



# Reframing wellbeing through a lens of inequities and discrimination

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# Projects and research objectives



## SCHOOLS & DIVERSIFICATION

Examined how school policies and practices shape international students' sense of belonging, inclusion and wellbeing at a NZ secondary school.

## URBAN ENCOUNTERS

Examined how diversity manifests at the level of the neighbourhood and how residents 'live with difference' in public and parochial spaces.

## HOME, PLACE & COMMUNITY

Examines how older adults make home and community in the diverse urban neighbourhood of Northcote, Auckland.

## URBAN GOVERNANCE

Examines what roles the concept of diversity plays in municipal policy discourses in Auckland.

# International student wellbeing



- International Student Wellbeing Strategy (2017)
- International Education Strategy (2018)

Goal: “international students feel welcome, safe and well, enjoy a high quality education and are valued for their contribution to New Zealand”

## **high-quality education:**

“education that prioritises student wellbeing and seeks good education outcomes”

“International students achieve educational outcomes that support their future pathways and choices.”

## **contribution to New Zealand:**

“bring[ing] an international dimension to our education sector”

“encourage[ing] the development of New Zealanders’ understanding of other languages and cultures”

# International student wellbeing and linguistically responsive teaching



School identified ESOL students as ‘priority learners’ and followed a pull-out ESOL class model. Well-intentioned but problematic:

- Slows down process of learning English
- Increases likelihood of placing students in lower streams
- Limits course choice and potential for academic achievements
- Views students through a deficit lens

“A is the best, B is second, C is the worst. I have been C5 last year and a lot of good students got many first in every subject almost, they have been C5 as well. So in C5 we don’t have any Kiwi friends. We can’t practice formal, standard English and they say ‘this is good for you, we need to separate you for special treatment’ like that and I don’t think this is a good way to practice our English.” (Focus Group)

# International student wellbeing and linguistically responsive teaching



Monolingual approaches dominated classroom practices and home language use was heavily policed.

## Reasons:

- Teachers narrowly defined international students as English Language Learners
- Teachers were un(der)prepared for multilingualism in the classroom
- Teachers were uncomfortable with multilingualism in the classroom

“I found it quite difficult to manage that, them not talking in their own language and taking part in English *which is the reason they’re here, it’s to improve their English* but it’s a battle to get them to speak in English.” (Teacher)

“Maybe [we need more than] just a one-off PD session about ‘this is how you should talk to International students,’ which is what we normally get at the start of the year.” (Teacher)

# Older adults' well-being in Northcote



# Well-being and community: Living with diversity



“Commonplace diversity” (Wessendorf, 2014) or something else?

- Visibility of difference

- Changes to practices of consumption

Well-being, familiarity and openness to change

- Desire to bridge ethnic and cultural differences

- Opportunities and hurdles

# Well-being and community: Socio-economic factors



## Well-being and the “unlock potential” of Northcote

- Direct displacement

- Indirect displacement

## Urban revitalisation and the impact on individuals' well-being

- Housing vulnerability

- Lack of autonomy and agency

- Physical vulnerability and (im)mobility

## Urban revitalisation and the impact on community well-being

- 'Community' as a contested space

- Changes to neighbourhood practices that foster well-being





# CaDDANZ

Capturing the Diversity Dividend  
of Aotearoa/New Zealand



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**WAIKATO**  
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Motu



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