such as small scale surveys of a few dozen people, interviews with a score of participants, and case studies of several classrooms, of a homework initiative, or of language maintenance in a local migrant

⁶ ‘All groups, including the host country, valuing diversity and respecting differences, protection from discrimination and harassment, and a sense of safety’ (Spoonley *et al.* 2005: 103).

⁷ ‘Confidence in public institutions that act to protect rights and interests, the mediation of conflicts and institutional responsiveness’ (*ibid.*).

⁸ ‘Trusting in other people, and having a common respect for the rule of law and for civil and human rights’ (*ibid.*).

⁹ ‘Involvement in economic and social (cultural, religious, leisure) activities, in the work place, family and community settings, in groups and organisations, and in political and civic life’ (*ibid.*).

¹⁰ Council of Europe (2000: 13) *Diversity and Cohesion: New Challenges for the Integration of Immigrants and Minorities*, Council of Europe (cited in Spoonley *et al.* 2005: 90).

community. Some of these are action research, in which a teacher or a social worker, (an 'insider' of some kind) has decided to investigate the situation of young migrant and refugee people in their school or community. Often these small scale projects are post-graduate theses. There are over eighty theses cited in this bibliography – that is, over twenty-five percent of the literature identified as New Zealand based research in this area has been produced by post-graduate students. In fact, the total is greater if we include articles cited here that emerged from thesis work. It is not difficult to understand why this might be so. Many of the post-graduate students writing these theses are themselves migrants or the children of migrants and have a keen interest in the experiences of refugee and migrant young people. They also have, crucially, an established place in their communities from which to speak with other young people.

Finally, a small number of articles are included that are reflections by migrant young people and by professionals (social workers, psychotherapists etc.) on their practice and experience. These are not, strictly, research based pieces, but they have been included if they are analytical in so far as they engage with the research literature and/or are reflections drawn from particular expertise and experience in this area.

The bibliography contains articles in internationally refereed journals, articles in local non-refereed (but still research based) journals, theses, books, conference proceedings, and reports from government ministries and other agencies. Each item is available publicly in some form or another, whether online or on a library or departmental shelf.

3. YOUNG PEOPLE IN MIGRANT AND REFUGEE COMMUNITIES

'Locating' young people

It is important to recognise that, while successful settlement and social inclusion can be challenging for all migrants and refugees regardless of age, young people in these communities face challenges that are often quite different from those their parents have had to meet. We cannot understand what successful settlement and social inclusion mean for these young people without first understanding the ways in which they are specifically located within both their own communities and their host society.

In particular, refugee and migrant young people are involved in transitions between different worlds in ways that their parents are not. These young people (whether overseas born or New Zealand born) must navigate the borderlands not only between the cultures of their host country and their (or their parents') country of origin, but also between the worlds of childhood and adulthood in both of those cultures. A great deal of the research gathered for this bibliography understands this very well and recognises that this crossing between two cultures, and crossing between childhood and adulthood in both cultures, places significant stress on young migrants and refugees. Barriers to successful settlement for these young people may arise when those with authority over them do not allow sufficiently for this border crossing and the stress that it may engender. For example, parents are likely to have strong expectations about their children being firmly located in their heritage culture. It is important, however, that parents also appreciate their children's experiences of struggling to be accepted by their peers in the host culture. Likewise, teachers need to appreciate the extent to which young migrants and refugees are enmeshed in, and strive to uphold, the expectations of their families and communities – and that this has important consequences for students' learning (for example, in terms of time available for study, the priority of family over other concerns and so forth).

Not surprisingly, the bulk of the research focuses on the two sites where these border crossings are concentrated: home and school. Other sites that are also important, but less researched, include the wider communities to which these young people belong, particularly migrant/refugee communities on one hand and, on the other, peer communities that centre around other (particularly Pakeha) cultural norms and modes of behaviour. As young migrants and refugees move between these different worlds, they are involved in crafting identities that are linked both to their parents' countries of origin and to New Zealand. At the same time, they are engaged with the multiple transitions involved in growing to adulthood: from education and employment, from forms of dependence to forms of independence, from childhood friendships to adult relationships.

The complex nature of this border crossing is one of the reasons why the research identified here does not map onto the Settlement Strategy goals in as straightforward a manner as might happen for research on adult migrants/refugees. There are tensions between and within the different goals as these relate to young people. For example, the research identifies clearly that successful settlement for young people relies heavily on the family. This is the primary social environment for them and is the basis of their supportive social networks (Strategy Goal 4). About one-third of the references mention family in some capacity or other, and usually as fundamental to a young person's wellbeing, but in some situations (see for example, Chu *et al.* 2001 [H10], Hauraki 2005 [H19], Vong 2002b [H31] and Wali 2001 [F32]), the family is also shown to be an obstacle to a young person accessing appropriate information and responsive services (Goal 3). Tiatia (2003 [H29]) writes eloquently about the tensions involved when the family is both a fundamental source of support and also the source of a complex system of obligation and family honour that young people strive to uphold.

Other goals, such as the safe expression of ethnic identity (Goal 5), rely on acceptance and encouragement within the host society (see, for example, Oliver and Vaughan 1991 [I27], Watts *et al.* 2002 [I38]). Safe expression of identity also relies, however, on the willingness of the older generation within a young person's own ethnic community to support the exploration of new ways of expressing traditional identities (see, for example, Anae 1998 [I1], Tunufa'i, 2005 [I30], Raza 1997 [I28]).

Again, an aspect of the safe expression of ethnic identity for these young people may mean accessing appropriate language support for their own (i.e. their parents') language at the same time as they are becoming confident using English (Goal 2), for while their parents are unlikely to lose their language, the same cannot be said of these young people (see for example, Davis *et al.* 2001 [F4], Hunkin 1987 [E17]).

In order to understand the nature of successful settlement and social inclusion for refugee and migrant young people, it is clearly crucial to understand the particular ways in which they are located both within their own communities and within the host society. It is also important to see them as actors in their own right and with their own specific concerns that differ in important ways from those of their parents. This is the perspective taken by the Youth Development Strategy, adopted in 2002, aspects of which are relevant to this discussion.

Youth Development Strategy

The Youth Development Strategy (YDS)¹¹ recognises that positive youth development is shaped by 'big picture' concerns, specifically (i) values and belief systems, (ii) social, cultural and economic contexts and trends, (iii) the Treaty of Waitangi, and (iv) New Zealand's international obligations such as the United Nations Convention on the Rights of the Child. The Strategy also points to the key spheres within which young people develop connections with others: family/whanau, community, peers, school/training institution/workplace.

The Strategy has four goals applicable within each of these environments (pp.25-26):

1. *A strengths based-approach: ensuring a consistent strengths-based youth development approach.* This involves developing policies and programmes that look to enhance young people's abilities to resist, or cope with, environments or behaviours that put them at risk and to build up protective factors that contribute to their wellbeing.
2. *Quality relationships: developing skilled people to work with young people.* This highlights the importance of training for those who work with and live alongside young people.
3. *Youth participation: creating opportunities for young people to actively participate and engage.* In keeping with UNCROC Article 12, this goal concerns enabling young people to participate in developing, evaluating and reviewing decisions that affect them.
4. *An informed approach: building knowledge about youth development through information and research.*

These goals are discussed in detail in the YDS document. Included in this discussion are suggestions about ways in which the goals can be met in the different environments specified, and a number of these are specifically relevant for young migrants and refugees. For example, in the school environment, suggestions include encouraging workshops for teachers to understand students' cultures (YDS Goal 2) and developing resources and information to encourage schools to create an environment that provides a sense of belonging and connectedness and an acceptance of diversity (YDS Goal 4). In the community environment, acknowledging the cultural context of participation within different cultural/ ethnic communities is encouraged (YDS Goal 3).

The Strategy also recognises that some specific groups of young people have particular concerns. Included in this range of groups are Pacific young people and those from minority ethnic communities, particularly recent migrants and refugees. The document lists the key issues for these groups as follows.

Key issues identified for Pacific young people in the Strategy (YDS pp.41-42) are:

- acknowledging the different Pacific communities
- recognising Pacific young people in the context of their families
- recognising first-generation cultural issues - New Zealand born and Island born
- promoting opportunities for retaining language and culture

¹¹ Ministry of Youth Development, 2002 (available at www.myd.govt.nz).

- using appropriate methods and learning styles for engaging with Pacific young people
- promoting and using mentoring programmes and role models
- working alongside the strong church connections in Pacific communities
- providing culturally appropriate services in schools
- empowering Pacific youth with opportunities to participate in decisions affecting their lives
- supporting Pacific community-based youth programmes
- promoting exchange programmes for Pacific young people between New Zealand and the Pacific Island nations
- providing opportunities for Pacific young people to develop and express their talents and skills, for example, through scholarships
- increasing cultural understanding by non-Pacific people of Pacific cultures and values and how they are brought up.

Key issues identified for young people from minority ethnic communities in the Strategy are:¹²

- acknowledging that issues often depend on how many generations are born in New Zealand
- acknowledging the specific issues of young people who are recent migrants, including language barriers and conflicting cultures, with different identities at home and at work or school
- promoting opportunities for retaining language and culture
- meeting the needs of young people in New Zealand who are here on their own for study without support from their families
- recognising and understanding culture difference in values and practices
- helping parents better understand their young people in the context of the New Zealand youth culture at school or work
- acknowledging the specific needs of young people who are refugees
- helping in the transition to adulthood in a new and sometimes alien culture
- living with different culture and religious expectations from the majority of New Zealanders.

As will become clear throughout this bibliography, there are striking commonalities between these lists, identified through a nation-wide consultation in 2001, and the issues identified as significant in New Zealand research over the last thirty years in relation to these groups of young people.

¹²It is also useful to point to *Potraits: Youth* (2005) Office of Ethnic Affairs, Department of Internal Affairs, a book of photographic essays of over 20 young ethnic people.

4. THEMES EMERGING FROM THE RESEARCH

The commonality between the findings of the body of work reported here, covering the last three decades of research activity, and the consultation that gave rise to the YDS early in the 21st century, is instructive. It suggests that some of the key issues for young migrants and refugees are enduring, for example, issues around language (learning and maintenance), cultural difference and cultural conflict between the spheres of home and school, the importance of family, the significance of cultural difference in learning styles and of the provision of culturally appropriate services.

Not surprisingly, given its relatively recent provenance, the YDS list also highlights issues to which research has given increasing prominence in recent times. Chief among these is the recognition by researchers that appreciating the diversity of migrant/refugee communities is fundamental to an understanding of successful settlement and social inclusion. Collapsing that diversity into, for example, 'Pacific' and 'Asian', as tended to happen in many research projects in the past, is seen by a growing number of researchers as problematic. There is also increasing recognition of significant diversity within ethnic communities themselves and this is particularly pertinent to research relating to young people: in particular, important differences exist between those born in a migrant or refugee community's country of origin and those members of that community who were born in New Zealand. This is an area that has been touched on in the past by a number of researchers in relation to issues such as language maintenance and intergenerational tensions in families, but it is now beginning to be addressed in more depth in relation to identity and the integration of young people in New Zealand society.

Interest is also growing in methodologies that enable people to participate in research on their own cultural terms, that is, through methods that acknowledge the cultural context within which the research is taking place. Some of these developments are discussed later in this commentary.

In the following discussion, the broad themes that have emerged from the research gathered for the bibliography are identified. These are grouped in relation to the goals of the New Zealand Settlement Strategy, but as noted above, the research does not map neatly onto these goals. The discussion begins with Goal Four because the family is the basic social network for young migrants and refugees and is fundamental to their wellbeing. This is followed by a discussion about the themes emerging from education and employment research (Goals One and Two). Notably, there is a great deal about the former and very little on the latter despite the close relationship between education and labour market outcomes. Discussion on themes emerging from Goal Three (access to services) follows, and then Goals Five (identity) and Six (civic participation) are merged because the safe expression of ethnic identity is one of the important elements of successful participation in civic, community and social activities.

Forming supportive social networks and sustainable community identities

Family form

The basic social network to which most young people belong is their family. In the case of young people in migrant/refugee communities, 'the family' takes multiple forms. Often these are extended families that may be multi-generational and include overseas born and New Zealand born members (e.g. Liu 2000 [F11], 2003 [F10]). Most of these families are resident in New Zealand, but a small and growing number are transnational, divided across continents (e.g. Lunt 2006 [F12]). This latter is the family situation for young people in 'astronaut' families in which one parent (usually the father) has returned to the country of origin in order to work (e.g. Ho *et al.* 1997 [F8]) – a situation made increasingly possible by developments in global business and communication technologies.

Refugee families may also be divided between countries. Families coming to New Zealand may comprise only a mother and children, other members of the family having been lost through war or other traumatic circumstances. Such transformation of a traditional family form may compound the settlement difficulties faced by young refugees. For example, it may disrupt expectations, roles and forms of parental education that are traditionally strongly gendered (see Guerin *et al.* 2003, [E53] who comment on this in relation to young Somali refugees).

In so far as the family forms the foundational social network for young migrants and refugees, the complex and potentially disruptive dynamics involved in moving a family across the world into a different cultural environment may have a powerful impact on these young people. Policies and services that affect the family will therefore affect its young members, and likewise, policies and services aimed at young people must take account of their family relationships.

Transitions between family and school

The position of young people within the network of family and community is complex. Often they carry the aspirations and expectations of their parents and grandparents – that they will do well in school and tertiary education, and that they will get a ‘good job’ i.e. one that is more secure and financially rewarding than the work that their parents have been able to gain in New Zealand. For these expectations to be met, these young people must engage successfully with the education system, but in many cases, this system is foreign to their parents. Thus, parents may not fully appreciate the workings of the system and its demands on their children. This may make it difficult for parents to help children with their studies either directly (e.g. in homework or by engaging with the school over problems that their children are having) or indirectly (e.g. by understanding what their children need in order to study effectively in terms of time, levels of responsibility in the home and so forth). An example of the former can be found in the work by Humpage (1998a [E63]) with Somali refugee adolescents, which found that Somali parents, though highly educated themselves, were excluded from involvement in their children’s education because of language barriers and unfamiliarity with the New Zealand schooling system.

Research on problems of a more indirect nature are found by Fogarty (1992 [E50]), Dickie (2000 [E46]), Fa’afai and Fletcher (2001 [E48]), and Anae *et al.* (2002 [E35]), all of whom investigate the time pressures on young Pacific people who are expected (by their teachers) to find considerable time for study, while also being expected (by their families) to commit significant amounts of time to involvement in family activity. There is also research illustrating ways in which different communities are working to address these issues themselves through, for example, the establishment of homework centres for their young people (e.g. Fusitu’a and Coxon 1998 [E51], Manu’atu 2000 [E76], Abdi 2003 [E34], and the Victoria University of Wellington Research Team 2005 [E90]).

Transitions between family and peers

In their ethnic community and their school, young people are participating in two often quite disparate social networks – each of which makes different (and sometimes conflicting) calls upon them. Support and understanding at home are often built on cultural mores and expectations of behaviour that are radically different from those that are required to build supportive networks among peers. This can create grounds for conflict in the home where parents, who fear they are ‘losing’ their children to a different way of life, may attempt to impose strongly traditional controls upon them. Meanwhile, ‘Kiwi’ peers may expect particular types of behaviour in relation to parties, dating and being ‘cool’, that conflict with religious and gendered forms of behaviour, and family obligations and traditions, to which these young people are accustomed and which they may wish to maintain (e.g. Foliaki 1992 [F5], NZ Federation of Ethnic Councils 1993 [F14], Joudi 2002 [F9], Vong 2002a [F22]). Being located between cultures in this way can be a significant stressor for migrant and refugee young people (as a number of articles about the importance of appropriate social services suggests, e.g. Ahmad *et al.* 2000 [H3], Wali 2001 [F32], Ngai and Chu 2001 [H24], Chu 2002 [E41], Evolve 2005 [E47]) but it can also be a profoundly creative place, as these young people begin

to craft new ethnic identities that reflect their membership of ethnic communities that are firmly located in New Zealand (see Identity section below).

Peer relationships

While there is a great deal of research about young people in their families, much less work has been done about their connections within other social networks, particularly in relation to their peers. Comment is often made in the research on families about conflict generated by young people wanting to pursue activities with their peers that their parents regard as inappropriate to their own culture (although Humpage 2000b [E65], offers an interesting counter-example) but it is usually family relationships rather than peer relationships that are the focus of this research.

One of the key studies that has addressed peer relationships directly, by Sobrun-Maharaj (2002 [H28]), looked at social acceptance of visible ethnic minority adolescents among five ethnic groups in Auckland secondary schools. The study found significant social distance between the groups, misconceptions on the part of members of some groups regarding acceptance and understanding of difference, and significant intimidation experienced by young people in visible ethnic minority groups. The implications of these characteristics of peer relationships for the mental and physical health of these young people are clearly important. This is an area about which much more could be learned.

Crime

There is a small but emergent body of research on peer relationships and networks in the context of crime and youth gangs. Most of this research comes from within government ministries: some of it is broad based, such as the reports by Singh and White (2000 [F28]), Ministry of Social Development (2002 [F26]) and Maxwell *et al.* (2004 [F25]) which identify effective practice in relation to youth offending programmes for indigenous and ethnic minority young people. Other work is focused on specific issues, particularly youth gangs (Eggleston 2000 [F24], Ministry of Social Development 2006 [F27]). In general, however, youth crime in relation to migrant and refugee young people (as both perpetrators and victims of crime) is an issue that is yet to be taken up by the wider research community.

Language

Being positioned as they are between the two social networks of family and peers, young people often find themselves in the role of mediator between the family and wider society. This is particularly so in relation to the English language, which young people often pick up more quickly than their parents (e.g. New Zealand Immigration Service 2004 [I25]).

Migrant and refugee families are generally bilingual to a greater or lesser extent, and in some cases they are multilingual, but levels of proficiency in both the language of the country of origin and in English vary across the generations. Young people are in more danger of losing the language of their community than are their parents. In the research, language maintenance emerges as very important for establishing sustainable community identities, and young people are often (although not always) aware of the dangers of language loss (e.g. 'Aipolo and Holmes 1990 [F1], Daly 1990 [F3], Shameem 1994 [F19], Davis *et al.* 2001 [F4], Ng *et al.* 2004 [F15]). Where they are bilingual, young people tend to have a dynamic engagement with their community's language, through different patterns of usage among different groups within the community and through code-switching among themselves. They are often aware that language links them closely to their community, would like to continue to be (or to become) fluently bilingual, and in at least one study have said that they would like their children to be bilingual also (Underhill-Sem and Fitzgerald 1996 [I34]).

Becoming confident using English in a New Zealand setting, able to access appropriate language support, obtaining employment appropriate to qualifications and skills

Research cited here relating to education and employment is almost entirely about young people's experiences in intermediate and secondary schools and tertiary institutions.¹³ There is very little research about transitions from education to employment for young people from ethnic minority communities and not a great deal about their experiences once in employment.¹⁴ In terms of education research, however, a huge amount of work has been done, stretching back more than thirty years and spanning the entire education sector. Of all areas that have been identified for the bibliography, education is easily the most well researched field.

Three interrelated themes emerge consistently from this body of research:

- English language proficiency is crucial for effective learning in New Zealand secondary schools and tertiary institutions.
- Effective learning requires an understanding by teachers and by educational institutions that learning styles differ, often significantly, across cultures. The practical implementation of strategies to address these differences is vital for effective learning to take place.
- The context in which young people come to learning can have an important effect on their ability to learn. In particular, as well as the challenges of a different language and culture, young refugees face adjustment hurdles related to the significant stresses associated with leaving their home countries, and (perhaps lengthy) disrupted schooling prior to their arrival in New Zealand.

The research cited in the bibliography explores in detail the ramifications of these themes for teachers (both ESOL specialists and mainstream subject teachers), for the design of curricula and courses, and for the resourcing, organisation and culture of schools and other educational institutions. This research is diverse in its methods, topics and scale, but findings and recommendations do tend to come back repeatedly to these three themes. The range of this research is indicated below.

There are several literature reviews that draw together a wide range of research (both local and international) and make recommendations that relate to the themes identified above (see, for example, Anae *et al.* 2002 [E35], Coxon 2002 [E45], Franken and McComish 2003 [E14], Hamilton *et al.* 2000 [E54], Tupuola 1997 [cited in E109]).

There are a number of large research projects such as the Achievement in Multicultural High Schools (AIMHI) project (Hawk and Hill 1996 [E57], Hill and Hawk 1998 [E58]), projects on ESOL provision (Franken and McComish 2003 [E14], Kennedy and Dewar 1997 [E19]), and the programme of work from the Migration Research Group at the University of Waikato that has studied migrant young people moving from secondary education into tertiary education and employment (Ho *et al.* 1996 [E107], Ho and Chen 1998 [cited in E107], Ho *et al.* 1998 [cited in E107]). A number of other large scale education research projects are cited here that have not had ethnicity as a particular focus, but have touched on it in some form: the Schools with Special Needs Project (Ramsay *et al.* 1983 [E86]), the Smithfield Project (Watson *et al.* 1997 [E102]), the Progress at School Project (Nash 2000 [E100]), the Competent Children Study (Wylie *et al.* 2006 [E103]).

There is also an extensive range of work on a smaller scale by thesis students, including those who have themselves come through the New Zealand education system as immigrants or the children of immigrants, and by teachers interested in enhancing the learning environment for their students from non-English speaking backgrounds. These projects range from work in

¹³ As noted above, research relating specifically to international students has not been included here.

¹⁴ There is a significant body of research in New Zealand about migrant experiences of employment but this research tends not to distinguish these experiences by age. The particular experiences of migrant and refugee young people (aged under 25 years) remain under-researched.

which the researcher was immersed in the field for a lengthy period (see, for example, Jones 1985 [E66], 1986 [cited in E66], 1987 [E108], 1988 [cited in E66] and 1991 [cited in E66]) through to single case studies such as Simunic (2004 [E28]) in which a teacher tried a new way of teaching science to one class and measured the results. The literature is rich with case studies and action research by people involved in the education of refugee and migrant young people.

Accessing appropriate information and responsive services that are available to the wider community (for example, health, housing, education and services for families)

Research relating to this goal is generally health related and covers a wide range in terms of scale. Major studies tend to focus on health outcomes rather than on the processes of gaining information and access. Some of these studies are very large surveys and their analysis includes a breakdown by ethnicity (as one variable among many) into general categories: for example, the New Zealand Mental Health Survey (e.g. Baxter *et al.* 2006 [H6], Beautrais *et al.* 2006 [H7], Foliaki *et al.* 2006 [H15]), smoking behaviour studies (Ford *et al.* 1995 [H17], 1997 [H16], Laugesen and Scragg 1999 [H21]), and work on eating behaviours and their relevance to physical wellbeing (e.g. Utter *et al.* 2006 [H30]; see also Fuamatu *et al.* 1996 [H18] for a smaller study). The Youth2000 survey (Rasanathan *et al.* 2006 [H25]) deserves special mention here, being a large scale study that is particularly useful for its focus on youth wellbeing.

At the other end of the scale is a range of reflections on professional practice from social workers, school counsellors and psychotherapists (e.g. Au 2002 [H4], Ngai and Chu 2001 [H24]). These smaller studies are more likely to consider issues associated with young people's access to mental health services, whether through the school counsellor, a social worker or a psychotherapist.

Several of these studies find evidence of health issues associated with being a young migrant or refugee, for example, the Youth2000 survey (Rasanathan *et al.* 2006 [H25]) found evidence of depression, anxiety and bullying among these young people, while Abbott *et al.* (1999 [H1]) found that youth can be a predictor of vulnerability to mental ill-health in immigrant communities, and Elliott *et al.* (1995 [H14]) found that young refugees may be vulnerable to mental ill-health because of the trauma they have experienced. There is also some evidence to indicate that many young migrants and refugees do adapt fairly well (e.g. New Zealand Immigration Service 2004 [I25], Rasanathan *et al.* 2006 [H25], Watts *et al.* 2002 [I38]).

One of the main themes that emerges from research in this area concerns low rates of help-seeking behaviour, particularly for mental distress but also for help with matters such as family violence (e.g. Au 2002 [H4], Baxter *et al.* 2006 [H6], Chu *et al.* 2001 [H10], Hauraki 2005 [H19], Vong 2002b [H31]). A range of reasons is identified for this reluctance to seek help including stigma associated with mental ill-health (particularly in the Asian community), concerns about bringing shame on the family, a lack of familiarity about what services are available, and concerns or suspicions about providers of these services. Research that addresses these issues stresses the importance of service providers consulting with members of various ethnic communities (preferably other service professionals) when developing ways of working with refugee and migrant youth.

In general, there is a lack of research about young people's access to information about, their use of, or their need for other services such as those relating to employment assistance, income support, or housing. (No research was found, for example, on homelessness among these young people.)

Feeling safe expressing their ethnic identity, being accepted by and becoming part of the wider host community, and participating in civic, community and social activities

These two settlement goals have been combined here because there are obvious linkages between them. There is a relative dearth of research on young refugees and migrants participating in civic, community and social activities, however, one project from the New Settlers Programme at Massey University (Watts *et al.* 2002 [I38]) has found that these young people are generally positive about life in New Zealand and want to participate in New Zealand society (see also the Youth2000 research by Rasanathan *et al.* 2006 [H25] and the Refugee Voices project, Dibley and Dunstan 2002 [I9], NZIS 2004 [I25]). Some of these studies, and others (e.g. Maharaj 1993 [E74], Sobrun-Marajah 2002 [H28]) also identified barriers to participation in that young migrants and refugees do not always feel accepted, or indeed safe, about expressing their ethnic identities in the wider community. The identity conflict, and even crisis, that may result from this may have a negative impact on their mental and physical wellbeing.

There is increasing interest among researchers about ethnic identities expressed by young people from migrant and refugee communities. Some of this literature explores identity in terms of well known psychological models of acculturation, that is, psychological adjustment to living in a society in which one's heritage culture is a minority culture. For example, Eyou *et al.* (2000 [I10]) found that young people who are integrated (able to identify with both their own community and their host society) have higher self esteem than those who are separated (strong identification with their own ethnic group but weak ties with the mainstream) or marginalised (weak identification with both their own group and the mainstream). Their findings suggest that the better self esteem of integrated young people may arise from their ability to live as part of both groups without being rejected by either.

Alongside these approaches to this question, there is a growing body of work that challenges some of the traditionally accepted ideas about the concept of adolescence as defined by western science (e.g. Tupuola 1993 [I33], 1998 [I31], 1999 [I32]) and about how first and second generation migrants acculturate in a host society (e.g. work on the '1.5 generation' by Bartley 2003 [I3], 2004 [cited in I3]).

A good deal of this work on identity comes from those who have grown up in New Zealand as the children of migrants and who are looking closely at the nature of their own and their peers' ethnic identity. They argue, for example, that young people who are New Zealand born and part of an ethnic minority migrant community are forging new identities that are complex and shifting, and that do not fit neatly either identities forged by their parents, or those of their Pakeha counterparts (e.g. Tunufa'i 2005 [I30], Tupuola 1999 [I32], Vaoiva 1999 [I35], see also Wurtzburg 2004 [I40]). Some work is also emerging on the links between ethnic identity and crime (Lindsey and Kearns 1994 [I21], Eggleston 2000 [F24]).

Work in this field primarily addresses ethnic identity among young migrants, but there is a growing amount of work relating to young refugees and ethnic identity (e.g. work by Bihi 1999 [I4], Guerin *et al.* 2003 [E53], and Humpage 1998a [E63], 1998b [E64], 2000a [I16], 2000b [E65], on young Somali refugees).

5. NEW RESEARCH METHODS

An important development in recent years in Pacific research in New Zealand has been the emergence of a conversation among researchers about methods and methodology. Anae *et al.* (2001 [R2]) summarise the direction of this discussion well when referring to Pasifika education research, observing that research methods are needed that will:

- '(i) Assist the production of high quality research that acknowledges the cultural context of Pacific communities;
- (ii) encourage a Pasifika development focus to research;
- (iii) support appropriate and useful consultation and feedback to research participants and Pasifika communities;
- (iv) assist with growing the pool of Pacific education researchers.'

A number of Pacific researchers have engaged in this discussion and have pursued, and reflected critically on, research methods that respond to these issues (see for example, Anae, 1998 [R1], Mara 1999 [R3], Petelo 2003 [R4], Silipa 2004 [R5], Suaalii and Mavoa 2001 [R6], Tupuola 1999 [R7] and Vaoleti 2006 [R8]).

Key themes in this discussion include the importance of increasing the pool of Pacific researchers and of recognising diversity both among Pacific cultures and within these cultures (e.g. in terms of their island born and New Zealand born members). A short section at the end of the bibliography includes work on these methodological developments.

While much of this work is taking place among Pacific researchers, it seems possible that similar discussions will emerge among other migrant communities as the pool of researchers from these communities grows.

6. RESEARCH GAPS AND EMERGING RESEARCH QUESTIONS

Refugee youth

In general, there is a growing and vibrant body of research being conducted with and about key groups of young migrants. There is considerably less research focusing on the lives of young refugees. Fifty-two references are cited in the Keyword Index as being relevant to refugees¹⁵ but only one half of these involve research focusing specifically on this group. The other half includes research concerned more generically with young people who are new arrivals to New Zealand (most of this relates to ESOL in schools).

Clearly, young refugees face significant challenges. Research is needed to inform understanding of these challenges so that suitable responses, in both policy and practice, can be made to address the needs of these young people.

As with young migrants, this group is coping with significant cultural change in the shift to New Zealand, so most of the issues facing young migrants also apply to young refugees. But refugees are also likely to be dealing with the consequences of upheaval and trauma in their lives prior to their move here. This means that, while research is needed, particular care must be taken because of the vulnerable nature of this group. It is important, therefore, that research with young refugees is designed in consultation with refugee communities and with the young people themselves. (Some good examples of participatory action research involving young refugees are found in Armstrong *et al.* 2005 [I2], Evolve 2005 [E47] and Victoria University of Wellington Research Team 2005 [E90].)

Most of the research cited here on young refugees is concerned with education. This is not surprising: as with many young migrants, the language needs of young refugees are an immediate issue faced by teachers and schools. Alongside these language needs, however, are other challenges not usually experienced by migrant youth. In particular, many young refugees have experienced disrupted (and, in some cases, non-existent) formal schooling. This situation has implications both for their integration into the New Zealand education system and for their post-school employment prospects. Some of the work cited here addresses this issue (e.g. Cochrane *et al.* 1993 [E43], Guerin *et al.* 2003 [E53], Humpage 1998a [E63], Wilton 1999 [E93]) but much more could be done, for example, around the school-to-work transition and the ways in which schools can assist in this transition.

As the Keyword Index indicates, research in other areas of young refugees' lives – on family and social networks, access to services, and identity/participation, is relatively sparse. We know relatively little about the impact of family break-up and loss, disrupted family relationships and altered family structure on the mental and physical health and wellbeing of these young people, or about how various social services might be made accessible and useful for them. The Action for Children and Youth Aotearoa report (2003 [H2]) lists just how little official data has been gathered on these young people over time, and how little evaluation or monitoring of their status has taken place over the years. Recently, the Refugee Voices project (Dibley and Dunstan 2002 [I9], NZIS 2004 [I25]) has gone some way to redressing this lack, but much more remains to be done since clearly all these areas significantly affect the settlement and social inclusion experiences of young refugees.

Migrant youth

There are absences too in research about certain groups of young migrants, specifically from Europe, the United States and South Africa (although see Mason 1997 [H23]). This may be because these young people are not regarded as sufficiently 'different' from their New Zealand peers to have settlement problems, but it may be that this is a problematic assumption worthy of investigation.

¹⁵ There are over three times that number of references relating to young migrants.

Social networks

The research gathered here has focused strongly on the two principal domains in which refugee and migrant young people are located: home and school.

As noted above, a good deal of work has explored intergenerational relationships within families, examining the importance of the family as the central social network for young refugees and migrants. The family is also clearly a site of tension as these young people negotiate transitions between their heritage culture and the culture(s) of their host society. Much of this tension involves relationships with peers.

References in the research to peer relationships tend to focus on these as a source of potential conflict within families, and clearly, bridging the culture gap between the foundational social networks of family and friends is important in terms of successful settlement for young refugees and migrants. Much more could be learned, however, about the dynamics of youth peer relationships both within and between ethnic communities. How do peer relationships operate to assist or to hinder cultural integration (young people feeling at home in both their heritage culture and the host society culture)? More too, could be learned about cultural conflict between peers of different cultural backgrounds and the ways in which this may hinder social inclusion. Humpage (2000b [E65]) notes this as important in her study of Somali adolescents; Dickinson (2003 [H12]) looks at bullying between peers of different cultures; and the work by Sobrun-Maharaj (2002 [H28]) suggests that research on the dynamics of the peer relationships is urgently needed because these are likely to significantly affect the physical and mental wellbeing of young refugees and migrants.

One more related area that is likely to grow in importance, but about which there is a paucity of research, concerns the use (or lack of use) of electronic communications technologies by migrant and refugee young people. The often intensive ways in which these technologies are used by many young people for social networking poses questions about whether, and to what extent, they facilitate or hinder social inclusion among young migrants and refugees.

Education and employment

As noted above, there is considerable research on the education of young migrants and refugees but very little on their subsequent employment. This is a significant gap. Are they, like many of their Kiwi counterparts, heavily engaged in employment while still at school? This may be particularly important if young refugees and migrants are expected to 'help out' if the family is struggling financially because, for example, parents have been unable to gain stable employment. Once they have left school or tertiary education, how do these young people make the transition to employment? Some work has been done on the employment aspirations of these groups (for example, Bartley 2003 [I3], Ho *et al.* 1996 [E107], and Jones 1987 [E108]) but we know almost nothing about their actual transitions into the workforce. Significant research on migrant employment has taken place, and is taking place, (for example, work by the New Settlers and the Labour Market Dynamics Programmes at Massey University and by the Migration Research Group at Waikato University) but this research has tended to focus on adult migrants.

There is a recognition in much of the educational research on language and learning styles that educational outcomes are closely linked to the ease with which language is acquired and the extent to which learning styles suit young learners. The links between educational outcomes and employment for young refugees and migrants has not, however, been explored.

Thus we know very little about the first of the goals of the Settlement Strategy as this relates to young people.

Social services

The research has indicated that young refugees' and migrants' help-seeking behaviour beyond their families tends to be limited. It is not clear from the research whether this is a barrier to successful settlement or not, but it seems likely that it is.

While there is a body of research on engagement (or reluctance to engage) with mental health services by these groups, there is little equivalent research on their engagement with other services such as primary health provision, employment assistance, income support or housing services. It may be that these young people are able to access whatever help they need in these areas through informal channels such as family, church and wider community but a few pieces of research suggest that these channels may not be helpful, or sufficient, for all: for example, work by Evolve (2005 [E47]) suggests that young African women in Wellington may experience problems with a lack of access to appropriate health information, resources, support and education, and Cheung *et al.* (2004 [H9]) suggest that much more needs to be known about alcohol and drug usage and related services among young Asians.

Because of the vulnerability of those needing help, the dense and complex networks of relationships within migrant communities, and the importance of culturally appropriate responses to specific needs, this area of service provision, perhaps more than any other research field, requires researchers with excellent understandings of the cultural worlds of young refugees and migrants. Research in this field could usefully explore and evaluate both mainstream services and those that are intended as specialist services for refugees and migrants, with a view to identifying whether the needs of young refugees and migrants are being met, and if they are not, how these needs might best be met.

Identity and participation

In relation to the Strategy goals about ethnic identity and participation, it is in the latter rather than the former field that gaps are most obvious. As has already been noted, there is a growing body of research on identity in which researchers who are themselves the children of migrants or refugees are exploring the experiences of being a young migrant or refugee in New Zealand, but there is not a great deal of research about the safe expression of this identity through participation in civic, social and community activities, nor about such participation by these young people generally. These are areas in which more work is needed, particularly in the light of the few projects that have been done that suggest that some young refugees and migrants do not feel safe expressing their ethnic identity outside their own communities.

Such work could usefully address the ways in which wider New Zealand society engages with young refugees and migrants. To what extent are these young people able to participate in civic, social and community activities and how can this participation take place in ways that enable them to express their own ethnic identity, if they wish to do so? The importance of social inclusion as a two-way process of adaptation and adjustment on the part of immigrants and their host societies is signalled by these questions. How can New Zealand as a host society respond to these young people in ways that enhance their settlement outcomes and levels of social inclusion? How can these young people be given space and opportunity to make their own response and to engage with New Zealand society in ways that enhance their social inclusion and successful settlement?

This latter question raises a further issue that would be a fruitful aspect of this research, namely, how can the skills and capabilities that young refugees and migrants bring to New Zealand be recognised and enhanced to enable them to contribute to their own and their wider communities?

Finally, how can the research community find ways to encourage young refugees and migrants to be involved as researchers themselves in work that looks to address and enhance their social inclusion in New Zealand society?

7. RESEARCH TOOLS USED IN COMPILING THE BIBLIOGRAPHY

Drawing on the settlement goals, broadly understood, and discussion with the Department of Labour, the following criteria were established for inclusion and exclusion in the bibliography.

Inclusion criteria: Content

1. 'Settlement and social inclusion' includes issues pertaining to:
 - family
 - education and learning English
 - social networks
 - cultural integration and maintenance of one's own culture
 - physical and mental health needs
 - employment/training
 - experience of agencies providing services to refugees and migrants.
2. 'Youth' includes young people aged 12–24 years.
3. 'Refugees' includes quota, convention and family reunion refugees.
4. 'Migrant youth' includes young people (whether born overseas or in New Zealand) from all categories of migrants.¹⁶

Inclusion criteria: Characteristics of literature

Literature was included that reports on research that:

- is evidence based
- involves a recognisable method meeting reasonable validity and reliability criteria. This means that the research has followed a method in which validity checks could be made (e.g. by member checking, expert informant interviews, and more formal methods of triangulation) and in which the way the research was done is set out clearly enough that it could be reliably repeated in some form.
- is published in some form that is publicly accessible (e.g. as a discussion paper, report, thesis, journal article, book chapter, book).

The following have been excluded from the bibliography:

- Non-evidence based literature. Opinion pieces have been excluded, but some articles have been included that are based on an individual's reflections on his or her own professional practice, on the grounds that this is a form of evidence built up over time.
- Research that clearly fails reasonable reliability and validity criteria.
- Material relating solely to migrants/refugees who fall outside the age range 12–24 years.
- Material relating to international students (unless the research also relates to migrant students with, or considering, long-term residency).
- Material that is not publicly accessible.

Annotations

The annotations generally include the following:

- Research focus/aims
- Participants: If the research has distinguished the ethnicities and/or nationalities of its participants, this has been stated in the annotation. Often however, the research deals only in very broad categories: 'Pacific' or 'Asian'. Similarly, where the research states whether participants are New Zealand born or overseas born, this has been included in the annotation, but often no such distinction has been made. Finally, where possible, numbers of participants have been included. Sometimes these numbers are not given and so cannot be stated. In some cases of theses, only access to the abstract was available, in which numbers of participants may not have been stated. This is noted where this is the case.
- Key findings/outcomes: In keeping with the aim of identifying evidence relating to factors that facilitate or act as barriers to successful settlement and social inclusion, the key

¹⁶ This includes those who have come to New Zealand in any of the three permanent residence streams: Business/Skilled, Family Sponsored, International/Humanitarian or temporary work permits (see *Migration Trends 2005/06*, Department of Labour, available on the Department of Labour website, www.dol.govt.nz).

findings in each annotation include reference not only to research findings about difficulties faced, but also (where given) recommendations arising from findings that may point to ways to address these difficulties.

- Scope: There is a wide range of methods in play in research in this field in New Zealand. Therefore, the types of methods used and the range of the research (small scale/large scale) are indicated, so that the reader can consider findings and recommendations in the light of the reach of each piece of research.

A note on language

In the annotations, the language is that used by the authors of the literature. Readers will see, for example, diverse uses of the term applied to migrants from the Pacific: Pacific Islanders, Pacific, Pacific peoples, Pacific nations, Pasifika, Pasefika. Researchers writing for international audiences have tended to use 'European' rather than Pakeha, so this term has been used as the researchers have used it.

Nationalities (country of origin) and ethnicities (e.g. Chinese) are also used as these have been used by the authors. At times (particularly in older research), these are used interchangeably; in recent times, as researchers have become more aware of diversity within ethnic groups, these distinctions have been more clearly made.

Keywords

The first keywords in each sequence contain reference to broad categories of research content: education, employment, health, family, identity, crime, research methods. Generally these are broken down into subcategories e.g. 'education' may be followed by a number of qualifying categories such as ESOL, learning styles, secondary, tertiary.

Each keyword sequence also contains reference to ethnic group, and where specified, to nationality, e.g. Chinese – Hong Kong, or Pacific – Tongan or a country of origin. Often, however, the research is not specific on this and the keywords 'Pacific' or 'Asian' are used without further elaboration.

Migrants/refugees: One or both of these terms have been included in every keyword sequence. Sometimes the research has not been specific about whether it relates to migrants or refugees, for example, research on ESOL in schools. In these cases, both words have been included because the research could be relevant to both groups.

Overseas born/New Zealand born: As with the migrants/refugees keywords, one or both of these have been included in almost every sequence, and where the research has not been specific but could have applied to both, both have been included.

The final keyword in each sequence relates to the main research method used. Note that 'interviews' includes group interviews and focus groups as well as individual interviews; 'surveys' refers to questionnaires filled out by respondents or by interviewers; 'ethnography' is used to refer to a multi-method approach that includes discussion, observation and general involvement in activities with the participant groups; 'case study' refers to an investigation of a particular case where often methods are either multiple (as in ethnography) or are not stated; 'review' refers to a review of literature or other research; 'test' refers to a recognised test of some kind, generally relating to literacy or psychology.

Grouping references together

On occasion, particularly in the case of theses or large research projects, a number of articles, book chapters and reports have emerged from a single project exploring different aspects of the research question posed. In these cases, the relevant references have been grouped together. This has been done for two reasons. The first is, simply to avoid repetition of the research focus, characteristics of participants, and scope of the project each time. Secondly, the grouping is made to indicate that these research outputs were part of the same project.

This can be useful when, as often happens, the order of authors in a research team is changed for different publications so these references would otherwise be scattered alphabetically through the bibliography. It is also intended to help readers cross-reference publications that have emerged from the same project in order to gain a sense of the project as a whole.

Sometimes, additional references are cited at the end of an annotation, before the keywords. This is done to assist with cross-referencing to related projects. Some of the references listed in this way are present elsewhere in the bibliography and some are not because they could not be found or accessed in the timeframe for compiling the bibliography (but they nevertheless look as though they may be useful). Where an additional reference cited in this way is listed elsewhere in the bibliography, it has been given an identification code. If no code is listed, the reference does not appear elsewhere in the bibliography.

8. ANNOTATED BIBLIOGRAPHY

Family and social networks

In keeping with the Settlement Strategy goal that “migrants, refugees and their families are able to form supportive social networks”, this section lists research on various forms of social networks to which young migrants and refugees belong. Chief among these is the family, understood here in broad terms to include relatives living both within and beyond the immediate household in which a young person lives. As noted in the discussion above, research on social networks other than families is relatively sparse although some work on peer relationships has been identified for inclusion here.

A subsection on youth crime research has been included at the end of this section because family relationships and peer networks are an important element of what little there is of this research.

- F1.** Aipolo, A. Holmes, J., 1990 ‘The use of Tongan in New Zealand: Prospects for language maintenance’, *Journal of Multilingual and Multicultural Development*, 11, 6, 501-21.

Research focus/aims: To identify Tongan language proficiency and usage among Tongans in Wellington and to explore their attitudes towards the language.

Participants: Members of the Tongan community in Wellington, across the adult age range.

Key findings/outcomes: Results indicated fluency in Tongan and English and a high level of Tongan language maintenance. Attitudes to the language are generally very positive. Parents reported using mainly Tongan to their children - a very important indicator of future language proficiency and a sign that major language shift may not yet be underway. Young people would regularly switch between Tongan and English in casual conversation. This code-switching may be a sign of in-group identity for young Tongans, but these young people reported speaking Tongan to their elders and to Tongans outside their groups. Code-switching is also likely to be sign of incipient language shift towards the use of English. Few young people seemed aware of the dangers of language loss.

Scope: Interview questionnaire of a random sample of 100 Tongan people living in Wellington. Three-quarters were aged between 20 and 40 years. See also Daly (1990) [F3] and Pilkington (1990) [F18].

Keywords: family - language, identity - acculturation, peer relationships, Tongan, migrants, overseas born, New Zealand born, interviews

- F2.** Anyan, S. E. and Pryor, J. 2002 ‘What is in a family? Adolescent perceptions’, *Children and Society*, 16, 5, 306-17.

Research focus/aims: To explore cultural and family structure differences in adolescents’ family perceptions, particularly with respect to ethnic differences and the possible impact of family structure on family perceptions.

Participants: Secondary school students (n=232: 113 females and 119 males) drawn from four mid-decile schools. Ethnic composition: 60.3 percent European New Zealanders, 15.9 percent Asian (Chinese), 12.9 percent New Zealand Maori, 10.8 percent Pacific nation students. Most (68.5 percent) lived with their biological parents, 14.2 percent lived in a stepfamily household, 12.1 percent with a lone parent (as a result of divorce) and 5.2 percent with a widowed parent.

Key findings/outcomes: Ethnic group differences included: (1) Maori adolescents endorsed a wider range of family forms than those in other ethnic groups and made no distinction between cohabiting and married parents. (2) Asian adolescents were more conservative in their endorsement of different groupings as family, and were less likely than the other groups to see

non-traditional structures (such as same-sex parents) as family. Marriage was also important for this group. (3) All groups mentioned love and caring more often than any other criteria in their reasons for endorsing family groupings. (4) Grandparents were important in all groups, and particularly in Pacific nation, Maori and Asian groups. Suggests that by late adolescence, young people's own cultural and social experiences are reflected in their endorsement of what constitutes a family.

Recommendations: Cultural differences in perceptions about family should be kept in mind when working with children and their families.

Scope: Questionnaires investigated whether participants regarded various given groupings as families, and why or why not they gave particular responses about this.

Keywords: family - intergenerational relationships, Pacific, Maori, Asian, Pakeha, migrants, overseas born, New Zealand born, survey

F3. Daly, N., 1990 'Sri Lankans and Sinhala language maintenance in New Zealand', *Wellington Working Papers in Linguistics*, 1, 17-27.

Research focus/aims: To examine language maintenance and language shift among a community of Sinhalese speaking Sri Lankan immigrants to New Zealand.

Participants: First generation Sri Lankan migrants resident in New Zealand (from 6 months to 21 years). All were parents and all had a tertiary education of some kind. The language proficiency of children in each family (age range: 3 years - 29 years) was also explored through the interview questionnaire.

Key findings/outcomes: Parents use of Sinhala to children was mixed with English and some used only English. Children's proficiency was not high. Language shift appears to be taking place more rapidly than is common for immigrant communities. Reasons for this: exogamy; the high status of English in Sri Lanka; the use of English as a lingua franca by Sri Lankans in New Zealand. Language maintenance was highest in families where both parents were Sinhalese and Buddhist, had left Sri Lanka within the last decade, where Sinhalese was dominant in the mother's childhood home, where a Sinhala speaking relative lived in the household and where Sinhala was used in the majority of domains.

Scope: Interview questionnaire administered to parents in ten families. Survey was a modified and reduced version of that used by 'Aipolo and Holmes (1990) [F1]. See also Pilkington (1990) [F18].

Keywords: family - language, identity - acculturation, Sri Lankan, migrants, overseas born, New Zealand born, interviews

F4. Davis, K., Bell, A., and Starks, D., 2001 'Maori and Pasifika languages in Manukau: A preliminary study', *Many Voices*, 17, 8-13.

Research focus/aims: Reports on pilot project on use, maintenance and educational dimensions of languages in Manukau, focusing on Maori and Pacific people.

Participants: Maori, Samoan, Tongan, Niuean, Cook Island Maori in Manukau

Key findings/outcomes: Found language shift towards English underway; Tongan and Samoan presently robust, but concern among young people about language loss; language maintenance is achieved through strong networks, extended family, older native speakers, exchange with the homeland. Language seen as vital for identity. Parent and community support shown as vital for viability of school programmes to maintain language.

Scope: Census analysis as well as interviews with a range of people from language communities including older and younger people, and educators.

Keywords: family - language, identity - acculturation, Maori, Samoan, Tongan, Niuean, Cook Island, migrants, overseas born, New Zealand born, interviews, national data

F5. Foliaki, L., 1992 'The migrant child', *Many Voices*, 2, 17-22.

Research focus/aims: Analysis of the experience of being a migrant child with respect to parental expectations; parental ability to support children in a new country; the host country's support (or lack thereof) for migrant families; migrant communities' own capacity to offer support to newcomers.

Participants: Focus on Pacific peoples, particularly the Tongan community.

Key findings/outcomes: Relationships operating at the different levels (noted above) produce a complex situation for the child; importance to the migrant community of the young adults who came to New Zealand as children and who have successfully negotiated the education system and have become well integrated into society.

Scope: An analytical paper drawing on personal experience as a Tongan migrant and on analysis of significant cultural differences between Tonga (and other Pacific Islands) and New Zealand at the levels of family, church, community and wider society.

Keywords: family - intergenerational relationships, identity - acculturation, Pacific - Tongan, migrants, overseas born, New Zealand born, reflections on professional practice

F6. Green, V.J., 1998 *Tupulaga Tokelau in New Zealand: The Tokelau younger generation in New Zealand*, PhD Anthropology, University of Auckland, Auckland.

Research focus/aims: To study the historical context of the migration of Tokelauans to New Zealand including the establishment and social organisation of their communities in the North Island, and the post-settlement outcomes of this group and their descendants.

Participants: Tupulaga ('the younger generation') and tupuna (elders) in the New Zealand Tokelau population, formal community associations, the national association of affiliated tupulaga groups, groups of 'detached' tupulaga geographically scattered throughout New Zealand.

Key findings/outcomes: Tupulaga leaders promoted 'Tokelau ways in New Zealand' and supported their people 'becoming Tokelau in New Zealand' as residents of urban communities. Through the association of affiliated groups, they guided the transition of those communities from migrant to cultural identities. Intergenerational issues contributed to the decisions by tupulagi to 'detach' from community networks and activities.

Scope: Ethnographic study. See also:

- Green, V.S., 1988 *from conformity to choice: An ethnography of Tokelau youth detached from the New Zealand Ethnic Community*. Auckland, Green and Research Associates.

Keywords: family - intergenerational relationships, Pacific, Tokelau, migrants, overseas born, New Zealand born, ethnography

F7. Herbert, D.L., 1977 *Generations and cultures: Conflict in Samoan, Cook Island and Niuean adolescents in New Zealand*, MSocSc Psychology, University of Waikato, Hamilton.

Research focus/aims: To investigate adolescent/perceived parent disparity on several culture specific issues relating to intergenerational conflict.

Participants: Samoan, Cook Island and Niuean young people (n=60) and adults (n=27).

Key findings/outcomes: The most important variables affecting intergenerational conflict were: religious beliefs, parental membership in cultural clubs, length of time in New Zealand. Major conflict areas included: language preferences, food preferences, attitudes towards returning to the Islands to live, religion, attitudes towards the importance of teaching young people about Island music and dances (for Niueans and Cook Islanders) and attitudes towards freedom for young people. Comparison with the adult sample showed general agreement, but the adults predicted more conflict than the adolescents. Concludes that Samoan adolescents (compared with Cook Islanders and Niueans) are exposed to value systems and norms of behaviour that are most different from New Zealand standards.

Scope: Survey questionnaire.

Keywords: family - intergenerational relationships, identity - acculturation, Pacific - Samoan, Cook Island, Niuean, migrants, overseas born, New Zealand born, survey

F8. Ho, E.S., Bedford, R., and Goodwin, J.E., 1997 *'Astronaut' families: A contemporary migration phenomenon*, Aotearoa/New Zealand Migration Research Network, Massey University, Albany.

Research focus/aims: To examine the pattern of 'astronaut' migration to New Zealand from Hong Kong and Taiwan in which some family members return to their countries of origin to work while the remaining family members stay in New Zealand.

Participants: Hong Kong Chinese, Taiwanese and Korean immigrant young people aged 15-19 years (n=441) in ten Auckland secondary schools. The parents of these young people (n=124). (Length of residence ranged from 2 months to 8 years.)

Key findings/outcomes: Results suggest that the majority of 'astronauts' identified through the survey were males aged 40-49. Their main reasons for coming to New Zealand were perceived better educational opportunities for their children, and better lifestyle for their families. The study also details a methodology using Census data for identifying 'astronaut' families and their so-called 'parachute kids'. This method is used to identify this group for Hong Kong migrants coming to New Zealand between 1986 and 1991. Analysis indicated that most Hong Kong children in New Zealand were living with their parents. Those who were not living with their parents (n=300) were living with siblings, relatives or other persons. Nine were living alone. Estimates that in this group there might be 100 one-parent families with Hong Kong children who had a parent living overseas.

Scope: Data gathered from two self completion questionnaires (one for the young people and one for their parents). Census data analysis. See also:

- Aye, A. and Guerin, B., 2001 'Asian astronaut families in New Zealand: Their characteristics and impact, and the implications for psychological practice', *New Zealand Journal of Psychology*, 30, 9-15.

Keywords: family - intergenerational relationships, family – acculturation, Asian - Hong Kong, Taiwanese, South Korean, migrants, overseas born, survey, national data

F9. Joudi, R., 2002 *Intergenerational cultural transition: Iraqi female migrants talk about cultural adaptation and preservation in New Zealand*. A thesis presented in partial fulfilment of the requirements for the degree of Master of Science in Psychology, at Massey University, Albany.

Research focus/aims: To explore how Iraqi female migrants talk about and make sense of Arab culture and the preservation of Arab culture in a western society.

Participants: Iraqi female migrants to New Zealand: five mother and daughter pairs.

Key findings/outcomes: Arab mothers sought to preserve Arab culture and beliefs while living in New Zealand. Their daughters, raised in New Zealand, sought cultural conservation and to

be freed from cultural and parental control. Participants defined Arab culture and identity in terms of difference and exclusion in relation to New Zealand society, and this informed their social behaviour and activity. But participants were also keen to establish membership of their host society.

Scope: Small scale qualitative discourse analysis from ten semi-structured interviews.

Keywords: identity - acculturation, family - intergenerational relationships, Iraqi, migrants, overseas born, New Zealand born, interviews.

F10. Liu, J.H., Ng, S.H., Loong C., Gee, S., and Weatherall, A., 2003 'Cultural stereotypes and social representations of elders from Chinese and European perspectives', *Journal of Cross Cultural Gerontology*, 18, 2, 149-168.

Research focus/aims: To explore how cultural understandings (New Zealand European and Chinese) of intergenerational relationships influence the stereotypes that young and middle-aged people hold of older people. Hypotheses: (1) That cultural differences do exist and in particular that Chinese New Zealanders will hold more finely differentiated subtypes of older people according to traditional Chinese social roles. (2) That each ethnic group will hold more differentiated perceptions of its own elders than of elders of the other group. (3) That the perceptions of elders held by the middle-aged will be more differentiated than those held by young people. (4) That Europeans will be more likely than Chinese to see ethnic out-group elders as all the same.

Participants: Chinese and European families living in Wellington (n= 100 and 103 families respectively, involving 286 Chinese and 298 European individuals).

Key findings/outcomes: Hypotheses (1) and (4) were strongly supported. Hypotheses (2) and (3) were refuted.

Scope: Part of a large in-depth study of intergenerational communication and ageism in New Zealand (see Liu et al 2000 [F11]).

Keywords: family - intergenerational relationships, identity - acculturation, Asian - Chinese, Pakeha, migrants, overseas born, New Zealand born, survey

F11. Liu, J.H., Ng, S.H., Weatherall, A., and Loong, C., 2000 'Filial piety, acculturation, and intergenerational communication among New Zealand Chinese', *Basic and Applied Social Psychology*, 22, 3, 213-223.

Research focus/aims: To investigate attitudes towards caring for the elderly (filial piety) held by younger family members in two generations of New Zealand Chinese in Wellington.

Participants: 100 Chinese families with members of at least two generations living in Wellington (n=286 individuals). Average age of 150 middle aged participants: 46.9 years. Average age of 136 younger participants: 16.9 years. Less than one half of the group was New Zealand born.

Key findings/outcomes: In general, there was strong acceptance by participants of filial piety obligations. Expectations from elderly parents were felt more strongly than from grandparents; while filial piety did not appear to be directly influenced by gender, place of birth or Chinese language fluency, social identification as a New Zealander and as a Chinese were positively associated with filial piety obligations and expectations. These obligations were also positively associated with good intergenerational communication.

Scope: Part of a large in-depth study of intergenerational communication and ageism in New Zealand that involved random selection of participants (n=2687) and then non-random selection to fit sampling criteria. The phases of the research included a questionnaire and an interview or a trait sorting task. Data were analysed statistically. See also:

- Ng, S.H., Loong, C.S.F., Liu, J.H., and Weatherall, A., 2000 'Will the young support the old? An individual- and family-level study of filial obligations in two New Zealand cultures', *Asian Journal of Social Psychology*, 3, 2, 163-182, which drew on the same study to compare filial obligations among the Chinese participants with those among members of 103 New Zealand European families. Results indicate that both groups adhered to an obligation hierarchy in which social contact with, and respect for, the older generation emerged as most important. Chinese participants ranked more highly than Europeans on a range of obligations including obedience and financial support. Gender differences did not emerge.
- Ng, S.H., Weatherall, A., Liu, J.H., and Loong, C.F.S., 1998 *Ages ahead: Promoting inter-generational relationships*, Wellington: Wright and Carman.

Keywords: family - intergenerational relationships, identity - acculturation, Asian - Chinese, Pakeha, migrants, overseas born, New Zealand born, survey

- F12.** Lunt, N., McPherson, J., and Browning, J., 2006 *Les familles et whanau sans frontières: New Zealand and transnational family obligation*, New Zealand Families Commission, Wellington.

Research focus/aims: To understand better the dynamics of New Zealand's transnational families, through a consideration of past, present and emerging trends. Questions included: Why and how do transnational families form? What do transnational families look like in terms of size, geographical dispersal, and cross-country linkages? When do transnational families form in life cycles, family cycles, and generation cycles?

Participants: Primarily a literature review, but included a small number (not specified) of participants including: key stakeholders, spokespeople from organisations working with older people and advocating for migrants and individuals living transnational family lives.

Key findings/outcomes: (1) There is an emerging language of transnationalism focused on mobility and hybridity. (2) The dynamics of transnational family formation include families as migration units, chain migration, and family reunions and sponsorship (including marriage and sponsorship). (3) Transnational family living can result in isolation and lack of social support for a range of groups including international students, parents of young children, those migrants parenting alone with partners overseas, and older people. (4) Pensions influence where retirees choose to live. (6) Remittances can be integral to sustaining relationships and wellbeing in host and home countries.

Scope: Primarily a review of national and international literature but also included some scoping discussions and informal conversations with participants noted above.

Keywords: family - intergenerational relationships, family – transnationalism, migrants, overseas born, review of international and national literature, interviews

- F13.** McElwee, D. N., 1996 *The effects of ethnic group cultural differences on the level of cooperative behaviour exhibited in a social dilemma: a New Zealand European-Asian cross-cultural study*. A thesis submitted in partial fulfilment of the requirements for the degree of Master of Commerce and Management at Lincoln University, Lincoln.

Research focus/aims: To assess the effects of ethnic group cultural differences on students' choices to co-operate or compete with another party at the individual and group level.

Participants: University students: European New Zealanders (n=153) and Asian (n=30).

Key findings/outcomes: Limited support was found for the proposition that ethnic differences affect levels of co-operative behaviour. Asian participants did not exhibit more collectivist-co-operative behaviour than their European peers at either individual or group levels. But, the collectivist situational cue was found to significantly reduce levels of co-operative behaviour among the European New Zealander participants, but not among the Asian participants.

Scope: Used a two-party version of the Prisoner's Dilemma with all-European and all-Asian groups.

Keywords: peer relationships, Asian, Pakeha, migrant, overseas born, test (psychology)

- F14.** New Zealand Federation of Ethnic Councils, 1993 *'Multi-ethnic Aotearoa New Zealand: Challenge of the Future: Proceedings', 1993 National Conference, Wellington, New Zealand Federation of Ethnic Councils.*

Research focus/aims: Panellists in a workshop on Ethnic Youth Issues consider (1) intergenerational issues associated with migration and (2) issues relating to the establishment of a youth group for the Indian community in Wellington.

Key findings/outcomes: Intergenerational issues highlighted include culture clash between the generations in immigrant households as young people adapt to their host culture while parents emphasise the importance of traditional cultural values and modes of behaviour. Encourages parents to familiarise themselves with the new environment, to facilitate the adjustment of their children by accepting aspects of the new culture, and to support their teenagers' own development of separate identity. The case study of the establishment of an Indian youth group further emphasises issues of culture clash between immigrant parents and their children. Argues that conflicting pressures from both sides (traditional Indian culture and western forms of culture) leave young people experiencing an identity crisis, feelings of marginalisation and guilt. Argues that the establishment of a youth group could help young Indian people (1) in the development of their own cultural identities and (2) to make Indian culture a more visible part of New Zealand society.

Scope: Reflections from professional practice and personal experience.

Keywords: family - intergenerational relationships, identity - acculturation, Indian, migrants, overseas born, New Zealand born, reflections on professional practice

- F15.** Ng, S.H., He, A., and Loong, C., 2004 'Tri-generational family conversations: Communication accommodation and brokering', *British Journal of Social Psychology*, 43, 3, 449-464.

Research focus/aims: To collect samples of tri-generational conversations within ethnic Chinese families in New Zealand in order to explore both the communication barriers that arise because of acculturation and linguistic mismatching (particularly between first and third generation members), and also to examine strategies that families develop to overcome these barriers - brokering by second generation members, in particular.

Participants: 12 Chinese families drawn from a larger sample in a larger project. Families were tri-generational and resident in Wellington. They were diverse in terms of country of origin, language and residency in New Zealand. Two members of each generation in each family were interviewed.

Key findings/outcomes: Brokers were mostly middle-aged parents, and brokering was significantly over-represented in families displaying an intermediate (rather than high or low) level of acculturation. In most cases brokering successfully overcame generation gap and language barriers, showing that these families had managed to develop successful adaptation strategies to communication problems occasioned by language mismatch.

Scope: From a larger study in which interviews were held with 18 Chinese families and 20 European families with three generations living in the Wellington area.

Keywords: family - intergenerational relationships, family - language, Asian, Chinese, Pakeha, migrants, overseas born, New Zealand born, interviews

- F16.** Ng, S. H., Liu, J.H., Weatherall, A., and Loong, C.F.S., 1997 'Younger adults' communication experiences and contact with elders and peers', *Human Communication Research*, 24, 1, 82-108.

Research focus/aims: To test the following hypotheses: (1) That younger adults experience increasingly positive communication across the range from peers (most positive) to family elderly to non-family elderly (least positive). (2) That females' experiences and contact will be more positive than males'. (3) That Chinese New Zealanders contact with both family and non-family elderly will be more positive than that of European New Zealanders. (4) That Chinese New Zealanders will hold more positive view of the elderly than European New Zealanders.

Participants: Wellington residents of European or Chinese descent, ranging in age from 16 to 46 years. All Europeans had lived in New Zealand for most of their lives; 13 Chinese participants were born in New Zealand, the remainder had lived in New Zealand from 2 to 45 years.

Key findings/outcomes: Consistent with hypothesis (1) communication was found to be most positive with family and with peers. Results for hypothesis (2) were somewhat equivocal. Consistent with hypothesis (4) more positive views of the elderly were found among Chinese than among European New Zealanders, but contrary to hypothesis (3) these views did not translate into better communication experiences for the Chinese participants.

Scope: Participants were recruited from a randomly selected group of university students and from a list compiled by the authors and their informants. Results are drawn from 100 completed survey questionnaires, 50 from Chinese participants, 50 from European participants. Interviews were held with 12 of the latter and eight of the former. See also:

- Ng, S.H., He A., and Loong, C., 2004 'Tri-generational family conversations: Communication accommodation and brokering', *British Journal of Social Psychology*, 43, 3, 449-464 [F15].
- Ng, S.H. and He, A., 2004 'Code-switching in tri-generational family conversations among Chinese immigrants in New Zealand', *Journal of Language and Social Psychology*, 23, 1, 28.

Keywords: family - intergenerational relationships, family – language, Asian, Chinese, Pakeha, migrants, overseas born, New Zealand born, interviews

- F17.** Paterson, J., Pryor, J. and Field, J., 1994 'Ethnicity and parent-adolescent relations', *Journal of Intercultural Studies*, 15, 1, 3-13.

Research focus/aims: To consider how age group, gender, family composition and ethnicity influence adolescents' perceptions of their affective relationships with their parents and friends.

Participants: Participants (n=493) were drawn from schools and tertiary institutions from different locations in Auckland. They identified themselves as belonging to the following ethnic groups: Pakeha/European (78 percent), Maori (11 percent), Pacific Island (11 percent).

Key findings/outcomes: Ethnicity was not the main focus of this study and future research on this is needed. Results suggest some differences in the ways in which Pacific young people relate to their parents compared with Pakeha or Maori young people, and these differences may be due to distinct parenting and family interaction styles. Pacific young people, for example, appear to be less likely than those in the other two groups to seek support from their mothers, but differences in support seeking behaviour in relation to fathers, siblings or other relations were not evident. The authors note the limitations of the research tools used for measuring this and suggest further research with tools that are more specifically designed to address ethnicity.

Scope: A non-probability sampling method was used in order to obtain approximately equal numbers of younger and older adolescents. Gender, family and cultural subgroups were matched. A self report questionnaire was used in the quantitative phase of the study. The

qualitative phase of the study (n=100) utilised individual interviews, but there was only one Pacific volunteer for this.

Keywords: family - intergenerational relationships, identity - peer relationships, Pacific, Maori, Pakeha, migrants, overseas born, New Zealand born, survey

F18. Pilkington, J., 1990 'Mixed marriages and language maintenance: Some Samoan data', *Wellington Working Papers in Linguistics*, 1, 28-36.

Research focus/aims: To compare proficiency in Samoan among children whose parents are both Samoan with proficiency where only one parent is Samoan.

Participants: Eleven couples (with children) in which at least one partner was Samoan.

Key findings/outcomes: Samoan language proficiency in children is better in families in which both parents are Samoan than in families where only one parent is. The gender of the Samoan parent in these inter-ethnic families made no apparent difference to the language proficiency of their children. A correlation was found between a lack of emphasis on Samoan identity and a lack of language proficiency in Samoan. Language maintenance in inter-ethnic families requires positive attitudes towards speaking Samoan including use of the language in the home. More extensive institutional support would assist in this development.

Scope: Interview questionnaire administered to parents in eleven families. Survey was a modified and reduced version of that used by 'Aipolo and Holmes (1990) [F1]. See also Daly (1990) [F3].

Keywords: family - language, identity - acculturation, Pacific - Samoan, migrants, overseas born, New Zealand born, survey

F19. Shameem, N., 1994 'The Wellington Indo-Fijians: Language shift among teenage new immigrants', *Journal of Multilingual and Multicultural Development*, 15, 5, 399-418.

Research focus/aims: Examines language maintenance (of Fiji-Hindi) among adolescent Indo-Fijian new immigrants in Wellington. Explores factors contributing to language shift to English.

Participants: Teenage Indo-Fijian new immigrants (n=53), and their mothers.

Key findings/outcomes: High levels of Fiji-Hindi proficiency were found, but language shift was also found to be underway in this community. Mothers and teenagers showed significant differences in language proficiency in English, Fiji-Hindi and Hindustani. Teenagers showed much greater proficiency in English than their mothers. For mothers, Fiji-Hindi was the dominant language, but for teenagers, English had already become dominant. FH maintenance depended on age, age at time of migration and length of residence in New Zealand.

Scope: Structured interviews with teenagers and their mothers. Additional data on language competence in Fiji-Hindi was obtained from interviewees on 69 teenage and younger members of the households involved. A Fiji-Hindi performance test was administered in 1993. See also:

- For the thesis from which this article was drawn, see Shameem, N., 1995 *Hamai log ke boli, Our language: Language shift in an Immigrant Community: The Wellington Indo-Fijians*, Applied Linguistics, Victoria University of Wellington. The thesis notes further that additional interviewing of a subset of original participants (n=35) took place in 1993 and showed that, by this time, Fiji-Hindi proficiency was only related to length of residence. Concludes that the language will almost certainly be lost among the New Zealand born Indo-Fijians in Wellington unless a concerted effort is made by this community and the host society to preserve it.
- Shameem, N., 1998 'Validating self-reported language proficiency by testing performance in an immigrant community: The Wellington Indo-Fijians', *Language Testing*, 15, 1, 86-108.

Keywords: family - language, Indo-Fijian, migrants, overseas born, interviews

- F20.** Suaalii, T. M. and Mavoa, H., 2001 'Who says yes? Collective and individual framing of Pacific children's consent to, and participation in, research in New Zealand', *Childrenz Issues: Journal of the Children's Issues Centre*, 5, 1, 39-42.

Research focus/aims: To discuss issues surrounding research participation by Pacific children and young people, focusing in particular on the collective nature of rights and knowledge for this group, and the complexities of giving consent to research involvement in cross cultural contexts. Examines (1) the contexts in which individuals do or do not have an individual right of consent; (2) the implications of the valuing by Pacific peoples of collective knowledge; (3) the significance of shame in parental decisions about whether children should participate in research.

Key findings/outcomes: Observes that children's rights in the research context have been framed in terms of western understandings of individualised ownership of knowledge but this is incongruent with the collective nature of ownership and responsibility among Pacific groups. Thus 'for Maori and Pacific peoples, the right to give consent and to pass on knowledge is enmeshed in collective frameworks where the individual is an integral part of an extended family and wider community' (p.39). Children's right to take part in research is governed by epistemologies of parents and others; in Pacific communities, these rights are linked to responsibilities and statuses within a collective framework. Researchers must take heed of this in designing protocols. Emphasises the importance of consultation during all stages of research design, implementation, interpretation and dissemination.

Scope: Wide ranging discussion drawing on New Zealand and international research.

Keywords: family - intergenerational relationships, Pacific, migrants, New Zealand born, overseas born, review

- F21.** Tay, R., 1999 *Voices of Asian youth*, Christchurch City Council, Christchurch.

Research focus/aims: To identify the issues, concerns and needs of Asian high school students in three communities in Christchurch.

Participants: Asian high school students (n=50), including fee paying students (n=18) from 11 secondary schools; ESOL teachers (n=6) from six of the schools.

Key findings/outcomes: (1) Language can be a major barrier to acculturation. (2) Relationships between the City Council and Asian community groups need to be improved. (3) Schools tend to focus sporting activity on traditional 'Kiwi' sports rather than on sporting activities favoured by migrant young people. (4) Asian students are not widely involved in the life of the city.

Recommendations: (1) Screening of students by schools to assess language proficiency and levels of subsequent assistance. (2) More comprehensive ESOL programmes. (3) Appointment of a Youth Co-ordinator in the city to act as a liaison between students, schools, the City Council and Asian community groups, and also to work in schools to promote awareness of Asian cultures and to encourage students to adopt the best of both cultures. (4) Schools should consider making sporting facilities for basketball, badminton, tennis, table tennis and soccer more readily available to students. (5) Improvements to city life for these students would include: a better public transport system; nightlife that is suitable for teenagers; the operation of shopping malls and food stalls later into the night; the development of a theme park and the hosting of more international fairs and cultural events.

Scope: Small scale exploratory study. Analyses demographic data drawn from Statistics New Zealand and from community boards, the City Council and local high schools in the selected areas. Focus groups of 6-10 students were organised according to country of origin: (i) China, Hong Kong and Taiwan; (ii) Korea; (iii) Malaysia, Singapore and the Philippines. Smaller focus group were organised for students from Japan, Indonesia, Thailand, Cambodia and Vietnam. Interpreters were engaged to assist the discussions. ESOL teachers were interviewed.

Keywords: acculturation, services, education – language, Asian, Chinese, Taiwanese, Hong Kong, Korea, Malaysia, Singapore, Philippines, migrants, overseas born, interviews

- F22.** Vong, C., 2002a 'The impact of migration on the Chinese family', *New Zealand Journal of Counselling*, 23, 1, 21-24.

Research focus/aims: Discusses the impact of migration stress, cultural transition and the changing nature of family structure and family roles on immigrant Chinese families.

Key findings/outcomes: In relation to young people, argues that children and adolescents often find adaptation easier than their parents do and this can lead to generational conflict in the family in two important ways. Young people may wish to adopt lifestyles and customs common to other young New Zealanders, in conflict with traditionally acceptable behaviour among young Chinese. Further, because young people are often more adept at English than their parents, they often act as interpreters and become responsible for the family's interaction with the wider community. This can produce an apparent inversion of roles which parents may respond to by imposing strict family rules about behaviour.

Scope: Based on reflections on personal experience, and some international research.

Keywords: family - intergenerational relationships, family – acculturation, Asian - Chinese, migrants, overseas born, reflections on personal experience, review of international literature

- F23.** Wood, E., 2002 *First generation Indian women talk about dating and marriage in New Zealand society*, MSocSc, University of Waikato, Hamilton.

Research focus/aims: To examine the attitudes of a group of first generation Indian women to dating and marriage practices.

Participants: Six women, all first generation migrants from India residing in Hamilton.

Key findings/outcomes: Marriage was highly valued, and arranged marriages continued to be the customary form of union although some modernisation in this practice had occurred with children now playing a more substantial role in the decision process. Most participants were open to the idea of dating, and noted that this had become more of an issue with Indian youth. They also noted that dating tended to be regarded in a negative light in traditional Indian society. Dating tended not to be freely discussed within the family. Interracial dating was viewed positively by participants although some expressed concerns with reference to religion. Family conflict over marriage and dating was noted as a feature of some households but it was noted that, in many cases, parents eventually accepted children's decisions: the primary theme of the discussions was that no disagreement was worth losing one's children over.

Scope: In-depth interviews

Keywords: family - intergenerational relationships, Asian – Indian, migrants, overseas born, interviews

Crime

- F24.** Eggleston, E., 2000 'New Zealand youth gangs: Key findings and recommendations from an urban ethnography', *Social Policy Journal of New Zealand*, 14, 148-163.

Research focus/aims: To understand the experience of young people in gangs in New Zealand

Participants: Young people (n=55) aged 11-24 years involved in gangs. Participants identified variously as Maori, Pakeha, Tongan, Fijian, Niuean, Cook Island, Tokelauan, Samoan. All but two participants were male.

Key findings/outcomes: Themes that emerged: (1) Belonging: the importance of affiliation and friendship. (2) Vulnerability: gangs were seen as protective although joining a gang increased the likelihood of needing protection. (3) Gender: the gangs were exclusively male but did have female affiliates who were 'looked after' as supporters but not members of the gang. (4) 'Trouble' involving illegal activity. Argues that most youth gangs are not as ruthless as their talk suggests. Suggests future research should look at the difference between 'talking the talk' and 'walking the walk'; at the rhetoric of joining a gang to support one's culture; at the differences between 'wannabe' gangs and those that are well established and actively criminal. Suggests such research could provide the basis for community interventions.

Recommendations: Offers two suggests for interventions: (1) Create fora where young men can explore and experience emotions that are associated with being an adolescent (fear, isolation, hurt etc) but are culturally downplayed as feminine. (2) Resource youth driven initiatives that promote a pro-social peer culture.

Scope: Ethnography, including interviews and participant observations.

Keywords: identity - acculturation, crime - gangs, Maori, Pakeha, Pacific - Tongan, Fijian, Niuean, Cook Island, Tokelauan, Samoan, New Zealand born, interviews, ethnography

F25. Maxwell, G., Robertson, J., Kingi, V., Morris, A. and Cunningham C., 2004 *Achieving effective outcomes in youth justice*, Ministry of Social Development, Wellington.

Research focus/aims: To identify factors associated with effective outcomes in the youth justice system. To assess the extent to which the goals of the Children, Young Persons and their Families Act 1989 were being met.

Participants: Youth justice co-ordinators (n=24), a representative sample of young people involved in Family Group Conferences (n=1003) facilitated by the co-ordinators in the sample. Approximately one-third were Maori, one-third Pakeha and 15 percent were Pacific young people.

Key findings/outcomes: Results for young Pacific people: this group offended at twice the rate of Pakeha and half the rate of Maori. They come before the Youth Court more often than Pakeha counterparts for similar offending, but their outcomes are not noticeably different from those of Pakeha once they have been through the Youth Court or a FGC. Their offending is likely to be more serious, however. Success in FGCs was most likely when (1) The family was engaged with the process, was treated with respect and was acknowledged in a manner that went beyond tokenism. (2) Pacific participants felt they were crucial to the process rather than simply being provided with a chance to take part. (3) They were able to take charge of decisions resulting from an FGC rather than professionals making decisions for them. (4) They were spoken to respectfully in language they could understand. (5) They were encouraged to provide support and forgiveness to their young people. (6) It is crucial that those for whom English is a second language are able to understand the process. (7) Calls for further research to increase understanding about how young people from specific Pacific cultures experience life in New Zealand.

Scope: Interviews were held with co-ordinators and with over half of the young people. Data on the whole sample of young people was drawn from the criminal justice system.

Keywords: crime - Family Group Conferences, crime - Youth Court, Pacific, migrants, New Zealand born, overseas born, interviews, national data

F26. Ministry of Social Development, 2002 *Report of the Ministerial Taskforce on youth offending*, Ministry of Social Development, Ministry of Justice, Wellington.

Research focus/aims: To develop a co-ordinated package of initiatives for improving practices, processes and inter-agency co-ordination to reduce youth crime.

Participants: Key stakeholders in the youth justice sector including Child, Youth and Family, Police Youth Aid, government and community representatives (24 meetings around New Zealand).

Key findings/outcomes: (1) There is strong support for the current legislative basis for youth justice, and for Family Group Conferences in particular. (2) Clearer leadership in the sector is needed. (3) Better support and resourcing for professionals in CYP and Police Youth Aid is needed. (4) Better mechanisms are needed to ensure interagency collaboration. (5) Funding and range of current programmes is inadequate, especially to meet the needs of the hardest-end offenders. (6) A sentencing option beyond Supervision with Residence is needed for the latter group. (7) There are high rates of offending among young Maori. (8) Pacific young people are over-represented in offences involving violence. (9) A lack of detailed statistical information is inhibiting planning.

Scope: Stakeholder and community consultation through face to face meetings.

Keywords: crime - Family Group Conferences, crime – Youth Court, Pacific, Migrants, New Zealand born, overseas born, interviews

F27. Ministry of Social Development, 2006 *From wannabes to youth offenders: Youth gangs in Counties Manukau*, Ministry of Social Development, Wellington.

Research focus/aims: To understand the nature of youth gangs in Counties Manukau, their extent and impact; to assess factors that may have contributed to their emergence; to identify services available to young people in the area; to identify possible models of intervention.

Participants: Social service agency staff, school principals, church ministers, community representatives with an interest in youth, government agency staff (Police, Ministries of Education, Justice, Youth Development, Social Development, Department of Child, Youth and Family, current and former youth gang members, non-gang youth (numbers unspecified).

Key findings/outcomes: Youth gangs should be viewed as one outcome of wider social problems impacting on youth in Counties Manukau including: (1) Economic deprivation. (2) The loss of extended family/parental support networks (for immigrants from the Pacific, and in rural-urban migration among Maori). (3) Family stresses such as parents working multiple jobs, financial pressures, lack of engagement with services. (4) Gangs offer a proxy family unit as well as a source of friendship, status, protection, social activity, material gain and for some, a chance to become associated with adult gangs. (5) Rates for non-involvement in school among those under 16 years are higher in this area than elsewhere in New Zealand.

Recommendations: Suggestions for interventions: (1) Local programme development. (2) Long-term funding in the community. (3) Funding related eligibility criteria should be broadened beyond age/individual to a more whanau-oriented system. (4) Improved infrastructural support. (5) Improved interagency collaboration. (6) Increased resources. (7) Youth specific responses. (8) Parental engagement. (9) Increased service provision. (10) Development of agreements between community, government and adult gangs to stop the latter recruiting youth. (11) Increased community police presence. (12) Work opportunities for youth and assistance to help them remain in school.

Scope: An ethnographic approach was taken.

This report led to: Auckland Youth Support Network (2006) *Improving Outcomes for Young People in Counties Manukau: Plan of Action*, Ministry of Social Development, Wellington.

Keywords: crime - gangs, family - intergenerational relationships, identity - peer relationships, Pacific, migrants, New Zealand born, ethnography

F28. Singh, D. and White, C., 2000 *Rapua Te Huarahi Tika: Searching for solutions*, Ministry of Youth Affairs, Wellington.

Research focus/aims: (1) To identify strategies that are effective and those that are not in reducing re-offending among indigenous and ethnic minority youth. (2) To identify key elements of successful interventions. (3) To identify positive and negative impacts of different interventions and consider whether these are likely to affect offence rates indirectly.

Key findings/outcomes: (1) Research that systematically evaluates the effectiveness of culturally specific programmes is rare. (2) Interventions that may be effective include social and cognitive skills training, family training, cultural initiatives, family group conferences, multi-systemic therapy, habilitation programmes, peer retreats and community initiatives. (3) Other initiatives that may be effective but about which more research is needed include: outdoor activities, mentoring, healing circles, restorative justice, vocational skills/work placement. (4) Less effective interventions include: boot camps, shock incarceration, curfews, strengthening Police-youth relationships, programmes based on rigid correctional models. (5) Four key characteristics of effective programmes are: (i) a holistic approach incorporating different strategies, (ii) involving significant others, e.g. family and community, (iii) staff who are sensitive, culturally appropriate and with whom youth identify, (iv) incorporation and emphasis of cultural material. (6) Other factors for effective interventions are similar to those identified for mainstream programmes. (7) The literature on interventions for Pacific peoples is very sparse. More research is needed.

Recommendations: Suggestions for successful strategies include: (1) Recognition of the identity conflicts of New Zealand born Pacific youth. (2) Family involvement. (3) Collective support networks. (4) Interactive group processes. (5) Separate programmes for men and women. (6) Important to recognise the specificity of each Pacific culture.

Scope: Review of New Zealand and international literature.

Keywords: crime, family, Pacific, migrants, New Zealand born, review

F29. Thake, G., 1996 *Sex, age, ethnic and group differences in young people's perceptions of youth crime, punishment, discipline and community issues*, Department of Psychology, University of Auckland, Auckland.

Research focus/aims: To investigate the perceptions of social issues, problems and relationships to crime, the community and punishment held by young people within a central Auckland area. (Abstract only accessed.)

Participants: Young people (n=90) aged 10-14 years including 53 police community youth group members and 37 control groups participants, both male and female and from a range of ethnic groups (not specified in the abstract).

Key findings/outcomes: Most participants were dissatisfied with community support and most perceived community issues and related problems as contributing to youth crime. Younger children indicated greater enjoyment and benefits (than older children) in participating in the police community youth group programme aimed at alleviating youth crime. Ethnic group differences (unspecified in the abstract) were found in perceptions about community issues, acceptable behaviour and social misdemeanours.

Scope: Questionnaire survey on social misdemeanours and their punishment, perceived community problems, elected punishment responses for social and legal offences.

Keywords: crime, services, migrants, New Zealand born, overseas born, survey

Education and employment

This section lists research that relates to the first two of the Settlement Strategy goals: that "migrants, refugees and their families are able to obtain employment appropriate to their qualifications and skills" and "to become confident using English in a New Zealand setting, or

be able to access appropriate language support". For young people, the research relating to these goals is overwhelmingly concerned with education, and most of the references listed in this section have come from research undertaken within the educational community since the 1970s.

Because of the large amount of material, these references have been split into subsections. This split is somewhat artificial, particularly in relation to the two largest subsections – language and learning styles – which categorise material according to the primary emphasis of each piece of research. As Barnard (1998 [E2]) points out, in the learning experiences of young refugees and migrants, there is a very close relationship between the acquisition of language competency and the environment of cultural understanding in which this takes place. Readers are encouraged to bear this in mind when considering the references in this section. A third subsection lists education references that do not fit neatly elsewhere. The final subsection – employment– lists the few references found that are concerned with employment among young migrants and refugees. These are either demographic analyses or they examine the employment aspirations, rather than the employment experiences, of these groups.

Education – language

- E1.** Atkinson, A., 1992 *Non-English speaking background students in New Zealand schools*. Data Management Section, Ministry of Education, Wellington.

Research focus/aims: To summarise and analyse information collected from schools by the Ministry of Education regarding NESB students' English speaking ability, their immigration category and their length of residency.

Data: Statistics on NESB students by category, class level, ethnic group and residency (by Ministry of Education district) as at March 1992.

Key findings/outcomes: (1) Total NESB students: 45194, two-thirds of whom were in Auckland schools. (2) Nearly one-third had adequate oral English skills but required assistance to develop reading and writing skills. (3) About one-third required no additional support. (4) Only 3 percent had no English language competence. (5) Total number needing support of some kind: 31,537, of whom about one-third were at secondary school and two-thirds at primary school. This total is nearly 5 percent of the New Zealand school population. (6) Over one-half (55 percent) of NESB students were Pacific Islanders (25,105 students out of a total Pacific student population in New Zealand of about 44,000). For nearly 57 percent of these Pacific students, English was not the dominant language spoken at home, and just under one half of this group were New Zealand born. (7) Nearly 6,000 (13 percent) students were the children of business migrants, while 7.5 percent were the children of refugees or those who came to New Zealand under the reunification scheme.

Scope: Nation-wide statistics.

Keywords: education - ESOL, Pacific, Asian, migrants, refugees, overseas born, New Zealand born, national data

- E2.** Barnard, R., 1998 'Non-English speaking background learners in New Zealand schools', *New Zealand Journal of Educational Studies*, 33, 1, 107-114.

Research focus/aims: To review the report by Kennedy and Dewar (1997 [E19]) on programmes and support for NESB students in New Zealand secondary schools.

Key findings/outcomes: Considers that the report provides useful information and practical guidelines for assisting NESB students. Argues, however, that it misses a key issue: namely that while language support is important, greater intercultural awareness is essential - on the part of schools (both staff and other students) and in school curricula. Suggests the formal re-identification of students away from deficit acronyms such as NESB, LEP, ESL, towards terms such as 'bilingual learner'. Calls for research into the learning contexts of these students in

order for curricula to be designed, evaluated and improved. This may include research in the field of ESOL, but should also address the means by which language and culture are transmitted and received in classrooms and throughout the school system. Calls for a national languages policy.

Scope: Essay review. See also Kennedy and Dewar (1997 [E19]).

Keywords: education – ESOL, education – learning styles, education – acculturation, education – secondary, migrants, refugees, overseas born, New Zealand born, literature review

E3. Barnard, R., 2001 'A survey of the regular classroom teacher's perspective of NESB students in Hamilton secondary schools', *Many Voices*, 17, 21-25.

Research focus/aims: Uses Johnston's (1999) survey on regular (non- ESOL) teachers' perceptions of NESB students.

Participants: Teachers in ten secondary schools in Hamilton.

Key findings/outcomes: Teachers lack techniques and strategies to teach NESB students effectively in their subject areas. This leads to frustration and concern among teachers about how time-intensive these students can be. As with Johnston's study, teachers thought language development was the domain of the ESOL teacher. There is a significant need for professional development programmes for teachers (both pre-service and in service) to help them develop ways to help their NESB students. School administrators need to facilitate communication systems among teachers, between teachers and ESOL specialists, and between schools and NESB communities.

Scope: Survey of 55 teachers from eight state and two private secondary schools.

Keywords: education - ESOL, education – secondary, education – teachers, survey

E4. Beale, E., 2000 'ICT and collaborative writing in an ESOL classroom', *Many Voices*, 16, 4-7.

Research focus/aims: The use of information and communication technologies in an ESOL classroom; asks what communication strategies students used, what the role of the teacher was, and how interaction changed during the use of ICT.

Participants: NESB students in a senior secondary school ESOL class.

Key findings/outcomes: Students used ICT, particularly computing, in a collaborative writing task that required interpersonal listening and speaking skills, including negotiating meaning, improving fluency in English, requesting repetition and clarification, working with specific language structures and correcting errors. This proved difficult for some students for whom risk-taking in the classroom (e.g. the teacher urging them to 'just try things') was not a comfortable or familiar experience. The teacher had an important role as facilitator, and students gradually learned not to rely on the teacher for all instruction. Overall, the process helped in the development of language and social skills, as well as in learning how to use a computer.

Scope: A small scale in-depth study involving participant observation as well as filming the class in action.

Keywords: education - ESOL, education – learning styles, education – secondary, migrants, refugees, overseas born, New Zealand born, participant observation

E5. Bedford, J., 2003 'Washback - the effect of assessment on ESOL teaching and learning', *Many Voices*, 21, 19-23.

Research focus/aims: To examine the effects (positive and negative) of assessment on teaching and learning in Year 11 ESOL classes following implementation of NCEA in 2002. In particular, has the introduction of NCEA changed the way ESOL teachers plan and teach? What advantages/disadvantages result from changing to standards based assessment and what effect has this change had on teachers and learner?

Participants: ESOL teachers from state, private and integrated schools, and one student.

Key findings/outcomes: Evidence of positive effects: student motivation to gain credits, recognition of ESOL as a subject, and more focused students. Negative effects: imbalance of programme focus (e.g. rote learning to pass assessments rather than learning relevant skills), assessment overload, professional confusion. Implications: standards should be assessment tools, not the focus of teaching; teachers need to access good assessment models; careful choice of standards for literacy requirements is needed. It is important that teachers explain NCEA requirements clearly to students. Positive results emerged from classes where unit standards were well integrated into the programme and where teaching focused on language learning in context.

Scope: Survey questionnaire sent to ESOL teachers in Auckland and Northland. Response rate not stated. One NESB student interviewed.

Keywords: education - ESOL, education – assessment, education – secondary, migrants, refugees, New Zealand born, overseas born, survey

E6. Bedford, J., 2005 'Size does matter: Giving effective feedback on academic writing', *Many Voices*, 24, 6-9.

Research focus/aims: What are the most effective ways of engaging ESOL students in taking up oral feedback on classwork from teachers and peers?

Participants: Students in two Year 12 ESOL classes working on the NCEA level 2 writing unit standard 8825.

Key findings/outcomes: There is value in asking students about their feedback preferences (oral, written, teacher, peer) as this helps them to take ownership of the feedback. Students in this study preferred a mix of written and oral feedback, and of peer and teacher feedback. Oral feedback, in particular, helped students to engage in processing feedback through interaction and negotiation with teachers and peers. Class size is important in this, however, as in small classes, teachers are able to give oral feedback more effectively than in large classes where one-on-one discussions can be difficult and care needs to be taken to respect student privacy. Peer feedback needs to be carefully structured so that students understand what is needed. This can be particularly effective in helping students become less dependent on teachers.

Scope: Based on an MA research project. Questionnaires and interviews involving 11 students in one class and 27 in another.

Keywords: education - ESOL, education – learning styles, education – secondary, migrants, refugees, overseas born, New Zealand born, interviews, survey

E7. Brown, G. M. E., 1995 *Bilingual literacy and academic success among Samoan born students in a New Zealand secondary school*. A thesis presented in partial fulfilment of the requirements for the degree of Master in Education at Massey University, Palmerston North.

Research focus/aims: To examine bilingual secondary school students' literacy abilities and practices in the school setting by looking at first language reading behaviour among Samoan bilingual students in English immersion education in New Zealand.

Participants: Secondary school students: Samoan born (n=29) and New Zealand born (n=20).

Key findings/outcomes: (1) High importance is given to Samoan language reading, but little time is spent actually reading in that language. (2) Both groups performed better on English cloze tests than Samoan. (3) New Zealand born students read better in English and worse in Samoan than their immigrant peers. (4) A strong inverse correlation was found between length of residence and reading ability in Samoan and English. The longer the Samoan born students lived in either country, the better their ability in the language of that country and the weaker their ability in the other language. These correlations were not found for the New Zealand born students.

Scope: Data were gathered through reading tests, school records of academic achievement, demographic details obtained from a questionnaire administered to students.

Keywords: education - ESOL, education – bilingualism, education – secondary, Samoan, migrants, overseas born, New Zealand born, survey, literacy test

E8. Cameron, S. and Simpson, J., 2002 'ESOL teachers' perspectives on the provision for NESB students in Hamilton and Auckland secondary schools', *Many Voices*, 19, 16-23.

Research focus/aims: Further follow up to studies by Johnston (1999) and Barnard (2001), interviewing ESOL teachers about their role, their response to the findings of the earlier studies and their experience of systems in their schools for assisting NESB students.

Participants: ESOL teachers in Hamilton and Auckland.

Key findings/outcomes: Schools are experiencing an enormous growth in NESB students, and this is putting pressure on teachers and resources. In Hamilton, schools are providing ESOL support classes, teacher aide assistance, special tuition for those not coping in mainstream classrooms. In Auckland, multilevel systems are operating including foundation classes in subject areas, ESOL support classes, IELTS preparation classes. More teachers are taking advantage of professional development, and in Auckland, a 'whole-school' approach is increasingly evident in which teachers within schools liaise with each other and share ideas and resources.

Scope: In-depth interviews with five ESOL teachers in each city.

Keywords: education - ESOL, education – secondary, education – teachers, survey

E9. Carroll, M., 1991 'Vocabulary, knowledge and schooling: A study of the vocabulary knowledge of students from other language backgrounds and the implications for schooling', *English in Aotearoa*, 14, 9-14.

Research focus/aims: Assessment of gap in vocabulary knowledge between native and non-native speakers of English.

Participants: 138 Form 4 (Year 10) girls in Wellington schools.

Key findings/outcomes: Gap widens for words less frequently used; ESL students are learning words at all levels of difficulty; many New Zealand born students from NESB scored poorly; within this latter group, Indian and Asian girls scored more highly than Pacific girls. Argues that initial schooling in the languages spoken at home may help with subsequent schooling in English.

Scope: Survey highlights the educational needs of a key group: New Zealand born students for whom English is not a first language. See also:

- Carroll, M., 1991 'Vocabulary knowledge and schooling: Some issues', *Many Voices*, 1, 16-17.

Keywords: education - ESOL, education – bilingualism, education – secondary, Pacific, Indian, Asian, migrants, refugees, overseas born, New Zealand born, survey

E10. Chai, C.O.L., 1990 *Bilingual peer tutoring: An exploratory study*, Department of Education, University of Auckland, Auckland.

Research focus/aims: To examine the effectiveness of bilingual and monolingual tutors in improving the reading comprehension of secondary age ESOL students.

Participants: Tutors (sixth and seventh form students) and their students (fourth form students who are recent immigrants).

Key findings/outcomes: Reading comprehension improved as a result of tutoring. Some support was indicated for the effectiveness of bilingual peer tutoring.

Scope: Tutors used a combination of teaching strategies with three bilingual paired subjects and four monolingually paired subjects. Success was measured by improvements on comprehension questions.

Keywords: education - ESOL, education – bilingualism, education – secondary, migrants, refugees, overseas born, New Zealand born, case study

E11. Davey, S., 2002 'Interaction with text: A study of teachers' mediation of materials in mainstream and ESOL secondary school classrooms', *Many Voices*, 20, 23-25.

Research focus/aims: how do teachers address the language learning needs of NESB students through mediating texts? How does a teacher's language contribute to the language learning of these students?

Participants: Teachers and students in five Taranaki secondary schools.

Key findings/outcomes: Classrooms and classroom language need to be less teacher-dominated, with students adopting a more active role; teachers need to acknowledge their role as language teachers whatever their subject area; use of 'real life' materials in class would help students' confidence outside the classroom; teachers should use more questioning that requires students to think for themselves and so develop critical thinking skills. Offers a range of practical suggestions for teachers on these recommendations.

Scope: Participant observation of classroom practice in eighty lessons over five weeks.

Keywords: education - ESOL, education – learning styles, education – secondary, migrants, refugees, overseas born, New Zealand born, participant observation

E12. Edwards, S. L., 1994 *ESL learners reading in mainstream classrooms: Three case studies*, MA Applied Linguistics, University of Waikato, Hamilton.

Research focus/aims: To investigate the effects of placing students of English as a second language in mainstream classrooms by examining the match between these learners and some of the texts they encounter in mainstream classrooms; to understand the influence of the text, the learner and the classroom on this match.

Participants: Three case studies of ESL learners and their teachers in secondary school classrooms.

Key findings/outcomes: A mismatch was identified between learners and the texts used in mainstream classes in all three cases. Teachers were generally not well aware of the difficulties that ESL students faced in reading these texts. Argues that classroom practices that fail to focus on reading instruction for ESL learners may make their task of learning a new language at the same time as learning a new subject content extremely difficult. Argues further that, if

ESL students continue to be mainstreamed, then subject teachers should be actively helped to become more aware of the reading problems experienced by these students.

Scope: Case study approach using data gathered from classroom observations, analysis of classroom reading texts, interviews with ESL students and written questionnaires completed by their teachers.

Keywords: education - ESOL, education – learning styles, education – secondary, migrants, refugees, overseas born, New Zealand born, case study

E13. Franken, M. and Haslett, S.J., 1999 'Quantifying the effect of peer interaction on second language students' written argument texts', *New Zealand Journal of Educational Studies*, 34, 2, 281-295.

Research focus/aims: To investigate the effects of collaborative work on the writing of argument texts by high school students for whom English is a second language.

Participants: NESB students in a mixed-sex sixth form class at an Auckland high school (n=20).

Key findings/outcomes: Contrary to expectations, positive effects were found for grammatical accuracy and complexity among those working alone. This suggests that there may be constraints on language performance when students shift from speaking to writing, that is, that the benefits of interaction in the case of speaking (increased fluency, accuracy, complexity) do not necessarily transfer to writing tasks.

Scope: The study involved two parallel groups: in one, students were given the opportunity to work in pairs; in the other, they had little or no opportunity to do this. The study fitted into an academic skills programme designed to prepare students for the curriculum and for the International English Language Test. It ran over six weeks.

Keywords: education - ESOL, education – learning styles, education – secondary, migrants, refugees, overseas born, New Zealand born, case study

E14. Franken, M. P. and McComish, J., 2003, *Improving English language outcomes for students receiving ESOL services in New Zealand schools, with a particular focus on new immigrants*, New Zealand Ministry of Education Research Division, Wellington.

Research focus/aims: To investigate the ways in which schools make use of targeted ESOL funding. Addresses an extensive range of research questions about the use of this funding and about good practice for teaching and learning for NESB students. Includes an analysis of demographic trends with respect to NESB students, and a literature review on good practice.

Participants: School staff associated with ESOL provision or with the teaching of NESB students (n=23 schools). On average, four staff were interviewed in each school. Ministry of Education verification reports (on school processes with regard to ESOL funding) were also used (n= 126 primary schools, 16 intermediate schools, 46 secondary schools).

Key findings/outcomes: A very wide range of findings is listed. Conclusions resulting from these findings include: (1) ESOL provision is a demanding area of work requiring expertise from schools and teachers. Two key systemic gaps are the lack of a New Zealand Language Policy and the lack of curriculum guidelines for ESOL provision. Addressing these gaps would enable a more systemic approach in which consistent links could be developed throughout the education sector in relation to ESOL; models of provision based on best practice could be implemented through the curriculum; the development of more resources for NESB students could be linked to essential learning areas of the curriculum; greater attention would be paid to language acquisition by organisations that play a role in schools (ERO for example). (2) The pool of staff qualified in ESOL provision needs to be enlarged and their levels of expertise increased. This should be addressed at pre-service, in-service and post-graduate levels and

should involve school management, teachers and teacher aides. (3) Better information on NESB students is needed. This could include systematic tracking of students through their school careers as well as more research on how well these students make the transition to tertiary education.

Scope: A stratified sample of schools was used in order to access schools with a range of selected characteristics (relating to size, decile, region, composition of student roll).

Keywords: education - ESOL, education – learning styles, education – school organisation, migrants, refugees, overseas born, New Zealand born, interviews, school data

E15. Fry, J., 2004 'Supplement to 'Wrestling with research: Helping NESB students with the research demands of NCEA'', *Many Voices*, 22, 21-23.

Research focus/aims: To address the low achievement rates of some ESOL students in NCEA research assessments.

Participants: ESOL students doing Level 1 NCEA, teachers.

Key findings/outcomes: The main finding from students was that they had difficulty with language. This included problems with understanding the standards and activities required, as well as problems with the research content of any project. Teachers reported that the main areas of difficulty for students were in selecting, analysing, organising and synthesising material. Students from educational backgrounds where research skills are not taught also experienced difficulties understanding the research process required. Suggests teachers of different subjects work together to help students understand research techniques common to different subject areas; bilingual teacher aides should have some training in research processes; research topics that reflect prior knowledge would reduce the language load on students; some research assessments could be done in ESOL classes.

Scope: Small scale study. Interviews with teachers and students (numbers not stated). Achievement of 48 students was studied.

Keywords: education - ESOL, education – learning styles, education – assessment, education – secondary, migrants, overseas born, New Zealand born, case study

E16. Henderson, A., 1988 'Report on a study of the language needs of Southeast Asian refugees in New Zealand', *New Settlers and Multicultural Education Issues*, 5, 3, 28-32.

Research focus/aims: To assess the language needs of the Southeast Asian refugee population and to analyse the language provisions that have been made available to meet the needs of this population.

Participants: Survey sample involved 230 cases (individuals through to family groups of up to eleven people) from a range of South East Asian countries, across all age groups, but 80 percent were under 35 years on arrival in New Zealand.

Key findings/outcomes: Provides a demographic profile of this population, including educational backgrounds, occupations, language backgrounds, years in refugee camp, resettlement patterns. A smaller regional subsample included survey of young adults from Cambodia and Vietnam. Student responses stressed the importance of their mother tongue, and all wanted to speak it well by learning it either at home or at school. Students identified technical school subjects as easier than English-intensive subjects.

Scope: Large scale study involving national sample of 785 refugees, smaller regional subsample, documentary analysis of government records, survey of individuals and institutions involved in provision of language education, face to face interviews with providers and recipients of language education.

Keywords: education - ESOL, education – bilingualism, South-East Asian, refugees, survey, interviews, documents

- E17.** Hunkin, G.A.L., 1987 'Being Samoan means knowing my language', *New Settlers and Multicultural Education Issues*, 4, 3, 28-35.

Research focus/aims: To assess the significance of being able to speak Samoan among Samoan university students.

Participants: Samoan university students (majority were New Zealand born).

Key findings/outcomes: All respondents regarded being able to speak Samoan as crucial to identity and self-esteem, but only one student in the sample could speak the language fluently. Concern was expressed that loss of cultural practices would lead to loss of the language and vice versa.

Scope: Brief report citing a pilot study conducted among Samoan students at Auckland University. Methodological details not given.

Keywords: education – language, education – bilingualism, education – tertiary, identity, Pacific, Samoan, migrants, overseas born, New Zealand born.

- E18.** Johnston, M., 1999 'The regular classroom teacher's perspective of non-English-speaking-background students in secondary schools', *Many Voices*, 14, 19-24.

Research focus/aims: To identify the needs of mainstream (not specialist ESOL) teachers of NESB students in the Canterbury-Nelson region.

Participants: Teachers in secondary schools in the Canterbury-Nelson region.

Key findings/outcomes: Teachers showed significant signs of frustration in relation to NESB students in their classes. Most thought that the ESOL teacher in the school had sole responsibility for assisting NESB students with English language skills. Suggests a need for pre-service and in-service training for regular classroom teachers in relation to the needs of these students. Argues that all teachers have a responsibility to address barriers to learning for NESB students. Administrators of schools should see the needs of NESB students as 'a whole school responsibility'.

Scope: Surveyed 59 teachers in fifteen secondary schools (eight co-educational, seven single-sex).

Keywords: education - ESOL, education – learning styles, education – secondary, education – teachers, survey

- E19.** Kennedy, S. and Dewar, S., 1997 *Non-English-speaking background students: A study of programmes and support in New Zealand schools*, Ministry of Education Research and International Section Research Unit, Wellington.

Research focus/aims: To identify schools' experiences of the following: (1) factors that influence NESB students' English language proficiency; (2) criteria used to categorise students according to this proficiency; (3) programmes and resources used to support NESB students; (4) areas of need for effective support of NESB students; (5) use of resources additional to ESOL funding for supporting NESB students.

Participants: Staff (n=52) and trustees (n=2) in a range of primary, intermediate and secondary schools (n=14) in Auckland, Wellington and Christchurch, which had been identified as having 'good practices' in relation to programmes and support for NESB students.

Key findings/outcomes: Effective programmes and support involve: (1) Inclusive school policy. (2) Commitment by the school to welcome NESB students and families. (3) Support for teachers of NESB students from the principal and senior staff. (4) An ESOL co-ordinator. (5) Teachers committed to meeting NESB students' needs. (6) Teachers with specific training/experience in working with NESB students. (7) Staff who are knowledgeable about support services beyond the school and are ready to act on this knowledge. (8) Policy to enlist help from interpreters/support people. (9) Practical in-class teacher support. (10) Policy to provide students with out-of-class support and one-to-one instruction as required. (11) Commitment to helping students maintain/foster their first language. (12) Employment of bilingual/multilingual teachers and aides where possible. (13) Access to appropriate and sufficient materials. (14) Commitment to share resources, ideas and experience with other schools. (15) Policy of integrating NESB students into regular classrooms as soon as possible. (16) Commitment from all staff to learning about NESB students' backgrounds and promoting cultural understanding throughout the school. (17) Commitment to open and on-going communication with NESB families. (18) Commitment to involving parents in the school and in their children's education. Participants observed that increased resourcing was needed in order to employ more staff to provide both in-class and out-of-class teaching support, and for longer periods, including more bilingual staff. Resourcing for more materials and increased access to outside support agencies was also called for.

Scope: An exploratory, qualitative study involving interviews with staff from a diverse range of schools, some of which catered mainly for Pacific NESB students (both New Zealand born and Island born), others catered mainly for Asian NESB students, and some for a more diverse range of migrant young people. The proportion of students for whom ESOL funding was available ranged from 15 percent to 80 percent of school rolls. See Barnard 1998 [E2] for a review of this study.

Keywords: education - ESOL, education – school organisation, education – intermediate, education – secondary, education – teachers, refugees, migrants, New Zealand born, overseas born, interviews

E20. Laing, P., 1976 *Samoan children in a New Zealand secondary school; a semiological study of social communication*. Thesis submitted for the degree of Doctor of Philosophy in Anthropology at Victoria University of Wellington, Wellington.

Research focus/aims: To investigate the social communications of Samoan students in a New Zealand secondary school in order to identify the key concepts that hinder the growth of cultural competence and result in miscommunication. (Abstract only accessed).

Participants: Samoan young people (n=15), staff at the secondary school.

Key findings/outcomes: Not stated in abstract.

Scope: Ethnography including a survey questionnaire of teachers, visits to students' homes, discussions and involvement in activity with the students.

Keywords: education – language, education – learning styles, Pacific, Samoan, migrants, New Zealand born, overseas born, ethnography

E21. Lawson, O., 1992 'The status of English for speakers of other languages in New Zealand secondary schools', *Many Voices*, 2, 12-14.

Research focus/aims: Looks at the improving status accorded ESOL teaching in schools; addresses some of the problems faced by ESOL teachers, e.g. poor resources, being expected to supervise students who may have behaviour problems but are not genuine ESOL students; stigma faced by ESOL students.

Key findings/outcomes: Gives an example of a successful ESOL unit in a school.

Scope: Personal reflection on experience of teaching ESOL in schools.

Keywords: education - ESOL, education – secondary, education – teachers, education – school organisation, reflection on professional practice

E22. Major, J., 2005 'Teacher education for cultural diversity: online and at a distance', *Journal of Distance Learning*, 9, 1, 15-26.

Research focus/aims: To discuss the extent to which online technologies can be used effectively in pre-service teacher education that will equip new teachers for work in multicultural classrooms. Gives a brief review of the literature on the characteristics of effective teacher education for diversity and examines how these can be fostered through online teacher education.

Participants: Students in 'Language and Culture in the Classroom', a course in teacher education that incorporates online discussion forums.

Key findings/outcomes: Advantages of the course included opportunities for students to 'interact, critique ideas, reflect, share stories, explore strategies and build relationships' in ways that were strongly student-centred. Disadvantages included the time consuming nature of the online interaction and, in particular, the literacy requirements of this interaction, which favoured students who were confident and competent in written English. The construction of online courses must take this into account in terms of setting realistic requirements and expectations of students.

Scope: Case study of a course involving online elements, and discussion of the international literature on education for diversity.

Keywords: education - ESOL, education – learning styles, education – tertiary, case study

E23. McCoy, M., 2004 'A structure of substance', *Many Voices*, 23, 26-28.

Research focus/aims: To help Pasifika and ESOL students in a low decile secondary school to prepare for the academic writing requirements of university.

Participants: ESOL and Pasifika school and university students, university and school staff

Key findings/outcomes: ESOL students needed help with the amount of writing required at university, and with proofreading, listening, note taking and referencing. Pasifika students needed help with producing the academic language required and with the amount of writing required. At university, ESOL students were more likely to ask for help than Pasifika students, who had a high rate of absenteeism from classes. Techniques found to be helpful for school students to prepare them for the writing and language requirements of university were: development of vocabulary; use of information transfer grids to create writing frames. These involved using models and teaching language at word and sentence levels. This scaffolding gave students confidence and led to improved results

Scope: Small scale study, interviews and surveys with participants (numbers not stated).

Keywords: education - ESOL, education – learning styles, education – secondary, education – tertiary, Pacific, Asian, migrants, refugees, overseas born, New Zealand born, case study

E24. Middleton, S., 1995 'Nurturing a language learning culture in New Zealand. Resourcing the teaching and learning of English as an additional language - a discussion paper', *English in Aotearoa*, 26, 50-57.

Research focus/aims: To generate a set of basic principles for policy development in New Zealand around the provision of resources for students for whom English is an Additional Language (EAL).

Data: Draws together international research to examine this issue.

Key findings/outcomes: Outlines eight principles including that provision of additional support to EAL students is an entitlement, cannot be tagged or constrained by individual student characteristics, should be long term, should include New Zealand born members of linguistic minority communities, should recognise the increased demands of higher levels of education, should involve the resourcing of bilingual programmes, should include the employment of bilingual teachers as a high priority, and should include appropriate professional development for all teachers in a school where there are EAL students.

Scope: Brings together findings from an international conference sponsored by the Schools Curriculum and Assessment Authority in the UK.

Keywords: education - ESOL, education – school organisation, education – secondary, migrants, refugees, literature review

E25. Ming, T.H., 1998 *Reading comprehension and motivation: A comparison of Taiwanese and English speaking secondary school students*, Special Education, Auckland University, Auckland.

Research focus/aims: To assess levels of reading proficiency and reading motivation in Taiwanese students in an Auckland secondary school.

Participants: Third form Mandarin speaking Taiwanese students (n=23) and New Zealand European students (n=23).

Key findings/outcomes: (1) Standardised test results indicated that reading comprehension difficulties of Taiwanese students seemed due to inadequacies in decoding and in listening comprehension (referring to understanding of spoken English). Questionnaire results indicated that these reading difficulties also influenced reading motivation among these students.

Scope: Data gathered from standardised tests, a questionnaire survey and (for seven students) a one on one interview.

Keywords: education - ESOL, education – secondary, Asian, Taiwanese, Pakeha, migrants, overseas born, survey, interviews, test data

E26. Nam, K.J. and Lewis, M., 2000 'Language demands in New Zealand secondary school classrooms', *Many Voices*, 15, 4-7.

Research focus/aims: Investigates the language and learning demands in Year 12 subject classes, and asks how ESOL teachers can use the results in their own schools.

Participants: Year 12 ESOL students in a medium sized secondary school.

Key findings/outcomes: Listening is essential to the learning process for these students; learning in ESOL classes can be enhanced through the use of video clips of subject classes. Recorded segments of mainstream classes can be viewed in ESOL classes to the benefit of students who are able to see a clip more than once; to study the visual (rather than just aural) clues it contains; to hear and become accustomed to the voice of more than one teacher; to understand how oral instructions compare with written instructions, how the teacher signals a change or topic and so forth.

Scope: Twelve classes (covering eleven subjects) in a co-educational school with 785 students, 92 of whom were attending ESOL classes. Each class was visited once and there was a slight bias towards science subjects.

Keywords: education - ESOL, education – secondary, migrants, refugees, overseas born, classroom observation

- E27.** Penton, R., 2002 'Improving achievement of secondary NESB and international students in mainstream classes', *Many Voices*, 20, 4-7.

Research focus/aims: Evaluation of two professional development courses for mainstream teachers of NESB students.

Participants: Teachers and students in two Auckland secondary schools: a decile 2 multicultural school with most students from NESB, and a private college for international students.

Key findings/outcomes: The principal aim of the courses is that subject teachers help students to develop language and learning through teaching in their subject areas. Evaluation was still in progress at the time of writing.

Scope: Surveys, interviews, participant observation of teaching practice in the schools.

Keywords: education - ESOL, education – teachers, education – secondary, surveys, interviews, classroom observation, evaluation

- E28.** Simunic, D., 2004 'Words speak louder than actions: ESOL students learning science', *Many Voices*, 23, 21-24.

Research focus/aims: For ESOL students, is science learned more effectively through an experimental or a language focused introduction to a given concept - i.e. should science concepts be taught before students do an experiment or afterwards?

Participants: ESOL students in a Year 11 science class, and science teachers.

Key findings/outcomes: For these ESOL students, science concepts were learned more effectively when experiments followed language focused tasks such as mind-mapping, information transfers, cloze exercises, crossword puzzles, teacher talk, class wide discussion, question sheets and note-taking.

Scope: Survey and test results of 32 students, interviews with four teachers.

Keywords: education - ESOL, education – learning styles, education – secondary, migrants, refugees, overseas born, survey, tests, interviews

- E29.** Syme, P., 1995 *Intensive English or Mainstream? What is the best provision to make for new learners of English in New Zealand secondary schools?*, Education Department Research Report No. 95-1, University of Canterbury, Christchurch.

Research focus/aims: To compare two groups of NESB secondary school students in terms of their adjustment to school and their level of English language development. One group (from Auckland schools) had been mainstreamed since their arrival in New Zealand. The second group had attended an intensive English course at Hagley Community College prior to enrolling in secondary school (where they had been for at least six months prior to the study).

Participants: Senior secondary school students from Taiwan or Korea, who had not attended a private English language school, had started school in New Zealand at least nine months prior to the study, and who had been classified as either having no English language competence or very little. Auckland students (n=45), Christchurch students (n=44).

Key findings/outcomes: Christchurch students were almost universally positive about their first encounter with New Zealand schooling, in contrast to Auckland students, half of whom found this encounter unpleasant, and sometimes traumatic. The Christchurch students gained

significantly higher results in the reading comprehension test. The Auckland students appeared to gain no academic advantage from being mainstreamed from the outset.

Recommendations: The establishment of intensive English programmes for secondary level students in each of the four main centres.

Scope: Tested English proficiency in an 80 minute written test, a questionnaire on attitudes and circumstances, and an interview. Reliability checks on researchers' test marking were undertaken. See also:

- Syme, P., 1995 'Providing for new learners of English in New Zealand secondary schools', *TESOLANZ Journal*, 3, 1-9.

Keywords: education - ESOL, education – learning styles, education – school organisation, secondary, Asian, Taiwanese, Korean, migrants, overseas born, tests, survey

E30. Taleni, T.L.O., 1998 'Newly migrated Samoan students in New Zealand schools', *Many Voices*, 12, 21-28.

Research focus/aims: Educational needs and problems of newly migrated Samoan students to New Zealand.

Participants: New Zealand born Samoans and a family newly arrived in New Zealand from Samoa.

Key findings/outcomes: Facility with English is regarded as the key challenge and is a key fear of newly arrived students. Written English is emphasised over oral in education in Samoa, but oral facility with English is vital to learning in New Zealand schools. Problems with English in the New Zealand classroom impede learning. Strong cultural differences between schools in Samoa and in New Zealand were also a challenge, particularly teaching methods and expectations around appropriate student behaviour, e.g. silence and obedience are stressed in Samoan classrooms. This, together with lack of confidence in English, impedes student learning for the new arrivals. Concludes that teachers and schools must be aware of students' educational and cultural needs. An awareness of their cultural values is an important part of this. Young people face a dilemma of 'losing touch with their Samoan selves' as they become more acculturated to New Zealand society.

Scope: In-depth case study of Samoan family newly arrived in New Zealand.

Keywords: education - ESOL, education – learning styles, education – acculturation, secondary, Pacific, Samoan, migrants, overseas born, case study

E31. Tavener, J. and Glynn, T., 1989 'Peer tutoring of reading as a context for learning English as a second language', *Language and Education: An International Journal*, 3, 1, 1-11.

Research focus/aims: To examine the effectiveness of bilingual and monolingual tutors as a means of improving the reading comprehension of secondary school students who are learning English as a second language.

Key findings/outcomes: Reading comprehension was enhanced for all subjects, and there was some support for the effectiveness of bilingual peer tutoring.

Keywords: education - ESOL, education – learning styles, education – bilingualism, education – secondary, migrants, refugees, overseas born, tests

E32. Tringham, K., 2006 'A teaching partnership; Language for learning', *New Zealand Education Gazette*, 85, 13, 6-9.

Research focus/aims: Profiles an ESOL science programme at Avondale College designed to address the growing numbers of students from refugee or migrant backgrounds who have no training in English and a poor general education. Discusses the involvement of bilingual tutors in the programme.

Key findings/outcomes: Two ESOL science classes are run concurrently (a developing class, and an advanced class) and students are placed in the class that will best suit them. A close working relationship between the head of science and the bilingual tutor in each class has been integral to the success of the programme. As a result of the programme, ESOL students have been moving into mainstream classes more quickly than before.

Scope: Discusses the programme with the head of science and the two bilingual tutors.

Keywords: education - ESOL, education – learning styles, education – school organisation, education – secondary, refugees, migrants, case study

E33. Turner, E., Jackson-Potter, E. and Jenner, C., 2004 'Framing writing tasks in the EAP context: Strategies for culturally responsive assessment', *TESOLANZ Journal*, 12, 39-49.

Research focus/aims: Explores the problem that, at tertiary level, course content and related assessment materials can be highly culture specific, effectively shutting out NESB students who lack an understanding of New Zealand culture. Examines whether English for Academic Purposes (EAP) courses can address this by enabling students to both learn English academic literacies and express their own cultural knowledge and experience.

Participants: Students in first and second year papers in six programmes in the Arts Faculty at Auckland University of Technology.

Key findings/outcomes: Outlines strategies that have led to a culturally responsive approach to assessment in EAP courses, leading to increased student engagement with EAP writing tasks and in tutorials as well as highly positive feedback from students. Important principles include: recognition that NESB students have already gained academic literacies in their first language and culture; importance of structuring assessment to enable students to show what they know (rather than what they don't); teachers should understand students' own knowledge of discipline specific conventions in order to better introduce them to required academic literacies in New Zealand; writing tasks in EAP classes should reflect the kind of academic writing that students will need in other courses; likewise, assessment should be discipline-relevant; marking criteria must be clear and explicit.

Scope: From an on-going study of under-graduate assessments in the Faculty of Arts at AUT.

Keywords: education - ESOL, education – learning styles, education – tertiary, migrants, refugees, overseas born, case study

Education – learning styles

E34. Abdi, A., 2003 *Enhancing educational access for the Somali community through positive school management and parental involvement*, Management Studies, University of Waikato, Hamilton.

Research focus/aims: To improve access to education for the Somali community in Hamilton by documenting approaches practised by a group of schools in working with Somali students and their parents, and by looking at the involvement of parents in their children's education. To identify barriers between Somali families and schools and seek remedies for these.

Participants: School staff (n=16) from six schools, Somali parents (n=11), Somali children (n=23), bilingual Somali individuals working in schools (n=4).

Key findings/outcomes: Positive approaches in some of the schools included: English language support, learning assistance programmes, teacher aides, bilingual Somali support staff, after-school homework centres. Key barriers identified included: lack of participation by Somali youth (especially girls) in education outside the classroom and in some sport; and a reactive rather than proactive attitude to school among parents. Strategies for effective communication between schools and parents are important in order to increase parents' participation in their children's education.

Scope: Semi-structured interviews, focus group of stakeholders. See also Guerin, Guerin, Abdi and Diiriye (2003 [E53]).

Keywords: education – learning styles, education – school organisation, family – intergenerational relationships, Somali, overseas born, refugees, interviews

E35. Anae, M., Anderson, H., Benseman, J. and Coxon, E., 2002 *Pacific Peoples and tertiary education: Issues of participation. Final Report prepared for the Ministry of Education*, University of Auckland, Auckland.

Research focus/aims: To investigate barriers (both actual and perceived) to participation in tertiary education and training for Pacific peoples. Particular emphasis was placed on understanding the perceptions of Pacific communities. The report looks at participation patterns, ways in which different tertiary institutions identify and address barriers to participation; the views of Pacific people who have and have not engaged in tertiary education; the views of members of Pacific communities about barriers to participation.

Participants: Key staff from tertiary institutions (n=12); Pacific students or former students including those who had and had not completed their studies (n=30); 8 focus groups of non-participants (n=56); 8 focus groups of Pacific community members. Pacific participants included Samoan, Tongan, Cook Island and Niuean peoples and covered both young adults and older people.

Key findings/outcomes: Key issues identified include: (1) The importance of enabling students and prospective students to hold a positive self image of their ability to succeed. (2) Limited economic resources are a key barrier. (3) Family support is vitally important, and family pressure either to earn money for the family or to pursue avenues of study not chosen by the student are barriers to success. Being required or expected to contribute economically to the family can significantly disadvantage first generation tertiary students in terms of time available for study and attending classes. The differences between the needs of New Zealand born and Island born students emerged as an area in need of attention. (4) Secondary schools were identified as both facilitators and barriers to achievement, particularly in terms of teacher expectations of and attitudes towards Pacific students, career guidance, emphasis on sporting achievement and the quality of academic provision. (5) Private Training Enterprises and Bridging Programmes in Tertiary Education Institutions were favourably commented on, although the accessibility of information about these is an issue. (6) Excellent teaching was identified as essential for success. The presence of Pacific staff was also important to counter the alienation of the institution. Concludes that there is a failure to address the issues of Pacific participation in a systematic and effective manner. Makes a range of recommendations, and outlines three case studies of successful programmes.

Scope: The report makes use of qualitative data (from interviews and focus groups) and quantitative data about participation patterns (analysed for statistical significance nationally across and within institutions). Surveys of tertiary institution policies were also undertaken. The report also includes a literature review of work in this field.

Keywords: education - learning styles, education - tertiary, family - intergenerational relationships, Pacific, Samoan, Tongan, Cook Island, Niuean, migrants, New Zealand born, overseas born, interviews, national data

- E36.** Barnard, R., 1998 'Non-English speaking background learners in New Zealand schools', *New Zealand Journal of Educational Studies*, 33, 1, 107-114.

Research focus/aims: To review the report by Kennedy and Dewar (1997 [E19]) on programmes and support for NESB students in New Zealand secondary schools.

Key findings/outcomes: Considers that the report provides useful information and practical guidelines for assisting NESB students. Argues, however, that it misses a key issue: namely that while language support is important, greater intercultural awareness is essential - on the part of schools (both staff and other students) and in school curricula. Suggests the formal re-identification of students away from deficit acronyms such as NESB, LEP, ESL, towards terms such as 'bilingual learner'. Calls for research into the learning contexts of these students in order for curricula to be designed, evaluated and improved. This may include research in the field of ESOL, but should also address the means by which language and culture are transmitted and received in classrooms and throughout the school system. Calls for a national languages policy.

Scope: Essay review. See also Kennedy and Dewar (1997 [E19]).

Keywords: education – ESOL, education – learning styles, education – acculturation, education – secondary, migrants, refugees, overseas born, New Zealand born, literature review

- E37.** Beaver, B. and Tuck, B., 1998 'The adjustment of overseas students at a tertiary institution in New Zealand', *New Zealand Journal of Educational Studies*, 33, 2, 167-179.

Research focus/aims: To assess students' concerns and anxieties, their academic task self-efficacy and their preferred learning strategies.

Participants: Students enrolled in certificate and diploma programmes at a tertiary institute in Auckland: Pakeha (n=104), Pacific Island (n=13, with 9 reporting that English was a second language), Asian (n=37, with 36 reporting English as a second language). The majority of Pacific and Asian students reported that they had New Zealand residency.

Key findings/outcomes: Asian students rated themselves as less competent than Pakeha students in study skills particularly in terms of oral and written communication. Asian and Pacific students were more concerned than their Pakeha peers about asking questions in class and approaching a lecturer. Asian students were more concerned about making friends than the others, and Pacific students were more anxious about study than the Pakeha students and rated the provision of extra assistance in learning and studying more highly. Pakeha students placed more value on homogeneous classes (in terms of language ability and work experience) than the other two groups, and they rated having social interaction with other groups less highly than did the Asian or Pacific students.

Scope: Questionnaire administered in class time, and analysed using multi-variate and univariate analysis.

Keywords: education - learning styles, education – acculturation, education – tertiary, Pacific, Asian, Pakeha, migrants, overseas born, New Zealand born, survey

- E38.** Bell, Z., 2000 *Having their say: Six Pacific girls talk about their experiences in a New Zealand secondary school*, Second Language Teaching, Massey University, Palmerston North.

Research focus/aims: To explore the factors contributing (both positively and negatively) to the learning situation of Pacific students (excluding factors of socio-economic deprivation and home environments not conducive to study).

Participants: Young Pacific women (n=6) who have come to New Zealand on scholarships to attend secondary school. Participants came from professional family backgrounds, had done well in school in their home nations and were living in a hostel that provided for after-school study. Four were new arrivals to New Zealand, two were in their second year in New Zealand. Their teachers also participated in the research.

Key findings/outcomes: Teachers and the young women themselves tended to underestimate the difficulties that the latter faced. Both groups failed to appreciate the extent of difference in academic expectations in New Zealand compared with their home countries. Teachers were not sufficiently aware of the problems posed by academic English, perhaps because the girls were fluent communicators. Teachers were also misled by the students' quiet classroom behaviour tending to interpret this as passivity or lack of ability. The young women misunderstood 'the rules in play', not wishing to emulate their New Zealand classmates' behaviour but not understanding why these students were achieving better results in class. Argues that changes are required both in teacher delivery and in student study habits. Further argues that factors such as leaving home, culture shock and stress can impede learning. Proposes a model that recognises and addresses constraints on learning. Concludes that, because socio-economic concerns often loom large in the analysis of Pacific students' underachievement, other factors that act as barriers to learning may be overlooked thereby preventing a better understanding of how to address this issue.

Scope: Small scale study using a series of in-depth interviews over the period of a year.

Keywords: education - learning styles, Pacific, overseas born, interviews

- E39.** Benseman, J., Coxon, E., Anderson, H. and Anae, M., 2006 'Retaining non-traditional students: Lessons learnt from Pasifika students in New Zealand', *Higher Education Research and Development*, 25, 2, 147-162.

Research focus/aims: To identify factors that influence successful completion of tertiary qualifications by Pasifika students. (Abstract only accessed.)

Participants: Not stated.

Key findings/outcomes: Identifies a range of factors that impede retention, and other factors that facilitate retention. Concludes that, overall, the retention of students by educational institutions is closely related to the success (or otherwise) of the interface between student and institution and between institution and community.

Scope: A large scale study using a diverse range of data sources.

Keywords: education - learning styles, education – tertiary, Pacific, migrants, overseas born, New Zealand born

- E40.** Chu, M., 1997 *Asian-Chinese students' learning in New Zealand secondary schools*, PhD, University of Waikato, Hamilton.

Research focus/aims: To explore the experiences of New Zealand secondary school students who have initially studied in Asian countries.

Participants: New Zealand secondary school students from Taiwan, Hong Kong and mainland China.

Key findings/outcomes: A number of key differences between earlier learning experiences and learning in New Zealand were articulated by students. These differences related to: (1) Learning and teaching approaches. (2) Ways of understanding what learning is. (3) Expectations about what it means to be a student. (4) Roles of teachers. These differences affected students' attitudes to learning. As a result, they have had to make many adjustments to their ways of learning. Argues that traditional Chinese culture influences these students'

learning significantly, particularly in terms of their perceptions of 'freedom' and 'responsibility' in their learning. This has implications for how they adjust to the New Zealand schooling system. Proposes an enrichment cross-cultural model of Asian students' learning in place of earlier deficit models. Such a model recognises the value of more than one view of learning. It incorporates the contributions of the traditional culture of these learners and offers another perspective on the apparent paradox of 'the rote learner and the brainy Asian' stereotypes.

Scope: Interviews with students.

Keywords: education - learning styles, education – secondary, Chinese, Taiwanese, Hong Kong, mainland China, migrants, overseas born, interviews

- E41.** Chu, S., 2002 'Adaptation problems of Chinese immigrant students in New Zealand high schools', *New Zealand Journal of Counselling*, 23, 1, 39-46.

Research focus/aims: Discusses adaptation problems for Chinese students in terms of acculturation, problems faced by teenagers, and school strategies to assist them.

Key findings/outcomes: The acculturation process for migrant teenagers is highly stressful not only because of their encounter with an unfamiliar country and culture but also because of the developmental changes that are occurring for them as they become young adults. Chinese immigrant teenagers must adapt in terms of language, family life, social life and school learning. School strategies to assist with adaptation include: staff development (including becoming familiar with Chinese culture and cultural practices); working with parents (including helping parents to be well informed about the wider New Zealand education system as well as about school policies and procedures); school policies that encourage the inclusion of Chinese parents in the school system (e.g. the PTA) and of Chinese students on Student Executives. The employment of ESOL teachers and of Chinese school counsellors is also an important way in which schools can help these students to adapt. Alternatives to individual counselling might be considered, given the research findings that suggest that Chinese students may regard the seeking of individual counselling as stigmatising. Alternatives to individual counselling may include life-skills programmes, and peer support programmes.

Scope: Draws together international research with personal reflections on the author's own experience as a Chinese student.

Keywords: education - acculturation, education – school organisation, education – secondary, health - mental, services, Chinese, overseas born, literature review, personal reflection

- E42.** Clements, R., Morgan, J. and White, C., 2001 'Kosovar and Burmese refugees at Selwyn College', *Many Voices*, 18, 19-23.

Research focus/aims: Describes a range of strategies of an Auckland secondary school to assist refugee students.

Participants: Kosovar and Myanmar refugee students.

Key findings/outcomes: Successful strategies included meetings for parents to explain the school system; bilingual assistants to help both in the classroom and in school services; an orientation programme for students; a computing class; extra ESOL teachers; grouping refugee students together for peer support and assistance.

Scope: Analysis of strategies, and survey of Kosovar students.

Keywords: education - acculturation, education – secondary, Kosovar, refugees, overseas born, survey

- E43.** Cochrane, N., Lee, A. and Lees, P., 1993 'Refugee students with no previous schooling', *Many Voices*, 5, 18-19.

Research focus/aims: Addresses problems faced by refugee young people with little or no schooling.

Participants: Notes particular groups from South East Asia, Assyria, Latin America.

Key findings/outcomes: Experience in refugee camps and in dangerous or insecure situations in their home countries mean that these young people can face significant adjustment problems in New Zealand schools because they have no prior experience of school structures and processes; they have come from traumatic situations; their parents do not understand the school system. Teachers need to be provided with sufficient resources to help these students; bilingual advisors should be made available to schools, parents and teachers.

Scope: Reflection and analysis based on a workshop at the Third National Conference on Community Languages and ESOL at which many participants were ethnic minority community members including ex-refugee parents.

Keywords: education - acculturation, education – secondary, South East Asian, Assyrian, Latin American, refugee, workshop

E44. Collins, F.L., 2006 'Making Asian students, making students Asian: The racialisation of export education in Auckland, New Zealand', *Asia Pacific Viewpoint*, 47, 2.

Research focus/aims: To illustrate how 'the Asian student' has been constructed in the Auckland print media between 2000 and 2004. In particular, to explore how these representations have produced discourses of the Asian student as an economic, cultural and social 'other' and to consider the ways in which all Asian students (not only international students) are implicated in these discourses. To explore the consequences of these representations.

Data: A survey of magazines and newspapers that are readily available to the public in the Auckland urban area.

Key findings/outcomes: Argues that the categories of economic, cultural and social difference within which Asian students are represented 'make the category Asian student infer wealth, exotic difference and social problem'. Although the relevant discourses are ostensibly about international students, others, including those who are New Zealand citizens or permanent residents are implicated in these representations. A significant consequence has been the cementing of a connection between 'Asian' and 'foreign' in Auckland.

Scope: Covered daily, weekly and community newspapers, magazines and business serials. A total of 859 articles were included in the survey.

Keywords: education - acculturation, education – secondary, education – tertiary, Asian, migrants, overseas born, New Zealand born, media analysis

E45. Coxon, E., 2002 *Literature review on Pacific education issues: Report to the Ministry of Education*, Ministry of Education, Wellington.

Research focus/aims: To identify and review research on Pacific education issues across the education sector. To contribute to the identification of future research topics that may help improve the educational achievement of Pacific students.

Data: Research reports, related publications such as books, journal articles, conference proceedings and unpublished research (e.g. theses) on Pacific education.

Key findings/outcomes: (1) Increasingly, Pacific researchers are undertaking work on Pacific education. (2) There is considerable concern among researchers about continued disparities between Pacific and non-Pacific peoples in relation to education throughout the sector. (3)

Studies tend to target Pacific people as a group rather than as ethnic-specific groups (the main ethnic group that is targeted is the Samoan community). (4) Notes the limitations of many studies in terms of scope, size and method. (5) There is little or no research in a range of important areas such as teacher education, polytechnic education, the intermediate years. (6) There is no research addressing the learning experiences of Pacific boys and men. (7) Recent evaluation research, including Strengthening Education in Mangere and Otara (SEMO, available on the Ministry of Education website, www.minedu.govt.nz), and Achievement in Multi Cultural High Schools (AIMHI, see Hawk and Hill 1996 [E57], Hill and Hawk 1998 [E58]), is providing rich data and analysis of school and classroom practices.

Scope: The review focuses primarily on New Zealand sources although other studies about Pacific education that may be of relevance to New Zealand were also included, for example, education in Pacific countries and migrant Pacific communities in countries other than New Zealand.

Keywords: education - learning styles, education – acculturation, education – achievement, Pacific, migrants, New Zealand born, overseas born, literature review

E46. Dickie, J., 2000 'Pacific nations students in primary teacher training: Investigating their learning needs', *SET: Research Information for Teachers*, 2, 11-14.

Research focus/aims: How can colleges of education best support Pacific nations students to complete primary teacher training successfully? The study set out to review and challenge aspects of teaching and learning for these students at the Wellington College of Education.

Participants: Pacific nations student teachers from Samoa, Cook Islands, Tokelau, Niue and Fiji (n=21, with 14 identifying as Samoan). English was a first language for 18, and 19 had attended school in New Zealand.

Key findings/outcomes: Barriers to learning: (1) Difficulty in participating actively in class and in seeking out a tutor to ask for assistance, often due to cultural constraints, particularly with respect to attitudes to authority. (2) Language difficulties with respect to the degree of English proficiency required for assignments and in lectures/tutorials. (3) Having to deal with generalisations made by tutors regarding Pacific nations people and culture. (4) Time pressure due to family, community and church commitments. (5) Financial pressure - many students needed a part time job and this impacted on their study time.

Recommendations: To address these barriers, students suggested: (1) Learning support workshops based on students' needs. (2) Grouping students together in class - but not to the extent of having a Pacific-only class. (3) The appointment of a Pacific liaison person with a pastoral role. (4) Having a space to meet/study as Pacific nations students. (4) 16 of the 21 participants indicated that they would like to teach their Pacific language in a bilingual class in the future. Offers suggestions on the implications of these findings for tutors and colleges of education.

Scope: Qualitative data were gathered through interviews, quantitative data were also gathered (method unspecified). See also Fa'afai and Fletcher (2001 [E48]).

Keywords: education - learning styles, education – tertiary, family - intergenerational relationships, Pacific, Samoan, Cook Islands, Tokelau, Niue, Fiji, migrants, overseas born, New Zealand born, interviews

E47. Evolve, 2005 *African youth and wellbeing: Participatory action research project*, Department of Geography, Victoria University of Wellington, Wellington.

Research focus/aims: To strengthen the wellbeing of young African people in Wellington by identifying significant issues that they face, and to develop strategies to address these issues. To build research capacity among young people.

Participants: A participatory action research project implemented by Evolve (an inner-city youth service), five post-graduate students from Victoria University and by African young people in Wellington.

Key findings/outcomes: Issues identified included: (1) New Zealand Police and the legal system: African Youth experience has been marked by discrimination, hyper-sensitivity and lack of understanding by the Police, and by lack of knowledge about the law by the young people. (2) Sexual health and wellbeing: there is a lack of access to appropriate information, resources, support and education, particularly for young African women. (3) Intergenerational tensions: reconciling parental and community expectations with Kiwi culture is a significant challenge for the young people. (4) Education: African Youth feel isolated, under-valued and marginalised at school. ESOL was particularly highlighted as a source of frustration and exclusion.

Recommendations: (1) Establishment of a youth rights workshop; appointment of an African mediator to facilitate interaction between the young people and the Police; a documentary to give the young people a voice to share experiences of treatment by the Police. (2) Health workshops; continuation of Evolve's current work. (3) A workshop for youth and parents run by Evolve and the Refugee and Migrant Service; a bi-annual 'celebrating your parents' event hosted by Evolve. (4) An African peer support leader in each Wellington school that has African students; support and training for teachers and teacher trainees on having African youth in the classroom.

Scope: The process involved the students and young people as project partners in research design, implementation and presentation. Methods used included mapping, drama, focus group discussions, interviews and role plays.

Keywords: education - learning styles, education – secondary, health - services, family - intergenerational relationships, African, migrants, refugees, overseas born, case study

E48. Fa'afoi, A. and Fletcher, J., 2001 'How can we support Pacific Island students in teacher education?', *Journal of Educational Research*, 6, 1, 61-77.

Research focus/aims: To identify how teacher educators can best support Pacific Island student teachers by exploring the experiences of first year Pacific students enrolled in 2001 in the School of Primary Teacher Education, Christchurch College of Education. In particular, the research explored: (1) the extent to which barriers to success for these students (as identified in the literature) were apparent at the CCE; (2) whether the support systems for NESB students already in place in the CCE were sufficient to meet the needs of Pacific students; (3) whether other support systems should be established.

Participants: Pacific student teachers enrolled in first year Bachelor of Teaching and Learning and first year Graduate Diploma of Teaching and Learning at CCE (n=13). Some second and third year Pacific students also joined the weekly meetings.

Key findings/outcomes: Key barriers to learning were: (1) Time pressure, due to commitments to family, church and community. (2) Financial pressure due to commitments to family, church and community. (3) Language difficulties, including for those for whom English was a first language - the proficiency in language required for understanding lectures, readings and writing assignments was time-consuming to attain.

Recommendations: Suggests ways to overcome these barriers: (1) Language difficulties can be addressed through pre-entry introductory courses; establishing a learning development unit; training staff in cultural sensitivity to the needs of Pacific Island students; grouping these students together to form study groups; appointing staff who are specifically designated as support people for Pacific Island students. (2) Supports the continued professional development of staff particularly in terms of instilling awareness of pedagogical methodologies that are appropriate and effective for cultures other than the mainstream. (3) Also supports regular discussions between staff and students about enhancing the learning environment. (4)

In relation to barriers (1) and (2), suggests that teacher educators could facilitate fora to raise awareness in the Pacific community about the pressures that their young people face when studying to be teachers. (5) Continued multi-level communication (students, teacher educators, Pacific Island elders, relevant government ministries) is to be encouraged.

Scope: Data gathered through a questionnaire and through weekly lunchtime meetings of participants with the researchers. See also Dickie (2000 [E46]).

Keywords: education - learning styles, education – acculturation, education – tertiary, family - intergenerational relationships, Pacific, migrants, overseas born, New Zealand born, survey, interviews

E49. Filipo, S.L., 2002 'An observational study of Catholic education within a Pacific Islander communities school in Auckland', *Action in Teacher Education*, 24, 2, 75-84.

Research focus/aims: To observe Treaty of Waitangi policies in the life of an all-boys Catholic school with a roll that is 90 percent Pacific students (from Samoa, Tonga, Cook Islands, Niue, Tokelau, Rotuma and Tuvalu). To identify whether these policies matched the concerns and/or aspirations of participating students.

Participants: Samoan/Maori parents (n=8) and students (n=7), teaching staff members (n=5).

Key findings/outcomes: (1) Many teachers (mainly Pakeha) had little or no knowledge of the cultural and ethnic identities of their students, whether Maori or Pacific. (2) Some students and staff saw no need for the school to engage with Treaty policies. (3) Teachers are missing the opportunity to make connections among Maori, Pacific and Palagi students at the school. (4) There is little evidence of Treaty partnership between Maori and the school authorities, and because of this, there is limited scope for the Pacific community, particularly the large Samoan community to participate fully in such a partnership.

Scope: Case study of one school using documentary analysis of school policy documents, interviews with staff, students and parents, and participant observation at the school.

Keywords: education - acculturation, education – secondary, Maori, Pacific, Samoa, Tonga, Cook Islands, Niue, Tokelau, Rotuman, Tuvalu, migrants, overseas born, New Zealand born, case study

E50. Fogarty, J.W., 1992 'On the cutting edge of two cultures: Cultural adaptation and areas of tension of Samoan adolescent girls in a New Zealand high school', *New Zealand Journal of Counselling*, 14, 2, 11-18.

Research focus/aims: To study the concerns of adolescent Samoan girls (both New Zealand born, and born in Samoa) in a South Auckland high school, looking in particular at how the girls experience tensions between New Zealand and Samoan culture in several domains: school, home and family life, language and culture. Implications of the study for the work of guidance counsellors were explored.

Participants: Fifth form Samoan girls aged 15 or 16 years. These were the first group of girls at the school to have access to a guidance counsellor from the third form. Most (46) were New Zealand born, with parents born in Samoa. Another ten were born in Samoa.

Key findings/outcomes: In terms of school life, most participants reported experiencing racism or prejudice at school; two-thirds felt that new topics were not explained clearly enough by the teacher; some were afraid to ask for help or felt that the teacher expected too much of them. Over half experienced tension between Samoan home life and Palagi school life. Homework was a significant concern for over half of the participants. Many had significant family responsibilities also. Many move constantly between two cultures/languages between school and home. Implications for counsellors: effective outcomes may be enhanced if there is a close cultural or ethnic match between the counsellor and the client, or at least some other forms of

commonality such as gender, life style, education, social class. Those involved in cross cultural work such as counselling must be sensitive to the boundaries that are being crossed every day by students, and be aware that they cannot assume that they know thoroughly the situation of their clients.

Scope: A questionnaire was administered in class time to all fifth form Samoan girls in one South Auckland secondary school. This had a three-fold structure covering school, language and culture, and home and family life.

Keywords: education - acculturation, education – secondary, family - intergenerational relationships, health - services, Pacific, Samoan, migrants, overseas born, New Zealand born, survey

E51. Fusitu'a, L. and Coxon, E. 1998 'Ko e 'Ulungaanga Faka-Tonga mo e Ako Lelei: Tongan culture and academic achievement', *New Zealand Journal of Educational Studies*, 33, 1, 23-38.

Research focus/aims: To examine the experiences of a group of Tongan adults who developed a homework centre for secondary school Tongan students in Auckland and to consider the perspectives of the students who attended the centre.

Participants: Tongan born parents (n=7) of students attending the centre, students attending the centre, teachers at the students' regular school.

Key findings/outcomes: Current understandings and expectations of schooling held by Tongan parents in New Zealand can only be adequately understood with reference to the 'ulungaanga faka-Tonga (Tongan culture), and in terms of socio-historical and political contexts. Parents considered both English and Tongan languages to be important; they expressed a wish for more Tongan teachers; they tended to believe that those children who were not doing well were not working hard enough, and some also blamed aspects of Tongan culture for the low achievement levels. The students were concerned about their education, worried about low levels of achievement and believed that the homework centre would help. They tended to attribute their low achievement to inappropriate teaching style and/or a teacher who did not respond to their needs. All agreed that learning difficulties resulted from weak English proficiency. Suggests that the recruitment of Tongan teachers would address multiple concerns including that they would command the respect and attention of students, which parents see as essential, and they would be bilingual and culturally literate in ways that the students could relate to easily. The homework centre did improve students' confidence and therefore their learning, and this was noted by teachers in their regular school.

Scope: Semi-structured interviews with parents, classroom observation at the centre, questionnaire administered to students, interviews with selected teachers in the regular school attended by the students.

Keywords: education - learning styles, education – secondary, family - intergenerational relationships, Pacific, Tongan, migrants, overseas born, New Zealand born, interviews, survey

E52. Gravatt, B., Lewis, M. and Richards, J.C., 1998 'A survey of the needs of ESL students at one university', *The TESOLANZ Journal*, 6, 75-88.

Research focus/aims: To assess the needs of ESL students at the University of Auckland.

Participants: University staff (n=136) in the faculties of Science, Commerce, Arts and 'Other'. Students (n=305) from fourteen departments, from years 1-3. Among the students, 90 percent were Asian; the remainder were European, Pacific and Middle Eastern.

Key findings/outcomes: The emphases of staff and students differed in the following ways: (1) Staff thought that listening was the most important skill for these students to learn while the students ranked listening, reading and writing more or less equally. (2) Staff thought that

reasons for students not participating in class were linked to the students not wanting to expose their weaknesses, whereas students stated that non-participation was primarily due to language difficulties. (3) Staff thought the students had greatest difficulty with writing, but students rated writing as only slightly more of a barrier to learning than problems with other communication skills.

Recommendations: (1) Staff who mark assignments should receive formal instruction in the writing process in order to give useful feedback. (2) Staff should not be lenient on writing skills (e.g. marking only according to structure and understanding and passing over writing problems, as students will not be encouraged to improve their writing if it is not rated in the assessment). (3) Students should be encouraged to understand the value of speaking for learning, and hence the importance of participation in tutorials. (4) The University should consider ways to help students know where to access help, as many students were not aware of the help that was available to them.

Scope: Separate survey questionnaires for staff and students. See also:

- Gravatt, B. Richards, J.C. and Lewis, M., 1997 *Language needs in Tertiary Studies: ESL Students at the University of Auckland*, Occasional Papers No. 10, Institute of Language Teaching and Learning, University of Auckland, Auckland.

Keywords: education - learning styles, education – tertiary, migrants, overseas born, survey

- E53.** Guerin, B., Guerin, P., Abdi, A., and Diiriye, R.O., 2003 'Identity and community: Somali children's adjustments to life in the western world', In Gao, J., Le Heron, R., and Logie, J., (eds) *Windows on a Changing World*, 184-188, New Zealand Geographical Society, Auckland.

Research focus/aims: To give an overview of the situation of Somali refugee children in Hamilton.

Participants: Somali children of all ages across a range of research projects.

Key findings/outcomes: (1) Weak links between school and family, and strong links between families and the Somali and Islamic communities shape the socialisation of Somali children. (2) Children often have had disrupted schooling. (3) Parents are not accustomed to being heavily involved in schooling. (4) Generational issues include the adaptation of children to western practices in terms of relationships with parents and peers while parents remain strongly traditional in their expectations of young people's behaviour. (5) An additional issue has been that refugees have often been women and children, leaving few authority figures for young men who traditionally are raised and disciplined by male members of the family.

Recommendations: Possible interventions include: (1) Inviting parents on school trips with their children. (2) Translations of school letters etc. into Somali. (3) Informing parents about the New Zealand school system through the use of a video. (4) Parent-teacher nights for these parents. (5) Bilingual teaching assistants who can liaise with parents. (6) More flexibility in school in terms of placing Somali students in age groups and ability groups at different times of the day.

Scope: Discusses a range of research projects that have been running for over five years and have used a variety of research methods, particularly ethnography through researchers variously living in the Somali community, working for the Refugee and Migrant Service, working as a refugee co-ordinator for the Ministry of Education, working as volunteers teaching English, running exercise classes and leading summer camp for Somali boys. See also:

- Abdi, A., 2003 *Enhancing educational access for the Somali community through positive school management and parental involvement*, M Management Studies, Hamilton: University of Waikato [E34].

Keywords: education - acculturation, education – secondary, family - intergenerational relationships, identity, peer relationships, Somali, refugees, interviews, ethnography

- E54.** Hamilton, R. J., Anderson, A., Frater-Mathieson, K., Loewen S., and Moore, D., 2000 *Interventions for refugee children in New Zealand schools: Models, methods, and best practice*, Ministry of Education, Wellington.

Research focus/aims: To identify school based interventions to assist refugee children and to identify methods and measures of programme/intervention assessment. It is intended that these methods/measures could be used to evaluate current programmes and to inform the design of future ones according to best practice.

Data: International and local literature with a particular focus on refugees and schooling/education.

Key findings/outcomes: (1) There is a paucity of literature specifically concerned with refugee children and even less on school based interventions. (2) Much of the material addresses language acquisition. (3) Cultural and experiential differences among refugees mean that findings in the literature are unlikely to be generalisable across cultures. (4) Relevant literature includes work on mental health and trauma and on resilience.

Recommendations: Makes a range of recommendations regarding best practice around psychological and therapeutic needs; language needs; fostering resilience; easing transition to the new country/culture; the structure of schools, school policies and teaching practices; facilitating school change and teacher development; inclusive education.

Scope: A wide-ranging report identifying a large number of 'best practice' recommendations.

Keywords: education - school organisation, education – language, education – acculturation, refugees, literature review

- E55.** Hamilton, R.J., Frater-Mathieson, K., Moore, D., Anderson, A., and Loewen, S., 2001 *Kosova Project: Evaluation of contexts, input, processes and products: Report to the Ministry of Education*, Ministry of Education, Wellington.

Research focus/aims: To report on an evaluation of a Special Education Service intervention designed to provide small group and individual assistance for up to 150 pre-school and school age Kosova refugees. The intervention included: assessment, functional analysis, therapeutic interventions and monitoring, provision of information and support for schools, teachers and early childhood centres.

Participants: Kosova refugee students (n=150) and their families, schools and ECE centres and their staff, refugee service sector staff.

Key findings/outcomes: Critical issues that emerged from the evaluation included: (1) The importance of adequate preparation and consultation with refugee support services, teachers and others involved in an intervention. (2) The availability of focused, on-going and accessible support was appreciated by schools. (3) A focus on prevention, early intervention and making connections with parents to engage parent support were vital. (4) Services must be well co-ordinated across different sectors to make best use of the extensive expertise and experience that is available in the refugee services sector and in schools. (5) Important to involve members from the refugee community in the education process, e.g. as teacher aides, interpreters, bi-cultural education workers. (6) Flexibility is needed: tight targeting of funds, for example, to schools for extra hours, can inhibit the ability of schools and service providers to respond to pressing needs as they arise. Offers a wide range of recommendations about how to address these issues.

Scope: An extensive analysis offering a range of recommendations.

Keywords: education - acculturation, education – school organisation, health - services, Kosova, refugees, case study, evaluation

- E56.** Hawk, K., Cowley, E. T., Hill, J., and Sutherland, S., 2002 'The importance of the teacher/student relationship for Maori and Pasifika students', *SET: Research Information for Teachers*, 3, 44-49.

Research focus/aims: Uses the results of three separate studies (at primary, secondary and tertiary education level) to describe common themes that emerged regarding the characteristics of good relationships between teachers and learners, that is, relationships that contribute to promoting student motivation and effective learning, particularly among Maori and Pasifika students.

Participants: Teachers at low decile primary schools (n=3), teachers (n=89) and students (n=600) at a range of low decile secondary schools, lecturers and students at Auckland University of Technology.

Key findings/outcomes: Across the three projects, common characteristics of effective teacher-learner relationships emerged. These included: (1) Empathy: no correlation was found between effectiveness and ethnicity, age, gender, subject area or years of experience. Rather, empathy included attitudes, values, behaviours, effort and skills, and also an understanding of Maori and Pasifika cultures. (2) Caring: demonstrated as friendliness, warmth etc. (3) Mutual respect: e.g. giving helpful explanations and reasons for actions, being sincere and professional, thanking and apologising as appropriate, valuing student input, giving feedback, being polite. (4) 'Going the extra mile' in offering help and encouragement to students. (6) Passion to enthuse and motivate. (7) Patience and perseverance. (8) Belief in students' abilities. Article details further how students assess the teacher-learner relationship and good outcomes from effective relationships. Raises issues and implications for teachers, principals and trustees.

Scope: Extensive, in-depth qualitative data were gathered from interviews, classroom observations and group discussions across the three studies. Quantitative data were also gathered from the AUT study. See also Hawk and Hill (1996 [E57]) and Hill and Hawk (1998 [E58]).

Keywords: education - learning styles, education – secondary, Maori, Pacific, migrants, overseas born, New Zealand born, interviews, participant observation

- E57.** Hawk, K. and Hill, J., 1996 *Towards making achievement cool: Achievement in multi-cultural high schools (AIMHI)*, Report prepared for the Ministry of Education, Educational Research and Development Centre, Massey University, Auckland.

Research focus/aims: To report on the AIMHI project. In particular, to identify the effects on student achievement of school organisation and governance, parental and community involvement and other issues in the selected schools.

Participants: Teaching and non-teaching staff, principals and senior management teams, students, members of Boards of Trustees, local community members.

Key findings/outcomes: A very wide range of specific findings is outlined.

Recommendations: To improve the achievement potential of students in these schools: (1) Find ways to measure and reward achievement that are appropriate to these students. (2) Attract the right types of teachers and leaders to these schools. (3) Support these teachers/leaders in ways that enable them to deliver effective programmes. (4) Resource schools equitably so that the socio-economic status of a community does not disadvantage them. (5) Provide adequately for the health, welfare and pastoral needs of students in order to free up teachers to teach. (6) Provide administrative support and training for Trustees. (7) Develop appropriate review processes to enable accurate and balanced assessment of school performance without perpetuating existing problems.

Scope: Eight decile one secondary schools with high ratios of Pacific students (mainly Samoan, Cook Island and Tongan), and significant numbers of Maori students were involved. One of the schools was in Wellington, seven in Auckland. All but one (a Catholic integrated girls' school) were state co-educational schools. Data were gathered from interviews with participants (including small-group interviews with students), school documents and participant observation over a six-month period. National achievement data were also analysed.

Keywords: education - learning styles, education – school organisation, education – secondary, Pacific, Samoan, Cook Islands, Tongan, Maori, migrants, overseas born, New Zealand born, interviews, participant observation, documents, national data

E58. Hill, J. and Hawk, K., 1998 'Aiming for student achievement: How teachers can understand and better meet the needs of Pacific Island and Maori students', *SET: Research Information for Teachers*, 2, Item 4.

Research focus/aims: To identify, understand and describe factors that impact on student achievement in eight low decile secondary schools participating in the Ministry of Education AIMHI (Achievement in Multicultural High Schools) project. To provide baseline data against which progress made by the schools during the project could be measured.

Participants: Staff, boards of trustees and students (n=900) at the schools.

Key findings/outcomes: Influences over which the schools has little control included: poverty, unemployment of parents, poor accommodation, lack of disposable income for basic expenses, poor health, family dysfunction. Factors over which schools had some control included: (1) easing the transition to secondary school through good preparation at intermediate, organised induction, peer support, acknowledgement of the social, emotional and information needs of students; (2) effective communication with parents; (3) running comprehensive life skills and health programmes beginning at Year 9, and employing a fully qualified on-site nurse. Teacher qualities were also cited as important (see Hawk *et al.* 2002 [E56]).

Scope: Interviews were held with staff and trustees; students participated in group discussions. See also Hawk *et al.* (2002 [E56]), and Hawk and Hill (1996 [E57]).

Keywords: education - acculturation, education – learning styles, education – school organisation, health - services, Pacific, Maori, migrants, overseas born, New Zealand born, interviews

E59. Hindmarsh, M., Hohepa, M., and Murphy, W., 1995 'School retention policy for Pacific Island students', *New Zealand Journal of Educational Studies*, 30, 2, 119-133.

Research focus/aims: To summarise the lessons learned from pilot programmes on school retention established by the School Community Liaison and Curriculum Advisory Policies of 1990-91. The aim of these policies was to prevent 15 and 16 year olds from leaving formal education.

Participants: Fifteen School Community Liaison positions were piloted, four with Pacific Islands communities and their schools and eleven with Maori.

Key findings/outcomes: Suggests the SCL demonstrated significant potential to address the needs of Maori and Pacific young people in a Pakeha dominated education system. Proposes six principles that emerged as important in the evaluation phase: (1) honouring Te Tiriti O Waitangi, cultural autonomy, consistency; (2) devolution, local autonomy and flexibility; (3) worker independence; (4) reflection on action: mentoring, research, networking; (5) accountability; (6) appropriate timing, time and sustainability.

Scope: The pilot phase was limited in that it only ran for eight months, and the full policy package - the Curriculum Advisory - policy was never implemented. Trends and evidence, while limited, suggest that the policy had considerable potential.

Keywords: education - acculturation, education – secondary, Pacific, Maori, migrants, overseas born, New Zealand born, case study, evaluation

E60. Hodson, D. 1998 *Science and technology, education and ethnicity: an Aotearoa/New Zealand perspective: proceedings of a conference held at The Royal Society of New Zealand, Wellington, May 7-8, 1996*, Royal Society of New Zealand, Wellington.

Research focus/aims: (1) To address the continuing underachievement of Maori and Pacific students in secondary school science and technology courses. (2) To address the failure of the tertiary education sector to attract significant numbers of these groups into science and engineering programmes.

Key findings/outcomes: (1) Presenters argued that many students from ethnic minority groups experience considerable tension between their cultural identity and science/technology education and many do not feel that they have a place in science/technology education. (2) It is important to create science/technology curricula that recognise the existence of cultural differences in terms, for example, of the needs, experiences, interests and aspirations of Maori and Pacific students (3) This involves recognising the multi-cultural history of science and technology and the ways in which these are culturally determined. (4) Some contributors emphasised the importance of taking an anti-racist stance with respect to the use of 'race' in science, while others emphasised the importance of teaching science with a critical perspective in terms of the links between science and issues of social justice. (5) Presenters argued that these approaches do not mean abandoning scientific objectivity or diluting the science content of courses, but rather looking critically at the nature of scientific rationality and at the interests and values that underpin the practice of science. (6) Language emerged as a key issue.

Scope: Proceedings of a conference including presentations from a wide cross section of the New Zealand and overseas science education community. See also:

- Waiti, P. and R. Hipkins, 2002 'Cultural issues that challenge traditional science teaching,' paper presented at the 3rd Annual New Zealand Science Education Symposium. Wellington, Massey University, NZCER. This paper outlines three models for aligning western science with other knowledge systems and argues that dialogue about the issues raised is a necessary first step to achieving changes in relevant classroom practice that may lead to improved achievement levels among Maori and Pasifika students in secondary schools.

Keywords: education - learning styles, education – secondary, education – tertiary, Maori, Pacific, migrants, overseas born, New Zealand born, literature review

E61. Holmes, P., 2004 'Negotiating differences in learning and intercultural communication: Ethnic Chinese Students in a New Zealand University', *Business Communication Quarterly*, 67, 3, 294.

Research focus/aims: How do Chinese students make sense of the learning and interpersonal communication styles that operate in a New Zealand university business school? What are the implications of these experiences for teachers in such schools?

Participants: Thirteen ethnic Chinese students in their first year of study in a university business school in New Zealand (included students in diploma, undergraduate and post-graduate courses).

Key findings/outcomes: The dialogic nature of classroom communication created difficulties for these students in terms of listening, understanding and interacting. Their previous educational experiences had not prepared them for New Zealand expectations regarding appropriate writing styles and critical analysis, nor for a clear understanding of what constitutes plagiarism in the New Zealand educational context.

Recommendations: Implications of these findings include: (1) that teachers need to respond to difference in ways that go beyond deficit approaches; (2) that ethnic Chinese students need to

be better prepared for the learning environment in New Zealand; and (3) that awareness and appreciation of diversity and difference in host institutions and among local students would assist these students to succeed and adapt in the New Zealand context.

Scope: An ethnographic study conducted over an 18-month period. Included three semi-structured interviews with each participant. See also (drawn from the same study):

- Holmes, P., 2005, 'Ethnic Chinese students' communication with cultural others in a New Zealand University', *Communication Education*, 54, 4, which considers the participants' communication with New Zealand students and asks how they negotiate the cultural differences involved. Concludes that (1) participants found this communication difficult and very different from what they were used to - not just in terms of language but in terms of communication style. This was particularly the case in the context of asking/answering questions, giving opinions, expressing ideas, and managing interpersonal skills in group work and when interacting with teachers. (2) Participants reconstructed their intercultural communication patterns in the light of these experiences. This was more pronounced among the post-graduate students than among under-graduates. For example, the latter group tended to keep silent in class because this was more culturally familiar for them, whereas the post-graduates took up a more dialogic model of classroom behaviour. This was made easier for them by smaller classes, specialised work and lecturer expectations about participation. Implications include: the importance for host teachers and host students to develop and foster classroom practices that contribute to successful communication among ethnically different groups. This involves recognising and accepting diverse ways of learning, knowing, communicating and being.
- Holmes, P., 2002 *Alliances and contestations: intercultural communication among Confucian heritage culture students and cultural others in a New Zealand university*, Hamilton: University of Waikato, Department of Management Communication.
- Holmes, P., 2000 *Strangers, sojourners, selves: the intercultural communication experiences of ethnic Chinese students in western tertiary education*, PhD, University of Waikato.
- Holmes, P., (n.d.) *The intercultural communication experiences of Ethnic Chinese students in a Western tertiary institution: Implications for education providers*, Department of Management Communication, University of Waikato, Hamilton.

Keywords: education - acculturation, education – learning styles, education – tertiary, Asian, Chinese, migrant, overseas born, ethnography

E62. Horner, C., Khan, S., Paton, K., Hagos, A., and Kindon, S., 2006 *Supporting refugee background students to achieve their goals*, Victoria University of Wellington, Wellington.

Research focus/aims: To work with refugee background students and service providers at Victoria University, Wellington to determine what support systems are available to these students and how they can be better supported in the future.

Participants: Refugee background students (n=13), service providers (n=9).

Key findings/outcomes: Students identified six goals associated with being at university: getting an education; finishing study; getting high marks; socialising; getting a good job; helping 'our people'. Stepping stones required to achieve these goals: cultural sensitivity in the university environment was identified as of primary importance. Also important were: motivation, helpful lecturers, study groups. Service providers observed that refugee background students are not a readily identifiable group within VUW. Service providers considered that managing the transition from structured learning to individual university study was vital to success at university. Lack of awareness of services by these students was an important issue.

Recommendations: (1) Upskill academic staff on teaching in culturally diverse classrooms and on the special circumstances of refugee background students. (2) Formation of a refugee background student network to advocate for refugee background students. (3) Service

providers regarded identification of these students as important for addressing their needs. Recommends better networking and referral between service providers, and raising awareness among target groups about the services they are entitled to access.

Scope: A participatory action research project using a range of research methods in workshops with participants.

Keywords: education - learning styles, education – acculturation, education – tertiary, services, refugees, interviews, workshops

E63. Humpage, L., 1998a *Refuge or turmoil?: Somali adolescent refugees in Christchurch schools: intercultural struggle and the practices of exclusion*. A thesis submitted in fulfilment of the requirements for the degree of Masters of Arts in Sociology at the University of Canterbury, Christchurch.

Research focus/aims: To consider the adaptation of Somali adolescent refugees to secondary school in Christchurch.

Participants: Somali adolescents (n=17) aged 14-20 years, from six Christchurch secondary schools, Somali parents (n=3), professionals involved in education and refugee resettlement.

Key findings/outcomes: (1) Somali students have difficulty fitting in at school both academically and culturally because of gaps in their previous schooling and unfamiliar learning styles in New Zealand. Parents struggle to assist their children because of language difficulties and unfamiliarity with New Zealand schooling systems. Other important factors include lack of financial resources and the importance of religion in these students' lives. (2) Schools have difficulty coping with the academic and cultural challenges that these young people present. Cross cultural communication often produces negative outcomes because of misunderstandings. Racism from Kiwi students and high levels of truancy from Somali students are often the outcomes of this. Everyday practices result in social closure, excluding Somali students.

Recommendations: (1) Extra subject support and peer tutoring. (2) Improved knowledge by teachers of the students' needs. (3) A National Languages policy and a curriculum specific to ESOL. (4) Establishment of a Refugee Orientation Centre specifically for refugee students.

Scope: Semi-structured individual and group interviews, documentary research, participant observation.

Keywords: education – learning styles, education – acculturation, education – secondary, identity, Somali, refugee, interviews

E64. Humpage, L., 1998b 'Cultural understanding: Somali students in Christchurch', *Many Voices*, 13, 8-10.

Research focus/aims: Explores the experiences of Somali adolescents in a Christchurch school. Asks about the importance to them of education, religion, diversity.

Participants: Two female and seven male Somali adolescents

Key findings/outcomes: Education is very important to these young people, their parents are highly educated and have high expectations of them. Religion is very important but also structures social interaction in particular ways, and may hamper some interaction with Kiwi peers especially with respect to dating, partying and drinking alcohol. The young people did not mind talking with others about their religion, but did not wish to be seen as 'spokespeople' for Islam or Somalia. Stressed the importance of teachers and others recognising that there is diversity within the Somali community, and expectations that all Somali young people should be 'the same' were problematic.

Scope: Unstructured, small group, in-depth interviews. See Humpage's MA thesis (1998a [E63]), for a fuller account of this research.

Keywords: education - acculturation, education - aspirations, Somali, refugees, interviews

E65. Humpage, L., 2000b 'Positioned for disadvantage: Somali refugee adolescents in Christchurch secondary schools.' In Madjar, V., and Humpage, L., *Refugees in New Zealand: the experiences of Bosnian and Somali refugees*, 45-75, Massey University School of Sociology and Women's Studies, Auckland.

Research focus/aims: To investigate barriers to academic and cultural adaptation for adolescent Somali refugees living in Christchurch.

Participants: Somali refugee adolescents (n=17) aged 14-20 years attending six Christchurch secondary schools. Somali refugee parents (n=3) and New Zealand educators (n=16).

Key findings/outcomes: Academic barriers include: (1) gaps in (or lack of) education prior to arriving in New Zealand; (2) premature and inappropriate mainstreaming (e.g. once students have gained conversational fluency in English but still lack proficiency in academic English); (3) concepts of teaching and learning, and school cultures, that are unfamiliar to these young people; (4) inability of parents to be actively involved in their children's education due to language difficulties and different school cultures; (5) inadequate attempts by schools to be inclusive of Somali learning needs due to factors such as time pressure on teachers, lack of resources, lack of awareness by teachers of Somali students' learning needs. Barriers to cultural adaptation include: (1) differences in attitudes, roles and behaviour that lead to conflict between Somali and Kiwi students. Areas of difference/conflict include religion, attitudes towards parental authority, gendered and age-related roles and interaction. (2) Lack of knowledge of Somali culture among educators and non-Somali in the host society; (3) the disjuncture experienced by the young people in moving from their past to their present situation; (4) mismatched expectations between the refugee young people and their peers and teachers (e.g. the Somalis expected to go to university but all but one of the teachers spoken to regarded their professional aspirations as unrealistic).

Scope: Semi-structured in-depth individual and group interviews. Other aspects of this discussion, drawing on the same research project, are developed in Humpage, L. and Fleras, A., (2000). "Systemic Bias and the Marginalisation of Somali Refugee Adolescents within New Zealand Education", *New Zealand Sociology*, vol 15(1). This paper argues that Somali students are inadvertently disadvantaged by the systemic nature of a Eurocentric schooling environment. Rituals, roles and rules that appear to be neutral, but are unwittingly Eurocentric, systematically discriminate against those whose culture and life experience differ from that of the dominant group. This applies in particular to rituals associated with learning, teaching and organisation; to role conflict and confusion that arises around gender, age and behaviour, and to rules such as those associated with entrance requirements to schools (that mean that Somali young people may not be able to attend single sex schools) and those associated with school uniforms (that affect young Somali women in particular).

Keywords: education - acculturation, education - learning styles, education - aspirations, peer relationships, Somali, refugees, interviews

E66. Jones, A., 1986 'At school I've got a chance...' *Social reproduction in a New Zealand secondary school*, Department of Education, University of Auckland, Auckland.

Research focus/aims: To examine some of the processes, both ideological and pedagogical, through which schooling contributes to social reproduction, drawing on the commonsense knowledge and classroom practices of two groups of fifth form girls with different social class backgrounds.

Participants: Two groups of girls in an inner city all-girls school in New Zealand: one of working-class Pacific Island girls, and one of middle-class Pakeha girls.

Key findings/outcomes: Teaching and learning interactions in the classroom are part of a larger, political process that reproduces unequal power relations already present in society. The cultural dominance of a middle class Pakeha perspective is evident in curriculum content as well as in the style, manner, norms and beliefs in use in the classroom. Argues that the school actively distributes knowledge that is valuable (and the tools to use it) to middle class students but not to working class students. Examines how both students and teachers are involved in this reproduction, a process that comes about through the selective penalising and rewarding of students' cultural forms of learning.

Scope: An ethnographic study in which the author spent over a year as a student/researcher in the school. Data were gathered through participant observation, interviews, conversations and classroom observation. See also (from the same project):

- Jones, A., 1985 'Which girls are learning to lose? Gender, class, race in the classroom', *Women's Studies Journal*, 2, 1, 15-27.
- Jones, A., 1988 'Which girls are learning to lose? Gender, class, race and talking in the classroom', Middleton, S., *Women and Education in Aotearoa*, 143-152, Wellington: Allen and Unwin/Port Nicholson Press.

From the same research project, these focus on public verbal interaction in the classroom between the girls in this study and their teachers. Found that the Pacific students were less likely than the Pakeha students to be asked direct questions of a routine or substantive nature by the teacher and were also less likely themselves to answer questions that were put to a class as a whole. Argues that 'thinking aloud' in the form of answering questions in the classroom is an important form of learning, and that talking is essential for developing the kind of knowledge that is valued and rewarded at school. Argues further, that it is through classroom interaction between teacher and student that students learn what is expected of them, e.g. whether they are expected to have ideas of their own or only to memorise what they have been told. Concludes that because of the patterns of classroom interaction observed, these Pacific girls are missing out on both of these aspects of learning. These articles also consider the different norms of respect for authority held by the Pacific and Pakeha students. One result of this was the tendency of the Pacific girls to keep silent in class, while the Pakeha girls were more likely to 'try out' their opinions in public, and to question the teacher. This imbalance in verbal interaction in the classroom meant that class activity that was strongly defined by the Pakeha girls' needs, interests and concerns. This behaviour by the Pakeha girls also tended to be rewarded by the teacher, reinforcing the opinion among the Pacific girls that their Pakeha classmates were somehow 'brighter' than they were.

- Jones, A., 1991 'At school I've got a chance'. *Culture/Privilege: Pacific Islands and Pakeha Girls at School*, Palmerston North: Dunmore Press. Presents the above research project in book form.

Keywords: education - learning styles, education - secondary, Pacific, Pakeha, migrants, overseas born, New Zealand born, ethnography

E67. Jones, A., 2001 'Difference and desire: dividing classrooms by ethnicity', *SET: Research Information for Teachers*, 1, 29-32.

Research focus/aims: To consider the different reactions of two groups of third year university students (one Pakeha, the other Maori and Pacific) to their separation into two classes on the basis of ethnicity in feminist theory course.

Participants: Female students in the 3rd year course (n=90).

Key findings/outcomes: Most Pakeha students were hostile to the separation, while Maori and Pacific students were uniformly very pleased with it. The latter's achievement academically in the course was on a par with that of their Pakeha counterparts, a result which had not been achieved in previous years when the course was not separated in this way. Argues that Pakeha educators must critically examine the call for cross-cultural sharing and dialogue in the classroom and, in particular, consider the possibility that, within the classroom, dialogue may not have the same compellingly positive meaning for different ethnic groups.

Scope: Students kept a journal of their intellectual journey throughout the course.

Keywords: education - learning styles, education - tertiary, Maori, Pacific, migrants, overseas born, New Zealand born, case study

E68. Kepa, T. M. A., 2001 *Language matters: the politics of teaching immigrant adolescents school English*, EdD, University of Auckland, Auckland.

Research focus/aims: To offer a critical analysis of 'technocratic pedagogy' in relation to the education of the children of immigrants and to consider alternative pedagogical approaches (abstract only accessed).

Key findings/outcomes: Argues that a more expansive and inclusive pedagogy that takes account of the social, economic and political contexts of learning is needed for teaching young people for whom English is a second language. Case study of a 'school within a school' for the teaching of school English argues for an approach to teaching English that recognises the importance of culture as the ground on which to begin to reflect on pedagogy.

Scope: Literature review and case study of a programme within large state secondary school in Auckland

Keywords: education - learning styles, education - secondary, migrants, refugees, New Zealand born, overseas born, review and case study

E69. Kunaswary, S., 1996 *Minority Schooling in New Zealand with a Special Focus on the Ethnic Khmer*, Department of Education, University of Auckland, Auckland.

Research focus/aims: To consider issues affecting the school performance of ethnic Khmer children in New Zealand.

Participants: Ethnic Khmer students, their parents and teachers.

Key findings/outcomes: While statistics seem to reveal that 'Asians' as a category are performing better than average in New Zealand schools, ethnic Khmer students are performing at below average levels. Argues that the use of the term 'Asian' helps to make this group invisible. Critiques the theory that cultural groups are integrated differently into a dominant society according to whether they are 'voluntary' or 'involuntary' and that this leads to the utilisation of different cultural models, the voluntary groups performing better in school because of their cultural model. Finds that the concept of cultural models is rigid and inadequate, and that it should be used with other theoretical approaches.

Scope: Data gathered from interviews with participants, as well as from documentary study of New Zealand immigration policies over time and of educational policies relating to immigrant and refugee groups.

Keywords: education - acculturation, Khmer, migrants, refugees, overseas born, interviews, documents

E70. Leo, A. M., 1973 *Itinerant migrants: a case study of the characteristics and adjustment of Malaysian students in New Zealand*. A thesis presented in partial fulfilment of the requirements for the degree of Master of Arts in Geography at Massey University.

Research focus/aims: To examine the situation of Malaysian university students living in New Zealand in terms of the selection processes they experience in coming to New Zealand, their cultural, sociological and personal backgrounds and their distribution throughout New Zealand. To compare these factors with those of other groups of migrants, foreign and local students, members of the society of origin and of the host society.

Participants: Malaysian students in New Zealand universities (n=280), both international students and residents.

Key findings/outcomes: (1) Students were predominantly young, male, unmarried, privately financed, from urban areas and from middle class backgrounds. (2) Those whose backgrounds most closely resembled the New Zealand norm adjusted best. (3) The more exposed students were to New Zealand society (for example, having New Zealand friends and a high level of interaction with New Zealanders) the better adjusted they became. However, it was also noted that this adjustment could make readjustment back in one's country of origin more difficult should students return there.

Scope: Used a postal questionnaire sent to a random sample of 30 percent (n=415) of the total Malaysian student population in New Zealand universities in 1973. This was supplemented by personal observation and experience as an overseas student in New Zealand.

Keywords: education - acculturation, education - tertiary, identity - acculturation, peer relationships, Asian, Malaysian, migrants, overseas born, survey

E71. Lloyd, M., 1995 'Bridging the cultural gap: A literature review of factors influencing Samoan students' acculturation to western education', *Many Voices*, 8, 11-13.

Research focus/aims: Investigates the discrepancy between high expectations of Samoan students and often poor academic results.

Participants: Literature review of research in this field.

Key findings/outcomes: Importance of listening and memorising in Samoan culture; discontinuity between Samoan home culture and New Zealand school culture; successful integration may come at the cost of intergenerational conflict. Boosting academic achievement requires a focus on language development especially in terms of opportunities for verbalisation; the use of students' own culture as a 'cultural bridge'; fostering curiosity and motivation, encouraging students to take control of their own learning.

Scope: Review spans material from the 1970s to the early 1990s.

Keywords: education - learning styles, education - language, education - secondary, family - intergenerational relationships, Pacific, migrants, overseas born, New Zealand born, literature review

E72. Lyon, D. R., 1992 *The Adjustment Problems of Cambodian Secondary School Students: An Exploratory Survey and an Innovative Buddy System Intervention*, Department of Education, University of Auckland, Auckland.

Research focus/aims: To examine the perceptions of secondary school teachers, Cambodian students and their peers in the adjustment of Cambodian students in the school environment. To run and evaluate a buddy system pilot in an Auckland secondary school to address some of the adjustment problems of these students.

Participants: Staff and students at three Auckland secondary schools.

Key findings/outcomes: Cambodian students' perceptions of their success in adjusting to school in New Zealand (that they were not happy and not successful) differed from the perceptions of teachers and their peers (that these students were both happy and well adjusted). The Cambodian students also experienced problems with language, their home situations and their academic success. Teachers and peers also tended to be poorly aware of these issues. The buddy system was shown to improve cross-cultural awareness, appreciation, mutual respect and liking among peers.

Scope: Small scale study using interviews, surveys and, for the buddy system, pre- and post-intervention self reports.

Keywords: education - acculturation, education - secondary, Asian, Cambodian, refugees, migrants, overseas born, case study

- E73.** MacIntyre, L. K., 1999 'Positive contributions of Pacific Island mothers to their children's education', *Educating Pasefika Positively: Conference Proceedings: Pacific Islands Educators' Conference, Auckland, 13-15 April.*

Research focus/aims: To outline different ways in which Tongan mothers contribute to their children's education at kindergarten, primary and secondary school levels. To identify what these women perceive to be a 'good and useful contribution'. To consider the role of teachers in relation to mothers' contributions.

Participants: Mothers of Tongan students (number not stated). Most of these women were born and schooled in Tonga.

Key findings/outcomes: While the women had clear ideas about contributing to their children's primary school education (through participation, preparation, provision and presence), they were less clear about how to make a contribution to a child's secondary education although their levels of enthusiasm to contribute remained high as did their desire to spend time and resources benefiting their child's education. Considers that a mismatch exists (or at least a difference of perception and emphasis) between Tongan mothers' understandings of schooling and those of Palangi teachers and the educational system in general. Argues that Pacific Island educators are located in the middle of this mismatch. In order for these educators to address this mismatch, they need to understand the situation, understand both cultures and make the links between these groups. To do this, resources are necessary in the form of release time, assistants and professional development.

Scope: Data gathered from interviews with Tongan mothers.

Keywords: education - acculturation, education - school organisation, education - secondary, family - intergenerational relationships, Pacific, Tongan, migrants, overseas born, New Zealand born, interviews

- E74.** Maharaj, A., 1993 *Ethnic minorities and art education in New Zealand: Perceptions of Indian and Chinese students, their teachers and parents: A thesis presented in partial fulfilment of the requirements for the degree of Master of Education at Massey University.*

Research focus/aims: To examine the perceptions of Indian and Chinese students, their parents and teachers towards art education in relation to ethnic minorities in New Zealand secondary schools.

Participants: Students in secondary and tertiary education (n=20) including: Indian (8), Chinese (7), students of mixed ethnicity (2) and one each of Maori, Anglo-New Zealander and Tongan ethnicity. Teachers (n=11) and parents (4 Chinese and 4 Indian). Most of the Indian and Chinese students and their parents were recent immigrants.

Key findings/outcomes: (1) The Indian and Chinese students and their parents were happy with art education in general but were not happy with the lack of provision for art from their cultures. They regarded the art programme as ethnocentric. Students wished their cultural background in art to be valued and recognised. (2) Parents believed it was incumbent upon the school to cater for the changing nature of the New Zealand population and support cultural maintenance of ethnic minorities through art. (3) Most of the teachers did not support this view and seemed reluctant to learn about or teach Asian art. Many appeared insensitive to the psychological needs of the Asian students and did not provide opportunities for their cultural self expression, arguing that they must adapt to New Zealand culture. (4) Students were

aware of these negative attitudes and expressed a lack of confidence in their ethnicity and its expression in art.

Scope: Interviews were conducted with participants. Four case studies of artists were also carried out.

Keywords: education - learning styles, education - acculturation, education - secondary, education - tertiary, Indian, Chinese, migrants, New Zealand born, overseas born, interviews

E75. Mak, B. S. Y., 1996 *Communication apprehension of Chinese ESL students: A thesis completed in fulfilment of the requirements for the degree of Master of Arts in Second Language Teaching at Massey University, Palmerston North.*

Research focus/aims: To investigate communication apprehension (CA) among a group of Chinese ESL school students in New Zealand by looking in particular at the relative importance of educational, social and cultural factors in CA, and at the relationship between CA, wait time and in-class practices such as questioning and voluntary speaking.

Participants: ESL students (n=6) at a girls' secondary school: two students from each senior form (Form 5-7). Participants came from Hong Kong (1), Taiwan (2) and mainland China (3) and had been in New Zealand between 1 and 5 years.

Key findings/outcomes: (1) Language distance between Chinese and English contributed strongly to CA; (2) culture was particularly important because cultural background affected learning style, attitudes towards certain classroom practices and expectations of school. (3) Speaking in class and insufficient preparation were important sources of CA in the classroom.

Scope: Multi-method approach including interviews, a ranking exercise, verbal reports, a survey questionnaire and classroom observation. Includes discussion of a pilot study conducted with 12 adult ESL students to test methodological and theoretical approaches.

Keywords: education - learning styles, education - secondary, Asian, Chinese, migrant, overseas born, interviews, surveys, observation

E76. Manu'atu, L., 2000 *Pedagogical possibilities for Tongan students in New Zealand secondary schooling: Tuli ke ma'u hono ngaahi malie*, PhD Education, University of Auckland, Auckland.

Research focus/aims: To examine the issue of 'achievement' of Tongan students in New Zealand secondary schools, and to explore whether the notion of 'Pacific Islands education' in fact perpetuates the marginalisation of these students.

Participants: Those involved in two Tongan community based learning contexts: Katoanga Faiva (a cultural festival) and Po Ako (a homework centre). Both are enacted within the formal secondary school system in Auckland.

Key findings/outcomes: (1) These sites are the only places where substantial numbers of Tongan parents and youth actively and enthusiastically engage with their school. (2) Argues that malie and mafana, which are constitutive of good social relationships, are keys to good pedagogy and learning in both of these sites and offer a useful theoretical framework from which to analyse and reconfigure 'achievement' in the school context. (3) Enthusiasm for these pedagogical sites should, however, be tempered by recognition of the risks associated with an exclusive focus on skilled, malie-filled performance if this is separated from an analysis of the social, economic and political positioning of Tongans within New Zealand. Argues that failure to make these connections will reproduce the marginalisation of Tongan people in the New Zealand school system.

Scope: Two case studies, of a cultural festival and a homework centre.

Keywords: education - learning styles, education - secondary, family - intergenerational relationships, Pacific, Tongan, migrants, overseas born, New Zealand born, case study

- E77.** Mara, D., 1999 'Why research? Why educational research for/by/with Pacific communities in Aotearoa-New Zealand?' *Educating Pasifika Positively: Conference Proceedings: Pacific Islands Educators' Conference, Auckland, 13-15 April.*

Research focus/aims: To consider a range of research related topics in relation to Pacific students and families in Aotearoa-New Zealand including: the ownership of research, methodologies, ethics, the nature of the researcher and the researched, the outcomes of research.

Key findings/outcomes: Argues for greater involvement by Pacific researchers in educational research; the exploration and development by these researchers of Pacific methodologies (for example, the adaptation of focus group methods in culturally appropriate ways that may include provision for participants to speak in their own Pacific languages, innovative use of advisory groups and formal feedback sessions); the importance of these researchers discussing issues of ownership, method, ethics, the roles of researcher and participants, the outcomes of research. Argues for maintenance by researchers of close links with Pacific parents, teachers and communities.

Scope: Author reflects on her own research projects including: evaluation of the Anau Ako Pasifika Project and of the Pacific Islands School-Parent Community Liaison Project; a report on progress towards licensing and chartering of Pacific Islands early childhood centres, and a report on the implementation of Te Whariki (early childhood curriculum) on Pacific Islands early childhood centres. Critical education research literature is also drawn on.

Keywords: research methods, education - learning styles, education - acculturation, education - bilingualism, education - secondary, education - tertiary, Pacific, migrants, overseas born, New Zealand born, reflection on research methods, evaluation.

- E78.** Nakhid, C., 2003a 'Comparing Pasifika students' perceptions of their schooling with the perceptions of non-Pasifika teachers using the "Mediated Dialogue" as a research methodology', *New Zealand Journal of Educational Studies*, 38, 2, 207-226.

Research focus/aims: To contribute to an understanding of underachievement by Pasifika students in New Zealand schools. Argues that strategies to address this have been based on 'taken for granted' perceptions of these students rather than on students' own constructions of themselves. Argues that effective strategies must consider students' and teachers' perceptions of themselves and each other.

Participants: Two groups of six students each (ages 16-19 years, 9 Samoans, 2 Tongans, 1 Maori); five teachers (4 Palagi, 1 New Zealand Chinese).

Key findings/outcomes: There is conflict between the perceptions of students and teachers. This results in institutional practices that adversely affect the academic achievement of these students. (1) Teachers regarded low self esteem to be a problem for these students, but the students thought that this perception arose from the reactions of students to treatment by teachers. (2) Students and teachers had conflicting ideas about teaching practices, for example, the teachers were surprised to hear that the students did not like one-to-one teaching (because they did not like to be singled out, and were nervous in the presence of the teacher). (3) Different perceptions were also held of behaviour by classmates in class. Concludes that ethnicity played a more significant role than SES for these students in terms of understanding their educational experiences. In contrast, schools and teachers regarded these students primarily in terms of low SES. Their assumptions and perceptions around this status adversely affected the educational experiences of these students.

Scope: Uses a mediated dialogue approach in which focus groups of students and teachers are interviewed separately and the research acts as mediator, conveying what is said in each group to the other.

Keywords: education - learning styles, education - acculturation, education - secondary, Pacific, Samoan, Tongan, migrants, overseas born, New Zealand born, interviews

E79. Nakhid, C., 2003b 'Intercultural' perceptions, academic achievement, and the identifying process of Pacific Island students in New Zealand schools', *Journal of Negro Education*, 72, 3, 297-317.

Research focus/aims: To contribute to an understanding of 'the identifying process' of Pasifika students, that is, Pasifika students' own constructing of themselves. To advocate for space within the education system for Pasifika students to engage in this process, enabling them to connect with their own representations of who they wish to be and for these representations to be valued within the education process.

Participants: Two groups of six students each (ages 16-19 years, 9 Samoans, 2 Tongans, 1 Maori); five teachers (4 Palagi, 1 New Zealand Chinese).

Key findings/outcomes: Teachers' perceptions of Pasifika students did not recognise/value the identifying process of these students, and this influenced their responses to the students in ways that adversely affected the achievement of these young people. Concludes that teachers training colleges should look carefully at how they regard Pasifika students and communities; how they see Pasifika students in relation to their peers; what they make of these students' abilities; how they see themselves in terms of addressing the socioeconomic disparity between Pasifika students and others. Teacher trainees should be made aware of the theory of the identifying process. Finally, schools should consider why some groups of students are absent from the more academic courses.

Scope: Uses a mediated dialogue approach in which focus groups of students and teachers are interviewed separately and the research acts as mediator, conveying what is said in each group to the other.

Keywords: education - learning styles, education - acculturation, education - secondary, Pacific, Samoan, Tongan, migrants, overseas born, New Zealand born, interviews

E80. New Zealand Education Gazette, 2005 'The school that beats holidays', *New Zealand Education Gazette*, 84, 3, 6-7.

Research focus/aims: Profiles a summer school funded by the Ministry of Education for refugee students in Auckland.

Participants: Involves more than 200 refugee students of intermediate and secondary school age. Courses are delivered by registered teachers with bilingual tutors.

Key findings/outcomes: Offers these students an opportunity to learn about the New Zealand school environment and to get support for socialisation and academic achievement. The school has received significant positive feedback from students and their parents. Students have gained in confidence, and the school has also strengthened refugee communities by providing a common space for meeting and socialising.

Scope: Report based on discussion with participants and organisers.

Keywords: education - learning styles, education - acculturation, education - intermediate, education - secondary, refugees, case study

E81. Pacific Island Students Academic Achievement Collective, 1993 'Coconuts begin with a 'C': Pacific Islanders at University', *Many Voices*, 6, 6-10.

Research focus/aims: To explain why Pacific students struggle to achieve academically and to suggest ways to improve this situation.

Participants: A group of Pacific students at University of Auckland.

Key findings/outcomes: Pacific students are diverse in terms of family background and families' country of origin. A range of factors are implicated in poor academic performance by Pacific students: socio-economic constraints; significant family responsibilities and obligations that must be balanced with academic requirements; a lack of family experience with the needs of a student in terms of study time/space etc.; facility with English; cultural background including a reluctance to ask for assistance or speak in class because of deference to authority figures such as teachers. Offers a range of suggestions for teachers including: the importance of clarity and organisation of material; not over-estimating the level of general knowledge of students; awareness that English may be a second language for some; encouraging students to ask questions; exploring the possibility of tutorials for Pacific students only and/or for a contact person in a department specifically for Pacific students.

Scope: Based on compilation of reflections from past and present Pacific students at University of Auckland.

Keywords: education - learning styles, education - achievement, education - secondary, education - tertiary, Pacific, overseas born, New Zealand born, migrants, interviews

E82. Pang, D., 2002 'Towards a framework for meeting the educational needs of Asian New Zealanders', *New Zealand Journal of Counselling*, 23, 1, 47-58.

Research focus/aims: Summarises school statistics on the growing number of Asian students in New Zealand schools; suggests some ways of meeting the educational needs of these young people; argues for an improvement in current knowledge through increased research on immigration and education.

Key findings/outcomes: Between 1996 and 2016, the number of Asian children aged 14 years and under is expected to grow from 48,000 to 87,000. By 2051, Asian young people will be about 11 percent of the student population. Systemic strategies to respond to the educational needs of these young people are lacking. The rights of Asian immigrants to an equal education with other young New Zealanders are enshrined in law and in educational policy. Schools have a significant role to play in enabling young Asian people to adjust to life in New Zealand. Current areas of concern regarding schools' abilities to help with this include: aligning school policies with demographic realities by encouraging a climate in which diversity is recognised and actively respected; including material in the curriculum to inculcate knowledge and understanding of new migrants; recognising the need for teachers and non-teaching staff to have professional development that helps them to operate well in the changing environment; recognising the resource of immigrant teachers and educationalists in New Zealand and working out ways to make best use of this; enhancing the school-home partnership through outreach to parents; working with local communities to develop school-community relationships. More research is needed in this field.

Scope: Makes use of Ministry of Education data, policy documents, local post-graduate and other research.

Keywords: education - school organisation, education - acculturation, education - intermediate, education - secondary, Asian, migrants, overseas born, New Zealand born, national data, documents

E83. Pasikale, A. and Tupuola, A.M., 1999, *Creating successful students: An education project involving students and their community: Fehoahoaniga ke ikumanuia and akoga*, Skill New Zealand, Wellington.

Research focus/aims: To outline the Creating Successful Students programme, and report on its outcomes. The purpose of the programme was to develop strategies for encouraging students to adopt positive attitudes towards their education and to improve their academic achievement. The report (1) profiles the educational and occupational status of Tokelau students aged 16-21 in New Zealand; (2) outlines strategies for improving learning processes and outcomes for these students; (3) evaluates the strategies implemented at a study skills weekend run as part of the programme.

Participants: Tokelau students from the Hutt Valley region (n=30), aged 11-17 years. Some of their parents (n=8) also participated in the weekend as educators and presenters.

Key findings/outcomes: Strategies that were successful in enhancing students' attitudes to learning included: (1) Positive relationships/rapport with presenters and with other students. (2) High expectations from presenters about learners' being able to test their limitations and succeed. (3) Making learning fun. (4) Using high profile role models. (5) Capitalising on cultural capital through familiarity with learners' cultural backgrounds. The establishment of clear objectives between the community and the educators in relation to the programme was also regarded as important, including clear guidelines about the role of each in designing the intervention.

Scope: The programme was an initiative of the Pacific Islands Education Unit of Skill New Zealand. Evaluation forms from participants on the weekend were analysed for this report.

Keywords: education - learning styles, education - secondary, Pacific, Tokelau, migrants, overseas born, New Zealand born, case study

E84. Passells, V., 2006 'Pasifika' location and privilege: conceptual frameworks from first year Pasifika social work students', *Social Work Review*, 18, 1, 14-21.

Research focus/aims: To develop an understanding of the process by which Pasifika social work students draw links between social work theory and practice.

Participants: Six first year social work students of Samoan, Tonga and Cook Island heritage.

Key findings/outcomes: The illustrations presented show these students 'making sense' of their formal academic training by creating/exploring conceptual frameworks through which they express identity (in terms of multiple identities that include being island born and raised, island born and raised in Aotearoa, born and raised in Aotearoa, fluent or not in one's home island language. They also explore belonging in terms of mediating normative value systems (for example, in terms of ethnicity, the mainstream, relationship with Tangata Whenua).

Scope: Presents a snapshot of student responses to the invitation to draw links between theory and practice in 'reflection journals' kept during the first year of social work education at the Auckland College of Education Centre for Social Work.

Keywords: education - tertiary, education - learning styles, social services, Pacific, Samoan, Tongan, Cook Islands, migrants, overseas born, New Zealand born, case study

E85. Petelo, L. M., 2003 *Fa'alogo i leo o le fanau: A qualitative study of the ways in which students of Samoan background experience their education within the University of Canterbury*: A thesis submitted in fulfilment of the requirement for the degree of Doctor of Philosophy in Education at the University of Canterbury, Christchurch.

Research focus/aims: To explore the education experiences of students of Samoan background at the University of Canterbury through examining (1) dominant discourses that position these students in particular ways (e.g. within families, church communities and university) and participants' responses to these and (2) power relations produced and reproduced in the university through institutional policies and discursive practices. The study also considers methodological issues that arise from undertaking qualitative cross cultural research.

Participants: Samoan students (n=22) studying at University of Canterbury. (Also 7th form students (n=9) in Samoa and staff involved in preparing them for university.)

Key findings/outcomes: Dominant discourses and discursive practices in play at the university constitute the participants as 'Other'. The participants experience university as exclusive and isolating. Argues that the university needs to move beyond focusing on deficit accounts of 'barriers' to participation and should instead work out how to disrupt dominant discourses and explore new possibilities to change discursive practices that constitute Samoan students in ways that are isolating and detrimental to them in the institution. Offers a number of recommendations of a practical nature for change in the university.

Scope: In-depth individual and group interviews, analysis of university policy documents.

Keywords: education – acculturation, Tupuola tertiary, identity, research methods, Pacific, Samoan, migrant, New Zealand born, overseas born, interviews

E86. Ramsay, P., Sneddon, D., Grenfell, J., and Ford, I., 1983 'Successful and unsuccessful schools: A study in Southern Auckland', *Australian and New Zealand Journal of Sociology*, 19, 2, 272-304.

Research focus/aims: To investigate, with respect to schools in working class communities (1) what kinds of schools that act either as agencies for transformation or as agencies for the reproduction of social norms; (2) whether schools make significant differences in their pupils' behaviour, performance or attitudes.

Participants: Eight South Auckland schools (4 primary, 2 intermediate, 2 secondary); 75 percent of pupils were Polynesian.

Key findings/outcomes: 'Successful schools' have: (1) a curriculum emphasising forms of knowledge that are regarded as important by teachers, pupils and parents; (2) a pedagogical style that is designed to match the preferred learning style of pupils; (3) an organisational style in which staff, students and parents could articulate a common purpose; communication was two way and meaningful, and decision making power was shared.

Scope: Part of the Schools with Special Needs project; uses an ethnographic approach over 24 weeks.

Keywords: education - learning styles, education – acculturation, education – school organisation, education – intermediate, education – secondary, Pacific, migrants, ethnography

E87. Silipa, S., 2004 "*Fanaafi o fa'amalama*": a light within the light: nurturing coolness & dignity in Samoan students' secondary school learning in Aotearoa/New Zealand. A thesis submitted in partial fulfilment of the requirements for the degree of Doctor of Philosophy at the University of Canterbury, Christchurch.

Research focus/aims: To examine Samoan secondary school students' classroom experiences and social psychological-cultural learning construction. Explores, in particular, their coping strategies within the classroom and factors that facilitate their thinking and learning.

Participants: Samoan secondary school students (n=9) in years 11 and 12 in a suburban co-educational school in New Zealand.

Key findings/outcomes: Students experienced cultural conflict in their learning between fa'aSamoa and western culture. This conflict can be considered in terms of 'content wavering', which relates to students' interaction with the content of the curriculum, and 'feelings wavering', which relates to socio-cultural and psychological factors. Argues that the ways students cope reveal a process of 'nurturing coolness and dignity'. Coping strategies identified are threefold: (1) 'pacifying and apprenticeship', centring on a pattern of interpersonal

engagements in the classroom; (2) 'crafting through guided participation', which relates to students collaborating through communication skills used in socio-culturally oriented common activities; (3) 'ascertaining in participatory appropriation' in which students transformed their ways of knowing of and responsibility for activities through their own participation.

Scope: Participant observation, group discussions, survey of students and teachers, and informal discussions with parents, teachers and students' peers.

Keywords: education – learning styles, education – secondary, identity, research methods, Pacific, Samoan, migrant, New Zealand born, overseas born, ethnography

E88. Stevenson, L. E., 1985 *The effects of individual and group contingencies on the on-task behaviour of European and Polynesian secondary school pupils*, Department of Education, University of Auckland, Auckland.

Research focus/aims: To compare the effects of individual (IC) and group (GC) contingencies (see Scope below) on the on-task behaviour of New Zealand European and Polynesian secondary school students. Hypotheses: (1) IC treatment procedures would be more effective than GC procedures in increasing the on-task behaviours of New Zealand European students. (2) GC procedures would be more effective than IC in increasing the on-task behaviours of the Polynesian students.

Participants: Two female fourth form classes with a group of Polynesian students (n=10) and New Zealand European students (n=10) selected for observation.

Key findings/outcomes: IC treatment increased target behaviours only slightly for the European students, while GC treatment significantly increased target behaviours of the Polynesian students. The latter had higher rates of on-task behaviour than the Europeans under the GC treatment, while the Europeans had higher rates of on-task behaviour under the IC treatment.

Scope: Contingency treatments consisted of rewards/punishments assigned to an individual contingent on her behaviour (Individual Contingency) and assigned to a group or the class contingent on either individual or group behaviour (Group Contingency). Observers recorded incidents of target behaviours every day for five school weeks (25 days).

Keywords: education - learning styles, education – secondary, Pacific, migrants, tests

E89. Tofi, T., Flett, R., and Timutimu-Thorpe, H., 1996 'Problems faced by Pacific Island students at university in New Zealand: Some effects on academic performance and psychological wellbeing', *New Zealand Journal of Educational Studies*, 31, 1, 51-59.

Research focus/aims: To document the kinds of problems reported by a group of Pacific Island students studying at a New Zealand university; to clarify the impact of these problems on academic performance and general psychological wellbeing; to examine whether these impacts are moderated by satisfaction with available social support.

Participants: Pacific Island nation students enrolled at Massey University from Western Samoa (n=19), Tonga (n=15), Fiji (n=13), Papua New Guinea (n=7), Vanuatu (n=3), Tuvalu (n=2) and one each from Niue Island and Marshall Island. Total = 61.

Key findings/outcomes: The highest ratings for problems detailed in the problem scale related to high workload, worry about courses, feelings of stress. Other frequently occurring problems included those associated with lack of motivation, pressure from parents, family and friends to do well, feelings of homesickness. Findings were: (1) Problems are inversely associated with academic performance and psychological wellbeing. (2) Social support is positively associated with psychological wellbeing. (3) The relationship between academic performance and social support is not significant. (4) There is no evidence of an interaction between social support and problems.

Scope: Instruments included a problems scale, a social support questionnaire, an academic performance scale, a psychological wellbeing scale.

Keywords: education - learning styles, education – tertiary, family - intergenerational relationships, social services, Pacific, Samoa, Tonga, Fiji, Papua New Guinea, Vanuatu, Tuvalu, Niue, Marshall Islands, migrants, overseas born, New Zealand born, survey

E90. Victoria University of Wellington Research Team, 2005, *Homework Club: Strengthening refugee youth achievement*, Department of Geography, Victoria University of Wellington, Wellington.

Research focus/aims: To provide information and recommendations about improving student participation and attendance at a Homework Club established in Wellington in 2004 to support refugee high school students to improve their educational performance and to encourage them into higher education.

Participants: A participatory action research project carried out in partnership between Victoria University students, secondary school refugee students (n=33) and the facilitators of the Homework Club.

Key findings/outcomes: Key issues that arose for the success of the Club included relationships between key groups, awareness of the Club by potential participants, effective involvement by volunteers and good organisation.

Recommendations: (1) Strengthen relationships and increase contact between teachers, parents, students, and Homework Club facilitators. (2) Raise awareness of the Club in schools. (3) More effective co-ordination of volunteers. (4) Continuation of participatory processes. (5) A more structured approach in the Club, including a system for keeping some records about those who attend and what their needs are, as well as introducing a Starter Pack for new attendees.

Scope: Participatory workshops were held with migrant and refugee students in ESOL classes at three Wellington secondary schools. For other articles on homework clubs see:

- Fusitu'a, L. and Coxon, E., 1998 'Ko e 'Ulungaanga Faka-Tonga mo e Ako Lelei: Tongan culture and academic achievement', *New Zealand Journal of Educational Studies*, 33, 1, 23-38 [E51].
- McCarthy, A., 1997 'Homework is where the heart is; Homework away from home; Primary perspective', *New Zealand Education Review*, 2, 28, 18-19 & 24.
- New Zealand Education Gazette, 2001 'Refugee work', *New Zealand Education Gazette*, 80, 13, 10.

Keywords: education - learning styles, education – secondary, refugees, case study

E91. White, C. and Gray, S., 1999 'Creating a culture of respect: a state secondary school's journey', *SET: Research Information for Teachers*, 1, 1, 1-4.

Research focus/aims: This state school is one of New Zealand's most multi-cultural secondary schools. The promotion of a 'culture of respect' is part of the school's philosophy. The research asked (1) Do students and staff acknowledge that aspects of a culture of respect are evident in the school? (2) Does teaching and learning remain central to the school given the emphasis on this culture of respect?

Participants: Staff and students at the school.

Key findings/outcomes: A wide range of students rated valuing cultural diversity and culturally inclusive instruction highly. The group that did not value cultural diversity as highly as others were boys who spoke only one language. Students reported that teachers were central to the

implementation of culturally inclusive instruction that capitalised on linguistic and cultural diversity in a class. Teaching and learning did remain of central importance to the students.

Recommendations: (1) Staff development in 'learning through language' techniques. (2) A rich languages programme is essential for developing a culture of respect. (3) Publicise the success of former students. (4) Enable students to feel part of the whole school. (5) Highlight extra-curricula successes. (6) Foster positive links with the local media. (7) Develop structures of power-sharing and devolved management.

Scope: One group of staff and two groups of students were interviewed. A random selection of students (n=140) completed an initial questionnaire, a further random selection of students (n=377) completed a larger, revised questionnaire.

Keywords: education - learning styles, education – acculturation, education – school organisation, education – secondary, migrants, refugees, New Zealand born, overseas born, survey

E92. Whyte, B., 2005 'Collaborating with diverse cultures', Fraser, D., Moltzen R., and Ryba, K., (eds) *Learners with special needs in Aotearoa/New Zealand*, Southbank, Victoria: Thomson/Dunmore Press.

Research focus/aims: To discuss the implications for schools of current demographic trends; to outline research findings about the characteristics of teachers and schools that work effectively with diverse cultures

Data: International and New Zealand research literature on education in the context of diverse cultures.

Key findings/outcomes: Some key principles that have emerged from research include: (1) The relationship between teacher and students is fundamental to the development of a positive classroom culture, and the valuing of students' cultural backgrounds is a critical element of this. (2) Schools have taken two pathways towards adopting positive school cultures in relation to cultural diversity: the 'accommodation pathway' in which schools work out ways to acknowledge the cultural diversity in their communities and incorporate appropriate activities into their programmes; and the 'reculturing pathway', which involves changing the school culture to incorporate the cultural aspirations and practices of the community. Notes that most schools concerned about cultural diversity have taken the former path. Gives case studies of effective results from the accommodation pathway in a primary and a secondary school, and the reculturing pathway in a middle school.

Scope: Short literature review.

Keywords: education - learning styles, education – school organisation, education – secondary, migrants, refugees, overseas born, New Zealand born, review

E93. Wilton, M., 1999 'Refugee NESB students in New Zealand - a home tutor's perspective', *English in Aotearoa*, 38, 27-28.

Research focus/aims: To identify the obstacles to effective learning for refugee young people.

Key findings/outcomes: Many refugee students are likely to be suffering trauma; financial resources are likely to be slim, making access to some of the educational possibilities in their new context difficult; unfamiliarity with many forms of technology. The main problem identified here is that refugee young people are likely to have major gaps in their learning. This means that they struggle with both language and content. Argues that the policy of age placement in schools, while appropriate for many NESB students, can be highly detrimental to refugee students.

Scope: Reflections on professional practice as a home tutor for refugee students.

Keywords: education - ESOL, education – learning styles, education – secondary, refugees, reflections on professional practice

- E94.** Zhang, S. Y., 1997 *The cultural dimensions in education: perception of migrant and local students to educational attitudes*. A research report presented in partial fulfilment of the requirements of the degree of Master in Business Studies at Massey University.

Research focus/aims: To examine the extent to which education objectives, attitudes to post-graduate teaching methods, and general attitudes towards management training and education differ between recent migrants and New Zealand born and educated students. (Abstract only accessed.)

Participants: Post-graduate students (n=110) in management studies at Massey University, Albany.

Key findings/outcomes: A relationship between cultural background and education was identified with differences observed between European students and Chinese students, and between New Zealander and migrant groups. Different preferences were identified between these groups for educational objectives and course assessment methods. The longer migrants spent in New Zealand, the more their educational objectives shifted towards those of long-term residents of New Zealand.

Scope: Methods used in this study are not specified in the abstract.

Keywords: education - learning styles, education – tertiary, migrants, New Zealand born, overseas born

Education – miscellaneous

- E95.** Butcher, A. P., 2004 'Educate, consolidate, immigrate: Educational immigration in Auckland, New Zealand', *Asia Pacific Viewpoint*, 45, 2, 255-278.

Research focus/aims: Explores the complexities involved in the relationships between immigration, globalisation, education and government policy in New Zealand.

Key findings/outcomes: Provides a contextual framework for understanding export education in New Zealand, and looks at Auckland as a case study. Argues that immigrant communities can act as indirect recruiters of international students, but international students are also increasingly becoming permanent residents. This situation has significant resourcing implications for educational institutions, particularly when the financial incentives that international fee-paying students bring to an institution are absent.

Scope: Draws on New Zealand research relating to international students' experiences nationally and in North Shore City. Also draws on research on New Zealand's export education market, analysis of immigration data and 2001 Census data.

Keywords: education - tertiary, migrants, overseas born, national data

- E96.** Casey, C., 1993 'Suspensions and expulsions in New Zealand state schools', *New Zealand Annual Review of Education*, 3, 253-283.

Research focus/aims: Examines statutory requirements for suspending or expelling students in state schools; analyses data on notified suspensions and expulsions; discusses problems faced by principals and boards of trustees regarding suspensions and expulsions.

Data: Ministry of Education data on suspensions and expulsions.

Key findings/outcomes: Between 1992 and 1993, Maori and Pacific student suspensions increased in number while European student suspensions decreased.

Scope: Information on ethnic background of suspended students has been available since mid-1991. This part of the analysis therefore covers the period mid-1991 to 1993.

Keywords: education - secondary, Pacific, Maori, migrants, overseas born, New Zealand born, national data

E97. Chung, R. CY., Walkey, F. K., and Bemak, F., 1997 'A comparison of achievement and aspirations of New Zealand Chinese and European students', *Journal of Cross Cultural Psychology*, 28, 4, 481-489.

Research focus/aims: To compare the educational and occupational aspirations and achievements of New Zealand born Chinese students with those of their European peers; to compare the two groups of students' perceptions of their parents' aspirations and expectations for them. It was expected (from the literature) that Chinese students and their parents would hold higher aspirations and expectations than their European counterparts.

Participants: Fifth form (year 11) Chinese (n=108) and European (n=203) students from 25 state secondary schools in four New Zealand cities.

Key findings/outcomes: No difference was found in actual School Certificate achievement between the two groups, however, the Chinese students did display significantly higher educational and occupational aspirations than their European peers. Prior to sitting the exam, the two groups displayed similar perceptions of their own academic ability, but after the exam, the Chinese students were more likely to rate their abilities poorly (and to express dissatisfaction with their exam results) than their European counterparts. These attitudes are consistent with parental attitudes and expectations: the parents of the Chinese students were more likely to express dissatisfaction with the exam results than were the parents of the European students. The career aspirations of the Chinese parents for their children were also significantly higher than those of the European parents. Concludes that the findings illustrate a close relationship between the educational and occupational aspirations of parents and their children. Also concludes that parental pressure to succeed may have an adverse effect on Chinese students' perceptions of their own abilities. This has implications for the practice of mental health professionals and of educators.

Scope: Two open-ended, self report questionnaires, one administered six months prior to students' participation in the School Certificate exam, and one administered at the beginning of the year following the exam. A chi-square analysis of the data was undertaken. See also:

- Chung, R. CY., 1988 *Achievement motivation stress and coping in Chinese and European fifth form students*, PhD, Victoria University of Wellington, Wellington.
- Chung, R. CY. and Walkey, F. H., 1989 'Educational and achievement aspirations of New Zealand Chinese and European secondary school students', *Youth and Society*, 21, 2, 139-152.

Keywords: education - aspirations, education – achievement, education – secondary, family - intergenerational relationships, Chinese, Pakeha, New Zealand born, survey

E98. Hirsh, W. and Scott, R. A., 1988 *Getting it right: Aspects of ethnicity and equity in New Zealand education*, Office of the Race Relations Conciliator, Auckland.

An edited collection that focuses on Principle 3 - The Curriculum shall be non-racist - of the 1987 Curriculum Review. Includes an overview of submissions to the Review, a range of contributions on the principles, concepts and issues associated with Principle 3, and a set of contributions on relevant practices and programmes taking place in New Zealand primary and secondary schools.

Keywords: education - school organisation, documentary analysis

- E99.** McIntosh, R., 1997 'Asian students in New Zealand education', *New Zealand Education Gazette*, 76, 16, 1-2.

Research focus/aims: Profiles changes in the Asian student population over the period 1994-1997.

Key findings/outcomes: The Asian student population is diverse in terms of origin (Chinese and Indian students make up the majority, but a wide range of other ethnicities is also present) and family background, including the children of business migrants, refugees and families coming to New Zealand in reunification programmes. Within this population, 64 percent of Asian school students and 60 percent of Asian tertiary students lived in Auckland in the mid-1990s. Asian students spent slightly longer on average in secondary school than students from other ethnic groups, and were more likely to leave with Year 13 qualifications. They performed well in a range of subjects, especially mathematics and chemistry, but less well in English. They were more likely to go on to tertiary education. The article advocates recruiting Asian students into teaching in greater numbers to meet the needs of the growing Asian school population.

Scope: Uses data from a range of official sources.

Keywords: education - secondary, Asian, migrants, overseas born, New Zealand born, national data

- E100.** Nash, R., 2000 'Educational inequality: The special case of Pacific students', *Social Policy Journal of New Zealand Te Puna Whakaaro*, 15, 69-86.

Research focus/aims: To investigate why the achievement levels of Pacific school students are generally mismatched with their high aspirations.

Participants: Pacific secondary school students.

Key findings/outcomes: Among Pacific students, there is a significant mismatch between aspirations and levels of attainment. Argues that an important reason for this is that specific forms of cultural capital are required to use the school system successfully, and Pacific families do not possess sufficient of this capital to do this. Nevertheless, the young Pacific people interviewed for this study recounted very high parental expectations regarding their education. Argues that best educational practice to address this mismatch will emerge from organic relations between schools and Pacific communities. Through these relations, schools should recognise what is necessary to education within Pacific culture.

Scope: Part of the Progress at School project, which monitored the educational attainment of 5,400 students from Year 9 through to the end of their secondary school education. Interviews with students were also carried out. The full study also included Pakeha, Maori, and Asian students.

Keywords: education - learning styles, education – aspirations, education – secondary, family - intergenerational relationships, Pacific, migrants, New Zealand born, school data, interviews

- E101.** Nash, R., 2002 'Inequalities in educational attainment: Theories and evidence for social workers in schools', *Social Work Review*, 14, 3, 22-26.

Research focus/aims: To examine contested theories of differential educational attainment among New Zealand school students, in particular, whether teacher expectations or family resources are more important in lower educational achievement by Maori and Pacific students.

Participants: 15 year old New Zealand school students.

Key findings/outcomes: The PISA data indicate that most teachers are viewed by most students in favourable terms rather than as having low expectations of them. The data finds that family resources and practices are crucial to academic attainment.

Scope: Analyses results of OECD PISA (Programme for International Student Assessment) 2000 study.

Keywords: education - achievement, education – secondary, Pacific, Maori, migrants, New Zealand born, national data

E102. Watson, S., Hughes, D., Lauder, H., Strathdee, R., and Simiyu, I., 1997 'Ethnicity and school choice', *New Zealand Annual Review of Education*, 7, 95-110.

Research focus/aims: Explores ethnicity in relation to school choice, particularly in the context of the removal of school zones in New Zealand. Asks whether Maori and Pacific parents/whanau/aiga had patterns of choice that differed from those of Pakeha parents/families and whether in this context they were able to access their preferred school.

Participants: 2000 Maori (8 percent), Pacific (5 percent), Pakeha (81 percent) and 'Other' (6 percent) (mainly Asian) parents.

Key findings/outcomes: The ability to exercise school choice was found to be unequally distributed across ethnic groups, with Pakeha families more likely than others to access their preferred school.

Scope: Draws on data collected for the Smithfield Project in 1992.

Keywords: education - secondary, Pacific, Maori, Pakeha, Asian, migrants, New Zealand born, overseas born, survey

E103. Wylie, C., Hipkins, R.H.E., and Janet, R., 2006 *Growing independence: Competent learners @14*, New Zealand Council for Educational Research, Wellington.

Research focus/aims: To chart the development of students' competence in mathematics, literacy, and logical problem-solving as well as in social and communication skills. To explore students' home and education experiences. To identify factors that account for differences in patterns of development and performance in these competencies.

Participants: School students aged 14 years (n=500) from the greater Wellington region. Numbers of Pacific and Asian students in the study are small.

Key findings/outcomes: Findings with respect to ethnicity: (1) Maori and Pacific students were more likely than Pakeha/European or Asian students to run up against school rules; (2) Pacific students were less likely than others to be engaged in organised sport, (3) Asian and Pakeha students were more likely than Pacific or Maori students to be involved in a wide range of activities (combining sport, reading and the arts).

Scope: A longitudinal study begun in 1993 when participants were five years old. Small numbers of Pacific and Asian students in the sample mean that conclusions must be drawn with caution.

Keywords: education - secondary, Pacific, Asian, New Zealand born, surveys, tests

Employment

E104. Boyd, C., n.d., *Migrants in New Zealand: An analysis of labour market outcomes for working aged migrants using 1996 and 2001 Census data*, Department of Labour, Wellington.

Research focus/aims: To compare labour market outcomes of recent and long-term migrants with those who are New Zealand born using the 1996 and 2001 Population Censuses.

Key findings/outcomes: Analysis of labour force status and study attendance among migrants aged 15-24 years found that: (1) Migrants increased their share of the total population in the 15-24 years age group from 12.7 percent in 1996 to 17.3 percent in 2001. (2) Migrants in this age group who had lived in New Zealand for ten years or more had labour market outcomes similar to those of their New Zealand born counterparts. (3) Recent migrants aged 15-19 years had employment rates of 29 percent, less than one-half the rate for their New Zealand born counterparts. (4) More than 60 percent of recent migrants were not in the labour force. (5) In 2001, employment rates were lowest for recent migrants from NE Asia, SE Asia and the Pacific Islands, while rates for recent migrants from the UK, Ireland and Australia were similar to those of New Zealand born. (6) All migrant groups had higher rates of participation in study than New Zealand born except those born in the Pacific Islands.

Scope: Analysis of Census data from 1996 and 2001.

Keywords: employment, migrants, overseas born, national data

E105. Dakuvula, J., 1984 *Affirmative action for minority ethnic groups at the Wellington Student Job Centre during the summer vacation, 1983-1984*, The Wellington Student Job Centre, Wellington.

Research focus/aims: To evaluate the effectiveness of the work of the Wellington Student Job Centre in terms of affirmative action (AA) policies involving tertiary students and trainees from minority ethnic groups and international students from the Pacific and Asia.

Participants: Students (n=38) from the following ethnic backgrounds: India (n=10), China (n=10), Pacific (n=10), Maori (n=5) and others (n=3).

Key findings/outcomes: Makes a range of recommendations for the running of the Centre. There was general support among participants for the AA policies run by the Centre. Many of the students thought that it was harder for them to obtain vacation employment than for Pakeha students. Previous success in job hunting through the Centre appeared to be more effective in bringing students to the Centre than knowledge of its AA policies.

Scope: A small scale study in which students participated in a structured interview.

Keywords: employment - job-hunting, Indian, Chinese, Pacific, Maori, migrants, overseas born, New Zealand born, interviews

E106. Didham, R.A., 1989 *Questions of identity: New Zealand born and Island born Pacific Island Polynesians, two populations*, Department of Geography, University of Canterbury, Christchurch.

Research focus/aims: To investigate the structure and characteristics of Pacific Island Polynesians resident in New Zealand in 1986. To identify whether there are substantial differences between New Zealand born and Island born residents. To consider whether it is valid to treat locally born Pacific Island Polynesians as a separate population from Island born immigrants for the purposes of demographic analysis.

Data: 1986 Census data on New Zealand born and Island born Pacific Island residents of New Zealand. Total population of Pacific Islanders in New Zealand in 1986 was approximately one-half New Zealand born and one-half Island born.

Key findings/outcomes: (1) The New Zealand born population was younger than the Island born population, with approximately two-thirds of the former aged under 16 years. (2) There was a consistently higher unemployment rate among Island born young adults than among those born in New Zealand. (3) Those employed in both groups were heavily concentrated in a

narrow range of industries (particularly manufacturing), and this was particularly true of the Island born population. The latter group was more susceptible to the vagaries of the labour market. (4) The incomes of the Island born were lower on average than of those born in New Zealand and rose more slowly across the age groups. (5) New Zealand born Pacific Islanders tended to be better represented in higher skill groups at earlier ages than those born in the Islands.

Scope: Analysis of 1986 Census data.

Keywords: employment, Pacific, migrants, overseas born, New Zealand born, national data

E107. Ho, E.S., Chen, Y.Y., Kim, S.N., and Young, Y., 1996, *In search of a better future: Report of a survey on post-school education and employment choices among Asian adolescent migrants*, University of Waikato, Hamilton.

Research focus/aims: To examine the attitudes, experiences and future education/employment plans of migrant students from Hong Kong, Taiwan and South Korea. To consider the issues that confront these young people in seeking employment in New Zealand.

Participants: Secondary school students (n=639) aged 16-17 years from four groups: Chinese immigrants born in Hong Kong (n=220) or Taiwan (n=147), Korean immigrants born in South Korea (n=74), and Europeans born in New Zealand (n=198). Students were drawn from ten Auckland schools. Parents also participated (n=302).

Key findings/outcomes: (1) Most Asian students wished to complete a university education with many planning post-graduate degrees overseas. (2) Most have positive attitudes towards education in New Zealand. (3) Problems faced included learning English, adjusting to the curriculum and teaching methods used in New Zealand, and some also mentioned growing racial tension in their schools. (4) Most have high occupational aspirations and many aspire to self-employment. They are looking for good salaries and working conditions, the opportunity to be helpful to others and to exercise leadership, gain recognition and acquire specialist skills. (5) Many, especially female students, expect to seek employment overseas both for better career opportunities and for life experiences. Some intend to return to New Zealand. Some are keeping their options open about where they will work. (5) When considering work in New Zealand, main concerns include unemployment, the language barrier and racial discrimination. (6) Uncertainty about the future may be linked to the difficulties some of their parents experienced in seeking work in New Zealand. This concern fuels the high standards these young people set for themselves.

Scope: Part of a large study to investigate aspects of the adaptation, and the educational and occupational aspirations, of Chinese and Korean adolescent immigrants who had come to New Zealand since the late 1980s. Data were gathered through a structured survey using two self-completion questionnaires (one for students, one for their parents), and through group interviews with 240 students from the original sample. A comparison group of New Zealand born European students (n=200) and their parents was also surveyed. See Ho (1996) "Researching post-school education and employment choices among Asian adolescent migrants: a report on methodological issues" Hamilton: University of Waikato. Population Studies Centre, for a report giving full details of the background and methodology of the study, including the research design, survey instrument, sampling plan and data collection techniques.

This study is also reported in:

- Ho, E.S. and Chen Y.Y., 1998 'Post school employment choices of East Asian adolescent migrants', *Labour, Employment and Work in New Zealand 1996*, Conference Proceedings, P. Morrison (ed), Victoria University of Wellington.
- Ho, E.S., Kim, S.N., *et al.*, 1998 'Chinese and Korean migrants in Auckland: Perspectives of employment prospects among adolescents'. Proceedings of the New Zealand Geographical Anniversary Conference, New Zealand Geographical Society, Christchurch.

For an analysis of the questionnaires returned by parents in this study, see:

- Ho, E.S. and Lidgard, J.M., 1998 'Give us a chance: the employment experiences of new settlers from East Asia', *Labour, Employment and Work in New Zealand*, 1996, P. Morrison (ed), Wellington, 126-132.

Keywords: education - aspirations, education – secondary, employment, Asian, Hong Kong, Taiwanese, South Korean, Pakeha, migrants, overseas born, surveys, interviews

E108. Jones, A., 1987 "At school I've got the chance I've got': some Pacific Island girls' knowledge about school and work', W. Korndorffer, *Transition: Perspectives on School-to-Work in New Zealand*, 169-192, Palmerston North: Dunmore Press.

Research focus/aims: To examine some of the processes, both ideological and pedagogical, through which schooling contributes to social reproduction, drawing on the commonsense knowledge and classroom practices of two groups of fifth form girls with different social class backgrounds. To examine, in particular, the employment aspiration of these young women.

Participants: Two groups of girls in an inner city all-girls school in New Zealand: one of working-class Pacific Island girls, and one of middle-class Pakeha girls.

Key findings/outcomes: Findings include that the Pacific girls were very 'pro-education' because it was seen as the pathway to qualifications and hence to a 'real, decent job'. The girls' arguments about their chances of succeeding in school, and hence of getting a good job, reflect a strong belief that these are possible primarily through individual psychological and cognitive attributes. Observes the contradictions between this thinking and structural realities for Pacific peoples in the New Zealand labour market.

Scope: An ethnographic study in which the author spent over a year as a student/researcher in the school. Data were gathered through participant observation, interviews, conversations and classroom observation. For other work by Jones from this project, see above [E66].

Keywords: education - learning styles, education – secondary, employment - aspirations, Pacific, Pakeha, migrants, overseas born, New Zealand born, ethnography

E109. Pasikale, A., 1996, *Seen but not heard: Voices of Pacific Island learners in second chance education and the cultural differences impacting on their aspirations, opportunities and participation*, Pacific Island Education Unit, Education and Training Support Agency, Wellington.

Research focus/aims: To make visible the stories of Pacific Island learners in second-chance education; to provide information relevant to policy and practice in relation to education for Pacific Island learners; to address current gaps in research-based knowledge in this area.

Participants: Pacific Island participants in Training Opportunities Programme (TOPS) courses recruited from Pacific Islands PTEs in the Auckland and Wellington regions (n=80, with 40 men and 40 women).

Key findings/outcomes: Learners had a diverse range of learning experiences and learning preferences. Teacher facilitated learning was highly valued, and generally preferred over learner centred models. Participants also said that practice was essential to their learning. Their aspirations and participation in learning reflect the aspirations and expectations of their families. Contributing to a families' economic wellbeing was a major motivation for success in education. The importance of teacher empathy and awareness of participants' cultural worlds was stressed. New Zealand born and educated participants preferred learning experiences that were involving and active, while older migrant learners preferred a more passive learning environment. Both groups had difficulty with the disparities between traditional cultural expectations of behaviour in a learning situation, and teachers' expectations in the classroom. Concludes that attention must be given to pedagogies in transition education, particularly around preferences for teacher- and learner-centred styles; family and community

involvement is to be encouraged; more research is needed on Pacific Island learners and, in particular, on cultural differences among members of different Pacific Island cultures (analysis by individual cultural/national group was beyond the scope of the research).

Scope: Structured qualitative interviews generally conducted with two researchers and two participants in order to create dialogue between researchers and participants. For work relating to adult education and training for Pacific people, see also:

- Tupuola, AM. (1997). *Pacific Island Education and Training: A selected annotated bibliography*. Pacific Island Education Unit, Education and Training Support Agency, Wellington.

Keywords: education - learning styles, education – tertiary, employment, Pacific, migrants, overseas born, New Zealand born, interviews

Health and social services

This section lists research that relates to the third Settlement Strategy goal: that migrants, refugees and their families are able to “access appropriate information and responsive services that are available to the wider community (for example, housing, education and services for families)”. Most of the research listed here relates to health and health services. As noted in the opening commentary of this report, very little research was found on other types of services for these young people. Material is included here about the health of young refugees and migrants that does not refer specifically to services, however, it is included because it details the state of mental and physical health of these young people and so has implications for service provision.

- H1.** Abbott, M.W., Wong, S., Williams, M., Au, M., and Young, W., 1999 ‘Chinese migrants’ mental health and adjustment to life in New Zealand’, *Australian and New Zealand Journal of Psychiatry*, 33, 1, 13-21.

Research focus/aims: To consider the relative importance of a range of predictors of (self rated) adjustment and psychiatric morbidity of recent Chinese migrants to New Zealand.

Participants: Recent Chinese migrants (mainly from Taiwan and Hong Kong) living in Auckland.

Key findings/outcomes: The overall prevalence of mental ill-health in this sample was similar to that of the general population, with most respondents not reporting major adjustment problems. Predictors of poor adjustment included unemployment, low English proficiency, lack of university education, younger age, shorter residency, expectations not being met and regrets about moving to New Zealand. Predictors of minor mental disorder included being female, being young, regretting making the move to New Zealand. Young people whose parents were absent had higher rates of mental disorder.

Scope: 271 participants aged 15 years and over responded to a postal questionnaire that included the Chinese Health Questionnaire.

Keywords: health - mental, Hong Kong Chinese, Taiwanese, migrants, overseas born, survey

- H2.** Action for Children and Youth Aotearoa, 2003 *Refugee and asylum seeking children and youth in Aotearoa (Appendix 6)*, ACYA, Wellington.

Research focus/aims: To examine the situation of children who are refugees or asylum seekers in New Zealand in terms of eligibility for, and access to, a wide range of services and forms of assistance.

Participants: A range of individuals active in the NGO sector with experience and knowledge in assisting refugees and asylum seekers; children and families from the refugee and asylum seeker communities.

Key findings/outcomes: At the time of writing, this report found: (1) There were no data collected by government departments identifying numbers of children who are from refugee or asylum seeking backgrounds. (2) There was no process for monitoring or evaluating the status of these children and the services provided for them. (3) There were no specialised services dedicated to supporting their physical and psychological recovery and social reintegration. (4) There was no overarching national policy for provision and co-ordination of services to these young people. The report makes a number of specific recommendations in relation to these findings.

Scope: Interviews were held with a range of people. The report is an Appendix in the 2nd NGO report to United Nations Convention on the Rights of the Child.

Keywords: services, health, refugees, asylum seekers, interviews

H3. Ahmad, Y., Woolaston, S., and Patel, S., 2000 'Child safety in Indian families', *Social Work Now*, 15, 13-19.

Research focus/aims: To outline issues associated with the care and protection of children as faced by social workers who work with Indian families in New Zealand

Key findings/outcomes: Key issues include: isolation; levels of traditionality within the family, particularly in terms of gender and age; problems for young people who must live cross-culturally; strong incentives for families to not disclose problems and therefore to not engage in help-seeking behaviour; the use of violence as one method of regulating family behaviour. Stresses the importance of non-Indian social workers consulting with Indian workers or cultural advisors, and to engage in continuing education regarding cultural and religious norms that are important for Indian families.

Scope: Reflections on social work practice by the authors.

Keywords: health - physical, health - services, Indian, migrant, overseas born, New Zealand born, reflections on professional practice

H4. Au, P., 2002 'Working with Chinese migrant students: Mental health issues and guidelines for counsellors', *New Zealand Journal of Counselling*, 23, 1, 66-73.

Research focus/aims: How can mainstream counsellors work effectively with Chinese students?

Key findings/outcomes: Argues that, because mental health can be a sensitive topic for Chinese people, it is not uncommon for Chinese students to present for help with mental health problems only when they are already quite sick, to present with physical symptoms or practical problems rather than mental health problems, and often not to seek help of their own accord, but rather through their parents. Identifies a range of issues that can contribute to mental ill-health among Chinese adolescents. Suggests some guidelines for counsellors around the importance of the credibility of the counsellor and the key role played by the family for Chinese adolescents.

Scope: Draws on international literature and own experience as a counsellor.

Keywords: health - mental, health - services, Chinese, migrants, overseas born, New Zealand born, reflection on professional practice

H5. Badkar, J.U., 2002 *Ethnic differences in sexual knowledge, attitudes and behaviour of first year Otago University students*. A thesis submitted in fulfilment of the degree of Master of Public Health at the University of Otago, Dunedin.

Research focus/aims: To examine ethnic differences in the sexual knowledge, attitudes and behaviour of first year Otago University students.

Participants: First year university students aged 16-20 years from a range of ethnic groups categorised as 'European', 'Maori/Pacific Island', and 'Asian'.

Key findings/outcomes: Asian students were least likely to have had sexual intercourse. They also had less permissive sexual values and perceptions than the students in the other two groups. Among Asian students born overseas, those with longer residency in New Zealand (arriving in New Zealand during or prior to 1994) had more liberal sexual attitudes than those who had arrived more recently. Those in the former group were also more likely to have had sexual intercourse and to answer questions on sexual knowledge accurately.

Scope: Used a cross sectional postal survey of a randomly chosen sample (65 percent response rate).

Keywords: health - physical, education - tertiary, Maori, Pacific, Asian, Pakeha, migrants, overseas born, New Zealand born, survey

H6. Baxter, J., Kokaua, J., Wells, E., McGee M., and Oakley Browne, M., 2006 'Ethnic comparisons of the 12 month prevalence of mental disorders and treatment contact in Te Rau Hinengaro: The New Zealand Mental Health Survey', *Australian and New Zealand Journal of Psychiatry*, 40, 905-913.

Research focus/aims: To use data from the New Zealand Mental Health Survey to compare major ethnic groups (Maori, Pacific and Other) for the 12 month prevalence of mental disorders and 12 month treatment contact.

Participants: New Zealanders aged 16 years and over across major ethnic groups (Maori, n=2595; Pacific, n=2236, Other, mainly European, n=8161).

Key findings/outcomes: A higher prevalence of 12 month mental disorders was found among Maori and (to a lesser extent) Pacific people than among Others although differences were reduced once data were adjusted for age, sex, education and household income. Maori and Pacific people had a higher prevalence of bipolar disorder than Others, but Pacific people had the lowest prevalence of major depressive disorder. Pacific people (and to a lesser extent, Maori) with a disorder were less likely to have visited a mental health service than Other groups.

Scope: Used the World Health Organisation World Mental Health Survey Initiative version of the Composite International Diagnostic Interview (CIDI 3.0) with a nationally representative sample in a face to face household survey. Response rate: 73.3 percent.

Keywords: health - mental, health - services, Maori, Pacific, Pakeha, migrants, overseas born, New Zealand born, survey

H7. Beautrais, A.L., Wells, J.E., McGee M.A., and Browne, M.A.O., 2006 'Suicidal behaviour in Te Rau Hinengaro: The New Zealand Mental Health Survey', *Australian and New Zealand Journal of Psychiatry*, 40, 10, 896-904.

Research focus/aims: To use data from the New Zealand Mental Health Survey to identify the prevalence and correlates of suicidal behaviour among New Zealanders aged 16 years and over.

Participants: Sample of 12,992 New Zealanders aged 16 years and over.

Key findings/outcomes: After adjustment for sociodemographic factors such as age, sex, education and household income, there were no differences by ethnicity in suicidal ideation, but both Maori and Pacific people had higher risks of suicide plans and attempts compared with non-Maori and non-Pacific people. In general, risks of plans and attempts were associated with mental disorder and with socio-demographic disadvantage. Most of those with suicidal

behaviours had not visited a health professional for mental health problems during the period that they were suicidal.

Scope: Used the World Health Organisation World Mental Health Survey Initiative version of the Composite International Diagnostic Interview (CIDI 3.0) with a nationally representative sample in a face to face household survey.

Keywords: health - mental, health - services, Maori, Pacific, migrants, overseas born, New Zealand born, survey

H8. Besley, T., 2003 'A risky business: A teenager's dilemma in disclosing sexual abuse', *New Zealand Journal of Counselling*, 24, 2, 11-24.

Research focus/aims: To reflect on the practice of a school counsellor when a teenage Pacific woman discloses sexual abuse by her European stepfather.

Key findings/outcomes: To prevent re-victimising the child through the policies and procedures designed to assist her, it is necessary to develop a genuinely child-centred approach in which counsellors consider the cultural, legal and ethical complexities involved. In particular, counsellors need to consider the ways in which all members of a family system are affected by the disclosure.

Scope: A case study in which a school counsellor reflects on her own practice.

Keywords: health - mental, family - intergenerational relationships, Pacific, migrants, case study, reflection on professional practice

H9. Cheung, V., Nguyen J.L., and Yeung, P.H.Y., 2004 *Alcohol and drugs in New Zealand*, Alcohol and Drug Advisory Council, Wellington.

Research focus/aims: To identify, by means of a review of New Zealand and international literature, factors associated with an increased risk of alcohol and drug misuse among New Zealand's Asian population. To identify concerns relevant to this issue relating to current alcohol and drug services. Contains a section on Asian youth and alcohol and drug use, drawing on international literature.

Key findings/outcomes: (1) Socio-cultural factors may be important in alcohol and drug use among the Asian population. (2) Wide cultural variations exist across different Asian communities in relation to alcohol and drug consumption and related disorders. (3) More research is needed on whether post-migration issues affect consumption and misuse of drugs and alcohol. (4) Asian people appear not to use alcohol and drug related services to any great extent, although data on this is limited because of the tendency for this group to be categorised as 'Other' in research studies. (5) Asian people tend to seek help as a last resort.

Recommendations: (1) More research is needed on all aspects of this issue as very little is known of the situation in New Zealand. (2) Up-take of services could be improved through removal of language barriers, provision of culturally appropriate services, awareness raising in Asian communities.

Scope: Literature review.

Keywords: health - mental, health - physical, Asian, migrant, New Zealand born, overseas born, review

H10. Chu, K., Cheung, V.Y.M., and Tan, R.H.K., 2001 'Working with the Chinese in New Zealand', *Social Work Now*, 18, 12-18.

Research focus/aims: To outline issues associated with the care and protection of children as faced by social workers who work with Chinese families in New Zealand

Key findings/outcomes: Key issues include: levels of traditionality (particularly with regard to the importance of filial piety and its implications for the behaviour of women and children) within the family; strong incentives for families to not disclose problems (to protect the family name and because self restraint is highly valued) and therefore to not engage in help-seeking behaviour. Discusses core family values including harmony, self control, financial security. Stresses the importance of non-Chinese social workers consulting with Chinese advisors. Calls for the development of family services that are congruent with Chinese cultural beliefs and values.

Scope: Reflections on social work practice by the authors.

Keywords: health - physical, health - services, family - intergenerational relationships, Chinese, migrants, overseas born, reflection on professional practice

H11. Chung, R.C.Y., 1988 'Chinese students - model students: A myth or reality?' *New Settlers and Multicultural Education Issues*, 5, 1, 17-19.

Research focus/aims: Addresses the pressure to succeed faced by Chinese students in New Zealand from parents, peers and teachers and argues for better understanding of these students' experiences.

Key findings/outcomes: Analysis of 'model student' stereotype applied to Chinese students and the detrimental effect this may have on students' mental health. Concludes that these students may experience greater emotional distress than is commonly thought but that their cultural background tends to disguise this. Further concludes that the 'model student' stereotype leads teachers to assume that these students are coping/succeeding and do not need additional assistance.

Scope: Reflective analytical piece based on New Zealand school qualification data and US research on Chinese students.

Keywords: health - mental, health - services, education - acculturation, education – secondary, Chinese, overseas born, literature review, national data

H12. Dickinson, P., 2003 'The phenomenon of 'mocking': The voices and experiences of boys in a single-sex school', *New Zealand Journal of Counselling*, 24, 1, 1-18.

Research focus/aims: Explores the impact of 'mocking' behaviours affecting boys in Years 7-10 in a single sex high school with a predominantly Pacific student population. Looks at boys' perceptions and experiences of mocking by other pupils and by teachers; their responses to being mocked; their thoughts about how the school could address this issue.

Participants: 439 Year 7-10 boys including Samoan, Maori, Cook Island Maori, Tongan, Niuean, New Zealand European and Other. Teachers in the school.

Key findings/outcomes: 'Mocking' involves the practice of exercising solidarity by making a joke of others' differences from the norms of the group. Mocking (by other pupils and by teachers) emerged as a significant issue for pupils at the school. Ethnic minority pupils (in this case Maori and New Zealand European) were particularly vulnerable to being mocked. Most boys experienced mental health distress as a result of being mocked, with the minority group pupils being the most badly affected. Argues that the boys needed positive and respectful adult role models, and that they would benefit from having Pacific teachers who modelled appropriate humorous behaviour. Successful strategies adopted by the school to address the problem included: professional development for all staff; promoting a climate in which reporting mocking is acceptable; developing clear policies/procedures for dealing with mocking; involving the whole school in learning about the negative impact of mocking; involving pupils in developing mental health promotion programmes in the school.

Scope: Multi-method study using data gathered through focus groups, surveys, classroom discussions and interviews.

Keywords: education - acculturation, education - secondary, education - school organisation, health - mental, Pacific, Samoan, Cook Island, Tongan, Niue, Maori, Pakeha, overseas born, New Zealand born, interviews, surveys

H13. Dickson, N., 2000 'Pregnancies among New Zealand teenagers: Trends, current status and international comparisons', *New Zealand Medical Journal*, 113, 1112, 241-245.

Research focus/aims: To examine trends in birth and pregnancy rates among teenage New Zealand women, including trends in ethnic differences.

Data: Official data on births and abortions by age in New Zealand.

Key findings/outcomes: The teenage birth rate rose from the late 1940s until 1972, dropped until 1986, and then began to rise again (slightly). This rate has not been more marked because of an increase in the number of teenage pregnancies being aborted since 1972. In 1997, the teenage birth rate for Maori women was nearly five times, and for Pacific women over three times that among European/Pakeha teenagers.

Scope: Nation-wide data from Statistics New Zealand and the Abortion Supervisory Group.

Keywords: health - physical, Maori, Pacific, Pakeha, migrants, overseas born, New Zealand born, national data

H14. Elliot, S., Lee, A., and Jane, C., 1995 'Refugee youth', *Mental Health News*, 9.

Research focus/aims: To highlight the circumstances of refugee young people coming to New Zealand.

Key findings/outcomes: Age on migration is important. For adolescent refugees, forced migration is very difficult, and this group appears to be vulnerable to mental health problems later in life. One important issue for these young people is isolation, as they are likely to lack English skills, have few friends except others in their ethnic group, rarely have anyone to share their concerns with and may be unwilling to share these with their parents. Parents in their turn may have little understanding of their children's situation. These young people often act as cultural brokers and interpreters for their parents, and this can be an added burden for them. All children arriving on the refugee quota have gaps in schooling, and some girls have no previous formal schooling. At school, teachers appear to see this group as relatively happy and adjusted in contrast to the feelings that the students themselves report about being unhappy, sometimes to the point of suicide. Refugee youth tend to have very high expectations of themselves and this adds to the overall burden of their situation.

Scope: Reflections on professional practice at the Mangere Resettlement Centre and the Refugees as Survivors Centre, Auckland.

Keywords: health - mental, education - acculturation, refugees, reflections on professional practice

H15. Foliaki, S., Kokaua, J., Schaaf D., and Tukuitonga, C., 2006 'Twelve month and life prevalences of mental disorders and treatment contact among Pacific people in Te Rau Hinengaro: The New Zealand Mental Health Survey', *Australian and New Zealand Journal of Psychiatry*, 40, 924-934.

Research focus/aims: To use data from the New Zealand Mental Health Survey to identify the 12 month and life time prevalences of mental disorders and 12 month treatment contact among Pacific people in the Survey sample.

Participants: New Zealanders aged 16 years and over including Pacific people (n=2236) and people of mixed Maori and Pacific ethnicity (n=138).

Key findings/outcomes: High rates of mental illness were recorded among Pacific people. New Zealand born Pacific people experienced significantly higher prevalence of mental illness than their Island born counterparts. Among those who had experienced a serious mental disorder, only 25 percent had ever visited a health service for treatment of the disorder. The equivalent figure for the total New Zealand population is 58 percent.

Scope: Used the World Health Organisation World Mental Health Survey Initiative version of the Composite International Diagnostic Interview (CIDI 3.0) with a nationally representative sample in a face to face household survey. Response rate: 73.3 percent.

Keywords: health - mental, health - services, Pacific, Maori/Pacific, migrants, overseas born, New Zealand born, survey

H16. Ford, D. J., Scragg, R., and Weir, J., 1997 'Sale of cigarettes to school children aged 14 and 15 years in New Zealand', *New Zealand Medical Journal*, 110, 1046, 225-227.

Research focus/aims: To examine the sources from which 14 and 15 year olds obtain cigarettes, the extent of illegal sales to them and the risk factors associated with cigarette purchase.

Participants: Fourth form students in ninety nine schools: 43 single sex; 56 co-educational; 10 private; 89 public, 71 urban; 28 rural. Total students participating: 14,097.

Key findings/outcomes: Over one-third of the respondents reported being smokers. Nearly one-quarter of the smokers had bought cigarettes in the last 12 months; over one-half of smokers bought their own, mainly from dairies; almost all said it was 'easy' or 'very easy' to buy cigarettes, although the proportion of Pacific Islanders who stated this was lower than other ethnic groups (Maori, Asian, European). Only one-quarter of smokers had ever been refused on the grounds of age and these were mainly heavy smokers and young men. The probability of refusal was lower for Pacific Island students and for girls. Concludes that the illegal sale of cigarettes to young people is too easy, and that young people are well aware of this. Advocates heavier penalties for those who make illegal sales.

Scope: A questionnaire was distributed (response rate: 73 percent) and results analysed statistically.

Keywords: health - physical, Maori, Pacific, Asian, Pakeha, migrants, overseas born, New Zealand born, survey

H17. Ford, D.J., Scragg, R., Weir, J., and Gaiser, J., 1995 'A national survey of cigarette smoking in fourth form school children in New Zealand', *New Zealand Medical Journal*, 108, 1011, 454-457.

Research focus/aims: To determine the prevalence of cigarette smoking among 14-15 year old school children in New Zealand; to examine associated risk factors.

Participants: Fourth form students in ninety nine schools: 43 single sex; 56 co-educational; 10 private; 89 public, 71 urban; 28 rural. Total students participating: 14,097.

Key findings/outcomes: Highest prevalence rates were reported by girls and by Maori students. Pacific Island students had a lower relative risk of smoking than European students. Major risk factors for smoking were: parental smoking; poor knowledge of the adverse health effects of smoking; and watching televised sports (including those that may be associated with tobacco sponsorship). These factors accounted for over one-third of the total smoking prevalence among participants. Recommends that strategies aimed at preventing smoking should address these risk factors.

Scope: A questionnaire was distributed (response rate: 73 percent) and results analysed statistically.

Keywords: health - physical, Maori, Pacific, Asian, Pakeha, migrants, overseas born, New Zealand born, survey

H18. Fuamatu, N., Thetadig, R. and Sally, C., 1996 *Influences on the eating patterns and food choices of Samoan teenagers in Auckland*, Alcohol & Public Health Research Unit, University of Auckland, Auckland.

Research focus/aims: To develop an understanding of factors that influence food intake by young New Zealanders of different socio-economic status and household composition. To inform policy and programme development in order to improve the nutritional behaviour and wellbeing of New Zealanders.

Participants: Twenty Samoan families with teenagers aged 13-16 years living in Auckland. Interviews were conducted with a teenager (10 boys and 10 girls) and an adult (responsible for food preparation) in each family.

Key findings/outcomes: (1) The teenagers displayed definite knowledge about 'good' and 'not good' foods and were encouraged to eat 'good' food by their caregivers. (2) Religion influenced perceptions of what foods should and should not be consumed in terms of food prohibitions as well as 'good' food. (3) Friends, family, school and doctors influenced perceptions about food choices. (4) Teenagers bought food that was cheap and easily accessible, and this tended to be packaged food high in salt and sugar. They said they would like to eat more fruit and cereal and a greater variety of meat and vegetables in the home. (5) Adults bought food for the family based on economic considerations and on mothers' familiarity with certain foods. (6) Cultural and religious events encouraged the provision of Samoan food. (7) Girls were more likely than boys to be involved in food preparation. (8) Girls were more likely than boys to be concerned about not putting on weight. (9) Mothers encouraged children to get enough to eat at home and were concerned about the poor quality of food sold at school (9) Most teenagers bought their lunch at least twice a week.

Scope: Networking was used to gather a sample that included families with a range of socio-economic circumstances, religious denominations, composition and geographic locations within Auckland. Interviews with the teenagers were conducted in English; 17 of the interviews with the adults were in Samoan, 3 in English. See also:

- Fuamatu, N., 1997 'The food choices of Samoan teenagers in Auckland: Big Mac combo or pisupo and taro?', *Pacific Health Dialog* 4(2): 6-10.

Keywords: health - physical, Maori, Pacific, Samoan, migrants, overseas born, New Zealand born, interviews

H19. Hauraki, J., 2005 *A model minority?: Chinese youth and mental health services in New Zealand*, PhD Clinical Psychology, University of Auckland, Auckland.

Research focus/aims: To investigate the use of mental health services by Chinese youth (both foreign born and New Zealand born) in New Zealand. To identify barriers to service use, and solutions to address these barriers.

Participants: Members of the Chinese community, mental health professionals, university students (of Chinese and other ethnicities).

Key findings/outcomes: Many obstacles to help-seeking behaviour were identified including: physical barriers such as transport and financial constraints; personal barriers such as stigma associated with mental illness and reluctance to accept difficulties; service barriers such as lack of knowledge of what services were available; and family barriers such as obstruction to help-seeking from family members. Chinese youth faced particular family and service barriers

compared with European youth, especially with respect to the stereotypes of Chinese youth held by mental health professionals. Suggests that these barriers could be reduced through: more education about mental health problems and services in the Chinese community; education for Chinese parents about issues for adolescents; an increased number of Chinese mental health professionals; better cross cultural training for non-Chinese professionals.

Scope: Abstract only accessed. Method not specified.

Keywords: health - mental, health - services, family - intergenerational relationships, Asian, Chinese, migrants, overseas born, New Zealand born

H20. Kypri, K., Langley, J., and Stephenson, S., 2005 'Episode-centred analysis of drinking to intoxication in university students', *Alcohol and Alcoholism: International Journal of the Medical Council on Alcoholism*, 40, 5, 447-452.

Research focus/aims: To measure (through the use of an internet-based retrospective diary) intoxication among New Zealand university students.

Participants: A probability sample of 1,564 students aged 16-29 years enrolled at the University of Otago.

Key findings/outcomes: In relation to ethnicity, the study found that European and Maori students were more likely to drink to intoxication than students of Pacific, Asian or other ethnicities. Incidence of intoxication tended to reduce with increasing age and to be more likely among those living in residential halls than those in other living arrangements. Alcohol consumption (and the incidence of alcohol related harm) is noted as being substantially higher among university students than among their non-student peers.

Scope: The study employed random sampling, had a high response rate (82 percent) and a low non-response error.

Keywords: health - physical, education - tertiary, Maori, Pacific, Asian, Pakeha, migrants, overseas born, New Zealand born, survey

H21. Laugesen, M. and Scragg, R., 1999 'Trends in cigarette smoking in fourth form students in New Zealand, 1992-1997', *New Zealand Medical Journal*, 112, 1094, 308-311.

Research focus/aims: To identify trends in the prevalence of cigarette smoking among 14-15 year old school children in New Zealand.

Participants: A follow-up survey was distributed to 85 of the original 99 schools that participated in the 1992 research reported by Ford *et al.* (1995 [H17], 1997 [H16]). Total students participating: 11,824 from the 1992 survey, and 11,350 in 1997.

Key findings/outcomes: A substantial increase in smoking among this age group was recorded. The greatest absolute increase in smoking occurred among Pacific Island girls, from 10.9 percent in 1992 to 23.9 percent in 1997. Maori students also had large absolute increases. Asian students, who had the lowest prevalence of daily smoking, nevertheless had the highest percentage increase over the time period. The increase in daily smoking was greater in girls than in boys, and the largest increase in new daily smokers was among European girls (daily smoking increased by 45 percent).

Scope: A questionnaire was distributed (response rate: 72 percent) and results analysed statistically.

Keywords: health - physical, education - secondary, Maori, Pacific, Asian, Pakeha, migrants, overseas born, New Zealand born, survey

H22. MacGibbon, L., 2004, *'We don't want to seem demanding': Information needs of refugee and new migrants to Christchurch*, Christchurch City Council, Christchurch.

Research focus/aims: To determine what kind of system would best meet the information needs of new settlers in Christchurch (e.g. website, book directory, modified database, one-page card setting out key information).

Participants: Key community stakeholders, groups (n=40) of people who came to Christchurch as migrants or refugees including young people from Afghanistan, Egypt, Ethiopia, Nepal, Russia, Somalia.

Key findings/outcomes: There are no findings that relate specifically to young people. General findings include: (1) Migrants need information about basic services on first arrival. (2) The first strategy employed by most new settlers was to find someone who could provide the needed information. (3) Sometimes new settlers do not know that they do not have the information they need, particularly with regard to regulations and bylaws. (4) Many are not able to access needed information.

Recommendations: (1) A pamphlet with information specific to Christchurch on everyday needs and useful contacts. (2) A directory at the airport listing points of contact for ethnic communities. (3) A dedicated web page. (4) Continued support for existing information services. (5) A one stop shop.

Scope: Interviews, documentary analysis.

Keywords: services, migrants, refugees, overseas born, interviews

H23. Mason, L., 1997 *The impact of immigration on the anxiety, self-esteem and attitudes towards school and friends of South African immigrant children*. A thesis submitted in partial fulfilment of the requirements for the degree of Master of Arts in Psychology at Massey University.

Research focus/aims: To explore any psychological and emotional difficulties encountered by South African immigrant children in New Zealand.

Participants: South African immigrant children (n=36) and their parents; a control group of New Zealand children (n=36). All children attended Auckland (North Shore) intermediate schools.

Key findings/outcomes: South African immigrant children had (1) significantly higher state anxiety than New Zealand children; (2) greater self-esteem if they knew another child at the first school attended in New Zealand than if they did not; (3) lower state anxiety and higher self-esteem if they were happy rather than unhappy to be living in New Zealand; (4) significantly more negative attitudes and perceptions of school in New Zealand than school in South Africa; (5) more negative attitudes and perceptions of their friends in New Zealand than New Zealand children had.

Scope: Qualitative and quantitative data gathering, including (different) questionnaires administered to the South African children and their parents; anxiety, self-esteem scales and semantic differentials administered to all the children.

Keywords: education - acculturation, education - secondary, identity, peer relationships, health - mental, South African, migrants, overseas born, interviews, survey

- H24.** Ngai, M. and Chu, K., 2001 'Issues and service needs of Chinese communities', *Social Work Review*, 13, 1, 2-6.

Research focus/aims: To present an overview of the issues faced by Chinese immigrants to New Zealand and to consider the service needs of the Chinese community in general and immigrants in particular.

Key findings/outcomes: In relation to youth, details areas of concern for social service providers including intergenerational tensions and cultural differences between Chinese and Kiwi young people in the areas of study, sport, family ties, sexual experience and so forth. Concludes that family and child/adolescent adjustments could be strengthened through: (1) orientation and buddy systems for new immigrant students; (2) culturally relevant safety programmes for adolescents; (3) developmental groups and psycho-educational workshops for parents and children (4) bilingual school and family social workers.

Scope: Draws on official statistics, 'practice wisdom' and survey results from a health care survey of 1,338 Asian people in North and West Auckland.

Keywords: health - services, education - services, Asian, Chinese, migrants, overseas born, New Zealand born, survey, reflections on professional practice

- H25.** Rasanathan, K., Ameratunga, S., Chen, J., Robinson, E., Young, M., Wong, G., Garrett, N., and Watson, P., 2006 *A health profile of young Asian New Zealanders who attend secondary school: Findings from Youth2000*, University of Auckland, Auckland.

Research focus/aims: To present findings on the self-reported health of participants who identified with an 'Asian' ethnic category from the Youth2000 National Secondary School Youth Health Survey.

Participants: A sub-sample of 922 students (9.5 percent) of the total sample identified with an 'Asian' ethnic category. This included: 487 who identified as Chinese, and 271 who identified as Indian, with 48 identifying as both Chinese and Indian. Insufficient numbers of students identified with other 'Asian' categories to enable individual analysis for these other groups.

Key findings/outcomes: (1) Overall, most young Asians are healthy, report positive family environments, feel comfortable in Pakeha settings and do not engage in risky behaviour. (2) Over half of young Chinese and about 40 percent of young Indian New Zealanders report that the major language at home is not English. (3) Nearly one-third of young Chinese and about one-quarter of young Indians reported not feeling safe at school. (4) Young 'Asians' were less likely to report bullying than their New Zealand European peers, but when they do, they are more likely to report traumatic bullying, although they are unlikely to report this to an adult. (5) Young Chinese are less likely than European peers to access health care services, with 14 percent not accessing health services at all. Among young Indian New Zealanders, this figure was 7 percent. (6) Mental health was a significant issue. Young Indian New Zealanders reported higher prevalence of depression than their European peers. (7) Young 'Asian' women were likely to report low levels of physical activity. (8) Young 'Asian' New Zealanders who are recent migrants are less likely than those who were New Zealand born to engage in risky behaviour such as binge drinking, unsafe sex, smoking and marijuana use.

Recommendations: Schools and communities: (1) Provide safe environments for all, including safe means for students to report bullying. (2) Confront bullying and uphold a no-tolerance policy towards it. (3) Work with families to improve communication with students about risk behaviours and problems at school. (4) Identify young Indian female students as vulnerable to poor mental health. (5) Encourage and enable young 'Asian' students to undertake physical activity, including in ways that are culturally appropriate. (6) Support, value and celebrate cultural practices/traditions of 'Asian' students. Service providers: (1) Differentiate clearly among specific 'Asian' ethnic groups. (2) Provide access to health care for young Chinese New

Zealanders and young recent migrants, and use new technologies such as cell phones and the internet to reduce barriers to access. (3) Consider the protective effects of traditional family cultures, structures and practices for these young people and identify ways to preserve these healthy effects. (4) Promote inter-sectoral collaboration for service providers to young 'Asian' New Zealanders. (5) Develop culturally specific tools and a knowledgeable workforce to provide health services to these young people. For Ministry of Health, funding agencies, researchers and policy makers: (1) Undertake and fund further research into the health of these young people. (2) Investigate factors that contribute to comparatively low levels of risky behaviours among them. (3) Identify and consider the diversity of young 'Asian' New Zealanders when developing national youth strategies.

Scope: Youth2000 was a nationally representative youth health survey of 9,699 secondary school students. The sample was random, and the survey was administered through students using multi-media technology on laptop computers. Note that the survey excluded students with limited English language skills and those fee paying students who were not New Zealand residents. Note that there is also (forthcoming) a report on the health and wellbeing of young Pacific people from the Youth2000 survey. At the time of writing, this was not yet available. See www.youth2000.ac.nz.

Keywords: health - mental, health - physical, health - acculturation, family, Asian, Chinese, Indian, migrant, New Zealand born, overseas born, survey

H26. Samu, K. S., 2003 *Social correlates of suicide among Samoan youth*, MA Sociology, University of Auckland, Auckland.

Research focus/aims: To identify stress factors recorded in Samoan youth suicide cases and to consider these in relation to the situations of some New Zealand born Samoans. To examine whether there are any stress factors specifically relevant to this group but not identified as such in the research literature.

Participants: New Zealand born Samoans (n=76), both male and female, aged 16-25 years, living in Auckland.

Key findings/outcomes: A review of the literature identified 52 stress factors in records of Samoan youth suicide. All stressors were found to be applicable to participants. A variety of reasons for the outcomes found in the data are explored, most of which centre on issues of family and educational stressors. In addition to the 52 stressors noted in the literature, identity issues were raised by participants as significant.

Scope: Questionnaire.

Keywords: health - mental, Pacific, Samoan, migrant, New Zealand born, survey

H27. Simpson, A.I.F., Brinded, P.M., Fairley, N., Laidlaw, T.M., Malcolm, F., 2003 'Does ethnicity affect need for mental health service among New Zealand prisoners?' *Australian and New Zealand Journal of Psychiatry*, 37, 6, 728-734.

Research focus/aims: Analyses the data from the National Study on Psychiatric Morbidity in New Zealand Prisons for differential rates of major mental disorders by ethnicity.

Participants: All female prisoners, all male prisoners on remand, and a random sample (18 percent) of sentenced male prisoners.

Key findings/outcomes: Approximately 8 percent of New Zealand prisoners are of Pacific ethnicity, and approximately 50 percent are Maori. Younger prisoners are more likely to be of Maori or Pacific ethnicity. Prevalence of mental disorders was found to be largely similar across ethnic groups. Treatment for mental illness, however, was less common among Maori and Pacific prisoners than among other ethnic groups, both in prison and in the community.

Recommends that services relating to mental health must improve in terms of responsiveness to these groups both before and after entry to prison.

Scope: Participants were interviewed using the diagnostic interview for mental illness (CIDI-A), screening diagnostic interview for personality disorders (PDO) and suicide screening questions.

Keywords: health - mental, health – services, Pacific, Maori, migrants, New Zealand born, overseas born, survey

H28. Sobrun-Maharaj, A., 2002 *The social acceptance of visible ethnic minority adolescents of Asian origin in Auckland secondary schools*. A thesis submitted in partial fulfilment of the requirements for the degree of Doctor of Philosophy at Massey University, Albany.

Research focus/aims: To explore the social acceptance of visible ethnic minorities of Asian origin in three secondary schools in Aotearoa/New Zealand. To present the perspective of visible ethnic minorities on social acceptance within a diverse ethnic environment. This involves an investigation of interethnic attitudes and perceptions of social acceptance among adolescents from a diverse range of ethnic groups and an examination of bullying and ethnic intimidation as key indicators of social non-acceptance.

Participants: Pupils from years 9, 11 and 13 (n=208) from the following ethnic groups: European (52), Maori (31), Pacific Island (33), West Asian (Indian, 52) and East Asian (Chinese, 40). Parents (West Asian, n=12, East Asian, n=12) and teachers (n=85, 62 European and 23 from visible ethnic minorities) were also interviewed as participants.

Key findings/outcomes: The study identified: (1) Average levels of interethnic social acceptance. (2) Significant social distance between ethnic groups. (3) Misconceptions on the part of some ethnic groups regarding acceptance and understandings of ethnic difference. (4) Significant ethnic intimidation experienced by members of visible ethnic minorities resulting in poorer physical and mental wellbeing.

Scope: Surveys, interviews, participant observation in schools, including classroom observation in 33 classes. The study analysed participants' perceptions of others and their perceptions of perspectives held by others, attitudes towards others of different ethnicity, the extent of interethnic interaction, perceptions of intimidatory practices, orientations toward the acculturation of immigrants, the degree of peer victimisation and bullying experienced, and the effects of these on pupils' mental and physical wellbeing and self esteem.

Keywords: health - mental, health – acculturation, peer relationships, Asian, Chinese, Indian, Pacific, Maori, migrant, New Zealand born, overseas born, interviews, survey, participant observation

H29. Tiatia, J., 2003 *Reasons to live: NZ born Samoan young people's responses to suicidal behaviours*, PhD Community Health, University of Auckland, Auckland.

Research focus/aims: To investigate the perceptions of Aotearoa/New Zealand Samoan young people (aged 16-25 years) regarding factors that they perceive to impact upon their suicide attempts. To examine the prospective reasons to live of these young people.

Participants: All Samoan young people aged 16-25 who were treated at the Emergency Department of a participating hospital for injuries classified internationally as relating to attempted suicide (n=27). Interviews were held with 20 of these young people.

Key findings/outcomes: (1) Aiga (family) plays an important role in the overall health and wellbeing of participants, and is identified by them as the most effective starting point for strategies for suicide prevention. At the same time, the complexity of obligation, reluctance to dishonour the fa'aSamoa (Samoan way) and family name, and feelings of accountability should these demands not be met, diminished participants' coping abilities. Cultural expectations of emotional reserve impacted upon participants' suicidal behaviours. Interpersonal conflicts with

aiga or a partner triggered anger that led to suicidal behaviours. Concludes that suicidal behaviours cannot be regarded solely as an issue of mental illness. (2) Participants talk about reasons to live suggest a number of factors that may be important in suicide prevention strategies including: spirituality, alternative modes of expression for managing day to day stressors, youth health services with appropriate staff and processes, talking through issues, positive friendships, comprehensive outpatient and follow-up care for those who have attempted suicide. Concludes that a broader conception of suicide behaviours is needed, moving beyond traditional western epidemiological and mental illness approaches.

Scope: Study of medical records of young Samoan New Zealanders who attempted suicide during the period of the study; interviews with twenty of these young people. See also:

- Tiatia, J. and Coggan, C., 2001 'Young Pacifican suicide attempts: a review of emergency department medical records, Auckland, New Zealand', *Pacific Health Dialog*, 8, 1, 124-128.

Keywords: health - mental, health – services, family - intergenerational relationships, Pacific, Samoan, migrant, overseas born, New Zealand born, interviews

- H30.** Utter, J., Scragg, R., Schaaf, D., and Fitzgerald, E., 2006 'Nutrition and physical activity behaviours among Maori, Pacific and New Zealand European children: Identifying opportunities for population-based interventions', *Australian and New Zealand Journal of Public Health*, 30, 1, 50.

Research focus/aims: To use analysis of the 2002 National Children's Nutrition Survey to examine how behaviour relating to nutrition and physical activity vary by ethnic group and to identify points of intervention to improve these behaviours where appropriate.

Key findings/outcomes: Once socio-demographic characteristics were controlled for, few ethnic differences were significant for fruit/vegetable consumption, or for physical activity. Where ethnic differences were significant, Maori and Pacific children were more likely than children in the Other group (comprising New Zealand European and other ethnicities): to be active; to skip meals; to purchase some or most of the food they consumed at school; to be high consumers of fatty and sugary foods. Possible interventions: Maori and Pacific children would benefit from school based programmes that improve access to healthy foods and that subsidise the price of these foods. Programmes that seek to improve the consumption of fruit and vegetables and that increase physical activity would benefit all children.

Scope: Secondary data analysis of the 2002 National Children's Nutrition Survey.

Keywords: health - physical, Maori, Pacific, Asian, Pakeha, migrants, overseas born, New Zealand born, survey

- H31.** Vong, C., 2002b 'Obstacles preventing Chinese immigrant students from seeking help from counselling, and tips for removing these obstacles', *New Zealand Journal of Counselling*, 23, 1, 74-79.

Research focus/aims: Explores why Chinese students have a low rate of self-referral to counsellors.

Key findings/outcomes: Obstacles to Chinese students seeking help include: the prospect of bringing shame on the family; sensitivity to perceived stigma associated with mental ill-health; fears that private matters will be made known by the counsellor to other students or family members; young Chinese people are likely to go first to those whom they know rather than to a stranger for help; Chinese people value self restraint regarding feelings and subtle ways of approaching problems; unfamiliarity with, and low expectations of counselling; a lack of Chinese-speaking counsellors.

Recommendations: School counsellors should: (1) Emphasise the importance of confidentiality in the counselling relationship. (2) Offer preventive and educational programmes that can be done as group work, for example, in stress management; developing peer support systems

with senior Chinese students to serve as a bridge into the counselling service. (3) Offer help with vocational and academic concerns to enable the establishment of trust with students on these less risky topics. (4) Tailor counselling style and environment to suit Chinese students.

Scope: Draws on local and international research.

Keywords: health - mental, health – services, Asian, Chinese, migrants, overseas born, New Zealand born, review

H32. Wali, R., 2001 'Working Therapeutically with Indian Families within a New Zealand Context', *The Australian and New Zealand Journal of Family Therapy*, 22, 1, 10-16.

Research focus/aims: To highlight important aspects of Indian culture that are relevant to family therapists working with Indian families in New Zealand

Key findings/outcomes: With respect to work with young Indian people migrating to New Zealand with their families, culture clash is a significant issue. Young people find themselves caught between two worlds and the differing expectations and pressures of each, particularly in terms of dating and other peer activities. Parents often respond to the changed environment for their children by becoming over-protective and by attempting to exert more control and increased emphasis on traditional forms of behaviour. This can have serious consequences for parent-child relationships. Concludes that the therapist must enable the young person's voice to be heard without undermining parental authority or family structure.

Scope: Reflections of professional practice as a clinical psychologist.

Keywords: family - intergenerational relationships, family – acculturation, health, social services, Indian, migrants, overseas born, reflections on professional practice

H33. Walker, L., Merry, S., Watson, P.D., Robinson, E., Crengle, S., and Schaaf, D., 2005 'The Reynolds Adolescent Depression Scale in New Zealand adolescents', *Australian and New Zealand Journal of Psychiatry*, 39, 3, 136-140.

Research focus/aims: To use data from the Youth2000 Health and Wellbeing Survey to examine aspects of the reliability and validity of the Reynolds Adolescent Depression Scale (RADS) across different ethnic groups in New Zealand.

Participants: A random sample of New Zealand secondary school students (n=9699).

Key findings/outcomes: On the basis of all tests conducted, the RADS was found to be acceptable in terms of both reliability and validity for adolescents across the major ethnic groups in New Zealand.

Scope: Large scale random sample of New Zealand adolescents.

Keywords: health - mental, migrants, refugees, overseas born, New Zealand born, survey

H34. Wong, S., 2002 'Assigned characteristics for Chinese children and youth: Myth or reality?' *New Zealand Journal of Counselling*, 23, 1, 33-38.

Research focus/aims: Discusses commonly held views about Chinese adolescents, particularly with respect to academic performance and parental expectations.

Key findings/outcomes: Argues that the uncritical acceptance of stereotypes by teachers and counsellors can have damaging consequences for Chinese students including making integration more difficult than it otherwise might be. Argues in favour of teachers and counsellors assessing students as individuals, according to individual need. An understanding of external demands that may produce tensions for a student between home life and school life is important, as is being open to recognising differences and commonalities between Chinese

and New Zealand students and helping students to address tensions through balancing their own choices with those of their families.

Scope: Based on personal reflections from experience as a Chinese adolescent in New Zealand, and some international research.

Keywords: health – mental, education - acculturation, Chinese, migrants, New Zealand born, overseas born, review, personal reflections on experience

Identity and participation

Research listed in this section relates to the last two of the Settlement Strategy goals: that migrants, refugees and their families are able to “feel safe expressing their ethnic identity and be accepted by and become part of the wider host community” and “participate in civic, community and social activities”. Most of the research listed here refers to the former rather than the latter goal. Much of this work comes from studies on acculturation among young migrants and refugees, but a growing body of research addresses questions of identity that have emerged as key interests among migrant researchers themselves, particularly regarding identity formation among individuals who were born in New Zealand and have grown up within a migrant community.

- 11.** Anae, M., 1998 *Fofoa-i-vao-'ese: The identity journeys of New Zealand born Samoans*, PhD Anthropology, University of Auckland, Auckland.

Research focus/aims: To explore the construction of ethnic identity among a group of New Zealand born Samoans. Specifically, to explore the way fa'aSamoa, church and life in New Zealand influences life choices, the construction of the self and secured identities.

Participants: The Samoan community associated with Newton Pacific Islanders Church in Auckland.

Key findings/outcomes: 'Identity journeys' are explored, that is, the construction of ethnic identity through experimenting with subject positions over time, as a result of challenges to perceived self identities. Three broad findings are outlined: (1) Links between New Zealand born Samoans and other Samoans established through the church, aiga, fa'aSamoa and homeland are differentially complex by virtue of these individuals being born in New Zealand and not Samoa. (2) New Zealand born Samoans are continuously involved in the renegotiation and construction of social roles and identities - but Samoan ethnicity is also a persistent identity system. (3) Ethnicity consists of the shared experiences of an ethnic group involving, in this case, the dynamic interaction between church, culture and identity - e.g. leaving church, for this group, becomes synonymous with a temporary opting out of Samoan identity. 'Time outs' become crucial coping mechanisms that allow individuals to respond to challenges in their own terms, acting out or accommodating difference rather than succumbing to mental 'unwellness' as a result of their experiences not matching up with their emotional and cognitive knowledge. New Zealand born experiences support the Samoan conception of self as in relationship with other people, both Samoans and New Zealanders, and those who successfully reach a secured identity are able to understand, reconcile and reclaim their own identities in being a Samoan not born in Samoa.

Scope: Ethnography including interviews, discussion groups, participant observation over a period of two and a half years. See also:

- Anae, M., Coxon, E., Mara, D., Wendt-Samu, T., and Finau, C., 2001 *Pasifika education research guidelines: Final Report*, Ministry of Education, Wellington [R2].

Keywords: identity - acculturation, Pacific, Samoan, migrants, New Zealand born, ethnography, research methods

- 12.** Armstrong, L., Collie, P., *et al*, 2005 *Participation action research with Assyrian youth*, Department of Geography, Victoria University of Wellington, Wellington.

Research focus/aims: Reports on a Participatory Action Research project examining issues and challenges faced by Assyrian youth in Wellington, New Zealand. Issues explored included identity, relationships in the family and at school, the availability and accessibility of services.

Participants: Assyrian adolescents aged 11-18, all were male (n=13 at the first workshop, n=24 at the second). One interview was held with an Assyrian school liaison officer.

Key findings/outcomes: Barriers to education included: (1) economic constraints, (2) language barriers - although the boys spoke fluent English they struggled with written English, (3) lack of parental involvement in schooling, (4) teachers and schools lack resources and skills to provide for the needs of these students, (5) discrimination and racism in school, (6) confusion over different methods of discipline between Iraq and New Zealand, (7) peer group attitudes that discourage hard work at school, (8) lack of confidence and motivation to do well - linked to different learning styles in Iraq and New Zealand, (9) lack of career aspirations, (10) lack of role models. Issues associated with child-adult transitions included: (1) identity conflict between belonging to two cultures, and lacking a sense of belonging in either, (2) conflict in the family from adopting the values of Kiwi peers. Family issues included: (1) lack of trust and understanding, (2) pressure of parental expectations. Service/support issues included: (1) the most useful services were church youth groups, (2) the young men would like work experience and apprenticeship help, (3) relatives were the most useful source of information about living in New Zealand.

Scope: Two workshops were held in which a variety of research exercises were undertaken involving group discussions, role plays and art work.

Keywords: identity, social services, education - learning styles, secondary, Iraqi, Assyrian, refugees, overseas born, interviews

- 13.** Bartley, A., 2003 *"New" New Zealanders, or harbingers of a new transnationalism?: 1.5 generation Asian migrant adolescents in New Zealand*. A thesis presented in partial fulfilment of the requirements for the degree of Doctor of Philosophy at Massey University, Albany.

Research focus/aims: To examine the experiences of acculturation, settlement and ethnic identity formation among the 1.5 generation - young people who fall between first generation migrants (born outside the country and choosing to migrate) and second generation (New Zealand born).

Participants: Young people aged 15-19 years (n=120) who came to New Zealand as children from Hong Kong, Taiwan and South Korea.

Key findings/outcomes: This group is located at the convergence of a range of social pressures: childhood/adulthood, parents/local communities; origin/host societies. They tend to be the children of highly skilled parents who have extensive transnational connections. The thesis problematises conventional explanations of migrant adjustment and settlement, arguing that participants do not conform to these models but rather that they possess cultural, social and economic resources that are enabling them to reproduce their parents' transnational identities. This is made possible through strategies of selective acculturation and through aspirations to pursue educational and occupational opportunities overseas.

Scope: Survey and interviews of participants. This doctoral work is also discussed in Bartley, A., 2004 'Contemporary Asian migration to New Zealand: challenging the "settler" paradigm', in Spoonley, P., MacPherson, C., & Pearson, D., (eds) *Tangata, Tangata: The Changing Ethnic Contours of New Zealand*, Palmerston North, Dunmore Press, 157-174.

Keywords: identity - acculturation, Asian, Taiwanese, Hong Kong, South Korean, migrants, overseas born, interviews, survey

- 14.** Bihi, A., 1999 *Cultural identity: Adaptation and wellbeing of Somali refugees in New Zealand*, Victoria University of Wellington, Wellington.

Research focus/aims: To investigate the socio-economic and cultural adaptation of Somali refugees in New Zealand and in particular to assess the relative importance of cultural identity to refugee adaptation and wellbeing. (Abstract only accessed.)

Participants: Not stated.

Key findings/outcomes: Retention of cultural identity is vital for successful adaptation, enabling refugees to cope with adversity and to function as normal human beings. Cultural needs cannot be separated from socio-economic needs, therefore resettlement should encompass: (1) Restoration: recovery of livelihoods and restoration of a family's sense of control. (2) Re-adaptation: learning how to live in new material conditions and a changed cultural environment. (3) Retention: being able to hold on to the core of Somali identity, specifically language, religion and kin solidarity.

Scope: Semi-structured interviews, participant observation, reflections on personal experience, documentary data.

Keywords: identity – acculturation, Somali, refugees, interviews, participant observation

- 15.** Brady, J., 2003 *Walking between two cultures: The process of identity formation in resettled refugee adolescents and the place for psychotherapy*, Auckland University of Technology, Auckland.

Research focus/aims: A modified literature review on identity formation in refugee adolescents in order to identify what factors impact on identity development and whether there is a place for psychotherapy within this process.

Key findings/outcomes: Psychotherapy was identified as useful for helping refugee adolescents in the process of identity formation. Psychotherapy provides a space in which these young people are able to establish a stable emotional base that facilitates their personal identity formation and enables them to find their place within their two cultures.

Scope: Masters thesis literature review.

Keywords: health - mental, identity - acculturation, refugee, literature review

- 16.** Cheung, V.Y.M., 2001 *The effect of supportive intervention on the adjustment of immigrant Chinese adolescents: a pilot study*, MA Psychology, University of Auckland, Auckland.

Research focus/aims: To test the hypothesis that immigrant Chinese adolescents who participated in a peer support group would significantly improve their adaptation skills. (Abstract only accessed.)

Participants: Two groups of Chinese adolescent immigrants: one intervention group and one control group (numbers not stated).

Key findings/outcomes: The hypothesis was not supported. Analysis of variance revealed no group effects and no group by time interaction effects, except for appraisal support.

Scope: The intervention group attended a weekly social support group (Chinese Youth Club) for three months, while the control group received no treatment during that period. Measures of self esteem, loneliness, social support and adaptation to New Zealand culture were

administered to both groups before and after the Chinese Youth Club experience. Results analysed statistically.

Keywords: identity - acculturation, peer relationships, Asian, Chinese, migrant, overseas born, survey, tests

- 17.** Chu, S.W.S., 2005 *A life-skills training programme for Chinese migrant students in New Zealand: development, implementation and evaluation*, EdD Counselling, University of Auckland, Auckland.

Research focus/aims: To develop, implement and evaluate a Life Skills Training Programme for Chinese migrant students, based on resiliency theory. To test the hypothesis that: as a result of taking part in the programme, participants would increase their resiliency in terms of maturity in personal development and adaptation in terms of adjustment to living in New Zealand. (Abstract only accessed.)

Participants: Three groups of Chinese migrant university students and three groups of Chinese migrant secondary school students (number not stated).

Key findings/outcomes: Content and sequence of the programme were: Orientation, Cultural Identity Development, Self-Esteem Building and Positive Thinking, Interpersonal Relationships, Communication Skills, Assertiveness Training, Conflict Resolution, Stress Management, Study Skills, Winding up. Results affirmed the programme design as enhancing resiliency among participants. Participants were found to have positive learning outcomes after participating in the programme.

Scope: Case study consisted of ten 1.5 hour sessions in the life skills training programme with observations and feedback (both verbal and through questionnaires) from participants and co-leaders. The programme was monitored and improved in each successive session according to the feedback. A refined version of the programme was produced in the end.

Keywords: identity - acculturation, health - mental, Asian, Chinese, migrant, overseas born, case study, evaluation

- 18.** Dhanapala, C., 2001 *Sinhalese young women in New Zealand: The challenges of adolescent immigrant acculturation*, MSoSc, University of Waikato, Hamilton.

Research focus/aims: To explore the acculturation experiences of Sinhalese adolescent immigrant women in New Zealand particularly with respect to their experiences of relocation, challenges encountered and coping strategies adopted.

Participants: Sinhalese migrant women aged 13-18 years (n=15); key informants knowledgeable in this area (n=7).

Key findings/outcomes: These young women had no choice about relocating to New Zealand; the adaptive strategies they adopted were based around dual identification to cope with acculturation. Adolescent migration was perceived by them to be made difficult by the interaction of variables such as cultural distance and parent-child relationships. They also felt that they lacked adequate information about New Zealand. Recommends that successful adaptation can be facilitated by strengthening familial and social support networks and implementing a buddy system within the minority community.

Scope: Personal background questionnaires were completed by the young women and in-depth group interviews were carried out. Interviews were held with the key informants.

Keywords: identity - acculturation, Asian - Sinhalese, migrants, overseas born, interviews

- 19.** Dibley, R. and Dunstan, S., 2002 *'Refugee Voices': Refugee Resettlement Research Project. Interim Report: A Journey Towards Resettlement*, New Zealand Immigration Service, Wellington.

Research focus/aims: To explore the resettlement experiences of refugees in New Zealand. This report looks at the experiences of those who had their refugee status confirmed between January and July 2001. The final report will also include those who have been in New Zealand between four and six years.

Participants: 50 Quota refugee family groups (n=96), 38 Convention refugee families (n=42), 47 Family reunification groups (n=71). From this total, 26 teenagers aged 13-16 years were interviewed.

Key findings/outcomes: With respect to teenagers: (1) Most recognised differences in being a teenager in New Zealand compared with their home countries; the main difference mentioned was the freedom of New Zealand teenagers, which was regarded in both positive and negative light. (2) Nearly all said that they liked school in New Zealand. (3) Language was regarded as the main difficulty. (4) Most thought that it was easier for them to settle than for their parents, citing age, ease in learning English and ease of making friends as key differences with their parents.

Scope: Participants were interviewed. A purposive sampling frame was developed to ensure a balanced sample with respect to gender, nationality, age and family size. This was not necessarily a representative sample. The report, the second of three, presents an overview of initial findings in the Refugee Resettlement Project. The first report was:

- Gray, A. and Elliott, S., 2001 *Refugee Resettlement Research Project, 'Refugee Voices': Literature Review*, New Zealand Immigration Service, Wellington.

Keywords: education - language, identity - acculturation, family - intergenerational relationships, refugees, interviews

- 110.** Eyou, M.L., Adair, V., and Dixon, R., 2000 'Cultural identity and psychological adjustment of adolescent Chinese immigrants in New Zealand', *Journal of Adolescence*, 23, 5, 531-543.

Research focus/aims: To investigate the relationship between cultural identity and psychological adjustment among adolescent Chinese immigrants in New Zealand with a view to contributing to an understanding of how the psychological wellbeing of these young people can be fostered. Four modes of acculturation are investigated: integration, assimilation, separatism and marginalisation.

Participants: First generation immigrant Chinese adolescents at three large urban co-educational secondary schools serving working and middle class socio-economic neighbourhoods. The sample included 211 males and 216 females with an age range of between 12 and 20 years. Length of residency in New Zealand ranged from one month to 15 years.

Key findings/outcomes: The cultural identity of participants was found to be related to their psychological adjustment although the nature of this relationship varied for different indicators of adjustment. Integrated adolescents (those expressing a strong identification both with their own ethnic group and mainstream society) were found to have significantly higher self esteem than their peers who were separated (strong identification with their own ethnic group but weak ties with the mainstream) or marginalised (weak identification with both their own group and the mainstream). Findings suggest that the better self esteem of integrated young people may arise from their ability to live as part of both groups without being rejected by either.

Scope: Researchers undertook a range of statistical analyses of data gathered through a self-report questionnaire that was made available in both Chinese and English to the 427 participants. A sub-sample of 24 participants took part in individual telephone interviews with

the researcher. This sub-sample included individuals in each of the four categories of cultural identity. See Eyou, M. L., 1997 *Cultural identity and psychological adjustment of adolescent Chinese immigrants in New Zealand*, MA Education, University of Auckland.

Keywords: identity - acculturation, Chinese, migrants, overseas born, interviews, survey

- 111.** Fairbairn-Dunlop, P. and Makisi, G., (eds) 2003 *Making Our Place: Growing up PI in New Zealand*, Palmerston North: Dunmore Press.

This book aims to record Pacific Islands migrants' experience by charting the identity journeys and the search for cultural identity from the perspective of New Zealand-raised Pacific peoples. Stories relay personal histories but include many common themes including: cultural self doubt among New Zealand born Pacific peoples, coping with bicultural upbringing, conflicting values, the experience of being a minority within a non-Pacific environment. A range of individuals contributed including nine Samoans, two Tongans, three Cook Islanders, and one person each from Tokelau, Niue and the Solomon Islands. One contributor described himself as SaTong. Contributors came from around New Zealand and from a range of occupations. The collection also aims to capture changes through the life cycle.

Three discernable views emerge: (1) Those who define themselves as Pacific people and 'the product of all PI migrants'. This shared Pacific identity can be traced back to the 1950s and 1960s when Pacific numbers in New Zealand were small. (2) Those who argue strongly for a New Zealand born label. (3) A (generally) younger group who do not evaluate themselves against a homeland but simply are Samoan, Tongan, Niuean, Cook Islander or Tokelauan.

Keywords: identity, family, Pacific, migrants, New Zealand born, personal reflections

- 112.** Fanene-Taiti, H., 2005 *Identity construction of New Zealand born Samoans in Otago: A thesis submitted for the degree of Master of Consumer and Applied Science at the University of Otago, Dunedin.*

Research focus/aims: To explore identity construction among New Zealand born adolescent male Samoans in the Otago region. Particular attention is paid to the conflicting issues facing these young men in the fields of education, justice, health, welfare, church, family and environment. To explore the implications of findings for social work practice in helping New Zealand born Samoan adolescents to develop 'successful' identities.

Participants: Three young New Zealand born Samoan men.

Key findings/outcomes: Abstract only accessed. Findings not specified.

Scope: In-depth analysis of personal narratives and experiences of participants.

Keywords: identity - acculturation, health - services, Pacific, Samoan, New Zealand born, case studies

- 113.** Harrington, C.R., 1998 *The acculturation of immigrant Chinese children in New Zealand*, MA, University of Waikato, Hamilton.

Research focus/aims: To examine the acculturation of immigrant Chinese children in order to identify: (1) what issues these children face in dealing with conflicting values of their families and New Zealand society; (2) what strategies they employ to deal with this conflict; (3) what factors influence the adoption of these strategies; (4) the implications of these strategies.

Participants: immigrant children from Taiwan and mainland China (n=56) living in Hamilton, New Zealand.

Key findings/outcomes: Most children in both groups are well integrated (in terms of Berry's model of acculturation) but more Taiwanese children are separated than their mainland

counterparts. Degree of integration/separation is influenced most significantly by age on arrival in New Zealand and host society attitudes. Other factors include: length of time in New Zealand, socio-economic status, parental attitudes and family relations, English language ability, immigrant community support, personality, and cultural attitudes.

Keywords: identity - acculturation, family - intergenerational relationships, Asian, Taiwanese, mainland Chinese, migrants, overseas born, survey

- 114.** Ho, E.S., 1995a 'Chinese or New Zealander? Differential paths of adaptation of Hong Kong Chinese adolescent immigrants in New Zealand', *New Zealand Population Review*, 21, 1 & 2, 27-49.

Research focus/aims: Explores the changing cultural identities of Chinese adolescent migrants during and after their move from Hong Kong to New Zealand.

Participants: Two groups of Chinese adolescents: one group (n=60) were planning to emigrate to New Zealand from Hong Kong; the second group (n=223) were immigrants from Hong Kong and had arrived in New Zealand between 1987 and 1992.

Key findings/outcomes: (1) Integration is the preferred option for adaptation over assimilation because there are various barriers to the complete assimilation of Chinese into a western society. (2) About half of the participants reported that they were in a separation state four years after migration (i.e. maintaining their Chinese identity and culturally ignoring the host society). Concludes that these young people may not have been adequately prepared for the move to New Zealand.

Recommendations: (1) That English language courses be made available to young people prior to emigration. (2) That schools provide programmes (and bilingual teachers and counsellors) to facilitate young people's initial adjustment to the new environment. (3) That further research be undertaken to investigate the finding in this study that many young Chinese were likely to remain in a separation state some years after migration.

Scope: A Cultural Identity Scale was adapted and used to measure participants' perceptions of identity (i) as a member of New Zealand society and (ii) as a member of their own ethnic group. This study is drawn from a larger research project:

- Ho, E. 1995b *The challenge of culture change: The cross-cultural adaptation of Hong Kong Chinese adolescent immigrants in New Zealand*. PhD, University of Waikato, Hamilton.

Keywords: identity - acculturation, Asian, Chinese, migrants, survey

- 115.** Holt, A.A.J., 1999 *Culture, ethnicity & identity: A look at first generation children from immigrant Samoan families*, MA Anthropology, University of Auckland, Auckland.

Research focus/aims: To examine how New Zealand born children of Samoan immigrants craft their identities in childhood, adolescence and adulthood. To examine how institutions influence the formation of culture, ethnicity and identity among this group. Education, birth order, relations with parents and relations to Samoa are discussed.

Participants: New Zealand born children of Samoan immigrants (abstract only accessed: number and age of participants unstated).

Key findings/outcomes: The perspectives of New Zealand born Samoans on culture, ethnicity and identity are dynamic, changing at various stages of their lives. These changes are the result of specific circumstances, changing perceptions of oneself and of others, and also of others' perceptions of oneself.

Scope: Methods not stated.

Keywords: identity, family, Pacific, Samoan, migrants, New Zealand born

- I16.** Humpage, L., 2000a 'Embodying ambiguity: Somali refugee women and ethnic boundary 'maintenance'', *Women's Studies Journal*, 16, 2, 9-28.

Research focus/aims: To examine the concept of ethnic boundaries; to highlight one way in which gender and ethnicity interact with the processes of migration and resettlement; to explore the complexity and ambiguity inherent in this interaction.

Participants: Somali refugee adolescents in Christchurch.

Key findings/outcomes: (1) The process of ethnic boundary maintenance that occurs during resettlement is not always negative, nor always endured passively by women. Participants were involved in the active negotiation of the ethnic boundaries that they embodied. (2) The positioning of the young Somali women as the embodiment or 'markers' of ethnic boundaries has assisted them to avoid much of the cultural marginalisation experienced by their male counterparts.

Scope: Study arises out of a Masters thesis project in which Somali refugee adolescents in a Christchurch school were interviewed. See:

- Humpage, L., 1998a [E63] *Refuge or turmoil? Somali adolescent refugees in Christchurch schools: intercultural struggle and the practices of exclusion: A thesis submitted in fulfilment of the requirements for the degree of Master of Arts in Sociology in the University of Canterbury, Christchurch.*

Keywords: identity - acculturation, Somali, refugees, interviews

- I17.** Johnson, H., 2005 'Dancing with Lions: (Per)forming Chinese cultural identity at a New Zealand secondary school', *Asian Studies Journal*, 7, 2, 171-186.

Research focus/aims: To explore how Chinese identity is formed as a result of amateur performance activities among a group of secondary school students at an Auckland school.

Participants: Lion dance troupe and musicians (n=5), teachers at the school. The students were of Chinese ethnicity, some born in New Zealand, others born elsewhere.

Key findings/outcomes: The lion dance, performed by the students in the schools' Intercultural Week, is central to the performers' construction of Chinese cultural identity in the New Zealand context, enabling them to connect with and carry on Chinese tradition and to showcase Chinese culture to their peers. Through belonging to the dance group, they experience a common cultural bond and also facilitate school-community relationships.

Scope: Multi-method including participant observation and interviews.

Keywords: identity - acculturation, education - secondary, Asian, Chinese, migrants, New Zealand born, overseas born, participant observation, interviews

- I18.** Kong, A., 1975 *A comparative study in assimilation between the second generation local born Chinese and the Malaysian-Singaporean born Chinese in New Zealand*, MSocSc Psychology, University of Waikato, Hamilton.

Research focus/aims: To explore assimilation of second generation Chinese in New Zealand by (i) investigating the extent of assimilation among New Zealand born Chinese and (ii) comparing these rates of assimilation with those of Singaporean/Malaysian born Chinese young people in New Zealand.

Participants: New Zealand born Chinese (n=24), Overseas born Chinese (n=29), Kiwis (a control group, n=28).

Key findings/outcomes: (1) New Zealand born Chinese had not reached a high level of assimilation; most were in the early transitional stages of breaking away from their cultural heritage. (2) New Zealand born Chinese were significantly more assimilated than overseas born Chinese.

Scope: Eleven questionnaires covered: choice, slang, social distance, satisfaction, problems, activities, and identification.

Keywords: identity - acculturation, Asian, Chinese, migrants, New Zealand born, overseas born, survey

119. Leung, C.P., 2002 *Untold stories: the settlement experiences of some Chinese adolescent immigrants living in New Zealand's small towns*, MSocSc, University of Waikato, Hamilton.

Research focus/aims: To explore the settlement experiences of a group of Chinese adolescent immigrants living in New Zealand small towns, focusing in particular on: general experience of life in New Zealand; ethnic identity and community; schools and teachers; peer relationships.

Participants: Adolescent Chinese immigrants (n=12) living in four small towns in the Waikato and Bay of Plenty regions.

Key findings/outcomes: General experience was reported as positive. Factors facilitating positive settlement experiences: English competency was identified as the main factor, with settlement experience improving over time as English competency improved. Living in small towns facilitated interaction with the host community, and these contacts also facilitated integration into New Zealand society and culture.

Scope: Semi-structured interviews.

Keywords: identity - acculturation, language, peer relationships, Asian, Chinese, migrants, overseas born, interviews

120. Lin, E.-Y., 2006 *Developmental, social and cultural influences on identity conflict in overseas Chinese*, PhD Psychology, Victoria University of Wellington, Wellington.

Research focus/aims: To examine the concept of identity conflict (in which individuals must choose between two or more different identities that prescribe incompatible behaviours) as a key component in the cross cultural adaptation of Chinese young adults. Involves three related studies addressing identity conflict from three different theoretical perspectives. The first looked in particular at family-related variables, the second at intergroup variables such as contact with host nationals, host language proficiency etc. The third compared similar groups in New Zealand and Singapore.

Participants: Each study involved Chinese young adult migrants from Mainland China or Taiwan aged between 16 and 28 years living in New Zealand. Study 1 involved 304 young adults, two-thirds of whom were international students; the remainder were New Zealand citizens or permanent residents. Study 2 involved 205 young adults. Again, most (80 percent) were international students. Study 3 involved Chinese students studying in Singapore (n=263), and in New Zealand (n=186).

Key findings/outcomes: This thesis tested a great many hypotheses. General findings include: across the three data sets, intergroup variables (Study 2) played the most significant role in predicting levels of identity conflict; developmental variables (Study 1) played only a slight role; cultural context (Study 3) affected the outcome of identity conflict, with those in a relatively different cultural setting (New Zealand) experiencing greater identity conflict than those in a relatively similar setting (Singapore) but the process of developing identity conflict was mainly influenced by intergroup variables.

Scope: Survey questionnaires.

Keywords: identity - acculturation, Asian, Chinese, migrants, overseas born, survey

- 121.** Lindsey, D.G. and Kearns, R.A., 1994 'The writing's on the wall: graffiti, territory and urban space in Auckland', *New Zealand Geographer*, 50, 2, 7-13.

Research focus/aims: To explore the link between signature style graffiti and the experience of urban space, including an exploration of graffiti writers' concept of territoriality. Notes that taggers tend to be youthful and from ethnic minority groups. Notes that Maori and Pacific young people have tended to adopt American Black culture in relation to tagging.

Participants: Representatives of the Police, retailers, city councillors, social workers, members of the public, active taggers. Also, 456 tags at randomly selected sites in three Auckland areas (Downtown, Newmarket and Otara) were examined.

Key findings/outcomes: Gangs (Black Power and Mongrel Mob) do not use graffiti to mark boundaries; most taggers are aged 10-16 years; taggers are usually not 'street kids' or homeless; taggers in the Auckland sites investigated do not use tagging to mark territory; tagging is often spontaneous; taggers are adopting styles drawn from American culture rather than from their own Pacific cultures.

Scope: Covered only three areas in Auckland and notes that wider investigation may reveal different findings. Numbers of those interviewed not stated.

Keywords: identity - acculturation, crime, Pacific, Maori, migrants, overseas born, New Zealand born, interviews

- 122.** Luk, Si., 1993 'Adolescent identity disorder: A case presenting with cultural identification problem', *Australian and New Zealand Journal of Psychiatry*, 27, 1, 108-114.

Research focus/aims: To describe the case of a 15 year old Chinese boy, a second generation immigrant to New Zealand, who was diagnosed with identity disorder. Cultural issues were recognised as playing an important role in this case.

Key findings/outcomes: The boy was not doing well in English at school and this contributed to his over-identification with Chinese culture and his wish to return from New Zealand to China. The diagnosis recognised that the establishment of identity is important for adolescents and led to therapeutic work that focused on the boy's needs.

Scope: Case study.

Keywords: health - mental, identity - acculturation, Asian, Chinese, New Zealand born, case study

- 123.** Macpherson, C., 2002 'From moral community to moral communities: The foundations of migrant social solidarity among Samoans in urban Aotearoa/New Zealand', *Pacific Studies*, 25, 1/2, 71-93.

Research focus/aims: Explores the generational differences emerging in the Samoan population in New Zealand between the Samoan born (now aging) population of migrants and the New Zealand born children and grandchildren of this group who are becoming increasingly influential in the Samoan community.

Key findings/outcomes: The two groups have substantially different cultural capital (traditional Samoan vs. a combination of Samoan and Palagi). Argues that the younger group has redefined 'Samoanness' and have altered its content in significant ways, adopting new ways of being Samoan in an urbanised, industrial society.

Scope: An analysis drawing on research literature relating to the demographic, economic, social and political factors that have influenced the characteristics of the Samoan population in New Zealand.

Keywords: family - intergenerational relationships, identity - acculturation, Pacific, Samoan, migrants, overseas born, New Zealand born, literature review

- 124.** Meanger, S., 1989 *Adolescent Gujarati Indians in New Zealand: Their socialisation and education*, MA, Victoria University of Wellington, Wellington.

Research focus/aims: To explore aspects of the education of young New Zealand Gujarati Indians in terms of the social experience of their schooling, the influence of the school system and the formal curriculum on their socialisation.

Participants: Gujarati Indian pupils (n=23 girls, 15 boys) in their fifth form year in Wellington secondary schools.

Key findings/outcomes: The young people participated in, and identified with both their own ethnic group and with New Zealand society. They are more firmly embedded in the Gujarati community, participating less in wider New Zealand society. They are well aware of the boundaries within which their parents' and the wider Gujarati community would like them to remain. Two strong incentives for not crossing these boundaries are fear of gossip and the guilt of obligation. Argues that these young people experience conflicting systems of meaning and values but remain able to develop consistent guidelines for behaviour and a coherent base for the establishment of bi-cultural identity.

Scope: Small scale qualitative study using semi-structured interviews.

Keywords: identity - acculturation, education - acculturation, education - secondary, Indian - Gujarati, migrants, New Zealand born, interviews

- 125.** New Zealand Immigration Service, 2004 *Refugee Voices: A Journey Towards Resettlement. Refugee Resettlement Project*, New Zealand Immigration Service, Wellington.

Research focus/aims: To describe refugees' resettlement experiences over a broad range of areas including their backgrounds, information they had about New Zealand prior to arrival, arrival experiences, housing, getting help, family reunification, health, learning English, adult education, labour force and other activities, financial support, children and teenagers, social networks, discrimination, cultural integration, and settling in New Zealand.

Participants: Recently arrived refugees (in New Zealand for six months): 50 Quota refugee family groups (n=96), 38 Convention refugee families (n=42), 47 Family reunification groups (n=71). Established refugees (in New Zealand for about 5 years) were all Quota refugees (n=189). Teenagers participating were aged between 13 and 19 years. Among the recently arrived refugees, 26 teenagers participated at six months, and 20 at two years. Among the established refugees, 32 teenagers participated.

Key findings/outcomes: (1) Recently arrived teenagers noted several key differences between being a teenager in New Zealand and in their home country including greater freedom in New Zealand, more educational opportunities in New Zealand, and more respect for parents and teachers in their own culture. (2) This group (at both six months and two years) said that what they liked about New Zealand included: going to school, being able to engage in sport and leisure activities, having friends, having better opportunities. (3) Established refugee teenagers responded similarly: the list of what they liked increased the longer they had been in New Zealand. (4) Commonly these groups said there was nothing they disliked about New Zealand. A small number mentioned lack of respect among their New Zealand peers for those in authority, having to go to co-educational schools, and discrimination. (5) The main factor cited

as helping teenagers to adjust to school was their teachers. Also important were friends, family and knowing some English. (6) Most said that school became easier over time. Most liked school although some mentioned difficulties with language, discrimination and teachers. (7) Most regarded their adjustment to settling in New Zealand as an easier process than that experienced by their parents. Most had helped their families to settle through, for example, translating, helping with household chores and childcare. (8) Most common advice they would give to other teenagers was to work hard at school. (9) Those who took part in focus groups felt it was important to maintain their own culture and, for some who had grown up in refugee camps, learning about their own culture was important.

Scope: A large scale project. Participants were interviewed through a structured questionnaire. Some focus groups were also carried out. A purposive sampling frame was developed to ensure a balanced sample with respect to gender, nationality, age and family size. This was not necessarily a representative sample. This report is the final, full report in a series of three:

- The first is Gray, A. and Elliott, S., 2001 *Refugee Resettlement Research Project, 'Refugee Voices': Literature Review*, New Zealand Immigration Service, Wellington.
- The second report (see Dibley and Dunstan 2002 [19]), presented an overview of initial findings in the project using data from interviews with the recently arrived refugees (n=209) who were interviewed six months after arrival. Individuals from this group (n=189) were re-interviewed again after two years.

Keywords: identity - acculturation, education - secondary, family - intergenerational relationships, refugees, survey, interviews

- 126.** Niulevaea, M. 2001 *To code-switch or not to code-switch: Language use patterns of Samoan adolescents as a measure of attitude and perception on identity, culture, and social behaviour*, MA Psychology, University of Auckland, Auckland.

Research focus/aims: To explore the theory that bilingual speakers are able to use their languages alternately, depending on objectively witnessed and subjectively disguised factors. (Abstract only accessed.)

Participants: Three groups of Samoans (secondary school students, university students and church youth group members), aged 15-30 years (number not stated).

Key findings/outcomes: Supports the assumption that language use among bilingual speakers is affected by objectively defined factors such as the presence of a particular interlocutor. Subjective issues including attitude, perception and identity are factors in choice of language in any particular situation.

Scope: Survey looking at language use among family and friends, language attitudes, language and identity, social behaviour and demographics.

Keywords: identity - language, bilingual, Pacific, Samoan, migrants, New Zealand born, survey

- 127.** Oliver, P. and Vaughan, G., 1991 'How we see one another: Interethnic perceptions of New Zealand teenagers', *Journal of Intercultural Studies*, 12, 1, 17-38.

Research focus/aims: (1) To investigate interethnic perceptions among young New Zealanders; (2) to compare two methods of collecting trait descriptions of different groups: through a traditional trait list, and using a free response questionnaire.

Participants: Fifth form students (n=170) from four schools in the Auckland region. The sample included only those who identified solely as Pakeha (n=92), Maori (n=35) or Samoan (n=43). There were slightly more girls (92) than boys (78). Age range: 15-16 years.

Key findings/outcomes: (1) Most of the in-group descriptions used were generally positive. (2) Outgroup descriptions were mixed: Pakeha were most positively described, but were also the most pejorative in their descriptions of the other groups, while Samoans were the most

positive of the three in their outgroup descriptions. (3) Samoans were more likely than the other two groups to describe these groups as racist, and they used skin colour to describe themselves and others more often than Maori or Pakeha. (4) Suggests that the free response questionnaire gave participants more scope to use colloquial and emotive content in their descriptions than is generally possible in a trait list.

Scope: A free response questionnaire was used and the data analysed through content analysis.

Keywords: identity - acculturation, Pacific, Samoan, Maori, Pakeha, migrants, overseas born, New Zealand born, survey

128. Raza, F., 1997 *Ethnic identity, acculturation, and intergenerational conflict among second-generation New Zealand Indians*, MA Psychology, University of Auckland, Auckland.

Research focus/aims: (1) To assess the applicability of the culture conflict model of second generation immigrant adaptation in relation to second generation Indian immigrants in New Zealand. (2) To identify any important demographic differences in the socio-psychological adaptation of participants.

Participants: Second generation New Zealand Indians (n=65), aged 18-25 years.

Key findings/outcomes: Little support was found for the culture conflict model. Respondents were found to maintain an integrated (bicultural) ethnic identity, with little apparent evidence of conflict. Suggests that participants' New Zealand and Indian identities are relative separate constructs. Participants reported low levels of intergenerational conflict. Acculturation, ethnic identity, traditionalism and intergenerational conflict were found to be generally unrelated. Gender, religion, and parents' country of origin were associated with differences in ethnic identity, acculturation, traditionalism and intergenerational conflict.

Scope: A questionnaire designed to assess ethnic identity, acculturation, traditionalism and intergeneration conflict was administered and analysed statistically.

Keywords: identity - acculturation, family - intergenerational relationships, Indian, migrants, New Zealand born, survey

129. Skarott, M., 1997 'Immigrants and refugees: Their portrayal in contemporary fiction for children and young adults', *Talespinner*, 3, 50-60.

Research focus/aims: To explore the portrayal of immigrants and refugees in contemporary fiction for children and young adults in terms of four stages in immigrant/refugee experience: decision, journey/flight, transition and adjustment. Compiles an annotated bibliography of 28 books.

Key findings/outcomes: No fictional material with a New Zealand setting was found. The books included covered a wide range of ethnic groups, historical events and stages in immigrant/refugee experience. In the sample of books read, more books were available for older than younger readers. Suggests similar research should examine fiction relating to the long-term consequences of being a migrant or refugee around issues of culture loss and intergenerational conflict.

Scope: Books accessed were limited to those held in the National Library Children's Collection, Wellington District Centre collection of the School Library Service and the Wellington Public Library.

Keywords: identity - acculturation, migrants, refugees, overseas born, review

- 130.** Tunufa'i, L. F., 2005 *The price of spiritual and social survival: Investigating the reasons for the departure of young New Zealand born Samoans from a South Auckland Samoan Seventh-day Adventist Church*. A thesis submitted to the Auckland University of Technology in partial fulfilment of the degree of Master of Arts in Social Science, Auckland [electronic resource].

Research focus/aims: To identify the reasons for the departure of young New Zealand born Samoans from a South Auckland traditional Samoan Seventh-day Adventist Church.

Key findings/outcomes: Concludes that the church atmosphere was antagonistic to the young people's spiritual and social journeys, leading them to look elsewhere for social and spiritual survival. Reversal of this situation would require the church to establish an active and effective system that will enable the concerns and ideas of young New Zealand born Samoans, and of other young people, to be shared, heard and rightly understood by the elders and the leadership of the church.

Scope: Case study.

Keywords: identity - acculturation, peer relationships, Pacific, Samoan, migrants, New Zealand born, case study

- 131.** Tupuola, A.M., 1998 *'Adolescence': myth or reality for 'Samoan' women?: Beyond the stage-like toward shifting boundaries and identities*. A thesis submitted to the Victoria University of Wellington in fulfilment of the requirement for the degree of Doctor of Philosophy in Education, Wellington.

Research focus/aims: To explore perspectives on adolescence held by young women of Samoan descent in New Zealand in the light of current dominant theories that conceptualise personal and ethnic identity formation as essential developmental processes of adolescence.

Participants: Young Samoan women aged 16-18 years (n=40) born in New Zealand.

Key findings/outcomes: There are problems with dominant concepts of adolescence with respect to assumptions about personal and ethnic identity formation for ethnic minority youth. Assumptions about the universality of identity formation as progressive or stage-like do not adequately encompass the experiences of participants. In particular: (1) Culture, broadly understood, and gender play significant roles in the ways in which different populations make sense of adolescence. (2) Fa'aSamoa has different meanings in different contexts. (3) Concepts commonly used in discussions about ethnic minority youth such as 'cultural hybridity', 'diaspora', and labels such as 'Samoan' and 'New Zealand born Samoan' may not be useful in understanding the process of identity formation for young people of Samoan descent in New Zealand. For example, when asked to give their ethnic identification, participants variously described themselves as 'New Zealand born Samoan', 'Samoan', 'Kiwi', 'Niu Sila Samoan', 'multi-ethnic', 'Polynesian', 'Welsh Samoan', 'Samoan Maori', 'European Samoan', 'New Zealander'. These young people's identities were revealed as highly complex and shifting.

Scope: PhD thesis involving data gathering through literature and oral narratives as well as video recording.

Keywords: identity - acculturation, Pacific, Samoan, migrants, New Zealand born, interviews, participant observation

- 132.** Tupuola, A.M., 1999 *'Shifting identities for Pacific diasporic youth in New Zealand: Research and methodological implications into the 21st century'*. Educating Pasefika Positively: Conference Proceedings: Pacific Islands Educators' Conference, Auckland, 13-15 April.

Research focus/aims: To examine the concept of identity in the context of globalisation and the diaspora of Pacific people. In particular, to consider this in relation to the transient and

multiple identities of young people of Pacific descent living in New Zealand. To consider the methodological implications for researching Pacific youth in New Zealand in light of the methods used in this research.

Participants: Young Samoan women aged 16-18 years (n=40) born in New Zealand.

Key findings/outcomes: The boundaries, both cultural and social, between westernisation and fa'aSamoa are not clear cut. Westernisation played an important part in the lives of many participants through, for example, family upbringing, media, popular culture and globalisation. This means that these young people's identities are highly complex. The assumption, often made, that young people of Samoan descent in New Zealand move only between two cultures should be reconsidered. The common binary of 'Island born' and 'New Zealand born' cannot encompass the complexity of identity for these young people. Methodologically, this research recognised that participants held diverse definitions and interpretations of fa'aSamoa. Consequently, the research approach acknowledged that traditional fa'aSamoa protocol had limited relevance for such a diverse group. Its principles (e.g. fa'aaloalo - respect, and tautua - service) were used in different ways in different contexts during the research. As well, the influence of westernisation was acknowledged in the research process in keeping with the experience of many participants. The role of the researcher as an 'insider' is also considered.

Scope: Draws on research from PhD thesis (see Tupuola 1998 [131]).

Keywords: identity - acculturation, Pacific, Samoan, migrants, New Zealand born, interviews, participant observation, research methods

133. Tupuola, AM., 1993 *Critical analysis of adolescent development: A Samoan women's perspective*, MA Education, Victoria University of Wellington, Wellington.

Research focus/aims: To offer an alternative reading of Mead's *Coming of Age in Samoa*; to examine adolescent development from the perspective of Samoan women within a non-traditional framework.

Participants: 13 Samoan women (including the researcher), New Zealand born (n=7) and Samoan born (n=6).

Key findings/outcomes: (1) Participants questioned the psychological and psycho-analytical definition of adolescence current during Mead's era and argued that the concept of adolescent development prevalent in western societies was a foreign one but nevertheless influential in Samoan girls' lives as they become exposed to westernisation. (2) Participants observed that living in two cultures was stressful, particularly in terms of the different expectations of aiga (family) and fa'aSamoa on one hand, and of western culture on the other. (3) Notes the emergence of indigenous scholarship arising from a drive by indigenous people for self-empowerment in both research methods and literary structure.

Scope: Method involved group meetings for reflection on Mead's research and on extracts from human development texts and literature examining adolescent development. For further work that draws on this thesis project, see:

- Tupuola, AM., 1996 "Learning sexuality: young Samoan women." *Women's Studies Journal* 12, 2, 59-75. This article explores why learning sexuality may be a cultural dilemma for young Samoan women. Discusses the expectations placed on young Samoan women within fa'aSamoa, and some of the difficulties these young women face within traditional social structures. Stated implications of the research: (1) Sex education programmes and services for this group should empower them by including them in development, implementation and evaluation processes. (2) Health authorities and elders/aiga/parents should be encouraged to come to community fonos (forums) run by the young people in order to learn about the perspectives on sexuality held by these young people. (3) The term 'sexuality' must be redefined by young Samoan women so that services and programmes can take, as their starting point, these young women's own interpretations of sexuality. (4)

Programmes need to recognise the heterogeneity of this group by being flexible and collaborative and by reflecting both Samoan and western principles and lifestyles.

- Tupuola, A.M., 1998 'Fa'asamoa in the 1990s: young Samoan women speak.' *Feminist Thought in Aotearoa/New Zealand: Differences and Connections*. Plessis, R. DU., & Alice, L. (eds) Auckland: Oxford University Press, 51-56.

Keywords: identity - acculturation, health, Pacific, Samoan, migrants, New Zealand born, overseas born, interviews

- 134.** Underhill-Sem, Y. J. and Fitzgerald, T.K., 1996 *Paddling a multicultural canoe in bicultural waters: ethnic identity and aspirations of second generation Cook Islanders in New Zealand*, Christchurch: Macmillan Brown Centre for Pacific Studies.

Research focus/aims: To explore the changing ethnic identity among second generation Cook Islanders by examining their aspirations and identity.

Participants: Cook Islanders (n=50) raised in New Zealand, aged 15-31 years.

Key findings/outcomes: (1) Participants had a primary commitment to New Zealand, but did not reject Cook Island culture, which was seen as centring around a family/kinship ethic. (2) English was the main language of most participants. Knowledge of Cook Island Maori was not extensive and was mainly used (if at all) in particular contexts (church, Island related activity, extended family). (3) Links with the Cook Islands appeared to be diminishing with this generation, and many are displaying closer cultural affinity with other young New Zealanders in domains such as sport, music/dance events, activities with peers. Participants displayed some cultural ambivalence over the advantages of valuing and emphasising their ethnicity on one hand and the risk that, if they do this, they will endanger their own social mobility and economic opportunity. Respondents were proud of family closeness, respect for elders and other Cook Islands cultural values, but also wished to reconsider conservative gender roles and some other Island related activities such as feasting. (4) Participants hoped their children would be bicultural, and many hoped they would be bilingual as well.

Scope: Participant observation including in-depth formal and informal interviews. Participants gathered through snowballing technique. Notes that, because of this, some social networks were left out, notably the church-going community. See also:

- Fitzgerald, T. K., 1989 'Coconuts and Kiwis: identity and change among second generation Cook Islanders in New Zealand', *Ethnic Voices*, 7, 4, 259-289.
- Fitzgerald, T. K., 1988 *Aspirations and identity of second generation Cook Islanders in New Zealand*, Department of Education, Wellington.

Keywords: identity - acculturation, family - language, family – intergenerational relationships, Pacific, Cook Islands, New Zealand born, interviews, participant observation

- 135.** Vaoiva, R., 1999 *New Zealand born Pacific Island Youth: Identity, Place and Americanisation*, Geography, Auckland University of Auckland.

Research focus/aims: To explore New Zealand born Pacific Island youth identity and, in particular, to study how place and 'Americanisation' are used by these young people in their sense of identity.

Participants: New Zealand born Pacific Island young people (n=10).

Key findings/outcomes: Questions the idea that Pacific Island youth are 'wanna be' Afro-Americans. Argues instead that these young people use 'Americanisation' to establish a distinct identity as New Zealand born Pacific Island youth. Argues for the importance of giving these young people a voice in academic research.

Scope: Data were gathered from individual interviews with each participant and through participant observation among different groups of Pacific Island youth.

Keywords: identity - acculturation, Pacific, New Zealand born, interviews, participant observation

- 136.** Walkey, F. H. and Chung, R. CY., 1996 'An examination of stereotypes of Chinese and Europeans held by some New Zealand secondary school pupils', *Journal of Cross-Cultural Psychology*, 27, 3, 283-292.

Research focus/aims: To identify and compare the nature of the stereotypes about Chinese and European New Zealanders held by New Zealand secondary school students of Chinese and European descent.

Participants: Chinese and European New Zealand students from the third, fourth and fifth forms (years 9-11) in 14 state secondary schools in Wellington (n=159 students in each group).

Key findings/outcomes: Stereotypes of Chinese and European New Zealanders were consistent across the two groups. Both groups rated the Chinese above Europeans on work ethic, and on social control (on a scale of social vs. individual control). Argues that, although this stereotype of the Chinese can be seen as positive, it may have negative implications, particularly for those in the Chinese-New Zealand population who do not conform to the 'model minority' stereotype. For example, refugees and newly arrived migrants who may be living in poverty and behave in more traditional ways may feel the impact of this stereotype if mainstream society regards them as failing to live up to being model citizens as prescribed by the stereotype.

Scope: As part of a survey of intercultural stereotypes and educational aspirations, 21 bipolar pairs of adjectives were put before students who were asked to position 'Chinese' or European' on a five point scale between each pair. Factor analyses were used to analyse the responses. For the thesis from which this article was drawn, see Chung, CY. R., 1983 *Academic expectations and intercultural stereotypes: a study of Chinese and European New Zealanders*, MA Thesis, MA, Victoria University of Wellington.

Keywords: identity - acculturation, Asian, Chinese, Pakeha, migrants, overseas born, New Zealand born, survey

- 137.** Ward, C. and EY. Lin, 2005 'Immigration, acculturation and national identity in New Zealand', in Liu, J.H., McCreanor, T., McIntosh T., and Teaiwa T., (eds) *New Zealand Identities: Departures and Destinations*, 155-173, Wellington: Victoria University Press.

Research focus/aims: To investigate which acculturation orientations are preferred by young immigrants to New Zealand (integration, assimilation, separation, marginalisation).

Participants: New Zealand adolescents including: Pacific (n=162, 38 percent overseas born); Chinese (n=103, 76 percent overseas born); New Zealand European (n=247, 97 percent locally born); Maori (n=96, 100 percent locally born).

Key findings/outcomes: (1) Retaining cultural heritage and 'becoming a Kiwi' are both important to new migrants, and there is a strong preference for integration, that is, maintenance of one's heritage culture and adoption of the cultural identity of one's new country. (2) National and ethnic identities were strong in both Pacific and Chinese young people but national identity was stronger among those who were New Zealand born, and those who had greater proficiency in English. (3) New Zealand born migrants were also less inclined towards a separation orientation than those born overseas and were more willing to assimilate. (4) Among Pacific youth, higher self esteem and better adjustment at school were linked to a stronger preference for integration over the other forms of acculturation. (5) Among Chinese students, endorsement of integration was linked to greater life satisfaction, higher self esteem and fewer behavioural problems. (6) Separation, marginalisation and assimilation were linked to negative outcomes, with assimilation shown to be particularly detrimental to Pacific youth and linked to symptoms of psychological distress, behavioural problems, lower self esteem and

poorer school adjustment. Concludes that 'obstacles to integrated identities produce conflict. Both ethnic and national identities are core features of immigrant identity and both should be nurtured' (p.161).

Scope: Part of the 13 nation International Comparative Study of Ethno-cultural Youth, using a survey questionnaire and statistical analysis of data. For an account of results of the full ICSEY study across the 13 nations, see Berry, J., Phinney, J., Sam, D., and Vedder, P., (eds), 2006 *Immigrant Youth in Cultural Transition: Acculturation, Identity and Adaptation Across National Contexts*, London, Lawrence Erlbaum Associates.

Keywords: identity - acculturation, Asian, Chinese, Pacific, migrants, New Zealand born, overseas born, survey

138. Watts, N., White, C., and Drago, T.A., 2002 *Young migrant settlement experiences and issues in New Zealand: two perspectives*, Massey University New Settlers Programme, Palmerston North, NZ.

Research focus/aims: To explore the settlement of young people who are new settlers to New Zealand and who are from non-English speaking backgrounds. Two perspectives are examined: (1) younger and older migrant and refugee youth; (2) stakeholders involved in assisting new settlers to develop English language competence.

Participants: New settlers (resident in New Zealand at least one year) aged 10-14 years (n=80) and aged 17-21 years (n=77); stakeholders including voluntary tutors and ESOL specialists.

Key findings/outcomes: Data gathered from the young new settlers indicate that: (1) Most, especially those in the younger group, were adapting readily to using English outside the home, although there were some difficulties in adjusting to New Zealand English expression. (2) The maintenance or development of their ethnic language was proving difficult. (3) They were striving to participate socially with host society members through leisure and recreational activities, although they also wanted more opportunities to make New Zealand friends. (4) There was a general level of happiness to be in New Zealand and of appreciation of the educational and other resources available. (5) Concern was expressed by some of the older group about gaining employment and about possible discrimination in the workplace. (6) Many (from both groups) were unsure whether their futures lay in New Zealand. Notably, these generally positive views from the young people were in some contrast to the focus of the stakeholders who tended to concentrate on the barriers in social participation, education and employment that might limit the opportunities of the young people. The stakeholders stressed that settlement assistance for young new settlers is a shared responsibility (involving the young people, families, communities, institutions, and local and central government).

Recommendations: (1) A partnership approach at all levels. (2) Encouragement should be given to these young people to use opportunities to develop their proficiency in English and their understandings of Kiwi society. (3) The provision of up-to-date information, effective counselling and support to the families of these young people. (4) Provision of assistance to ethnic communities for the maintenance of their language and culture. (5) Encouragement to members of the host society to be aware of the needs of these young people and to be supportive of them. (6) A supportive environment that caters for the social, cultural and linguistic needs of these young people is needed in institutions (especially those involved in education and training). (7) Local and central government should contribute more to the settlement of this group, for example, through dedicated migrant youth workers. (8) An overall policy framework is needed to guide and co-ordinate developments in relation to assistance for these young people.

Scope: Structured interviews were held with new settler participants throughout New Zealand, and two stakeholder meetings were held (in Christchurch and Wellington). The interview schedule was designed with input from a focus group of ESOL advisors, College of Education staff specialising in migrant education, and members of some ethnic groups.

Keywords: identity - acculturation, peer relationships, language, services, migrants, refugees, overseas born, interviews

- 139.** Wong, L., 1973 *Chinese youth in Wellington: A study in social and cultural adjustment of Chinese youth and the Chinese community, 1970-1972*. Thesis submitted as part-requirement for the Master of Arts degree in Geography at Victoria University of Wellington, Wellington.

Research focus/aims: To account for the social resistance of Chinese youth in New Zealand to the processes of assimilation.

Participants: Wellington based Chinese youth aged 16-29 years who were either born in New Zealand or emigrated to New Zealand under the age of 9 years.

Key findings/outcomes: Found a noticeable social reaction among Chinese youth to assimilation into New Zealand society. This is accounted for by: (1) the resilience and adaptive nature of Chinese institutions in New Zealand including the family and other social organisations; (2) the attitudes (particularly antipathy and hostility) of the host society to the Chinese community in New Zealand.

Scope: Data were gathered from a random sample survey of approximately 100 Chinese youth in Wellington.

Keywords: identity - acculturation, Asian, Chinese, migrants, overseas born, New Zealand born, survey

- 140.** Wurtzburg, S.J., 2004 'Creating a New Zealand-Styled Fa'a-Samoa: Samoan Identity in Christchurch', *New Zealand Sociology*, 19, 1, 50-76.

Research focus/aims: To explore the ways in which Samoans living in Christchurch conceptualise their ethnic identity, and how this conceptualisation relates to individual needs and family concerns.

Participants: 24 members of the Christchurch Samoan community, ranging in age from early 20s to mid-60s.

Key findings/outcomes: There are strong social pressures emphasising the importance of family concerns over personal needs; there is resistance to this from many of the younger New Zealand born members of the community. This creates stress for these young people. Emphasises the range of Samoan identities expressed and notes that policy should not emphasise rigid protocols or static community norms as this will not adequately represent the variation in the Samoan community. Policy makers should, however, be attentive to: the importance of language as a marker of ethnicity and group membership; the links between church affiliation and ethnicity; the significance of shame and respect, which have implications for the ways in which Pacific people present themselves in educational and work settings. Ethnic ascriptions are not fixed and may change depending on circumstances.

Scope: Participant observation at Christchurch agencies that counter domestic violence, interviews with organisers of Pacific services, and with members of the Christchurch Samoan community.

Keywords: identity - acculturation, family - intergenerational relationships, Pacific, Samoan, migrants, overseas born, New Zealand born, interviews, participant observation

- 141.** Zemke-White, K., 2001 'Rap Music and Pacific Identity in Aotearoa: Popular music and the politics of opposition', Macpherson, C., Spoonley, P., and Anae, M., *Tangata O Te Moana Nui: The evolving identities of Pacific Peoples in Aotearoa/New Zealand*, 228-243, Palmerston North: Dunmore Press.

Research focus/aims: To examine and theorise the role of popular music in identity construction among young New Zealanders, particularly those of Maori and Pacific descent.

Data: Content from the work of contemporary New Zealand rap artists.

Key findings/outcomes: Argues that, although rap is a globalised and commodified American musical form, young Maori and Pacific people use rap and hip-hop culture to assert their own identities, history and alliances. Through these forms, they address international alignments as well as local discourses forged from contemporary differences in class and ethnicity.

Scope: Analysis of the work of local rap artists.

Keywords: peer relationships, Maori, Pacific, New Zealand born, review

Research methods

This section lists research (some of which is cited in the sections above) that has paid particular attention to the development of research methods that acknowledge the cultural context of migrant and refugee communities.

- R1.** Anae, M., 1998 *Fofoa-i-vao-'ese: the identity journeys of New Zealand born Samoans*, PhD Anthropology, University of Auckland, Auckland.

Research focus/aims: To explore the construction of ethnic identity among a group of New Zealand born Samoans. Specifically, to explore the way fa'aSamoa, church and life in New Zealand influence life choices, the construction of the self and secured identities.

Participants: The Samoan community associated with Newton Pacific Islanders Church in Auckland.

Key findings/outcomes: 'Identity journeys' are explored, that is, the construction of ethnic identity through experimenting with subject positions over time, as a result of challenges to perceived self identities. Three broad findings are outlined: (1) Links between New Zealand born Samoans and other Samoans established through the church, aiga, fa'aSamoa and homeland are differentially complex by virtue of these individuals being born in New Zealand and not Samoa. (2) New Zealand born Samoans are continuously involved in the renegotiation and construction of social roles and identities - but Samoan ethnicity is also a persistent identity system. (3) Ethnicity consists of the shared experiences of an ethnic group involving, in this case, the dynamic interaction between church, culture and identity, e.g. leaving Church, for this group, becomes synonymous with a temporary opting out of Samoan identity. 'Time outs' become crucial coping mechanisms that allow individuals to respond to challenges in their own terms, acting out or accommodating difference rather than succumbing to mental 'unwellness' as a result of their experiences not matching up with their emotional and cognitive knowledge. New Zealand born experiences support the Samoan conception of self as in relationships with other people, both Samoans and New Zealanders, and those who successfully reach a secured identity are able to understand, reconcile and reclaim their own identities in being a Samoan not born in Samoa.

Scope: Ethnography including interviews, discussion groups, participant observation over a period of two and a half years. See also:

- Anae, M., 1998 'Inside Out: Methodological issues on being a 'native' researcher.' *Pacific Health Dialogue* 5(2), 273-279.

Keywords: identity - acculturation, Pacific, Samoan, migrants, New Zealand born, ethnography, research methods

- R2.** Anae, M., Coxon, E., Mara, D., Wendt-Samu, T., and Finau, C., 2001 *Pasifika education research guidelines: Final Report*, Ministry of Education, Wellington.

These guidelines, produced by the Ministry of Education, are intended to inform researchers working with Pacific peoples in education research. The guidelines are updated regularly and aim to: (1) assist in the production of high quality research that acknowledges the cultural context of Pacific communities; (2) encourage a Pasifika development focus to research; (3) support appropriate and useful consultation and feedback to research participants and Pasifika communities; (4) help to increase the pool of Pacific education researchers.

Keywords: education, Pacific, migrants, New Zealand born, overseas born, research methods

- R3.** Mara, D., 1999 'Why research? Why educational research for/by/with Pacific communities in Aotearoa-New Zealand?' *Educating Pasefika Positively: Conference Proceedings: Pacific Islands Educators' Conference*, Auckland, 13-15 April.

Research focus/aims: To consider a range of research related topics in relation to Pacific students and families in Aotearoa/New Zealand including: the ownership of research, methodologies, ethics, the nature of the researcher and the researched, the outcomes of research.

Key findings/outcomes: Argues for greater involvement by Pacific researchers in educational research; the exploration and development by these researchers of Pacific methodologies (for example, the adaptation of focus group methods in culturally appropriate ways that may include provision for participants to speak in their own Pacific languages, innovative use of advisory groups and formal feedback sessions); the importance of these researchers discussing issues of ownership, method, ethics, the roles of researcher and participants, the outcomes of research. Argues for maintenance by researchers of close links with Pacific parents, teachers and communities.

Scope: Author reflects on her own research projects including: evaluation of the Anau Ako Pasifika Project and of the Pacific Islands School-Parent Community Liaison Project; a report on progress towards licensing and chartering of Pacific Islands early childhood centres, and the report on the implementation of Te Whariki (early childhood curriculum) on Pacific Islands early childhood centres. Critical education research literature is also drawn on.

Keywords: research methods, education - learning styles, education - acculturation, education - bilingualism, education - secondary, education - tertiary, Pacific, migrants, overseas born, New Zealand born, reflection on research methods

- R4.** Petelo, L. M., 2003 *Fa'alogo i leo o le fanau: a qualitative study of the ways in which students of Samoan background experience their education within the University of Canterbury*. A thesis submitted in fulfilment of the requirement for the degree of Doctor of Philosophy in Education at the University of Canterbury, Christchurch.

Research focus/aims: To explore the education experiences of students of Samoan background at the University of Canterbury through examining (1) dominant discourses that position these students in particular ways (e.g. within families, church communities and university) and participants' responses to these and (2) power relations produced and reproduced in the university through institutional policies and discursive practices. The study also considers methodological issues that arise from undertaking qualitative cross-cultural research.

Participants: Samoan students (n=22) studying at University of Canterbury. (Also seventh form students (n=9) in Samoa and staff involved in preparing them for university.)

Key findings/outcomes: Dominant discourses and discursive practices in play at the university constitute the participants as 'Other'. The participants experience university as exclusive and isolating. Argues that the university needs to move beyond focusing on deficit accounts of 'barriers' to participation and should instead work out how to disrupt dominant discourses and explore new possibilities to change discursive practices that constitute Samoan students in ways that are isolating and detrimental to them in the institution. Offers a number of recommendations of a practical nature for change in the university.

Scope: In-depth individual and group interviews, analysis of university policy documents. See also:

- Tamasese, K., Peteru, C. and Waldergrave, C., 1997 *Ole taeao afua: the New morning: A qualitative investigation into Samoan perspectives on mental health and culturally appropriate services. A research project carried out by the Family Centre, Anglican Social Services, Family Centre, Lower Hutt.*

Keywords: education – acculturation, education – tertiary, identity, research methods, Pacific, Samoan, migrant, New Zealand born, overseas born, interviews

- R5.** Silipa, S., 2004 *"Fanaafi o fa'amalama": A light within the light: nurturing coolness & dignity in Samoan students' secondary school learning in Aotearoa/New Zealand.* A thesis submitted in partial fulfilment of the requirements for the degree of Doctor of Philosophy at the University of Canterbury, Christchurch.

Research focus/aims: To examine Samoan secondary school students' classroom experiences and social psychological-cultural learning construction. Explores, in particular, their coping strategies within the classroom and factors that facilitate their thinking and learning.

Participants: Samoan secondary school students (n=9) in years 11 and 12 in a suburban co-educational school in New Zealand.

Key findings/outcomes: Students experienced cultural conflict in their learning between fa'aSamoa and western culture. This conflict can be considered in terms of 'content wavering', which relates to students' interaction with the content of the curriculum, and 'feelings wavering', which relates to socio-cultural and psychological factors. Argues that the ways students cope reveal a process of 'nurturing coolness and dignity'. Coping strategies identified are threefold: (1) 'pacifying and apprenticeship', centring on a pattern of interpersonal engagements in the classroom; (2) 'crafting through guided participation', which relates to students collaborating through communication skills used in socio-culturally oriented common activities; (3) 'ascertaining in participatory appropriation', in which students transformed their ways of knowing of and responsibility for activities through their own participation.

Scope: Participant observation, group discussions, survey of students and teachers, and informal discussions with parents, teachers and students' peers.

Keywords: education – learning styles, education – secondary, identity, research methods, Pacific, Samoan, migrant, New Zealand born, overseas born, ethnography

- R6.** Suaalii, T.M. and Mavoia, H., 2001 'Who says yes? Collective and individual framing of Pacific children's consent to, and participation in, research in New Zealand', *Childrenz Issues: Journal of the Children's Issues Centre*, 5, 1, 39-42.

Research focus/aims: To discuss issues surrounding research participation by Pacific children and young people, focusing in particular on the collective nature of rights and knowledge for this group, and the complexities of giving consent to research involvement in cross cultural contexts. Examines (1) the contexts in which individuals do or do not have an individual right of consent; (2) the implications of the valuing by Pacific peoples of collective knowledge; (3) the significance of shame in parental decisions about whether children should participate in research.

Key findings/outcomes: Observes that children's rights in the research context have been framed in terms of western understandings of individualised ownership of knowledge but this is incongruent with the collective nature of ownership and responsibility among Pacific groups. Thus 'for Maori and Pacific peoples, the right to give consent and to pass on knowledge is enmeshed in collective frameworks where the individual is an integral part of an extended family and wider community' (p.39). Children's right to take part in research is governed by epistemologies of parents and others; in Pacific communities, these rights are linked to responsibilities and statuses within a collective framework. Researchers must take heed of this in designing protocols. Emphasises the importance of consultation during all stages of research design, implementation, interpretation and dissemination.

Scope: Wide ranging discussion drawing on New Zealand and international research.

Keywords: research methods, family - intergenerational relationships, Pacific, migrants, New Zealand born, overseas born, review

- R7.** Tupuola, AM., 1999 'Shifting identities for Pacific diasporic youth in New Zealand: Research and methodological implications into the 21st century.' *Educating Pasifika Positively: Conference Proceedings: Pacific Islands Educators' Conference, Auckland, 13-15 April.*

Research focus/aims: To examine the concept of identity in the context of globalisation and the diaspora of Pacific people. In particular, to consider this in relation to the transient and multiple identities of young people of Pacific descent living in New Zealand. To consider the methodological implications for researching Pacific youth in New Zealand in light of the methods used in this research.

Participants: Young Samoan women aged 16-18 years (n=40) born in New Zealand.

Key findings/outcomes: The boundaries, both cultural and social, between westernisation and fa'aSamoa are not clear cut. Westernisation played an important part in the lives of many participants through, for example, family upbringing, media, popular culture and globalisation. This means that these young people's identities are highly complex. The assumption, often made, that young people of Samoan descent in New Zealand move only between two cultures should be reconsidered. The common binary of 'Island born' and 'New Zealand born' cannot encompass the complexity of identity for these young people. Methodologically, this research recognised that participants held diverse definitions and interpretations of fa'aSamoa. Consequently, the research approach acknowledged that traditional fa'aSamoa protocol had limited relevance for such a diverse group. Its principles (e.g. fa'aaloalo - respect, and tautua - service) were used in different ways in different contexts during the research. As well, the influence of westernisation was acknowledged in the research process in keeping with the experience of many participants. The role of the researcher as an 'insider' is also considered.

Scope: Draws on research from PhD thesis (see Tupuola 1998 [131]). See also:

- Tupuola, AM., 1993 'Raising research consciousness the fa'aSamoa way'. *New Zealand Annual Review of Education*, 3, 175-189.

Keywords: identity - acculturation, Pacific, Samoan, migrants, New Zealand born, interviews, participant observation, research methods

- R8.** Vaioleti, T.M., 2006 'Talanoa research methodology: A developing position on Pacific research', *Waikato Journal of Education*, 12, 21-34.

Research focus/aims: To contribute to theorising on Pacific research approaches from a Tongan perspective. Explores Pasifika research methodology based on Talanoa (an approach that is 'ecological, oral and interactive').

Key findings/outcomes: Discusses the concept of Talanoa as a research approach that is 'a personal encounter where people story their issues, their realities and aspirations' and argues

that this is an approach that allows 'more mo'oni - pure, real, authentic - information to be available for Pacific research than data derived from other research methods'. Discusses the philosophical and phenomenological bases for Talanoa and the research relationships and processes involved. Details a range of research protocols through which Talanoa proceeds. Discusses some possible concerns and limitations of this approach.

Scope: Analytical review.

Keywords: research methods, Pacific, review

APPENDIX ONE: INTERNATIONAL STUDIES

These are international studies that were noted in the process of the New Zealand literature search.

Australian Institute of Multicultural Affairs, 1985 *Reducing the risk: unemployment migrant youth and labour market programs: overview*, Australian Institute of Multicultural Affairs, Melbourne.

Australian Institute of Multicultural Affairs, 1985 *Reducing the risk: Unemployed migrant youth and labour market programs: report, March 1985*, Australian Institute of Multicultural Affairs, Melbourne.

Burnley, I.H., 1986 'Convergence or occupational and residential segmentation? Immigrants and their Australian-born children in metropolitan Sydney, 1981', *ANZJS*, 22, 1, 65-83.

Caspi, A., Moffitt, T.E., Silva, P.A., Stouthamer-Loeber, M., Krueger, R.F., and Schmutte, P.S., 1994 'Are some people crime-prone? Replications of the personality-crime relationship across countries, genders, races, and methods', *Criminology*, 32, 2, 163-195.

Collier, V.P., 1988 'Students and second language acquisition. Age and time factors in second language acquisition', *New Settlers and Multicultural Education Issues*, 5, 1, 9-10.

Cox, D.R., 1976 'Pluralism in Australia', *The Australian and New Zealand Journal of Sociology*, 12, 2.

Glynn, T., 1989 *If both can teach, both can learn: Peer tutoring as a context for children learning English as a second language*, Tasmanian Institute for Educational Research, Hobart.

Hansen-Strain, L., 1993 'Educational implications of group differences in cognitive style: evidence from Pacific cultures', *Pacific Studies*, 16, 1, 85-97.

Horenczyk, G. and Tatar, M., 1998 'Friendship expectations among immigrant adolescents and their host peers', *Journal of Adolescence*, 21, 1, 69-82.

Hughson, J., 1997 'Football, folk dancing and fascism: Diversity and difference in multicultural Australia', *The Australian and New Zealand Journal of Sociology*, 33, 2, 167-186.

Hughson, J., 1999 'The boys in blue and the bad blue boys: A case study of interactive relations between the Police and Ethnic youth in Western Sydney', *Australian Journal of Social Issues*, 34, 2.

Maani, S.A., 1992 *Are young first and second generation immigrants at a disadvantage in the Australian labour market*, University of Auckland, Auckland.

Marjoribanks, K., 2004 'Immigrant adolescents' individual and environmental influences on young adults' educational attainment: A research note', *Journal of Comparative Family Studies*, 35, 3, 485-499.

Morrell, S., Taylor, R., Slaytor, E., and Ford, P., 1999 'Urban and rural suicide differentials in migrants and the Australian-born, New South Wales, Australia 1985-1994', *Social Science and Medicine*, 49, 1, 81-91.

Morton, H., 1998 'Creating their own culture: Diasporic Tongans', *Contemporary Pacific: a Journal of Island Affairs*, 10, 1, 1-30.

North, D., 1997 'The lost boys: US prisons' young Island population', *Pacific Islands Monthly* 67, 2, 10-13.

- Putnins, A.L., 2005 'Assessing recidivism risk among young offenders', *The Australian and New Zealand Journal of Criminology*, 38, 3.
- Rodriguez, T.D., 2002 'Oppositional culture and academic performance among children of immigrants in the USA', *Race, Ethnicity and Education*, 5, 2, 199-215.
- Shams, M., 2001 'Social support, loneliness and friendship preference among British Asian and non-Asian adolescents', *Social Behavior and Personality*, 29, 4, 399-404.
- Stillwell, G., Boys, A., and Marsden, J., 2004 'Alcohol use by young people from different Ethnic groups: Consumption, intoxication and negative consequences', *Ethnicity*, 9, 2.
- Taylor, R., Morrell, S., Slaytor, E., and Ford, P., 1998 'Suicide in urban New South Wales, Australia 1985-1994: Socio-economic and migrant interactions', *Social Science and Medicine*, 47, 11, 1677-1686.
- Taylor, T. and Doherty, A., 2005 'Adolescent sport, recreation and physical education: Experiences of recent arrivals to Canada', *Sport, Education and Society*, 10, 2.
- van der Veen, I. and Meijnen, G.W., 2002 'The Parents of successful secondary school students of Turkish and Moroccan Background in the Netherlands: Parenting practices and the relationship with parents', *Social Behavior and Personality*, 30, 3, 303-316.
- Verkuyten, M. and Masson, K., 1995 'New Racism', self esteem, and Ethnic relations among minority and majority youth in the Netherlands', *Social Behavior and Personality*, 23, 2, 137-154.
- Vollebergh, W.A.M. and Huiberts, A.M., 1997 'Stress and Ethnic identity in Ethnic minority youth in the Netherlands', *Social Behavior and Personality*, 25, 3, 249-258.
- Warner, K., 2004 'Gang rape in Sydney: Crime, the media, politics, race and sentencing', *The Australian and New Zealand Journal of Criminology*, 37, 3.
- Willinsky, J. and Thomas, L., 1997 'Students' perceptions of racial and ethnic tensions in Pacific Region schools', *Canadian Journal of Education*, 22, 4, 361.
- Zevallos, Z., 2003 'That's my Australian side': The Ethnicity, gender and sexuality of young Australian women of South and Central American origin', *Journal of Sociology*, 39, 1, 81-98.

APPENDIX TWO: SEARCH STRATEGY

In consultation with the Department of Labour, relevant keywords/phrases based on the inclusion/exclusion criteria were identified (see the Research Tools section in the Introduction). The following combinations of keywords were used to search the National Bibliographic Database, Index New Zealand, Sociological Abstracts, Social Services Abstracts, PsychInfo, Proquest and ERIC:

?migra? refugee asylum rac? ethnic? cultur?

and

you? child? adolescen? student teen generation

and

Zealand.

A number of other keyword searches were also tried including words such as risk, resiliency, crime, transition, settlement, integration, adjustment, cohesion, family, peer, friend, identity, education, health, training, discrimination. However, the main keyword searches identified above proved to be the most fruitful way of approaching the search.

The country keyword searches included those countries that have been the main sources of refugees and migrants to New Zealand:

Afghanistan,, Africa,, America,, Asia, Burundi, China, Congo, Eritrea, Ethiopia, Europe, Fiji, Hong Kong, India, Indonesia, Iran, Iraq, Japan, Korea, Laos, Malaysia, Melanesia, Myanmar, Pacific, Pasifica, Pasifika, Philippines, Polynesia, Somalia, Samoa, Sudan, Taiwan, Thailand, Tonga, Ukraine, Vietnam.

References were screened by title and abstract according to the inclusion/exclusion criteria.

Hard copy searching of New Zealand academic journals at the libraries of Lincoln University and the University of Canterbury were used to access articles published before 1987 (and therefore not included in Index New Zealand). Library staff at the Macmillan Brown Centre for Pacific Studies were also consulted about relevant work.

Website searches carried out included the following:

Ministries/agencies: Aotearoa Ethnic Network, Asia New Zealand Foundation, Department of Labour, Ministry of Education, Ministry of Justice, Ministry of Pacific Island Affairs, Ministry of Social Development, Ministry of Youth Development, Refugee and Migrant Service.

Research organisations/groups: Asian Public Health Project Team, Auckland University School of Asian Studies, Centre for Applied Cross Cultural Research, Centre for Asian and Migrant Health Research, Massey New Settlers Programme, New Zealand Council for Educational Research, Otago University Asia in New Zealand Research Group, Victoria University Asian Studies Institute, Waikato Migration Research Group.

Information Services staff at the Department of Labour were consulted to access additional material that had not been accessed through the searches already undertaken.

References were coded and assessed according to the inclusion criteria agreed with the Department (see the Research Tools section in the Introduction). Where possible, this involved reading the full text of a work. Where it was not possible to access the full text of a chosen reference, the reference was coded and assessed on the basis of whatever information was available (e.g. an abstract). If selected for inclusion in the bibliography, such references were identified as not read in full.

The following bibliographies were searched:

Bedford, Richard, Bridget Spragg and Joanne Goodwin, *International migration, 1995-1998: A report on current research and a bibliography*, University of Waikato, Migration Research Group, Department of Geography, and Population Studies Centre.

Nam, Boutros and Rachel Ward, 2006 *Refugee and Migrant Needs: An annotated bibliography of research and consultations*, prepared for the Refugee and Migrant Service.

Trlin, Andrew D. and Paul Spoonley (eds) *New Zealand and international migration: a digest and bibliography*, Palmerston North: Dept. of Sociology, Massey University, Vols 1–4.

All relevant references were imported into an Endnote library.

KEYWORD INDEX

F = Family and social networks

E = Education and employment

H = Health and social services

I = Identity and participation

R = Research methods

Research Content

Crime – Family Group Conferences: F25 F26 F28

Crime – gangs: F24 F27 I21

Crime – Youth Court: F25 F26 F28 F29

Education – acculturation: E2 E30 E36 E37 E41 E42 E43 E44 E45 E48 E49 E50 E53 E54 E55 E58 E59 E61 E62 E63 E64 E65 E69 E70 E72 E73 E74 E77 E78 E79 E80 E82 E85 E86 E91 H11 H12 H14 H23 H25 H34 I24 R3 R4

Education – achievement: E45 E81 E97 E101

Education – aspirations: E64 E65 E97 E100 E107

Education – assessment: E5 E15

Education – bilingualism: E7 E9 E10 E16 E17 E31 E77 I26 R3

Education – intermediate schools: E19 E80 E82 E86

Education – language/ESOL: F21 E1 E2 E3 E4 E5 E6 E7 E8 E9 E10 E11 E12 E13 E14 E15 E16 E17 E18 E19 E20 E21 E22 E23 E24 E25 E26 E27 E28 E29 E30 E31 E32 E33 E36 E54 E71 E93 I9

Education – learning styles: E2 E4 E6 E11 E12 E13 E14 E15 E18 E20 E22 E23 E28 E29 E30 E31 E32 E33 E34 E35 E36 E37 E38 E39 E40 E45 E46 E47 E48 E51 E52 E56 E57 E58 E60 E61 E62 E63 E65 E66 E67 E68 E71 E74 E75 E76 E77 E78 E79 E80 E81 E83 E84 E86 E87 E88 E89 E90 E91 E92 E93 E94 E100 E108 E109 I2 R3 R5

Education – school organisation: E14 E19 E21 E24 E29 E32 E34 E41 E54 E55 E57 E58 E73 E82 E86 E91 E92 E98 H12

Education – secondary schools: E2 E3 E4 E5 E6 E7 E8 E9 E10 E11 E12 E13 E15 E18 E19 E21 E23 E24 E25 E26 E27 E28 E29 E30 E31 E32 E36 E40 E41 E42 E43 E44 E47 E49 E50 E51 E53 E56 E57 E59 E60 E63 E66 E68 E71 E72 E73 E74 E75 E76 E77 E78 E79 E80 E81 E82 E83 E86 E87 E88 E90 E91 E92 E93 E96 E97 E99 E100 E101 E102 E103 E107 E108 H11 H12 H21 H23 I2 I17 I24 I25 R3 R5

Education – teachers: E3 E8 E18 E19 E21 E27

Education – tertiary: E17 E22 E23 E33 E35 E37 E39 E44 E46 E48 E52 E60 E61 E62 E67 E70 E74 E77 E81 E84 E85 E89 E94 E95 E109 H5 H20 R3 R4

Employment: E104 E105 E106 E107 E108 E109

Family – acculturation: F8 F22 H25 H28 H32 I11 I15

Family - intergenerational relationships: F2 F5 F6 F7 F8 F9 F10 F11 F12 F14 F15 F16 F17 F20 F22 F23 F27 F28 E34 E35 E46 E47 E48 E50 E51 E53 E71 E73 E76 E89 E97 E100 H8 H10 H19 H25 H29 H32 I9 I13 I23 I25 I28 I34 I40 R6

Family – language: F1 F3 F4 F15 F16 F18 F19 I34

Family – transnationalism: F12

Health – mental: E41 H1 H4 H6 H7 H8 H9 H11 H12 H14 H15 H19 H23 H25 H26 H27 H28 H29 H31 H33 H34 I5 I7 I22 I33

Health – physical: H3 H5 H9 H10 H13 H16 H17 H18 H20 H21 H25 H30

Health – services: E47 E50 E55 E58 H2 H3 H4 H6 H7 H10 H11 H15 H19 H24 H27 H29 H31 H32 I12

Identity: E17 E63 E85 E87 I2 I11 I15 I26 R4 R5

Identity – acculturation: F1 F3 F4 F5 F7 F9 F10 F11 F14 F18 F21 F24 E70 H25 I1 I3 I4 I5 I6 I7 I8 I9 I10 I12 I13 I14 I16 I17 I18 I19 I20 I21 I22 I23 I24 I25 I27 I28 I29 I30 I31 I32 I33 I34 I35 I36 I37 I38 I39 I40 R1 R2 R7

Peer relationships: F1 F13 F17 F27 E53 E65 E70 H23 H28 I6 I19 I30 I38 I41

Research methods: F20 E77 E85 E87 I1 I32 R1 R2 R3 R4 R5 R6 R7 R8

Services: F21 F29 E62 E84 E89 H22 H24 H32 I2 I38

Country of Origin/Heritage Culture

African: E47

Asian: F2 F8 F10 F11 F13 F15 F16 F21 F22 F23 E1 E9 E23 E25 E29 E37 E44 E61 E70 E72 E75 E82 E99 E102 E103 E107 H5 H9 H16 H17 H19 H20 H21 H24 H25 H28 H30 H31 I3 I6 I7 I8 I13 I14 I17 I18 I19 I20 I22 I36 I37 I39

Assyrian: E43 I2

Cambodian: E69 E72

Chinese: E40 F10 F11 F15 F16 F21 F22 E40 E41 E61 E74 E75 E97 E105 H1 H4 H10 H11 H19 H24 H25 H28 H31 H34 I6 I7 I10 I13 I14 I17 I18 I19 I20 I22 I36 I37 I39

Cook Islands: F4 F7 F24 E35 E46 E49 E57 E84 H12 I34

Fijian: F19 F24 E46 E89

Hong Kong: F8 F21 E40 E107 H1 I3

Indian: F14 F23 E9 E74 E105 H3 H25 H28 H32 I24 I28

Iraqi: F9 I2

Korean: F21 E29

Kosovar: E42 E55

Latin American: E43

Malaysian: F21 E70

Marshall Islands: E89

Niuean: F4 F7 F24 E35 E46 E49 E89 H12

Pacific: F2 F5 F6 F7 F17 F18 F20 F24 F25 F26 F27 E1 E9 E17 E20 E23 E30 E35 E37 E38 E39 E45 E46 E48 E49 E50 E51 E56 E57 E58 E59 E60 E66 E67 E71 E73 E76 E77 E78 E79 E81 E83 E84 E85 E86 E87 E88 E89 E96 E100 E101 E102 E103 E105 E106 E108 E109 H5 H6 H7 H8 H12 H13 H15 H16 H17 H18 H20 H21 H26 H27 H28 H29 H30 I1 I11 I12 I15 I21 I23 I26 I27 I30 I31 I32 I33 I34 I35 I37 I40 I41 R1 R2 R3 R4 R5 R6 R8

Papua New Guinea: E89

Philippines: F21

Rotuman: E49

Samoan: F4 F7 F18 F24 E7 E17 E20 E30 E35 E46 E49 E50 E57 E78 E79 E84 E85 E87 E89 H12 H18 H26 H29 I1 I12 I15 I23 I26 I27 I30 I31 I32 I33 I40 R2 R4 R5

Singapore: F21

Somali: E34 E53 E63 E64 E65 I4 I16 R1

South African: H23

South East Asian: E16 E43

South Korean: F8 E107 I3

Sri Lankan: F3 I8

Taiwanese: F8 F21 E25 E29 E40 E107 H1 I3 I13

Tokelau: F6 F24 E46 E49 E83

Tongan: F1 F4 F5 F24 E35 E49 E51 E57 E73 E76 E78 E79 E84 E89 H12

Tuvalu: E49 E89

Vanuatu: E89

Maori/Pakeha

Maori: F2 F4 F17 F24 E49 E56 E57 E58 E59 E60 E67 E96 E101 E102 E105 H5 H6 H7 H12 H13 H15 H16 H17 H18 H20 H21 H27 H28 H30 I21 I27 I41

Pakeha: F2 F10 F11 F13 F15 F16 F17 F24 E25 E37 E66 E97 E102 E107 E108 H5 H6 H12 H13 H16 H17 H20 H21 H30 I27 I36

Migrants/Refugees

Migrants: F1 F2 F3 F4 F5 F6 F7 F8 F9 F10 F11 F12 F13 F14 F15 F16 F17 F18 F19 F20 F21 F22 F23 F25 F26 F27 F28 F29 E1 E2 E4 E5 E6 E7 E9 E10 E11 E12 E13 E14 E15 E17 E19 E20 E23 E24 E25 E26 E28 E29 E30 E31 E32 E33 E35 E36 E37 E39 E40 E44 E45 E46 E47 E48 E49 E50

E51 E52 E56 E57 E58 E59 E60 E61 E66 E67 E68 E69 E70 E71 E72 E73 E74 E75 E76 E77 E78
E79 E81 E82 E83 E84 E85 E86 E87 E88 E89 E91 E92 E94 E95 E96 E99 E100 E101 E102 E104
E105 E106 E107 E108 E109 H3 H4 H5 H6 H7 H8 H9 H10 H13 H15 H16 H17 H18 H19 H20 H21
H22 H23 H24 H25 H26 H27 H28 H29 H30 H31 H32 H33 H34 I1 I3 I6 I7 I8 I10 I11 I13 I14 I15
I17 I18 I19 I20 I21 I23 I24 I26 I27 I28 I29 I30 I31 I32 I33 I36 I37 I38 I39 I40 R1 R2 R3 R4
R5 R6 R7

Refugees: E1 E2 E4 E5 E6 E9 E10 E11 E12 E13 E14 E16 E19 E23 E24 E26 E28 E31 E32 E33
E34 E36 E42 E43 E47 E53 E54 E55 E62 E63 E64 E65 E68 E69 E72 E80 E90 E91 E92 E93 H2
H14 H22 H33 I2 I4 I5 I9 I16 I25 I29 I38

Asylum seekers: H2

New Zealand Born/Overseas Born

New Zealand born: F1 F2 F3 F4 F5 F6 F7 F9 F10 F11 F14 F15 F16 F17 F18 F20 F24 F25 F26
F27 F28 F29 E1 E2 E4 E5 E6 E7 E9 E10 E11 E12 E13 E14 E15 E17 E19 E20 E23 E35 E36 E37
E39 E44 E45 E46 E48 E49 E50 E51 E56 E57 E58 E59 E60 E66 E67 E68 E71 E73 E74 E76 E77
E78 E79 E81 E82 E83 E84 E85 E87 E89 E91 E92 E94 E96 E97 E99 E100 E101 E102 E103 E105
E106 E108 E109 H3 H4 H5 H6 H7 H9 H12 H13 H15 H16 H17 H18 H19 H20 H21 H24 H25 H26
H27 H28 H29 H30 H31 H33 H34 I1 I11 I12 I15 I17 I18 I21 I22 I23 I24 I26 I27 I28 I30 I31
I32 I33 I34 I35 I36 I37 I39 I40 I41 R1 R2 R3 R4 R5 R6 R7

Overseas born: F1 F2 F3 F4 F5 F6 F7 F8 F9 F10 F11 F12 F13 F14 F15 F16 F17 F18 F19 F20
F21 F22 F23 F25 F26 F29 E1 E2 E4 E5 E6 E7 E9 E10 E11 E12 E13 E14 E15 E17 E19 E20 E23
E25 E26 E28 E29 E30 E31 E33 E34 E35 E36 E37 E38 E39 E40 E41 E42 E44 E45 E46 E47 E48
E49 E50 E51 E52 E56 E57 E58 E59 E60 E61 E66 E67 E68 E69 E70 E71 E72 E73 E74 E75 E76
E77 E78 E79 E81 E82 E83 E84 E85 E87 E89 E91 E92 E94 E95 E96 E99 E102 E104 E105 E106
E107 E108 E109 H1 H3 H4 H5 H6 H7 H9 H10 H11 H12 H13 H15 H16 H17 H18 H19 H20 H21
H22 H23 H24 H25 H27 H28 H29 H30 H31 H32 H33 H34 I2 I3 I6 I7 I8 I10 I13 I17 I18 I19 I20
I21 I23 I27 I29 I33 I36 I37 I38 I39 I40 R3 R4 R5 R6

Main Research Method Used

Case study: E10 E12 E13 E15 E22 E23 E30 E32 E33 E47 E49 E55 E59 E67 E68 E72 E76 E80
E83 E84 E90 H8 I7 I12 I30

Classroom observation: E26 E27 E75

Documentary analysis: E16 E44 E57 E69 E82 E98

Ethnography: F6 F24 F27 E20 E53 E61 E66 E86 E87 E108 I1 R1 R2 R5

Evaluation: E27 E55 E59 E77 I7

Interviews: F1 F3 F4 F9 F12 F15 F16 F19 F21 F23 F24 F25 F26 E6 E14 E16 E19 E25 E27 E28
E34 E35 E38 E40 E46 E48 E51 E53 E56 E57 E58 E62 E63 E64 E65 E69 E73 E74 E75 E78 E79
E81 E85 E100 E105 E107 E109 H2 H12 H18 H22 H23 H28 H29 I2 I3 I4 I8 I9 I10 I16 I17 I19
I21 I24 I25 I31 I32 I33 I34 I35 I38 I40 R4 R7

Literature review: F12 F20 F22 F28 E2 E24 E36 E41 E45 E54 E60 E68 E71 E92 H9 H11 H31
H34 I5 I23 I29 I41 R6 R8

National data: F4 F8 F25 E1 E35 E57 E82 E95 E96 E99 E101 E104 E106 H11 H13

Participant observation: E4 E11 E56 E57 H28 I4 I17 I31 I32 I34 I35 I40 R7

Psychological, literacy or other test: F13 E7 E25 E28 E29 E31 E88 E103 I6

Reflections on professional practice: F5 F14 E21 E93 H3 H4 H8 H10 H14 H24 H32

Reflections on personal experience: F22 E41 H34 I11

School data: E14 E100

Survey: F2 F7 F8 F10 F11 F17 F18 F29 E3 E5 E6 E7 E8 E9 E16 E18 E25 E27 E28 E29 E37 E42
E48 E50 E51 E52 E70 E75 E89 E91 E97 E102 E103 E107 H1 H5 H6 H7 H12 H15 H16 H17 H20
H21 H23 H24 H25 H26 H27 H28 H30 H33 I3 I6 I10 I13 I14 I18 I20 I25 I26 I27 I28 I36 I37
I39

Workshop: E43 E62

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