Early Childhood Children and Families in Transition: A Cultural–Historical Study of International Schools in Malaysia

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Abstract

Expatriates with young families who work for multinational companies are an expanding population (Finaccord, 2014). These families move countries frequently due to one or both parents’ unique skillsets, which are in demand internationally. Multinational companies who require these skillsets across countries frequently transfer employees and their families with little notice. Much of the literature surrounding this population is influenced by the seminal work of sociologists Useem and Downie (1976). In alignment with this, this thesis draws on and extends Useem’s body of work by presenting a contemporary, theoretical perspective of young children in the family and school context who experience multiple international moves during their early childhood years. This study looks at families moving to reside in Kuala Lumpur, Malaysia.

For young children, these international moves necessitate transitions between countries, cultures, international schools and social situations. These transitions are explored through Vygotsky’s (1987a, 1994, 1997a,b, 1998) cultural–historical theory as the children enter new environments and situations in Kuala Lumpur, Malaysia. The focus of this study is the unity of affect and intellect, including the learning and developmental conditions created by significant adults and peers who support the transitioning child (Vygotsky, 1994).

This thesis presents an in-depth qualitative study of young expatriate children’s everyday life across institutions. The participants included five mothers, seven focus children (aged between 3.9 and 7.9 years, with a mean of 5.4 years), seven teachers and three principals of international schools. The data generated included video data, video
and iPhone recordings of interviews, still images and field notes in the home and school settings. The mothers, educators and principals were interviewed using semi-structured interview techniques (Hviid, 2008a). Ninety hours of video data were collected; however, due to the scope of this thesis, not all findings could be reported in this study.

The data analysis began with Hedegaard, Fleer, Bang and Hviid’s (2008) dialectic–interactive approach, consisting of common-sense interpretation, situated-practice interpretation and thematic interpretation. Due to the large volume of data, further methods were used to complement this analysis, including horizontal and vertical analysis for individuals, which was then implemented across the data sets, where themes and outliers were tagged and analysed (Li, 2012, 2014; Miles & Huberman, 1994; Yin, 2004, 2012).

This thesis is presented in the format of a thesis that includes published works. New understandings and findings are presented in the original publication formats (see Chapters 4, 5, 7 and 9), which support the existing literature that highlights the importance of reciprocity and communication between the home and school. Further, the findings offer new understandings during the processes of transition:

- the heightened emotions experienced individually and collectively as a consequence of the initial absence of routines (Publication 1, Chapter 4)
- entering a school midway through the semester during an assessment period, and the effects this has on inclusion and exclusion for the new child, existing children in the class and teacher (Publication 2, Chapter 5)
- reuniting with belongings and the affective relations between the international shift and the micro-movements of everyday life (Publication 3, Chapter 7)
• the importance of temporality when forming a new friendship, and the effect this has on a child’s developing identity (Publication 4, Chapter 9).

Through its empirical findings, this thesis contributes to the under-researched area of young expatriate children and their experience of learning and developmental processes during a transition, adding to existing knowledge by using Vygotsky’s cultural–historical theory, in which cultural transmission through institutions (from social to individual understanding) is considered the foundation for learning and development. This thesis proposes theorisation of young expatriate children’s experiences, which is a new area of research in learning and development.

Methodologically, this thesis adds to the existing literature by using Vygotsky’s concept of perezhivanie as the unit of analysis, employed alongside empirical data, which adds to the limited studies that use this method of analysis in early childhood education. Further, the use of perezhivanie as the unit of analysis is extended through using González Rey’s (2004) work on subjective sense and subjective configuration, and advancing this theory with the term ‘future subjective sense’. Pedagogically, this thesis adds to the limited existing literature to support current understandings of home and school pedagogy, and advances this knowledge through analysis across and between the home and school settings as the child in a family settles into everyday life in institutions in a new country.

These findings lead to various recommendations for parents, educators, children and policymakers that may provide support for young expatriate children and families undergoing learning and developmental processes as they enter everyday life in a new country.
E-Thesis Declarations

Notice 1

Under the Copyright Act 1968, this thesis must be used only under the normal conditions of scholarly fair dealing. In particular no results or conclusions should be extracted from it, nor should it be copied or closely paraphrased in whole or in part without the written consent of the author. Proper written acknowledgement should be made for any assistance obtained from this thesis.

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This thesis contains no material which has been accepted for the award of any other degree or diploma in any university or other institution and affirms that to the best of the candidate’s knowledge the thesis contains no material previously published or written by another person, except where due reference is made in the text of the thesis.

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General Declaration

Part A: General declaration

In accordance with Monash University Doctorate Regulation 17.2 Doctor of Philosophy and Research Master’s regulations the following declarations are made:

I hereby declare that this thesis contains no material which has been accepted for the award of any other degree or diploma at any university or equivalent institution and that, to the best of my knowledge and belief, this thesis contains no material previously published or written by another person, except where due reference is made in the text of the thesis.

This thesis includes two original papers published in peer reviewed journals and two unpublished manuscripts that are currently under review.

The core theme of this thesis is families with young children experiencing multiple international moves in the child’s early childhood years and the conditions created for learning and development across the home and school settings. The ideas, development and writing up of all the papers in the thesis were the principal responsibility of myself, the candidate, working within the Monash University Faculty of Education under the supervision of Professor Marilyn Fleer.

The inclusion of co-authors reflects the fact that the work came from active collaboration between researchers and acknowledges input into team-based research.

In the case of Publication 1, (Chapter 4), which is a single author publication and the remaining Publications 2, 3 and 4 (Chapters 5, 7, and 9), which are co-authored publications, my contribution to the work involved the following:
<table>
<thead>
<tr>
<th>Thesis chapter</th>
<th>Publication title</th>
<th>Publication status*</th>
<th>Nature and extent of candidate’s contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 4 (Publication 1)</td>
<td>Emotions of expatriate Children transitioning into Malaysia: A cultural historical perspective</td>
<td>Published</td>
<td>Conception, key ideas, research investigation, development, write-up, editing and references (100%)</td>
</tr>
<tr>
<td>Chapter 5 (Publication 2)</td>
<td>Social inclusion and social exclusion of a young child: A cultural historical perspective of an international mid-semester transition</td>
<td>Under review</td>
<td>Conception, key ideas, research investigation, development, write-up, editing and references (90%)</td>
</tr>
<tr>
<td>Chapter 7 (Publication 3)</td>
<td>Moving countries: Belongings as central for realizing the affective relation between international shifts and micro movements</td>
<td>In Press</td>
<td>Conception, key ideas, research investigation, development, write-up, editing and references (90%)</td>
</tr>
<tr>
<td>Chapter 9 (Publication 4)</td>
<td>International transitions: Generating subjective sense and subjective configuration in relation to the development of identity</td>
<td>Under review</td>
<td>Conception, key ideas, research investigation, development, write-up, editing and references (90%)</td>
</tr>
</tbody>
</table>

[* For example, ‘published’/ ‘in press’/ ‘accepted’/ ‘returned for revision’]

I have not renumbered sections of submitted or published papers in order to generate a consistent presentation within the thesis.

Signed: [Redacted]  Date: 19/06/2015
Ethics

The research for this thesis received the approval of the Monash University Human Research Ethics Committee (Approval number: Project number CF09/2078 - 2009001166).
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It is well known that it takes a village to raise a child and in my limited experience it takes a community of learners for a thesis to be completed. The cultural historical community at Monash University Peninsula campus is one such community, which has supported me whole-heartedly throughout my candidature with expertise, guidance, intellectual conversations, encouragement, collegiality and friendship.

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Marilyn has structured the cultural historical community at Monash such that we support each other under her expert supervision. I would like to say a heartfelt thank you to Marilyn for providing a multi-layered support network and also for the intellectually stimulating conversations, suggestions and answers to my many queries during our supervision meetings, the PhD days and numerous reading groups. All of these avenues provide for a rich and successful deepening theoretical knowledge and a developing ability to write publications.

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To my very special boys, I am so proud of you and your incredible achievements. It has been great to follow your education and be teaching at the same level virtually every step of the way – who would have thought I would be teaching at a University and completing a PhD when all of my boys were attending or getting ready to attend university? A long way from teaching four year olds in Russia during 2000-2001 when you were all in your first years of primary school.

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My PhD journey has crossed over many years and various continents however over the last few years it is with an extremely heavy heart that we have said goodbye to too many close family members, some way too young and also those who have lived a
really long life. I dedicate this to all of you Dad, Tony, Kate, Neil, Bridget and Aunty Jackie.

I would like to thank the participants in my study. It could not have been easy to have me following you around during such a stressful time in your lives. I thank you for your openness and willingness to share in the spirit of helping others at some point in the future. A heartfelt thanks to all of the participants and their families.

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This thesis was edited through Elite Editing and editorial intervention was restricted to Standards D and E of the Australian Standards for Editing Practice.
Contents

Abstract .................................................................................................................................................. i
E-Thesis Declarations ............................................................................................................................ iv
Declaration .............................................................................................................................................. v
General Declaration ............................................................................................................................. vi
Ethics ...................................................................................................................................................... viii
Acknowledgements .............................................................................................................................. ix
Contents .................................................................................................................................................. xii
List of Figures ......................................................................................................................................... xviii
Figures in Publications ............................................................................................................................ xviii
List of Tables .......................................................................................................................................... xix
Tables in Publications ............................................................................................................................. xix
List of Appendices ................................................................................................................................. xx
List of Publications ............................................................................................................................... xxi
SECTION I ............................................................................................................................................. 1
Introductory Narrative for Chapter 1 ................................................................................................... 1
Chapter 1: Children and their families moving countries ................................................................. 2
  1.1 Introduction to the Research ........................................................................................................ 2
    1.1.1 Theoretical context .................................................................................................................. 4
    1.1.2 Unresolved tensions in the literature ..................................................................................... 5
        1.1.2.1 Nomenclature of children who experience international moves .............................................. 5
        1.1.2.2 Discrepancies in the available literature ............................................................................. 5
        1.1.2.3 Transitions as a theoretical construct ................................................................................ 6
        1.1.2.4 Identity research ................................................................................................................. 7
    1.1.3 New developments required in the field .................................................................................. 7
  1.2 Aims of the Research .................................................................................................................... 8
  1.3 Personal Narrative and Motivations for the Research ............................................................. 10
  1.4 Research Context ......................................................................................................................... 12
    1.4.1 The context of Malaysia ......................................................................................................... 12
    1.4.2 Malaysian politics—a brief overview .................................................................................... 13
    1.4.3 Situating education in Malaysia ............................................................................................. 14
    1.4.4 Policy and education .............................................................................................................. 15
    1.4.5 International schools in Malaysia ......................................................................................... 18
  1.5 Statement of the Research Problem ............................................................................................. 19
  1.6 Research Questions ....................................................................................................................... 20
    1.6.1 Main research questions ........................................................................................................ 20
    1.6.2 Subsidiary research questions ................................................................................................ 20
        1.6.2.1 Publication 1—Chapter 4 ..................................................................................................... 20
        1.6.2.2 Publication 2—Chapter 5 ..................................................................................................... 20
        1.6.2.3 Publication 3—Chapter 7 ..................................................................................................... 21
        1.6.2.4 Publication 4—Chapter 9 ..................................................................................................... 21
  1.7 The Research in this Thesis ......................................................................................................... 21
1.7.1 Overview of the research design .................................................. 21

1.7.1.1 The participants ...................................................................... 22
1.7.2 Significance of the study ............................................................... 22
1.8 Thesis including Publications .......................................................... 23
1.8.1 The publications and their sequencing ........................................ 24
1.8.2 Sequence of the publications ....................................................... 25
1.9 Structure of the Thesis ..................................................................... 25
1.9.1 Section and chapter outline ........................................................ 26
1.9.1.1 Section I: Chapter 1 .............................................................. 26
1.9.1.2 Section I: Chapter 2 .............................................................. 26
1.9.1.3 Section I: Chapter 3 .............................................................. 27
1.9.1.4 Section II .............................................................................. 27
1.9.1.5 Section II: Chapters 4 and 5 .................................................. 27
1.9.1.6 Section II: Chapter 6 .............................................................. 28
1.9.1.7 Section II: Chapter 7 .............................................................. 28
1.9.1.8 Section II: Chapter 8 .............................................................. 28
1.9.1.9 Section II: Chapter 9 .............................................................. 28
1.9.1.10 Section II: Chapter 10 .......................................................... 28
1.9.1.11 Section III: Chapter 11 ........................................................ 29

Introductory Narrative for Chapter 2 .................................................. 30

Chapter 2: Framing the Literature Review ......................................... 31
2.1 Introduction ..................................................................................... 31
2.2 Situating TCK, Expatriates and Transitions ..................................... 32
2.2.1 Nomenclature of young children who transition internationally ... 34
2.3 Introducing Expatriates ................................................................. 36
2.3.1 Expatriate families ................................................................. 37
2.3.2 Studies including young TCKs ................................................ 38
2.4 Expatriates in Malaysia ................................................................. 42
2.4.1 Transitions across the literature ............................................... 43
2.4.2 Transitions and challenging processes .................................... 46
2.5 Transitions and Identity ............................................................... 48
2.5.1 Different perspectives of transitions and emotions ................... 50
2.5.2 Empirical studies using perezhivanie ...................................... 51
2.6 Summary of the Review .............................................................. 56
2.7 Conclusion .................................................................................. 56

Chapter 3: Methodology and Method—Cultural–Historical Research

Methodology ................................................................................... 58
3.1 Introduction .................................................................................. 58
3.2 Conceptualising and Theorising ................................................... 59
3.3 The Research Context ................................................................. 61
3.3.1 Dialectics as a research approach ........................................... 63
3.3.2 Rationale for using Vygotsky’s system of concepts .................... 65
3.3.3 Setting the context of families with young children moving to Malaysia. ... 67
3.3.3.1 The wholeness approach .................................................... 67
3.3.3.2 Society .............................................................................. 69
3.3.3.3 Cultural traditions ............................................................ 71
3.3.3.4 Early childhood education .............................................. 72
3.4 Malaysian Education ................................................................. 73
3.4.1 International schools in Malaysia ............................................ 74
3.4.2 An educational experiment ................................................................. 76
3.4.3 Case study methodology ................................................................. 79
3.4.4 Role of the researcher ................................................................. 79
3.5 Research Methods ........................................................................ 81
  3.5.1 Instruments that complement cultural–historical research .............. 81
    3.5.1.1 Digital tools for data collection—digital video recorders ...... 82
    3.5.1.2 Interview data collection ...................................................... 83
    3.5.1.3 Field notes ........................................................................ 84
    3.5.1.4 Still images ........................................................................ 84
    3.5.1.5 Participant selection ............................................................ 86
  3.5.2 Data collection procedure ............................................................. 88
    3.5.2.1 Data-gathering schedule ...................................................... 88
    3.5.2.2 Details of sample and data gathering .................................. 88
    3.5.2.3 Equipment used to collect data .......................................... 89
  3.6 Data Analysis ................................................................................ 90
  3.6.1 Video data analysis ................................................................ 91
  3.6.2 Interview data analysis ............................................................. 93
  3.7 Ethical Issues ............................................................................... 93
  3.8 Reliability and Validity ................................................................ 95
  3.9 Limitations .................................................................................. 97
  3.10 Conclusion ................................................................................ 98

SECTION II ...................................................................................... 99

Chapter 4: Findings of Publication 1 .............................................. 99
  4.1 Introduction ............................................................................... 99
  4.2 Introducing Publication 1 .......................................................... 100
    4.2.1 Reviewers’ and author’s comments .................................... 101
      4.2.1.1 Reviewer 1, Comment 1 .............................................. 101
      4.2.1.2 Summary of author’s response .................................. 101
      4.2.1.3 Reviewer 2 ................................................................. 102
      4.2.1.4 Summary of author’s response .................................. 102
    4.2.2 Final publication ................................................................. 102
  4.3 Significance of Publication 1 ...................................................... 126
    4.3.1 Empirical significance ........................................................ 126
    4.3.2 Theoretical significance ....................................................... 126
    4.3.3 Methodological significance ............................................... 127
    4.3.4 Pedagogical significance ...................................................... 127
  4.4 General Comments ................................................................ 128

Chapter 5: Findings of Publication 2 ......................................... 130
  5.1 Part B - Declaration for Thesis .................................................... 130

Introductory Narrative for Chapter 5 ........................................... 131
  5.2 Introduction ........................................................................... 132
  5.3 Publication 2 .......................................................................... 132
  5.4 Significance of Publication 2 .................................................... 153
    5.4.1 Empirical significance ....................................................... 153
    5.4.2 Theoretical significance ...................................................... 153
    5.4.3 Methodological significance ............................................... 153
    5.4.4 Pedagogical significance ...................................................... 154
  5.5 General Comments ................................................................. 155
10.2 Theoretical Links ............................................................ 216
10.3 Methodological Links ...................................................... 217
10.4 Pedagogical Links ........................................................... 218
10.5 Conclusion ........................................................................ 219

SECTION III ............................................................................. 220

Chapter 11: Synopsis, Contributions, Recommendations, Future Areas of
Study and Conclusion ................................................................. 220
11.1 Introduction ......................................................................... 220
11.2 Synopsis of Thesis .............................................................. 220
11.3 Answering the Research Questions ........................................ 222
11.3.1 Main research questions .................................................. 222
11.3.2 Subsidiary research questions ............................................ 223
   11.3.2.1 Publication 1—Chapter 4 ........................................... 223
   11.3.2.2 Publication 1 findings ................................................ 223
   11.3.2.3 Publication 2—Chapter 5 .......................................... 223
   11.3.2.4 Publication 2 findings .............................................. 223
   11.3.2.5 Publication 3—Chapter 7 .......................................... 224
   11.3.2.6 Publication 3 findings .............................................. 224
   11.3.2.7 Publication 4—Chapter 9 .......................................... 224
   11.3.2.8 Publication 4 findings .............................................. 225
11.4 Epistemological Contributions of this Study .............................. 225
   11.4.1 Theoretical contributions .............................................. 225
   11.4.2 Methodological contributions ....................................... 228
   11.4.3 Pedagogical contribution .............................................. 231
11.5 Recommendations .............................................................. 233
   11.5.1 Holistic conditions created to support learning and development .......... 233
   11.5.2 Emotional experience of young children ............................ 233
   11.5.3 Adults create the conditions .......................................... 234
      11.5.3.1 Educators ............................................................ 234
      11.5.3.2 Parents .............................................................. 236
      11.5.3.3 Children ............................................................. 237
   11.5.4 The relationship between established children and new children entering
       the class ................................................................. 238
   11.5.5 Everyday life in institutions and a child’s learning and identity .......... 238
11.6 Recommendations for Policy .................................................... 240
11.7 Directions for Future Research .................................................. 241
   11.7.1 Holistic conditions created to support learning and development ............ 241
   11.7.2 Emotional experience of young children .................................. 241
   11.7.3 Adults create the conditions .......................................... 242
      11.7.3.1 Educators ............................................................ 242
      11.7.3.2 Parents .............................................................. 242
      11.7.3.3 Children ............................................................. 242
   11.7.4 Social inclusion and exclusion affect a child’s learning and development.
       ............................................................................................................ 243
   11.7.5 Everyday life in institutions and a child’s learning and identity .......... 243
   11.7.6 Policy ............................................................................ 244
11.8 Conclusion .......................................................................... 244
11.8.1 Tension in the literature ................................................... 250
   11.8.1.1 Nomenclature ......................................................... 250
11.8.1.2 Available literature ........................................................................... 250
11.8.1.3 Transitions as a theoretical construct ............................................. 251
11.8.2 Concluding remarks ............................................................................ 252
References ....................................................................................................... 254
Appendices ....................................................................................................... 291
List of Figures

*Figure 1.1.* Map of international school locations situated close to Kuala Lumpur, Malaysia. ................................................................. 18

*Figure 2.1.* Number of expatriates with a spouse or partner. Source: Brookfield Global Trends Survey, 2014, p. 18. ................................................................. 37

*Figure 2.2.* Number of expatriates with children. Source: Brookfield Global Trends Survey, 2014, p. 18. ........................................................................ 38

*Figure 3.1.* Interaction of theory and research. ........................................................................ 61

*Figure 3.2.* Adapted version of Hedegaard’s (2012) model of children’s learning and development. ........................................................................ 69

*Figure 3.3.* Relation between theory, method and types of instruments used for data collection. ........................................................................ 81

*Figure 3.4.* Development of data analysis. ........................................................................ 90

*Figure 3.5.* Initial filing system. ........................................................................ 91

*Figure 3.6.* Relational model of participants. ........................................................................ 96

*Figure 3.7.* Relational model of data gathering technique. .................................................... 96

Figures in Publications

*Figures 4.1* Catt drawing with another girl 114

*Figure 4.2* Mother picking up Catt’s shoes 117

*Figure 7.1* Catt yelling 176

*Figure 7.2* Ollie hugs bike 176

*Figure 7.3* Ollie finds teddy 177

*Figure 7.4* Overwhelmed and surveying boxes 178

*Figure 9.1* The relation between emotions, actions and subjective Sense and subjective configuration 199

*Figure 9.2* Adding future subjective sense 205
List of Tables

Table 2.1 Type and Number of Literature Resources Available until 2003 (adapted from Cameron, 2003) ................................................................. 33

Table 3.1 Main Differences between a Descriptive and Dialectical–Interactive Research Approach (Hedegaard, 2008, p. 35) ........................................... 78

Table 3.2 Details of the Focus Child Participants and Their Families ................. 87

Table 3.3 Child Focus Participants’ Relationship to Interviewed Adult Participants ... 87

Table 3.4 Data Gathering Scheduled Hours .................................................. 89

Table 3.5 Unit of Analysis Used in Each Paper .............................................. 92

Table 4.1 Ranking of Asia–Pacific Journal of Research in Early Childhood Education .................................................................................. 100

Table 5.1 Publication Ranking of AJEC .......................................................... 132

Table 7.1 Publication Ranking of LCS1 ............................................................ 167

Table 9.1 MCA’s Journal Metrics .................................................................. 192

Tables in Publications

Table 4.1 Participants in the research ............................................................... 111

Table 5.1 Focus children in this study ............................................................... 141

Table 5.2 Examples of social inclusion and exclusion .................................... 143

Table 7.1 Focus children in this study ............................................................... 173

Table 9.1 Reference to the past, present and future ....................................... 205
List of Appendices

Appendix A - Summary of Key Concepts ................................................................. 291
Appendix B - Life history of family (F4) ................................................................. 293
Appendix C – Using games and discussion deletion from Publication 3 ............... 295
Appendix D – Explanatory letter to parents............................................................... 297
Appendix E - Consent form for focus participants ............................................... 299
Appendix F – Consent form parents and guardians non focus participants ..... 301
Appendix G – Permission to use images ................................................................. 303
Appendix H – Explanatory statement for teachers ................................................. 304
Appendix I – Consent form for teachers ................................................................. 307
Appendix J Copyright release .................................................................................... 309
Appendix K Copyright release .................................................................................... 310
List of Publications


Papers submitted and under review


Collaborative papers under development to be submitted 2015


**Reports**


**Conference papers**


SECTION I

Introductory Narrative for Chapter 1

I was standing in my quaint English kitchen in Outwood, Surrey, England. My arms were stretched over my swollen belly while cutting and peeling carrots, ready for the evening meal. My baby eight weeks away from birth was active and my nearly eighteen month old was creating havoc, running in and out of the kitchen. It was the ‘The Witching Hour’ and my son was a breath between hysterical laughter and heart wrenching tears. I was half listening to his constant babble, while my mind was on the imminent birth of baby. My son ran into the kitchen “DADDEE HOME, DADDEE COME HERE NOW, DADDEE, DADDEE, DADDEE” My partner entered and as soon as I saw his face I knew something was wrong. Hugs and shrieks circled the kitchen I caught his eye, he said, “We are transferred to Norway. I leave in a fortnight.”

What could I say? I was not the first person to move countries when 32 weeks pregnant and it was not the first time my world had been placed into utter turmoil by the multinational company that my husband worked for. Globalization had made a grand entrance into my kitchen. My son cut in, jumping up and down realising he had been robbed of his normal 100% attention from his Daddy. Eerily, his words echoed my own thoughts, “What about mee Dadee? What about mee? I want someone to look after me NOW!” (Adams, personal journal from England, 1995).
Chapter 1: Children and their families moving countries

Among the most basic defects of traditional approaches to the study of psychology has been the isolation of the intellectual from the volitional and affective aspects of consciousness. (Vygotsky, 1987, p. 50)

1.1 Introduction to the Research

According to Dumont and Le Maitre (2005), since the 1990s, policymakers have been interested in international migration, and particularly the international mobility of highly qualified workers. The multinational companies that are driving the globalised economy often employ these workers due to their specialised skills, which may be difficult to source within the local population. Thus, these companies employ mobile people, including some who have families with young children. These employees are invited to undertake multiple international moves, some coinciding with their children’s early childhood years. This small percentage of the world’s population is given the opportunity to live in different countries and lead what is termed an ‘expatriate lifestyle’, in which they expect, at some point, to repatriate to their country of origin (Pollock & Van Reken, 2009).

According to Finaccord (2014), there were approximately 50.5 million expatriates worldwide in 2014, and it is estimated that this number will increase to 56.8 million by 2017. This transient and growing population has reciprocal relationships with the societies, services and institutions of the sending and receiving countries, both of which affect the other in a variety of ways. Most relevant to this study are the experiences of young expatriate children as they enter new environments and situations.
in the new family home and international schools—specifically in Kuala Lumpur, Malaysia.

Much of the literature surrounding the expatriate population originates from the seminal work of sociologists Useem and Downie (1976). Useem lived in India as an expatriate during the 1950s, and conducted research on the children of expatriates, missionaries, military service personnel and people in the diplomatic corps. In Useem’s research, the children accompanying their parents on overseas assignments were labelled ‘third culture kids’ (TCKs). Useem’s research is an important foundational source of literature (see Chapter 2) because it positions the current study for two main reasons. First, expatriates were one of the target categories in Useem and Downie’s (1976) research. Second, in the existing body of TCK research, there are few studies that include young expatriate children as focus participants (except for Ebbeck and Reus [2005] and Millar [2011]). The majority of TCK literature concentrates on teenage and adult participants, and highlights the long-term emotional effects and outcomes of living a transient childhood, including carrying into adulthood feelings of loss and grief with issues concerning identity (Fail, Thompson & Walker, 2004).

This directs attention to an important aspect of this research that has been neglected in the TCK literature: the issue of young children moving to live in a new country and experiencing transitions and subsequent learning and developmental processes as they begin life in a new home and school setting. With the increase of multinational companies and the subsequent growing number of expatriate families with young children regularly relocating countries, it is timely to provide a different and more contemporary research approach that builds on existing studies. In addition, there is a call for a theoretical perspective to be presented regarding this growing population (Cameron, 2003; Moore & Barker, 2012).
1.1.1 Theoretical context. The focus of this study is to provide a cohesive body of work that includes publications. A main part of this cohesive strategy originates with Vygotsky’s (1987, 1994, 1997a, b, 1998) cultural–historical theory, which provides a theoretical perspective on the learning and development of young children (see Chapter 3 and Appendix A). An integral part of this research is to emphasise that emotion and intellect cannot be viewed as separate dimensions of the child, but need to be viewed as an interwoven whole (Vygotsky, 1994). Therefore, in order to realise this important aspect of child development, this study draws on Vygotsky’s (1997, 1994, 1997, 1998) interrelated system of concepts in combination with Hedegaard’s (2008, 2012) model of children’s learning and development. In addition, Hedegaard et al.’s (2008) dialectic–interactive approach is used to inform the theoretical framework. More specifically, the cultural–historical concepts used include periodisation, perezhivanie, the social situation of development and the zone of proximal development (ZPD). The main concept used is perezhivanie, which supports a deeper understanding of the processes that children move through as they experience transitions between institutions and social situations in a new country (see Appendix A for a summary of the key concepts).

The transient lifestyle of the expatriate population is a growing concern as more young children are continuously experiencing major transitions during their early childhood years. This includes (but is not limited to) transitions between countries, cultures, accommodation, institutions and the child’s social situation. Transitions have been studied extensively over the past four decades, and include transitions to school (Dockett & Perry, 2001, 2005, 2007, 2013a; Peters, 2010; Winther-Lindqvist, 2012a), between cultures (Hedegaard, 2005, 2011) and away from a particular culture (Lawrence, Benedikt & Valsiner, 1992). Zittoun, Duveen, Gillespie, Ivinson and Psaltis (2003) argue that transitions create subsequent processes that are related to learning,
identity and sense making. There is an extensive body of work regarding these processes (Märtsin, 2010; Märtsin & Mahmoud, 2012; Zittoun, 2006, 2007, 2008; Zittoun et al., 2003). Therefore, combining TCK, transition research and Vygotsky’s theoretical concepts provides a different viewpoint and meets the need for a more contemporary theoretical perspective. More details of the theory are discussed in the methodology and method section (see Chapter 3) and the individual papers presented in Chapters 4, 5, 7 and 9.

1.1.2 Unresolved tensions in the literature. This study explores some of the unresolved tensions in the related literature. The first relates to the issue of labelling young expatriate children who move with their families due to the employment contracts of one or both parents with a multinational company. In the current study it is the fathers who are employed by the multinational companies, the mothers are not employed and are known as ‘trailing spouse’.

1.1.2.1 Nomenclature of children who experience international moves. There are a number of tensions evident in the nomenclature of this population, as the majority of studies that research TCKs rely on teenage or adult participants (Fail, et al., 2004; Gilbert, 2008), with young children ignored. In addition, the term ‘TCK’ has been broadened from its original meaning to include other transient populations. In this study, it is recognised that the term ‘TCK’ is inaccurate (Moore & Barker, 2012) for child participants who experience many cultures and countries during their early childhood years; thus, the term ‘expatriate child’ is used. However, this does not discount literature originating from TCK research, which provides a valuable foundation from which to present this study (see Chapter 2).

1.1.2.2 Discrepancies in the available literature. Much of the available TCK literature originates from autobiographies or personal narratives written by adults
In addition, magazine articles have been drawn on during research (e.g. Ebbeck & Reus, 2005; Millar, 2011). Tensions highlighted by Cameron (2003) include the various discrepancies in the seminal research of Useem, Useem, Cottrell and Jordan (1993) and Cottrell (2002), which include variations in the sample size of participants reported and the issue that the ‘statistical analysis, sampling procedures and experimental methods were not published’ (Cameron, 2003, p. 41). Cameron (2003) concludes that this body of work is incomplete.

Fail et al.’s (2004) research highlights a lasting sense of loss and grief among teenagers and adults who have experienced a transient childhood. In contrast, other studies have found that individuals can live across countries without dissonance, when transitions between countries’ schools and social situations become part of their routine (Moore & Barker, 2012; Zittoun, 2006, 2009). This leads to the following section, which discusses transitions.

1.1.2.3 Transitions as a theoretical construct. Transitions as a theoretical construct have been examined extensively in studies positioned from a psychological and combined sociocultural perspective (Zittoun, 2006, 2007, 2009, 2014). This work is based on a rupture and subsequent processes after a transition in which transformations occur. However, the term ‘rupture’ creates tension because it originates from different and conflicting theoretical paradigms, such as Vygotsky’s ‘crisis’, Piaget’s ‘disequilibrium’ and others (Hviid & Zittoun, 2008), which the authors argue enables a diverse empirical base to use for research. The context of these studies is varied and includes young children experiencing a rupture and subsequent processes during a Piagetian conservation activity, and Westerners in Ladakh exploring their spirituality (Zittoun et al., 2003). The tension is between the processes of young children experiencing a Piagetian conservation activity and young children experiencing the
processes of a life-changing event as they move countries, it is difficult to reconcile how the processes experienced are similar, which requires further exploration (see Publication 3, Chapter 7).

In addition, a tension rests with inviting adult participants to explain what the main rupture is, and highlighting the subsequent processes (Zittoun, 2014). In contrast, when working with a young child during emotionally charged situations, the child may find voicing and explaining the ‘rupture’ challenging. Therefore, the current research combines the different perspectives of significant others with the researchers’ analysis of video data and the child’s conversations to provide the child’s perspective (Hedegaard, 2012; Hojholt, 2012).

1.1.2.4 Identity research. Identity research is included across various theoretical paradigms, TCK and transition literature. There are various tensions in the literature. For example, using a post-colonial perspective, Srinivasan (2014) argues that identity is created by the colonising ‘other’, which results in a deficient ‘other’ who then needs to be controlled. The majority of literature from sociocultural and cultural–historical theory relates identity as a social construction linked to learning and development (Winther Lindqvist, 2012). One further tension is that young children are not often focus participants in identity research (one exception is Srinivasan [2014]). Therefore, the current study adds to this under-researched area (see Publication 4, Chapter 9).

1.1.3 New developments required in the field. The gaps and tensions in the literature suggest avenues for new research that is required in the field of young expatriate children in the family context, who move countries and experience transition processes. The new developments required in the literature include:

- moving away from the generalised child and the segmentation of cognitive and psychological processes to examine as a whole the unique experiences
of young children as they enter new institutions and relationships in a new country

- theorising the experiences of young children in families who live transient lifestyles using the wholeness approach to children’s learning and development (Hedegaard, 2008, 2012), including the child’s new social situation across formal and informal settings (home, school, play dates and birthday parties) and the conditions created by adults and significant others who support learning and development

- developing the theoretical concept of *perezhivanie* as a unit of analysis through empirical work to examine processes in the child’s everyday life, such as the absence of routines, social inclusion and exclusion in new settings, the importance of belongings, and identity and temporality in relation to learning and development

- exploring multiple transitions across countries and the experience of entering a classroom midway through the semester.

### 1.2 Aims of the Research

This cultural–historical study is focused on expatriate children who move countries and experience transitions and subsequent learning and developmental processes as they enter everyday life in a new country. These processes need to be understood from the wholeness approach (Hedegaard, 2008), which leads to a qualitative change in the individual (Vygotsky, 1987a). This study examines experiences that children have individually and collectively in the family, through teacher–child interactions, and focus participant and peer interactions across institutions (home, school and after-school activities). The specific aims of this research are as follows.
First, this study seeks to analyse the daily life of young expatriate children experiencing transition and subsequent processes in an international environment—specifically, the unity of social, emotional and cognitive learning and development across home and school settings. This includes the interaction of participants across and within the two settings.

Second, this study seeks to use cultural–historical theory and the wholeness approach (Hedegaard et al., 2008) to understand the different perspectives developed by teachers, parents, focus child participants and peers as new children undergo the transition process of entering new environments (homes and schools) in Malaysia.

Third, this study seeks to highlight the conditions created that lead to understanding an educator’s pedagogy, and how this affects the learning and development of new children and established children in the classroom. This study seeks to offer suggestions that may support pedagogical practices at home and school for children and families experiencing transitions and subsequent processes.

Fourth, this study seeks to extend existing theories—such as Vygotsky’s (1994) and González Rey’s (2004, 2008, 2012) contributions—and provide a contemporary understanding of the unity of affect and intellect in child development that will support young children and parents as they experience various learning and developmental processes during an international move.

While strongly grounded in the existing literature, the aims of this research also draw on the researcher’s personal journey as a teacher, mother and expatriate. Part of this personal journey is now presented through discussing the motivations for undertaking this research.
1.3 Personal Narrative and Motivations for the Research

My classroom was ready for the four-year-olds about to enter for the first day of their school career. I had set up a number of different activities: a drawing table, reading, play dough, soap and water, construction and dress ups—activities that I thought would be interesting and that the children would be familiar with. Over the course of the next 20 minutes, the children ambled in, wearing casual, comfortable clothing, clinging to their mums. Dads tagged along with their phones attached to their ears. Most parents left quickly and there was little fuss from the children.

Suddenly, there was a commotion at the door. I looked to see a crowd of about 15 people trying to enter all at once. As I walked over to see what was happening, a little boy was pushed gently from the centre of the crowd towards me. He was dressed in a beautiful white three-piece suit, complete with bow tie and cummerbund. He shyly presented me with a white carnation as the crowd continued to usher him gently into the room, following closely behind, while snapping photographs continuously. They looked at me and nodded; I looked back and nodded and smiled. I suggested that maybe it wasn’t such a good idea to have so many people in the room all at once. More nods in reply. Realising we did not speak the same language, we stood there looking at each other, me pointing at the door, smiling and nodding. The family continued to smile and nod at me.

The family eventually shuffled to the door and left the little boy standing in the middle of the room. The family stopped at the door and stood there; I smiled, waved, walked over and closed the door. They jostled for positions to peer through the window in the door. The boy stood to attention and the only movement was the one tear that trickled silently down his cheek. The family crowd rushed back in and said something to the boy—he started to howl, loudly. More photos were taken, little comfort offered and
out they shuffled once again. The little boy in his beautiful white suit was left sobbing his heart out in the middle of the room. He could not speak English—he was from Uzbekistan. He did not understand the activities, language or culture of the classroom. His family moved outside and called to him through the windows—a physical barrier between a known and unknown world. (Adams, personal journal from Russia, 2000)

The motivation for this study originates from three main areas. The first is the researcher’s personal experiences as an expatriate, educator and parent. The researcher has lived in eight countries over a period of approximately 19 years, moving to a different country every two years on average. She has had the opportunity to teach early childhood education in Australia, England, Russia and Malaysia. She has gained first-hand experience as a mother, a teacher and an expatriate in the transition and connected processes that children experience when moving into and out of countries. Her own children have grown up across countries—each born in a different country to their parent’s passport country. She has noted the unique way children experience entering their daily life in a completely new situation, and has experienced pedagogical strategies used in some institutions, which range from supporting the child in every aspect, to what seems like complete isolation. Therefore, she is interested in combining research using a range of perspectives, including those of expatriate parents, teachers, focus children and the children’s peers.

The second motivation is from the researcher’s personal experience and the realisation that not all children fit neatly into the ‘ages and stages’ view of child development because children are individuals who have unique experiences. In addition, not everyone in international schools originates from a Western-based culture. This observation is supported by previous research (Hedegaard, 2008, 2011; Nsamena, 2009, Vygotsky, 1994) and highlighted by the above anecdote.
The third motivation was the researcher’s Master of Education, in which she explored parental perceptions of international schools in Malaysia via cultural–historical theory (Vygotsky, 1987a) in combination with Bronfenbrenner’s (1979) ecological approach. Cultural–historical theory complements the researcher’s current thinking and, through her master’s research, she isolated an area for research that attempts to fill a gap in the literature. The most interesting area for the researcher is the potential to research children moving across the institutions of the home and school as they enter a new country, and their learning and development as they experience different processes during an international move.

1.4 Research Context

Context is important when using Vygotsky’s cultural–historical theoretical perspective because it provides ‘a sense of situated agency’ and ‘reciprocity’ with the environment (Smagorinsky, 2009, p. 87) (see Chapter 3). In addition, understanding the importance of context relies on the premise presented by Vygotsky (1987a) that thinking is initially social and that, through qualitative changes in the individual, sense making and understanding occur. This enables individuals to act in and with their environment in various ways (Smagorinsky, 2009; Vygotsky, 1994). Therefore, the Malaysian context—including some history—is presented here because this is where the children and families in this study began to experience their new everyday life.

1.4.1 The context of Malaysia. The Clash of Civilizations: The Handbook was ‘written for outsiders—those who are not familiar with education within a particular region or nation in Asia’ (Zhao, 2011, p. ix). The author suggests that the culture of Malaysia draws on a racial mix of people—there are the indigenous tribes (1%) and the Malays (65%), who moved from China more than 2,000 years ago; recent Chinese immigrants (26%); Indians (8%) and others (1%). Malaysian society is heavily
influenced by Persian, Arabic, Portuguese and British cultures, while each ethnicity that resides in Malaysia has a unique cultural identity. There are issues and challenges established in the fabric of Malaysian society regarding racial discrimination due to the constitution (Brown, Ali & Muda, 2004).

1.4.2 Malaysian politics—a brief overview. The Barisan Nasional (National Front) ruling party has held its position in Malaysia since 1957 and, although there has been some political competition (such as Anwar Ibrahim), the government has been able to maintain power through various means, including ‘design[ing] laws and amend[ing] the Constitution to protect the regime from significant political challenge’ (Jesudason, 1995, p. 338). Agreeing to this statement and highlighting the contradictory nature of the Malaysian Constitution, Brown et al. (2004) argue that the constitution is based on liberal Western models that include freedom of speech, religion and assembly. However, ‘there is an effective repressive machinery somewhat at odds with the character of the constitution’ (Brown et al., 2004, p. 4). This ‘machinery’ includes Acts such as the Sedition Act, Internal Security Act and Official Secrets Act, which together place stringent controls over the media, society and populace of Malaysia (Abbott, 2004, 2011; Jesudason, 1995; Nain & Kim, 2004). These Acts are described briefly below.

The Sedition Act was implemented after the Malaysian race riots in 1969, and was amended in 1971 and again in 1973. It currently controls:

freedom of speech and the press, particularly on the (sensitive) issues of rights of citizenship, Malay special rights, the status and powers of the Malay Rulers, the status of Islam and the status of Bahasa Malayu as the sole national language. It also prohibits any act, speech or publication that has a tendency to bring about feelings of ill will and enmity between various ethnic groups. (Nain & Kim, 2004, p. 250)
In addition, the government introduced the *Official Secrets Act* in 1971, which allows classification of ‘official secrets’ and prohibits all citizens from obtaining their right to information (Jesudason, 1995; Nain & Kim, 2004). The *Official Secrets Act* encompasses media outlets, which are expected to present programmes that reflect the ruling party’s aspirations (Nain & Kim, 2004). As a result, governmental transparency issues are questioned: ‘in short, these programmes are to assume that the government can do no wrong’ (Nain & Kim, 2004, p. 251). The *Internal Security Act* and *Official Secrets Act* restrict press freedom through legislation against sedition and libel (Abbott, 2004). The *Internal Secrets Act* allows police to arrest an individual without a warrant, and the person can remain in detention for up to two years without trial, with possible renewal of the detention every two years (Abbott, 2004, 2011; Jesudason, 1995).

Combined, these Acts and resulting laws have immutable power over the populace and provide strict governmental control. Taking this into consideration, Jesudason (1995) argues that, ‘Malaysia can neither be considered fully democratic nor definitely authoritarian’ (p. 336).

The Malaysian Constitution (Article 153) provides many benefits and special rights to the native Malaysian population (called ‘Bumiputra’, which translates as ‘sons of the soil’). These rights are denied to all other ethnic groups residing in Malaysia (Brown et al., 2004; Gill, 2005). The rights are protected by the king and are pervasive, including preferential treatment with regard to ‘education, business, and the public service … and have become part of Malaysia’s culture and nationhood’ (Haque, 2003, p. 245). The main interest here is the way these rights affect education in Malaysia.

**1.4.3 Situating education in Malaysia.** Malaysia was under colonial rule from early in the eighteenth century until attaining independence in 1957. During British rule, Malay citizens obtained preferential treatment in relation to education, and the
government held responsibility for Malay primary schools only (no support was offered for Chinese and Indian schools) (Gill, 2005; Haque, 2003). After independence was gained from the British in 1957, the Malays were able to increase the existing preferential treatment to include profitable scholarships for education and admission to schools and universities, which were determined by ethnic allocations that favoured Malays (Chua, 2000; Haque, 2003).

Further, there was a reduction of admission requirements for Malays, and institutions were founded specifically for this segment of the population to gain professional training (Chua, 2000; Haque, 2003). This remains the case in today’s Malaysia, and these legislative mechanisms create racial and ethnic tension that is ‘simmering’, even though popular press proudly promotes the multicultural, multiethnic and multi-religious identities living in Malaysia (Chua, 2000). However, it must be noted that, although there are tensions, Brown et al. (2004) argue that, ‘Malaysia is widely accepted as a country which has been remarkably—perhaps uniquely—successful in managing and containing ethnic conflict in a post-colonial context against expectations’ (p. 1).

1.4.4 Policy and education. The Malaysian government maintains strict control over education and education policy (Gill, 2005). Education is important to Malaysian society and is intricately related to the religious and racial tensions that were initiated prior to independence and continue today (Brown et al., 2004; Gill, 2005). During decolonisation, there were negotiations between the Malays, British, ethnic Malays, Chinese and Indian populations. Included in these discussions were ‘citizenship rights for immigrant populations and their descendants, the status of English as an official language and the status and role of Islam’ (Brown et al., 2004, p. 4). These were
controversial issues and challenges that created and fuelled ethnic tension (Brown et al., 2004).

Education plays an important role as a policy lever and supports inequalities throughout Malaysian society, particularly due to the arrangement of university quotas and the use of the Malay language (Bahasa Melayu) as the official language of instruction at the tertiary level (Brown et al., 2004). This programme of language cultivation and modernisation has remained prevalent for four decades, with Bahasa Melayu the official language in government, education and law courts. In contrast, English is dominant in the corporate sector (Gill, 2005) and in international schools originating from Australia, America and Britain. However, in 2002, the government decreed (without public consultation) that the language of instruction was to change to English (Gill, 2005). Gill (2005) attributes this to different social and contextual pressures to which the government needed to respond, such as:

- English being the medium of communication in business, which resulted in Malays graduating from Malay universities to become employed as civil servants, and finding it challenging to gain employment with multinational businesses
- the internationalisation of education in Malaysia, where English is used in the majority of international schools and universities originating from Western countries, and non-Malays who completed tertiary education in English were often hired to work for multinational companies
- the explosion of knowledge published in English-language journals, which could not be translated into Bahasa Melayu rapidly enough.

In effect, globalisation challenged the Malaysian policy planners’ support of Bahasa Melayu as the national language, and the Malays were placed in a position of
disadvantage—the opposite outcome that the policy planners had hoped to achieve (Lowe & Khattab, 2003). Since then, there has been a return to the original policy that privileges *Bahasa Malayu* as the official language of instruction in universities and schools (Brown, et al., 2004). Today these varying tensions continue to exist with the ruling party maintaining their position in government and control over the education system and maintaining *Bahasa Malayu* as the language of instruction in local schools and universities (Lee, 2015).

This provides an outline of Malaysian society, in which multinational companies operate, often employing expatriates to fulfil employment packages and drive economic advantages and profits. The children of expatriates usually attend international schools, which are situated in the rural, urban and metropolitan areas of Malaysia (see Figure 1.1 for a map of the international schools). The three international schools included in this study are located in the metropolitan area of Kuala Lumpur, and are within 15 kilometres of the city centre.
Figure 1.1. Map of international school locations situated close to Kuala Lumpur, Malaysia.

Note: Not all international schools are included on this map.

1.4.5 International schools in Malaysia. The international schools of Malaysia are independent entities that cater to all nationalities (see Chapter 4). The schools follow their country of origin’s curriculum and incorporate variations for local conditions (Hayden, 2012a). According to Blanford and Shaw (2001), international schools ‘defy definition’ (p. 2) due to their varied compositions, clientele, age range, population to which they cater, and type of management. However, there are some similarities between international schools across countries. Murphy (1991) notes that the main student population has parents who work for multinational companies or diplomatic corps, and that this population changes countries frequently due to employment conditions. In addition, most international schools welcome local populations.
In the context of the international schools included in this study, due to Malaysian government requirements, the curriculum is modified to align with local conditions and attract a percentage of the local population. Local Malaysians may comprise up to 40% of the student population, while the other 60% are predominantly expatriate children (Adams, 2010). The educators employed by the international schools included in this study originate from Australia, Britain and the United States (US). Parents of the children attending the schools have varied occupations and can be ‘expatriates, local nationals, spouse, ex-spouse, adult TCKs (ATCKs), employees or employers, teachers or governors’ (Hayden, 2006, p. 21).

The above discussion of the context of Malaysian society and the positioning of international schools within this society indicates the need for this thesis’s research problem, which is explored in the following section.

1.5 Statement of the Research Problem

Central to this thesis is the problem of the expatriate child’s learning and development, and the way individuals experience emotions and make sense of their situation during movements across countries, institutions and everyday life. The research problem has been developed from the limitations of the existing research and the gaps and tensions in the literature that need to be addressed. In addition, the areas of development in children undergoing transitions and subsequent processes during an international move provide a strong basis for developing the research problem. The problem is framed by two main research questions and seven subsidiary questions, as follows.
1.6 Research Questions

The following two overarching questions seek to capture a wholeness approach to researching children’s learning and development during the processes experienced after an international move.

1.6.1 Main research questions. This study’s main research questions are as follows:

- How does everyday life in institutions (home, school and after school) affect a child’s learning and development during an international transition into Malaysia?
- How does the child emotionally experience this transition?

1.6.2 Subsidiary research questions. This study’s subsidiary questions provide a focus for the research and subsequent analysis of data. In addition, they are directed towards the findings chapters and linked to the aims of the study and main research questions. The focus rests with the processes that children undergo as they learn and develop in new settings with the support of adults and peers. The subsidiary questions are presented in order of the publications and chapters in which they are situated.

1.6.2.1 Publication 1—Chapter 4.

- How do adults create the conditions for a child to undergo the process of development?

1.6.2.2 Publication 2—Chapter 5.

- How does everyday life at school affect a child entering a new school during an international transition into Malaysia?
- How do established children relate to new children entering their class mid-semester?
- How do inclusion and exclusion affect a child’s learning and development?
1.6.2.3 Publication 3—Chapter 7.

- How do children from the same family individually and collectively experience reconnecting with their belongings?
- How do children emotionally experience reconnecting with their belongings during the transition process?

1.6.2.4 Publication 4—Chapter 9.

- How does everyday life in institutions (home, school and after school) affect a child’s identity during an international transition into Malaysia?

1.7 The Research in this Thesis

1.7.1 Overview of the research design. The researcher was residing in Kuala Lumpur, Malaysia as an expatriate during the initial stages of this research and had access to educational and other institutions that were frequented by expatriates. This study used a qualitative case study approach (Wiersma & Jurs, 2009) to best represent the focus participants, families and schools in this research. In total, 90 hours of data were collected. The main form of data collection was digital video recordings of the everyday life of the child in transition across home, school and after-school activities, including play dates, birthday parties, sporting events and visits to markets and supermarkets. In addition, interviews with adults (parents, teachers and principals), field notes and still images were gathered over a period of six months (see Chapter 3 for full details). However, after completing data analysis and during the planning phase of the publications, it was decided to use the data of three focus participants (Catt, Zeb and Ollie), with one main focus participant’s data (Catt) in three publications (see Publications 1, 3 and 4). This was done to highlight the similar, yet unique, experiences children have across settings. Supplementary data from all participants were used in table format to highlight that the findings occurred across the dataset (see Publication 2).
This was done to adhere to the philosophy of moving away from the generalised child so that a child’s unique experience can be explored in depth.

**1.7.1.1 The participants.** Five Caucasian families of Western origin volunteered to participate in this study. The participants comprised five mothers (aged between 30 to 40 years), seven focus children (aged between 3.9 and 7.9 years, with their mean age at the beginning of the study being 5.4 years) and their siblings, five teachers and three principals.

All the families had been residing in Malaysia for less than one year. All seven focus children were attending international schools, and five of the seven children were newly arrived in Malaysia (see Table 1 in Publication 1).

**1.7.2 Significance of the study.** The significance of this study has been framed under empirical, theoretical, methodological and pedagogical criteria, which is further discussed in the linking chapters (Chapters 6, 8 and 10). However, the importance of this study rests with the outcomes (see Chapter 11), which will benefit a number of different audiences, including families with young children (pre-, during and post-transition), early childhood educators, pre-service educators, researchers in this area and policymakers. There are ways in which this study has potential significance for each of these groups, particularly as the world experiences an increased movement of populations across countries due to the effects of globalisation.

It is acknowledged that the children and families in this study lead privileged lifestyles and generally move countries through their own choice, in agreement with the multinational company employers. However, the transitions and subsequent processes are collectively challenging and stressful, with varied levels of support. While not explored in this thesis, it is important to reflect on those populations who are forced to move countries as refugees and question what it would be like for families with young
children who are forced to move countries with no support or employment opportunities, who experience active discouragement from their receiving countries.

A major significance of this thesis is the insight it provides into the importance of the reciprocity between the informal (home) and formal (school) learning contexts during transition processes when experiencing life in a new country. Early childhood educators in this research were positioned by parents as people with knowledge of the local situation, and were trusted as an expert source of information regarding children transitioning into schools. In addition, the significance of the study rests with practices in the classroom and the ways educators draw together theory and practice in their everyday life and manage the many challenges of a demanding curriculum and working with young children who are moving and experiencing transient lives (see Chapters 4 and 6).

Finally, the significance of the mediating influence of education and social policy on the professional practices of early childhood educators in Malaysia provides further insight to how international schools are positioned in a local environment. The effect of understanding how young expatriate children and their families affect interaction in the social situation provides valuable insight to the way Hedegaard’s (2008, 2012) model enhances this study, and will provide reference for future studies.

1.8 Thesis including Publications

This study is a unified body of work that is structured in the form of a thesis that includes publications (Monash University Thesis Including Publications Guidelines, 2014). The findings chapters are presented as standalone publications (see Chapters 4, 5, 7 and 9). These are related through linking chapters and the conclusion (see Chapters 6, 8, 10 and 11) that provide empirical, theoretical, methodological and pedagogical cohesiveness. The linking chapters combine a narrative, reviewed literature and
interrelated concepts positioned within Vygotsky’s (1987, 1994, 1997, 1998) theory to highlight the relationships between publications, while the conclusion draws all of these aspects together and provides recommendations and further areas of research.

As with a traditional thesis, a cohesive theme is presented; however, there are ‘limitations in length, scope, format and genre, and … [the] publications are restricted to the criteria dictated by the journals, publishers and the reviewers comments’ (Wong, 2013, p. 16). Although writing an article is described as a linear process that consists of data, literature, theory, method and discussion, this was a continual, iterative and generative process over various periods, in which each section was expanded and related to the previous and following sections. Therefore, time constraints provided a challenge when completing the thesis in this manner because some publications take up to one year to conceptualise, write, submit and undergo the review process (such as Publications 3 and 4). During this process, thoughts, understandings and writing styles changed due to additional readings, discussion, further analysis of the data and the author’s own development. Occasionally, the author felt a need to change a publication or deviate from the original plan; however, generally, the original plan has been adhered to, culminating in a unified body of work.

1.8.1 The publications and their sequencing. This thesis includes four refereed journal articles, two of which have been published (Publications 1 and 3) and two of which are under first review (Publications 2 and 4). These four publications present the findings, which represent processes that children experience as they move into everyday life in a new country, with a focus on the unity of affect, intellect and the environment. Perezhivanie (Vygotsky, 1994) is used as the unit of analysis, and is extended in each publication to present varied analyses.
1.8.2 **Sequence of the publications.** The sequence of publications presented begins with a snapshot of the home and school environment in Chapter 4. This publication is titled, ‘Emotions of Expatriate Children and Families Transitioning into Malaysia: A Cultural Historical Perspective’.

The second publication is positioned in the school and depicts a child transitioning into the class, and the subsequent processes that the new child, existing children and teacher experience. The focus is on the new child’s inclusionary and exclusionary experiences throughout a day in school (see Chapter 5). This publication is titled, ‘Social Inclusion and Social Exclusion of a Young Child: A Cultural-Historical Perspective of an International Mid-semester Transition’.

The third publication presents children reuniting with their belongings at home, and how this experience may present learning and developmental possibilities for one child, but not another (see Chapter 7). This publication is titled, ‘Moving Countries: Belongings as Central for Realizing the Affective Relation between International Shifts and Localized Micro Movements’.

The final publication is set in the home and discusses a newly arrived child’s first play date with a new friend from the school setting. This publication is titled, ‘International Transitions: Generating Subjective Sense and Subjective Configuration in Relation to the Development of Identity’ (see Chapter 9). The following section discusses the thesis structure.

1.9 **Structure of the Thesis**

In total, this thesis consists of three sections with 11 chapters. Situated between and occasionally within the chapters (for example, see Chapter 1) are narratives from the researcher’s personal experience of living as an expatriate, or from the data collected. The narratives provide context, personalise this body of work and provide a
way to connect with the reader on a more personal level. Further, the narratives are used to introduce and frame the subsequent chapter, with the aim of providing coherence between the researcher’s or participant’s real-life experiences and the research presented in each chapter. The following section provides a plan of the structure of this thesis.

1.9.1 Section and chapter outline. This thesis has three sections. Section I consists of three chapters, Section II consists of seven chapters and Section III consists of one chapter. The outline of the sections and chapters are now presented.

1.9.1.1 Section I: Chapter 1. The organisation of this thesis begins with Chapter 1, which is the introduction and provides a brief summary of the background information, such as situating TCKs and providing reasons why the families in this study experience multiple international moves during their children’s early childhood years. This chapter outlines the current study in relation to the literature, including the limitations of previous TCK research, gaps found in the literature and unresolved tensions in the field. A discussion of the need for new developments that are required in TCK research, the field of education and transitions follows. This chapter provides a brief description of the theoretical framework, aims of the project, methodology, rationale for the study and personal reasons for engaging with this study. The chapter ends with a brief discussion of the significance of the research, with some detail on writing a thesis that includes publications. Finally, the thesis structure is outlined.

1.9.1.2 Section I: Chapter 2. Chapter 2 presents the literature review. This chapter provides background information on the context of the research, specifically introducing TCK research and providing a broader discussion of the nomenclature of TCKs. This is followed by an introduction of expatriates and expatriate families, which leads to a brief discussion of expatriates in Malaysia. Following this, the chapter introduces general transition research, including research on transitions to school. This
leads to a discussion of transitions, the challenging processes that are experienced and identity, and culminates with a brief discussion of different perspectives related to transitions and emotions. This foregrounds the next section in the literature review, which encompasses empirical studies of *perezhivanie* in early childhood education. This chapter situates the current study in the literature and justifies the research questions selected, including the importance of researching expatriate families with young children undergoing transition processes.

**1.9.1.3 Section I: Chapter 3.** Chapter 3 discusses the methodological approach and research methods used, which supports the development of a study consistent with a contemporary cultural–historical theoretical perspective. This is followed by a presentation of the data analysis as proposed by Hedegaard et al., (2008), which was developed further by referencing Flores and Day (2006), Miles and Huberman (1994), Li (2012, 2014) and Yin (2004). This supports extending the theoretical and methodological considerations, and deepens the empirical findings regarding families with young children undergoing learning and developmental processes as they enter everyday life in a new country. The methods used in this study are discussed in detail and related to the dialectic–interactive methodology selected.

**1.9.1.4 Section II.** Section II presents the four findings chapters—Chapters 4, 5, 7 and 9—and three linking chapters—Chapters 6, 8 and 10.

**1.9.1.5 Section II: Chapters 4 and 5.** Chapter 4 and 5 are presented in the same manner—providing a brief introduction and overview of the journal chosen for the finding publications. In addition, some of the reviewer’s comments are presented, with responses from the author. Following this, the publication is presented. The publication is followed by a brief comment on the importance of the publication, which is discussed under the headings of empirical, theoretical methodological and pedagogical
significance. The chapter concludes with general comments and reflections on writing the article.

1.9.1.6 Section II: Chapter 6. This chapter presents the first linking chapter and highlights the relationships between Publications 1 and 2. After a brief introduction, there is a discussion that portrays the empirical, theoretical, methodological and pedagogical links between the two publications.

1.9.1.7 Section II: Chapter 7. Chapter 7 returns to the findings. This chapter provides a brief introduction, followed by an overview of the journal chosen for the publication. In addition, some of the reviewer’s comments are presented with responses from the authors. The publication is then presented, followed by a discussion of the importance of the publication. This follows the structure outlined in the previous chapters and includes the empirical, theoretical methodological and pedagogical significance. The chapter concludes with general comments and reflections on writing the article.

1.9.1.8 Section II: Chapter 8. Chapter 8 is the second linking chapter. It discusses the relationships between Publications 2 and 3, including the empirical, theoretical, methodological and pedagogical links between the two publications.

1.9.1.9 Section II: Chapter 9. Chapter 9 reports the final findings publication, beginning with a brief introduction, followed by an overview of the journal chosen for the publication. The publication is then presented, followed by a discussion of the publication’s empirical, theoretical, methodological and pedagogical significance. The chapter concludes with general comments and reflections on writing the article.

1.9.1.10 Section II: Chapter 10. Chapter 10 is the third linking chapter. It discusses the main links between the four publications. The focus of this chapter is to establish the overall empirical, theoretical, methodological and pedagogical links
between the publications, which provides the basis for this study’s recommendations and suggestions for future areas of research, presented in the conclusion.

**1.9.1.11 Section III: Chapter 11.** The final section of this thesis consists of one chapter (Chapter 11), which unites the entire thesis and provides answers to the research questions, thereby providing the final conclusions to this thesis. Chapter 11 begins by presenting a synopsis of the thesis, followed by restating the research questions and presenting the main findings. This is followed by a discussion of the epistemological contributions of the study. In addition, this chapter presents recommendations and suggestions for future areas for research. Finally, this chapter examines all the arguments in the thesis, and presents conclusions.
Introductory Narrative for Chapter 2

The family was in transit at Narita Airport, Japan. An American businessman struck up a conversation with a three year old.

Businessman: So where ya’ll going to?

Three year old: Well I’m going to Hobart in Tasmania to see Lee and Ron (Grandparents) but first we have to come to Japan and then we go to Melbourne and then we go to Tasmania. You know we live in Moscow but we went to see Mt Etna in the holidays it exploded – BOOM!

Businessman: (startled retort) Hmm, well Mt Etna is nowhere near Moscow, where is it?

Three year old: No you know it’s a volcano and it’s not in Moscow it’s in the island called Sicily and that is down under Italy, like Tasmania is down under Australia”.

Businessman: How do you know all this?

Three year old: Well in my kitchen in Russia we got this big (making a circle with arms, eyes wide and smiling) map and you know all the countries on the whole world are there and me and my Dad we put pins in it to see where we are going and where we went the other days (Adams, personal journal from Russia, 2002).
Chapter 2: Framing the Literature Review

2.1 Introduction

As highlighted in the introduction and by the above narrative, the focus of this thesis is the unity of affect and intellect (one dimension of perezhivanie) of young children who experience multiple international moves during their early childhood years. Transitions and their subsequent processes become part of the expatriate child’s everyday life. This chapter reviews the empirical literature and some theoretical studies to support presentation of a unified body of work surrounding and including the publications (Chapters 4, 5, 7 and 9). In addition, this chapter discusses the tensions in the literature, which are not made apparent in the findings chapters due to the limited scope of the publications; however, these tensions support positioning this thesis as a whole.

As stated in the introduction, the research context is important for cultural–historical studies (Smagorinsky, 2009). In the current study, understanding the context began by situating the Malaysian context in the introduction. This is followed by elaboration in the literature review, completed through identifying what has already been researched, and by directing the research to new areas of investigation (Wiersma & Jurs, 2009). Further, support for the research is obtained from the literature by establishing the need to address and locate the problem and contribute to refining the main and subsidiary research questions, thereby guiding the selection of research design and methodological procedures. In addition, this review adds more to the standalone reviews in each publication, and seeks to direct the reader to how the four publications are positioned to fill the existing gaps in the literature.

Through selective reference to the literature, this review focuses on publications that have been peer reviewed and published by well-known publishers (such as Elsevier,
Routledge, Springer, and Taylor and Francis) or on university databases. The main search terms used to locate the current studies were: ‘emotions’, ‘emotion and cognition’, ‘expatriates’, ‘expatriates with families’, ‘Malaysian education’, ‘Malaysian constitution’, ‘perezhivanie’, ‘third culture kids’ and ‘transitions’. A variety of databases were used, such as A+ education, ERIC, ProQuest education journals, PsychINFO and Google Scholar. This included a systematic review of early childhood journals; some psychological journals; and international and cultural–historical/sociocultural specific journals, such as Mind, Culture and Activity and Outlines. In addition, book titles and chapters were sourced. Further, during the review process of Publication 3, the reviewers suggested additional publications, which have been included in this literature review. These recommendations strengthened the overall thesis. A doctoral thesis should encompass all extant literature in the field; thus, the researcher endeavoured to be systematic, selective and diligent during the review process. However, it is possible that some areas were overlooked.

The following review situates TCKs in the literature, elaborates on the nomenclature of TCKs, introduces expatriates and provides evidence that there are limited studies in this area relating to young children. In addition, this review analyses transition literature and studies in early childhood education and perezhivanie. This chapter culminates with a summary of the main gaps in the literature, where this thesis is positioned.

2.2 Situating TCK, Expatriates and Transitions

The following table is adapted from Cameron’s (2003) literature review to show the type and total number of resources that specifically relate to TCKs (from 1901 to 2003). There is a separate column for the number of resources that mention TCKs specifically in the title.
Table 2.1

*Type and Number of Literature Resources Available until 2003* (adapted from Cameron, 2003)

<table>
<thead>
<tr>
<th>Resource</th>
<th>Total books related to TCKs Books</th>
<th>Total chapters and articles related to TCKs</th>
<th>Total theses related to TCKs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Books</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>226</td>
<td></td>
<td>606</td>
</tr>
<tr>
<td>Personal narrative</td>
<td>150</td>
<td></td>
<td>Military children 21</td>
</tr>
<tr>
<td>Autobiography</td>
<td>37</td>
<td></td>
<td>Missionary children 60</td>
</tr>
<tr>
<td>TCK specific</td>
<td>39</td>
<td></td>
<td>TCK specific 18</td>
</tr>
<tr>
<td><strong>Book chapters</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>136</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Journal articles</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Theses</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>234</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2.1 shows that a total of 226 books were located relating to TCKs, with the majority based on personal narratives. It shows that a total of 606 books and journal articles were located that mentioned TCKs, including 136 book chapters and 100 journal articles that were TCK specific. In addition, Table 2.1 shows that a total of 234 theses mentioned TCKs, of which 21 were based on military kids, 60 were based on missionary kids and 18 were TCK specific.

The major trends outlined in Cameron’s (2003) review are summarised as follows:

- The majority of studies are retrospective and involve participants who moved countries during their early years of childhood. The participants in these studies were ATCKs.
- There are varying perspectives presented across the literature, with the majority arising from personal experience or autobiography.
There are varying emotional effects that result from a mobile childhood, as determined by studies with teenagers and adults. Education in a foreign context is gaining importance. Until 2003, there were no studies located that included TCKs originating in the Australasian region, with the majority of existing studies being from the US.

As Cameron (2003) provides an extensive literature review until 2003, the majority of literature reviewed in the current study is post-2003, with some crossover. Cameron’s review begins to highlight current gaps, such as the limited research from an Australasian perspective and the experience of young children in situ. Further, Cameron’s review highlights the fact that the majority of TCK research does not include young children, but is based on retrospective interviews with teenagers and adults. To position young TCKs in this research, the nomenclature of children who move internationally with their families is discussed in the following section.

### 2.2.1 Nomenclature of young children who transition internationally

There is a growing tension on how to refer to children who experience multiple international transitions during their early childhood years, which has resulted in a broadening of the nomenclature away from ‘third culture kids’. The term ‘third culture kids’ originally encompassed four categories of children—the children of foreign service aides, US military personnel, missionaries and families moving with multinational corporations (Pollock & Van Reken, 2009). These communities formed their own social networks (away from the local nationals) and established schools to educate only expatriate children, situated in the host society (Pollock & Van Reken, 2009).

In today’s increasingly globalised world, there are greater opportunities for families to travel, resulting in increasingly larger transient populations in which young
children experience a mixture of cultures (Moore & Barker, 2012) and variety of lifestyles. Further, international schools actively encourage local nationals to attend, and have scholarship programmes for locals. There are different groups moving countries regularly, sometimes for a short period (e.g. Korpela, 2014). Some authors argue that the term ‘TCK’ is inaccurate and outdated (Moore & Barker, 2012). Other terms similar to ‘TCK’ include ‘cross-cultural kids’ (Pollock & Van Reken, 2001), ‘transnational children’ (Coe, 2012; Gardner, 2012), ‘global nomads’ (Ender, 2002), ‘third culture individuals’ (Moore & Barker, 2012), ‘third culture children’ (Ebbeck & Rues, 2005) and ‘sojourners’ (Fry, 2007), to name a few. These names broaden the category to include immigrants, children from mixed cultural marriages, refugees, adults who grew up living an international lifestyle (known as ATCKs) (Walters & Auton-Cuff, 2009), repatriating expatriates (Kano Podolsky, 2004), and sojourners (Fry, 2007).

Further, in the majority of research available relating to TCKs, the participants are adults, yet the term ‘TCK’ is used to describe these studies (Cameron, 2003; Moore & Barker, 2012). This creates confusion and is misleading because it generates the expectation that the research involves children. In addition, it is argued that the term ‘TCK’ is not relevant for today’s globalised world, while the terms ‘cross-cultural kids’, ‘transnational children’ and ‘global nomads’ are too broad to classify the participants in the current research. Therefore, the focus child participants in this study are termed ‘expatriate children’ (see the publications in Chapters 4, 5, 7 and 9).

The children in this study move countries as a result of one or both parents’ employment with a multinational company. Due to this employment, the family holds the status of ‘internationally mobile’. This often results in multiple moves across countries during the child’s early years (Cameron, 2003; Dixon & Hayden, 2008). However, this is not to discount Useem and Downie’s (1976) seminal sociological work
on TCKs, or research that encompasses immigrants, cross-cultural kids, global nomads and others. All this research provides a solid foundation for the current study, and positions the author to seek new trends and perspectives to extend. In each study reviewed, the authors frame the research by introducing TCKs as originating from Useem’s work (e.g. Cameron, 2003; Fry, 2007; Hayden, 2012b; Tanu, 2008). This occurs in the publications presented in this thesis (in Chapters 4, 5, 7 and 9), thereby serving a dual purpose—first, to situate and acknowledge the context of expatriates and the relationship between TCKs and the current study, and second, Useem and Downie’s (1976) work provides a strong foundational link between each article because this is where the phenomenon of families moving countries for employment was first highlighted to the research community.

2.3 Introducing Expatriates

Globalisation is defined as ‘the process by which businesses or other organizations develop international influence or start operating on an international scale’ (Oxford Online Dictionary, 2015). Through the advent of multinational companies, world economic systems are amalgamating and multinational companies employ skilled workers to increase their capital and profit. These internationally mobile employees work closely with local nationals to increase skill levels and productivity in the receiving country.

Miranda (2009) acknowledges the high expenditure and investment involved when employing expatriate workers because they are usually contracted for managerial roles or key positions within the organisation. Van Erp, Van der Zee, Giebels and van Duijn (2013) agree that moving an expatriate around the world requires vast investment by the multinational company. The remuneration and beneficial terms and conditions are increased for expatriates if their families accompany them, especially if school-age
children are involved and the company agrees to pay for schooling, medical fees, services fees and housing. Acknowledging the reciprocal relationship between the multinational company and employee, it is an equally large investment by the expatriate and their family.

2.3.1 Expatriate families. In their annual research of American multinational companies, Brookfield Global Trends Survey (2014) suggests that approximately 78% of expatriate staff hired by multinational companies are joined by their spouse or partner (see Figure 2.1).

![Figure 2.1. Number of expatriates with a spouse or partner. Source: Brookfield Global Trends Survey, 2014, p. 18.](image)

Literature from a psychological management perspective acknowledges the important role that the expatriate’s spouse or partner plays (Takeuchi, Yun & Tesluk, 2002). There is a correlation between the adjustment of the spouse or partner and the adjustment of the expatriate, which relates to the longevity and success of the assignment (Bhaskar-Shrinivas, Harrison, Shaffer & Luk, 2005; Takeuchi et al., 2002). According to the Brookfield Global Trends Survey (2014), only 47% of these families have children accompanying them. Many previous studies concentrate solely on
expatriates and their spouses or partners (Cho, Hutchings & Marchant, 2012), or the positive and negative outcomes of the spouse adapting to their new situation, and the effect this has on the expatriate employee (Bhaskar-Shrinivas et al., 2005). Although 43% of families were travelling with children, most studies relegate children to the demographic statistics—acknowledged, yet otherwise ignored. There are a few exceptions, including Cho et al. (2012), who found that the education of children was an important consideration and major contribution to decisions regarding whether to continue as an expatriate or repatriate to the country of origin. However, this study was presented from the perspective of the adults and no children were invited to participate.

![Accompanying Children](image)

*Figure 2.2. Number of expatriates with children. Source: Brookfield Global Trends Survey, 2014, p. 18.*

### 2.3.2 Studies including young TCKs.

Minimal studies mention young children in the TCK literature, with a few exceptions, such as Ebbeck and Reus (2005), Korpela (2014), Millar (2011) and Sanagavarapu and Perry (2005). Of these studies, Korpela (2014) drew her research from families with young children living a transitory lifestyle of six months in Goa, India, and the other half of the year in their country of origin; therefore, this study was not analysed as the focus participants in this study were not moving to India for employment purposes. Sanagavarapu and Perry (2005) interviewed
Bangladeshi immigrants (children and adults), noting that the interviews with children were brief and ‘yielded few details’ (p. 47). The data generated from the children’s interviews were not included and the authors determined that a different data collection method was required (Sanagavarapu & Perry, 2005). Therefore, this study was not analysed in this review. However, studies conducted by Ebbeck and Reus (2005) and Millar (2011) were analysed because they have some similarities to the current research and include data generated by children’s participation in the research.

Ebbeck and Reus (2005) used a mixed-method study to research the frequency and expression of feelings of eight-year-olds while transitioning into a Singaporean international school. This study highlighted some of the emotions young children experience during a transient childhood, confirming the majority of research of ATCKs and provides further confirmation that children experience a sense of loss, and find some new situations challenging. This is similar to research about school transitions conducted by Dockett and Perry (2001), which found that excitement, anxiety and fear are present in children experiencing school for the first time at age five. Ebbeck and Reus (2005) suggest that relationships with significant others (teachers and peers) are important during the transition period, and young children need to feel safe when being challenged in new settings. Their findings indicate that more negative feelings were voiced during the initial transition period to school and, over time, these were met with more positive descriptions of feelings, which increased as time passed and the social situation became more familiar (Ebbeck & Reus, 2005).

Millar’s (2011) research of Korean children (five to eight years of age) moving into an Australian school was completed using a case study approach from a sociocultural perspective, in which teachers, parents and children were interviewed via a Korean interpreter. The author investigated cultural adjustment to school, in which
participants were invited to share the experiences that either facilitated or hindered their school life. A major concern for the focus participants was found to be language differences, while the pedagogy of the classroom and interpersonal relationships with teachers and peers had a positive effect on cultural adjustment.

These studies make an important contribution to the literature because they position the child undergoing the processes of social learning and belonging, and highlight the importance of the environment. Further, a range of emotions is discussed, rather than the focus being directed towards the initial negative emotional experience. However, these studies have some limitations, which are reflected in the overall TCK and expatriate literature. In reviewing the references of these publications, there were few with direct links to young children involved in TCK research. Those references that mentioned young children in these publications (Ebbeck & Reus, 2005) originate from magazines (e.g. Glicksberg-Skipper [2000] in Transitions Abroad and Roman [2001] in Relocation Today), highlighting the minimal amount of research available on TCKs.

The analysis of Ebbeck & Reus, (2005) and Millar’s (2011) studies further directs attention to the limited research that includes young expatriate children who experience multiple moves during their early childhood years. In addition, there is minimal mention of the home context during the process of cultural adjustment, or the way parents support children’s learning and development. Further, there is limited research presented from a cultural–historical theoretical perspective. Publication 1 (Chapter 4) addresses these issues by highlighting the importance of a home–school alliance and interaction, which needs to recognise the children’s contribution in shaping and being shaped by their environment (Vygotsky, 1994) as a form of cultural transmission (Vygotsky, 1987a).
This section of the review suggests a need for research that considers the way transitions affect children’s learning and development. As such, the main research questions of the thesis include:

- How does everyday life in institutions (home, school and after school) affect a child’s learning and development during an international transition into Malaysia?
- How does the child emotionally experience this transition?

The subsidiary question associated with children’s learning and development asks:

- How do adults create conditions to support their child’s learning and development during a period of transition?

In summary, there are few books with TCKs in the title that actually include or mention young children. The term ‘TCK’ has been broadened to encompass different social groups, including young family members who travel with their parents; thus, the current study refers to ‘expatriate children’. The majority of literature regarding TCKs originates from the retrospective experiences of ATCKs. Most of the literature reviewed targets expatriates who are employed by a multinational company, or expatriates and the role of their spouse. When young children are acknowledged in the research, they are relegated to demographic statistics, with no child’s perspective or voice included. This review located two studies (Ebbeck & Reus, 2005; Millar 2011) that included young expatriate children within the target age range of this thesis (aged three to seven). The limited studies direct our attention to a need for this population to be included in research, as a different perspective on those families with young children moving through the processes associated with a transition need to be considered. The role of significant adults and others (parents, teachers and peers) in the life of expatriate children also must be further explored as we know from extant transition research that
communities are significant when young children are experiencing the processes connected to a transition (Dockett and Perry, 2001; 2002; 2007). Bringing these studies together there is a further need to use a theoretical perspective and theorise this population (Cameron, 2003). The following section begins to focus more specifically on the target population of expatriate families living in Malaysia.

2.4 Expatriates in Malaysia

The literature review located 10 studies that specifically targeted the expatriate employees of multinational companies in Malaysia; however, it was not obvious if the journals were peer reviewed because there was no link to a ranking system. Further, the articles were not presented by known publishers or sourced from university databases. Therefore, these studies were discounted and World Bank reports based on Malaysian Immigration Survey (MIS) (2013) were located.

According to MIS (2013), there were approximately 43,172 expatriates residing in Malaysia, which is equivalent to 2% of registered foreign workers. MIS (2013) indicates that expatriates can obtain visas to work in Malaysia for one to two years, with extensions granted on further approval. Due to the positive economic benefits and low risk of allowing expatriates into the workforce in Malaysia, the majority of policies encourage and facilitate highly qualified and skilled employees, particularly in the ‘knowledge-intensive industries’ (MIS, 2013, p. 91), such as communications, technology and the petroleum industry. The only exceptions are those positions that relate to employment with Malaysian national security, which is denied for expatriate workers (MIS, 2013).

There are stringent controls in place to obtain expatriate working visas and, depending on the type of employment pass provided, there are different rules, procedures, levies and rights, including permission to allow or deny accompanying
dependents (MIS, 2013). There were no statistics located that reported the number of expatriates with accompanying spouse, partners and children.

Young expatriate children experience transitions in their everyday lives between countries, accommodation, schools and social relations; however, this review located no studies that reviewed the transition literature in relation to TCKs or young expatriate children. Therefore, the following section of the review is important because it positions the current study to fill a further gap in the literature. In addition, the transition literature is reviewed in Publication 3 (Chapter 7). It is interesting to note that many of the studies that focus on transition research use a sociocultural perspective and emphasise the heightened and sustained emotions related to processes after a transition (Zittoun et al., 2003). However, once again, this review found limited studies that included young children moving through learning and developmental processes after a transition.

2.4.1 Transitions across the literature. This review found that transitions have been researched extensively during the last few decades (e.g. Beach, 1999; Zittoun, 2009; Perry, Dockett & Petriwskyj, 2014). This literature has not been restricted to families moving internationally, but encompasses a broad range of experiences from an educational perspective, such as transitions from home to school at age five (Dockett & Perry, 2005; Yeo & Clark, 2005) and from one school to another in stable populations of those who reside in a single country (Winther-Lindqvist, 2012a, 2012b). Other forms of transition analyse micro-movements in the home (Chen & Fleer, 2014; Cigala, Fruggeri & Venturelli, 2013) and the pedagogy of moving between imagination and reality in the school setting (Fleer, 2014a). Hedegaard and Fleer, (2013) discuss transitions in relation to home and school pedagogy in families who have lived in the same area for their entire lives. Using a post-structural analysis, Grieshaber (2004)
studies movement of children from home to school, and establishes that children use power relations as a form of control over their parents.

There is much literature stemming from a psychological perspective that draws on a sociocultural theoretical paradigm to theorise transitions (Beach, 1999; Zittoun, 2006, 2007, 2009, 2014). This is reviewed here with examples drawn from the empirical literature, adding to the literature reviews presented in Publications 2 and 3 (Chapters 5 and 7).

Using a sociocultural theoretical argument, Beach (1999) suggests that transitions involve personal progress through qualitative changes in the individual, and are linked to the transfer of knowledge and reconstruction of actions across settings. Beach argues that transitions are consequential and that there are three main types of transitions: lateral, mediational and collateral. For example, lateral transitions occur as children transition from home to school. The children may enter ‘transition to school programmes’ (e.g. Dockett et al., 2011), which support children prior to entrance, which are mediational transitions (Beach, 1999) and these programmes have a mediational role and support transitional processes. They may include a child spending some time in the institution prior to attending daily classes, and then extending these programmes for a period while the child is new to the institution. It is generally accepted that children who participate in transition practices experience a positive effect during adjustment to school (Dockett & Perry, 2013a). In addition, it is important that the child is supported in the transition by significant others, such as parents, carers (Dockett & Perry, 2013b), siblings and others in the school setting (Dockett & Perry, 2013c). This support enables a smoother adjustment for children entering school at age five (Dockett & Perry, 2013b, 2013c). Further correlations have been found between parental support and positive experiences during transition processes if the child originates from a disadvantaged
background (Dockett & Perry, 2013a). These studies support Beach’s (1999) mediational transitions.

Beach (1999) discusses transitions that are encompassing, which occur when children draw on their experiences, such as abiding by rules in one educational setting (such as daycare) and acknowledging the importance of rules and being able to abide by the rules of a new setting or school (e.g. Dockett et al., 2011; Docket & Perry, 2013a), with help from an older person. The final form of transitions that Beach (1999) explains is collateral transitions, in which the individual’s experience coincides with moves between two settings, and there may be a conflict that needs to be resolved. An example is provided in Hedegaard.’s (2014) research of one focus participant completing homework between the home, school and a friend’s house, and the conflict between being a student and friend. The collateral transition may create tension or conflict that needs to be understood and a resolution negotiated by all parties.

These studies highlight a gap in the empirical literature that Publications 1 and 2 seek to fill, with the focus in each publication being on a young child who has newly arrived in Malaysia, and experiences challenges, conflict and tension across settings while undergoing processes after transitioning to live in Malaysia. This focus participant’s experience highlights Beach’s (1999) collateral transitions, where there is tension and conflict that needs to be resolved. In addition, bringing these studies together highlights further gaps in the literature that are age related—such as the growing trend of children as young as three years of age entering a formal school setting in Malaysia. Further, there is minimal discussion in early childhood international school research of the hidden curriculum and social rules that are prevalent, including the way some children unknowingly create conflict due to their prior knowledge, which may
create conditions for tension that remain unresolved. These gaps frame the research questions found in Publication 2 (Chapter 5). These are:

- How does everyday life at school affect a child entering a new school during an international transition into Malaysia?

- How do established children relate to new children entering the class mid-semester?

- How do inclusion and exclusion affect a child’s learning and development?

2.4.2 Transitions and challenging processes. As highlighted in the literature and throughout each publication (Chapters 4, 5, 7 and 9), transitions can be challenging, can be full of tension and can alter or reconstruct an individual’s identity or sense of self (Beach, 1999; Zittoun, 2006). Zittoun et al. (2003) provide a broad theorisation of transitions, noting the importance of transitional processes:

processes linked to ‘transitions’ are processes of elaboration related to the construction of meaning following a rupture in the ‘taken for granted’ or the emergence of something otherwise unexpected. In such circumstances the activity of meaning construction may need some kind of catalyst; it is when people lose the common ground, the taken for granted, that they have to re-create meaning. (p. 417)

Beach (1999) suggests that this emphasises the processes after a significant event that support the individual to establish a new conduct or transformation. Zittoun (2006, 2007, 2009, 2014) agrees, arguing that the social, cognitive and temporal resources available to individuals support processes after a transition, through learning, changing identity and transformations. Zittoun et al. (2003) theorise the use of symbolic resources, including ‘shared bodies of knowledge or argumentative strategies to movies, magazines or art pieces’ (p. 416). In addition, Zittoun et al. discuss the variety of uses
that symbolic resources have, and particularly their link to variations of reflectivity during transitional processes.

Symbolic resources may include belongings; however, this review located no studies that discuss the importance of belongings used as symbolic resources for young children moving into a new country. One study by Hatfield (2010) examines the importance of belongings for repatriating expatriates. Hatfield (2010) acknowledges the ‘adultisation of TCK’ (p. 247) research, with much of the review mentioning children and their subservient position in migration research. However, Hatfield’s (2010) focus participants are noted as ‘dependen[t] on the household [that] is used to define “children” because it avoids an arbitrary age limit’ (p. 247). Hatfield (2010) adds that, ‘more correctly [participants are] defined as “young people” … up to 25 years of age’ (p. 247). In addition to the standalone literature review presented in Publication 3, this body of work further supports and positions the presented publication as filling an under-researched area in the literature. This publication examines learning, sense making and the importance of the affective relationships between young children and their belongings during an international move.

In addition, Publication 3’s literature review deviates from TCK research and highlights the type of research that concentrates on emotions and transitions in general. Publication 3’s review focuses on the age-specific nature of transition literature and the way that young children are notably absent from this body of work and treated as ‘baggage’ (Orellana, Thorne, Chee & Lam, 2001, p. 588). There is minimal research exploring young children’s personal experiences (Hatfield, 2010) and development as they transition to different countries. Orellana et al. (2001) argue that child participants in international transition research are often viewed as ‘emotional dependents …
weigh down adult migrants’ (p. 588). This literature positions the research questions cited in Publication 3 (Chapter 7) to begin a conversation:

- How do children from the same family individually and collectively experience reconnecting with their belongings?
- How do children emotionally experience reconnecting with their belongings during the transition process?

### 2.5 Transitions and Identity

The conflicts, tensions and transformations that are created as individuals move between and across cultures have featured in the transition and identity literature (Hedegaard, 2005, 2011; Sánchez-Medina, Macías-Gómez-Stern & Martínez-Lozano, 2014). There are few studies that specifically target young children’s learning, identity and emotions as they transition countries. A further analysis of identity studies revealed that transitions include more than a physical move—they are ‘complex and multi-faceted and invariably involve changes to self-identity born out of uncertainty in the social and cultural worlds of the individual’ (Crafter & Maunder, 2012, p. 11). Therefore, from a sociocultural perspective, transitions potentially result in an individual changing. This is referred to in different ways throughout the literature, including as a person’s ‘reconstruction’ (Crafter & de Abreu, 2010; Zittoun, 2014), forming and reforming identity (Roth et al., 2004), exposing multiple identities (Hedegaard, 2005, 2011; Hodges, 1998) or building funds of identity (Esteban-Guitart & Moll, 2014). Hedegaard (2012) argues that the individual’s own agency is important; however, this is also dependent on the dominant values, motives and demands of the society, which are reflected in institutionally-created social situations. The individual’s agency is important, as it is the reciprocal relations the individual has with the
environment; however, an important element is also what the individual takes into the situation, and the way development occurs over time (Vygotsky, 1994).

There is agreement throughout cultural–historical and sociocultural literature regarding the importance of the social situation in relation to identity and learning, stemming from Bakthin (1986), Erikson (1968) and Lave and Wenger (1991). However, a more contemporary theoretical position is that of Duveen’s (2002) social learning theory, which has been used extensively in relation to learning and identity (e.g. Crafter & de Abreu, 2010; Winther-Lindqvist, 2012a; Zittoun, 2006). ‘Social’ is mentioned consistently in relation to identity, such as ‘social worlds’ (Hedegaard, 2005, 2011), ‘figured social worlds’ (Vagan, 2011), ‘social context’ (Vianna & Stetsenko, 2011) and the importance of the dialectic relation between the individual and collective during ‘social activity’ (Roth, 2007). The social is not limited to people and societies—artefacts are also important and include ‘symbols, objects, situations and places … they are socially organised’ (Penuel & Davey, 1999, p. 223).

In these studies, the social and material environment (Vygotsky, 1994) are deemed fundamental aspects related to the processes of learning and identity; however, when transitioning from one country to another, belongings are packed into a container, often with only the basic necessities taken in a suitcase. The family transitions together; however, potentially, there is no known social situation external to the family unit when entering everyday life in a new country. This review found no studies in the cultural–historical literature that researched the everyday life of a young child in transition, while reconfiguring a developing identity in relation to transitioning from a known social and material environment to an unknown social and material environment. This literature, in addition to the review in Publication 4 (Chapter 9), highlights a gap regarding identity, learning and development.
In Publication 4, the focus is linked to the process of identity formation in young expatriate children, and the importance of finding a friend. In addition, temporality is an important component of identity formation with the children in this study, and is covered extensively in this publication (Chapter 9). The literature review in Publication 4 provides evidence of further gaps, which the research question of this publication is framed to address. The research question is:

- How does everyday life in institutions (home, school and after school) affect a child’s identity during an international transition into Malaysia?

As the current study is situated within cultural–historical theory and focused on early childhood education and the unity of affect and intellect as young children experience moving countries, the following review section analyses empirical studies of *perezhivanie* in early childhood education, beginning with different theoretical perspectives.

### 2.5.1 Different perspectives of transitions and emotions

Much of the literature on TCKs from a psychological (Dewaele & van Oudenhoven, 2009; Walters & Auton-Cuff, 2009), sociological (Cottrell, 2002, 2007; Hayden, 2012a; Schaetti, 1998) and anthropological perspective (Berry, Phinney, Sam & Vedder, 2006; Fry, 2007; Korpela, 2014) mentions negative emotions that teenage and adult participants remember and have not managed to resolve (Cameron, 2003; Gilbert, 2008; Klemens & Bikos, 2009). However, few studies explore the processes of emotional experiencing that adults remember because this is a challenging methodology that raises issues regarding the validity and reliability of remembering (Hodges, 1998). Instead, in the extant literature, the resultant feelings of living a mobile childhood are illustrated (such as continuing feelings of loss, grief and issues with identity); however, there is no understanding of the processes involved in acquiring these feelings, or why they are
harboured for many years. Robinson and Clore (2002, as cited in Brennan, 2014) argue that, when using an individual’s memories of emotion, a discrepancy arises between the features of the emotion experienced—which tend to ‘be episodic, experiential and contextual in nature’ (p. 288)—and the individual’s beliefs about emotions—which are inclined to be ‘semantic, conceptual and decontextualized’ (p. 288).

2.5.2 Empirical studies using perezhivanie. Although Vygotsky (1987a, 2004) made a strong argument for the integral connection between affect and intellect in the 1930s, perezhivanie has only recently begun to be explored empirically in Western literature. There is vast and growing interest in developing perezhivanie as a concept across different fields of research, such as changing employment from a fisher person to an educator (Jóhannsdóttir & Roth, 2014) and experience in a high school physics classroom (Roth & Jornet, 2014). Further, in drama, research encompasses newly released translations of Vygotsky’s theatre reviews that provide links to the Russian theatre director, Konstantin Stanislavsky, and the concept of perezhivanie (Clemson, 2015; Michell, 2015). The relevance of these studies rests with the way affect and intellect are viewed in unity rather than separated as in traditional educational research (Vygotsky, 1987). However to narrow the focus, this review only considers studies located in early childhood education.

Lindqvist (1995) developed the notion of ‘play worlds’, which is a central concept of creative play pedagogy that involves joint play between adults and children to generate creativity and spontaneity, with the aim of enhancing the child’s emotional, cognitive and social development. Ferholt (2009, 2010) extends this to explore play and art through creating a common fantasy world between the researcher, educator and child by using the book, The Lion, the Witch and the Wardrobe (Lewis, 1950) as a provocation. Creative collective and individual imagining by the children and adults
resulted in emotional experiences that were explored through a detailed analysis and narrative.

Further, links between drama, early childhood education and *perezhivanie* are highlighted in ‘preschool didactics where education and play (which is not drama, but is closely related to drama) are both central’ (Ferholt, 2015, p. 57). Ferholt (2015) states that what a child learns from a situation needs to be considered with the emotions that are experienced, which echoes Vygotsky’s (1987a) concept of the unity of affect and intellect. Lindqvist (1995) and Ferholt’s (2010, 2015) studies are linked because the focus is on the child and the way the child experiences his or her emotions while learning and developing alongside adults.

Staying with the theme of drama, Fleer and Hammer (2013) use the retelling, reading and role play of fairy tales to draw on Vygotsky’s (1994) unity of emotion and intellect. *Perezhivanie* is related to the pedagogy of the classroom and the importance of emotion regulation for very young children through fairy tales. An important component of Fleer and Hammer’s (2013) work is the educator’s role in developing programmes that ‘emotionally energise children’s play’ (p. 132) so that children acknowledge and are made consciously aware of the emotions they experience. Another study with a different perspective is that of Brennan (2014), who discusses infant care and notes the importance of the carer’s perspective, and analyses the subjective experience of care giving.

Early childhood education seems to provide a rich expanse of contexts for the use of *perezhivanie*. For example, Vadeboncoeur and Collie (2013) provide a post-developmental perspective of a young child’s experience while naming body parts with caregivers. It is the analysis of expression and awareness that highlights a dialectic relationship between emotion and intellect. In a different context, Quiñones (2013)
researches the everyday life of children in a rural community of Mexico, where play, mealtime and homework are analysed. Using the wholeness approach, the author analyses ‘Visual Vivencia’ (perezhivanie)—particularly the dramatic experiences of everyday life in childhood, which Quiñones argues are linked to educators because emotion needs to be recognised so that children can learn and develop in their own cultural communities.

In addition, science education has featured in the literature, exploring young children using everyday concepts, which provides a strong foundation for abstract concepts by highlighting the integral nature of emotions in learning and development (Fleer, 2014a). Perezhivanie has been linked to assessment in early childhood science education, where the focus is to explore the wholeness of the assessment context, taking into consideration social and emotional spheres ‘where the learner and the social context are inextricably fused’ (Fleer & Quiñones, 2013, p. 232).

Bringing these studies together, the concept of perezhivanie is used to draw out the affective dimensions of a child’s thinking, learning and development. An important feature of these studies is the social component and the educator’s role of supporting the child pedagogically to experience, acknowledge and become consciously aware of his or her emotions. These studies use qualitative methodologies, with the analysis concentrating on dialogue (Brennan, 2014) and digital video technology (Fleer, 2014a; Quiñones, 2013), which captures the outward projection, range and intensity of emotions experienced by the participants (children and educators).

In contrast to these studies, there is minimal discussion of the way affect and intellect are experienced across institutions in formal (school) and informal (home and social outings) contexts. The exception is Quiñones (2013), who uses Hedegaard’s (2012) wholeness approach to follow focus participants across the settings of the home
and school. The majority of these studies are isolated in the school or daycare setting, with little or no reference to the home. Another area missing from this body of literature is the role of the focus children’s peers in the home and school setting. Much of the focus of these studies is on the role of the adult and child. The social interaction between children in the home setting is missing. These two areas form an important component of the current research—specifically, Publications 1 and 4 (Chapters 4 and 9).

The studies reviewed here are representative samples of empirical studies that expand the concept of perezhivanie in early childhood education. However, there is tension in the way perezhivanie is used in empirical research—for example, as an emotional experience (Bredikyte, 2010; Ferholt, 2009, 2015) or unit of analysis (Adams & March, 2014; Brennan, 2014). Fleer (2014c) extends the concept of perezhivanie by introducing double subjectivity through role play and drama, highlighted in children’s play. In contrast, in a theoretical publication, Smagorinsky (2011) argues that ‘perezhivanie thus far remains more a tantalizing notion than a concept with clear meaning and import to those who hope to draw on it’ (p. 339). This provides a challenge for this thesis regarding how to present perezhivanie as both a concept and unit of analysis. This is discussed further in each of the publications (see Chapters 4, 5, 7 and 9).

In general, the majority of perezhivanie literature reviewed was completed as retrospective interviews, questionaries or email conversations (notable exceptions Fleer 2014c; Ferholt, 2009; Quiñones, 2013). While emotions are mentioned, there is little discussion of the intensity of emotion felt or experienced by participants in context during the transition processes that occurred as they moved into a new country. As Lemerise and Arsenio (2000) argue, the strength and intensity of emotion and its link to
cognition are challenging areas to explain because much of the interpretation and ensuing comments rests with how the researcher interprets, understands and explains the context, behaviour and verbalisation. Explaining emotion and cognition in this manner requires a different methodology or methodological tool. It is argued in the current study that the researcher must be in situ as events unfold in order to capture emotion as the participants undergo the heightened emotional experience; thus, using digital video cameras and still images as transitions and subsequent processes occur provides a more contemporary research tool. This is discussed in more detail in the methodology and methods chapter (Chapter 3) and linking chapter (Chapter 6).

In addition, there is minimal research in the reviewed literature that discusses the process of experiencing emotions in the classroom or consistency of emotions across the home, school and social settings as children enter a new country and school at the same time. In much of the literature, the school and home are treated as separate entities; however, there is growing support for the home–school alliance (Billman, Geddes & Hedges, 2005; Dockett & Perry, 2007; Hand & Wise, 2006). Nothing was found in the literature that commented on the importance of an alliance between the home and the international school while residing in a foreign country.

Some research discusses the educator’s use of dialogue and overriding discourse when discussing emotion with children, including employing words related to emotion, and guiding children to support their understanding and cause of emotions, with the focus resting on discourse analysis (Ahn, 2005). A methodological paper that proposes perezhivanie as the unit of analysis highlights the discourse of the teacher and students, bringing together emotions and cognition, and the use of questioning styles, including the importance of individual and collective contributions to discourse (Adams & March, 2014). As with Ahn (2005) and Adams and March (2014), other studies were positioned
outside transition, TCK and early childhood literature, and were subsequently not reviewed.

2.6 Summary of the Review

The literature review in this chapter and the standalone reviews in the publications (Chapters 4, 5, 7 and 9) indicate a number of areas that are absent from this body of literature that need to be addressed. Although transitions has been theorised (Beach, 1999; Perry, Dockett & Petriwskyj, 2014; Hviid & Zittoun, 2008; Zittoun, 2006, 2007, 2014; Zittoun et al., 2003), there is minimal literature that theorises young children in the family and school context as they enter a new country. In addition, there are few studies that provide in-depth case studies on transitions connected to an international move across the home and school that include the young child’s peers in both settings. Although perezhivanie (Vygotsky, 1994) has been used in a variety of ways as emotional experience as an analytical unit, a review of empirical studies indicates scope to develop and extend this powerful analytical tool further, and a need to develop this methodologically to provide a way to understand the unity of emotion and intellect.

2.7 Conclusion

This review positions the findings and current study in the literature, and supports the positioning of the research questions. This chapter provides additional information that enhances the literature reviews within the publications presented later in this thesis. This includes discussing TCK nomenclature and adding to the context of expatriates entering Malaysian society. In addition, this chapter highlights the importance of transition research and perezhivanie. This chapter culminates in a summary of the main areas that this study contributes to the epistemology of current
research. The next chapter discusses the methodology and methods employed in this study.
Chapter 3: Methodology and Method—Cultural–Historical

Research Methodology

‘When I have arranged a bouquet, in order to paint it I look at it from every angle and remain standing at the side I had not thought of’ (Renoir, 1999, p. 274).

3.1 Introduction

Chapter 2 provided an outline of the literature including the context of the study and the highlighted gaps in the extant body of work. As illustrated by Renoir’s quotation, Chapter 3, the methodological chapter, invites the reader to look at the research ‘from every angle and in particular the details that had not been thought of’. Therefore, this chapter explains the research details as determined by the use of a cultural–historical theoretical methodology. Due to the brevity of journal articles, this has not been explained fully and methodological details that were omitted from the papers are presented here, with some duplication of material (see Chapters 4, 5, 7 and 9). The aim of this chapter is to provide explicit connections between Vygotsky’s (1987, 1994, 1997, 1998) cultural–historical theory and the research methods used, and to expand current methodological understandings related to Vygotsky’s theory.

This theory explains child development and education through cultural transmission related to families with young children who experience multiple moves across countries during their child’s early years. Connections between cultural–historical theory and Hedegaard et al.’s (2008) dialectical–interactive methodology have been invaluable for exploring expatriate children and families undergoing the process of an international transition because this method has supported the addition of new knowledge and theorisation in this subgroup of the population (for example, see
Chapters 4, 5, 7 and 9). The following section explains the researcher’s personal development in the role of being a researcher and conceptualising and theorising this study.

3.2 Conceptualising and Theorising

An area that is often not examined is the personal development of the researcher—that is, the researcher’s own experience and understanding of personal learning and development during a research project. Using a cultural–historical perspective, there is literature that discusses the conceptual play that children may experience (Fleer, 2011) and the way children construct working theories that may support them to move from everyday concepts to abstract understanding (Hedges, 2012). In addition, Hedges and Cullen (2012) suggest that it is challenging for teachers to articulate a theoretical basis for their pedagogical practices and it is important for teachers to use ‘working theories’ of children to strengthen their own practice. Ridgway and Quiñones (2012) analyse conceptual terms used by pre-service teachers to make models of play-based curriculum, and Hedegaard et al., (2008) discuss conceptualisation mentioned during research projects. However, there seems to be minimal cultural–historical literature explaining how to conceptualise and theorise throughout large research projects, yet there is an implicit understanding of these terms in the epistemology of established researchers. However, it is unclear how novice researchers can gain this implicit understanding and become consciously aware of the processes, when they are not made explicit.

The challenge for the current researcher was to become consciously aware of the process of change moving from a mother, teacher and expatriate to a researcher and academic. This process involved conceptualising, theorising and then sharing how a large volume of research becomes a cohesive readable document that adds something
new to existing ontology and epistemology. The researcher now understands that the unique way researchers construct their studies, define the boundaries of their research and research problems, and use specific concepts that are pertinent to individual research projects means that conceptualisation is not explicit due to the uniqueness of each research project. Conceptualisation is a process that is implicit in research, from design to completion.

In addition, theorising requires an individual to undergo a process of understanding concepts in relation to the theory used and to depict the essence (Smagorinsky, 2009) of these concepts in a simple (without detracting from their complexity) and easily understood manner. Using theory ‘serves a synthesising function, combining ideas individual bits of empirical information in to a set of constructs that provides for deeper understanding, broader meaning and wider applicability’ (Wiersma & Jurs, 2009, p. 20). According to Kerlinger and Lee (2000), theory has four main purposes—explaining, predicting, generalising and then using this for further research. In summary, theory generates and explains research, while research generates explains theory, and the essence of theorisation is often depicted in a model (see Figure 3.1).
The model in Figure 3.1 explains theorising and the way research and theory interact. Taking a cultural–historical methodological perspective, there needs to be learning and development, which is illustrated in this model by the tip of the arrow pointing to the outside centre of the next arrow. This effectively creates a spiral of development as the researcher uses theory to generate and explain research, and research to generate and explain theory, thereby reconfiguring new conceptualisations and theorisations through the process of synthesis. Thus, it is important to acknowledge a theoretical gaze at each stage of the research (Fleer, 2014a), which is initiated by explaining the importance of a cultural–historical methodology, beginning with the research context.

3.3 The Research Context

Various scholars acknowledge the importance of Vygotsky’s (1987a, 1994, 1997, 1998) cultural and historical origins, including the context in which he grew up and
lived (Chaiklin, 2003; Daniels, Cole & Wertsch, 2007). The context created conditions that enabled Vygotsky to develop a system of concepts related to child development (Daniels et al., 2007; Monk, 2010). Smagorinsky (2009) acknowledges that Vygotsky was ‘a product of his times, [and] also helped to produce his times’ (p. 87). This thread runs through Vygotsky’s (1994) theory, in which a child is positioned as a uniquely developing individual who undergoes social processes in the environment and shapes and is shaped by these processes. It acknowledges that the child contributes to his or her own agency in development (Bang, 2009; Hedegaard, 2008; Vygotsky, 1987a, 1994).

Chaiklin (2003) argues that researchers need to understand the context and underlying concepts that Vygotsky used when constructing different criteria to support his model of child development. Smagorinsky (2009) suggests the need to ‘read extensively in Vygotskian scholarship [because this is] critical to referencing him knowledgeably’ (p. 85). The current researcher’s understanding of the general Russian context began when living in Russia from 2000 to 2002, and experiencing everyday life in Moscow. The researcher was introduced to Vygotsky in a scholarly capacity in 2009 through reading the English translations of Vygotsky’s Collected Works (Vygotsky, 1987a, 1997, 1998), supplemented by The Vygotsky Reader (van der Veer & Valsiner, 1994), and noted the limitations with the translated versions (Cole, 1985; Fleer, 2011). The researcher further sourced articles written in English by those who have a working knowledge of Russian, such as Daniels, et al., (2007) and Veresov, (2004, 2005) and those who worked closely with Vygotsky, such as Bozhovich (2009) and her student, González Rey (2004, 2008, 2012). In addition, van der Veer and Valsiner (1991) provide a solid introduction to Vygotsky’s times and life.

The theory of social learning through cultural transmission piqued the researcher’s interest, particularly in those children who lead transient lives.
Subsequently, the data collected showed significant emotions across all participants, and a curiosity with *perezhivanie* was initiated where the researcher began reading about this concept (e.g. Ferholt, 2009; González Rey, 2004; Quiñones, 2013; Quiñones & Fleer, 2011; Roth, 2007; Vygotsky, 1994). Dialectics was another concept explored in these readings, as further discussed in the next section.

### 3.3.1 Dialectics as a research approach.

Vygotsky (1994) argues that the research context, and particularly the environment, is important in child development. He proposes a new research methodology to advance his purpose and move away from the ‘crisis of fragmentation’ (Smagorinsky, 2009, p. 85) prevalent during his times. This fragmentation was based on Cartesian thought that separated mind and behaviour. Vygotsky (1987a) argues for a theoretical perspective that unifies behaviour and consciousness and acknowledges human behaviour as fundamentally socially and culturally organised, where mental processes show qualitative changes by moving from lower to higher functions. Tools and signs mediate these developmental possibilities (Vygotsky & Luria, 1994), with emotion being an essential part of the whole (Vygotsky, 1994).

The depth and breadth of Vygotsky’s work has its origins with different theorists, such as Shpet, Blonksky, Sorokin, Meierhold and Marx, among many others (Veresov, 2005). There is contention in the literature that discusses the extent of influence that Marx’s dialectical materialism had on Vygotsky’s concepts (e.g. Daniels et al., 2007; Veresov, 2005). Due to the scope of this thesis, this will not be discussed; however, it is important to note that Marxism was part of the context that created the conditions for Vygotsky to be able to develop a system of concepts. In order to differentiate his theory from the psychological theories prevalent in his time, Vygotsky drew on Hegelian dialectics (Daniels, 2008), as illustrated in the statement below:
To study something historically means to study it in motion. Precisely this is the basic requirement of the dialectical method. To encompass in research the process of development of something in all its phases and changes—from the moment of its appearance to its death—means to reveal its nature, to know its essence, for only in movement does the body exhibit that it is. (Vygotsky, 1997b, p. 43)

This statement highlights the dialectic nature of researching development and the importance of the ‘dialectical leap that leads to qualitative changes’ (Vygotsky, 1997, p. 39) in the individual. Once again, it is a movement away from the traditional fragmentation of psychology and the understanding that development consists of a quantitative expansion of an individual’s capacity (González Rey, 2004). Chaiklin (2014) argues that using a dialectic approach supports the researcher to ascertain something in the child that has been lost (‘death’), something that has been gained (‘appearance’) and some form of transformation (‘process of development’) that occurs, noting that this is only evident after an event. A dialectical approach is important in the current research. There are potentially many contradictory moments between the international shift and the micro-movements of everyday life, as a child within a family context experiences the various processes during constantly changing physical, social and material environments. Dialectics as a method is explored further in Chapter 7 (Publication 3), where two children reunite with their belongings after an absence.

An important addition to this discussion, as highlighted by the above quotation, is the significance of the word ‘historical’ in Vygotsky’s system of concepts—that is, ‘to study something in motion’, as opposed to historical events as depicted by past events across chronological time. This supports the importance of temporality in research (Hviid, 2008a, 2008b; Hviid & Zittoun, 2008; Monk, 2010; Ridgway, 2014)
when using a dialectical approach and following the process of development (see Publication 4, Chapter 9). As Veresov (2014) suggests, child development can be studied from an individual’s trajectory and within broader sociocultural contexts. Publication 1 (Chapter 4) explores the individual’s learning and development and the larger sociocultural context of the home and school. The absence of routines and the range of highly charged emotional moments experienced both individually and collectively add to the emotional tension, which changes over time.

An added point highlighted by Valsiner (as cited in Daniels, 2008) when discussing temporality in research is the confusion surrounding the different time spans of development in empirical research. Valsiner argues that caution must be taken when using micro-genetic examples because this type of development is different in organisational structures to ontological development. In the current research, due to the mobility of the participants and imminent departure of the researcher from Malaysia, the whole dataset from five families was captured over a six-month period. This is insufficient to show ontological development, but provides enough data to see part of the process of development. As a consequence, micro-genetic examples are analysed in Chapters 4, 5, 7 and 9. However, the importance of acknowledging temporality from a methodological standpoint is examined in depth through Chapter 9 (Publication 4), where, over time and after a challenging introduction to the new setting, the focus child forms a friendship through past connections and a series of ‘identifying moments’ with another child, which are explained by using subjective sense and subjective configuration (González Rey, 2004, 2008, 2011).

**3.3.2 Rationale for using Vygotsky’s system of concepts.**

There are a number of strengths when researching a young child’s learning and development from a cultural–historical perspective as the child progresses through the
transitional processes after moving countries. Vygotsky’s (1994) theory presents a holistic view of child development, where the focus is on the child and his or her social and material environment. Vygotsky (1987a) argues that, by studying individual elements, misrepresentation of relations between these is possible because the elements are viewed in isolation; thus, function within the whole may be distorted. This indicates a need to move away from the quantitative studies prevalent in traditional psychological research, which privilege purely cognitive functioning (González Rey, 2004). A cultural–historical methodology (Hedegaard et al., 2008) supports qualitative research that includes the whole child. This qualitative methodology enables collection of deep, rich datasets and generalisation through theory, rather than through a large percentage of the population (Yin, 2003, 2014). Using a cultural–historical methodology diverts attention away from the generalised child advocated for in quantitative research and the current discourse of educational contexts. In addition, the child’s perspective has been used as a unit of analysis in Publication 1, chapter 4.

A further strength of using cultural–historical theory is the way learning and development is seen as a process, not purely a product. As Vygotsky (1997a) argues, ‘What must interest us is not the finished result, not the sum or product of development, but the very process of genesis (origin) or establishment of the higher form caught in a living aspect’ (p. 71). This exemplifies a move away from the linearity of traditional modes of child development (such as Piaget) and instead acknowledges the ‘leaps’ (Vygotsky, 1997, p. 39) in development, including stable and crisis periods, which are not related to chronological age, but the cultural development of the child. Therefore, researching a family and child in transition between countries depicts a child’s learning and developmental pathways in motion—physically, socially, psychologically and intellectually—as a whole, in changing contexts and settings. It is for this reason that
Vygotsky’s cultural–historical methodology has been drawn on—because it is the system of concepts, particularly *perezhivanie* as the unit of analysis (discussed in Chapters 4, 5, 7 and 9), that supports the researcher through all phases of the project. This includes from the initial stages of design to data collection. In addition, for this research, a framework of analysis is provided that encompasses the whole child in their changing environment.

3.3.3 Setting the context of families with young children moving to Malaysia.
Combining Vygotsky’s (1987a, 1994, 1997a, 1998) system of concepts and Hedegaard’s (2012) model of children’s learning and development forms the basis of the context in the current study. This combination is integral to the methodology for researching children’s learning and development as the focus participants experience transitions and the subsequent processes when beginning to live in a new country.

This section draws on Hedegaard’s (2012) holistic model of children’s development in order to examine the context in which the study takes place. The model is pertinent for this research because it examines development in relation to societal, institutional and personal values, motives and needs. Examining the conditions in the study context from these different perspectives provides a holistic view of children’s learning and development as the target children transition societies and institutions. Hedegaard’s model frames the discussion, with an overview presented in addition to an adapted version of the model that fits the current study. In addition, this section discusses the general terms used, followed by discussion of more specific information related to this study.

3.3.3.1 The wholeness approach. Hedegaard’s (2008) wholeness approach is an integral part of the research methodology. This study argues that, when studying children, the child’s social situation of development (Vygotsky, 1994) is significant.
Within this theoretical construct, the child participates as an individual in a society, where the child interacts with others across different settings, learning and developing as life experiences are gained. In Western societies, it is the everyday life across institutions that provides ‘developmental pathways’ (Hedegaard, 2008, p. 11) in which research of learning and development is positioned (Hedegaard, Aronsson, Hojholt & Ulvik, 2012). The wholeness perspective privileges Vygotsky’s concept of the way individual children, with all their uniqueness, participate in their own development by taking and giving to the social situation. This is recognised as the child’s agency (Bang, 2009; Hedegaard et al., 2012). Therefore, gaining the child’s perspective, as situated in everyday activities and social settings (including learning and development), is fundamental to cultural–historical research (Hedegaard et al., 2008, 2012). Hojholt (2012) argues that, when working with young children, ‘knowledge developed in an analytical intention of identifying meanings, engagements and personal reasons from situated studies of social practices’ (p. 200) is important when gaining the child’s perspective. Therefore, important individuals in the child’s social situation of development inform the child’s perspective (for further discussion on the child’s perspective see Publication 1, p. 109). In this study, this includes the parents, teachers and peers of the focus child (for example, see Chapters 4, 5 and 7).
Figure 3.2. Adapted version of Hedegaard’s (2012) model of children’s learning and development.

In Hedegaard’s relational model, which has been adapted for this study (Figure 3.2), society holds a prominent role. According to Hedegaard and Chaiklin (2005), the societal perspective is situated at a ‘macro perspective’ (p. 15). In the adapted version, globalisation provides a larger perspective and unites each relation in the model. The word ‘society’ in Hedegaard’s model has been changed to ‘societies’ as a reflection of the focus participants’ experiences across different societies. Hedegaard (2008) argues that society is reflected in historically evolved traditions and interests; therefore, the following section provides a brief review of society in general.

3.3.3.2 Society. A society is a large group of people who are functionally interdependent. The people in the group can be related to each other by birth, ethnicity, religion or geography. It is a group that adheres to a political authority and shares a
common culture and institutions (Briggs, 2000). Scientific disciplines view societies through classifications. For example, the field of anthropology classifies a society through their primary means of subsistence, such as hunter–gatherer societies, agricultural societies and industrial societies. Sociologists classify a society on their level of technology, communication and economy (Lenski, 1974). Vygotsky’s cultural–historical theory classifies societies as social organisations. In Vygotsky’s theory, institutions are mini societies that are representative of the larger social community, and are the agent for change in the individual (Hedegaard & Chaiklin, 2005). Hedegaard et al., (2008) agree and suggest that the society in which a child is raised offers opportunities and conditions for learning and development through institutions, which are a mirror of societal and cultural practices. The focus participants in this research move across and between societies; thus, it is important to consider what this offers children’s learning and development as they experience different societies, institutions, demands and values across countries and institutions during their early childhood years.

Hedegaard (2012) argues that, ‘it is the societal plane that reflects historically evolved traditions in a society that are formalized into laws and regulations as conditions for the existence of an institution’ (p. 129). It is noted that, in today’s world, globalisation has created a need for institutions such as international schools and multinational companies to exist around the world. This allows varied influences to enter the fabric of each society, such as at the institutional level, where Malaysian local national children enter international schools and obtain an education that is very different to the education offered by local national schools.

A society develops and is informed by cultural transmission and interests, with children learning and developing by participating in institutions. Therefore, the following section presents a brief discussion of cultural traditions.
3.3.3.3 Cultural traditions. Cole and Gajdamaschko (2007) state that Vygotsky uses the term ‘culture’ in three different ways. The first refers to artistic and creative processes and products; the second refers to a mediational means; and the third characterises groups of people who have produced, developed and extended the use of artefacts through everyday life. Cultural–historical theory can be understood as an expression of human culture that depicts the improvement of a child’s potential, including the historical expression and growth of human culture from its evolution. Vygotsky’s (1987a) theory of education is about ‘cultural transmission as well as a theory of development’ (p. 1). Vygotsky (1997b) describes cultural development as follows:

Culture creates special forms of behaviour, it modifies the activity of mental functions, it constructs new superstructures in the developing system of human behaviour. This is a basic fact confirmed for us by every page of the psychology of primitive man, which studies cultural-psychological development in its pure isolated form. In the process of historical development, social man changes the methods and devices of his behaviour, transforms natural instincts and functions, and develops and creates new forms of behaviour-specifically cultural. (p. 18)

Vygotsky (1987a) theorises the process of child development based on natural and basic psychological processes that show qualitative changes and progress from lower to higher cultural processes. This is through a unique pattern of self-development that is dependent on the child’s individual personality traits (Kravtsov & Kravtsova, 2009). Central to Vygotsky’s theory and providing a more contemporary understanding of his work, Hedegaard et al., (2008) argue that child development is contingent upon everyday activities and interactions with the child’s social partners across settings. Tudge and Odera-Wanga (2009) note that, by experiencing regularly occurring
activities and interactions in everyday life, children learn to become members of their cultural world. Hedegaard (2008) argues that, ‘differences in how children are brought up are reflected in their developmental competencies’ (p. 11). Values and norms are dependent on educators and institutions, which are a reflection of societal management and cultural transmission (Hedegaard & Chaiklin, 2005; Vygotsky, 1987a). Hedegaard et al.’s (2008) wholeness approach is an integral part of the research methodology. Cultural transmission occurs through institutions; thus, the following section discusses the institution of early childhood education in general.

3.3.3.4 Early childhood education. The next relationship in Hedegaard’s (2012) model is the way institutions are formed within a society, which involves the home, school and after-school settings and activities. These institutions form relations with each other that have their origins in practices across institutions, which include ‘informal conventional traditions and demands’ (Hedegaard, 2008, p. 130). However, because globalisation permeates each level, a general discussion regarding early childhood education follows.

Historically early childhood education has been marginalised (Woodrow, 2013) however, it is now the source of global attention for various reasons. There has been a commitment to longitudinal research in the early childhood education field (Siraj-Blatchford, Mayo, Melhuish, Taggart, Sammons & Sylva, 2011; Sroufe, Egeland & Kreutzer, 2008), with considerable attention to economic analyses (Fleer, 2011; Press, 2007), where politicians and business leaders are voicing concern about future generations being competitive on the global economic markets (Dahlberg, Moss & Pence, 1999). This has led to investment in early childhood education and development, where cost-effective approaches are required (Dahlberg et al., 1999; Dalli and Urban, 2010; De Lissovoy, 2011; Fleer 2011; Woodrow, 2010). Quality early education has a
positive effect on outcomes, which helps prepare a stable workforce for the future (Dahlberg et al., 1999; De Lissovoy, 2011; Press, 2007; Siraj-Blachford, 2011; Woodrow, 2013).

In Western countries, there has been a shift in policy, from play to learning (OECD, 2006, 2012) with early childhood centres required to prepare children to be ready for school learning (Bodrova, 2008; Thompson and Raikes, 2007). This includes better academic outcomes, which places pressure on play-based Western programmes (Bodrova, 2008; De Lissovoy, 2011). This prevailing thought is beginning to align with some Asian countries (such as China, Korea, Japan, Singapore and Malaysia) that place high value on children aged as young as three being able to read, write and learn mathematics (Kwon, 2002; Wong, 2013). This supports research by Dockett, Perry and Nicolson (2002), who found that parents originating from non-English-speaking backgrounds place greater emphasis on academic goals than do English-speaking parents.

According to Woodrow (cited in Skattebol, 2010), early childhood education was historically seen as ‘women’s work … a field that is vulnerable through its inadequately theorized knowledge base and weak professional identity’ (p. 77). Skattebol (2010) posits that this ‘marginalised status reflects an historical lack of interest in the early years’ (p. 77). Expatriates families with young children move, and potentially experience different countries, societies and institutions that have unique challenges, tensions and issues. In the next section, Malaysian education is considered in relation to Malaysian society.

3.4 Malaysian Education

According to the Malaysian Ministry of Education (2012), a pilot project for preschools began in 1991 for children between the ages of four and six in order to
provide learning experiences to young children prior to entering primary school at age seven. The programme has continued to expand and, in 2012, there were approximately 8,664 preschool classes in Malaysia. The Ministry of Education is responsible for establishing and maintaining preschools, including developing the curriculum, overseeing the medium of instruction and ensuring inclusion of Islamic studies.

Hashim (2004) and Soong (2008), argue that there are two categories of government primary schools in Malaysia, which are categorised based on the language of instruction. These include Malay medium national schools, which use Malay as the language of instruction, and vernacular schools or non-Malay medium schools, which use Mandarin or Tamil as the language of instruction. Hashim (2004) highlights a tension that exists between the traditional religious schools (based on Islam) and the liberal secular system (based on colonisation and modernity). These two systems are ‘independent of each other and they hold mutually exclusive, and possibly contradictory educational philosophies’ (Hashim, 2004, p. ix). As with education all over the world, in Malaysia, it is a highly politicised institution: ‘It is difficult to overestimate the importance of education in Malaysia because it cuts to the heart of both religious and racial tensions’ (The Economist, 2003, p. 3). It is within this highly regulated society and politically controlled education system that international schools are situated.

3.4.1 International schools in Malaysia. The international schools in Malaysia draw their student population from local Malaysian nationals and expatriates of all nationalities. To have a working model of education in the Malaysian system, government policy decrees that all Malay nationals attending international schools are provided with the opportunity to participate in Malaysian studies, which includes learning Bahasa Malau (the national language), Malaysian history and geography. As part of this policy, it is a requirement that Agama (Islamic studies) is offered to Malay
Muslims attending international schools, while expatriate students are not required to participate in these classes.

The international schools in the current study originate from Australia, America and the United Kingdom. In these schools, the language of instruction is English and the curricula originate from democratically governed societies that have education policies, which are usually accessible to the general population. Although the international schools in this study are situated in Malaysia, the prevailing culture of the schools is usually closely associated with the country of origin. For example, British, Australian and American schools in Malaysia follow their national curriculum and employ a high percentage of their own nationals, with some variation to fit local conditions. Hedegaard and Chaiklin (2005) argue that education holds the implicit and explicit cultural traditions and values of a society. International schools in Malaysia acknowledge and work within a cultural mix of societies that includes the cultural origin of the school and Malaysian culture, and they endeavour to amalgamate local conditions and work with the needs of the international and local community. International schools in this study must accommodate a broad range of families, including those who expect their child’s early years to be play based, and those who expect their children to be focused on school learning and academic achievement from a very young age. In international schools in Malaysia, there is a ‘melting pot’ of cultural traditions, values and norms. It is within this system that young children of expatriate families enter international schools and must seek to make the most of the situation to gain a positive experience. The conditions created to achieve this positive approach are discussed throughout this study’s findings (see Chapters 4, 5, 7 and 9).

The institutional level of Hedegaard’s (2012) model includes children’s learning and development within the family setting, which involves the type of activities families
undertake in the new country on weekends and after school, and whether they value social interaction with other children, as discussed in Publication 4 (Chapter 9). This leads to the next relation in Hedegaard’s (2012) model, which acknowledges the personal level. In the current study, children move with their families across countries, and this study focuses on the individual and collective activities that are created and participated in socially across institutions, including the qualitative changes that occur in the whole child across social situations. In addition, the personal level highlights the unique practices within the family. To examine this, this study required some information about the focus participants, such as their life histories. Zittoun (2006) advocates for the importance of life histories, which aligns with Vygotsky’s arguments about the importance of context and cultural transmission. A summary of the main focus family’s life is provided in Chapter 7 (Publication 3). The other focus participant’s life history is presented in Appendix B (Brief life history of family 4).

3.4.2 An educational experiment. Aligning with a cultural–historical methodology, this study focuses on children’s learning and development across the institutions of home and school, as families with young children begin a new life in Malaysia. Veresov (2014) argues that cultural-historical methodology creates opportunities to observe and study processes of development in children that occur with in a variety of social conditions and social situations of development. In addition to generating conditions, it is conceptualised in this research that the processes involved in moving from one country to another and experiencing life in the new context, provide an opportunity to research a type of social experiment, which may be viewed as a naturally occurring experimental design.

Hedegaard (2008) explains that an experimental design includes two phases. The first phase highlights a problem in the life situation of the subjects. The second phase is
the use of dialectic–interactive methods of data collection, where variations or interventions highlight central relations, which are the focus for analysis of the problem in which the subject area or problem is solved (Hedegaard, 2008). In this research, children are taken from a known environment to an unknown one (phase one) and need to be able to make qualitative changes across new social situations in institutions in order to experience successful transitions and subsequent processes, with some children requiring adult and peer intervention (phase two). In this research, the naturalistic setting creates conditions for learning and developmental processes, which are the focus of analysis and relate to answering the research questions.

Using Hedegaard’s (2008) experimental design and dialectical–interactive methodology employed in cultural–historical research is different to the research methodology found in traditional experimental research designs. The difference between the two approaches is highlighted in Table 3.1.
Table 3.1

*Main Differences between interpretations of Experimental and Dialectical–Interactive Research Approach* (Hedegaard, 2008, p. 35)

<table>
<thead>
<tr>
<th>Research method</th>
<th>Research principles</th>
<th>Knowledge form</th>
<th>Knowledge content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hypotheses testing/Descriptive methods</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laboratory experiment</td>
<td>Control groups</td>
<td>Empirical</td>
<td>General laws of children’s psychic functioning</td>
</tr>
<tr>
<td></td>
<td>Blind-test design</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observation</td>
<td>‘Fly on the wall’</td>
<td>Empirical/narrative</td>
<td>Description of children in actual, local situations</td>
</tr>
<tr>
<td></td>
<td>One-way screen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interview</td>
<td>Non-leading questions/clinical interview</td>
<td>Narrative</td>
<td>Description of children’s perspective</td>
</tr>
</tbody>
</table>

| Dialectical–interactive methods  |                                     |                  |                                                       |
|----------------------------------|                                     |                  |                                                       |
| Experiment as intervention into everyday practices | Theoretical planned interventions into local practice | Dialectical–theoretical | General conditions for children’s activity in local situations |
| Interaction-based observation    | Participation in shared activities  | Dialectical-theoretical | Diversity in conditions for children’s activity in local situations |
|                                  | Activity partners                   |                  |                                                       |
| Interview as experiment          | Leading and provoking questions     | Dialectical-theoretical | Relationships between conditions and children’s perspectives |
|                                  | Communication partners              |                  |                                                       |

The dialectic–interactive research methodology was used to design and implement this study across all phases of the research, from initial conceptualisation to completion. The aim of the dialectical–interactive approach is to research conditions in combination with the way children participate in activities. This is in contrast to the hypothesis testing or descriptive methods presented in Table 3.1. Using a dialectic–interactive research methodology enables the wholeness approach of child development to be conceptualised. This corresponds with the current study’s overarching research problem, which is to investigate the processes of learning and development of children after they have experienced an international move, and the conditions created across the institutions of the home and school. Due to the scope of this thesis, case studies are not
discussed; however, these can be found in Wiersma and Jurs (2009) and Yin (2009, 2014).

3.4.3 Case study methodology. Case studies are usually qualitative, and use “logic design” to research “an empirical inquiry that investigates a contemporary phenomenon in depth and within its real-life context” (Yin, 2009, p. 19). This approach aligns with cultural-historical theory for various reasons, as case study research data is collected from different sources (Yin, 2003, 2009), which is advocated for in cultural historical research and includes different participants perspectives (Hedegaard, 2008).

In the current study, this has occurred as principals, teachers, parents and children were the focus participants. Further, case study research usually generates comprehensive descriptions (Yin, 2003, 2009; Wiersma and Jurs, 2009). This is highlighted in the current research as three main focus participants’ data (Catt, Zeb, Ollie and their mother’s interview data) were used providing deep rich descriptions (Yin, 2003, 2009).

In qualitative case studies, researchers are able to link participants meanings and actions, which may result in multifaceted events being explained or insights offered (Hedegaard, 2008; Macdonald, 2002). Therefore new theories, patterns and themes may be generated from qualitative case studies (see for example Hedegaard, 2012 and Fleer, 2011). The current study adopted a case study approach to highlight learning and development of expatriate children’s experiences in everyday life as the focus participants moved through processes after a transition into a new country.

3.4.4 Role of the researcher. As indicated in Table 3.1, in the hypotheses testing/descriptive methods approach, the researcher is a ‘fly on the wall’, or behind a one-way screen (Hedegaard, 2008, p. 35). The researcher’s role is to be as ‘unobtrusive as possible’ (Wiersma & Jurs, 2009, p. 284). In contrast, when using a dialectic–interactive method, the researcher is positioned in a number of different roles. The
researcher’s experience determines the type of data collected and contributes to
privileging which data are analysed and presented. In the current study, prior to
collecting data, the researcher became familiar with the children and spent time talking
with the focus child participants in the family, showing an interest in their everyday
activities to develop an understanding of the family and school context. The researcher
was conscious of the research aims and objectives (Hedegaard, 2008) while interacting
with the children and, once the children were familiar with the researcher’s presence
and conversations, the digital video camera and digital single-lens reflex (SLR) camera
were introduced. This supported the researcher’s secondary position in a dual role
(Hedegaard, 2008) as both a researcher with explicit aims and objectives, and as
experiencing a personal relationship with the children and adult participants. This is
referred to as ‘the doubleness of the researcher’ (Hedegaard, 2008, p. 205).

The role of the researcher continued during the analysis of the data, away from
the research context. The double positioning of the researcher enabled a rich dataset to
be collected (Hedegaard, 2008). The information accrued during informal conversations
with the participants formed part of the field notes and supported the data analysis.
Wiersma and Jurs (2009) argue that contextualisation is important, where the observer
attempts to understand the participant’s behaviour, thinking and reactions, thereby
offering some form of interpretation via descriptions of participants in an actual
situation. Further, Hedegaard (2008) notes that this position can be reported as
empirical or narrative research.

The next section presents a discussion of the methods used in this study, which
combine the methodology with the main methods used in this research.
3.5 Research Methods

3.5.1 Instruments that complement cultural–historical research. Vygotsky (1997) argues that a method should be a practice in itself—‘simultaneously a prerequisite and a product, a tool and a result of the research’ (p. 27). The following figure (Figure 3.3) depicts the type of data collection methods used to position the methodology. It highlights the central position of cultural–historical theory and Hedegaard et al.’s (2008) dialectic–interactive research methodology. Extending from the central research theory is the data collection method, which is outlined below. This is followed by a discussion of the research settings and type of data gathering employed. The research methods used in this study are also discussed in this section.

Figure 3.3. Relation between theory, method and types of instruments used for data collection.
3.5.1.1 Digital tools for data collection—digital video recorders. There is a growing trend in cultural–historical research to use digital tools for data gathering (e.g. Ferholt, 2009; Fleer, 2014a; Li, 2012; Quiñones, 2013). This includes digital video cameras, iPhones (for voice recording and videoing), SLR cameras and computers. Fleer (2008) notes that using digital video tools for dialectical–interactive research provides a valuable context that facilitates the ‘aim of recording the dynamic and evolving nature of the social situation in which children are located across institutions with a special focus on the child’s perspective’ (p. 106). For the current study, part of this aim is to move away from being selective to collect data that include raw emotions, conflict, tension, anger, unhappiness, laughter and joy in the social situation. Fleer (2008) acknowledges that these situations can lead to developmental situations that may not be captured if the researcher is selective. This is important in the current study because heightened emotions are an integral part of the processes children and families experience when relocating internationally (see Chapters 4, 5, 7 and 9) and, if the digital video recorder is switched off during times of tension and conflict, there would be minimal data collected. Further, a representation of the family’s and child’s experiences could not be captured (Hedegaard and Fleer, 2008). Thus, it was integral to a dialectical–interactive method (and pertinent to this study) to leave the digital video camera running during the researcher’s time with the family and in the school setting to capture the everyday life across institutional, unless the focus participants asked for the video recording to cease.

In addition, there are a number of reasons for using digital video technology when employing a dialectical–interactive research approach. As noted by Fleer (2008) and Goldman (2014), this technology enables the researcher to showcase different perspectives and extends ways to prevent the ‘bias, misrepresentation and missed-
representation’ (Goldman, 2014, p. 5) of these different perspectives. However, according to Derry, et al., (2010) as with other data sources, there is the possibility that digital data is open to manipulation and misrepresentation of each participant’s perspective is possible. Goldman (2014) suggests that using digital video technology enables the research process to become a community activity with shared databases and tools of analysis, this community discussion and analysis supports researchers to provide a more thorough analysis and representation of each participant’s perspective. Although ethics prevented the current research data from being placed on a shared database, the analysis was performed with other researchers, and this collaboration allowed richer analysis and interpretation of the data at each level. Therefore, when using digital video technology, using and understanding the theoretical paradigm driving the study is of utmost importance because, without this, Fleer (2014) argues that the use of digital tools is ineffective.

3.5.1.2 Interview data collection. An important part of the dialectical–interactive research method is gaining the child’s perspective (Hedegaard et al., 2008; Hojholt, 2012). This was completed via informal conversations with the focus children and their peers, parents and teachers, while collecting data through digital video recordings. Another significant strand of data gathering was via semi-structured interviews with the mothers and teachers of the focus participants. The fathers of the focus families were employed by the multinational companies and were invited to the interviews; however, due to work commitments, they were not part of the interviews.

When interviewing participants during research, an important aspect is the relationships formed between the researcher and participants as the interview becomes more than a question/answer technique (Hedegaard, 2008) and is a ‘shared construction and deconstruction while dialoguing’ (Hviid, 2008a, p. 140). Zittoun (2014) states that
‘interviews are co-constructed, and the active role of the researcher should never be underestimated’ (p. 418). This links closely with Vygotsky’s (1987a) theory of cultural transmission, which is an oral tradition in which co-construction of knowledge is privileged. As Hviid (2008a) argues, this is maintaining ‘the idea of mutual understanding as in genuine dialogue [where] the overall aim is to understand aspects of the life world of the interviewed person and her relation to these aspects’ (p. 141). It is the participant’s description of ‘facts and meaning’ (Hviid, 2008a, p. 141) that needs to be understood by the researcher. In the current study, although there were 15 hours of interview data collected, only a small amount of this data is referenced due to the scope of the publications.

3.5.1.3 Field notes. Field notes were handwritten in a diary, usually directly after the data collection session. Later the same day, more detail was added (Wiersma & Jurs, 2009). IPhone recordings of the researcher’s reflections and the data collection session were made away from the research site, and later included in the field notes. The initial field notes were descriptive and included the date, time, participants, geographical location and general events and activities that were undertaken (Wiersma & Jurs, 2009), as well as any particular form of individual and collective emotion/cognition that was memorable during the data gathering.

3.5.1.4 Still images. Still images are an important part of a dialectical–interactive method and have been discussed in numerous research projects (Fleer, 2008, 2014; Quiñones, 2013, 2014; Ridgway, 2014; Sumison, Bradley, Stratigos & Elwick, 2014). Still images are used for a variety of purposes in cultural–historical research. Quiñones (2013) studies young children’s emotions using a cultural–historical approach, and uses photographs as a methodological tool to capture the dynamic nature of the participants and the different perspectives of everyday practices in rural communities in
Mexico. By examining young children’s emotions, a methodological and theoretical framework was developed, which provided a new way to use still images to explain emotion in very young children (Quiñones, 2013) from the child’s perspective (Hedegaard, 2008).

For the purposes of this study, images were collected from the digital SLR camera while digital video recording was occurring. Stills were also taken on a Sony digital video recorder, similar to Sumison et al.’s (2014) research method. These images were used for multiple purposes—initially, to ‘capture, store and access the information crucial to understanding learning and development from a cultural-historical perspective’ (Pennay, 2014, p. 98). The images were also inserted into a word document table, which highlighted the focus participants, non focus participants and noted other class participants who were not to be included in the video data collection as their consent forms had not been signed or returned. A further purpose for the images was to provide a reference point in journal articles—when it is difficult to capture the essence of emotion in writing, images help provide a visual description that explains the facial expression and physical movements of a child during emotions they were experiencing in the micro-movements of everyday life. Still images are used in Chapters 4 and 7 for these reasons. However, it is noted here that caution needs to be taken when selecting images, as they are an interpretation according to the researcher’s who are analysing the data.

Important to a cultural–historical dialectical–interactive methodology is showing the relations between participants, and their interaction in the social and material environment. Providing stills for publications helps support the validity of what occurs in the research setting because there is photographic proof sourced directly from the research context.
### 3.5.1.5 Participant selection

This study used purposeful sampling because this complements the cultural–historical methodology—particularly the move away from statistical representative samples of the population in quantitative studies to information-rich case studies that aim to research in depth (Wiersma & Jurs, 2009; Yin, 2003, 2009). Kadianaki and Zittoun (2009) argue that, in migration studies, there is a need to move away from random samples because they imply ‘homogeneity and stability, both of which are unattainable in the case of living human beings and their cultural psychological functioning’ (p. 389).

Purposeful sampling formed part of the conceptualisation of this project and is linked to the rationale and aims. The sites (see Figure 1.1) and individuals (see Tables 3.2 and 3.3) were selected because the data provided were relevant to the research problem (Wiersma & Jurs, 2009) of expatriate families with young children moving into Malaysia and experiencing transitions and subsequent processes as they enter new settings. The process of participant selection is detailed in Chapters 4, 5, 7 and 9, and a summary of the participants is presented in the tables below. Table 3.2 presents the details of the families and child participants, while Table 3.3 presents details of the mothers, teachers and principals in relation to the child participants.
Table 3.2

**Details of the Focus Child Participants and Their Families**

<table>
<thead>
<tr>
<th>Family</th>
<th>Country of origin</th>
<th>Countries resided in</th>
<th>Child focus participant (italics) and age</th>
<th>Time in Malaysia at beginning of data collection</th>
<th>School attended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family 1</td>
<td>Australia</td>
<td>Australia, Saudi Arabia, Malaysia</td>
<td><em>Ollie 7.9</em> <em>Mish 7.9</em> <em>Catt 5.6</em></td>
<td>3 weeks</td>
<td>American</td>
</tr>
<tr>
<td>Williams (F1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family 2</td>
<td>The Netherlands</td>
<td>Holland, Italy, Turkey, Malaysia</td>
<td><em>Tris 5.2</em> <em>Emmy 2.3</em></td>
<td>3 months</td>
<td>British</td>
</tr>
<tr>
<td>Schmidt (F2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family 3</td>
<td>England</td>
<td>England, Indonesia, America, Malaysia</td>
<td><em>Isa 7.3</em> <em>Ben 2.11</em></td>
<td>9 months</td>
<td>British</td>
</tr>
<tr>
<td>Jones (F3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family 4</td>
<td>New Zealand and England</td>
<td>Singapore, New Zealand, Malaysia</td>
<td><em>Zeb 3.9</em> <em>Nene 1.2</em></td>
<td>4 months</td>
<td>British</td>
</tr>
<tr>
<td>Smith (F4)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family 5</td>
<td>Australia</td>
<td>Australia, Malaysia</td>
<td><em>Bill 5.3</em></td>
<td>8 months</td>
<td>Australian</td>
</tr>
<tr>
<td>King* (F5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*The King family was packing up their house in Malaysia and returning to live in Australia, citing concerns for personal safety due to a spate of armed robberies in the compound in which the family resided (Adams, 2014a).

Table 3.3

**Child Focus Participants’ Relationship to Interviewed Adult Participants**

<table>
<thead>
<tr>
<th>Focus child (age)</th>
<th>Mother (M)</th>
<th>Teacher (T)</th>
<th>Principal (P)</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ollie (7.9)</td>
<td>M1</td>
<td>T1</td>
<td>P3</td>
<td>American</td>
</tr>
<tr>
<td>Mish (7.9)</td>
<td>M1</td>
<td>T2</td>
<td>P3</td>
<td>American</td>
</tr>
<tr>
<td>Catt (5.6)</td>
<td>M1</td>
<td>T3</td>
<td>P3</td>
<td>American</td>
</tr>
<tr>
<td>Tris (5.2)</td>
<td>M2</td>
<td>T4</td>
<td>P2</td>
<td>British</td>
</tr>
<tr>
<td>Isa (7.3)</td>
<td>M3</td>
<td>T5</td>
<td>P2</td>
<td>British</td>
</tr>
<tr>
<td>Zeb (3.9)</td>
<td>M4</td>
<td>T7</td>
<td>P2</td>
<td>British</td>
</tr>
<tr>
<td>Bill (5.3)</td>
<td>M5</td>
<td>T8</td>
<td>P3</td>
<td>Australian</td>
</tr>
</tbody>
</table>
3.5.2 Data collection procedure. The procedure of data gathering is detailed in Chapters 4, 5 and 9, with more specific detail provided in Chapters 7 and 9. A timeline and the hours of data collection are presented in the next section.

3.5.2.1 Data-gathering schedule. Approximately 12 hours of data gathering was completed with each participant, including six hours at school and six hours at home, broken down into six two-hour sessions. This was done for four main reasons:

1. participant’s and researcher’s comfort
2. the lifespan of the camera battery
3. the research assistants’ and researcher’s time restrictions
4. the ethics protocols.

Although it is unusual for PhD researchers to work with research assistants, this was deemed necessary. The ethics protocols obtained instructed the lead researcher not to enter family homes without another person present due to potential safety issues. It was challenging to find a person to accompany the lead researcher into family homes without a specific role therefore, it was considered appropriate to include the other person as a research assistant who was instructed to take images, rather than accompanying the lead researcher with no task, this was the only role that the research assistant was involved with.

3.5.2.2 Details of sample and data gathering. Table 3.4 presents information about the scheduled hours undertaken for data gathering. Data gathering with the five families was completed over a six-month period.
Table 3.4

Data Gathering Scheduled Hours

<table>
<thead>
<tr>
<th>Family</th>
<th>Child and age</th>
<th>Number of visits at home (H) and school (S)</th>
<th>Hours of video data</th>
<th>Interviews</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>H</td>
<td>S</td>
<td>Parent</td>
<td>Principal</td>
</tr>
<tr>
<td>Williams (F1)</td>
<td>Ollie (7.9)</td>
<td>3</td>
<td>3</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Mish (7.9)</td>
<td>3</td>
<td>3</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Catt (5.6)</td>
<td>3</td>
<td>3</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>Schmidt (F2)</td>
<td>Tris (5.2)</td>
<td>3</td>
<td>3</td>
<td>11.5</td>
<td>1</td>
</tr>
<tr>
<td>Jones (F3)</td>
<td>Isa (7.3)</td>
<td>3</td>
<td>3</td>
<td>11.5</td>
<td>1</td>
</tr>
<tr>
<td>Smith (F4)</td>
<td>Zeb (3.9)</td>
<td>3</td>
<td>3</td>
<td>11.5</td>
<td>1</td>
</tr>
<tr>
<td>King (F5)</td>
<td>Bill (5.3)</td>
<td>3</td>
<td>3</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>21</td>
<td>21</td>
<td>75</td>
<td>6</td>
</tr>
</tbody>
</table>

3.5.2.3 Equipment used to collect data. The data collection equipment included one small handheld Sony digital video camera, one iPhone, one SLR camera with a long lens, and one SLR camera with a short lens. One researcher followed the child, holding the Sony digital video camera at the child’s head level (at the researcher’s waist height) to keep as much as possible in the visual field (Quiñones, 2014). This positioning allowed the researcher to view the child’s activities and move the digital video camera as needed. The other researcher followed with two still cameras, obtaining close-up images of the facial expressions of the focus participant with the long lens, and obtaining images of the larger area using the small lens, which captured the child’s social situation. An iPhone video camera was also used occasionally to collect data if the battery ran out of the Sony camera, or if an interesting play episode was occurring immediately and the Sony camera was not within reach. Digital video recordings and images were shared with the participants, who approved usage of the data.
3.6 Data Analysis

Due to the vast quantity of data collection—encompassing digital video recordings; interviews with parents, teachers and principals; field notes and still images—there needed to be a high level of organisation and framework to file the data reviewed and the findings. While Hedegaard et al., (2008) were useful for the initial analysis, a more in-depth and complex analysis was required. This was developed through an iterative process, and analysis suggestions were obtained from Miles and Huberman (1994), Flores and Day (2006), Li (2012, 2014) and Yin (2003). These are represented in Figure 3.4.

![Diagram of data analysis process](image)

*Figure 3.4. Development of data analysis.*
In Figure 3.4, the grey background shows the integration and integral nature of Vygotsky’s theory in relation to data analysis. The blue columns depict how each level of analysis was integral to the process, and permeated all levels of analysis—as shown by the increasing depth of colour from left to right. Finally, the spiral of development depicts the way the researcher needed to include each level as an iterative process, incorporating cultural–historical theory across the data analysis at each layer.

3.6.1 Video data analysis. Data analysis was initially based on Hedegaard et al.’s (2008) cultural–historical interactive-dialectical research methodology. The authors propose three levels of data analysis, where the first stage focuses on becoming familiar with and organising the data, which is termed ‘common-sense analysis’. Initially, this was completed through downloading the data from the video camera and the still images, and organising individual child participants’ folders by a code. The field notes, interview data and still photos were also added to the corresponding focus participant’s folder (see Figure 3.5).

![Initial filing system](image)

**Figure 3.5.** Initial filing system.

This study began using *perezhivanie* as the unit of analysis at the common-sense level in order to extract data depicting the unity of affect and intellect. This was then extended throughout each level of analysis to deepen the exploration. This developed over time, and this study included other units of analysis (see Table 3.5). The unit of analysis is discussed in detail in Chapters 7 and 9.
Table 3.5

Unit of Analysis Used in Each Paper

<table>
<thead>
<tr>
<th>Publication number</th>
<th>Unit of analysis</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Publication 1</td>
<td>Perezhivanie Child’s perspective</td>
<td>Vygotsky (1994) and Hedegaard et al., (2008) and Hojholt (2012)</td>
</tr>
<tr>
<td>Publication 2</td>
<td>Perezhivanie Social situation of development</td>
<td>Vygotsky (1994)</td>
</tr>
<tr>
<td>Publication 3</td>
<td>Perezhivanie Dialectics</td>
<td>Vygotsky (1994)</td>
</tr>
<tr>
<td>Publication 4</td>
<td>Perezhivanie Subjective configuration Subjective sense</td>
<td>Vygotsky (1994) and González Rey (2004, 2011)</td>
</tr>
</tbody>
</table>

The interview data of the corresponding mothers, teachers and principals were transcribed verbatim and placed in a subfolder of the focus participant’s folder. The next stage was to complete the research protocols (Hedegaard et al., 2008), which framed the potential vignettes and supported systematic filing, explanation and organisation of relevant clips, and (when required) retrieval of corresponding video files and interview data related to the specific vignette.

The second stage of analysis was based on situated practice interpretation, in which themes were located across research sites (Hedegaard et al., 2008) and related activities in one research site, such as children reuniting with their belongings. Due to the vast quantity of data and the researcher’s need for systematic structuring and linking of analysis, Hedegaard et al.’s (2008) methodology was complemented with horizontal analysis (Miles & Huberman, 1994) of the individual participants’ datasets. In this analysis, common patterns and differences (Flores & Day, 2006)—such as explicit emotional and symbolic processes—were tagged in the data, and vignettes of the video data were created.

When each focus child’s video data had been analysed individually, the entire dataset was viewed through vertical analysis (Miles & Huberman, 1994), with each participant’s interviews, video data and field notes re-analysed, and commonalities,
differences and outliers located. This led to the third level of analysis, which was based on thematic analysis, where the empirical data are connected with the research aim and theoretical concepts are used to extract relations and patterns in the data (Hedegaard et al., 2008). Hedegaard (2008) suggests that the ‘category system is developed as a dialectic between the aim of the research, the theoretical preconditions and the concrete material’ (p. 61). In this case, a further level of data analysis was required, as suggested by Yin (2003, 2014) and developed by Li (2012, 2014)—referred to as ‘synthesis of the data’. At this level, this study combined the research question, gaps in the literature, theory and empirical data, which eventuated in extending González Rey’s (2004, 2011) term ‘future sense’ (see Chapter 9). As the data analysis is reviewed extensively in Chapters 7 and 9, it is summarised here.

**3.6.2 Interview data analysis.** The interview data of each participant (mothers, teachers and principals) were transcribed verbatim. The data were then systematically analysed using horizontal and vertical analysis (Miles & Huberman, 1994). The datasets were correlated with the relevant focus participant’s video datasets to obtain each participant’s perspectives. They were then placed in the relevant files. This systematic process provided a rich dataset with which to return to the thematic analysis (Hedegaard et al., 2008) and synthesis (Li, 2012; Yin, 2009). During this process, there was constant movement across the datasets and analysis, with checking, rechecking and cross-referencing occurring to ascertain the most relevant and important findings from the data—some of which are reported in this study.

**3.7 Ethical Issues**

The importance and consideration of ethical and legal issues in educational research cannot be understated (Wiersma & Jurs, 2009), especially when researching with young children and collecting data via digital video and still images (Li, 2012).
This research strictly adhered to its obligations under the research protocols outlined by Monash University Human Research and Committee (MUHREC), based on the *Monash University Thesis Including Publication Guidelines* (2014).

Adherence to these guidelines was systematic, and began with ethical approval by MUHREC (Project Number CF09/2078–2009001166) for the researcher’s master’s thesis: *Early Childhood Education in Malaysian International Schools: Exploring the Cultural Experiences of Expatriates*. An amendment was sought for the current study through MUHREC, and approval was granted. This ethics amendment was to change supervisors and extend the study to include more participants and enable still images and video data collection. Data gathering began only after ethics approval was received. This study distributed explanatory letters to participants, and consent forms were signed and returned by participants (see Appendix D, E, F, G, H and I).

Ethical issues were minimised for participants during this research because participation was voluntary, with a right to withdraw from the study at any time without providing a reason. The safety and comfort of the participants and researchers were considered at all times. The interviews were held at a time and place convenient to the participants, and video data collection was arranged via an agreed schedule. This was a flexible arrangement due to the young age of the participants, and was changed if the participants were ill (as occurred in Family 1), the family was travelling (as occurred in Family 4) or the participants did not feel like having the researchers present.

There are complex challenges ensuring ethical treatment of participants (Derry, et al., 2010; Harcourt, Perry and Waller, 2011; Wiersma and Jurs, 2010) and use of the data generated. As Derry, et al (2010) discuss, it is important that child focus participants are assisted in the decision making process by a parent or legal guardian. This process was adhered to, in addition all data and still images were shared with the
participants (adults and children) after data collection. The images that were used in publications were carefully considered, and the participants’ permission was sought. Anonymity of participants has been carefully considered. The focus participants and their families are no longer residing in Malaysia and in addition, the participants whose images were used in the publications were young at the time and their physical appearance is continually changing.

3.8 Reliability and Validity

Reliability and validity are important during research—reliability determines the extent to which a study can be replicated, while validity upholds the interpretation and generalisability of the findings (Wiersma & Jurs, 2009). An important question when considering the external reliability of qualitative studies is: ‘Are qualitative findings generalizable?’ (Bogdan & Biklen, 2003, p. 247). These concepts are important in research because they influence the extent and credibility of the study, including ‘the confidence that can be placed in the findings’ (Wiersma & Jurs, 2009, p. 296). Using a cultural–historical perspective, the current study cannot claim that results derived from the small number of participants data can be generalised. In addition, because this study has rich empirical data, it provides improved understanding that creates the possibility for theoretical generalisations regarding the underlying psychological processes (Wiersma & Jurs, 2009; Yin, 2003, 2014) (see Chapter 9).

Hedegaard (2008) argues that, when using a dialectic–interactive approach, validity relates to the ‘conceptualisation of the studied practice and the social situation of the research participants in relation to the different perspectives … the focus is on the practices, activity settings and activities’ (p. 43). Hedegaard advocates for relational models that show qualitative changes over time across activity settings. In this research,
a relational model of the dataset and the social setting support reliability and validity, as shown in Figures 3.6 and 3.7. These relational models highlight a way of cross-checking the data collected from each source—that is, between parent, teacher and focus participant (Figure 3.6), and between the types of data collected (video data, interview data and field notes). This creates two levels of relations. The first is at the data collection phase between the video data, interview data and field notes (Figure 3.7). The second involves multiple data sources, including the child and his or her parents and teachers (Figure 3.6). In addition, multiple researchers viewed the data, which added a third level of reliability because, if two or more observers agree on what they see and interpret, reliability and validity are improved (Wiersma & Jurs, 2009; Yin, 2009).

![Figure 3.6. Relational model of participants.](image1)

![Figure 3.7. Relational model of data gathering technique.](image2)
3.9 Limitations

Acknowledgement of a study’s limitations adds to its reliability (Wiersma & Jurs, 2009; Yin, 2003, 2009). This study’s theoretical limitations rest with the variation of word meaning in different translations of Vygotsky’s collected works from Russian to English (e.g. Cole, 1985; Minick, 1987; Moll, 2005). It is also important to acknowledge the empirical limitations of the current study (Wiersma & Jurs, 2009; Yin, 2003). Although a multiple family case study approach was used, the small sample size does not represent the variety of nationalities attending all international schools in Kuala Lumpur, Malaysia. In addition, because only three English-speaking international schools were selected, this limits the population base further. An added limitation is the absence of fathers during the majority of data collection due to travel and work commitments. Only mothers were interviewed, which introduces a potential for female bias.

This study generated 90 hours of digital video data and a large quantity of field notes; however, unfortunately, due to the poor quality, some data were not useable. It was also beyond the scope of this thesis to discuss all the findings resulting from the 90 hours of data collected. This was further limited by the scope of the findings chapters, which are based on four publications (see Chapters 4, 5, 7 and 9). As Adams (2010) suggests, not being able to use all data and discuss all results limits the complexity and scope of a thesis.

Finally, an important limitation that must be acknowledged is the influence of the researcher on the study. Creswell (1994) argues that, ‘the biases, values and judgement of the researcher become stated explicitly in the research’ (p. 47) This includes the researcher’s subjective configuration, which needs to be acknowledged—that is, that the researcher is white, female, middle aged, monolingual, Australian born
and an expatriate, mother, teacher and researcher. As Smagorinsky (2009) acknowledges, like Vygotsky, the researcher is a product of her time and also helps produce her time. Thus, the researcher will present results in a certain manner, as influenced and biased by her past experiences, present experiences and historical development (Vygotsky, 1997).

3.10 Conclusion

This chapter has discussed the methodological approach and subsequent interrelated research methods used to support the development of this study, consistent with a contemporary cultural–historical theoretical perspective. This was followed by a discussion of data analysis, as proposed by Hedegaard et al., (2008), which was developed further via Miles and Huberman (1994), Li (2012, 2014) and Yin (2003, 2014). This supported extending theoretical and methodological considerations and deepened empirical findings regarding families with young children undergoing transition processes as they enter everyday life in a new country. In addition, the literature and methodology provide an initial basis to form a cohesive whole throughout this thesis.

The following section is Section II, which begins with Chapter 4 and presents the first publication that discusses some of the findings from this research. The findings relate to the absence of routines and the individual and collective heightened emotions present at home and school during the initial stages of an international move.
SECTION II

Chapter 4: Findings of Publication 1

‘There exists a dynamic meaningful system that constitutes a unity of affective and intellectual processes.’ (Vygotsky, 1987a, p. 50)

4.1 Introduction

The previous chapter outlined the methodology, which highlighted the underlying foundation of Vygotsky’s (1987, 1994, 1997, 1998) cultural–historical theory in combination with Hedegaard et al.’s (2008) dialectical–interactive research methodology and method. Combined, these form an integral part of the findings and linking chapters presented in Section II.

Section II presents seven chapters in total, including four findings chapters (Chapters 4, 5, 7 and 9) with publications. The publications answer the subsidiary research questions and together answer the main research questions, which are linked to the aims of this study. The remaining three chapters discuss the connections between each publication (Chapters 6, 8 and 10). The linking chapters are formatted to highlight the empirical, theoretical, methodological and pedagogical links between each publication. Presenting the thesis in this manner provides coherence within and between each chapter, and enables the entire thesis to be presented as a unified body of work.

The next section of this chapter explains Publication 1, which includes a brief discussion of the context of the journal selected, as well as the reviewer’s comments and author’s responses. The publication titled, ‘Emotions of Expatriate Children and Families Transitioning into Malaysia: A Cultural Historical Perspective’ is then presented. The importance of this publication is discussed, which follows the systematic
pattern of empirical, theoretical, methodological and pedagogical significance. A brief discussion follows, including general comments about Publication 1.

4.2 Introducing Publication 1

This single-author publication was the first article developed. It discusses some of the findings presented in this thesis in relation to the first subsidiary research questions. The article was accepted for the *Asia–Pacific Journal of Research in Early Childhood Education*. This journal is peer reviewed, is multidisciplinary and aims to provide educators and other professionals associated with early childhood education and the care of young children current reports and research regarding children, from birth to age eight. According to the website, this includes ‘reports of empirical research, reviews of research, critiques of research, and articles related to the applications of research to practice’ (APECERA, 2015). Table 4.1 presents the rankings of the journal. Although peer reviewed, there were no rankings available.

Table 4.1

| Ranking of Asia–Pacific Journal of Research in Early Childhood Education |
|:----------------|:-----------------|:--------------|:--------------|
| Print ISSN      | Scopus 2011     | ISI quartile | ERA 2010 rank |
| ISSN 1976-1961  | N/A             | N/A          | N/A           |

Note: ISSN = International Standard Serial Number; SNIP = Source Normalised Impact per Paper; ISI = Institute for Scientific Information; ERA = Excellence in Research Australia.

Publication 1 examines the individual and collective heightened emotions experienced by young children moving across the home and school context as they transition to live in Malaysia. The article was submitted for a special issue of the *Asia–Pacific Journal of Research in Early Childhood Education*, titled *Pedagogies of Social-

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1 However, the journal is under review to be placed on the Monash journal list (R. Hills personal communication, March 12, 2015), which provides approved journals for scholars to submit their work.
Emotional Development. The special issue requested manuscripts that ‘rethink, interrogate and redefine approaches to social-emotional development in early childhood education’ (APECERA, 2014). Joseph Tobin was the guest editor for the special issue. To fit the criteria of the special issue, the paper’s focus was directed towards one participant’s emotional experience and absence of routines. Further, the focus of the literature moved from general TCK and expatriate research to studies located in the Asia–Pacific region. The following section presents a summary of the reviewer’s comments on the publication, which supported development of the final version of Publication 1.

4.2.1 Reviewers’ and author’s comments. The reviewers’ comments reported that the topic was interesting and relevant to the journal’s special issue on emotions.

4.2.1.1 Reviewer 1, Comment 1. Reviewer 1 required a deeper discussion focused on the theoretical framework, which changed the way this study interpreted the child’s emotions while experiencing a new culture. The second comment directed the author to elaborate on the following quotation: ‘The child’s perspective is seen as an analytical concept in relation to anchoring personal meanings in social practice’. The final suggestion was to use subheadings to reorganise the theme of routines with more empirical evidence.

4.2.1.2 Summary of author’s response. Each of these suggestions was adhered to, with detailed responses provided. An example of the response to Comment 1 is as follows:

This was changed from the introduction where, according to Vygotsky, emotions are viewed as a dynamic part of the whole child’s development, which is a move away from traditional developmental research that separates cognition, affect and the social aspects of the child. It was also stated that the child’s
perspective and *perezhivanie* are two different concepts that have not been used in the reviewed studies of TCK literature, and aid the move away from viewing one form of emotion in isolation to looking at the whole child in the process of development, which is different to TCK research (see page 4, paragraph 3).

**4.2.1.3 Reviewer 2.** The second reviewer provided only one statement, requesting more links to early childhood education and the implications for the field.

**4.2.1.4 Summary of author’s response.** The author’s response stated that this had been adhered to, and directed the reviewer to the relevant sections in the paper.

**4.2.2 Final publication.** With these changes, the paper was accepted for publication, as:


This full article is now presented, followed by a discussion of the significance of the article and some general comments about writing the publication and interacting with the reviewers’ comments.
Emotions of expatriate children and families transitioning into Malaysia: A cultural historical perspective

Megan Adams

Monash University

Abstract

Much of the literature on Third Culture Kids (TCKs) is focussed on negative emotions that children and adults experience during an international transition. Few studies were found that draw on a cultural historical reading of emotions during an international transition. This paper seeks to fill the gap by presenting a study of a young child and her family transitioning into Malaysia as expatriates and looks at the individual and collective emotions present at home and school during the transition. Findings positioned from the child’s perspective show heightened emotions gradually reducing over time with the support of the mother and teacher (Vygotsky, 1987). Further findings reveal that the absence of everyday routines adds to the range of heightened emotions felt by the individual child and collectively in the family and attending school is one of the first stable routines that the child undertakes. It is argued that a cultural-historical reading of this situation offers a different perspective and beginning theorization on the emotional development of children transitioning internationally.

Keywords: Emotion, perezhivanie, routines, international transitions

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Introduction

The globalisation of world trade offers increased opportunities for families to transition internationally and provides reasons for families with children to move countries and experience new and different cultures. Advances in international transport coupled with the rise of international companies offer new possibilities and many families take the opportunity to broaden their horizons. A sociological term, introduced in the 1960s, is Third Culture Kids (TCKs) who are expatriate children transitioning internationally with their families and spend a substantial part of their “developmental years outside the parent’s culture” (Pollock and Van Reken, 2009, p. 13). Much of the literature discusses negative emotions that these children and families experience (Moore & Barker, 2012) such as questions of belonging, culture shock, marginality, confusion with identity and grief.

The majority of literature is centred on teenagers and retrospective studies however, young children (three to eight years old) are participants in this research, which is an empirical study of the emotions that a young TCK experiences using a cultural historical reading of development. Moore & Barker (2012) acknowledge there are few empirical studies in the area of TCKs and “a more complete picture and theoretical framework have yet to emerge” (p. 556). Vygotsky (1987) set the goal of developing a theoretical perspective that provides a unified analysis of behaviour and consciousness while recognizing the impact of the individual’s uniqueness, culture and the socio-historical nature of the human mind. Vygotsky (1994) recognised the importance of the reciprocal relations between the child and the environment and how the emotional experience (perezhivanie) determines what kind of influence the situation or the environment will have on the developing child. In this paper, the child’s perspective (Hedegaard and Fleer, 2008) and perezhivanie are explored along with Vygotsky’s concepts of stable and crisis periods of development.

Perezhivanie and the child’s perspective offer a new way for TCK research to be positioned as with a cultural historical reading, the emotions experienced are viewed as dynamic and part of the child’s whole process of development. The concepts of perezhivanie and the child’s perspective are a move away from isolating one form of emotion such as shock, marginality or grief after the event (Gilbert, 2008). Instead, a range of emotions experienced in context over a period of time both individually and collectively are researched to better understand the
Emotions of expatriate children and families transitioning into Malaysia: A cultural historical perspective

dynamic process of development that the child is moving through.

The paper begins with an overview of the literature that draws upon historical and international studies of TCKs and then focuses on studies in the Asia Pacific region. Following this, literature from a cultural historical perspective on emotions and transitions is reviewed. There is a brief description of the theoretical positioning regarding Vygotsky’s view of age periods, *perezhivanie* and the child’s perspective, followed by a description of the study design, findings and discussion regarding the child’s emotional experience in relation to home and school and the importance of routines across settings. Some implications for early childhood education are provided.

*Historical Literature*

Useem conducted the initial research on TCKs through field observations regarding expatriate communities, international schools and children living outside their country of birth (Useem, Donoghue & Useem, 1963; Useem & Downie, 1976). Many authors have extended this research (Pollock & Van Reken, 2009; Moore & Barker, 2012). Useem et al.’s (1963) work situates the current study historically and is a strong initial starting point to further advance the field.

There is a large body of literature in the area of TCKs covering different groups who transition internationally such as military, missionaries, expatriates, immigrants, children of mixed cultural marriages, repatriating families, families who move country for educational purposes and refugees. However, the focus of the following review is on emotions and transitions generally and then specifically in relation to expatriates transitioning internationally into the Asia Pacific region.

*Emotion and international transitions*

To move a family from their everyday lives in one country and set up in another results in many challenges, everything is new and different, not only for the child but the whole family. Negative emotions during an international transition are a recurrent theme in TCK literature. There are contrasting opinions regarding the types of emotion experienced during an
international move, some studies cite literature from biculturalism and multiculturalism that suggest there are positive emotional experiences and some people can comfortably live in more than one culture without emotional dissonance (Moore & Barker, 2012). However, the majority of studies highlight negative emotions with respect to questions of belonging, culture shock, marginality, identity and grief (Gilbert, 2008; Fial, Thompson & Walker, 2004). A majority of reviewed studies were quantitative and related to teenagers (Strobino & Salvaterra, 2000) or adults termed adult third culture kids (ATCKs). This group consists of adults who have grown up in an international environment and participated in retrospective studies (Bhatia & Ram, 2010). There were no studies found using qualitative empirical research from the child’s perspective in their everyday situation in the home and school that researched the emotions that a young child and their family move through during an international transition. This leads to reviewing research of emotions and international transitions in the Asia Pacific region.

Emotions and Asia Pacific transitions

The Japanese government has recognised that returning expatriates and their children have difficulties assimilating to the Japanese society on repatriation. Kano Podolsky, (2004) reports that Japanese children experience issues on re-entry to the highly centralized Japanese schools and are often placed in an age grade below their peers. Kano Podolsky (2004) states “they were characterised in media reports and even by their own parents as ‘educational orphans’ in need of “rescue” to reduce their foreignness and successfully reintegrate them into Japanese society” (p. 6). As Japanese society has modernized (Nakatsubo, Akita, Enosawa & Nagata, 2010) perception of these children has changed to a more positive view. However, there was no mention of emotion or why the children were in need of ‘rescue’ during repatriation.

Another area of research is on the growing phenomenon of families (usually mothers and children) moving out of South Korea for the purposes of education. Studies found that Korean families living in Singapore rated the importance of the child learning English and the need for the family to move the child away from the stressful exam-oriented South Korean education system as the main reasons for separating the family and moving countries (Kim, 2010). Further findings indicated that some fathers’ maintained positive, supportive roles in
Emotions of expatriate children and families transitioning into Malaysia: A cultural historical perspective

parenting and were supportive of their children obtaining an education in a foreign country (Lee & Koo, 2006). There is literature that contradicts this view, reporting that separation from the father results in poor bonding between father and child, with wives and husbands leading separate lifestyles often leading to divorce (Choi, 2006). There were no explicit links to emotions experienced or emotional development of the young children in relation to transition in these studies and findings were a result of parental interviews.

The reviewed literature situates the current study in a niche as the child’s perspective on international transitions is sought in relation to the process of developing emotions through changing environments. This is a different perspective offered than those in the above review, as it studies children and families moving as expatriates into the Asia Pacific region using cultural historical theory.

Empirical research from a cultural historical perspective – emotions and transitions

There are studies using cultural historical theory on people that live in a country other than that of their birth (Hedegaard & Chaiklin, 2005). These studies are not focused on young children or developing emotions during transitions. Much of the cultural historical literature reviewed is structured around researchers in their own country, studying within the confines of societal institutions, so called; global-local childhood studies (Flear, Hedegaard and Tudge, 2009). These studies research how globalisation affects individuals and communities. Other cultural historical researchers move to different countries to study the local population (Lave & Wenger, 1991). There are studies that research collective and individual emotions in regard to the workplace (Roth, 2007) and studies from Denmark that focus on the process of children transitioning into a new school (Winther-Lindequist, 2012). Corsaro & Molinari (2000) introduce the importance of routines relating to transitions from kindergarten to first grade. These studies do not have the same focus on young children’s emotions or the same type of transition as the current research and the majority are not centred in the Asia Pacific region.

There are a variety of empirical studies that use cultural historical theory and are situated from the child’s perspective, which are relevant to this study (Hedegaard, Aronsson, Højholt and Ulvik, 2012). These studies give new insights into the concept of transition and provide potentially new directions for a cultural-historical study of collective and individual emotions.
Megan Adams

as families' transition internationally. Hojhol (2012) uses the child's perspective, which is seen as an "analytical concept in relation to anchoring personal meanings in social practice" (p. 200). Hojhol highlights the significance of the peer group and other stakeholders (parents, pedagogues and psychologists) in a child's learning community, which appropriates with the major thread of the wholeness approach in the current study. However, no studies were located that used the child's perspective on emotion and international transitions. Much of the literature is focused on negative emotions during transitions, the reason for the transition or is not situated in the Asia Pacific region. Therefore, a cultural-historical reading of this research conducted in Malaysia offers a different perspective regarding the process of emotional development of children and transitioning internationally.

The developing child

Vygotsky's (1987) theory provides a holistic system of concepts which considers development from biological, spontaneous types of action to higher conscious thinking through social and cultural mediation. This is a move away from traditional developmental research that discusses the child's emotions as separate from other areas of development by "examining the child socially, emotionally, cognitively and physically as discretely conceptualised areas of development" (Fleser and Hamner, 2013. p. 127). By using a cultural historical reading of development, the areas historically separated are intricately woven together and need to be viewed as a whole, which a cultural historical understanding of the child's perspective advocates.

Vygotsky (1998) argues that a child moves through psychological age periods as they develop. These periods are not aligned with chronological age but have structures relating to the child's social and cultural environment. Within this environment the child takes their individual personality coupled with past experiences and changes the environment and in turn the child's relation and interaction with the environment changes the child, in this way the child contributes to their own development (Vygotsky, 1994). The relational process between the child and the environment changes, this results in qualitative changes or development of the child (Vygotsky, 1994). The child passes through stable periods (Vygotsky, 1998) where development is continuous but not evident unless the child is compared at the beginning and
the end of this period. These stable periods of development are interrupted by crisis periods “which are turning points in the child’s development that sometimes take the form of a severe crisis” (Vygotsky, 1998, p. 191).

These crises can be seen as conflict set in the relation between the child and the social setting. The child is provided with new challenges in this setting but is not equipped psychologically to solve the new tasks. It is the connection between the child’s emotional experiences [perezhivanie] and changing environment from the child’s perspective while moving through their everyday life during an international transition that is of particular interest to this research. These are two important concepts which provide a new way to advance the field of TCK research: the child’s perspective and the child’s emotional experience [perezhivanie].

Perezhivanie as the unit of analysis

Perezhivanie as the unit of analysis provides a holistic approach that has its focus on the internal unity of the child’s developing consciousness and the affective relation with the social and material conditions situated within the child’s environment (Vygotsky, 1994). Perezhivanie can be viewed as an individual and a collective concept that needs to be further understood in the area of the child’s developing emotional consciousness (Vygotsky, 1994). Emotional experiencing is interwoven with the child’s perspective. Hojholm (2012) suggests that researchers need “knowledge developed in an analytical intention of identifying meanings, engagements and personal reasons from situated studies of social practices” (p.200). Using the child’s perspective is a move away from the generalised child, as the way individual children make meaning and explore their world while they experience their collective environment is viewed as important when researching development (Hedegaard, et.al. 2012). Therefore significant contributors to the child’s social situation inform the child’s perspective and include the perspective of adults and peers to obtain a picture of what the child is emotionally experiencing individually and with others. By using the child’s perspective in combination with perezhivanie, a new way to analyse and understand a child’s process of development during an international transition is offered. The use of perezhivanie as the unit of analysis has been explained in the section below.
Study design

The main interest of this study is the emotion experienced by children and families during an international transition into Malaysia. The child’s perspective holds particular interest and how the child experiences emotion during their everyday lives while in transition is a key concept. The mothers and teachers form part of the child’s perspective as they help the researcher to comprehend the child’s understanding of personal meaning in social practice. Therefore, the research has been framed to investigate the following questions:

- How does everyday life in institutions (home, school and after school) affect a child’s development during an international transition into Malaysia?
- How do adults create the conditions for a child to move through the process of development?
- How is the child emotionally experiencing the international transition?

The research sites

The larger study took place across various sites in the city of Kuala Lumpur, Malaysia including three international schools, participants’ homes, gardens, play grounds, markets, sports fields, shopping centres, birthday parties and swimming pools.

Participants

The larger study included principals of three international schools, focus children’s teachers (seven in total), focus children’s families (five) and siblings (thirteen). The seven focus children’s age ranged between 3.9 years and 7.9 years (mean age at the beginning of the study was 5.4 years). The study ran over a six month period with families and focus participants each filmed for six hours at home and six hours at school in line with ethics permission. The data drawn for this article is from parent (Parent 1, 3 and 4) and teacher (Teacher 1c and 4a) interviews and one child’s video data (Cutt Family 1) in the family home and at school. See Table 1 for a summary of families and teachers related to this paper.
Participant Summary

<table>
<thead>
<tr>
<th>Family</th>
<th>Country of Origin</th>
<th>Countries resided in</th>
<th>Children Focus children (field)</th>
<th>Time in Malaysia</th>
<th>School Attended</th>
<th>Teacher’s country of origin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Williams Parent 1</td>
<td>Australia</td>
<td>Australia</td>
<td>Melk 7-9</td>
<td>3 weeks</td>
<td>American</td>
<td>Teacher 1a British</td>
</tr>
<tr>
<td>Parent 2</td>
<td>Holland</td>
<td>Holland Italy Turkey Malaysia</td>
<td>Tram 6.2</td>
<td>3 months</td>
<td>British</td>
<td>Teacher 1b British</td>
</tr>
<tr>
<td>Parent 3</td>
<td>England</td>
<td>England Indonesia</td>
<td>San 2.2</td>
<td>9 months</td>
<td>British</td>
<td>Teacher 2a British</td>
</tr>
<tr>
<td>Parent 4</td>
<td>New Zealand</td>
<td>New Zealand Malaysia</td>
<td>Zee 1.9</td>
<td>4 months</td>
<td>British</td>
<td>Teacher 2b British</td>
</tr>
<tr>
<td>Parent 5</td>
<td>Australian</td>
<td>Australia Malaysia</td>
<td>An 8.7 Hulk 7.1 Steph 3.2</td>
<td>8 months</td>
<td>Australian International School</td>
<td>Teacher 5a Australian</td>
</tr>
</tbody>
</table>

Procedure - Video observations

A total of 42 sessions (six two hour sessions for seven focus participants) were videoed at the three schools and five homes including before and after school activities by the author and a research assistant. The researcher followed each of the focus children in classroom, school, home settings and activities within the larger community with a hand held video camera and recorded a total of 75 hours.

Video interviews

The principals of the schools and the teachers of the focus participants were interviewed in the school setting were video recorded and transcribed verbatim. Mothers of the focus children were interviewed in the home setting. Fathers were invited but were either traveling or unavailable due to work commitments. In total, 15 hours of interview data were obtained. The total data obtained were 90 hours of digital video recordings, field notes and
photographic images.

Perezhivanie as the unit of Analysis

Flueer (2008) supports the use of digital video recordings combined with field notes and photographic images as these offer a dynamic system for the researcher to return and review the relational dynamics and patterns of the focus participant’s situation. Using digital video technology enabled the researcher to look closely at perezhivanie and from the child’s perspective, which are the concept driving the study.

A three stage analysis approach was adopted (Hedegaard and Fleer, 2008) with each stage building on the previous one. The initial analysis, termed common sense analysis, the researcher produced research protocols, which recorded general analysis with respect to personal understanding of the observed interaction patterns in the video data and interviews. At this stage, individual patterns of behaviour and social interaction in relation to the participants emotional experiencing were documented. Using perezhivanie as the unit of analysis, the focus included variables such as individual and small group interaction within the child’s home, school and during activities, the personalities involved and the child’s relations with others.

The next stage was situated practice interpretation, which linked multiple data sets across various research sites for interpretation of the practices researched and relating to focus participants. Horizontal and vertical data analyses (Miles and Huberman, 1994) were undertaken to check for common themes and individual differences in the data sets. Analysis focused on the emotional nature of the relations across different settings and the effects these had on the social environment and each child’s developing awareness. Individual and collective emotional experiencing were analysed, taking into account non-verbal cues such as movements which inferred a child was experiencing emotion, body positioning, proximity to others, physical contact, verbal cues such as emotive verbal utterances, emotive words, voice intonations, inclusive/exclusive language, direction of gaze and reciprocal relations between the child and the material environment (how the child reacted to different objects or belongings in the environment). Video clips exemplifying these variables were generated and then in the final stage thematic interpretation, the video clips were reanalysed in relation to
Emotions of expatriate children and families transitioning into Malaysia: A cultural historical perspective

the central research aims and concepts from the research questions (Hedegaard & Fleer, 2008). It was during analysis at the thematic level that further patterns, generalisations and relations to theoretical concepts were sought and refined (Hedegaard and Fleer, 2008). Vignettes were written from the video clips, which make explicit the researchers, the child’s and immediate participants’ perspectives.

Building the child’s perspective: routines and the process of emotional development

The initial finding reported is positioned from the child’s perspective and shows a range of heightened emotions experienced by the child gradually reducing over time with support from the mother and teacher (Vygotsky, 1987). This may be viewed as the process of development. The second finding is the heightened emotions experienced individually and collectively through the absence of routines and attending school for the children in this study was the first routine activity undertaken in the process of the international transition. The following data sets highlight a child’s perspective as she moves through the process of development over time.

The Context of the Data Sets

In data sets DS1 and DS2 the child’s perspective from family 1 (See Table 1) is presented at week three and week eleven, the parent and teacher interviews are presented. The adults discuss Catt’s initial transition to school when the family were living in temporary accommodation (Week three). This is followed by a vignette of Catt at school (Week three). Data is then presented from week eleven as Catt is welcomed home from school as the family are settling into their new home on the day the shipment arrived. Parent and teacher interviews are included. It is argued that Catt begins to move through a process of development over the three month data gathering period.

Catt’s Mother stated:

She (Catt) was very shy in the classroom, couldn’t make friends easily, very aggressive towards teachers and change. You know having new rules and things like that in the classroom. I think
Megan Adams

She ... needed to know the routine and it took her a while to learn the routine and then she started asking stuff to the teachers so she knew what was going to happen next. I was stressed so I didn’t really give her what she needed and going to school from the hotel was hard for her, it was all new friends, new things going on and stuff like that... it was really hard and really emotional you know... tantrums, kicking, screaming the works at home and at school (Interview with Parent 1)

Catt’s teacher’s comments aligned with the mothers. Catt’s emotions were heightened and she needed to know the routines in the classroom:

When she first arrived I had assessments ... so I wasn’t free to interact with the kids I had to sit and say don’t interrupt me and call them when it was time to complete their assessment... Catt had a very aggressive beginning, hitting and kicking at me and some of the children. Then she [Catt] did through a long time asking me more questions in a day than I think any child ever asked me. Just lots of questions to be sure what was going on in the classroom you know. What is this for? What is that for? What are we doing next? What are they doing? What do you want me to do? (Teacher 1c, interview).

Video vignette of Catt three weeks into the new school:

Catt is sitting at a table under an umbrella with another girl. The other girl is concentrating on her drawing. Catt looked at the girl’s picture and then placed her hand near her mouth and looked into the distance for around five seconds. Catt reached for a crayon and said “I’m doing this for my Mummy and Daddy”. Another child joined the table. The two children drew for a minute and moved away from the table. Catt was left by herself, folded the picture placing it in her shirt pocket she continued to touch her pocket intermittently after she moved from the table.

Figure. 1 Catt drawing with another girl, reaches for a crayon, sits observing others for 5 seconds and is left alone at the table, folds her drawing and continues to touch her pocket as she moves to other activities.
Emotions of expatriate children and families transitioning into Malaysia: A cultural historical perspective

The common themes in both interviews with Catt’s mother and teacher were Catt’s physical aggression directed towards the teacher and other children in the class, the frequency and type of questions that Catt asked regarding routines and neither adult being available to support Catt. From the mother’s perspective, Catt was unsettled because she had no friends and did not know the routines in the classroom and she asked many questions to find out what was going to happen. From the teacher’s perspective, she was not available for Catt due to assessments and she commented on the number of questions Catt asked, many were to do with routines of the day. Catt’s heightened emotional display accompanied by physical aggression toward others shows part of her personal characteristics and individual emotional experiencing of the situation as a result of factors in the changing environment (Vygotsky, 1994). From Catt’s video vignette we see a different perspective, there was minimal emotion shown, Catt seemed to observe others but was not directly involved. Catt drew a picture for her Mother and Father, although she was sitting with another girl, neither girl initiated conversation. Catt was left alone at the table she folded her picture and placed it in her pocket, she kept touching her pocket where the picture was positioned. Catt’s non-verbal cues and actions inferred that she was interested in what others were doing and she was also thinking about her Mother and Father.

Drawing these three perspectives together, we see an overall perspective of the child moving through the process of a heightened emotional state. There was a range of emotions evident from physical aggression towards others to minimal emotion being shown explicitly. Catt’s outbursts occurred, during an uncertain time where few aspects of her life were stable or predictable. Catt seemed to be on the periphery of social groups, she spent time observing others, listening to conversations but not participating. Other children did not approach her or invite her to play.

The process of development – a crisis period

Vygotsky (1994) suggests that the child changes the environment and the environment changes the child. In DS1 we see a relational aspect between the child and the environment. From the evidence presented in the mother and teachers interviews it is argued that we see Catt passing through a “crisis” in relation to her environment (Vygotsky, 1998) by being
physically aggressive across settings. We may infer that Catt did not have the conscious thought or understanding to express why she was aggressive but it may be as a direct result towards the changing environment and the mother not being available to support her emotionally. The teacher although physically in the same room was not able to emotionally support Catt either, due to assessments. In the reviewed TCKs studies the physical aggression may have been highlighted as a negative part of the transition, however with a cultural historical reading of the situation, we see that Catt maybe moving through the process of development. In Catt’s situation, it is argued that a “critical period” is evident (Vygotsky, 1998) where development can take on a qualitatively different structure for the individual child. However, development occurs over time and usually with the help of an adult or more capable peer (Vygotsky, 1987). More evidence is presented from week eleven in DS2.

The mother, teacher and child’s perspectives

In DS2 Catt’s mother commented (Week 11):

She’s better now, now we have things in place, like the star chart, the play dates, the routines, me telling her what’s going to happen, the teacher doing the same. That all helped her and she knows what is going on from day to day, she hasn’t hit or kicked anyone for a while now, not even her brother or sister (Parent 1 interview).

Catt’s teacher agreed and stated (Week 11):

I think now there are lots of good days, she comes in the morning she’s smiling, she does her morning routine, signing her name and packing her bag and gets to her card and goes straight to choose something. We still have the star chart she probably doesn’t need it but we keep it going anyway. She has her little friends and play dates (Teacher 1c interview).

In the following vignette of Catt at week 11, the family had moved into their home. Catt’s mother explained that the normal afternoon routine began with the mother meeting Catt as she alighted from the bus at the end of the driveway and they walked together into the house discussing Catt’s school day. On this afternoon there were two changes in Catt’s routine, the
shipment of belongings had arrived and the mother had invited the researchers to attend (both events unexpected according to Catt).

Catt alighted from the bus and started screaming as she saw her bicycle for the first time in eleven weeks. Catt walked behind the bus and then immediately ran half way up the driveway repeating the same loud verbal utterance “OOOWWWW”.

Catt sat down in the middle of the driveway, took her left shoe off and threw it towards the car and repeated with the right shoe. The mother yelled “CATT!” and invited Catt to move inside quickly while walking to pick up Catt’s shoes.

Standing up, Catt said: “You didn’t tell me” with a loud, angry type of voice, hands on hips. Mum responded: “I told you the researchers were coming.”

Catt moved onto her hands and knees placing hands forward and sliding knees along the ground. Catt then sat on her bottom, took her right sock off, lifted her head, chin high with a frown and threw the sock towards Mum, “No you didn’t”, she smiled, repeated the action with her left sock. Catt stood quickly and started running to the car, turned and came towards the mother and researcher (Video data Catt, 2011).

![Figure 2 Mum picking up Catt's shoes. Defiance inferred through tilted head, verbal utterance. Mischievousness inferred through smile and positioning of arm, voice intonation. Mum picking up socks and Catt running behind the car.](image)

Taking the child’s perspective, Catt generated her own activities, yelling, moving behind the bus, taking her shoes off and throwing them at the car, closely followed by taking her socks off and throwing them towards her mother and voicing her displeasure that she had not been told the researchers were going to be in attendance. Catt expended physical energy through running, sliding on her knees and throwing her shoes and socks. From the mother’s perspective, there was no concern with the child’s reactions of yelling and throwing shoes and socks, the mother calmly picked up the items and carried them towards the door. The mother allowed the child leeway to perform in her own way and react in her own individual manner.
Megan Adams

With perezhivanie as the unit of analysis we see the range of the child's emotional experiences being played out due to changes in her material environment, (the shipment of belongings arriving) and her social environment (the researcher being unexpectedly present). Within the 20 seconds of this video clip, Catt displays shock, anger, defiance, mischievousness and happiness. This is inferred from the movements Catt made which were sharp, quick and accompanied by changing facial expressions (scowl, smile), voice intonation and verbal utterances (yelling to speaking softly and laughing) as she threw her socks. Not only do we see the range of emotions but we see the relation between the child and the material and social environment as dynamic (Vygotsky, 1994). The daily routine changed unexpectedly for the child, which in turn changed her relation with the environment and the way she emotionally experienced the situation.

Moving through the process of development – a stable period

It is argued that we may be observing the process of development occurring between DS1 and DS2. In DS2, Catt did not use physical aggression towards the researchers or the mother and was able to verbalise her displeasure that she was not notified the researcher was going to be being present. Both the teacher and the mother commented that Catt had not shown signs of physical aggression towards others for some time. The mother and the teacher reported on the successful home school collaboration to support Catt emotionally by using a joint star chart, helping her with friends and speaking to her about the routines of the day. Catt may be moving through the process of development over the eleven week period, having moved from a crisis period in temporary accommodation and entering a new school and moving into a more stable period, where development progresses slowly (Vygotsky, 1998) as she becomes consciously aware of her emotions. This may be evident in DS2 where a change in routine did not result in physical aggression from Catt towards others although physicality was displayed towards objects and Catt verbalised her displeasure, where initially in DS1 Catt was physically aggressive towards others and did not verbalise her displeasure.

Absent routines and collective emotions

DS1 and DS2 have highlighted the importance of routines for Catt, the mother and the
teacher. Data from other participants also highlights the importance of routines, all of the mother’s, teachers and children in the study placed a high value on routines. Establishing and following routines was an important part of everyday life for the families in transition. Corsaro & Molinari (2000) defines routines as “collectively produced activities that are recurrent and predictable” (p. 19). For some families with young children the majority of their daily routine revolves around meals, sleep, play, school and social contact in known environments with known people. Life is predictable. It is not until a routine is lost or absent that the importance of routines in everyday family life becomes evident. Routines “provide children with security and shared understanding of belonging to a social group” (Corsaro & Molinari, 2000, p. 19). In data set DS3 interviews with two mothers and two teachers highlight the collective emotions involved during the initial transition when the families were residing in temporary accommodation and have minimal routines in place and the importance placed on routines in the school setting:

It was kind of weird sending her to school from that hotel, we didn’t have a routine and it took a while to work the timing out. You get up, get dressed and go down in the lift, she was sitting there in her school uniform, we had to eat breakfast with fifty other people and then go upstairs to get ready then go downstairs to start the journey to school but we would forget something, then we’d get stuck in traffic. We were really stressed out, it was really stressful everyone was short tempered and teary. But now its ok, we’re in our house and things are good (Parent 3 interview).

Parent 4 offers a similar statement:

We were in temporary accommodation and Zeb didn’t have his normal routines and things where school was concerned it was fine and maybe the unsuccessful days were more when he got back home – there was no one to play with. Initially he got to watch a lot more television because I just found it all quite stressful so it’s just easier to put the telly on, which he quite liked, which probably didn’t help his tantrums because the more telly he has, the worse his behaviour becomes. This is kind of like a vicious circle… living in a house with routines in place there are not many tantrums or much naughtiness, nowhere near the number we had to start off with in temporary accommodation (Parent 4 interview).
Zeb’s teacher stressed the importance of children being familiar with routines:

We go through an induction period where we have small groups of children and we show them the routine and we also ask other children to help. We’re focused more on emotional development you know, we make sure that they’re happy and that they have someone to play with and everyone’s being kind to them (Teacher 4s interview).

Catt’s teacher agreed and stated:

It’s really important that kids know the routines and it’s really important they have the same school stuff as everybody else (Teacher 1c interview).

There are three common themes in DS3; the importance placed on routines by the teachers and parents and the initial absence of routines resulting in individual and collective stress and how settling into everyday routines (such as going to school) and moving into permanent accommodation helped ease the heightened emotions of all involved. Teacher’s acknowledged the importance of children being introduced to and knowing the routines to support the children with the initial transition into the classroom. It seems that routines experienced in everyday life have a collective meaning to the family and unique meaning to the individual family members across the home and school. We see from the data that an absence of routines adds to the emotions felt at home and at school. Roth (2007) argues, “Emotions are not only individual but also collective...through social mediation, individuals come to know about emotions but we also shape and are shaped by the collective emotional state of the moment” (2007, p. 46). When routines are initiated and known, they may aid a relatively ordered and predictable social existence and there is less stress evident. Corsaro & Molinari (2000) argue that it is through routines that “social actors can interpret, produce, display and extend a wide range of socio-cultural knowledge” (2000, p. 18-19). This has implications for the parent teacher and child to aid the transition process.

Implications for practice at home and school

As adults, we make assumptions and complete our own agendas without necessarily
thinking about the perspective of the child or the child’s emotional needs. Both adults in DS1 commented that they were not initially available for the child however through her agency, Catt found a way of making the adults take notice and eventually fulfill her needs. Cersaro & Molinaro (2000) talk of priming events, which are practical ways to help children talk, think about and experience a transition. Priming events are worthwhile inclusions into general conversations before the child starts school, talking to children about what to expect at school and how to approach other children to enter into play. This could be continued in the classroom and extended by sending a timetable home on the first day and introducing routines daily. An important implication for teachers and parents is working in collaboration together, with the child and being available, with open discussion on strategies to help the child move through the processes of an international transition at home and at school. Beginning this collaboration and conversation as early as possible is important.

Conclusion

Moving countries is an extreme activity for families with young children in terms of emotional experiences and the absence of routines. From one child’s perspective we saw a range of heightened emotions gradually reducing over time with the support of the mother and teacher, possibly resulting in the process of development (Vygotsky, 1987). Using the child’s perspective offers a new way of researching young children who transition internationally, as there are no studies reviewed from the TCK literature that researched the whole child in context, across the home and school setting over time as the child was emotionally experiencing the transition. Drawing on the child’s perspective included obtaining the parent and teacher’s perspective, combined with the child’s video vignettes, which provided a way of understanding an individual child’s meaning making in a new culture and changing social world. A unique opportunity to explore the child’s world was presented (Hedegaard, et al, 2012), resulting in a new way to study the process of development as it occurs during an international transition.

Vygotsky’s (1994) theory is helping to change the way we understand and interpret children’s emotions because the theory moves away from the generalised child which
historically separates cognition, affect and social alignment of development (Fleer & Hammer, 2013). Vygotsky’s concepts are interrelated and viewed as a whole which adds to a new perspective when researching development. Perezhivanie and the child’s perspective move from isolating one form of emotion such as shock, marginality or grief after the event (Gilbert, 2008; Bhatia & Ram, 2010) and offer a way of viewing a range of emotions experienced in conjunction with the child’s understanding of the situation. This needs to be observed in context over a period of time both individually and collectively to better understand the dynamic process of development that the child is moving through.

A recurring theme in the data is the absence of everyday routines adding to the initial heightened emotions felt by the individual child and collectively in the family. The new school was one of the first stable routines that the children in this study participated in. Using perezhivanie as an analytical unit enabled this individual and collective phenomenon to emerge. This is an important departure from historical TCK research as the emotions isolated in the reviewed literature were experienced and reported from the individuals only or a generalized group (Gilbert, 2008; Strobino, & Salvaterra, 2000) or from the parents talking about the child’s experience (Choi, 2006) and are not related to the family and children experiencing the transition both individually and collectively.

New ways of interpreting, understanding and working with this population of children and their families at home and in educational settings is important because of the range of emotions that these families experience. There is a high likelihood that children moving through an international transition will experience the process of development explicitly. Studying and understanding the process of development that these children and families move through may provide more effective early childhood education and is therefore worthy of further study.

A special thanks to the reviewers of this article also, Professor Marilyn Fleer and the Cultural-Historical Research Community for their help in the preparation of this manuscript.

References


Emotions of expatriate children and families transitioning into Malaysia: A cultural historical perspective

4.3 Significance of Publication 1

4.3.1 Empirical significance. During the conception of this initial article, it was established that there is an urgent need to begin to understand the process of social and emotional learning and development in young expatriate children, particularly because most of the existing literature originates from expatriate teenagers and adults commenting on their sense of loss, grief and issues of identity, with relatively few articles situated in the early years. Although there is existing literature on the importance of routines during transitions (Corsaro & Molinari, 2000; Crafter & Maunder, 2012; Daniels, 2008; Dockett & Perry, 2001), there was minimal empirical literature located that discusses the absence of routines when researching young expatriate children, and how this contributes to heightened individual and collective emotions.

This study’s data analysis highlighted the absence of routines in relation to heightened emotions as an important finding in the initial stages of an international move. This is in contrast to the value and reliance on routines in the school setting; therefore, this publication was developed to fill this empirical gap. Further, this is the first publication to discuss and analyse children entering schools midway through the semester due to the transient lifestyle of the multinational company for which their parent works.

In addition, this publication begins to fill the existing gap of research as noted by Cameron, (2003), as it is one of the few studies that researches expatriate families with young children originating from an Australasian perspective.

4.3.2 Theoretical significance. Publication 1 begins to address the theorisation of young expatriate children in the home and school settings, which is a new way to explore families with young children moving across countries. The findings support
theorisation through Vygotsky’s (1987a, 1994, 1997, 1998) cultural–historical theory—particularly the importance of obtaining different perspectives in research to provide a wholeness approach (Hedegaard, 2012) to researching young children experiencing new transient contexts, including learning and developmental processes. In addition, Lave and Wenger’s (1991) peripheral participation is mentioned. While Lave and Wenger (1991) were concerned with apprenticeships and adults, the current study used peripheral participation to explore the positioning of the focus child, Catt.

4.3.3 Methodological significance. This initial article is one of the few that use perezhivanie as the unit of analysis in the existing literature. Therefore, through an iterative process of analysis, initially suggested by Hedegaard, et al.’s. (2008) dialectic–interactive approach, perezhivanie was employed as the unit of analysis, combined with the child’s perspective as an analytic unit to incorporate different perspectives. This supported the focus of analysis to reside with the unity of emotion and intellect (what the focus participant was feeling, thinking and becoming consciously aware of in the new social and material environment).

Methodologically, using the child’s perspective combined with perezhivanie as the unit of analysis presented a new way to analyse the child’s experience across the broader context of the home and school. This unit of analysis provided a framework to analyse the individual and collective emotional experience. It also enabled analysis of the way absent routines contribute to individual and collective emotions, while present and established routines support everyday life (Daniels, 2008).

4.3.4 Pedagogical significance. There was constant reference across the datasets of interviews with parents and teachers, including the video data of each child’s experience regarding the absence of routines, and the heightened emotions that occurred in the home, particularly in temporary accommodation. This was in contrast to the
pedagogical importance placed on routines addressed in the international school day, such as the yearly, monthly and daily timetable, and including the expectations of the daily, morning and afternoon routines. It was expected the children would enter the class in an orderly manner, saying goodbye to their parents, putting away their own bags and choosing an activity.

A further significance rests with young children who are experiencing the process of social and emotional development, which is connected to emotion regulation (Chen & Fleer, 2014). By understanding the processes that the children undergo, which provide support from a young age, educators can structure programmes and address these needs, rather than managing them retrospectively when major issues arise as teenagers and adults. This has long term pedagogical implications, such as the need for priming events in children’s lives (Corsaro & Molinari, 2000) across the home and school setting, which involves including the children in discussions of what to expect when life changes occur.

4.4 General Comments

Through the review process, this article was developed to include a broader range of data across participants, and a more specific focus on the education setting. This provides depth to the discussion, yet diverts attention from one child’s experience, as highlighted in the article and initially proposed as the main focus, rather than providing data from all participants. On reflection, due to the pressure of completing this thesis with published works and a personal goal to become published—rather than following the initial philosophical base of moving away from the generalised child—all reviewers’ comments were adhered to. This changed the focus of the paper and, to some extent, the direction of the thesis, but enabled a first single-authored publication to be realised.
Further, the pedagogical considerations that were included due to Reviewer 2’s comment form an important addition. This publication adds to the growing body of literature that highlights the importance of a positive alliance between the home and international school. This publication has pedagogical significance for pre-service teachers, academics, teachers, parents and children because the world is changing rapidly and more focus needs to be placed on all children who transition across countries, rather than solely expatriate children. In this publication, it was noted that the parent and teacher were initially unavailable to support the child who was undergoing a crisis period (Vygotsky, 1998). This led to the need for positive home–school communication; pedagogical structures across these two institutions; and collaboration between the teacher, child and parent. However, this publication raises question such as what if the child had not been as overt with her displays of emotion, but had learnt to internalise them, or came from a non-English-speaking country?

In addition, this publication directs attention to the pedagogical implications of the way assessments are completed in early childhood institutions, and the type of provisions required for new children who enter mid-semester during an assessment period. Children who enter international schools mid-semester do not experience transitional programs. Thus, more needs to be done to actively include these children who transition into classrooms at a different time to the majority of the class.
Chapter 5: Findings of Publication 2

5.1 Part B - Declaration for Thesis

In the case of Chapter 5, the nature and extent of my contribution to the work is as follows:

<table>
<thead>
<tr>
<th>Name</th>
<th>Nature of contribution</th>
<th>Extent of contribution (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Megan Adams</td>
<td>Chapter 5 (Publication 2) I have contributed 90% for development of this paper including researching, conceptualising and writing.</td>
<td>Megan Adams 90%</td>
</tr>
</tbody>
</table>

The following co-authors contributed to the work:

<table>
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<th>Name</th>
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<th>Extent of contribution (%) for co-authors only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marilyn Fleer*</td>
<td>Chapter 7 (Publication 3) Marilyn Fleer contributed to organising and general suggestions to improve the quality of this paper.</td>
<td>Marilyn Fleer 10%</td>
</tr>
</tbody>
</table>

The undersigned hereby certifies that the above declaration correctly reflects the nature and extent of the candidate and co-authors’ contributions to this work*.

<table>
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Introductory Narrative for Chapter 5

Catt followed the expected routine of the day. She entered the classroom, placed her bag on the hook, her reading book in the box and surveyed the classroom. She moved to the selection board and chose an activity, placing her name card into the corresponding slot. Catt moved slowly to her chosen activity – the large dolls house, where two children had begun playing. She positioned herself near one of the participants and started laughing at the high-pitched noise the child was making. Both children looked briefly at Catt without acknowledgement and continued with their role-play. Catt watched the exchange for 30 seconds she stood up and moved closer to the second child and the box of furniture and dolls, positioning herself to gain access to the dolls house. She reached for a doll and the following exchange occurred:

Child two: You can only play if you are the maid (not looking at Catt but continuing to play)

Catt: No I don’t want to be the maid (high pitched voice, knitted brow)

Child two: You have to be the maid or you cannot be in it (making eye contact with Catt, lowered voice)

Catt: (No comment for five seconds) Ok I will be the maid. (Picks up a toy and bounces it on the side of the box)

Child two subtly moves her body to be positioned between Catt and the dolls house turning to face the playhouse, the child blocks Catt’s access to enter into the role play, displaying her back to Catt. Catt’s access to the playhouse is blocked. Catt continues to bounce the toy up and down on the side of the box with head down, five seconds later she stands up and moves to choose another activity (Catt’s video data).
5.2 Introduction

This chapter introduces the journal selected for Publication 2, and then presents the publication titled, ‘Social Inclusion and Exclusion of a Young Child: A Cultural Historical Perspective of an International Mid-semester Transition’. The importance of the publication is discussed, following the systematic pattern of empirical, theoretical, methodological and pedagogical significance. This is followed by a brief discussion that includes general comments about Publication 2.

5.3 Publication 2

This article is currently under first review for the Australasian Journal of Early Childhood (AJEC). This journal comes under the auspices of Early Childhood Australia (ECA), which, according to its website, is the ‘peak early childhood advocacy organisation … [Advocating] to ensure quality, social justice and equity in all issues relating to the education and care of children aged birth to eight years’ (ECA, 2015). This journal is peer reviewed, multidisciplinary and the oldest publication in the early childhood field in Australia. It is ‘Australasia’s foremost scholarly journal within the early childhood field’ (ECA, 2015). It is positioned as an A-rated journal in Monash University’s publication ranking system, as shown in Table 5.1.

Table 5.1

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<td>N/A</td>
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Note: ISSN = International Standard Serial Number; SNIP = Source Normalised Impact per Paper; ISI = Institute for Scientific Information; ERA = Excellence in Research Australia.

The journal is published quarterly and was chosen for this article because it encourages a ‘critical exchange of ideas among early childhood practitioners,
Academics and students’ (ECA, 2015). An added consideration is that this journal encourages publications from the Australasian region; thus, a study originating from Malaysia fits the scope of the journal. This publication examines the complex social interaction styles that occur as a new child to a class negotiates social inclusion and exclusion during an assessment and after a painting activity. It argues that inclusion and exclusion are integral to the child’s social situation of development.

The next section presents Publication 2, formatted as presented for review in *AJEC*. If accepted for publication it will be presented as follows:


The full article is now presented, followed by a discussion of the significance of the article, and some general comments about writing the publication.
Cover sheet
Contact author name: Megan Adams
Contact details: megan.adams@monash.edu.au
Co author: Marilyn Fleer
Contact details: marilyn.fleer@monash.edu.au
Affiliations: Monash University
Social inclusion and exclusion of a young child: A cultural historical perspective of an international mid-semester transition

Abstract
There is a world wide discourse regarding social inclusion and exclusion. Located within early childhood literature discussion abounds that inclusion and exclusion occurs frequently across all populations attending early childhood education centers. Here we explore what it is like for a young expatriate child to enter a new early childhood center in an international school in Malaysia. Vygotsky’s (1994) concepts of perezhivanie and the social situation of development provide a new way of thinking about multiple international transitions that young expatriate children potentially experience in their early childhood years. Despite recognizing the special quality of these transitions for child development, we know relatively little about the social interaction that occurs as a three year old enters an international school midway through the semester. This paper focuses on two three-year old children’s experience negotiating social interaction during an assessment. One child is a newcomer to the class and the other child has been in the classroom since the beginning of the year. It is reported that the children use complex interaction styles to negotiate forms of inclusion and exclusion. The paper argues that both social inclusion and exclusion are integral to the social situation that the children adjust to when developing in this new classroom context.

Key words: social inclusion, social exclusion, perezhivanie, transitions, early childhood education

Introduction
In today’s globalized world, geographical transitions are increasingly common aspects in the lives of many people. Zittoun, Duveen, Gillespie, Ivinson, and Psaltis (2003) argue that when there is a rupture in a “taken for granted” (p. 416) aspect of our lives a process of transition follows. An example of a rupture followed by a transition process is found increasingly in volatile employment and labour markets: although we may be prone to regard employment (historically) as being based in the country of one’s birth, multinational companies employ workers with specialized skills sets and provide opportunities for employees and their families including young
children to move internationally. A child belonging to such a family potentially experiences many ruptures and a continuous state of ‘transience’ (Wallach and Metcalf, 1994) throughout their early years, occasionally moving across multiple schools over the course of a year and entering classrooms mid-semester. The process of transience is not restricted to the physical move (Crafter and Maunder, 2012) but includes the interplay between social, cognitive and emotional transitions. These layered and complex ruptures and transition processes impact on the ways in which children learn to construct meaning. But we know little about these multiple transitions.

Research about young children in the target population (known as Third Culture Kids or TCKs) is relatively limited, and the present study seeks to address the question of the strategies children use to negotiate social relations while transitioning into a classroom mid-semester.

The paper begins with a brief overview of literature that cites historical and international studies of TCKs (children who spend a large portion of their early years outside their country of birth). This is followed by a brief presentation of the methodology driven by cultural historical theory, the study design, findings and the presentation of two children’s interaction as social inclusion and exclusion occur.

**Situating children who experience multiple transition**

Third Culture Kids (TCKs) have been defined as children who live outside their parent’s culture (Pollock and Van Reken, 2009). Schaeffer (1994) expands this to include those children who live outside their own passport country for a substantial portion of their early childhood years. Historical research on TCKs originates from sociologist Useem and Downie (1976). These studies highlight challenges reflecting emotional issues that TCKs experience (Schaeffer, 1994). Zittoun (2007; 2008) and Zittoun and Clement (2009) have focused on transitional experiences, and highlight the importance of social practices and the use of resources. Although this literature provides a solid grounding for current research, with globalization and its accompanying population movements, it is timely to provide a slightly different theoretical perspective that highlights new and different ways to research young children who experience multiple international moves in their early years.

The experience of young children and the context of their development is specifically addressed by Vygotsky’s work on cultural historical theory, with a key
emphasis on consciousness, mediation and practical activity (Ellis, Edwards and Smagorinsky, 2010). Fleer (2014) suggests the signal advantage of Vygotsky in research about young children is that cultural historical theory destabilizes the dominance of psychological theories which generalize the nature of a child’s experience. By contrast, traditional child development research privileges a chronological perspective on child development, which separates social-emotional and cognitive development instead of viewing them in unity (Fleer and Hammer, 2013). Research using cultural historical theory follows the everyday experiences of individual children, noting unique experiences of a child during transitional moments. Bang (2009) argues importance is placed on the child demonstrating its own agency. This allows the researcher to reveal the effects of diversity, and the ways children utilize resources to negotiate the challenges within their lives (Gutierrez & Correa-Chavez, 2006). One such challenge for a young child is entering a school mid semester and negotiating the new social milieu of the classroom.

Some of the TCK literature comments specifically on the child’s social needs. Millar (2011) found that young Korean children’s adjustment to school in Australia involved particular forms of interpersonal relations between the transitioning child, peers and educators. Ebebeck and Reus (2005) found that loss of old friends and feelings of displacement, rejection and unease were common in young children transitioning to schools in Singapore. However, we did not find any studies that discussed the way individual children experienced social inclusion and exclusion as a new child entered the classroom mid semester.

There is a substantial body of literature that reports on transitions from home to school in stable, resident populations at the beginning of the child’s school career (Dockett and Perry, 2005). This includes transitions between day-care to school (Winther-Lindqvist, 2012). These transitions into new schools are recognized as an emotional journey for both parents and children. Dockett and Perry (2005) found that a positive initial entrance into school has an influence on future school success and motivation towards learning. Building and establishing relationships with peers are reported as one of the main concerns children have on entrance to school (Danby, Thompson, Theobald and Thorpe, 2012). Joerden (2014) adds that the way inclusive and exclusive behavior is managed by adults is important to the new children attending the setting. However, no existing studies address a child’s everyday experience while entering a class mid semester, and the subsequent negotiation of
social interaction from the new-comer and an established child in the class. More needs to be understood about how young children negotiate the specific social interactions they face in this context, as well as how the established children or ‘old timers’ interact with the new-comers. In order to study these important questions about interactions between new comers and old times during the process of transition, we turn to cultural-historical theory to guide the research.

**Theoretical Framework**

Vygotsky’s theory (1987; 1994) provides a unified system of concepts, which are related to child development, here we focus on the social situation of development and perezhivanie. These concepts support researchers seeking to understand the transition processes that children experience as they learn and develop in new social contexts because they help explain how two children in the same situation experience the event differently.

The concept of *perezhivanie* is used in this study to better understand the complexity of children’s multiple transitions. Perezhivanie is translated from Russian into English meaning *emotional experiencing* (Bozhovich, 2009). Gonzalez Rey adds that perezhivanie “is a concept able to embody the integration of cognitive and affective processes central to the definition of the social situation of development” (Rey, 2012, p. 51). Perezhivanie captures the relations between the child and the environment including the meaning making and conscious awareness constructed by the refraction of the environment through the child’s integrated emotion and cognition. Perezhivanie is a move away from traditional psychological research methods that separates cognition, emotions and the child’s social and material environment. Instead Vygotsky (1994) argues these concepts cannot be separated. Taking this integrated approach, the child shapes and in turn is shaped by their environment, which is “a source of development” (1994, p. 351). This is important for the development of children leading an expatriate lifestyle as they potentially experience multiple changing environments over the course of their early years as they need to bring part of who they are into the environment to experience successful transition processes, they also need to be open to the new challenges provided by the social and material environment.
Study design
The main focus of this study is the way two children negotiate social inclusion and exclusion while entering an educational setting in Malaysia, mid-semester. In early childhood literature there are a variety of terms that reflect negative connotations of exclusionary behavior; terminology such as social rejection (Ebbeck and Reus, 2005) and bullying or relational aggression (Swit and McMaugh, 2012) express conflict and tension; they signify a child being excluded from the social milieu of the classroom or playground. Hodges (1998, p. 273) suggests the term “peripheral non-participation” whereas Bang (2009) argues children join activities in different ways, some showing resistance and others openly engaged. Branco (2009) argues that children are aware of positive and negative interaction in the context of inclusion. A term associated with social inclusion is Lave and Wenger’s (1991) peripheral participation where ‘old timers’ have privileged knowledge about communities of practice, and celebrate their privilege by placing new-comers on the periphery; new-comers can accordingly participate only as apprentices while they are integrated into a community of learners. We have chosen to adopt the term ‘old timers’ and ‘new comers’ in our study of children experiencing multiple transitions, because it is the varying perspectives of participants (old timers and new comers) that hold particular interest for us as researchers.

The research is framed to investigate the following questions:

1. How does everyday life at school affect a child entering a new school during an international transition into Malaysia?
2. How do established children relate to new children entering the class mid semester?
3. How does social inclusion and exclusion affect a child’s learning and development?

Procedure of the study – ethical considerations
This study is part of a larger project investigating the everyday life of young expatriate children entering Malaysia. Ethics approval from Monash University Human Research Ethics Committee (MUHREC, Project Number CF09/2078 – 2009001166) was gained. Confidentiality and anonymity were considered and applied
in all aspects of this study. It was explained to the participants that they could cease participating without reason and the camera would be turned off if requested or the child felt or showed discomfort in any way as a result of the researcher being present. Data collection started once consent forms were signed and returned.

Three principals from international schools in Kuala Lumpur, Malaysia were invited to enter the study and support the researcher to contact newly arrived expatriates as potential participants. The first five parents who signed and returned the consent forms and fitting the criteria of not more than twelve months residing in Malaysia were contacted and an individual face to face meetings were arranged at a time and in a public place convenient to the participants to discuss and detail the procedures of the research. (See Table 1. for detail of participants).

Video observation, still images and field notes were gathered over six months, following the transition period across settings (home and school). Interviews with the adults (parents, educators and principals) were captured through an iphone voice recording and video camera. The former was less intrusive and was used in sensitive situations so as not to draw attention to moments of anxiety or stress. Video data collection concentrated on the everyday life of a child in transition, including the activities that the child normally participated in when at home and at school. A total of 90 hours of video data were gathered, of which 15 hours was interview data. In addition, field notes and still images were also collected. In this paper, the school session of one child Zeb is presented to show a typical everyday activity, but where the depth of the data gathered and analysed depicts a common episode of exclusion.

**Summary of Participants**

Table 1 introduces the five families involved in the overall research, including their country of origin and different countries the families have resided in prior to the city of Kuala Lumpur, Malaysia. The focus child in this paper is Zeb a three year old boy who has been residing in Malaysia for four months. However due to school holidays, an extended holiday with his parents inside school time and a long weekend, Zeb had been attending school intermittently over the period of seven weeks when data gathering commenced.
<table>
<thead>
<tr>
<th>Family name</th>
<th>Prior countries of residence</th>
<th>Name and age of focus children</th>
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<td>Misha 7.9</td>
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<td>Australian</td>
<td></td>
<td>Catt 5.6</td>
<td></td>
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<tr>
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**Table 1.** Focus children in this study. All names are pseudonyms to protect the anonymity of participants in line with ethics permission.

**Analysis of the data**

Data were analysed and organized in relation to the concept of perezhivanie. In this study we were sensitive to extreme emotional moments, from laughter to tears, in addition to considering the child’s intentions or motives, as revealed in times of conflict or highly charged emotional situations (Hedegaard and Fleer, 2008). Such extremes are analytically significant because they potentially highlight more directly how the child is experiencing their transition. Instances where emotion was not visible or if the child was being excluded, ignored or situated on the periphery of a group and did not react were all tagged. Movie software found on a standard issue computer was used to edit and construct the tagged moments into vignettes which were then
transcribed verbatim taking notice of verbal and non-verbal communication patterns, discernable facial expressions and voice intonations of participants.

Data analysis followed Hedegaard and Fleer’s (2008) dialectical interactive approach. This included common sense analysis, situated analysis and thematic analysis. Emotionally charged moments during learning activities were examined using this framework. For example, as the common sense level descriptions of the event were made, and at the situated level these descriptions were examined in relation to how the transition was being experienced for each member of the group involved at that time. At the thematic level, a synthesis of the data sets was made, where new relationships and connections between theory, research questions and gaps in the literature were sought with the aim to find different connections and present this information in a new and different way with original insights (Yin, 2003).

Limitations
There are a number of limitations that need to be acknowledged. There is a limitation that concerns sample bias as using a case study approach with a small number of participants, it cannot be claimed that they represent the varied population that attend international schools in Kuala Lumpur, Malaysia. However, Yin (2003) argues that theoretical generalizations are possible. In addition, 90 hours of video data was collected, using and discussing all of the results are beyond the scope of this paper. In addition, researchers observe and understand data differently, which is dependent upon personal experience and the paradigm of theories chosen to explore the research.

Findings
Social inclusion and exclusion were noted across the data sets of the five children belonging to Parent 1, Parent 2 and Parent 4 (see Table 2) who had been living in Malaysia from three weeks to four months at the beginning of data collection. All of these children transitioned in to the class mid semester. However due to the scope of this paper and the theoretical basis of moving away from the generalized child, only one child’s data is presented and discussed in detail below.
<table>
<thead>
<tr>
<th>Focus children's name and age</th>
<th>Time in Malaysia at beginning of data collection</th>
<th>Inclusion (Peripheral - plays close to a group but does not contribute to flow of play)</th>
<th>Exclusion during school activity Group exclusion (GE) Individual exclusion (IE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ollie 7.9</td>
<td>3 weeks</td>
<td>Peripheral Moves between groups of children</td>
<td>Writing activity General play Football (IE, GE)</td>
</tr>
<tr>
<td>Misha 7.9</td>
<td>3 weeks</td>
<td>Peripheral Moves between groups of children</td>
<td>Small group mathematics task (IE) sharing an Australian song (IE) (GE)</td>
</tr>
<tr>
<td>Catt 5.6</td>
<td>3 weeks</td>
<td>Peripheral Moves between groups of children</td>
<td>Free play (GE, IE) Learning activity (IE)</td>
</tr>
<tr>
<td>Tris 5.2</td>
<td>3 months</td>
<td>Observes others, plays own games</td>
<td>Free play completing a jigsaw (GE)</td>
</tr>
<tr>
<td>Isa 7.3</td>
<td>9 months</td>
<td>Special group of friends evident</td>
<td>Not evident</td>
</tr>
<tr>
<td>Zeb 3.9</td>
<td>4 months</td>
<td>Peripheral Stays with the one group of children, plays own games</td>
<td>During assessment (IE) small group free play (GE)</td>
</tr>
<tr>
<td>Bill 5.3</td>
<td>8 months</td>
<td>Special group of friends evident</td>
<td>Not evident</td>
</tr>
</tbody>
</table>

**Table 2.** Shows examples of social inclusion and exclusion that occurred during interaction with children who arrived in a class mid-semester.

The following vignettes explore Zeb’s interaction with a young girl Tilly in a classroom at an international school. Tilly is an ‘old timer’ (Lave and Wenger, 1991) in the class, having begun school seven months prior to data collection. Zeb the newcomer or peripheral participant (Lave and Wenger, 1991) entered the class mid-semester. The children were selected by the educator to participate in a group assessment task with three other children. Through a presentation of how these participants interacted, we seek to explore each child’s contribution to the interaction.
and show how transition is realised in everyday activities, such as entering into and undertaking an assessment within the class setting.

**Vignette 1: Selecting children to participate**
During one two hour data collection session at the school, the educator selected five children out of twenty for a mathematical assessment of ‘one to one’ correspondence and ‘one more’ and ‘one less’. The educator stated: “I’d like these special children to come with me.” The educator positioned herself on the inside of the semi circular table and the children were positioned on the outside. There were five A4 photocopied buses placed on the table in front of five chairs. The children were instructed to take turns throwing the dice and place the corresponding number of plastic figures onto the photocopied sheet. The educator leaned on the table and faced the child who rolled the dice. Once the child had started the process of placing figures on the bus, corresponding to the number on the dice, the educator moved to focus on the next child throwing the dice, intermittently checking and supporting the previous child’s counting, repeating this sequence and ticking or crossing the required boxes on her assessment sheet.

Hedegaard and Chaiklin (2005) propose that “a major form of education as societal practice embodies a historically accumulated complex of cultural values and norms, mediated through instruction and schooling” (p. 198). On a more individual level, the first finding reveals that the assessment places different demands on the educator and the individual children all situated within the same social situation (Vygotsky, 1994). The assessment afforded different developmental possibilities for the two children whose interaction follows.

The particular interest in the next vignette is the social interaction between the participants and the types of social inclusion and exclusion that occur. The following vignette occurred as the educator was positioned facing away from Tilly and Zeb.

**Vignette 2: Individual social inclusion and exclusion**
*Tilly was sitting on Zeb’s right, she rolled the dice and needed to place five figures on the bus. However she placed a random number and Zeb looking to his right, noticed and tried to help Tilly.*
Zeb: Reached for a number line that was positioned near the educator’s arm and stated “I’ll get you this, let me help you with this.” Tilly looked at Zeb. Zeb leant his head closer to Tilly and smiled, offering the number line.

Tilly: “No, no I don’t want it” and pushed the number line back towards Zeb.

Zeb: Picking up the number line “See it helps you go 10, 11, (points to number 10 then 11 on the number line then touches the first figure on the bus and the numeral one ) 1, 2, (touches the second figure and then number two on the number line) 3,4,5,…,10”. Tilly watches her face moving to form a scowl.

Tilly placed her left elbow on the table, resting her head on her arm. Zeb tried to look through the gap made by her head on her hand and the table then he looked around the front of her arm, then stated “They are not on the bus any more” and then repeatedly stated Tilly’s name. The educator suggested it was time to pack up.

The educator initiated social inclusion for Zeb the newcomer, Tilly the ‘old timer’ and three others. We see that through the educator selecting some children and not others, social inclusion and exclusion occurs due to the structure, values, norms and demands inherent in the curriculum and the way the educator structures the assessment and the motive the educator has to complete the assessment. The educator initially included the new child in the small group but this does not automatically equate to an established child or ‘old timer’ accepting, befriending or including the new child. The educator’s focus moved from one child to another and the exchange between Tilly and Zeb seemed to go unnoticed. It is inferred that the demands to complete the assessment in a limited time frame necessitated that the educator’s motive was to concentrate on the mathematical skills rather than on the social interaction that was occurring between children.

Neither Zeb nor Tilly requested adult support, in contrast to Tay-Lim and Gan’s (2012) findings that most children sought adult support, which was viewed as the main coping mechanism when being socially excluded. However the interaction of Tilly and Zeb supported Kim’s (2014) finding that educators intervention is not a necessity but instead the author advocates for the child’s own agency and sense making ability to solve conflicts without adult intervention.

A further example of Zeb being socially excluded follows:

Vignette 3: Multiple exclusion within settings

The educator invited Zeb and three others to finish their painting, after completion the other children moved to play elsewhere, Zeb stayed close by the
educator. Zeb noticed a plant and watered it at the educator’s suggestion. The educator selected four children to complete their painting her focus shifted to these children. Without direction, Zeb positioned himself at the closest activity table to the educator and started colouring. Occasionally looking towards the painting table and interjecting:
Zeb: “This is for Santa” looking towards those painting no comment from anyone,
Zeb waits for 15 seconds.
Zeb: “That’s where I sat Tilly” no response waits for 10 seconds.
Zeb: “I watered it” calls out “Phoebe”, stands up and turns, looking for Phoebe,
making eye contact “Phoebe, Phoebe, you know Phoebe I watered your plant” No
comment from Phoebe.
Educator: “Zeb did you tell Phoebe that you watered it? What did she say?”
Zeb: No response, head close to the paper
Educator: “Zeb, Zeb, did you hear me?”
Zeb: keeping head down close to the picture ”I’m colouring my Santa. I’ll tell you
later”.

We notice that Zeb chooses to be in close proximity to the educator and repeatedly
tries to initiate interaction with other children who do not respond. We also notice the
educator does not encourage the children to respond and when she asks Zeb to
respond and he does not, she insists on a reply.

Zeb’s day to day exclusion within and across groups in the classroom suggest
that multiple transitions result in multiple daily exclusions for a child – despite the
teacher being visibly present and structurally bringing children together. As noted by
Bang (2009, p. 172) “in general terms the teacher’s presence represents the functional
value of experiencing and living up to the valued order set by others in school”. In
Vignette 3 we see Zeb experience contradictory values related to inclusion and
exclusion. The educator implicitly accepts exclusion by old timers and explicitly
rejects Zeb’s attempt to ignore a question.

The discourse surrounding social inclusion and exclusion is abundant;
contemporary research originates from many countries including Australia,
(Agbenyega and Klibibong, 2011); Italy, (Corsaro, 1985); The Netherlands, (van
Hoogdaem, Singer, Wijgaard and Heesbeen); Norway, (Skanfors, Lofdahl and
Hagglun, 2009) and Singapore, (Tan Lee and Gan, 2012). The World Health Organization (2008) argues that there is a continuum of social inclusion and exclusion based on “economic, political, social and cultural” (p. 7) dimensions from global to regional and individual levels. There are a variety of definitions of social inclusion and exclusion (Jelas and Manisah, 2012; Wong and Turner, 2014) depending on the focus of the research (Wilks and Wilson, 2010).

Wong and Turner (2014) argue that social inclusion is used to answer the issues and challenges that exclusion creates on a societal and political scale. Jelas, and Manisah (2012) claim that, in general, inclusive education literature “reports on social justice and equity of educational opportunities” (p. 995). Social inclusion is usually referred to when discussing children who have a disability and the way they are included in schools (Wong and Turner, 2014). This sense of inclusion suggests that there are children outside the ‘normal’ and ‘correct’ majority (Wong and Turner, 2014, p. 58), which potentially creates issues of belonging and wanting to be part of the group, but being positioned on the periphery due to difference. The example of Zeb illustrates these points precisely.

The emergence of something unexpected

Tilly and Zeb’s example illustrates the emergence of something unexpected due to the process of transition (Zittoun, et al, 2003), one child is transitioning into the class mid semester and the other is transitioning and negotiating experiencing a new person entering the class, it is a transition process for both children. Lave and Wenger (1991) argue that it is the old timers who know the rules and social etiquette and support the peripheral participant with learning to become a member of the community here it is the opposite, the new comer tries to support the learning of an old timer. There is an assumption that a child entering a class will be included and make friends quickly. However as Vygotsky argues, “whatever the situation, its influence depends not only on the nature of the situation itself, but also on the extent of the child’s understanding” (1994, p. 342). It is the children’s relation to their environment (material and social including the assessment, dice, figures, their new relationship and their interaction with the materials) but also each child’s personal characteristics (Vygotsky, 1994) and own agency (Bang, 2008) that they bring to the social situation of development that creates conditions for the unexpected social interaction in this instance. Each child shows different motives towards interaction and towards learning through the demands of the individuals on each other and the
curriculum. For instance, Zeb smiles at Tilly, slightly dips his head towards her and tries to make eye contact, which highlights his enjoyment. It is inferred that his motive is to share his knowledge and understanding of how to use the number line with Tilly. Bang (2009) suggests that “being capable and … experiencing the capability, as something personally important and valued may be a motive for the child to play again - to practice the skills and have a joyful time” (p. 176). Zeb demonstrates his capability and enjoyment of counting and seems to value the demonstration he provided to Tilly as he continued after explicit rejection. In contrast to Zeb instigating inclusion, Tilly rejects Zeb’s social advances through verbal and nonverbal dismissal by saying “No” twice, she makes direct eye contact with Zeb and rejects the number line by pushing it away.

Zittoun and Perret-Clermont (2009) argue that “resistance to learning is often a resistance to an object which is perceived as threatening a person’s sense of who she is or her belonging to a group defining her identity” (p. 393). Tilly rejects the object (number line), where it is inferred that she is rejecting learning the mathematical concepts Zeb is offering to support her with. In addition to rejecting the object, Tilly rejects the person. It is possible that Zeb being new to the class ‘threatens’ (Zittoun and Perret-Clermont, 2009) Tilly’s position and belonging within the group. However, it is also possible that Zeb does not understand the added demands he is placing on Tilly through trying to support her counting. Zeb does not ‘read’ or chooses to explicitly ignore Tilly’s verbal and physical cues, which places further demands on Tilly. The rejection seems to increase Zeb’s need for social interaction. This is in contrast to Branco’s (2009) argument that children can interpret and are sensitive to positive and negative interaction. A quiet tension and potential conflict for one child (Tilly) with a motive to reject demands and social interaction is created, potentially meaning Tilly is moving through a crisis period of development (Vygotsky, 1998). In contrast Zeb has a motive to include and share knowledge and is coping with the situation, potentially meaning he is moving through a stable developmental period (Vygotsky, 1998). This example highlights the dynamic and complex relation between the person and the practice (Hedegaard and Chaiklin, 2005), and shows how the same demand can bring about different motives for children experiencing the same social situation of development.
Conclusion

Transitions are part of everyday life for children of families where parents work for a multinational company. Experiencing multiple transitions in their early years is a likely possibility, as is moving into a school mid-semester. An integral part of school experience for a young child is the way values and norms operate within the classroom, and the way these are based on the demands of the curriculum (Hedegaard and Chaiklin, 2005). In this study we highlight how these norms affect the motives of children and their social interaction. Children transitioning into the class mid-semester develop their own sense of agency (Bang, 2009) to develop strategies (Kim, 2012), and to enter and negotiate social relations. However, the strategies developed by ‘old timers’ are just as important and integral to the complex and dynamic social interaction of young children.

Using perezhivanie as the focus of our analysis, we noted an important aspect of Zeb’s process of transition: the way a child understands and makes meaning of their social and material environment (Vygotsky, 1994). Through this change, the unexpected may eventuate: such as social inclusion and exclusion. In this study we described an instance of social inclusion by the educator toward Zeb, the new child, but also exclusion by an old timer in the class. Using perezhivanie we highlighted exclusion where inclusion between children was expected. The new child brings their past experiences, where it is expected that these experiences will help with the transition process; however, sharing these with another child changes the dynamics of interaction in the environment, and in this instance it led to rejection. In contrast to Lave and Wenger’s (1991) research, where the old timer supports the new participant to enter the community of learners, the new child in this research initiated support for the old timer, which was rejected due to the old timer possibly feeling threatened in her position in the group (Zittoun and Perret Clermont, 2009).

Different ways of interpreting, understanding and working with children who experience multiple mid semester transitions in their early childhood years is required. It is not only the child in transition that needs to be researched but the way the social and material environment of the education setting is open to receive the child with ensuing interaction and reciprocity. In this study we initiate a conversation about this issue; however, researching and understanding the processes of social interaction leading to learning and development that these transient children and families experience is worthy of further study.
Acknowledgement: With thanks to Dr Chris Peers, APA Scholarship (Adams) and the cultural historical community for support with this paper.

References


5.4 Significance of Publication 2

5.4.1 Empirical significance. This second article submitted for publication seeks to explore relatively new areas to the early childhood literature—that of young children who experience multiple transitions across countries and enter school midway through a semester. There is a growing body of literature that discusses transitions to school at the beginning of a child’s career (Dockett & Perry, 2005, 2013a) and children entering established classes multiple times throughout the school in New Zealand on their fifth birthday (Peters, 2010) and peer culture in early childhood settings (Corsaro & Molinari, 2000; Peters, 2010). Some of this literature acknowledges that inclusion and exclusion occurs, and this publication extends this to discuss the structure of classrooms and the values and demands of the curriculum on the educator and participants.

5.4.2 Theoretical significance. Publication 2 continues to address the theorisation of young expatriate children as they experience multiple transitions across countries and institutions. The importance of transitions is explored theoretically through perezhivanie and the social situation of development. An added dimension is the theorisation of transitions and the way that having a new child in the class equates to transitional processes for ‘old timers’ (the existing classmates) (Lave & Wenger, 1991) in conjunction with new children entering the class. Both of these members shape and are shaped by everyday interactions. In addition, the theoretical finding is in contrast to Lave and Wenger’s (1991) peripheral participation, in which established individuals in a setting support the newcomer with learning—the opposite occurred in the data presented in this publication.

5.4.3 Methodological significance. This article continues to explore perezhivanie as the unit of analysis, in combination with the social situation of
development. This supports the focus of analysis to reside with affect and intellect within two children’s social situation of development. Methodologically, focusing on the social situation of development (which is an integral component of *perezhivanie*) presents a new way to analyse the child’s experience in the context of the classroom during different activities. This provides a framework to analyse two young children experiencing different emotions as they learn how to interact with each other. The main focus is the interaction style of the focus participant, and exclusion of the participant by the established children in the class. The focus participant (Zeb) is excluded across activities within the class setting.

5.4.4 Pedagogical significance. This publication positions social inclusion and exclusion as contentious for mainstream discussion of child development and pedagogy during the early years of childhood. The main pedagogical importance of this publication affects the learning and development of the focus participant and the established children, particularly as the educator was unaware of peripheral participation or the inclusion and exclusion that occurred in the immediate vicinity. A further significance is the complex strategies the new children and existing children use as they experience a transition midway through the semester.

This publication queries the role of the curriculum and the provisions made for assessment. It provides some reflection on the way the pedagogy of the classroom reproduces the demands of the curriculum, which mirrors societal demands from the country of origin, resulting in assessments occurring midway through the semester. In addition, it is inferred that this type of assessment suited Zeb because he had prior experience with numbers, counting and number lines, while Tilly found the assessment challenging. This is linked to learning and development, which proved challenging to one child’s identity. In addition, the focus of the assessment rested with the end product
of counting how many people were on the bus—one more and one less. There was no focus on the process of understanding the concepts of number lines or representation of people to numbers shown on the dice.

5.5 General Comments

Although this paper has not undergone the first review process, consideration was made from the existing reviews provided for Publications 1 (accepted) and 3 (accepted). This included refining and inserting a table in the publication that highlights examples across the dataset of inclusion and exclusion occurring during the interactions of children moving into a new educational setting midway through the semester. Group and individual inclusions and exclusions and the type of activities and settings were tabulated. This aligns with Reviewer 1’s comments (from Publication 1) that more data needed to be presented to show the depth of the phenomenon across the datasets. In addition to applying knowledge gained from the reviewer’s comments, consideration was sought from a colleague who commented on the manuscript. This colleague commented that the paper was ‘really good’, yet would benefit from improved clarity in the writing. An added comment was about the ‘significance of the findings, which obtain relatively little attention because of the style of the journal and the genre the article contributes to’ (C. Peers, personal communication, January 20, 2015).

The abstract for this paper has been accepted for presentation at the European Early Childhood Research in Education Conference to be held in Barcelona, Spain, in September 2015. This presentation will form part of a symposium on transitions, learning and development. Professor Mariane Hedegaard is presenting as the lead researcher in this symposium. Feedback will be sought from Professor Hedegaard and the audience, which will support further revisions of this paper.
5.6 Conclusion

Chapters 4 and 5 have provided a brief introduction to the context of the journals selected for Publications 1 and 2. This was followed by presentation of the publications, exploration of their significance and a general discussion. The next chapter (Chapter 6) is presented as a linking chapter that highlights the links between Publications 1 and 2 through empirical, theoretical, methodological and pedagogical discussion.
Chapter 6: Relationship and Linking between Publications 1 and 2

6.1 Introduction

In Chapters 4 and 5, Publications 1 and 2 were framed through a discussion of each selected journal’s context; the importance of each publication according to their empirical, theoretical, methodological and pedagogical significance; and a general discussion. An important part of this thesis is the cohesiveness within and between publications, which is complemented through the linking chapters.

6.2 Discussion

6.2.1 Empirical links between Publications 1 and 2. The empirical links create cohesiveness between Publications 1 and 2. These are not always made explicit; thus, they are explained here. An initial link is the positioning of the setting. In Publication 1, the setting moves across the home and school, providing a snapshot of the stressful nature of the initial transition period and the relative calm and routine procedures followed in the school. This leads to Publication 2, where the focus rests on the school setting, which is analysed in more detail.

A further empirical cohesiveness between Publications 1 and 2 rests with the timing of entrance into the international school, with both focus children entering school midway through the semester, which coincided with an assessment period. The main focus for the educators in both publications was completing the assessment criteria for the established children in the class. In Publication 1, the assessments were completed individually with one-to-one teacher–child dyads, which meant the new child was left to find her own way in the classroom, and was continually peripherally included or explicitly excluded during the school sessions. In Publication 2, the child was included...
in a group of five children by the educator as individual assessments were completed. Although the educator was present, the other children explicitly excluded the focus participant across activities. A final empirical connection to both publications is the focus participants. In Publication 1, Catt was the focus participant, while Zeb’s data were included. In Publication 2, Zeb was the focus participant, while Catt’s data were included. Both datasets provide deep, rich data for analysis and discussion.

6.2.2 Theoretical links between Publications 1 and 2. There are various theoretical links between Publications 1 and 2 because both papers have their origins in the wholeness approach to children’s learning and development, based on Vygotsky’s (1987a, 1994, 1997, 1998) system of concepts. This is in combination with Lave and Wenger’s (1991) peripheral participation from a sociocultural perspective, which is included in both publications. Publication 1 discusses peripheral participation in the school setting and provides an example (in which Catt, the focus participant, is drawing at a table with other girls, and is then left alone). The main focus of Publication 2 extends peripheral participation to explore inclusion, exclusion and the way the focus participant (Zeb) is positioned on the periphery of social groups and actively excluded by established class members and (to an extent) the educator.

In addition, Lave and Wenger’s (1991) terminology is employed to refer to ‘old timers’ as the children who are established in the class. These theoretical approaches support exploration of the individual child’s experience and the way the child shapes and is shaped by his or her environment (Lave & Wenger, 1991; Vygotsky, 1994). In addition, these approaches support the move away from traditional psychological research and the fragmentation of mind and body.

It is interesting that these young children were moving into or living in a society where exclusion is written into the constitution and is overt on a daily basis (see Chapter
1), and the newcomers meet exclusionary challenges as they enter the international schools. This exclusion is subtle, yet also overt (but certainly not written into any documents). Linking this to Vygotsky’s (1987a) perspective, in which schools are a vehicle for cultural transmission and are related to development, it is worth considering whether this behaviour is producing members of society who are going to continue to transmit exclusionary strategies, however due to the limited number of participants in this study, further research in this area is required prior to reaching such conclusions.

In Publication 2, the demands of the curriculum and the way these are implemented initiated a chain of exclusionary events; however, important in this social situation is the way the children interact, and what they bring to the exclusionary situations. The focus participant in Publication 2, Zeb, continued to initiate conversation and endeavoured to include others in his activities, thereby creating his own conditions for learning without seeking adult intervention. In Publication 1, the focus participant, Catt, did not have the psychological capacity to cope with the new setting and changes. It is inferred that Catt was moving through a crisis period, and initiated the conditions that eventually created a stable developmental path (Vygotsky, 1998) by repeating challenging behaviour across settings. In contrast, Zeb continued to develop different strategies and moved beyond repeating the same strategy (Vygotsky & Luria, 1994) to include others and be included. It can be inferred that, on his own terms, he was developing socially.

The main theoretical concepts that aid exploration and analysis of the empirical data are perezhivanie and the child’s social situation of development, with crisis and stable periods explained and explored in both publications.

6.2.3 Methodological links between Publications 1 and 2. There are main methodological links between the four publications, which are further explored in more
detail throughout the methodology and method in Chapter 3 and the discussion in Chapter 8. The methodological links between Publications 1 and 2 rest with the unit of analysis, which is *perezhivanie*. Both publications have a slightly different focus of analysis. Publication 1’s analysis focus is that of *perezhivanie* and the child’s perspective as an analytical unit, while Publication 2’s focus is *perezhivanie* with the social situation of development as an analytical unit. It is interesting to note that, in the reviewed studies, the term and process of unit of analysis were not evident in the majority of research. The two exceptions were Zittoun (2014), who uses life histories, identity, temporality, sense and knowledge configuration, and Hedegaard (2005, 2011), who uses learning, development, motives and demands across activity settings. Other studies analysed discourse (Korpela, 2014; Märtsin, 2010; Millar, 2011) or drawings (Korpela, 2014; Perry & Dockett, 2005; Tanu, 2008). Granted, the focus was not on emotions and intellect in these studies; however, to analyse the way a child’s social situation is experienced through emotions and thinking, it is necessary to move beyond ‘a universal view of emotions, where emotions are one of the domains that teachers observe and plan for in children’s development. Rather, we conceptualise emotions in unity with thinking’ (Bell & Wolf, 2004) as cited in Fleer & Hammer, 2013, p. 132). Therefore, using *perezhivanie* as the unit of analysis—which privileges the unity of affect and intellect in a child’s social situation—provides a new way to analyse children undergoing the processes involved during transition between countries.

6.2.4 Pedagogical links between Publications 1 and 2. The pedagogical links between the two publications are positioned with learning and development. At home, the absence of routines and heightened emotions potentially create a crisis period for the focus participant, Catt. In addition, initially, the mother’s focus is not with Catt, but on the processes involved in settling in a new country. Further, due to the educator’s focus
on individual assessments, the teacher provided minimal support for Catt. This challenged Catt because she potentially did not have the psychological capacity to understand the situation.

Using a cultural–historical theoretical perspective, this generates conditions for learning and development, in which, via adult support, the child may gain the psychological capability to move beyond the crisis (Publication 1). This eventually occurred due to the child using her own agency and placing demands on the adults, which resulted in various pedagogical strategies being introduced, which formed close relations between the child, teacher and parent. The pedagogical strategies introduced in collaboration relied on communication between the teacher, child and parent. This initially included a ‘star chart’ (if Catt did not enter challenging physical interaction with others, she obtained a star to take home and place on a chart. At the end of the week, she could choose a small token from a shop). In addition, the mother and educator agreed to verbalise the daily routines and spend time to explain the process and expectations of the day. These combined home–school pedagogical strategies potentially enabled Catt to work within her ZPD across the home and school settings.

In Publication 2, the focus was on the school setting, where every day routines are set. Routines support pedagogical considerations and stable periods in children’s development because they create predictability in everyday life (Corsaro & Molinari, 2000). In addition, the social exclusion potentially leads to learning and development because the children involved (‘old timers’ and the focus participant new to the class) need to move beyond the strategies they both use, and develop approaches that enable inclusion. This may require educator support; however, this is challenging if the educators are unaware of the exclusion occurring. In both publications, there was a need for educators to become more aware of the type of peripheral participation, inclusion
and exclusion that occurs, particularly with children who enter a classroom midway through the semester. Corsaro and Molinari’s (2000) priming events are discussed in Publication 1, and this needs to be considered for all expatriate children at home and school, as well as discussion of strategies regarding what to expect when moving into a class mid-semester, and ways to be included in social groups.

Pedagogy is a relatively new area of research in the home. Siraj-Blatchford and Sylva (2004) found that parents’ active collaboration with their child’s learning is the basis for ‘providing a potent home-based pedagogy’ (p. 726). When studying quality in early years education, Lawrence, Gallagher and the Pen Green Team (2015) highlight that partnership between parents and educators, as well as co-constructing pedagogical strategies, are important for children’s learning and development. They indicate the importance of strategies that are ‘local, relevant and owned by the participants’ (Lawrence et al., 2015, p. 12). This provides challenges for young children and families who are new to the school, community and country because ‘local practices’ do not automatically transfer to newcomers or may not be understood by children who are new to the setting. In addition, the ‘local practices’ that the new child brings are not always understood or appreciated in the new setting, as highlighted in Publications 1 and 2.

6.3 Conclusion

This chapter has discussed the connections between Publications 1 and 2, acknowledging and highlighting their empirical, theoretical, methodological and pedagogical links, which add to the epistemology of educational research. Chapter 7 returns to examining the study findings. Initially, it discusses the scope of the journal chosen for Publication 3. This is followed by the reviewer’s comments, and then presentation of the publication. In addition, it presents a discussion of the significance
of the publication, followed by a general discussion regarding construction of the publication.
Chapter 7: Findings of Publication 3

7.1 Part B - Declaration for Thesis

In the case of Chapter 7, the nature and extent of my contribution to the work is as follows:

<table>
<thead>
<tr>
<th>Name</th>
<th>Nature of contribution</th>
<th>Extent of contribution (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Megan Adams</td>
<td>Chapter 7 (Publication 3) I have contributed 90% for development of this paper including researching, conceptualising and writing.</td>
<td>Megan Adams 90%</td>
</tr>
</tbody>
</table>

The following co-authors contributed to the work:

<table>
<thead>
<tr>
<th>Name</th>
<th>Nature of contribution</th>
<th>Extent of contribution (%) for co-authors only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marilyn Fleer*</td>
<td>Chapter 7 (Publication 3) Marilyn Fleer contributed to organising and general suggestions to improve the quality of this paper.</td>
<td>Marilyn Fleer 10%</td>
</tr>
</tbody>
</table>

The undersigned hereby certifies that the above declaration correctly reflects the nature and extent of the candidate and co-authors’ contributions to this work*.

<table>
<thead>
<tr>
<th>Candidate’s Signature</th>
<th>Date</th>
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<td>19/06/2015</td>
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<table>
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<th>Main Supervisor’s Signature</th>
<th>Date</th>
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<tr>
<td></td>
<td>19/06/15</td>
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Introductory Narrative for Chapter 7

Maddy entered the classroom mid way through the semester, for her first day of school in Malaysia. All of the other children had been in the class since the beginning of the year and were busy greeting each other and beginning their daily routine. Maddy’s mother and father said their goodbyes and left the classroom. The child stood alone at the door, clutching a soft, well worn toy and surveying the class. The educator approached her questioning gently,

Educator: What’s your friend’s name? *(Pointing at the soft toy).*

Maddy: *(In a quiet voice)* Well this is Snuffles and he came on the plane and he sleeps with me, I could only bring him I had to leave Pumpkin and all my other toys in the house in Italy.

Educator: Snuffles is going to have a really good day today and so are you!

Maddy: I had to leave Pumpkin and he went in a box and we don't know where he is, he has been in the box for so, sooo long and we went on holidays and Pumpkin just went in the box on a big ship in the container in the dark and then we came here. Daddy said he would be here but I looked everywhere in my room and in some boxes I saw at Daddy’s work. I just want him to be with me too but I can’t find him.
7.2 Introduction

This chapter returns to presenting the findings of the study. It begins by discussing the journal chosen for Publication 3, followed by a summary of the reviewer’s comments and the author’s response. It then presents the publication titled, ‘Moving Countries: Belongings as Central for Realizing the Affective Relation between International Shifts and Localized Micro Movements’. In addition, it discusses the significance of the publication, followed by general comments about the conceptualisation of the publication.

7.3 Publication 3

Publication 3 has been accepted for publication by the new Elsevier journal, Learning Culture and Social Interaction (LCSI). This journal is affiliated with the European Association for Research on Learning and Instruction’s International Society for Cultural and Activity Research (ISCAR). The journal is international, multidisciplinary and focused on learning through social interaction: ‘its particular focus is on understanding how learning and development are embedded in social and cultural activities and how individuals and collective practices are transformed through learning’ (LCSI, 2015). The Elsevier publication and journal metrics are shown in Table 7.1.

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2 This journal is currently under review to be included in Monash University’s publication ranking system (Rondinne Hills, personal communication, March 12, 2015).
Table 7.1

**Publication Ranking of LCSI**

<table>
<thead>
<tr>
<th>Print ISSN</th>
<th>Scopus 2015 SNIP</th>
<th>ISI quartile</th>
<th>SCImago journal rank</th>
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</thead>
<tbody>
<tr>
<td>2210-6561</td>
<td>0.503</td>
<td>0.337</td>
<td>ELSEVIER</td>
</tr>
</tbody>
</table>

Note: ISSN = International Standard Serial Number; SNIP = Source Normalised Impact per Paper; ISI = Institute for Scientific Information.

Although this is not yet a highly ranked journal, it has a strong theoretical focus and stringent review process. The editorial board lists academics in the field with extremely highly regarded profiles and publication outputs, such as Michael Cole, Harry Daniels, Anne Edwards, Marilyn Fleer and others.

The publication in this chapter explores the experience of two siblings as they reunite with their container of belongings. This publication explores and discusses the combination of emotions, learning and development in an informal context. It offers a new perspective that theorises transitions as an affective relationship between the international shift and the micro-movements of everyday life as the participants embed their personal belongings in their new home in Malaysia.

The following section presents the journal editor’s comments on the publication, followed by a summary of the reviewer’s comments. In addition, the author’s response is provided.

**7.3.1 Editor’s comments.** The editor stated the following: ‘The reviewers have commented on your paper. As you will see from the reviews, both reviewers find your manuscript relevant and highly interesting. I have the text myself, and I agree with this evaluation’.

**7.3.2 Summary of Reviewer 1’s comments.** Reviewer 1 acknowledged the increasing importance of this research and agreed that little is known about frequently moving families and the challenges they face on a daily basis—particularly families
with young children. The reviewer suggested that the paper fits the scope of the journal, yet noted some weaknesses, including the need for additional background information on the families and a more in-depth literature review and a deeper explanation as to why belongings were so important.

7.3.3 Summary of author’s response. Reviewer 1’s comments were detailed and generally adhered to. An example author response follows:

The problem of the family’s feelings towards their belongings is addressed in the analysis section, where we refer to prior learning and a template for meeting new experiences (Crafter & Maunder, 2012) and suggest that, in young children, these reflective templates may not be remembered or exist (see page 12).

7.3.4 Summary of Reviewer 2’s comments. Reviewer 2 was positive regarding the manuscript, stating:

It has been interesting to read. The topic that the article deals with is very timely and the presentation is systematic and well written. In an increasingly globalized world it will be of importance to know more about how the process can take place also on a micro level—among people who are more or less directly involved.

The reviewer highlighted two main concerns. The first concern questioned the role of the mother as a mediational tool between the child and environment. In addition, the reviewer requested more information about the research methods and data collection.

7.3.5 Summary of author’s response. The author acknowledged the interesting questions raised, and stated that the mother was positioned as a mediator between the child and environment, and that the issues raised would be explored in a future paper.
More information about the research methods and data collection was included. The reviewer was directed to the changes made in each section of the publication.

**7.3.6 Final publication.** The next section presents the publication formatted in its published form in *LCSI*, followed by a discussion of the significance of the article and some general comments on formulating the publication. This paper was published as follows:


doi:10.1016/j.lcsi.2015.03.003
Moving countries: Belongings as central for realizing the affective relation between international shifts and localized micro movements

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ABSTRACT

Transitions as a particular concrete practice across countries have been extensively studied from a sociological perspective, revealing that children who live mobile lives grow up between cultures and may have issues with identity formation, belonging, rootlessness and unresolved issues of loss and grief. However, we know very little about the small day to day movements of families in everyday life as important micro movements, where the demands of moving countries are realized as emotionally charged events. The focus of this paper is on the multiple transitions of an Australian expatriate family moving from Saudi Arabia to Malaysia. In drawing upon the concept of peripateticism, this paper presents new understandings of transitions as a dialectical relation between international and micro movements where children’s belongings act as an important cultural tool for supporting the international moxie. A new perspective on transitions as emotionally charged events is theorized, contributing to understandings of the concept of transition as an affective relation between an international shift and a micro movement during the process of embedding personal belongings into the new local context.

1. Introduction

Over the past three decades there has been an increasing trend in the international mobility of highly qualified workers (Dumont & Le Maître, 2005). This population includes expatriate families with young children moving countries to fulfill the requirements of an employment package with multinational companies. Some families agree to be ‘internationally mobile’ where they are offered successive overseas postings depending on which country the working parent’s skills are required. Yet little research has been directed to the multiple transitions that are now increasingly faced by families. What has emerged is a theoretical need for better explaining how families experience multiple international transitions across countries. A cultural-historical reading of transitions offers one way to conceptualize multiple transitions.

Hedegaard (2012) using cultural historical theory discusses society, institution and the individual in her cultural-historical model of children’s learning and development. In this model she draws attention to the concept of transitions as movements between institutions. Her wholistic model acknowledges the societal laws and policies and the enactment of these at the institutional level, as well as how the demands made through participation in these institutions are realized at the personal level. Hedegaard (2005) has investigated migrant families and their teenage children moving into a host country and how this transition causes a disjunction between

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the differences in societal values and personal motives, as well as expectations and demands of the new institutions in which they participate.

Moving countries is an emotionally charged event, where personal meaning of the new country environment is refigured through how the person feels and thinks about their new situation. In this research, Vygotsky’s (1996) concept of perezhivanie has been used to theorize affect in the context of transition in a mobile family with young children. Vygotsky (1978) put forward the concept of perezhivanie to capture the relations between the person and their environment and how they refigured this environment through their own social situation of development where emotions become a central part of meaning making. In this paper, the concept of perezhivanie is used to better understand how two Australian children who move from Saudi Arabia to Malaysia experience part of this international transition. The aim is to examine how the children meet this experience emotionally and to gain insights into transitions as both an international shift and a personal event. In the study that is reported in this paper, it was found that a different conceptualization of transitions was needed for better understanding the crisis that emerged between the mothers, values and practices between the host and previous countries the family had resided in. The findings show how two young children from the same family experience the transition process differently when moving from one country and begin life in a new country. It was found that the process of transitions is emotionally charged and therefore needs to be conceptualized more broadly as a dialectical relation between international shifts and micro movements where some of the affective dimensions of the transition are realized through children’s personal belongings. We situate this study in the broader literature, which offers a foundation to draw insights from what is already known.

2. What is known about transitions?

There are many groups of people that transition on a global scale with their families including military personnel (Ender, 2002); adults who grew up being an international life style (Walters & Auton-Cuff, 2009); expatriates (Dumond & Le Mattre, 2005); repatriating expatriates (Kano-Podolsky, 2004) and families who move for their children’s education (Kim, 2010). Studies that explain transitions in general can be grouped into: (1) studies that move across countries without emotional dissonance as they move across countries (Moore & Barkey, 2012), while for diplomatic, moving becomes part of their everyday routine (Zittoun, 2009). However, the majority of studies framed from a sociological or cross-cultural perspective are either retrospective accounts gathered through interviews with teenagers and adults or use large scale questionnaires (e.g. Little, Barker, & Cornell, 2011). In addition, the literature tends to focus on the specific nature of transitions. For instance, studies into transitions for children ten years of age and over (Hvid, 2008a), teenagers or youth (Zittoun, 2006) and adults (Martin, 2010) feature. Further, there are some studies that research young children experiencing the transition process of starting school in a new country (Ekeberg & Res, 2005). However, young children experiencing the process of transitions as they move from one country to another and situated in informal learning contexts seems to be absent from this body of literature.

Over the past two decades, there has been an increased attention from a cultural historical perspective on trans-boundary within early childhood. Framed from an educational perspective, these studies focus on young children moving between different practice settings of home and school within their country of origin (Hedegaard & Heer, 2010), and these studies include the demands of schoolwork and homework across institutions (Hedegaard, 2014). Other studies concentrate on micro transitions within one concrete setting for example, Heer (2014) studies children’s transitions between reality and imagination. Some studies focus on children living outside their country of birth and the conditions created by schools for assimilation processes as the children transition between home and school (Sánchez-Medina, Marías-Gómez-Stern, & Martínez-Lozano, 2014). The main focus of these studies is the process of learning and development, leaving open the question of how young children emotionally experience the transition process while moving countries. Hvid and Zittoun (2008) note that these studies concentrate on “contexts, stages or phases” (p. 122) and as discussed by Crafter and Maunder (2012), focus on outcomes rather than the process of transition.

Zittoun (2014) questions the use of the term transition due to the broad and varied scales and agents researched, advocating for a move away from these “common [sense]” (Hvid & Zittoun, 2008, p. 234) interpretations of transitions. Instead, the authors advocate for transition research to identify the “dynamics of change” where transitions are understood as a “spatial metaphor” and a “temporal notion” (Hvid & Zittoun, 2008, p. 123). Due to the term “transition” originating from different theoretical paradigms (Hvid & Zittoun, 2008) with subsequently different frameworks for studying transitions, the authors argue that the term rupture produces a vast and divergent empirical base. A psychologically based theoretical gaze on the process of transitions has informed much of this research for example, peer interaction during a Piagetian conservation activity; youth and their concepts of art and Westerners in Ladakh exploring spirituality (Zittoun, Dronen, Gillegue, Broton, & Poulra, 2003).

Hvid and Zittoun (2008) conceptualize their theoretical base of rupture from a mix of theoretical perspectives, labeling the process from Vygotsky (1998) and Erikson’s (1968) conception of crisis, and Piaget’s (1966) notion of disequilibrium alongside other theories. (Hvid & Zittoun, 2008, p. 124). Interestingly, Piaget’s (1966) disequilibrium and Erikson’s (1968) popular conflicts are conceptualized as taking place within the child as either functional–cognitive or emotional. In this study we draw on Vygotsky’s...
concept of crisis featured as a dynamic relation between the child’s social situation of development and his or her social and material environment (Hedegaard, 2008). Separating Vygotsky’s system of concepts and using one concept without reference to his larger body of work, are in opposition to Vygotsky’s “scholarship within the framework of his ideas” (Smagorinsky, 2000, p. 86). Designating different concepts from a variety of theoretical paradigms has the potential to diffuse the original meaning and not provide a detailed understanding of each concept positioned within a specific theory. Therefore in this research we return to Vygotsky’s original body of work to use the under researched concept of perechevivanie which takes into account not only Vygotsky’s unified system of concepts but also the child in a social and material environment during the process of transitioning internationally.

3. Objects imbued with social and emotional meaning

Monks’ (2010) cultural historical study of transitions and transformation of values through intergenerational learning and development connects Vygotsky (1997) and D’Elia’s (1991) concept of objects as imbued with social meaning. Monks suggests that an object’s meaning “may change over time and an object in the possession of different people may be imbued with different meaning” (p. 142). Zittoun et al. (2003) advance this concept through symbolic resources, which are cultural elements used intentionally by individuals and include symbols, music, food, and art. Studies of transition processes show that the use of symbolic resources supports and facilitates both change and continuity (Greco Morasso & Zittoun, 2014; Zittoun, 2006). It is the emotional connection to the symbolic resources and development of new realities (Zittoun, 2006; 2007) within the social situation that is important in this research. However, these studies say little about how belongings used in transitions may become emotionally charged after a period of separation and reconnection or the way they may symbolize emotional events for young children.

Within the broader literature there are transition studies that mention affect, emotions and feelings but these dimensions are not central to the discussion (cf., Craster & de Almeida, 2010; Martin, 2010; Greco Morasso & Zittoun, 2014). More explicit analysis of emotions is evident in the work of Kadiamski and Zittoun (2009) whose reflective account of adult immigrants experiences focuses on symbolic resources such as music and designing a web site, which “functions as regulators in the elaboration of new meaning” (p. 194). There are other studies that discuss emotional and cognitive development (Lawrence, Benedikt, & Valins, 1992) and research where the dialectical nature of what home means for immigrants is featured (Adams & Mohammadi, 2012). However, there is little research framed from a cultural-historical perspective that examines the process of transition, where new realities are examined as conditions for young children’s development. More needs to be understood about the emotionally charged situations that arise in the everyday lives of young children, as they move through the process of an international transition.

Taken together, the cultural historical literature on transitions has emphasized social and cognitive processes, however affect and the emotional experience of young children are notably absent. Further, young children’s experience of an international transition as a developmental possibility is also missing from this literature. As such, more needs to be understood about how international transitions are experienced by young children, particularly in relation to the affective dimensions and processes they move through when reconnecting with their belongings. Therefore, we turn to the concept of perechevivanie to theorize children and families transitioning internationally as the key analytical concept for informing the present study.

4. The concept of perechevivanie

The Russian concept perechevivanie is an important part of Vygotsky’s system of concepts. It is difficult to define its true meaning in English as it is a complex, interrelated concept however it is generally agreed that the term is closely related to emotional experience (Buchovich, 2009). In this concept, Vygotsky (1996) combines social, cognitive and affective processes arguing that it is important for researchers to study these as a unity rather than separating them into individual elements, which has been the traditional way in psychological research. Vygotsky (1987) argues that by studying the elements individually they may be distorted, as the relation between them is not considered. This potentially misrepresents individual elements that actually function as a whole. Gonzales-Kay (2006) reports this proposition by arguing that traditionally psychological research has focused on an “individual, quantitative and descriptive” (p. 245) understanding of individual concepts, with a special emphasis on cognition. However, using the concept of perechevivanie supports analysis of qualitative research. The concept of perechevivanie has been used in the literature as both a phenomenon (lived experience) (Fernandes, 2009) and as a concept (unit of analysis) (Adams and March, 2014). The phenomenon and the concept cannot be separated from each other, as both are central to the analysis (Ferrier, 2014a).

An important difference between Vygotsky’s research and traditional psychological research is the use of dialectics. Using a dialectic approach determines that “nothing is constant but change and all phenomena are processes in motion” (Mahan, 2012, p. 103). Dialectics underscores the importance of concepts that are seen as a unity but at the same time are contradictory, such as individual/social, cognition/affect and child/environment. Roth and Lee (2007) summarize the dialectic nature of individual/collective striving, “both concepts presuppose each other and neither individual nor collective can be used as a theoretical starting point for explaining the other” (p. 187). It is similar for cognition and affect and the child and the environment, neither exists alone and all have contradictory dimensions that are constantly moving through the process of change (Vygotsky, 1987). It is here that the emphasis is on units “which do not lose any of the properties which are characteristic of the whole” (Vygotsky, 1994, p. 341). Using perechevivanie as the unit of analysis enables an individual and collective dimension of learning and development to be explored, as the child’s individual experience is intricately connected with and shaped through the collective experience of the family in a new environment. Transitions potentially highlight these constant movements and contradictions, which are an important component of development. However, how do belongings in combination with a changing social and material environment become part of this process of change and contradictions potentially supporting learning and development?
Vygotsky (1994) argues that it is the dialectical, reciprocal relations between the child and the environment that are understood as the source of development. This combines the "unity of personal characteristics and the situational characteristics" (Vygotsky, 1994, p. 341). This statement is interpreted as the relation between the child's personal characteristics and the social and material environment (or the child's social situation of development) that initiates learning and development. The child moving through the process of a transition learns from and with others, eventually progressing to their own understanding becoming consciously aware of the situation and is able to make meaning, which results in the child developing and changing, alongside a social environment and material environment that are constantly in flux due to the relation the child has with the environment.

Using phenomenographic unit of analysis as the child and family experience processes connected with an international transition offers a new perspective as it is the unity of the child's personal characteristics and the environmental characteristics that is analyzed. This includes but is not limited to relations between the child and the dynamic, complex social and material environment, emotions, learning and development, which are intertwined between individual and collective experiences (Adams and March, 2014). Language and belongings form an important part of the transitioning child's environment and Davydov (2008) argues that these can be used as mediating agents, which potentially support learning and development.

Vygotsky (1994) considers the environment and the child as active, social agents in learning and development, and the relation between the two changes as the child moves through their everyday life. However, a point of difference in this paper is that the environment continually changes not because the child experiences the environment differently as they age but because the environment is physically different from one country to the next, one school to the next and one residence to the next. It is not the environmental factors that solely determine the child's learning and development. Rather it is "the same factors reflected through the prism of the child's emotional experience (perkhizhizani)" (Vygotsky, 1994, p. 339). This prism of emotional experience allows the affective dimensions of the child's experiences to become visible. This then adds the researcher to explore the relation between the child and their environment, which supports understanding of how the child "becomes aware of, interprets, emotionally relates to a certain event" (Vygotsky, 1994, p. 341). This mirrors the child's past experiences, social relations and material aspects of the changing environment, creating a need for the individual and the collective family unit to generate new meanings and understandings of the new contextual situation. Vygotsky (1994) argues that these personal experiences, understanding of the situation and how the child is experiencing and relating to the situation mean "different events elicit different emotional experiences" (p. 341). Therefore, it is important to focus on different factors moving in and out of the child's life during a transition, as well as how these together impact on the child's development during an international transition.

5. Positioning the study

The data presented here is part of a larger study that explores the wholistic conditions created to support the child's learning and development in a family context as they move through the processes connected to an international transition into Malaysia. In order to begin exploring conceptualization of a child's affect and learning in an informal context when moving with belongings during an international move, the article first introduces the families and reasons for multiple international moves and then draws on a section of data from one family's case study. The research questions examined here are:

How do children from the same family individually and collectively experience reconnecting with their belongings?
How do children emotionally experience reconnecting with their belongings during the transition process?

The larger case study includes five families (see Table 1). The focus family (F1) of this paper and three other families (F2, F3, F4) were moving to reside in Malaysia and one family (F5) was moving out of Malaysia.

Table 1

<table>
<thead>
<tr>
<th>Family name and country of origin</th>
<th>Prior countries of residence</th>
<th>Name and age of focus children</th>
<th>Other children in the family</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family 1</td>
<td>Australia</td>
<td>Olya 7.0</td>
<td></td>
</tr>
<tr>
<td>Williams Australian</td>
<td>Malaysia</td>
<td>Mark 7.9</td>
<td></td>
</tr>
<tr>
<td>Family 2</td>
<td>Holland</td>
<td>Tom 5.2</td>
<td>Lenny 3.3</td>
</tr>
<tr>
<td>Schildt</td>
<td>Italy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family 3</td>
<td>England</td>
<td>Isie 7.2</td>
<td>Ben 3.1</td>
</tr>
<tr>
<td>Jones</td>
<td>Indonesia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family 4</td>
<td>Singapore</td>
<td>Rob 5.6</td>
<td>Nye 1.2</td>
</tr>
<tr>
<td>Smith</td>
<td>New Zealand</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Zealand</td>
<td>Malaysia</td>
<td></td>
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<tr>
<td>Dengel</td>
<td>Malaysia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family 5</td>
<td>Australia</td>
<td>Bill 5.3</td>
<td>Alice 6.7</td>
</tr>
<tr>
<td>Huang</td>
<td>Malaysia</td>
<td></td>
<td>James 7.3</td>
</tr>
<tr>
<td>Family 6</td>
<td>Australia</td>
<td></td>
<td></td>
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<tr>
<td>Australia</td>
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Please cite this article as: Adams, M., & Reer, M., Moving countries: Belongings as central for realizing the affective relation between international whis and L., Learning, Culture and Social Interaction (2012), http://dx.doi.org/10.1016/j.lcsi.2013.03.003
The lead researcher was living in Kuala Lumpur, Malaysia, as an expatriate, and contacted three principals of English-speaking international schools in the larger metropolitan area of the city. The principals agreed to support recruitment of participants through the early childhood educators in the schools and invitation letters were directed to existing and incoming class members. The criteria were families with young children between three and eight years old who had lived in Malaysia for less than one year, or those families with young children who were outgoing, and had resided in Malaysia for less than one year. An additional criterion was the agreement of digital video data collection and digital voice recording of interviews across the everyday life of the child. Five mothers who responded and met the criteria were selected for participation in the study.

Adams and Flett (2014) are used extensively in qualitative research to assist in gathering rich data and can provide a detailed examination of the situation. The schools were selected as English was the language of instruction, which is the first language of the lead researcher. Most English-speaking schools in Kuala Lumpur follow the Australian, British, or American curriculum (with some variations to accommodate the local laws), therefore the target population was deemed the main clientele of these schools. Due to the iterative nature of the client base the schools provided a high probability of families with young children moving into or out of Malaysia. The rationale for choosing families attending these schools was to examine the transition processes children move through in their everyday lives as they experience a new country and the wholistic conditions created to support the child’s learning and development across formal and informal situations.

Over a six-month period, video observation, still images and field notes were gathered. An iPhone voice recording and video camera were used to capture interviews with the adults (mothers, educators and principals). The everyday life of a child in transition, was the focus of the video data collection, including activities in the home, school, and overall life. There were a total of 50 hours of video data and interviews gathered, in addition field notes and still images were collected. In order to understand the relationship between the child and their belongings, the concept of a choreography was applied to individual and collective situations during the transition process as children entered into everyday life in Malaysia. Three levels of interrelated analysis were used as suggested by Hegedus and Flett (2008).

5.1 Summary of participants

Table 1 introduces the five families involved in the overall research, indicating their country of origin and different countries the families have resided in prior to residing in Kuala Lumpur, Malaysia.

5.2 Background — experiencing multiple international moves

The majority of families in this study moved multiple times to continue the father’s employment with a multinational company. In most families (F1, F2, F3, and F4) the company instigated the transfers, except F5, where the father decided to resign and return to the family’s country of origin after a year regarding personal safety. The new roles for each father entering Malaysia included greater responsibility with an increased remuneration package. A further reason for moving to Malaysia for the Williams family (F1) was the mother feeling the constraints of living in a relatively strict Islamic country for four years. Although Malaysia is an Islamic country, women are afforded more independence.

The experience of moving countries was cited as an extended, stressful, and emotional process (Adams, 2014) for each family. The five mothers commented that the husbands were mostly absent during the move due to travel involved in finalizing one role and transitioning into the new role in Malaysia. The Williams family (F1) describes the move, which included packing and leaving their home of four years in Saudi Arabia, and staying in temporary accommodation for six weeks while the children completed the school year and the mother organized leaving the country. The family moved into Malaysia and spent a further four weeks in temporary accommodation. The children entered the school mid-semester, two weeks after arriving in Malaysia and attended school from temporary accommodation. The family moved into their rented accommodation prior to their shipment of belongings arriving as Mother felt that the children needed more stability and she purchased mattresses and basic household necessities so she could “camp” in the house while awaiting their shipment container from Saudi Arabia, which arrived two weeks later. The majority of families cited similar patterns when moving into a new country (F2, F3, F4, and F5).

5.3 Introducing the focus family participants

Due to the limited scope of this paper only the focus participants from Family 1 whose data are included will be introduced, this includes Cat and Ollie’s experience combined with their mother’s interview data. The father was absent due to work commitments overseas and Ollie decided not to be filmed instead accepting a playdate invitation at a neighbor’s house.

The Mother of the family was aged in her 40s at the beginning of data collection and had lived all of her life in regional Australia, moving to live in a capital city after marriage. Mother generally enjoyed the expatriate lifestyle but found the intermittent and long absence of her husband challenging, particularly when beginning life in a new country with three young children. Mother did not like change, often feeling anxious and needing to discuss the processes of the move through with someone but found she often needed to make quick independent decisions. She found the whole process of the move difficult to come to terms with and felt continually stressed and worried about her children making friends and settling into life in Malaysia. Mother felt that she needed more support.
and expected this when her husband returned from his travels however this expectation was not met, as her husband needed extra sleep, this resulted in disappointment for the mother and children.

Olillie was the first Australian born twin and eldest child in the family, she held the role of ‘man about the house’ when his father was absent on work trips. Father left Olillie to complete them and they would converse about these over Skype. The job included watching over the rubbish, sorting the recycling, checking the rain gauge nightly, recording the results and dissecting the figures. Olillie generally enjoyed his new school and was beginning to form new relationships with peers from his class. He joined in sports such as rugby and football. He mentioned to mother that he wanted to return to Saudi as his friends were there and he felt upset, as he did not have such good friends in Malaysia. Olillie was proud of his Mathematics ability acknowledging he was the best in the class in both Saudi and Malaysia and was the quickest at mental functions. Olillie found reading and writing challenging and his mother was concerned that he did not have basic skills, contrasting with his mathematics abilities.

Catt is the third child of the Williams family and was born in Australia. Catt was described as a “challenging child” (Mother 1 interview) and since moving into temporary accommodation in Saudi Arabia, had been consistently more difficult to manage. Once in Malaysia Catt proved extremely difficult often initiating and provoking arguments and using physical aggression towards her siblings, peers in the class and the educator. Catt was positioned on the periphery of social groups in school and although she tried to enter was not included in general play. The teacher contacted the counselor for support who responded that young children were not in her job description. Catt’s mother and teacher met and developed an action plan, including a star chart between home and school, organizing play dates with children in the class when the family moved into their house and accepting all social invitations outside school. At the first social event Catt attended outside of school, she was physically aggressive towards a peer from her class.

How Catt and Olillie experienced part of the transition process from Saudi Arabia to Malaysia is presented in the following section, where we theorize the concept of multiple transitions as emotionally charged micro movements in flux, contributing to a new concept of transition as an affective relation between international and localized movements.

6. Micro movements and perezhivanie

The findings are presented in two sections. The first section discusses the affective experiences, sense making and understanding of the youngest child Catt and the second section discusses the affective experiences, of Olillie during the time when the children were reunited with their belongings. It is the micro movements found in everyday life that feature as part of the larger international transition, which our attention is drawn to here.

6.1. Reuniting with belongings

The study found that the experience of the focus children when reuniting with their belongings varies for each child (Vygotsky, 1994) and reuniting with belongings results in different activities and holds different meanings for the two focus children.

The mother had not told the children that their container of belongings was arriving due to potential problems with delivery, she did not want the children to be disappointed and have to "deal with the fallout" (F1, Interview 3). As Catt was the youngest in the family, her school day finished early. The bus service offered school to home delivery for young children. A condition of service required an adult to meet the child from the bus. Therefore, mother’s daily routine was to collect Catt from the mini bus, help her down and escort her into the house. The transcript that follows details the children's experiences on the day the family's container of belongings arrived from Saudi Arabia. The container arrived early in the morning while the children were at school. The Mother had taken Catt’s recently unfolded bicycle to the verge of the footpath for Catt to view as she alighted from the bus (note Catt refers to “my new bike” however it was her original bike from Saudi Arabia). Fig. 1.

Catt: (on step of bus seeing bike, yells VERY loudly and prolonged, tense arms) 0000WWWW
Mom: What’s this?
Case: 0000WWW, MY NEW BIKE, 0000WWWW (sighs, tense whole body)
Mom: What’s this? (Leans into Kim, Kim takes Catt’s arm to guick her from the bus. Catt does not step down from the bus) Case: MY NEW BIKES!
Mom: What is it?
Case: (Leaning more heavily into Kim and still standing on the step of the bus, looks at adult helper on the bus, voice softening) My new bike, 0000WWW, MY NEW BIKE!
Mom: What’s this?
Case: My new bike, (Tensing, not knowing where to go; adult on the bus and mother take one of Catt’s hands and swing her off the bus, when she reaches the ground, she tones her hands into fists and bends her arms, moves to the outside back of the bus) 0000WWW!
Case: (Voice beginning to become more even in pitch but still raised) My new bike, 0000WWW, MY NEW BIKE (Hides behind the bus) Mom: Careful. What is it? Is it my bike? Can I take it for a ride?
Case: NO! It is my bike! (Angry and appearing from the back of the bus)
(Total time: 21 seconds)

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Please note a corrigendum has been presented to the journal for the typographical errors in the vignette and this is under consideration. Catt and Cass are pseudonyms for the one participant.
At first sight of the bicycle, Catt did not reach to touch the bicycle but lent towards her Mother placing her arm around her Mother’s shoulders. It is inferred by her actions that Catt was intent on touching her Mother, who has been her constant companion during the transition unlike the bicycle, which was absent for an extended period and has suddenly without warning reappeared. Catt continues looking at the bicycle and repeating loud verbal utterances. It is inferred from the child’s actions that the physical proximity and the verbal interaction with the Mother are more important than the bicycle. This example also highlights the collective nature of the emotional experience (Adams and March, 2014). Mother interacted with Catt physically and with eye contact, while presenting the bicycle and repeatedly asking, “What is it?” she physically moved closer to help Catt from the bus. Once down from the bus it is inferred by Catt’s arm position (held at right angle to her body), her swift movement turning away from the situation to behind the bus and her continued loud verbal utterances that she intensely emotionally experiences the moment. Once physical contact with Mother had ceased, rather than move to touch the bicycle, Catt turned her back removing the bicycle and her Mother from her visual field. It is highlighted by the movement away from the bicycle and the Mother to behind the bus that here an individual emotional experience (Adams and March, 2014) is being played out. It is inferred from Catt’s emotional display in combination with recognizing “My new bike!” that she understands that her bicycle has returned but is overwhelmed with the situation. In this micro movement of alighting from the bus, it is possible that Catt is entering into a new way of thinking where she needed to redefine herself (Zittoun, 2009) in relation to her environment. Catt’s actions and verbal response indicated a range of contradictory emotions, combining a sense of insecurity, anxiety, shock and pleasure all at once. This emotive example of Catt’s experience highlights the unity of the child’s personal characteristics and the social and material environment (Vygotsky, 1994). This moment is best conceptualized through the concept of perezhivanie as it makes visible both how Catt felt and thought in relation to her bike unexpectedly arriving.

Two hours later, Mother, Catt and the researcher walked to collect Ollie from the older children’s bus stop situated a block away outside the housing compound. Catt told Ollie that their container had arrived and he ran ahead (Fig. 2):

Ollie saw his bicycle in the carpark, ran to it and grabbed the handles of the bicycle. Smiling, he placed his right cheek close to the handle bars and tensed his right shoulder hugging the bike. Lifting his head and still holding onto the handle bars, he lifted his right leg as if to mount the bicycle, changed his mind and walked around the front wheel to observe the bicycle. He straightened the front wheel with his right foot and lifted up both arms, mimicking as if he were riding the bicycle and made corrected movements to stay on a path.

Ollie is controlled, there are no verbal utterances and he welcomes the bicycle through bodily gestures and nonverbal means, a hug, resting his cheek on the seat with a smile and then tests the bicycle for its functionality. There is less outward display of prolonged
emotion and it is inferred by Ollie's movements that he is more interested in the bicycles function and becomes aware that there is a problem with the handlebars. Ollie does not require his Mother to be in close proximity. In contrast Catt seeks physical contact with her Mother and turns her back on the bicycle, not seeking to touch or reunite with the bicycle. It is a combination of the child's idiosyncratic characteristics, subjective experiences (past and present) combined with their current understanding of the situation and the reciprocal relation to their changing environment that explains the varied affective experience of the two children. It is evident that Catt does not have the same understanding and conscious awareness as Ollie when responding to the situation. This was confirmed by Mother who commented "Catt was one year old when we moved last time from Australia to Saudi, so she doesn't remember anything" (Interview 3).

Prior learning and experiences are important in the transition process, as they can support the learner to reflect and reconfigure their experiences to fit the new context as they provide "a template" for meeting new experiences (Crafter & Maunder, 2012). However for young children these reflective templates may not be remembered or even exist. A child may begin to understand the experience through an explicit demonstration of highly charged emotion to convey what they are feeling and the challenges they are experiencing in making sense of the situation where they do not hold the words to convey their feelings and thoughts. In Catt's example it is inferred that we see an unexpected connection between her old and new life occurring through the bicycle. It is possible that the bicycle initiated Catt feeling "a sense of being in between, not anymore there, but also not yet here" (Maronis & Maunder, 2012, p. 736). In young children, the inbetween position potentially creates a crisis situation where "development takes on a stormy, impetuous and sometimes catastrophic character that resembles a revolutionary course of events" (Vygotsky, 1998, p. 194). Following Catt's experiences throughout the transition process where she has consistently demonstrated challenging behaviour and physical aggression across settings combined with her explicit emotion when reuniting with her bicycle, it is possible that Catt is experiencing the deconstruction/reconstruction of a crisis where new possibilities may eventuate (Hedegaard, 2008).

However, for Catt, it seems to go deeper than this as across time (Hvid, 2008a) there are multiple crises originating in Saudi resulting in an interweaving of different transition processes due to the child's personal characteristics and the constant changing of her social and material environment across countries, accommodation and schools.

Ollie and Catt's examples highlight the unique way children experience reunions with their belongings. As Vygotsky (1994) argues, we see that the social environment and material environment are understood differently [perezhivanie] by each child depending upon their social situation of development.

6.2. Building on the process of transitions

Using perezhivanie as the unit of analysis highlighted repeated emotional moments throughout the afternoon as the children were unpacking their boxes, some were similar to those when the children first saw their bicycles with subtle differences. The intense affective situations were not as evident but occasionally reappeared over the course of the afternoon, there was evidence of systematic actions occurring. Vygotsky and Luria (1994) argue that as researchers we need to look beyond repetitive actions when researching learning and development. Ollie for example, was oriented towards the activity of systematically unpacking and reconnecting with his belongings; using his playfulness and displaying outward signs of emotional experience. He followed the same sequence of events for each belonging but on further analysis it was noted that progressively more "self talk" was introduced, for example, as he reassembled with the second belonging he said, "BEAN BAG, BEAN BAG. My bean bag" throwing the other beanbags out of the way and jumping stomach first with open arms, hugging his beanbag with a smile and closed eyes. This was extended further on retrieving his teddy from a box where he used bear language "Grunt, grunt" looking into the face of his teddy, he then jumped onto the bed near his pillow welcomed the bear with a hug and rested it for functionality by moving the bear in his hands from left to right. He commented in a gentle, low voice "You go here" and placed the teddy near his pillow. This approach to unpacking was repeated with other belongings, such as whiteboard markers, Mecoza set, and science kit. Frequently the interaction with the belongings began with "Oh, I remember YOU... I can have (inaudible name): come play with you and me" (Fig. 3).

Through reuniting, emotionally welcoming (with a hug and a smile), systematically testing for functionality, placing his belongings in selected places and using self talk which is exploratory and reflective and may provide qualitative changes in ways of thinking, being and acting (Zitoun, 2009). Ollie is moving through the process of subjectifying objects and remerging past experiences. Ollie seems to be moving through a process that is connected to a sense of constructing feelings of being at home as he reconnects.

Fig. 3. Ollie finds teddy, says Grunt, grunts at teddy, tests functionality and places teddy on the bed.

Please cite this article as: Adams, M., & Fleer, M., Moving countries: Belongings as central for realizing the affective relation between international shifts and ... Learning, Culture and Social Interaction (2013), http://dx.doi.org/10.1016/j.lcsi.2013.03.003
with his belongings. He is embodying the experience through implicit and explicit kinesthetic awareness, emotions and verbalization (Märtins & Mahmoud, 2012).

Vygotsky and Luria (1994) argue that by verbalizing intentions through ‘self-talk’ a child can achieve a broad range of activity and by using a variety of tools or in this case language and belongings, the child can plan what will be useful for future tasks and actions. This is taken further by Zitoun et al.’s (2003) symbolic resources which support processes that are future-oriented but not necessarily goal-directed and position the individual to have some provisional understanding in the fluctuation between actions and aims, experience and personal meaning” (p. 419).

Ollie was involved in a complex system of planning his future play dates, organizing his belongings and regulating his emotions, activities and behavior. Ollie’s Mother was engaged with unpacking boxes elsewhere, therefore he was afforded the agency to emotionally experience and reconnect with his belongings as an individual. The collective dimension is present through the way Ollie imbues his belongings with social meaning (Davydov, 2008) and uses them as symbolic resources (Zitoun et al., 2003) in the process of home making. His thinking is displayed through self-talk, making evident the social meaning experienced through reuniting with his belongings.

In contrast, Catt was oriented towards her mother’s continued presence in the room. Belongings held Catt’s attention for short periods of time, she moved to a box, took out a belonging, and examined and discarded it onto the floor. If Catt was asked to place a belonging in the room of the rightful owner, she completed the task only to repeat the sequence of searching, examining and discarding. Catt continually returned to touch, hold and seek physical reassurance from Mother, usually hugging her Mother’s leg. Mother was intent on unpacking boxes and directing the same questions to Catt, “What’s that? Who does this belong to?” Catt responded to the question of who the article belonged while continuing to moving from box to box (Fig. 4).

7. Conclusion

This paper extends transition research through exploring the affective relation between international shift and micro movements as one expatriate family with young children begin to embed their personal belongings into the new local context. The under researched area that this paper addresses is the affective dimensions evident during an international transition. The micro genetic analysis captured how the same situation is met differently by Ollie and Catt. A crisis for Catt but not Ollie could be inferred, suggesting developmental possibilities resulting in new realities (Fredegaard, 2008; Zitoun et al., 2003) for Catt if the multiple layered processes of transition are successfully undertaken. Catt was experiencing a range of contradictory emotions that were triggered by changes in her material environment, where she needed to deconstruct and reconstruct to form new ways of sense making, understanding and becoming consciously aware of the new material environment. In this instance, it is the accumulation of evolutionary changes occurring in a short period of time (Vygotsky, 1991) that highlights the affective relation between the child and the material and social environment (Vygotsky, 1994). According to Vygotsky (1997), for development to occur during these moments, there would need to be some form of mediation from an adult or more capable peer, such as the support given by the Mother during the process of the children being reunited with their possessions.

Using Vygotsky’s (1994, 1997, 1998) and Vygotsky and Luria’s (1994) interrelated system of concepts enabled perezhinanie to be used as the unit of analysis where the concept of micro movements best captured the small but important moments that were experienced by the children in this study. Analysis provided insight into the complexity of each child’s unique displays of thinking in unity with the emotional experience in these dynamic situations (Vygotsky, 1994) as they were reunited with their belongings. The belongings were used as a symbolic resource (Zitoun et al., 2003) for one child and for the other were experienced through emotion and possible feelings of inbetweeness (Märtins & Mahmoud, 2012). The analysis further enabled an understanding of how two children in the same situation experienced the affective dimension related to their belongings and moved through the process of transition differently (Vygotsky, 1994). Catt experienced the transition socially with Mother but for Ollie, the social was imbued in his belongings as highlighted by the way he conversed with and welcomed them back.

Supporting Vygotsky’s (1994) theory by examining the child’s experience it has been shown that the way children understand and become consciously aware is dependent on their personal characteristics and then reciprocal relation with a changing social and material environment, the findings have highlighted important affective dimensions of transitions, through two children’s
experiences while reconnecting and redefining belongings in a unique manner and for different purposes. This study has shown the importance of belongings as a cultural tool for supporting families in transition. The absence of belongings for an extended period of time and the child’s subsequent return with them highlight how belongings embody emotional meaning and help form connections and feelings of being at home. This study found the need for greater understanding of children’s relationship with their belongings, and the importance of these for supporting multiple transitions.

A key theoretical finding in this research has been the creation of the dialectic relations between international shifts and micro movements. Using phenomenology as the unit of analysis, these dialectic relations to emerge, these have been highlighted and include the relation between the changing child and the constantly changing physical and social environment, the contradictory emotions experienced in micro movements as part of the larger international transition and the relation between affect and transitions. These dialectic relations afford an understanding of the affective dimensions of transition and pave the way for new understandings about children’s development through multiple transitions. Further, this highlights a difference between researching with adults and children, with a retrospective research with adults and viewing digital video technology captures the child during their everyday experiences including crises and transition processes in situ. When used in combination with interviews from adults across settings enables a more complete capturing of the transition processes. The examples drawn upon here highlight the dialectical relation in the concept of transitions as an affective relation across countries and micro movements of everyday life where belongings become emotionally charged after a period of separation and reconnection for the two children in this study.

An international transition creates transformations of intense magnitude and results in processes of transition during everyday life in families. Successful transitions create emotional demands upon children that can be alleviated by paying close attention to the significance of children’s belongings as objects that support change and transition, and through this the possibilities for supporting the development of children.

Acknowledgments

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Please cite this article as: Adams, M., M. Flier, M. Moving countries: Belongings as central for realizing the affective relation between international students and the learning, Culture and Social Interaction 2015, 10:8. http://dx.doi.org/10.1016/j.csci.2015.08.001.
7.4 Significance of Publication 3

7.4.1 Empirical significance. The third article submitted for publication seeks to explore a relatively new area in early childhood literature. It extends the discussion of young children who experience multiple transitions across countries and enter school midway through the semester. During the initial stages of a transition, there is often a disjuncture between home and school life. While school offers a routine in everyday life relatively quickly (Adams, 2014), home life may be in stark contrast, as families live between temporary accommodation, or move into a home and live without belongings until the family’s container arrives from their previous country of residence. Once the container of belongings arrives, past memories and future possibilities may eventuate.

The focus of this article is the importance of belongings and the way they move in and out of an expatriate child’s life, creating varied emotions and social contexts for learning and sense making in the informal context of the home. There is a growing body of literature that discusses emotions in adult migrants’ lives (Märtsin, 2010; Märtsin & Mahmoud, 2012). However, limited literature was located that discusses the importance of emotions in young children who experience multiple moves in their early childhood—particularly the child’s relationship with his or her belongings. This paper advances the discussion on heightened emotions and the way two children from the one family experience different social situations of development, while moving through transitional processes.

7.4.2 Theoretical significance. Publication 3 continues to address the theorisation of young expatriate children as they experience multiple transitions across countries, institutions and specifically the informal learning context of the home. The theoretical importance of this article lies in the discussion of the transitions from a cultural–historical perspective and the introduction of micro-movements. An added
dimension in this theorisation is the importance of belongings and the way they highlight different emotional, learning and sense-making potentials for two children in the one family. Temporality and identity have previously been explored in the literature (Hviid, 2008b, 2012; Winther-Lindqvist, 2012a), in relation to young children however there is a need to develop these concepts further.

In addition, this article enters a debate on a theoretical issue found in the general literature. This debate discusses authors drawing on a variety of conflicting theoretical lenses to situate a theoretical concept. In this instance, it is the use of the term ‘rupture’ (Hviid & Zittoun, 2008). Contrasting with this view, it is argued that using one theoretical lens within a system of concepts enables a stronger and deeper theoretical focus and conceptual knowledge, thereby supporting the rationale for using Vygotsky’s cultural–historical theory.

7.4.3 Methodological significance. This article continues to explore perezhivanie as the unit of analysis in combination with the social situation of development. However, the focus of this article is Vygotsky’s use and exploration of the unit and dialectics as a method, which highlights the contradictions between the international move and micro-movements of everyday life. This supports the focus of analysis to reside with emotion, learning and sense making within two children’s social situation of development. Using perezhivanie as the unit of analysis presents a new way to analyse the child’s experience in an informal setting of the home during the process of reuniting with belongings. This provides a framework to analyse two young children experiencing different and contradictory emotions as they learnt to undergo the process of reuniting with their belongings and the purposes for which they may use these belongings.
7.4.4 Pedagogical significance. This publication positions the pedagogical importance in three areas within the home — initially, in the informal learning context of the home. It highlights the way learning and sense making occur during social interaction, wherever the setting, and not always in the way that is expected. A second consideration is the emotional connections children have with belongings from a young age. For expatriate children, the movement of belongings in and out of their lives offers examples of contradictions because seeing belongings packed into boxes may be traumatic. In contrast, in the new country, opening the boxes and remembering the items contributes to contradictory emotions, while also beginning to offer a sense of stability.

The third link is between the home and school. After numerous challenging situations in the home and school settings, the educator, mother and child collaborated to implement an action plan. The educator suggested that the mother accept all social invitations from children in the class and invite children from the class for play dates. Although the mother recognised the need for this, it proved challenging to invite children to temporary accommodation and then to an empty house for a play date. Therefore, once the family’s belongings arrived, the child and family situation changed as the mother felt able to accommodate other children for play dates. This positions belongings as having an important role as a pedagogical tool in the family’s lives and creating new possibilities for friendships, within the school and in the home.

7.5 General Comments

This was an interesting and somewhat challenging publication to write that came to fruition over the course of a year. The main challenge was where to place the article’s theoretical focus because there were a number of options, including belongings, tools and signs. However, it was decided that the emotional connection between the
belonging and child, as well as the potential learning and development through social interaction with the belongings, was important. This also coincided with the journal’s scope.

Another challenge was the analysis of micro-genetic transitions. In the instance of micro-genesis, it is difficult to ascertain if learning has occurred. As micro-genetic moments occur, there is often repetition but it is important to move beyond studying repetition and focus on where learning and sense making were made visible (Vygotsky and Luria, 1994). For example, as one of the focus children unpacked belongings, initially the toys were welcomed back in a repetitious pattern, verbally, physically and then placement of the belonging, however on further analysis the child also planned scenarios for the toys naming friends to invite to play.

When considering Reviewer 1’s comments, it was decided to delete a section of the data and ensuing discussion, which highlighted an exchange between the mother and children discussing different ways to initiate and complete an activity at school (packing up activities in class), which resulted in the same outcome (children being ready for the next activity). The exchange was used to highlight how the mother discussed ways to introduce changing situations with the children, so when the next country move eventuated, the children would be more psychologically ready and able to cope. Initially, this was deemed important because it highlights social interaction in the home with pedagogical possibilities. In addition, it provides a further example of the interwoven nature of home and school in this particular family. The example depicted an episode in which Catt initiated a game of Bingo with the rules learnt at school. The mother agreed to play with the rules, and then introduced different rules. The mother stated that she changed the rules to help Catt learn that change can and does happen, without negative emotions interfering. Although deemed worthy of inclusion, it was deleted due to the
need to reduce the word count. This section was replaced with a more theoretical literature review. The section deleted is presented in Appendix C and will form the basis of a future publication with a focus on home and school pedagogy.

This publication was presented at the International Research in Early Childhood Education (IRECE) Conference held in Chile in January 2014. Rich discussion and comments followed the presentation, which supported further development of the paper’s argument and direction.
Chapter 8: Linking Publications 2 and 3

8.1 Discussion

8.1.1 Empirical links between Publications 2 and 3. The empirical links between Publications 2 and 3 include highlighting the physical movements between school and home, and the processes that are involved. The publications indicate that children experience various processes across settings at school (through new social interactions and learning) and home (when reuniting with belongings and unpacking). The publications highlight the multilayered processes across settings, where there is continual change and transformation experienced by the individual because the social and material environment is in constant flux. In addition, the publications highlight the unique way children shape their own social situation of development (Vygotsky, 1994). Zeb displayed controlled, thoughtful and varied strategies for interaction (Publication 2), while Catt initiated tension and conflict and reacted verbally and physically, requiring her mother to mediate between the social and material environment and Catt’s personal characteristics (Publication 3). Catt’s outward displays of emotion showed, ‘How I, myself, am experiencing this situation’ (Vygotsky, 1994, p. 342).

8.1.2 Theoretical links between Publications 2 and 3. Perezhivanie provides a theoretical link between Publications 2 and 3. In Publication 2, dialectics are mentioned, while, in Publication 3, the concept is further developed. Vygotsky’s (1994) theory of units and the use of dialectics are discussed in more detail. A further theoretical link between Publications 2 and 3 is the support that the empirical data adds to Vygotsky’s (1994) concept of the social situation of development, and the way each child has a unique experience and shapes and is shaped by their environment and age periods.

8.1.3 Methodological links between Publications 2 and 3. Publication 2 provides an in-depth focus on one child in the education setting, where learning and
development are the main focus. Publication 3’s context is the transition between home and school and the learning, development and sense making of the individual children as they reunite with their belongings. This provides another dimension to perezhivanie because it highlights that, during international transitions, learning and development occur across settings, and a child loses something, gains something and encounters some form of contradiction and transformation (Chaiklin, 2014). In addition, perezhivanie and the social situation of development were analytic units in Publication 2; however, in Publication 3, while they were a major component of analysis, units were discussed and dialectics was used as the method.

8.1.4 Pedagogical links between Publications 2 and 3. The pedagogical links involve the social and material environment and the way belongings and people move in and out of a child’s life, both at home and school. The learning, development and sense making that a child experiences form pedagogical links across the home and school settings. In addition, both publications provide an example of the importance of open communication between the home and school as a powerful pedagogical strategy. In Publication 2, Zeb showed no explicit emotional distress; thus, the parents and educators were unaware of the social situation of development unfolding. These publications highlight the different reactions and unique learning experiences of each child (Vygotsky, 1994). Although educators know that a child is in transition and undergoing learning and developmental processes, they may not be aware of the stages in the physical move that are occurring at home, which may be challenging or unsettling for the child.
8.2 Conclusion

Chapter 8 has presented a discussion of the links between Publications 2 and 3. The following chapter (Chapter 9) presents the final findings chapter, which follows the same structure as the previous findings chapters.
Chapter 9: Findings of Publication 4

9.1 Part B - Declaration for Thesis

In the case of Chapter 9, the nature and extent of my contribution to the work is as follows:

<table>
<thead>
<tr>
<th>Name</th>
<th>Nature of contribution</th>
<th>Extent of contribution (%)</th>
</tr>
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<tbody>
<tr>
<td>Megan Adams</td>
<td>Chapter 9 (Publication 4) I have contributed 90% for development of this paper including researching, conceptualising and writing.</td>
<td>Megan Adams 90%</td>
</tr>
</tbody>
</table>

The following co-authors contributed to the work:

<table>
<thead>
<tr>
<th>Name</th>
<th>Nature of contribution</th>
<th>Extent of contribution (%) for co-authors only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marilyn Fleer*</td>
<td>Chapter 9 (Publication 4) Marilyn Fleer contributed to organising and general suggestions to improve the quality of this paper.</td>
<td>Marilyn Fleer 10%</td>
</tr>
</tbody>
</table>

The undersigned hereby certifies that the above declaration correctly reflects the nature and extent of the candidate and co-authors’ contributions to this work*.

<table>
<thead>
<tr>
<th>Candidate’s Signature</th>
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<tr>
<td>Main Supervisor’s Signature</td>
<td>Date 19/06/15</td>
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Introductory Narrative for Chapter 9

The five-year-old child and her family including two older siblings had arrived in Malaysia, and two days later the children began to attend school. The three children travelled from their temporary accommodation to school daily in the school bus. The youngest child decided that she would sit in the same seat each day. On the third day a little girl sat next to her and the two children began to talk. It transpired that they were in the same class at school. The children began to discuss their first play date at the new child’s house when all of her toys had arrived from Saudi Arabia. The planning included what to wear (best dresses and boots or new shoes) what to eat (fairy bread and muffins) and what to play (Mummies walking babies to the park).

After the new child’s shipment had arrived and was unpacked, the children’s first play date arrived. The girls dressed in their favourite and best dresses, one child with a pair of black boots (despite the ambient temperature at 33C) and one with new sandals, they pushed their ‘babies’ in prams to the park, talking along the way:

Child one: Only you, me and Levere, right?

(Loud voice, glancing at the other)

Child two: Right!

Child one: Right! Are best friends.

Child two: But me, you and Levre.

Child one: The other ones they are our friends but not our best friends.

(making eye contact and smiling)

Child two: Right! And they are only our friends

Child one: Right!


9.2 Introduction

Orientation to the future, behaviour based on the future and derived from this future, is the most important function of the imagination … The development of a creative individual is one who strives for the future, is enabled by creative imagination embodied in the present. (Vygotsky, 2004, pp. 87–88)

As with the previous three findings chapters (Chapters 4, 5 and 7), this chapter begins with an introduction that discusses the journal chosen for publication, followed by presentation of the publication titled, ‘International Transitions: Generating Subjective Sense and Subjective Configuration in Relation to the Development of Identity’. This is followed by a discussion of the significance of the publication, and general comments.

9.3 Publication 4

The article has been submitted to the journal Mind, Culture and Activity (MCA), and is currently under first review. This journal is a highly regarded international peer-reviewed journal that ‘examine[s] the relationships between the human mind, the sociocultural environments they inhabit and the way that mind and culture are constituted in a wide variety of human activities’ (Mind Culture and Activity, 2015). Table 9.1 presents the journal’s metrics, as provided by Monash University’s publication list.
Table 9.1

*MCA’s Journal Metrics*

<table>
<thead>
<tr>
<th>Print ISSN</th>
<th>Scopus 2011</th>
<th>ISI quartile</th>
<th>ERA 2010 rank</th>
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<tr>
<td>10749039</td>
<td>0.974</td>
<td>Q3</td>
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</tbody>
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Note: ISSN = International Standard Serial Number; SNIP = Source Normalised Impact per Paper; ISI = Institute for Scientific Information; ERA = Excellence in Research Australia.

*MCA* is published quarterly and was chosen for this article because the mission encourages:

empirical research grounded in theoretical approaches that locate culture and activity at the centre of attempts to understand human nature and research that attends to the methodological problems associated with the analysis of human action in everyday activities. (MCA, 2015)

The publication submitted provides a new area of research (multiple transitions in a child’s early years) in relation to identity studies and temporality in research; thus, it was submitted for consideration to this high ranking journal. The publication is under first review and is presented here:

International transitions: Generating subjective sense

Abstract
Many multi-national companies employ highly skilled, internationally mobile workers known as expatriates, who move around the world with their families, including young children. There is limited research capturing the complexity across everyday settings of the home, school and community as young expatriate children and families begin their lives in a new country. Identity is an important concept in this population and although it is not part of Vygotsky’s interrelated system of concepts, it does feature in the cultural historical literature. Therefore, researching young children’s evolving identity within cultural historical theory points to the need for analysis of international transitions as a dynamic relation. By expanding perezhivanie (Vygotsky, 1994) to include subjective sense and subjective configuration (Gonzalez Rey, 2004) the dynamic, reciprocal relation between one child’s personal characteristics and her social and material environment is revealed. It is argued that these are important areas for understanding identity in relation to the concept of personality (Gonzalez-Rey, 2004) in young children belonging to families who transition internationally.

Introduction
In Vygotsky’s system of interrelated concepts where the development of individuals through social and cultural processes is central, the concept of identity has not featured (Hedegaaard, 2005; Penuel and Wertsch, 1995). Vygotsky does not make reference to the concept of identity or the development of a child’s identity in his writings in the collected works. In recent times, the study of identity has developed to include reference to Vygotsky’s central concepts, such as the use of language (Roth, Tobin, Elmesky, Caramho, McKnight and Beers, 2004; Vagan, 2011) and in relation to learning and development (Crafters and de Abreu, 2010). Other scholars argue that Vygotsky provides conceptual and methodological tools, which support understanding the way “sociocultural processes shape individual identity formation” (Pernel and Wertsch, 1995, p. 84). Together, these studies have given new directions for identity research. But what has been missing is a robust cultural-historical theoretical account of identity formation.

In examining these contemporary studies and conceptualisations of cultural-historical concepts it is evident that other concepts, such as, motives and cognition, have been linked with identity research (Hedeggaard, 2005, 2011; Roth, 2007; Winther-Lindqvist, 2012a, 2012b). These studies are valuable because they begin to build a cultural-historical base for identity research, thus supporting a cultural-historical conception of identity. Central for identity research in the context of children’s development has been the relation between learning and identity. Vianna and Stetsenko (2011) argue that there are strong links between learning and identity but the majority of research in these areas follows traditional paths separating the concepts and showing tenuous links or ignoring the connections between the two. Roth (2007) adds that emotion is an under researched area in relation to learning and identity. However, Lawrence, Benedikt and Valsiner, (1992) discuss emotional and cognitive development in an relation to an adults identity in a changing situation and Mártsin and Mahmoud (2012) discuss identity and the meaning of home for immigrants. Vianna and Stetsenko (2011) suggest one way forward is to
International transitions: Generating subjective sense

review the processes that are associated "with the real life, moment-by-moment engagements in practical matters within sociocultural practices as the grounding for both identity development and learning" (p. 315). Vagan (2011) adds strength to this argument by extending use of Lave and Wenger’s (1991) participation in communities of practice where individuals gradually gain access to a collaborative community of learners through actively participating in knowledge production, where the individual shapes and is shaped by the communities that they are a part of. However, Lave and Wenger (1991) leave open a number of possibilities for future research. The first is the possibility of including emotion in relation to an individual’s learning and identity the second is young children. The authors argue that although children are “quintessentially legitimate peripheral participants in adult social worlds” (p. 32) their focus is on youth and young adults gaining apprenticeships that highlight situated learning in its full and complex transformative processes.

Lave and Wenger are not alone in researching learning and identity in youth and young adults, the majority of studies are with adults in the work place (see for example Roth, 2007) or youth and young adults gaining new life skills and the process of learning and development in relation to an individual’s changing identity and sense of self that occurs over time (Vagan, 2011; Vianna and Stetsenko, 2011). The majority of identity studies using a cultural historical perspective are retrospective interviews with teenagers and adults (Bhatia and Ram, 2004). Schwartz (2005) argues that the focus of identity research generally is directed towards teenagers and young adults and this he argues is a consequence of Erikson’s (1968) seminal research that positions identity formation as transformational across these age spans. It seems that learning and identity combined with emotions in young children have been overlooked. There are few studies that combine identity, emotion and cognition in young children. One exception is Winther-Lindqvist (2012a) who examined the transition of two five year old Danish boys moving between daycare and a new school setting. The author accounts for the emotional processes and changes of identity the children move through as they change institutional settings with in their home town where they have lived all of their lives. However, little is known about identity formation in the everyday life of young expatriate children who experience multiple transitions across countries due to one or both parents’ employment with a multinational company.

There are many authors who make reference to the temporal contexts of experience in relation to identity and the process of development. (Gulbrandsen, 2012; Hviid, 2012; Hviid and Villasden 2014; Vygotsky, 1998; Winther Lindqvist, 2012a; Zittoun, 2014). Hviid (2012b) mentions the way children on the cusp of puberty talk of "the here and now" (p.181) and use the term "social time" (p.183) in reference to developing social identities and the importance of being ‘ahead’, ‘in’ or ‘lagging behind’ social time. Hviid (2012) and Hviid and Villasden (2014) discuss the importance of temporality and a person’s developing identity over “irreversible time” in relation to Vygotsky’s notion of experience (p. 61). An important argument made by these authors is the way past, present and future interweave and form an experience that does not necessarily follow chronological time. Winter-Lindqvist (2012b) discusses the way “identities and motives are produced in the realm of subjunctive anticipation of what might be,
International transitions: Generating subjective sense

who and what one might become and the simultaneous personal evaluation of these anticipated representations” (p. 119) although the author mentions the future, it is not detailed. There is limited discussion provided in regard to young children and the way they experience or make reference to the future in their everyday lives while moving through the process of an international transition, what does the future look like for a child of five years moving through the process of an international transition?

This paper presents the findings of a single case study of an Australian expatriate child moving countries and experiencing an international transition. In drawing upon the Gonzalez Rey's (2004, 2008, 2011, 2012) concepts of subjective sense and subjective configuration, the everyday home and school experiences of an expatriate child are examined in relation to identity formation.

The paper begins with a theoretical discussion of the concepts informing this study. Specifically, the discussion begins with Vygotsky's (1994) concept of perezhivanie, followed by a discussion of subjective configuration and subjective sense (Gonzalez-Rey, 2004).

Theoretical Framework
Vygotsky’s (1987, 1994, 1997, 1998) system of concepts provided a way to overcome the fragmentation of psychology prevalent during his time (Smagorinsky, 2009). Perezhivanie is part of this system, which has recently been used to explore emotional experiencing (Ferholt, 2009; Quinones, 2013), as the unity of emotions and cognition, a prism, and as a double subjectivity (Fleer in press) where as Veresov (2014) uses perezhivanie theoretically as a phenomenon, prism and dynamic unit of consciousness. In contrast, Gonzalez Rey (2011) argues perezhivanie was the prelude to Vygotsky's (1987) development of sense, which he did not have time to develop further due to his untimely death. Gonzalez Rey developed the concept of sense further, integrating the concept with subjectivity and development of the personality. Gonzalez Rey's concepts of subjective sense and subjective configuration are useful concepts when studying young children moving through an international transition as they provide a strong link between the developing child’s personality in relation to intellect and emotion (Blunden, 2014; Gonzalez-Rey, 2004; Vygotsky, 1994) and as will be shown in this paper, the child’s reciprocal and changing relation with their environment (Vygotsky, 1994) which is constantly in flux during an international transition.

Gonzalez-Rey argues that personality development needs to be viewed as a generative whole that occurs through “a complex integration of internal and external” (2004, p. 266) experiences rather than occurring from purely external to internal. He draws subjectivity into the argument, presenting a new understanding defined as a “complex emotional-cognitive system that produces new realities” (2012, p. 48). This is further explored by combining subjectivity with sense, presenting the new concept of subjective sense (Gonzalez-Rey, 2004, 2012), which includes “symbolic and emotional processes” that are interwoven in an “emotional-cognitive system” (2012, p. 48). This needs to be considered in relation to the current study as young expatriate children have a myriad of emotional-cognitive experiences as they transition between countries, experiencing multiple environments across their early childhood. It is the way children “produce new realities” (p. 48) to make meaning and form an
International transitions: Generating subjective sense

understanding of their environment that is of interest here. However, it is not purely a unique individual experience but also a social experience both within the family, which needs to be open to receive new social experiences for a positive transition into a new country and outside the family as the young child moves across institutions such as school and after school care experiencing a range of new practice traditions.

Moving to live in different countries creates unique individual and social experiences. In agreement with Vygotsky (1994) and Bozhovich (2009), Gonzalez Rey (2004, 2012) notes the importance of an individual’s experiences that include but are not limited to their culture, ethnicity, gender, age and political standing. Gonzalez-Rey (2004; 2010; 2011; 2012) refers to these as subjective configurations which originate from the person’s lived experiences that are “relatively stable psychological systems” (p. 54, 2012) however he adds that subjective configurations do not originate externally from human expression but are flexible, changing forms and depend on variables such as the context of the situation, the state of mind of the individual during the lived experience and participation in various social networks where actions are expressed and undertaken. Gonzalez-Rey (2004) argues that subjective configurations interweave with a persons current experience to produce subjective senses that form a “constituent element of the individuals personality”. He goes onto argue “the person is always within a network of symbolic processes and emotions, that characterizes their social existence” (2012, p. 49).

Gender, age and ethnicity are characteristics linked with identity and diversity (Cooper and Hedges, 2014) or categories, which are used in self identifying moments (Goffman, 1982). Goffman adds that these categories “melt in with more person-specific differentiating devices” such as when a person portrays characteristics such as “someone shy, outspoken, dominant, funny, generous, mean, etc.” (cited in Winther-Lindqvist, 2012, p. 180). Goffman’s categories do not highlight the dynamic, generative character of psychological processes, which Gonzalez-Rey (2004, 2010, 2012) argues is a self organising system. The ways of participating described by Goffman are dimensions of subjective senses, which form a complex system that include emotion, motives and action. We agree with Goffman that these categories may be used as identifying measures but additionally in child development they may be an integral part of the whole developmental process a child interweaves across social situations. The child in transition takes from the new social situation but also provides part of who they are such as their subjective sense (symbolic and emotional processes) and subjective configurations (age, gender, ethnicity, experiences in the past country of residence) into new relations within their new environment. This occurs through a system that is in perpetual generative motion as the child’s past subjective sense becomes part of an organising system that generates new current subjective senses in relation to experiences, that become part of the individual’s subjective configuration. It is a dynamic, reciprocal system that is influenced by the past subjective sense and the social but also the current subjective sense and environment (See Figure 1). Gonzalez-Rey argues that “categories like identity....are subjective senses that in one way or another are constituent elements of the main motives of personality” (Gonzalez-Rey, 2004, p. 264). Subjective configurations and subjective senses
International transitions: Generating subjective sense

may be conscious and not conscious to the child and visible and not visible to the researcher. However, the child and family may generate subjective senses and subjective configurations which are uniquely different and yet similar to those individuals and social groups living in the receiving country but it is the way the individuals generate and act on new realities and create these new processes as they move through the transition that is of interest here. Subjective sense and subjective configuration provide a new foundation for conceptualizing a study of identity formation that is in tune with Vygotsky’s conception of perezhivanie and emotions.

Overview of the Research
This qualitative multiple case study draws upon a cultural historical methodology (Hedegaard and Fleer, 2008) in order to investigate how everyday life in institutions (home, school and after school) affect a child’s identity during an international transition into Malaysia. The main focus of the study resides with the whole child and the conditions created to support transitional processes. This includes the processes of change in the child’s identity as she configures and reconfigures her subjective sense and subjective configurations through making meaning of the new realities in a host country. Hedegaard and Fleer’s (2008) dialectical-interactive methodology is utilized to gain insights into the different participant’s perspectives across settings. An integral part of this method is gaining the child’s perspective during interaction with peers and adults. This approach highlights the societal, institutional and individual conditions that form and shape the child’s social situation, which in this study is constantly changing as the child moves across countries, societies and institutions.

Data gathering
Data were gathered through digital video observations, still images and field notes. Interviews with the adults (parents, teachers and principals) were captured through an iPhone voice recording and video camera. Video data collection was across the everyday life of a child in transition, settings included but were not limited to temporary accommodation prior to moving into rented accommodation, new homes, school, sporting events, after school activities such as play dates, birthday parties, meal times, before and after school, bedtimes, shopping at the super market and wet markets, unpacking belongings from the newly arrived shipment container originating from previous assignment and cleaning and packing up belongings ready to be shipped to the next assignment. The total video and interview data collected amounted to 90 hours.

Participants
Five families agreed and were recruited to participate in the study. The participants comprised of five mothers, seven focus children (mean age at the beginning of the study 5.4 years) and thirteen siblings ranging in age from eighteen months to eight years of age. There were eight teachers interviewed in addition to the three principals in line with the theoretical wholeness perspective driving this study (Hedegaard, 2003). Father’s were invited to participate but most were traveling or not available due to work commitments during the data gathering period.
International transitions: Generating subjective sense

The wholeness approach is focused on gaining a comprehensive account of the different everyday life experiences of a young child as she transitions into a new country. The data in this paper are focused on a 5.6 year old expatriate Australian girl who had recently arrived in Malaysia, she is referred to by the pseudonym of Catt.

Family background
Catt's everyday life was captured as she moved across the institutional settings of home, school and social occasions outside the school and home such as play dates and birthday parties. Catt is the youngest of three children. The family had resided in Saudi Arabia for most of Catt's life her father was transferred from Saudi Arabia to Malaysia due to continued employment with a multi-national company. In the process of transitioning into Malaysia, Catt and her family experienced transient accommodation, staying in four places across four months in three countries. The family decided that the children would attend an American International school and as the school term had commenced when they arrived in Malaysia, Catt and her siblings began attending school mid-semester while residing in temporary accommodation. Catt's mother decided to move and 'camp' in their new house as soon as the lease was signed although their shipment of belongings had not yet arrived. The Mother decided that living in a house would offer more stability to the children. Catt experienced a challenging transition across settings, and was physically aggressive towards her siblings and other children at social events and the educator and children in her class at school. The material and social environment was in constant flux and combined with Catt's personal characteristics formed challenging ruptures across settings (Zittoun, Duveen, Gillespie, Ivinson, and Psaltis, 2003; Gonzalez-Rey, 2004) as a form of crisis (Vygotsky, 1998).

Analysis of data
Initially, a common sense analysis was completed, where the focus was on becoming familiar and organizing the data, the second stage included situated analysis where themes were located across settings (Hedegaard and Fleer, 2008). This was complemented by horizontal analysis of individual data sets followed by vertical analysis of all participants' data sets (Miles and Huberman, 1994). Here, common patterns and differences such as explicit emotional and symbolic processes were tagged in the interview and digital video data and verbatim vignettes were created.

This systematic process provided a rich data set with which to return to for the thematic analysis (Hedegaard and Fleer, 2008) where the theoretical framework and literature were called upon and further analysis of the data were reviewed in relation to the research questions. This provided the basis for synthesis of the data where new connections and relationships between the data sets were arranged and organized and then made explicit as highlighted in Figure 1. During this process there was constant movement across the data sets as analysis involved checking, rechecking and cross referencing to ascertain the most relevant and important findings from the data, some of which are reported in this paper.

Figure 1 shows the analysis, where emotions, motives and action are central to past and current subjective sense and subjective configuration. The
International transitions: Generating subjective sense

inward central facing arrow gathers these central concepts, which depict the way each concept is integral to the other and generative through the outward facing arrow that forms a continual spiral of development. It is the analysis of emotions, motives and actions combined with the child’s developing intellect in relation to identity that were sought and investigated throughout the analysis process. It is argued that these concepts are potentially visible components of subjective sense and subjective configurations as in young children they are often explicitly enacted and verbalised.

![Diagram: Emotion, Motive, Action, Subjective Configuration]

Figure 1: The relation between emotions, motives, action and subjective sense and subjective configuration.

Context of the data set presented

The following vignettes are taken from the data set gathered from Catt’s transition into Malaysia. Shown is her first play date in her new home with a new friend after the families’ forty foot container of belongings had arrived from Saudi Arabia and been unpacked. Catt invited Sim for a play date. The children attend the same class at school and usually sit next to each other on the bus to and from school, they also play together at school. Catt’s teacher suggested to Catt’s mother that it would be beneficial for Catt to participate in play dates with members of the class outside school, as she needed support to move beyond the displayed physical aggression towards others in the class. The educator reasoned this would help Catt with her sense of belonging and she would become more familiar with the social context inside and outside the class (Interview with Catt’s teacher IIT; Interview with Catt’s mother, IIM).

Catt and Sim planned the play date ahead of time and agreed what to do and what to wear. This included wearing best dresses. Sim borrowed Catt’s green and black velvet dress and suede boots. The children planned to play ‘mummies’ and take their ‘babies’ (dolls) to the park in prams. On the planned play date, the researcher arrived early and noted the Australian artifacts and belongings around the house. The mother had prepared fairy bread for a snack; white bread and butter with hundreds and thousands sprinkled on top. In Australia this type of bread is usually reserved for special occasions such as birthday parties. The mother commented that the snack “is healthy in an Australian land of way” (CV1, F1). There was also an Australian flag placed across the window, which signified to the mother her Australian heritage and life in Australia but to Catt and her siblings it was a reminder of their house in Saudi
International transitions: Generating subjective sense

Arabia. The children repeatedly requested the flag be placed over the window in the dining room “just like our house in Saudi” (IM).

FINDINGS AND DISCUSSION
The study revealed two central findings. The first finding focuses on identity formation in the context of forming a friendship and highlights the importance of a common subjective configuration and subjective sense, which is evident through dialogic communication. The second finding introduces the significance of the relation between past and current events and emphasizes how potential future events interplay with subjective configuration and subjective sense to support the focus child, as she moves through the transition processes.

Friendships: Individually and collectively identifying as Australian
The first finding relates to friendships in young children and the way they are created by shared motives, emotions and actions which support the child in transition to move beyond a crisis and potentially develop subjective sense and subjective configuration around identity (Gonzalez-Rey, 2004). It is noted that communication is an integral aspect of this process, and was found throughout the data set. This is illustrated in the vignette from Family one (V1, F1) that follows, which occurred at the beginning of the play date as Sim and Catt sat down to afternoon tea three minutes after Sim had arrived at Catt’s house. The following vignette 1 was recorded:

Sim: Do you know I’m Australian? (gaze directed to the flag attached to the window and then to Catt and the Mother)
Mother: mmm uhmmm (eating has mouth full so does not speak instead holds eye contact with Sim and agrees by nodding head up and down in affirmative motion)
Catt: Me too! (Loud voice, eyes large, looking at Mother, Sim and researcher, smiling and nodding)
Mother: points to researcher and nods affirmative
Sim: Really? (Inflection goes up at the end and both children look at the researcher who nods in the affirmative) (V1, F1)

Collectively Catt’s family have produced an Australian context with reference to their Saudi Arabi life in Malaysia where the play date is taking place, this has been created through the use of food (fairy bread, muffins) and the Australian flag placed over the window in combination with other artifacts such as photos and maps depicting the family’s Australian heritage, an integral part of this contextual situation is the dialogue that the participants enter into.

In this social situation we potentially glimpse an overlapping of each person’s past and current subjective sense and subjective configuration through each participants Australian heritage, Australia is referred to repeatedly. During two conversations (the first lasting 7.6 minutes) prior to going to the park (the second lasting 10.5 minutes) after returning from the park, Australia or Australian was mentioned twelve times. The children mentioned Australia three times each and the mother six times. Being Australian is a common identifying subjective configuration between the participants; each participant kept returning to this subject seemingly to keep the conversation moving. During the first conversation the mother uses Australia to illustrate and identify cultural
International transitions: Generating subjective sense

icons and ways of life, what Zittoun, et al, (2003) refer to as symbolic resources. In contrast Sim and Catt use Australia to identify with each other and find they have being Australian in common. This highlights the different sense and meaning (Vygotsky, 1994; 1998) of each person's understanding as the children know they are Australian but have only experienced visiting Australia during holidays, where as the mother has lived in Australia and comments that there is a particular Australian understanding of experiencing different food and accents. This highlights Vygotsky's argument "sense is dynamic, fluid and complex...[it is] unique for each consciousness and for a single consciousness in varied circumstances" (1987, p. 276).

The mother voiced concerns that Catt found the new environment challenging and felt she did not belong (11M), which according to Harris and Williams (2003) feelings of not belonging may create a need for expressing values and a sense of collective identity, in relation to a national identity as this type of identity is seen to have a "master narrative" in regard to a person's belonging (p. 212). Potentially, the Mother is establishing and creating the conditions for the children to develop a sense of nationhood or create and reinforce a type of nation-state solidarity (Young, 2000) as through the constant dialogue, there is repeated reference to building nationhood and arguably the family has collectively created a 'sameness' through their practice traditions, brought from Saudi Arabia and prior to that Australia. However, this dynamic contextual situation and dialogue provides a contrast to the Malaysian communities norms and values and context in which the family and child are residing but not yet part.

This conversation potentially highlights the importance of experiencing a common subjective configuration with another person when a family is moving through the process of a transition, as it is a socially identifying marker supported through cultural practices, belongings and dialogue, which each participant in the conversation is aware of. This enacting of cultural practices creates conditions for Catt, Sim and the Mother to, "shape, construct and negotiate" (Vianna and Stetsenko, 2011, p. 316) their individual and collective identities (and nationhood) adding to this, Gonzalez-Rey (2004) argues that individuals generate their own subjective sense and meaning which is integrated in to a functioning system of sense that continually configures and re-configures from the person's lived experiences.

Taking into consideration the importance of the context and the persons lived experiences the following vignette two from Family one (V2, F1) highlights the generative possibilities of subjective sense and subjective configuration of children when residing outside their country of birth. The following vignette occurred as the children continued to eat their afternoon tea. It has been extracted from the data set of Catt transitioning into Malaysia.

Mum: What did you do at school today? Did you two play together?
Children: (in unison) Yep! (glancing at each other smiling, nodding)
Mother: What did you play?
Sim: (turns back to mother and quietly comments to Catt) Just say oh just some stuff (sing-song, playful, high pitched voice)
International transitions: Generating subjective sense

Catt: Oh just some stuff, we were talking another language, Right? (looking at Sim, nodding and smiling) we always do it.
Mother: What language? (inflection on the end of the word ‘language’ goes up, looks at children with eyebrows knitted).
Sim; We do unumbunumbungu (unintelligible laughs sitting down on chair)
Catt: And we do I do the cha cha lacha like that (giggles looking at Sim who begins to laugh both turn to Mother, laughing).
Mum: Sometimes you say that language at home don’t you? (Serious disposition question directed to Catt) Do you use that at home too Sim?
Sim: (nods head no while sipping on a straw)
Catt: I don’t use it either
Mum: Yes you do, sometimes. (V2, F1)

When the children are talking another language we see a shared intention to communicate in a language other than English and although unintelligible it is here we potentially see a shared motive of making sense of their environment. As Vygotsky argues "ought to be able to find the relationship which exists between the child and its environment, the child’s emotional experience [perezhivanie], in other words how a child becomes aware of, interprets, [and] emotionally relates to a certain event" (Vygotsky, 1994, p. 340). Through the children making their own ‘language’ potentially we see a contradiction occurring. The children are constructing their unique subjective sense from their local Malaysian environment, at the same time building their sense of Australian nation solidarity both of which they interact with as part of their everyday life in a foreign environment. Living in Malaysia, the children constantly hear other languages (Bahasa Malayu, Hindu, Cantonese and Mandarin), on television, at school and during shopping expeditions, both children are monolingual and are potentially interpreting what they hear and understand when other languages are spoken. The children are demonstrating they are consciously aware of language and through their play are trying to make sense of their experience. Vygotsky argues "the meaning of children’s words, is what determines the new relationship which can exist between the environment and the different developmental processes" (1994, p. 346). It is not the meaning of the words in this case but the way the children are showing awareness and are trying to develop their own language. Catt uses this ‘language’ at home when in the mother’s company but Sim does not.

An integral part of the exchange presented in vignette 2 was not only the symbolic processes mentioned above but the emotional processes that are evident for example, initially Sim wanted to keep what happened in their day secret, then the emotion changed quickly to happiness and laughter with a hint of mischievousness as they began to share and discuss their “other language” with Mother. There is a constant flow of emotion, motives and actions, which although separated here for ease of explanation are an integral part of the whole as the children make unique subjective sense related to their immediate environment which becomes part of the generative system of subjective configuration (Gonzalez-Rey, 2004; 2012). This moment demonstrates a social understanding by making another ‘language’ together and then sharing their ‘language’ with the mother. We see the “richness of the girl’s creative expression” (Gonzalez-Rey, 2004 p. 253) through their emotional processes and
International transitions: Generating subjective sense

communication with each other and their explanation to the Mother. We potentially see the generative possibilities of subjective senses being configured and re-configured to incorporate the 'other language' the children have made as part of their personal sense and understanding of the situation. Both children are consciously aware of their new and different language and "are generating new emotions, ideas and constructions" (Gonzalez-Rey, 2004) together. The vignettes (1 and 2) offer the construction of new moments in Catt's learning potentially preceding development, which become part of her personality. As Gonzalez-Rey (2004) argues "motives represent complex configurations of subjective sense, which emotionally characterize the subjects expressions in any concrete relation or activity" (p. 264). It is inferred that Catt initially felt on the periphery of the environment and important dimensions of belonging were the aligning of her subjective sense and subjective configuration with another through confirming and generating Australian nation solidarity in combination with the construction of another 'language'. However, it is through shared experiences and learning how to develop and sustain a new friendship that highlights the contradictory nature of wanting to belong and at the same time being on the periphery when in a new environment. The two vignettes, as examples from the data set, illustrate the complex realities and interrelatedness of the social environment, which combines sociocultural contexts and practices intricately with the individual. This relation includes the individual's and the collective nature of values and beliefs but also the dialectics of the past, present and future of moving countries. But how do five year olds perceive the future when experiencing a life of international transitions?

The relation between past, current, and potential future events

There is minimal literature that highlights young expatriate children's understanding and use of temporality across their everyday lives in transition. This is in contrast to the growing literature base that links temporality, identity and the process of development in children ten years of age and older (Gulbrandsen, 2012; Hviid, 2012, Hviid and Villa 2014; Hviid and Zittoun, 2008; Winther Lindqvist, 2012b). In addition Gonzalez Rey (2008) references the future and provides a theoretical case example of an adult prisoner. There is potential to expand this idea and consider the term future subjective sense when examining the transitions experienced in everyday life for Catt, as is shown in the following vignette.

Vignette three is from Family one (V3, F1) and is illustrative of the findings from the whole data set. It is a continuation of the children's play date where dialogue is exchanged after the children had eaten their afternoon tea, walked to the park, played and returned home. The children once again sat at the table while the mother was fetching drinks and ice lollies. Sim verbalizes the emotions that Catt is currently experiencing with regard to leaving her friends from Saudi Arabia. Sim predicts the same will happen when she departs Malaysia with her family for their imminent assignment in Australia. Sim states, "Catt will miss me".

Catt: They are going to go to Australia forever now
Mother: Are you? Are you moving back? (high pitch voice)
Sim: Next Christmas, I am going to Australia to live
International transitions: Generating subjective sense

Catt: Forever
Sim: Hmm, Never coming back
Mother: Oh is that good? You want to stay here?
Sim: But then Catt will miss me (high pitched mischievous type of voice)
Catt: But I could visit you
Mother: It’s easy [to visit you] in Australia when we’re there
Sim: mmmm Yeah, yeah (nodding affirmative and smiling) (V3 F1)

Catt acknowledged that Sim would be missed and was able to solve the problem by suggesting that she could visit Sim in Australia. As noted by Vianna and Stetsenko’s (2011), the importance of dialogic conversation opens the zone of proximal development, as part of a social dimension. For Catt who was acting “a head taller than” herself (Vygotsky, 1966, p.16), she was able to verbalise and negotiate an action, “We could come and visit you”, with the motive to sustain the friendship. The offer of a suggestion during a potentially highly charged emotional situation, rather than reacting through physical aggression, was evident. Catt verbalized her ability to plan into the future in conjunction with her problem solving skills. Catt predicted into the future that visiting her new friend in Australia was potentially possible. Catt’s mother and Sim agreed it would be easy for the family to visit Sim when she was living in Australia, and this validated Catt’s suggestion. It is inferred that the generative possibilities in Catt’s symbolic and emotional processes are highlighted here as her social interaction has taken on a different form than at the beginning of data collection when the mother stated, “she’s a fighter, she’s a fighter” (11M), as Catt reverted to physical aggression towards others across home and school settings. This is one example of future subjective sense, however more was evident across the full data set.

Drawing on the whole play date conversation Catt and Sim interweave references to the past, present and future (Hviid, 2014; Hviid and Villasden, 2014) and this is shown in Table 1. What is evident are references to the children’s past conversations, past actions together, current conversations and actions and predicted or future actions together. The future is referenced in different time zones, for example what is going to happen almost immediately (going to the park), what is going to happen tomorrow (the person who is going to be helper at school, seeing each other at school) and next week (Mother is going to help with cooking in class), and the distant future (Sim moving to Australia at Christmas time 9 months away). The importance of subjective configuration and subjective sense are highlighted, as transitioning countries is part of the children’s lived experience and their identities. These experiences are realities in their lives, which they have experienced through symbolic and emotional processes, which is combined in conversation with day to day occurrences.
International transitions: Generating subjective sense

<table>
<thead>
<tr>
<th>Reference/recount of their shared past</th>
<th>References to the present</th>
<th>References to the future</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catt/Sim: We were talking another language at school</td>
<td>Catt/Sim: We always do it [talk another language]</td>
<td>Catt: Let's go to the park with our baby</td>
</tr>
<tr>
<td>Catt: She saw us at that wine shop in Sydney at the airport [when the family was first moving to Australia]</td>
<td>Catt/Sim: All the others they are only our friends, not our best friends</td>
<td>Catt: She is going to have the boots and the baby</td>
</tr>
<tr>
<td>Sim: Remember at Elyssa's party you pinched me in the belly twice</td>
<td>Sim: Do you know I'm Australian? Catt: Me too</td>
<td>Catt/Sim: Tomorrow it is Sultan after tomorrow it is me to be special helper [at school]</td>
</tr>
<tr>
<td>Catt: Look at the photo of the baby cousin who died. Remember I told you about him?</td>
<td></td>
<td>Catt: Mum will make fairy bread in cooking [at school]</td>
</tr>
<tr>
<td>Sim: She wore these shoes and I wore these boots</td>
<td></td>
<td>Catt: She is going to go back to Australia forever.</td>
</tr>
</tbody>
</table>

Table 1: Reference to the past, present and future

As the girl's familiarity with each other extends and they confirm their past stories, present actions and potential future we can see the use of dialogic communication, which is reflective (Gonzalez-Rey, 2008; Vianna and Stesenko, 2011) but at the same time predictive and does not follow chronological time (Hvid and Villasden, 2014). During the conversation, the children draw on their unique individual subjective configurations and subjective senses, which are refracted through their individual and collective emotions, motives, actions and identity (See Figure 2). The future and the way it is referenced becomes an integral part of their dialogic conversation. However, although subjective sense and subjective configurations are unique to each individual potentially these align within the children's social situation through their common past and present experiences and the new realities that will potentially occur in the future are discussed.

![Figure 2. Adding future subjective sense](image-url)
International transitions: Generating subjective sense

Figure 2 expands the work of Gonzlez Rey (2008), by adding the concept of a future subjective sense, as generated through dialogic conversation with participants in the context of known emotionally charged situations. Future subjective sense is part of dialogic conversation, it is reflective and predictive and holds potential for problem solving strategies as refracted through emotion, motives and actions. Most importantly it is a constituent element of identity formation. (Gonzlez Rey, 2004)

Conclusion

This paper presents a snapshot of a young expatriate child’s experiences over the course of a first play date while forming a friendship in a new social and material environment. The friendship is formed as the focus participant moves through the changes and processes involved with an international transition into Malaysia. As was discussed previously, the majority of the literature on identity focuses on youth (Gratzer and de Abreu, 2010), teenagers (Vianna and Stetsenko, 2011) or adults in the work place (Roth, 2007 and Vagan, 2011). Therefore, this study of a young expatriate child’s identity formation makes an important empirical contribution to cultural historical literature on identity.

As already noted, a cultural-historical conception of identity has featured in the contemporary literature but not in Vygotsky’s original work. Learning, emotions and motives have been combined with identity research (Hedegaard, 2004, 2011; Roth, 2007; Winther-Lindqvist, 2012b) representing a cluster of concepts to explain identity from a cultural-historical perspective. In this study, an extension of these concepts has been achieved through the use of perezhivanie as the unit of analysis combined with Gonzalez-Rey’s (2004; 2008; 2010; 2011; 2012) subjective sense and subjective configuration. Together, these concepts provided a new dimension in relation to empirical research of a young expatriate child’s developing personality where it is argued that identity is a constituent component (Gonzalez-Rey, 2004).

The understandings that have eventuated from using these interrelated concepts highlight Vygotsky’s important contribution to the literature, the importance of the social and material environment in child development. In the context of international transitions, it is finding and connecting with another person and using the material environment to build this relationship through familiar food, toys and a common language, although separated here for ease of explanation it is important to see the interwoven dimensions as a whole. Gonzalez-Rey (2004, 2011, 2012) argues that each person has a unique subjective sense and subjective configuration however, here it was found that a potential alignment of individual’s subjective sense and subjective configuration with another person’s possibly supports feelings of belonging and enables the building of a friendship in a new setting. The parent, teacher and children worked together to create social conditions that supported the child in transition to form a sense of belonging. These social conditions allowed identifying moments to occur between the children but also between the children and their home country as the mother followed the teacher’s advice to organise play dates. The family collectively established an Australian context in their home along with dialogic conversation during the play date continued to build on a sense of nationhood (Harris and Williams, 2003) and nation state solidarity (Young, 2000) which supported the child’s identity formation.
International transitions: Generating subjective sense

Analysis highlighted the importance of temporality (Gulbrandsen, 2012; Hvid, 2012, Hvid and Villa 2014; Winther Lindqvist, 2012b) across a young child’s experiences while in transition and during the process of developing a friendship. The significant way temporal aspects of language were utilized in dialogic conversation to initiate, maintain and sustain a friendship from the past into the future and potentially across countries were highlighted. Importantly this finding illustrates and emphasizes how the past, present and potential future events interplay together in a dialectic relation with identity (Vygotsky, 1998) specifically in the development of a young expatriate child moving through the process of an international transition. It is argued that the generative aspects of subjective configuration and subjective sense support the focus child, as she moves through the transition process and begins to make meaning and understands the new context that she has been situated in. There is reference in the literature regarding the future orientation of expatriate teenagers (Lam and Selma, 2004; Nurmi, 1991) but nothing located regarding young children and the importance of their predictive abilities with future subjective sense and future subjective configuration while in transition. Using perezhivanie as the base, when combined with subjective sense and subjective configuration (Gonzalez-Rey, 2004,2012) for analysis has deepened both Vygotsky’s original concept of perezhivanie and Gonzalez-Rey’s subjective sense and subjective configuration and provided a further theorization of children moving through the process of an international transition.

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Gonzalez-Rey, F. L. G. (2004). Subjectivity in communication; Development of personality.
International transitions: Generating subjective sense

In A. U. Branco & J. Valsiner (Eds.), *Communication, metacommunication human development* (pp. 249-270). United States of America: Information Age Publishing Inc.


International transitions: Generating subjective sense


International transitions: Generating subjective sense

*Children's perspectives* (pp. 179-197). Charlotte, NC: Information Age Publishing Inc.


9.4 Significance of Publication 4

9.4.1 Empirical significance. The fourth article submitted for publication explores a young expatriate child’s identity and friendships as the child enters a new sociocultural environment, as well as the importance of temporality in a young expatriate child’s everyday life. There is a growing body of literature discussing identity, temporality, learning and development in teenagers and adults (Crafter & Maunder, 2012; Hviid, 2008a, 2012); however, few articles discuss the identity of young children undergoing an international transition, and the importance of building and sustaining friendships. This publication analyses the first play date of an expatriate child and the developing new friendship that supports the child with various transition processes related to identity, use of temporality, and ZPD in the child’s social situation of development.

9.4.2 Theoretical significance. Publication 4 continues to address the theorisation of young expatriate children as they experience multiple transitions across countries and institutions. The significance of transitions is explored theoretically through perezhivanie and González Rey’s (2004) subjective sense and subjective configuration. An added dimension is the theorisation of friendship and the importance of temporality for the children involved in this research. Vygotsky (1994) and González Rey’s (2004) theories are extended through empirical findings and further theorisation.

9.4.3 Methodological significance. This article moves beyond perezhivanie as the unit of analysis because subjective sense and subjective configuration are used as analytical tools. This supports the focus of analysis to reside with emotion and learning in two children’s social situation of development. Methodologically, using perezhivanie combined with subjective sense and subjective configuration as the unit of analysis presents a new way to analyse the child’s experience in the context of the home setting.
This provides a framework to analyse interaction in relation to the identities of two young children experiencing their first play date together.

**9.4.4 Pedagogical significance.** This publication positions an expatriate child’s developing identity and establishing social interaction in a new setting as supporting the transitioning child’s learning and problem-solving capabilities outside the classroom. The play date was organised because the teacher suggested that social interaction outside the classroom was important for the focus participant as she underwent the processes to become established as a member of the class, highlighting the need for communication and social interaction across settings. In addition, the child and her new friend had planned the play date and were insistent with their mothers that they play together after school. This positions pedagogical strategies between teachers, parents the focus participant’s and their peers as important for learning and developmental possibilities, which is an under-researched area.

**9.5 General Comments**

An initial version of this publication was presented at the 2014 ISCAR congress in Sydney, Australia, as part of a symposium on *perezhivanie*. In addition, some of the contents were presented in a poster as part of an informal showcase of the research undertaken by Monash University’s cultural–historical research group. The presentation and poster were received positively, and some of the comments discussed at both presentations were included in the final draft, such as building nationhood in relation to identity. The presentation was developed further and presented at the joint Monash/ISCAR *perezhivanie* symposium in February 2015. This presentation resulted in a lively discussion of further areas of research.

This publication was the most challenging to write due to the limited English translations of González Rey’s (2004, 2008, 2011, 2012) work. The concept’s
subjective sense and subjective configuration are challenging to interact with because they are heavily theoretical and there have been minimal empirical studies written in English that use these concepts. However, understanding was improved immensely because Professor González Rey was part of the international scholars programme, and visited Monash University to work with the cultural–historical community, where lively lectures, discussion and laughter were part of the agenda.

9.6 Conclusion

This chapter has introduced the context of the journal chosen for Publication 4. The publication was presented, followed by a discussion of the significance of writing the publication. This was followed by general comments about the publication. The following chapter (Chapter 10) discusses the overall links between the four publications.
Chapter 10: Overall Links between the Publications

This chapter discusses the overall links between the four publications, following the same format of discussing the empirical, methodological, theoretical and pedagogical links.

10.1 Empirical Links

There are a number of overall empirical links throughout the publications, as indicated in the previous linking chapters (Chapters 6 and 8). The empirical links provide a way for the publications to meet the aims of this research, fill a gap that has been highlighted in the existing literature (Chapter 2) and answer the research questions. Initially, this study and each publication began with citing the empirical work of Useem and Downie (1976). Following this, the existing research on TCKs highlighted the need for the focus to move from adults and teenagers to research the process of development (Vygotsky, 1987a) in young children in order to understand how emotional processes unfold in this transient population. Useem and Downie (1976) and the ensuing sociological research provided a strong foundation from which to develop this study because these studies initially identified TCKs (including expatriate children). In addition, this research is provided as a link between each of the publications because it offers important contextual information, which is significant when using a cultural–historical theoretical perspective (see Chapter 3).

An important empirical connection between the publications is the multiple moves across countries experienced by each young expatriate child in their early childhood years, prior to living in Malaysia. For the focus participants in the data, these multiple moves resulted in entering early childhood institutions and schools, sometimes midway through the semester and during assessment periods. This resulted in similar, yet varied, experiences for each child. Researching these particular family types resulted
in closing the gaps in the literature and adding to the epistemology of this under-researched area. In particular, these publications examined:

- the individual and collective emotions experienced when routines are absent in families (Publication 1)
- the inclusion and exclusion of young expatriate children entering schools midway through the semester (Publication 2)
- the affective relationship that children have with belongings that move in and out of their lives (Publication 3)
- identity and temporality in relation to a developing friendship (Publication 4).


In addition to the overall foundational links that rest with TCKs, the experiences of three main focus children are presented in the publications. The three focus participants perspectives were captured undergoing different processes across countries and the home and school settings in their early childhood years. One main focus child (Catt) in three of the publications (Publications 1, 3 and 4) provides continuity between each publication. In addition, data from Zeb are presented because he is the main focus child in Publication 2. In addition, Zeb’s data are referenced in Publication 1. Although Catt is not the focus of Publication 2, her data are included in Tables 1 and 2 of this publication, thereby supporting this continuity. Ollie features in Publication 3 and his data are included in Publication 2, which also provides links and continuity.

The focus participants were all undergoing processes to settle in a new country; however, each focus participant’s experience was unique. Further, each publication
highlights the unity of affect and intellect, including learning and development across the home and school setting; however, this was also a unique process for each child. This supports the existing literature examining the importance of reciprocity and communication between the parent, teacher and child (Ashton, Woodrow, Johnston, Wangmann, Singh & James, 2007; Billman et al., 2005; Dockett & Perry, 2007; Hand & Wise, 2006; Hedegaard et al., 2013). Finally, the empirical links between the four publications are highlighted through the various contradictions between the international transition and local movements of everyday life.

10.2 Theoretical Links

The main theoretical links between the four publications (Chapters 4, 5, 7 and 9) have their origin with Vygotsky’s (1987a, 1994, 1997, 1998) cultural–historical system of concepts and Hedegaard et al.’s (2008) dialectical–interactive approach. The focus is on perezhivanie, which provides the unity of affect, intellect, learning and development in the child’s social and material environment. This theoretical paradigm promotes moving away from the fragmentation of psychological research and mind–body dualism, and instead employing the wholeness approach (Hedegaard, 2008) and children’s experience in shaping and being shaped by their environment (Vygotsky, 1994).

Lave and Wenger (1991) feature in each publication, except Publication 3, highlighting the social aspect of different forms of apprenticeships. Although aimed at youth and adults, their work once again offers a solid foundation with the term ‘peripheral participation’, which in this research is closely linked with exclusion. Lave and Wenger (1991) provide some theoretical continuity in addition to Vygotsky (1987a, 1994, 1997, 1998) throughout the publications.

Although there is still much work to be completed, this research offers a new way to understand the theoretical concept of transitions as an affective relationship
between the micro-movements of everyday life and international transition, which includes the learning and developmental processes across the institutions of the home and school.

10.3 Methodological Links

The methodological links between publications are shown in detail throughout Chapter 3 (methodology and method); thus, they are only discussed briefly here. The first methodological links rest with the theoretical origin of the study—that is, with Vygotsky’s (1987a, 1994, 1997a, 1998) system of concepts. In addition as Vygotsky (1997a) argues, the aim to find a new and different research methodology and method that suits the research problem. This was successfully achieved through gathering varied forms of data and using digital video technology and still images. The main research questions were developed based on empirical gaps and using the theoretical gaze of Vygotsky’s theory. The two main and six subsidiary questions were researched by developing a case study approach, which highlighted the history of participants (Chapter 7 and Appendix A) and the rationale for including the particular participants in this study. In addition, the research questions provide continuity and a link between each publication.

This continuity is further developed by the collection and analysis of data as proposed by Hedegaard et al.’s (2008) dialectic–interactive approach, in addition to Hedegaard’s (2012) relational model of children’s development. The relational model was helpful because it supported a systematic approach of locating the expatriates in Malaysia, the way the international schools are positioned in this society, and then the way individuals are positioned within these schools and experience at home. As a method, dialectics was an important aspect that enabled further exploration and linking between the four publications. *Perezhivanie* was used as the unit of analysis in each
publication, and subsequently was developed and explained further, thereby adding new and different dimensions. The methodological links are visible throughout each publication and are expanded in order to present a new way of researching and analysing children undergoing transition processes across the home and school.

10.4 Pedagogical Links

There are pedagogical links throughout the four publications that add to the epistemology of early childhood education. The most important link throughout the publications is the pedagogical implications resulting from children who experience multiple transitions and potentially enter schools midway through the semester during their early childhood years. These include the importance of acknowledging that learning and development occurs across the institutions of the home and school. In this research, the main focus child needed to be supported by adults and peers in both of these institutions. This resulted in the need for regular communication between the parent, teacher and child.

The pedagogical links highlight the need to understand the reciprocity that occurs between the home and school, which is a starting point for supporting the emotional and social learning and developmental processes that an expatriate child may experience. In addition, one area highlighted the need for new expatriate children to have at least one friend in the classroom. There seemed to be a high correlation between friendship and feelings of belonging in this study. Further, learning and development are understood from a Vygotskian perspective, which is a move away from traditional means of viewing child development through ages and stages. This adds a further pedagogical link throughout the four papers.
10.5 Conclusion

This chapter has discussed the main links between the four publications that form the basis of this thesis. The next chapter (Chapter 11) forms Section III of this thesis and presents a synopsis of this study, a general presentation of the main findings, recommendations based on the findings, and suggestions for future areas of research. In addition, this chapter presents a concluding statement that provides answers from the entire thesis.
SECTION III

Chapter 11: Synopsis, Contributions, Recommendations, Future Areas of Study and Conclusion

11.1 Introduction

This chapter integrates all the strands of the current study. Initially, it presents a synopsis of the thesis, followed by a statement of the research questions and the findings of each publication. As stated in the introductory chapter, the main research questions are directed towards the findings chapters (Chapters 4, 5, 7 and 9) and linked to the aims of the study (Chapter 1) and the subsidiary questions. The focus is now on bringing these questions together and providing answers regarding the processes that children undergo as they learn and develop in new settings with the support of adults and peers. The aim of this chapter is to draw the entire thesis together and provide answers to the research questions. This begins with discussion of the research questions and findings presented in the publications, followed by the epistemological contributions of the study. To provide consistency, this section highlights the theoretical, methodological and pedagogical contributions of this study. Further, this chapter presents recommendations and directions for future research, which contribute to uniting the thesis as a whole. The final section presented is the conclusion.

11.2 Synopsis of Thesis

This study investigates the holistic conditions created to support a child’s learning and development across new contexts (home, school and after-school activities) as young expatriate children undergo the learning and developmental processes connected with an international move to Malaysia. A main focus was the child’s unity
of affect and intellect, which has integral links to learning and development that are made visible during an international move.

The study has been framed by a combination of Vygotsky’s (1987a, 1987b, 1994, 1998) system of concepts and Hedegaard’s (2012) relational model of children’s learning and development. An integral component is Hedegaard et al.’s (2008) dialectic–interactive approach. The study has discussed a variety of variables that affect an expatriate child’s life. These include, but are not limited to:

- the child’s life history
- the multiple transitions across countries experienced during the child’s early years
- the child living in different accommodation across countries in a short period
- the child potentially experiencing multiple entrances into new classrooms in international schools midway through a semester
- the child instigating learning and developmental processes
- the child shaping and being shaped by the new environment
- belongings and relationships moving in and out of the child’s life
- the child initiating and sustaining friendships across settings and countries.

In addition, Hedegaard’s (2012) model of children’s learning and development supports relational interaction between the society, institution of the school, family and individual child. All these components form part of the child’s environment, which is constantly changing, and shapes and is shaped by the child. This environment is seen as ‘a source of development’ (Vygotsky, 1994, p. 341) for the child.

Due to the use of cultural–historical theory as the basis of this research, a qualitative case study approach was used, with data gathered through digital video footage across the settings of the everyday life of the child; open-ended interviews with
parents, teachers and principals (although principals’ data were not included); still images and field notes. Combining the data collection techniques provided the most appropriate methodology to obtain an in-depth understanding of the holistic conditions created when exploring the learning and development of young children across new contexts (home, school and after-school activities) while a young expatriate child experiences processes connected with an international move to Malaysia.

This was a qualitative study with a small number of participants. A small section of three participants’ data was used in combination with supplementary data provided by all participants. This study has not made generalisations based on the participants’ data; however, generalisations have been made through theory (Wiersma & Jurs, 2009; Yin, 2009).

11.3 Answering the Research Questions

The answers to this study’s research questions are provided throughout this chapter, beginning with the findings presented in the publications. To provide uniformity in presentation, the research questions and subsidiary questions are presented in order of the publications, and the findings are presented directly under the corresponding subsidiary questions.

11.3.1 Main research questions. This study’s main research questions were as follows:

- How does everyday life in institutions (home, school) affect a child’s learning and development during an international transition into Malaysia?
- How does the child emotionally experience this transition?
11.3.2 Subsidiary research questions.

11.3.2.1 Publication 1—Chapter 4. The subsidiary research question explored in Publication 1 was as follows:

- How do adults create the conditions for a child to undergo the process of development?

11.3.2.2 Publication 1 findings. The findings from Publication 1 were positioned from the child’s perspective, and showed heightened emotions gradually reducing over time with the support of the mother and teacher (Vygotsky, 1987a). Further, the findings revealed that the absence of everyday routines added to the range of heightened emotions felt by the individual child and collectively in the family. Attending school was found to be one of the first stable routines undertaken by the child focus participants. This publication argues that a cultural–historical reading of this situation offers a different perspective, and begins theorisation of children’s emotional learning and development when experiencing an international move.

11.3.2.3 Publication 2—Chapter 5. The subsidiary research questions explored in Publication 2 were as follows:

- How does everyday life at school affect a child entering a new school during an international transition into Malaysia?
- How do established children relate to new children entering the class mid-semester?
- How does inclusion and exclusion affect a child’s learning and development?

11.3.2.4 Publication 2 findings. The findings from this publication report that children use complex interaction styles to negotiate forms of social inclusion and exclusion during entrance to an established class midway through the semester. Social inclusion and exclusion become part of the values and norms of the classroom due to
the demands of the curriculum and the way assessments are organised. This subsequently affects the motives and demands of children and educators, and their social interaction. An important part of the inclusion/exclusion in these findings is the way two children have different understandings of the social situation and the way learning, development and becoming consciously aware form an integral part of a child’s identity formation.

**11.3.2.5 Publication 3—Chapter 7.** The subsidiary research questions explored in Publication 3 were as follows:

- How do children from the same family individually and collectively experience reconnecting with their belongings?
- How do children emotionally experience reconnecting with their belongings during the transition process?

**11.3.2.6 Publication 3 findings.** The main findings of this publication relate to the affective experiences, sense making and understanding of two children as they reunite with their belongings after a period of absence. The findings report the experience of the focus children when reuniting with their belongings, which varies for each child, with some differences possibly due to previous experiences of processes connected to transitions and as Vygotsky (1994) argues each child experiences the context of social situation of development differently. This results in varying activities and holding different possibilities for learning and development. One child focuses on her mother, and throws away her belongings, refusing to interact with them. The other child welcomes his belongings with physicality (a hug) and verbal communication, and plans who to invite for a future play date.

**11.3.2.7 Publication 4—Chapter 9.** The subsidiary research question explored in Publication 4 was as follows:
How does everyday life in institutions (home, school and after school) affect a child’s identity during an international transition into Malaysia?

11.3.2.8 Publication 4 findings. Publication 4 revealed two central findings. The first finding focuses on identity formation in the context of forming a friendship, and highlights the importance of a common subjective configuration and subjective sense, which is evident through dialogic communication. The second finding introduces the significance of the relationship between past and current events (in airports, at school and during activities) and emphasises how potential future events interplay with subjective configuration and subjective sense to support the focus child’s processes of learning and development, in a new social situation.

Bringing together the aims of the research, research questions and findings, the epistemological contributions of this thesis are presented below. To maintain consistency with Section II (Chapters 4 to 10), further findings and new areas that contribute to the extant knowledge are discussed under the following topics: theoretical contributions, methodological contributions and pedagogical contributions. This leads to the recommendations and further areas of study, followed by the concluding remarks.

11.4 Epistemological Contributions of this Study

11.4.1 Theoretical contributions. The contemporary issues examined in this study are unintended consequences of globalisation, which has caused families with young children to undergo multiple moves across countries during the child’s early years. Through applying Vygotsky’s (1987a, 1994, 1997, 1998) system of concepts related to learning and development in families with young children, this study developed a cultural–historical theorisation of transition processes. Various Vygotskian scholars argue that it is important to use Vygotsky’s concepts for systematic theoretical development (Chaiklin, 2003; Smagorinsky, 2009). In this research, through exploring
the theoretical concept of perezhivanie—including the interrelated dialectical concepts of the social situation of development, affect and intellect; the child and his or her environment; periodisation; and stable and crisis periods, all in relation to empirical data—a systematic, dialectical and theoretical approach has been achieved and developed.

Understanding and using conceptualisation and theorisation were integral to the development of this study, and provided significant developments in two areas: first, through the processes involved in developing the study, and, second, through the personal learning and development of the researcher. Fully understanding, conceptualising and theorising has resulted in different models being produced to move from a broad understanding of the concepts and theory used with large amounts of data to obtaining the essence of conceptualisation and theorisation through models (see Figure 3.1, Chapter 3 and Figure 9.1 and 9.2, Chapter 9). Understanding these concepts also meant that the researcher needed to develop the ability to obtain the essence of the findings and present them in an understandable and readable form that contributes to epistemology in the field of education—practically, theoretically, methodologically and pedagogically. Proof of this was obtained by the publications being reviewed (Publications 2 and 4) and accepted (Publications 1 and 3), as well as the final submission of this thesis.

The theoretical context of this research originates with Vygotsky’s (1987a, 1994, 1997, 1998) system of concepts. This includes Vygotskian scholars who draw on these concepts to develop their own theories related to learning and development (Bang, 2008, 2009; Fleer, 2011, 2014a, 2014b; Hedegaard, 2005; 2012; Hedegaard et al., 2008, 2012; Hedges, 2012; Hviid, 2008a). These authors research children in Western contexts and provide contemporary understandings of children’s learning and development. The
current research uses, supports and extends these authors’ works through synthesis, developing new concepts and illustrating these concepts through new theories related to empirical work set in a different context—that of families with young children moving into Malaysia.

The main theoretical concepts used in this research were *perezhivanie*, the social situation of development, and subjective sense and subjective configuration. Through amalgamating these theoretical concepts with empirical data, literature and the research questions, synthesis occurred that resulted in a new and different theorisation of identity in a young child who experiences multiple transitions in the early years. This theorisation included the integral relationship between emotions, learning and development, developing friendships, and temporality in relation to a child’s identity. This different perspective offered theorisation of the way children conceptualise time (past, present and future) and the significance of identifying moments over time. This resulted in proposing the new term of ‘future subjective sense’.

Finally, and most importantly, a major contribution of this study is theorisation of the processes experienced by families with young children who move countries. In some research, the physical transition is separated from the psychological transitions; however, this type of binary adds to Cartesian thought of separating the mind and body. Therefore, the current study indicates that transitions and subsequent processes connect human thought and action to social and cultural processes (Crafter & Maunder, 2012; Zittoun, 2006). In addition, using a solely cultural–historical theory, rather than combining different theoretical perspectives (see Hviid & Zittoun, 2008), provides a strong theoretical base from which to propose new knowledge regarding understanding the processes connected to transitions.
11.4.2 Methodological contributions. Combing Vygotsky’s (1987a, 1994, 1997, 1998) historical system of concepts and a contemporary understanding of Hedegaard et al., (2008) dialectical–interactive methodology, while using the data collection methods proposed (Bang, 2008; Fleer, 2008; Hviid, 2008a), provided a way to research the whole child and make visible the transition processes. This provided a powerful research methodology by enabling exploration of the perspectives and relationships between the societal, institutional and individual conditions that created learning and development during some transitional processes.

The combination of research methodology and methods—including video, interview, field notes and still images—provided a relatively unobtrusive and contemporary way to capture the research context of families and young children moving across settings. Integral to this research was the use of a small digital video camera, which (unless the participant showed discomfort or asked for the recording to cease) was used continuously to capture each moment of emotion connected to learning and development in everyday life. Another contribution is the way the researcher was positioned—as more than a fly on the wall, and able to gain the confidence of the focus participants. Combined, this provided rich and varied data across settings, which is different to historical retrospective data-gathering techniques, such as interviews after the event, large surveys and field notes, which provide a very different perspective to this research.

In addition, a significant methodological contribution is the development of perezhivanie as the unit of analysis. Different studies contribute to the development of perezhivanie as emotional experience (Quiñones, 2013), lived experience (Lindqvist, 1995) and framing and analysing the development of children’s play (Hakkarainen, 2010). Some scholars use perezhivanie theoretically as a prism or as the unity of
emotion and cognition (Veresov, 2014), or develop it further to include subjective sense and subjective configuration (González Rey, 2004) or as an everyday and scientific concept (Fleer, 2010). However, few studies develop *perezhivanie* theoretically as the unit of analysis with empirical research (see Adams, 2014; Adams & Fleer, 2015; Johannsdottir & Roth, 2014). This has been developed further in this study in combination with:

1. *Perezhivanie* in conjunction with the child’s perspective as combined analytical units to obtain the institutional perspective from the parents and teachers, as well as the societal perspective (Publications 1 and 2) related to the child’s emotion and cognition.

2. *Perezhivanie* and the child’s social situation of development as a unit of analysis. Here, the understanding rests with *perezhivanie* and the child’s social situation of development as implicit, and provides a societal perspective on child learning and development through the demands of the curriculum and assessments required for three year olds. The analysis also provides a snapshot of social inclusion and exclusion related to the institutional perspective on the individual children and transitional moments of each child.

3. *Perezhivanie* as the unit of analysis and metaphor of the prism (Fleer, 2014a), where the dialectic relation between the child’s social and material environment are examined specifically via the child’s social situation of development.

4. *Perezhivanie* as the unit of analysis as the origin of subjective sense and subjective configuration (González Rey, 2004). This supports the child’s
social situation of development in relation to identity, temporality and friendship.

Finally, another important contribution is the use of the dialectic–interactive method (Hedegaard, et al., 2008), which has a three-level approach—that of common-sense, situated and thematic analysis. This has been extended by adding horizontal and vertical analysis (Miles and Huberman, 1994) to Hedegaard et al.’s (2008) situated interpretation. In addition, this study used a fourth level of analysis, termed ‘synthesis’ (Yin, 2003, 2014). In her study of the bilingual heritage language development of young children, Li (2012) used Hedegaard et al.’s (2008) dialectic–interactive approach, and added synthesis to address the research purpose. In Li’s research, synthesis culminated in bringing together the multiple datasets of three families and the research questions (Gay, Mills & Airasian, 2009; Yin, 2003, 2014). This resulted in theorising language development to consider family pedagogy in a child’s everyday context.

In the analysis for the current study, synthesis was used to bring together gaps in the literature, theory, research questions and empirical data to provide a new and different way of presenting the findings and theorisation. This resulted in using subjective sense and subjective configuration for analysis in relation to developing identity with empirical research, and developing the new term of ‘future subjective sense’ (Publication 4, Chapter 9). A beginning theorisation of friendship was also developed by linking two young children’s identifying moments, subjective sense and subjective configuration, which overlap to form the beginning of a friendship. It also considered the way friendship supported a child in her ZPD to be able to problem solve without experiencing challenging emotions. Theorising these concepts resulted in two models being developed—the first highlighting the relationship between subjective configuration and subjective sense (see Publication 4, Chapter 4), and the second
depicting the relationship between the two concepts and future subjective sense (see Publication 4, Chapter 9).

11.4.3 Pedagogical contribution. Using the fourth level of analysis, synthesis informs the presentation of the pedagogical contributions to this study. Analysing and synthesising the data, gaps in the literature, theory and research questions provides a way to research the effect of globalisation on individuals across societies and institutions—specifically, the growing issue of families with young children who transition into school midway through the semester. This thesis provides a snapshot of a holistic view of families with young children undergoing learning and developmental processes after a transition. It contributes the following findings:

1. Mid-term transitions are different to transitions at the beginning of the year, and provide a variety of pedagogical challenges for the educator, new child entering the class and established children in the class, such as:
   a. how educators can create conditions that support the entrance of a new child during an assessment period
   b. how to support the established children in the classroom during the entrance of a new child
   c. how to create conditions in which the new child is not socially excluded during activities
   d. the need to review how children are integrated into the classroom mid-semester
   e. the importance of social interaction and being included in a group with one special friend
   f. the ways that the absence of routines creates heightened emotional responses, both individually and collectively.
2. There is pedagogical importance for the educator, parent and child to work together in regard to the whole child, including recognising the unity of affect, intellect and social interaction, and understanding the way children shape and are shaped by their environment, which is exemplified in this research, making a significant contribution to the existing literature.

3. The results support Corsaro and Molinari’s (2000) work on transitions into school, and the importance of priming events. This study adds that this strategy may be helpful to both teachers and parents to create conditions that support the child during the process of transitioning across countries, institutions and friendship groups.

4. This study finds that children’s positive pedagogical experiences and transitions to school as they move across institutions at a young age may contribute to their future school success (Dockett & Perry, 2007). Thus, creating conditions that support children to engage with transitional processes and recognise that a range of emotions occur may support a positive transition and future transitions.

5. A final pedagogical contribution resides with the need for educators and parents to recognise that children who have experienced mid-term transitions enter the new institution with a variety of different experiences. This may result in the child having more understanding in one area and more challenges in other areas of the curriculum or socially. However, as Vygotsky (1997, p. 44) argues, it is unnecessary to research ‘the fossil or the beginning and end of development’, but those aspects that are inside ‘the process of development’. This could be attributed to assessment—educators
should recognise and assess not what children know now, but the learning processes they used.

Arising from these epistemological contributions are recommendations related to the main research question and subsidiary questions. These are discussed in the following sections, which correspond to the research questions.

11.5 Recommendations

11.5.1 Holistic conditions created to support learning and development.

Using Vygotsky’s (1987a, 1994, 1997, 1998) system of concepts to research the holistic conditions created to support a child’s learning and development during an international move provided insight to the everyday life of a child undergoing processes connected to transitions in the institutions of the home and school. It is recommended that schools and homes are connected and current research is disseminated through international school websites. The type of information provided in this thesis could then be shared between international schools and the home through accessing up to date knowledge and findings as a way to support families with young children who experience multiple international moves during their child’s early years.

11.5.2 Emotional experience of young children. As explained throughout this thesis, much of the literature on TCKs that highlights and discusses the emotional issues experienced by teenagers and adults is based on large-scale questionnaires and retrospective studies (Fail et al., 2004; Hedegaard, 2005; Moore & Barker, 2012). Separate studies examine the educational achievement of teenage TCKs in the military (Strobino & Salvaterra, 2000). In addition, some studies recommend the importance of quality early childhood education (Australian Productivity Commission, 2014), which potentially provides long-term economic advantages for governments of all countries due to the participants’ potential emotional stability and well-educated workforce.
However, what is overlooked in these studies is the wholeness approach to children’s learning and development, which advocates the unity of emotion, intellect and social engagement in quality early childhood education. Therefore, a strong case is presented with a Vygotskian theoretical base to recommend that more money be diverted to quality early childhood education for the whole child to build partnerships across the home and school, and ensure that children who potentially experience multiple transitions in their early years are able to access high-quality educational institutions.

11.5.3 Adults create the conditions. This study examines the conditions created by adults that support the learning and development of the whole child. Taking into consideration Hedegaard’s (2012) model of children’s learning and development from a societal or macro perspective (Hedegaard & Chaiklin, 2005), the relational model includes the adults operating the multinational companies, who are driven by profit and the need to have the best employees move across countries with little notice. At the next level, across the institution of the home and school, is the parents employed by the multinational company, who are adventurous and enjoy experiencing new and different countries and cultures. This also includes those who provide the child’s main care (in this study, this was the mother) and the educators in the international schools who welcome children into their classes. Finally, it encompasses the individual child, who shapes and is shaped by his or her environment. As the parents, teachers and children are the focus participants in this research, who create conditions for the whole child’s learning and development, only recommendations for these groups are included here.

11.5.3.1 Educators. The educators working at the international schools in this study were seen as more than teachers. They supported the families with young children to integrate into the international school, community and classroom (Publication 1 and
There were many variations to the educator’s role away from teaching, which occasionally included offering advice and family support if incoming parents made enquiries when experiencing challenging processes with their child (see Publications 1, 2 and 4).

Therefore, this study recommends that international schools provide funding for educators to acquire more training to support families with young children who experience challenging transitions. The young focus participants and family should be supported to understand the processes associated with an international move, and be provided with strategies that support the processes experienced. With support, families and young children may move successfully beyond their heightened emotions in a positive manner, which may provide understanding and strategies to cope with transitions and subsequent processes in the future. This may result in less teenagers and adults harbouring a sense of loss and grief throughout their adult lives.

In addition, this study found that the demands of the curriculum imposed on teachers (including the need to complete assessments, which coincided with young children entering the classroom midway through the semester, Publication 1 and 2) meant the educator’s focus was elsewhere. In Publication 1, the educator was not available to support the child and, in Publication 2, although the educator included the child in a group assessment, her focus was diverted and she did not see or chose not to acknowledge the exclusion occurring in activities. This supports research by Tay-Lim and Gan (2012) and Kim (2014), who found that teachers were not always aware that social exclusion occurred when they were in close proximity to the children. It is challenging to meet the individual needs of each child in a classroom; however, educators need to be aware of the implicit and explicit social exchanges between
children, and be ready with strategies that support both newcomers and established children in the class.

Therefore, having greater classroom awareness is an area that needs consideration when teaching children in transition. Therefore, professional development needs to be considered, and this study recommends that early childhood educators lead the field. This study envisages that this could be developed in international schools through current country systems similar to those required by Tasmania and Victoria in Australia (teacher registration). Continual registration is based on teachers completing a required number of personal development and teacher training hours per year. In Victoria, teachers are encouraged to extend their scholarship by completing a masters or doctoral degree and attend regular professional development courses, which would ensure that high-quality education is provided for those children experiencing multiple mid-semester moves across countries. In addition, this area could be included in pre-service teaching courses as those studying to be an educator will need to contend with the growing population of families with young children moving countries. Therefore, this study recommends that universities include courses for pre-service teachers at an undergraduate and graduate level to teach about young children and families who lead transient lives. This does not need to be restricted to expatriate children because this area encompasses a much larger field, including refugees, immigrants, young children who move with their parents to learn English and many others.

11.5.3.2 Parents. Parents create conditions for learning and development in different ways. Initially, the parents in this study found it challenging to support their children during the first few weeks (Publication 1). This finding supports other research in this area in which children are seen as ‘baggage’ (Orellana et al., 2001) during international moves. However, as time passed, the parents became consciously aware or
were made aware of how their children were experiencing the move by educators or the children’s challenging social interactions across settings. Therefore it is important that parents are encouraged to examine their own processes. There are many forums for expatriate parents; these forums provide information about living in a certain country, such as where to buy certain goods. Therefore, this study recommends that schools and multinational companies provide information packs with the type of processes that a family with young children may undergo, and list foundations that can help support the transition and subsequent processes, such as services offering counsellors, psychologists and doctors.

11.5.3.3 Children. As argued by Vygotsky (1994), children shape and are shaped by their environment. This was highlighted in each publication (Chapters 4, 5, 7 and 9). Corsaro and Molinari (2000) introduce priming events for children during transitions to school. This is supported in Publication 1, and this study argues that this needs to be included in the home during the transition processes, when the family is packing up to leave the country, to when they are settling into new schools and homes in the new country. There are some children’s books available that use a narrative to describe how children move house in the one country. In addition, there are books that describe being a new child in a neighbourhood, or what it is like to move across a country (Davis, 2008), and some that use imaginary scenarios such moving planets (Rio Faes, 2012) and how a snail experiences a move (Maffini, 2011). It is recommended that a series of children’s books be commissioned that explain the potential processes connected to an international transition specific to each location adding to extant children’s literature in the field. It is recommended that these books be developed in collaboration with young children under eight years of age in order to acknowledge their experience and perspective to provide a voice for these children. The books could
be portrayed in a fun and lively manner that acknowledges the changing environment and the changing child.

**11.5.4 The relationship between established children and new children entering the class.** Crafter and Maunder (2012, p. 17) argue that prior learning in adults provides ‘a template’ that supports the transition process as they reflect and reconfigure experiences to fit the new context. However, as argued in Chapter 7 (Publication 3), young children do not necessarily have these templates; thus, for a positive transition, they require support through priming events (Corsaro & Molinari, 2000). However, when children enter a class midway through the semester, it is often expected that they will be placed with a ‘buddy’ who will look after them, and that they will have a seamless transition into established friendships. In addition, little consideration is given to those children who are established members of the class. Therefore, this study recommends that this common practice be reviewed and that children (both established and new) are included in the decision process of how best to make friends in the new class, as well as considering the expectations of all children when a new child enters the class. In addition, this study recommends that international schools provide specific entrance dates into classrooms throughout the year that do not coincide with assessment periods. This would accommodate the high attrition and entrance rate, as a group of young expatriate children may be able to enter a classroom at the same time, thereby providing support for each other.

**11.5.5 Everyday life in institutions and a child’s learning and identity.** Children enter schools with varying experiences, and many researchers agree that identity and learning occur socially and become part of the individual (Crafter & de Abreu, 2010; Duveen, 2002; Lave & Wenger, 1991; Zittoun, 2006). Social encounters are not limited to people and societies, but also include artefacts (see Publication 1,
Chapter 4), which can include objects, symbols, situations and places—all are socially organised (Penuel & Davey, 1992). Children who experience multiple transitions across countries during their early years encounter the movement of belongings, relationships and social situations in and out of their lives. In previous studies, the social and material environment (Vygotsky, 1994) are deemed fundamental aspects related to the processes of learning and identity. However, when transitioning from one country to another, belongings are packed into a container, with only the basic necessities taken in a suitcase. The family transitions as a unit; however, there may be no known social situation external to the family unit when entering everyday life in a new country. Therefore, this study recommends that parents allow children to select small belongings to take with them. In addition, schools can support children prior to entrance by including up-to-date images on their website of the clothes that children attending early childhood education classes like to wear, and the items they take with them to school—even mundane belongings, such as drink bottles, lunch boxes and bags, so the new transitioning child can see what others have and maybe take something similar. These can be viewed as a material priming event, similar to Corsaro and Molinari’s (2000) verbal priming events.
11.6 Recommendations for Policy

Finally, although policy was not mentioned in the publications, it forms an important part of the process when families are moving with young children. The policy implications range from the societal (government) to institutional (multinational companies, international schools and the family) to individual (family members, including the child) levels of Hedegaard’s (2012) model. Many countries are not prepared for the influx of populations that are set to increase over the coming years, (for example, the MIS did not recognise or have statistics of the number of expatriates with dependents). Therefore, this study recommends that governments with policies in these areas assist countries without these policies.

In addition, according to the principals of each school, there were no policies available to support the mobile populations that the schools target. This needs to be rectified and consideration of the varying experiences children encounter as they move into a new school need to be included. Therefore, as a matter of urgency, this study recommends that policies to address this be developed in international schools. However, these policies need to be developed in collaboration with educators, parents and children. As Irvine and Price (2014) acknowledge, ‘successful implementation and enhanced child outcomes are dependent upon the new policy being translated into the daily practise of educators’ (p. 87). By involving educators, parents and children in policy development, some of the issues of policy implementation, such as translating policy into everyday practice (see Fixsen, Naoom, Blase, Friedman, & Wallace, 2005) may be remedied.

These recommendations lead to suggested directions for future research, as discussed in the following section. To maintain consistency, this section uses the same subheadings as those used for the research questions.
11.7 Directions for Future Research

11.7.1 Holistic conditions created to support learning and development. This study concentrated on the holistic conditions created to support the learning and development of young children who experience multiple transitions during their early years. The main silent partners in the research are the multinational companies and employees (in this case, the father). Therefore, a future area of research is to examine the holistic conditions created with a multinational company. A number of different avenues could be explored, including:

1. obtaining a Linkage grant (provided for research and development for collaborative projects between Australian universities and other parts of the national system to support innovative systems and new knowledge) to establish a database to disseminate the research of expatriate families with young children experiencing transition processes
2. beginning a mixed-method longitudinal study researching the holistic conditions created for learning and development, with support from either a multinational company or government body
3. examining employees of the multinational company and their experiences of multiple transitions with a family.
4. examining the possibility of establishing a database to gather and disseminate information that specifically examines moving countries with young children (such as this research) and links this with international school company websites and the home of international employees.

11.7.2 Emotional experience of young children. Although this study highlights the emotional experience and range of emotions of young children, both individually and collectively, more focus is needed in this area to support and alleviate the loss, grief
and issues with identity felt by teenagers and adults many years after their experience, as reported in other studies (Cameron, 2003; Fail et al., 2004; Gilbert, 2008). Therefore, a future area of research could examine the strategies and processes that children and families find support them during the move. This may be achieved by using the current video data in conjunction with a discussion group of expatriates (of all ages). Discussion topics could include the movement of objects, people and places in and out of expatriates’ lives.

11.7.3 Adults create the conditions.

11.7.3.1 Educators. Educators provided much information for this research, and gaining the educators’ perspective added to the rich data collected and analysed. A further area of study would be to research with teachers in international schools. In particular, this could examine mid-term transitions, including the perspective of teachers and the effect of these transitions on new and established children. Further, the additional roles that are expected of educators’ beyond teaching (such as the degree of counselling when children experience a challenging transition and supporting parents in the processes)

11.7.3.2 Parents. The children’s parents—especially their mothers—contributed substantially to this research. They welcomed the researcher into their everyday lives during a stressful period, and shared personal stories and anecdotes. An interesting line of research would be to include be the fathers’ perspective on the international transition and transitional processes that the family undergoes, particularly because the fathers in this research were absent during a large percentage of the time during data collection.

11.7.3.3 Children. Studies have provided much information in stable populations about transitioning to school, through the voice of the child (Dockett & Perry, 2005, 2007) and from the child’s perspective (Winther-Lindqvist, 2012a).
However, families with young children who transition internationally have generally been neglected in the literature—specifically in terms of the child’s perspective of how transitional processes across settings are experienced (Vygotsky, 1997). Therefore, more studies in this area are needed that include a wholeness approach to children’s learning and development as they move across the home and school settings.

**11.7.4 Social inclusion and exclusion affect a child’s learning and development.** The implicit and explicit values imparted to children are not always positive; thus, greater awareness is required when structuring policy, curricula, activities and assessment for this age group. A further area of research to pursue is the structure of the early childhood classroom and the way policy affects curriculum and the social interaction of children as they transition mid-semester. In addition, it is worth considering the way policy is implemented in the daily lives of educators and the children in their care (Irvine & Price, 2014).

**11.7.5 Everyday life in institutions and a child’s learning and identity.** The findings in this study relate to the importance of children developing and sustaining new friendships relatively quickly, which differs from the multitude of studies that report on how children view friends (Danby et al., 2012) and the reasons that friendships develop in the school setting. There is minimal literature discussing play dates in the home setting, and the way these support children’s feelings of belonging as they enter a new class. Therefore, it would be interesting to extend the current study to research the learning and development that occurs between young friends across settings (home and school), including the pedagogical implications.

It was found that having identifying moments (Goffman, 1982) with new acquaintances, as the focus participant moved into a new environment was important (Chapter 9). This seemed to make the difference between a challenging or positive
transition. Therefore, an interesting area of research to pursue is the type of experiences that support, initiate, sustain and maintain friendships in young children who experience international transitions.

11.7.6 Policy. An important area that needs to be developed globally between governments at federal, state and local levels and in international schools is that of policies that caters to transient families. Therefore, a potential future area of study would be to analyse the policies of each country for immigrant and transient populations. Following this, multinational companies and international and local schools could be targeted for their policies on transient families to analyse the areas that need to be included and developed. In addition, future research could examine the way these policies are implemented (or not).

11.8 Conclusion

Highly qualified workers are increasingly employed by multinational companies to travel and work in different countries. This growing population has the potential to change societies, policies and educational institutions (Finaccord, 2014). These expatriates are mobile and accept the opportunity to work in different countries, with their families (including young children) often accompanying them. The families in this study had undertaken multiple international moves during their children’s early childhood years. This study has focused on the transitions and the processes experienced by the focus participants in this study as they moved across the institutions of the home and school in a new country as part of their everyday life.

The focus was on one main participant (in Publications 1, 3 and 4) in the home and school settings, with supporting data in Publication 2 from a different focus participant, and in combination with a sibling in Publication 3. Providing data from three participants and supplementary data from other participants (in Publications 1 and
2) allowed for a move away from a generalised child, and the presentation of thick, rich data that provided a deep analysis of one child’s experience of transitional processes while moving into Malaysia.

This study sought to address empirical, theoretical, methodological and pedagogical gaps in the literature. This study has its foundation in the seminal research conducted by Useem and Downie (1976), as well as the sociological, anthropological and psychological research of the expatriate population, where the main gap in the empirical literature isolates the majority of research positioned with ATCKs and teenagers in retrospective studies. In addition, these studies note and name negative emotions harboured by the participants into their adult years. Sociocultural and cultural–historical research on emotions has been linked with temporality, identity, learning and development in focus participants over the age of 10. Two previous studies focused on young children and transitional processes (Ebbeck & Reus, 2004; Millar, 2011). Bringing these studies together enabled a new empirical perspective to be presented and developed in the current study—that of young expatriate children in a family context moving into Malaysia, across the home and school context.

Theoretically, this study began to address the need for theorisation of expatriate children, as highlighted by Cameron (2003) and Moore and Barker (2012), and extended this by introducing young expatriate children. In addition, this study sought to provide different perspectives on transitional processes as a theoretical concept from a cultural–historical perspective. The importance of these processes rests with providing a qualitative case study approach, which presents deep, rich analysis of the combined affective and intellectual learning and development of the young expatriate participants represented in this study.
The child’s environment is a source of development (Vygotsky, 1994) and, in the majority of cultural–historical research, the environment stays the same and the child changes, which creates a different relationship for the child in that environment (Vygotsky, 1994). In contrast, this research presented both a changing child and constantly changing environment. Not only had the children experienced multiple moves across countries during their childhood years, they also entered international schools midway through the semester during an assessment period. Therefore, this study begins to fill a theoretical gap and meets the fourth aim of the research by extending the literature to introduce young children across settings undergoing transitional processes as they enter a new life in Malaysia. Theorisation began with belongings (Publication 3) and culminated with connecting identity, temporality, affect and intellect, thereby advancing subjective sense and subjective configurations (González Rey, 2004) to ‘future subjective sense’, which is an important aspect of learning and sense making for the children in this research. This theoretical contribution provides a contemporary understanding of the unity of affect and intellect in child development that will support young children and parents as they experience transition processes during an international move.

This study sought to expand a number of methodological developments, using a qualitative case study approach based on Vygotsky’s (1987a, 1994, 1997, 1998) system of concepts, combined with Hedegaard et al.’s (2008) dialectic–interactive research methodology. This provided a contemporary perspective on researching the whole child in context, with a move away from the separation of cognitive and affective processes (Bell & Wolf, 2004), which tends to occur in traditional educational and psychological research (Fleer & Hammer, 2013).
In addition, the different perspectives of participants in this study who were involved in the child’s learning and developmental processes contributed to the wholeness approach and provided a strong base to conceptualise this study. The interviews with parents and teachers combined with the child’s video data added another dimension to the wholeness perspective (see Publications 1, 2, 3 and 4). Using digital video data collection, still images and field notes enabled a broad range of contextual data to be collected that related specifically to the transition processes experienced by families with young children across and between the school and home settings as they move countries. This helped meet the second aim of the study.

Analysis of these datasets using Hedegaard et al.’s (2008) dialectic–interactive approach through a series of layered and generative processes based on a cultural–historical methodology enabled perezhivanie to be developed as the unit of analysis. In addition, this study explored ways to use perezhivanie in combination with the following:

- the child’s perspective (Hedegaard, 2012; Hojholt, 2012) (see Publication 1, Chapter 4)
- the social situation of development (Vygotsky, 2004) (see Publication 2, Chapter 5)
- dialectics (Vygotsky, 1994; Chaiklin, 2014) (see Publication 3, Chapter 7)
- subjective sense and subjective configuration (González Rey, 2004) (see Publication 4, Chapter 9).

The findings of this research in relation to the focus participants provide a snapshot of the processes that young expatriate children may undergo in the context of the home and school as they experience life in a new country. The findings highlight routines, inclusion and exclusion, belongings, and the importance of identifying
moments through temporality when beginning a new friendship as a young child configures and reconfigures identity in a new setting. This study provides models (Chapter 3 and Publication 4) that support the theoretical and methodological considerations and findings of this research. These models contribute to advancing cultural–historical theory through theorising children undergoing transitional processes as they experience everyday life in a new country.

The pedagogical developments of this research occurred in the home and school. The relationships and contradictions between the two settings were highlighted, which indicated the importance of a home–school alliance. Learning and development are an integral part of Vygotsky’s (1987a) system of concepts; however, initially, the absence of individual and family routines of this study’s focus participants (Publication 1) provided a glimpse of transitional processes and highlighted that, when the routine structure of everyday life is removed, collective and individual heightened emotions are evident, which form a contradiction to the relative routine and calm of the school day.

School was found to be one of the first stable routines encountered by the children in the current research, while everyday life outside of school was continually in flux. Although there were routines, in the schools, the conditions created in the classroom from a mid-term entrance during an assessment period meant that, for one focus participant, the teacher was not available (Publication 1) and, the educator included the focus participant, and was then excluded by an ‘old timer’ (Publication 2). Receiving a new child into the class midway through the semester during assessment time in this study provided pedagogical challenges for educators, as the exclusion went unnoticed (Tay-Lim & Gan, 2012). Further, the processes of established children go unnoticed. In addition, this indicates the way assessments place demands on educators and force them to complete the task, rather than focusing on the processes used by the
children that support them to complete the assessment. The two assessments created challenging situations for the children involved, which were met differently by each participant, thereby supporting Vygotsky’s (1994) theory that children’s personal characteristics and social and material environment interweave to create different experiences for children in the same social situation. Publications 2 and 3 meet the third aim of the research by highlighting the conditions created, which provides some understanding of teacher pedagogy and the way this affects the learning and development of both new and established children in the class.

In Publication 3, once the families had moved into their home, another change occurred—their belongings arrived. This highlighted the pedagogy of the family, in which the eldest child, Ollie, was able to unpack on his own, and predicted who he would invite to play with which belonging. In contrast, Catt sought out her mother and discarded her belongings, highlighting the feeling neither here (in this country) nor there (in the country of origin) (Märtsin, & Mahmoud, 2010). Family pedagogy was highlighted after the emotional and intellectual challenges of receiving their belongings had subsided. The mother played games with Catt, allowing her time to make the rules and then providing new and more challenging rules, thereby trying to introduce change into the child’s life in a non-threatening manner. This created the ZPD for Catt and, through discussion, her mother explained how changing rules and situations are not always challenging.

Publication 4 draws attention to the importance of home–school pedagogy and communication. To potentially create conditions for a child to move through a crisis period into a stable period (Vygotsky, 1997), the educator suggested that a play date in the child’s home would be beneficial, which was organised by the mother. During the play date, identifying moments of the two participants were presented, which included
discussion of what happens at school and the new (nonsensical) language developed and spoken at school. The play date created conditions in which the children could converse about school and, in school they conversed about their play date.

Through the four publications, this study meets its first aim by offering new insight to the importance of home–school communication and pedagogy for learning and development during processes connected to transitions. In addition, it indicates the importance of forming a home–international school alliance and the influence this has on pedagogical practice, which is an important consideration and growing concern as increased numbers of families with young children move countries.

11.8.1 Tension in the literature.

11.8.1.1 Nomenclature. This research addresses a number of tensions in the literature. The initial tension relates to the nomenclature and label ‘third culture kids’. The majority of research on TCKs derives from adult or teenage participants, with young children generally ignored in this body of research. This tension was resolved in this research because it was recognised that the term ‘TCK’ was inaccurate (Moore & Barker, 2012) for the child participants in this study, who experienced many cultures and countries during their early childhood years. Thus, the term ‘expatriate child’ was used throughout this research.

11.8.1.2 Available literature. This study moved away from the available literature on TCKs that consists of autobiographies and personal narratives (written by adults) (Cameron, 2003), and instead sourced academic articles from peer-reviewed journals distributed by well-known publishers. In addition, although the research by Useem et al. (1993) and Cottrell (2002) is incomplete, this research was discussed because it is seminal research in this area. This was used as a common link between the
publications and as a basis to move forward to expand and present a more contemporary and theoretical view of young expatriate children.

Further, an added tension in the literature is that some research on TCKs reports an enduring sense of loss and grief among teenagers and adults who have led a transient childhood (Fail et al., 2004). In contrast, other studies have found that individuals can live across countries without dissonance, when moving between countries becomes part of their routine (Moore & Barker, 2012; Zittoun, 2006, 2009). This research adds to this conversation supporting Ebbeck and Reus (2005), who found that children’s feelings of loss and grief subside over time as they merge into the new setting. However, this research highlights some of the learning and developmental processes that children undergo, which indicate the unity of affect and intellect. In addition, it is recognised that more research is needed in this field to support expatriate children during early childhood settings, so that the products of these processes do not become enduring, as with most participants in TCK research.

**11.8.1.3 Transitions as a theoretical construct.** A further tension discussed in this study is that of transitions as a theoretical construct, which has been examined extensively through studies positioned from a psychological and combined sociocultural perspective (Beech, 1999; Perry, et al., 2014). In addition, Zittoun, (2006, 2007, 2009, 2014) adds to the conversation, using the term ‘rupture’ which is based on conflicting theoretical paradigms, such as Vygotsky’s ‘crisis’, Piaget’s ‘disequilibrium’ and others (Hviid & Zittoun, 2008; See Chapter 7), which the authors argue enables a diverse empirical base to use for research. To overcome a broad theoretical base, Vygotsky’s system of concepts is used and the term ‘crisis’ employed because this provides a solid basis from which to begin theorisation.
In addition, a tension resides between the processes of young children experiencing a conservation activity and young children experiencing the processes of a life-changing event (Publication 7). It is agreed that, in both examples, the children undergo processes related to identity, learning and development. However, the processes of a child moving countries are multilayered, generative, contradictory and constant, providing a different perspective of processes to those that children experience when participating in a Piagetian conservation activity. Therefore, this study contributes a different theoretical understanding and provides a complex set of processes that add to the conversation.

This research uses different perspectives as analytical units, in combination with the focus participants’ video data across everyday life, in which conversations with the researcher were recorded. Zittoun (2014) proposes that (adult) participants should be invited to explain ruptures and to highlight the subsequent transition processes. In contrast, when working with young children during emotionally charged situations, the child may have difficulty voicing and explaining why the crisis exists. Thus, the current study combines the different perspectives of significant others with the researcher’s analysis of video data and the child’s conversations in order to provide the child’s perspective (Publication 1, chapter 4).

**11.8.2 Concluding remarks.** For the families in this study, an international move creates transitional processes of intense magnitude (Adams, 2014). These transitional processes may cause a crisis period for some children related to learning and development because children do not have the psychological capacity to move beyond the crisis and cope with the psychological challenges presented by the new social and material environment. The transition processes highlighted in this study begin with the absence of routines, social inclusion and social exclusion, belongings and relationships
moving in and out of a child’s life, and the importance of finding and sustaining social relationships for identity and belonging. Using Vygotsky’s system of concepts provided a different lens to develop new ways of conceptualising and theorising transitional processes related to learning and development during an international move, which made visible a range of heightened emotions. Importantly, although this study has concluded, it has created new possibilities and research interests based on this expatriate population. This growing population is changing the way people live and the structures of communities, and offering new and different ways to research the learning and development of young children in transient families.
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Appendices

Appendix A - Summary of Key Concepts

Dialectic: Using a dialectic approach it is understood that “change and all phenomena are process in motion” (Mahn, 2012, p. 103). In this understanding concepts are seen as contradictory and at the same time in unity such as individual/social, cognition/affect. Using dialectics as a method with empirical research, the participant loses something, gains something and there is some form of transformation, which occurs after the event (Chaiklin, 2014).

General genetic law of cultural development: This law is based the use of psychological tools (speech and language) included in communication and social interaction, where the child experiences a growing understanding and conscious awareness. Vygotsky argues that the general genetic law of cultural development is:

Any function in the child’s cultural development appears twice, or on two planes. First it appears on the social plane, and then, on the psychological plane; First it appears between people as an interpsychological category, and then within the child as an intrapsychological category. This is equally true with regard to voluntary attention, logical memory, the formation of concepts, and the development of volition. (Vygotsky, 1981, p. 163)

Perezhivanie: Perezhivanie is a difficult concept to define in English, it is part of Vygotsky’s system of concepts and in essence it captures the “unity of thinking and emotions” (Fleer and Hammer, 2013, p. 132). It is a dialectic concept, which is individual and social in addition it is set in the child’s social situation of development, which is noted as a source of development.
Perezhivanie as the unit of analysis: In cultural historical theory, “units do not lose any properties which are characteristic of the whole” (Vygotsky, 1994, p. 341) therefore the individual and collective dimensions of the unity of affect and intellect need to be analysed within the child’s social and material environment.

Social situation of development: The unique experience of each child in a social situation, which leads to learning and development. It includes all aspects of interaction from the social and material environment in which the child is situated (Vygotsky, 1994).

Subjective configuration: relatively “stable psychological systems” (González-Rey, 2012, p. 54) that relate to an individual’s experience including but not limited to their culture, ethnicity, gender, age and political standing (González-Rey 2004; 2008; 2009; 2011; 2012). They are systems that are flexible and depend on the context, the individual’s state of mind at the time, participation in social networks where actions are expressed and undertaken and are intricately related to subjective sense (González-Rey, 2004; 2010; 2011; 2012).

Subjective sense: symbolic intellectual and emotional processes which support an individual moving from lower to higher mental functions (González –Rey, 2004).

Transition processes: Need to be viewed from the wholeness approach and include symbolic intellectual and emotional processes across settings, these processes have a temporal aspects (micro genesis to ontogenesis) and are integral to learning and development.
Appendix B - Life history of family (F4)

Life history of family F4 – Mother of Zeb publication 2 Chapter 6

The Mother of the family was aged in her early 30’s at the beginning of data collection. She was born in England and lived her formative years in a small village. When she was 13 years old she went to boarding school and at the age of 17 obtained a Rotary scholarship to spend a year in America as an exchange student. On return to England she completed a University degree and graduated as a Dietician. During her second year of employment, she met her future husband who originated from New Zealand. They married and moved to live in New Zealand for ten years, where their first child Zeb was born. When he was a new born they were offered a contract with a multinational company and moved to live in Singapore for one year and then returned to New Zealand where their second child was born two years later. The family were offered another assignment where they agreed to live in Malaysia initially for one year.

Zeb is the eldest and born New Zealand. At the beginning of data collection, Zeb was 3.9 years old. The mother encourage Zeb to be active and had sourced activities that he could participate in on a weekly basis. This included soccer, taekwondo, rugby and swimming lessons. The mother acknowledged that Zeb needed a lot of movement in his life and he was very social often initiating conversations with other children and adults. The mother provided rewards for Zeb when he was good and retracted the offer of rewards when challenging behaviour was displayed. The choice of rewards varied from playing one on one board or card games (pick up sticks, fishing, go fish), or special food treats for example, sprinkles on ice cream. Zeb was only allowed half an hour of television a day and was able to choose the programme he watched. Zeb enjoyed cooking with his mother and going to play with other children who lived in the same housing complex. When mother was putting the baby to sleep Zeb was offered a
choice of audio books and regularly chose ‘Dogger’. Zeb was read to every night prior to sleeping. According to the mother Zeb’s favourite part of the day was attending school, where he liked to play with other children.
Appendix C – Using games and discussion deletion from Publication 3

6. Using games and discussion as mediating agents

The Mother did not discuss the emotional experiences relating to the changes in the material environment with the children while it was unfolding, later in an interview, she acknowledged that Catt needed to experience change in different settings so she could “try and get her own self-mechanism to learn to cope with change” (Interview 3, 2011). Orellana et al. (2001) argue that some children in international transition research are viewed as “emotional dependents”, or “baggage” (p. 588) initially the mother suggested she found it difficult to support Catt emotionally due to the stress of the move (see Adams, 2014), however, when the family had unpacked their belongings, the mother actively supported the children emotionally and acknowledged the children’s own agency in the process of learning and development during the transition. During the interview, the Mother discussed different ways she had initiated and continued to help Catt with experiencing the process of change. The Mother commented that she tried to extend Catt’s understanding of the emotions experienced during the transition through playing games and discussing different practices across settings. Mother recounted playing Bingo with Catt. The mother stated:

So we had to follow her rules....she would say quite often “this is the way we do it at school” ...we might do it that way and then I’d say “this is how we’re going to do it here let’s try this” you know, try to bring in the change aspect....

Through using Bingo as a mediating agent in a social context, the mother was consciously supporting Catt to experience an aspect of change in a relatively calm and settled environment, where highly charged emotions were not evident. This example highlights the social nature of learning, which precedes development (Vygotsky, 1997). Catt’s mother was conscious of using the child’s everyday activities to “bring in the
change aspect”. Over time, through everyday life the mother used games and discussion as mediating agents when introducing the concept of change. The mother offered other ways of introducing change into Ollie and Catt’s everyday life for example:

Mother relayed a conversation with the children regarding packing away at school.

Mother: What happens at pack away time at school?”

Catt: Oh some piano music comes on and we have to pack away whatever we are doing and go to the next activity

Mother: What happens in your class Mish?

Mish: We sing this song “Start to pack away....”

Mother: What happens in your class Ollie?

Ollie: Mrs Namiz yells “IT’S TIME TO PACK AWAY” (laughs) So, you’re all doing the same thing but there is three different ways that you know how to do it and they all work (Interview 3, 2011)

This exemplifies how the mother used different practice settings such as the school and home where each child had experienced a different scenario of packing up. The mother highlighted that belongings were packed away but the process was different depending on the teacher and the system in place, the end result was the same – all of the children packed away the belongings they were using. The mother’s expectation from these activities was that through everyday life experiences of change in a relaxed environment through implicit and explicit means the children learn, develop and become consciously aware of the changes incorporated with an international transition and will be able to cope with the next move as each child will have built their own “self mechanisms to cope with change” (Interview 3, 2011).
Appendix D – Explanatory letter to parents

EXPLANATORY LETTER TO PARENTS

MONASH University

Title: Early Childhood Education in International Schools of Malaysia: A Cultural Historical Perspective of International School

Date: October 2010

University contact: Mrs Megan Adams

Address: (deleted due to privacy issues available on request)

Phone: (deleted due to privacy issues available on request)

Email: (deleted due to privacy issues available on request)

Project Number: CF09/2078 - 2009001166

Letter of Invitation to participate in a research project

Dear Parents,

My name is Megan Adams, I am conducting a research project under the supervision of Professor marilyn Fleer, a lecturer in the Faculty of Education, Monash, towards a Doctor of Philosophy Degree at Monash University. The aim of this research is to explore the culture of international schools and how this affects the experiences and perceptions of teachers, expatriate parents and children regarding a child’s early childhood education in an International School in Malaysia. My research will explore the experiences of expatriates who have moved to Malaysia not more than one year ago; who do not need the services of an English translator; and who have children in an International early childhood education setting in Malaysia. The aim is to understand how teachers, expatriate parents and their children perceive the culture of the school, their role as parents, the role of the teacher and how each group are involved in the child’s early years education in Malaysia. The findings of the research may support efforts to assist both parents and schools to develop partnerships in supporting children of expatriate parents in the early years of education.

I am seeking teachers, parents and children who have been in Malaysia for up to one year, have a pre-school child or children enrolled in an English speaking
International school and who do not need the services of a translator to participate in my research. Participation will be in the form of 30 minutes face–to–face interview with a mother or father (if available) and the interviews will be recorded on a voice recorder for transcription. I would like to film children in everyday settings, at home, at school and in after school activities for approximately 12 hours over the course of two weeks. If you would like to participate I will send you explanatory statement and consent form detailing the nature of the study, your rights and role as participants.

If you would like more details on this project please contact Megan Adams on (personal phone number and contact details deleted due to privacy requirements).

If you have any queries or complaints regarding the conduct of this research please contact LOCAL NAME AND PHONE NUMBER or contact the Human Ethics Committee quoting **CF09/2078 – 2009001166**:

- Human Ethics
- Monash Research Office
- Phone:
- Email:
  (deleted due to privacy issues available on request)

Thank you,

Megan Adams

Professor Marilyn Fleer
Appendix E - Consent form for focus participants

Date: October 2010

University contact: Mrs Megan Adams
Phone: (deleted due to privacy issues available on request)
Email: (deleted due to privacy issues available on request)

Project: Early Childhood Education in Malaysia: A Cultural Historical Perspective of International School

Project Number: CF09/2078 - 2009001166

Supervisor: Professor Marilyn Fleer

I, .................................................................................................., have been invited to participate in the above study, which is being conducted by Mrs Megan Adams under the direction of Professor Marilyn Fleer towards a Doctor of Philosophy Degree at Monash University. The research intends to explore the cultural experiences and perceptions of teachers, parents and children regarding their experience in an Early Childhood Education setting in an international School in Malaysia. The purpose is to explore and understand how teachers, parents and children perceive the culture of the school, their role as an expatriate parent, the role of the teacher, the role of the school and the involvement in a child’s early years of education in Malaysia. The findings of the research may support efforts to assist both parents and schools to collaborate in supporting children of expatriate parents in the early years.

I understand that

- the material gathered by the researcher will be used to write a PhD thesis.
- some filming of the child in their school, home and after school activities will take place (approximately 12 hours over the course of 2 weeks)
- an interview lasting approximately 30 minutes will be conducted at the time and place of my choice and convenience.
- my comments will be audio taped
- can refuse to say anything if I don’t want to.
- and agree that the university or the researcher will not be paying any fees to me.
I will not have access to my comments before it is finally included for analysis
participation is voluntary and that I can withdraw or opt in at any stage
I can refuse entry to the researcher to my premises if I so wish.
I have received and read the attached explanatory statement and understand the
general purposes, methods and demands of the study. All of my questions have
been answered to my satisfaction.
the procedure that I will follow should I feel uncomfortable at anytime
I can refuse to consent or withdraw from the study at any time or opt in without
explanation.
Data may be used for future research
I consent to the publishing of results from this study, provided my identity is not
revealed
I hereby voluntarily consent and offer to take part in this study.

Parent’s Name ………………………………………………………………………

Address ………………………………………………………………………………

Suburb ………………………………………………Post Code…………………

Telephone………………………………………………Mobile………………............

Signature………………………………………………..Date…………………….....

Thank you,
Megan Adams
Professor Marilyn Fleer
Appendix F – Consent form parents and guardians non focus participants

October 2010

INFORMED CONSENT FORM FOR PARENTS/GUARDIANS
OF PROJECT PARTICIPANTS

Project Number: CF09/2078 – 2009001166 Early Childhood Education in
International Schools of Malaysia: A cultural historical perspective of
international schools

I agree that my child may take part in the above named project. The project has
been explained to me and I have read the Explanatory Statement, which I have shared
with my child. I understand that the findings of the research may support efforts to
assist both parents and schools to collaborate in supporting children of expatriate
parents in the early years.

I understand in agreeing to take part in this project, that I understand:

• My child is not the focus child
• There is a possibility that my child be observed at school and some after school
  activities (as relevant)
• The material gathered by the researcher will be used to write a PhD thesis.
• and agree that the university or the researcher will not be paying any fees to me.
• I have received and read the attached explanatory statement and understand the
  general purposes, methods and demands of the study.
Upon completion of this project, the researcher would like to use the words and images collected from this project for educational purposes (eg journal articles) including presentations to peers at conferences or to students in lectures.

With thanks,

Yours sincerely

Megan Adams

Professor Marilyn Fleer
Appendix G – Permission to use images

I give permission for the words and images of my child to be used for educational purposes.

Child’s name ..............................................................................................................

.................................................................................................................................

.....................

Parents’/Guardians’
names/ ..............................................................................................................

.................................................................................................................................

Signature of Parent/Legal
Representative:........................................................................................................

Date:.....................................................................................................................
EXPLANATORY STATEMENT FOR TEACHERS

Date: October 2010

University contact: Mrs Megan Adams

Phone (deleted due to privacy issues available on request)

Email: (deleted due to privacy issues available on request)

Project: Early Childhood Education in International Schools of Malaysia:: A Cultural Historical Perspective of International Schools

Project Number: CF09/2078 - 2009001166

Student Number: (deleted due to privacy issues available on request)

Supervisor: Professor Marilyn Fleer

My name is Megan Adams and, I am conducting a research project under the supervision of Professor Marilyn Fleer, a lecturer in the Faculty of Education, Monash, towards a Doctor of Philosophy Degree at Monash University. The aim of this research is to explore the experiences and perceptions of Teachers, expatriate Parents and Children in early childhood education in International Schools in Malaysia. My research aims to explore the experiences of expatriates who have lived in Malaysia for up to one year; who do not need the services of an English translator; and who have children in an early childhood education setting of an International school. The aim is to understand how teachers, expatriate parents and their children perceive the culture of the school and how this combines with their role as a parent, the role of the teachers and how the teachers, parents and children are involved in early years education in an International setting. The findings of the research may support efforts to assist both parents and schools to develop partnerships in supporting children of expatriate parents in the early
years who would typically attend a number of schools in a variety of countries in their first years of education.

I am seeking parents (mother and/or fathers) who have been in Malaysia up to one year, have a pre-school child or children enrolled in an English speaking, International school and who do not need the services of a translator to participate in my research. I will be making video observations and undertaking interviews of these families at home. However, to gain a full appreciation of the children’s full lives, I would like undertake observations of the focus child at school.

Giving your permission to participate implies that you will make a time to:

- Participate in a face–to-face interview for approximately 30 minutes in a public place at a time of your choice and for your convenience.
- Allow the interviews to be recorded on a voice recorder for later transcription.
- Allow some video observations of the child in the school and after school activities (approximately 6 hours over the course of 2 weeks)
- Information gathered will be de-identified before it is included in the analysis, reports and papers.
- There is no financial or any form of remuneration for participants.
- Findings which could identify individual participants will not be published.
  Everything said by you will be kept strictly confidential; access to your comments will be made available to you.
- There is a chance some of the questions may be upsetting, if this is the case you can stop the interview at any time and not continue to take part in the study.
- If you find the questions too distressing and need to talk to someone, you can contact a counselor of your choice or contact Lee Kuan Shin, Effective Living Sdn Bhd, 27, 2nd Floor Jalan 14/20 Petaling Jaya 46100, Selangor 03 7358 7702.
- If you return the consent forms you reserve the right to withdraw from participation at any time without being disadvantaged in any way. You reserve the right not to say anything at the interview.
- Data collected will be stored by the university for 5 years and then destroyed.
- Data collected may be used for future research
  If you are having trouble understanding any of the issues related to this project you are welcome to call me on (personal phone number deleted available on request)
and I will endeavor to assist you. If you do sign the consent form it should be returned in the stamped, self-addressed envelope provided by me.

If you have any queries or complaints regarding the conduct of this research please contact LOCAL NAME AND PHONE NUMBER (deleted due to privacy issues available on request) or contact the Human Ethics Committee quoting CF09/2078 – 2009001166:

Human Ethics
Monash Research Office
Phone: (deleted due to privacy issues available on request)
Email: (deleted due to privacy issues available on request)
If you would like feedback on this project please contact Mrs Megan Adams on or email on (deleted due to privacy issues available on request)

Thank you,
Regards

Megan Adams
Professor Marilyn Fleer
Appendix I – Consent form for teachers

CONSENT FORM TEACHERS

Date: October 2010

University contact: Mrs Megan Adams

Phone: (deleted due to privacy issues available on request)

Email: (deleted due to privacy issues available on request)

Project: Early Childhood Education in Malaysia; A Cultural Historical Perspective of International Schools

Project Number: CF09/2078 - 2009001166

Supervisor: Professor Marilyn Fleer

I, ............................................................................................................., have been invited to participate in the above study, which is being conducted by Mrs Megan Adams under the direction of Professor Marilyn Fleer towards a Doctor of Philosophy Degree at Monash University. The research intends to explore the cultural experiences and perceptions of teachers, parents and children regarding their experience in an Early Childhood Education setting in an international School in Malaysia. The purpose is to explore and understand how teachers, parents and children perceive the culture of the school, their role as an expatriate parent, the role of the teacher, the role of the school and the involvement in a child’s early years of education in Malaysia. The findings of the research may support efforts to assist both parents and schools to collaborate in supporting children of expatriate parents in the early years.

I understand that

- the material gathered by the researcher will be used to write a PhD thesis.
- some filming of the child in their school, home and after school activities will take place (approximately 12 hours over the course of 2 weeks)
- an interview lasting approximately 30 minutes will be conducted at the time and place of my choice and convenience.
my comments will be audio taped
• can refuse to say anything if I don’t want to.
• and agree that the university or the researcher will not be paying any fees to me.
• I will not have access to my comments before it is finally included for analysis
• participation is voluntary and that I can withdraw or opt in at any stage
• I can refuse entry to the researcher to my premises if I so wish.
• I have received and read the attached explanatory statement and understand the general purposes, methods and demands of the study. All of my questions have been answered to my satisfaction.
• the procedure that I will follow should I feel uncomfortable at anytime
• I can refuse to consent or withdraw from the study at any time or opt in without explanation.
• Data may be used for future research
• I consent to the publishing of results from this study, provided my identity is not revealed
• I hereby voluntarily consent and offer to take part in this study.

Parent’s Name ……………………………………………………………………
Address ……………………………………………………………………………

Suburb ………………………………………Post Code…………………..

Telephone……………………………………Mobile…………………………

Signature……………………………………Date…………………………

Thank you,

Megan Adams

Professor Marilyn Fleer
Appendix J Copyright release

The following is an extract releasing the copyright for the publication presented in Chapter 4, which has been published in APJRECE Volume 8, Number 2.

---

Dear Megan Adams,

I am writing this mail on behalf of the editor of APJRECE.

We give you the permission to reproduce the paper for the purpose of your PhD thesis and a hard copy for the Monash library.

One important premise for this permission is to include the statement that the paper was published in APJRECE Volume 8, Number 2.

Best,

Hong-Ju

---

Megan Adams <meghan.adams@monash.edu>

16 Feb

Dear Hong-Ju Jun,

I will abide by the condition and state that the paper was published in APJRECE Vol. 8 No. 2.

With thanks,

Hong-Ju
Appendix K Copyright release

The following is an extract releasing the copyright for publication 3 presented in Chapter 7, which has been published in Learning Culture and Social Interaction.