



# SPAN E-Showbag

## Best Practice in Helping Students Transition to International Higher Education

Thank you for joining SPAN's recent virtual presentation on supporting international school students transitioning to Higher Education. Here are some resources you may find helpful as you navigate the weeks, months and years ahead.

*“People develop and learn best when they feel safe, supported and seen.”* D. Ota

### Who are the international school students transitioning across cultures to higher education?

**Cross-Cultural Kid (CCK):** A person who is living/has lived – or meaningfully interacted with – two or more cultural environments for a significant period of time during the first eighteen years of life.

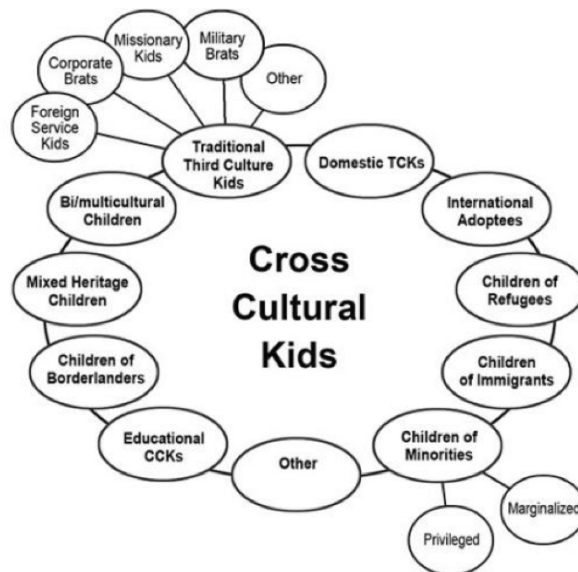


Image Source: R. Van Reken (2017)

**Educational CCK:** A person who crosses cultures in the pursuit of formal education, on a daily, semesterly and/or yearly basis.

**Third Culture Kid (TCK):** A person who has spent a significant part of his or her first eighteen years of life accompanying parents into a country outside either/both parents' passport country(ies) due to the parents' choice of work or advanced training.



## What is positive transitions-care?

**Change** = something that happens to us

**Transition** = a psycho-social process; it's what happens in people's minds and hearts as they go through change

**Positive transitions-care** is a series of systems and processes set up intentionally to support **students, families** and **staff** successfully navigate the triumphs and trials of mobility and transitions within and between schools, higher education and post-(formal) education life.

### At the heart of positive transitions-care is:

- Addressing the health and wellbeing of students
- Building and maintaining mental fitness - a core 21st century skill
- Enhancing life and learning outcomes

## Why is positive transitions-care important?

- Unmanaged mobility impacts learning
- Grief and loss of goodbyes can result in unresolved grief
- Knowledge is power
- Navigating transition is a life skill

## How can you help your students transition to international higher education?

- Leave well to enter well
- Language & concepts around transitions across cultures (social, emotional and educational)
- Cross-cultural competencies & communication skills
- Understanding the transitions-cycle
- Understanding the transitioning brain
- Academic learning preparation
- Practical life skills
- Help-seeking skills
- Growth mindset & mental fitness



## Ideas to incorporate into your current school transitions-care program

- ❑ **Alumni**
  - ❑ Use alumni students as a resource in program development and presentations
  - ❑ Data collection on your transitions-care program
- ❑ **Parents**
  - ❑ Presentation to parents
  - ❑ Engage alumni parents as mentors, presenters for current parents
- ❑ **Staff**
  - ❑ Staff training in the cross-cultural needs of students as they move on
  - ❑ Address implicit bias in your program
- ❑ **Networks**
  - ❑ Connect with allies on campus to deliver programming
  - ❑ Build connections with universities re: safeguarding, mental health transitions for students

## Ideas to incorporate into your current university transitions-care program

- ❑ **Clear systems to identify students** who may need additional support and for passing confidential information on student mental health
- ❑ Offer **Cross-Cultural Competencies Course** for staff and students
- ❑ Offer **professional learning** for **Academic Advisers & Professors** to understand the impact of transitions on learning in the classroom
- ❑ Offer **multilingual on-campus counselling**
- ❑ Offer **onboarding logistics** for returning citizens & visa-holders
- ❑ **Admissions & Recruitment colleagues** attend transitions-care sessions at conferences
- ❑ **Train Counsellors** in the nuances required for working with CCKs/Educational CCKs/TCKs
- ❑ **Admissions** virtual and on-campus visits explore transitions needs for students
- ❑ **Work alongside your Higher Education and School Counsellor colleagues** to develop transitions-care workshops for international school students and families



## Professional Learning Opportunities

**The Nest** - award-winning (free) monthly online gathering for anyone interested or invested in positive transitions-care. **1st Thursday of every month @ 12pm UTC.**

**Laws of Transitions Certificate Course** - Blended virtual learning over 30 hours. **September 25 - November 26, 2023.** Early Bird Registration discount until August 15.

**Annual Virtual SPAN Symposium** - Deepen understanding, enrich practices and strengthen global connections. **October 7-8, 2023.** Early Bird Registration discount until September 15.

**Customised workshops** - Enhance your educational institution's transitions-care understanding, policies, programs and practices

## Further Reading

Rigg, K. (2019) *Student mental health and well-being: Supporting students in transition from school to university*, ONLINE Available at <https://www.cois.org/about-cis/news/post/~board/perspectives-blog/post/student-mental-health-and-well-being-supporting-students-in-transition-from-school-to-university>

Qazi, N. & Rigg, K. (2021) *Three themes for schools and universities to support international student transitions across cultures*, ONLINE Available at <https://www.cois.org/about-cis/news/post/~board/perspectives-blog/post/three-themes-for-schools-and-universities-to-support-international-student-transitions-across-cultures>

Besanceney, V. (2022) *Five ways to embed transitions-care within and between schools*, ONLINE Available at <https://www.cois.org/about-cis/perspectives-blog/blog-post/~board/perspectives-blog/post/five-ways-to-embed-transitions-care-within-and-between-schools>



## Deeper Dives into the Research

Cox, Laurie K. (2006) *Going Home: Perceptions of International Students on the Efficacy of a Re-Entry Workshop*, University of Southern California.

Forbes-Mewett, H. (2019) *Mental health and international students: issues, challenges and effective practice*, Research Digest 15, International Education Association of Australia (IEAA)

Harris, A. (2019) *Finding our own way: mental health and moving from school to further and higher education*, London, UK: Centre for Mental Health

Hattie, J. (2018) *Hattie Ranking: 252 Influences and Effect Sizes Related to Student Achievement*, ONLINE Available at <https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>

Higgins, A. & Witford, A. (2018) *Wellbeing in international schools: The 2018 Report*, ISC Research/Cardiff University

Immordino-Yang M. H. (2016) *Emotions, Learning, and the Brain: Exploring the Educational Implications of Affective Neuroscience*. NY, NY: W.W. Norton & Co., Inc,

Mahoney, E. & Barron, J. (2020). *Surveying the Landscape: Common Practices, Challenges and Opportunities in International School Transitions-Care*. ONLINE Available at <https://globallygrounded.com/transitions-care-research/>

McNulty, Y. & Carter, M. (2017) Do international school staff receive professional development training about third culture kids (TCKs)? Perspectives from faculty and parents. In K.J. Kennedy & J.C.-K. Lee (Eds.).(2018) *The Routledge Handbook on Schools and Schooling in Asia*, Oxon, United Kingdom

Purnell, L. & Hoban, E. (2014) *The Lived Experience of Third Culture Kids Transitioning into University Life in Australia*, International Journal of Intercultural Relations, Vol.41, p.80-90.

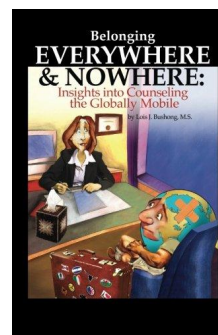
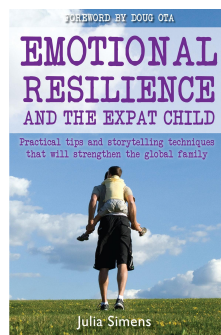
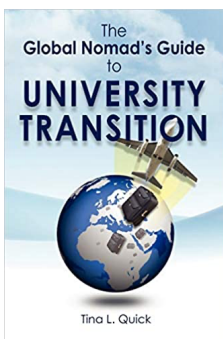
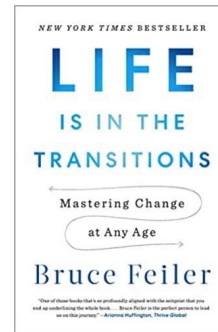
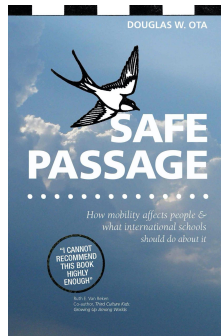
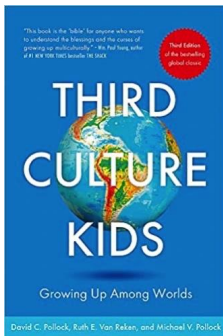
Rosenthal, D., Russell, J. & Thomson, G. (2008) *The health and wellbeing of international students at an Australian University*, The International Journal of Higher Education Research, Vol. 55, p.51-67

Schaetti, B. (1996) *Transition Programming in International Schools: An Emergent Mandate*, Inter-Ed; AAIE—Association for the Advancement of International Education.

Smith, Virginia J ; Kearney, Kerri S (2016) *A Qualitative Exploration of the Repatriation Experiences Of US Third Culture Kids in College*, Journal of College Student Development, 2016, Vol.57 (8), p.958-972



## Resources



## Connect with SPAN



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[valeriebesanceney@spanschools.org](mailto:valeriebesanceney@spanschools.org)  
[janebarron@spanschools.org](mailto:janebarron@spanschools.org)

