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CATALYSTS FOR A CAREER IN INTERNATIONAL SCHOOLS

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Catalysts for a Career in International Schools By Dr. Ettie Zilber

"Culture is a slingshot, moved by the force of its past"
(Kingsolver, 1998, p. 258)

"International school educators are like slingshots, moved by the force of their past"
(Zilber, 2014)

INTRODUCTION: What are the catalysts that send educators on a career path into international schools around the world? These questions intrigued me during my research on EdKids, children of international school educators (Zilber, 2005; 2009). I learned, that their parents had numerous reasons for embarking on a career in international schools. However, the EdKids also noted that the reasons their parents remained in their career were not necessarily the same ones that prompted them to relocate in the first place. It seemed that the catalysts came from some place deeper in their youth and backgrounds.

My curiosity about this topic was, once again, piqued, after listening to a speech delivered by an international school leader. As a veteran of years in international schools in numerous countries, he described the source of his fascination with the world outside his native U.S.A. He described his hippy aunt Anne who, since he was a child in the 60s, travelled the world widely and sent him postcards and gifts from each location. He also described his passion for travel stories set in foreign lands. (Ladd, 2009).

This speech jabbed me back to that original question, as I suddenly found myself reflecting upon my own *wanderlust*, or strong passion for travel/wandering. (Merriam-Webster, 2013). I reflected on my childhood and found numerous catalysts, which had a strong influence on my desire to travel and my facility for languages. I dug into my childhood memories to the people, the circumstances and the events which gave me the courage to live in a different country...and another... and another. I reflected upon the seeds of my own "wonder with the wide world" (W4).

The more I researched international mobility and the more I interacted with expatriate educators, the question continued to intrigue me; I wanted to understand why a relatively small percentage of educators worldwide actually took the initiative to relocate for a teaching position abroad. The complexity and the intensity of the journey, notwithstanding, educators submit themselves to researching vacancies, studying about the school and country, preparing resumes, letters and documentation, collecting references, filling out endless forms, waiting in anticipation of a response, interviewing through Skype, Facetime or telephone, flying to job fairs in far-away cities, engaging in a roller coaster ride of a speed-interview in a hotel room with a stranger, deciding among offers, signing strange contracts, packing up one home and setting up in a new one, and, eventually, adjusting and acculturating to new location, new employer, new job responsibilities, new curriculum, new colleagues and new culture of school and country-

- far away from the familiarity of family, friends, and folk.

Thus, the decision to apply for a position in a new school and relocate to a new country is fraught with challenges, disappointments, risks and fears, despite its self-initiated nature. The venture into the unknown is indeed a risk. This risk may also be extended to the entire family, as some take their children on this odyssey. (Zilber, 2009).

I wanted to learn why they put themselves through these challenges. What are the factors which 'push or pull' them out of their comfort zone? What deep-seated reasons pulled at them and gave them the courage to jettison themselves into a new world? I wanted to test out my hypothesis.

DEFINITION OF TERMS: A number of terms will be used throughout this research, which are important to understand at the outset:

Third Culture Kid/Model (TCK): "A Third Culture Kid (TCK) is a person who has spent a significant part of his or her developmental years outside the parents' culture(s). Although elements from each culture are assimilated into the TCK's life experience, the sense of belonging is in relationship to others of similar background." (Pollock & van Reken, 1986)

Adult Third Culture Kid (ATCK): One who has spent a significant part of his/her developmental years outside the parents' culture(s), as per the TCK definition, and is now an adult.

Third Culture Adult (TCA): Those who have spent a significant part of their adult life outside their own culture.

EdKid: Those whose parents were educators in international schools and who attended the school in which their parents were employed. (Zilber, 2009)

Cross Cultural Kid/Model (CCK): "A Cross-Cultural Kid is a person who has lived in—or meaningfully interacted with—two or more cultural environments for a significant period of time during developmental years. This model includes:

- Traditional TCKs—Children who move into another culture with parents due to a parent's career choice
- Bi/multi-cultural/ and/or bi/multi-racial children—Children born to parents from at least two cultures or races
- Children of immigrants—Children whose parents have made a permanent move to a new country where they were not originally citizens
- Children of refugees—Children whose parents are living outside their original country or place due to un-chosen circumstances such as war, violence, famine, or other natural disasters

- *Children of minorities*—Children whose parents are from a racial or ethnic group which is not part of the majority race or ethnicity of the country in which they live.
- *International adoptees*—Children adopted by parents from another country other than the one of that child's birth
- *Domestic TCKs*—Children whose parents have moved in or among various subcultures within that child's home country
- *Educational CCKs* – Children who have studied in an international school in their own country (van Reken & Bethel, 2002)

Adult Cross Culture Kid (ACCK): Those who have lived in and experienced meaningful interactions with multiple cultures for significant periods of time during their developmental years -and is now an adult.

Cross Culture Adult (CCA): Those who have lived in and experienced meaningful interactions with multiple cultures during their adult years.

Push and Pull Theory of Migration: categorises and helps explain some of the reasons why people choose to migrate from one location of origin to another destination, regardless of distance and regardless of permanence. Migrants' decisions are based on the interaction between both push and pull factors. The 'push' factors are typically negative forces, pushing the migrant 'out' of their familiar location, such as political instability, safety, natural disasters, wars, economic situation, etc. The 'pull' factors are typically positive factors that attract and draw migrants 'in' to a less familiar location, such as opportunities for freedom, family ties, climate or quality of life. (Lee, 1966)

Self-initiated Expatriate (SIE) and Assigned Expatriate (AE): those who choose to expatriate voluntarily and without company support, as opposed to being assigned and transferred by their sponsoring organization (Andresen et al, 2011; McNulty, 2013; Thorn, 2009).

REVIEW of the LITERATURE

I. International school educators as Self-Initiated Expatriates (SIEs)

In the world of the internationally mobile expatriate, it is the sponsoring group that exerts great influence and is responsible for the relocation and conditions of its employees and their families. The sponsoring groups identified in the literature are: Military, Missionary, Multinational/corporate, governmental and non-governmental organisations (Cottrell, 1993; 1999; Ender, 1996; McCaig, 1973; Moss, 1985; O'Donnell, 1987; Olson, 1996; Pollock, 1998; Pollock & van Reken, 2001; Seaman, 1996; Tung, 1987; van Reken, 1995; Wertsch, 1996) and international schools (Zilber, 2005; 2009).

Typically, employees of multinational organisations are assigned by their employer to relocate to one of their offices abroad. The company selects the employee for specific and valuable skills and experience and then takes care of the details until their

instatement in the new location. The employee is not usually the initiator of the process. (Schaetti, 2003). This 'parent' company acts just like - a parent. They help with all the logistics and adaptation of the employee and their family members, including their contract, housing, transportation, medical services and schooling for the children. The employee does not typically have to apply or compete for the new position, change employer or organisational culture.

Indeed, one of the factors which distinguish international school educators from their assigned counterparts, is that the educator has chosen to embark on this voyage into the unknown, while the others are typically sent out on assignment by the sponsoring group (Joslin, 2002; Pearce, 1998).

"Educators are not transferred by their employers to a new location, but rather are hired as new employees. Also, the school is an institution with which they have had no previous experience, therefore, teachers must face all the uncertainties which individuals have to face when they go to work for a new employer" (Hager, 1976, p 256).

Thus, the educators are SIEs, as each school/organisation is an independent entity with its own governance, mission, vision, demographics, curriculum and culture. In fact, the international school educator is virtually entering a different place of employment with a different culture and different organisational personality (Joslin, 2002) with each move, whereas expatriates in the other sponsoring groups are assigned within the familiar parameters, culture and support of the organisation. This is the difference between the "self-initiated expatriate" (SIE) and the "assigned expatriate" (AE) (Andresen et al, 2011; McNulty, 2013; Thorn, 2009). While some AEs envy the perceived freedom of SIEs, the downside of this independence and autonomy, is that the educator is without support during the transitions in-between jobs and is new to the culture of the organisation to which they are contracted.

Educators, as SIEs, independently initiate and seek out employment overseas through a rigorous and risky process, 'independently, rather than in a representative role', (McCaig 2002, p. 11). Educators are more in control of their 'career destiny' (Heard, 1995) than those who are assigned to a posting within a multinational organisation (Joslin, 2002; McCaig, 2002; Pearce, 1998; Pearce, 2003), whereas AEs are typically relocated and may have different motivation levels. AEs "feel more constrained because they...hold more attachment to staying with their current organisation." (Andresen et al, 2011). The educator is considered a more 'eager' expatriate, as opposed to other expatriates who may be 'reluctant' (Pearce, 2003). Perhaps this eagerness is based on the 'pull' factors, as opposed to the reluctance of other expatriates for whom it is based on 'push' factors (Lee, 1966). While, typically, educators relocate after they have signed a contract, Andresen et al (2011) identified the risk and challenges of SIEs in the business arena who relocate, "... before they have a job...there is no guarantee of employment..." (p. 13). The process of the job search requires a large investment in time, emotions and money, as application procedures are complex, positions are competitive and costs are significant.

Also, each relocation to a new school is fraught with challenges which add to the

complexity of the adjustment. *“Teaching outside one’s own national system appeals to a certain type of individual”* (Hayden, 2002, p. 119). Such a career choice is very much an individual and independent initiative and thus, would probably only be assumed by those of a certain personality profile (Heard, 1995; Joslin, 2002; McCaig, 2002).

II. Reasons for starting out and/or remaining in the international arena

Authors have attempted to address the fundamental reasons for seeking out a job outside their home country as an expatriate. Werkman (1977) was the earliest to identify many of the deep-seated background motivators. While his focus was on a general population of expatriates, the findings could be extrapolated to educator expatriates. His list of motivators for international mobility included: (a) childhood fascination with history; (b) reading; (c) political science; (d) languages; (e) exciting stories relayed by family members; (f) by accident; and (g) the right job.

Additional categories identified by Werkman were that expatriates:(a) dreamed of exciting and fulfilling lives; (b) searched for a different, better way of life than in the U.S.; (c) desired financial upgrading; (d) wished for wider horizons for their children; (e) searched for a lost heritage and eternal renewal; (f) wanted escape from personal or professional problems; (g) looked for romance and adventure; (h) searched for a personal transformation; (i) committed to learn a new language; and/or (j) wanted to develop a new personality.

Hobson (2000) identified four motivators among her surveyed participants: (a) a desire to explore one’s cultural heritage or search for identity; (b) a childhood with an international lifestyle; (c) a desire for a life change; and (d) the novelty and lure of adventure.

Both Werkman and Hobson gleaned valuable data from their participants, but at the time, Werkman may have known little about the strong impact of a cross-cultural childhood or international mobility on the future career decisions of ATCKs or ACCKs. Indeed, more recent literature has found that TCKs often enter the teaching career (Cottrell, 2002; Zilber, 2005; 2009) or follow an international career like their parents (Useem & Downie, 1994; Willis *et al*, 1994), and maintain some international dimension throughout their lives (Cottrell & Useem, 1994).

Unfortunately, findings related to motivators for professional international relocation was seemingly clouded by the rationale for remaining in the international arena after having experienced the lifestyle. Motivators for remaining in the international school arena changed over time from the original catalysts that propelled them out of their homeland into foreign lands (Heath, 2002). Once out on the ‘circuit’, the decision to continue a career in international schools is dependent on numerous variables, including the educator’s cultural heritage, previous work culture, current organisational culture, current school’s mission, expatriate culture and host country culture (Joslin, 2002).

Matthews (1989) cites findings from interviewees who described their motivation to work in international schools as: (a) the appeal of vast cultural differences; (b) the excitement and challenge; (c) the entrance into new cultures; (d) the ongoing and past travel experiences; (e) the perception of a world view; (f) the mission of internationalism; and (g) the adventure. These findings would be worth clarifying, as some may have been relevant to this study.

In the attempt to identify motivators for working in international schools, some actually identified what retained the teachers in the circuit of schools, rather than what were the original catalysts.

Perez (in Lockledge, 1985) identified three motivators for teaching in international schools: (a) cross-cultural experiences; (b) professional advancement; and (c) improved lifestyle. Hardman (2001) identified and prioritised the motivators for choosing to work in an international school. They include [descending order of priority]: (a) professional advancement; (b) financial incentives; (c) happy working climate of the school; (d) strong sense of job challenge; (e) strong staff development program; (f) high quality of staff, students and parents; (g) high expectations of staff; (h) high ideals and values of staff; and (i) school strongly centered on student learning. These studies identify reasons to remain in the international school arena, but not necessarily the draw of going overseas at the outset.

Using the word 'lure' instead of 'reasons' for '*wanderlust*,' Vogel (1992) attributes the lure to: (a) travel opportunities; (b) quality of life; (c) students; and (d) multinational experiences with different cultures. Once again, there is no indication of the prior catalysts that propelled the teachers into the international arena.

An early study found that the motivation to remain overseas might also be attributed to the fear of return. For some, expiration of certification, introduction of new certification requirements or antiquated teaching strategies, become the obstacles to returning home (Bell & Purcell, 1986). This seems to describe a sector that had been lax or unable to find adequate professional development opportunities during their overseas teaching experience. However, with the proliferation of online and overseas university courses in the 21st century, it is less likely that educators today would find themselves in the same situation.

While rather dated, various studies focused on both the profile of international school administrators as well as their reasons for working overseas: (a) quality of life; (b) quality of students; and (c) opportunities to travel and come in to contact with different cultures (Bentz, 1972; Gonzalez, 1987; Keller, 1993; Vogel, 1992; Wise, 1989). School Heads indicate a desire to move to new locations in order to enjoy varied career and geographical experiences (Vogel, 1992).

Hardman (2001) discerned that the chief motivators for 'career professionals with children' to work overseas were: (a) a prestigious school (rather than location); (b) the whole financial package; (c) the commitment of school to innovation and improvement;

and (d) a happy working climate. Wolfe (1993) reported that schools in Southeast Asian countries and cities of relative safety and comfort tend to attract more educators with children. In fact, administrators in locations that are less comfortable or secure, tend to search for more singles or childless couples knowing that they would not be able to attract families.

In an attempt to learn about teacher turnover, Bunnell (2005) used a metaphor analysis to study the career perspectives of teachers in an international school. He found that very few used negative metaphors and the majority viewed themselves as in control of their career and on a journey toward a higher goal. The metaphors described how educators viewed themselves at the present moment, with no reference about motivators for entering the arena at the onset of their career.

Studies often mixed the profile, or characteristics of international school educators, with the reasons for teaching overseas. While not describing motivators, Quebeck (1970) found that the characteristics of the overseas teacher were: (a) an awareness of and desire for professional growth; (b) a welcoming desire for formal and informal teaching evaluation; (c) a strong sense of justice; and (d) sensitivity and effort toward using the host country language. Perhaps the last item might have been a motivator if the educator had prior experience and skill with the host language. Willis (1986) determined that educators had a 'strong commitment and concern for young people of varying backgrounds'.

Hobson (2000) also noted that the many of the reasons for working in international schools were mainly self-centered, not based on an ideological desire to promote intercultural awareness or international-mindedness. She noted that most educators indicated economic remuneration, elevated lifestyle, status, travel, and adventure as the major factors in the choice of region to work. Indeed, she found it interesting how well-versed the veteran educators were about the salary and benefit packages for schools in the different regions and how this motivated them to move from one continent to another. The economic benefits trumped promotion of international understanding as a motivator, thus being contrary to the findings of Matthews (1989) regarding a 'mission of internationalism'. Hobson was surprised to find a lack of articulated cultural sensitivity and awareness; she expected to find a group of teachers more culturally sensitive and politically aware.

The importance of cultural responsiveness and preparedness of educators to work in culturally diverse schools was studied (Deveney, 2007; Duckworth et al, 2005) and found to be lacking. The studies identified that the necessary skills were learned mostly on the job and through induction and professional development initiatives. It was stressed that international schools need more teachers who are culturally responsive, thus, more effective with the diversity in the classrooms.

The longevity of educators within the international school circuit is reflected in a quantitative study in which 226 secondary level international school educators were surveyed. It was found that 40% had taught in five or more schools (Hayden &

Thompson, 1998). This same study demonstrated variations in their perceptions depending on the length of their experience in international education and depending on the types of schools in which they currently teach or have taught. Of Langford's (1997) subjects, 51% had worked in two to four schools and 14% in over four schools. Heath (2002) describes having spent 20 years in nine different schools on four continents.

III. Autobiographical accounts by international school educators

While not empirical, there have been a number of autobiographical accounts about the reasons for and result of, the educators' career in international schools. Needless to say, the published narratives were uplifting, positive and encouraged others to follow the same path, as the experience was of great personal and professional value.

Rau (2005) described international school teachers as a 'self-selected' group, adventurous and willing to think outside the box." He calls on those who are willing to "go outside your comfort zone..." to join the ranks. Heath (2002) also encourages others to "go for it," after reflecting on a 20- year career in international education. After his original reluctance to enter his chosen career in the U.K., he feels that it is the "best move I ever made." Salminen (2002) and Sands (2002) also extol the personal and professional value of working in international schools.

Olson (2001) found that it was the excitement of novel experiences, the joy of discovery, and the continuous desire to experience more places that motivated educators. In a personal narrative, Heard (1995) cites multicultural experiences and international understanding as his motivators for working outside his home country as he believes educators have 'the best of both worlds...' However, he identified many differences and challenges of working in a Turkish national school as opposed to an international school.

A few personal narratives actually hinted at, or specifically identified the prime movers or catalysts for their career in international schools. They identified many events, activities and/or people from their developmental history, thus, confirming many of the findings of this study.

Blackie (2003), an international school director in five countries, realised that he had been inspired by his voracious reading of adventure stories in his boyhood. The honoured speaker who was mentioned in the introduction to this research, also recalled his childhood love of adventure stories, as well as the postcards and gifts he received from his aunt during her world travels (Ladd, 2009).

ATCKs who are children of international school educators (EdKids) understood their parents' need to leave their small towns in the mid-west, or medium size towns in other regions, and seek novelty and adventure elsewhere. All of the interviewees were very aware that their parents' international teaching experiences were predated by prior international or cross-cultural experiences, or various personal philosophies and the politics of the 1970s and 1980s. Almost all related that their parents did not really plan

their career odyssey; it seemed more like an evolution of circumstances as their original reasons for applying morphed into different reasons for remaining. (Zilber, 2005; 2009)

Mother Dehner attributed her worldwide traveling experiences from the time she was 21 as the catalyst for her career in international schools (Dehner & Dehner, 2000). Leith (2013) was also inspired to work in international schools as a result of her earlier volunteer work in a school in Swaziland at 19. *"...this experience of teaching overseas changed me forever. I totally blame it for giving me itchy feet ever since!"*

Cwik (2006) experienced intense cross-cultural interactions with diverse classmates when he was a student at an inner city public high school in Chicago. This motivated him to take a risk to venture into the international school and is thrilled with his decision- 'how sweet it is'. He encourages others to make "the leap" as "the lives you touch will include your own."

Azmeh (2009) is an ATCK who relocated with his parents to a few countries and attended international schools in each; he also went on to become an educator and leader in international schools. Similarly, Osborne (2006) grew up in seven countries with two parents who were educators in international schools. She wanted to realise a lifelong goal to live and teach overseas like her parents. "I find that I have so much in common with my fellow overseas teachers. I respond well to the cultural diversity of my classes where I have fifteen countries represented in a class of eighteen." Both are examples of the 30% of EdKids who choose a career in education, many of whom chose to work in international schools (Zilber, 2005; 2009).

Sometimes, educators chose to go overseas to expose their children to the world (Zilber, 2009): *"It's just that there's a world out there that I want her to learn about. That's why we left the US in the first place. She is our only child and I don't want her to waste her life in front of a television set."* (Dehner & Dehner, 2001).

IV. Categories of Educators, Adjustment and Performance

Seeking to establish strategies to help administrators predict hiring success, the cultural adjustment and performance efficacy of educators was measured by Wolfe (1993) through the PF16 personality inventory used by the U.S. Peace Corps. Teachers were surveyed and then administrators filled out a parallel questionnaire about the teachers. Observations included: (a) teachers who are accompanied by a family, or a significant-other, tend to experience better cultural adjustment and job performance than teachers living alone; (b) gender had little to do with the cultural adjustment, even though men rated themselves higher than women on adjustment; (c) a major cause of failure in adjustment and efficacy is the presence of 'baggage', i.e. unresolved past problems which accompany the teacher into the new position; (d) teachers with more work experience either domestically or overseas, tended to have better cultural adjustment and job performance; and (e) there was no significant correlation between

previous international experience and teacher effectiveness or adjustment. A weakness of Wolfe's study was that he was trying to measure two variables at the same time: teacher effectiveness and adjustment. The fifth finding was unexpected and Wolfe recommended further research into the quality of the prior intercultural experience, rather than the amount, as measured simply by "number of years employed outside home country." No attempt was made to qualify the events or people in the developmental years of the participants, which might have influenced their 'previous international experience.'

Matthews (1989) identified various profile categories of international school educators: (a) those who are transients, seeking a range of short-term experience and adventure in the early stages of their careers;(b) those who are long-termers, including those who have built a career in the international schools, sometimes moving from school to school; (c) those who have put down permanent roots in the local community; (d) those who are local nationals who are often associated with host country language instruction; and (e) those who are expatriate wives, who, while dependent on their husband's careers, have teaching qualifications and acquire positions once they have relocated.

Another category of expat international school educator is the one who has migrated to the country permanently. Hardman (2001) named them 'Penelopes' after the female protagonist in Greek mythology. This educator may or may not be partnered with a local citizen and then, subsequently, is employed at the international school nearby. Of the 100 educators surveyed by Hobson (2000), 25% were in bi-national marriages and 41% were single. The interviews indicated that it was not uncommon for single teachers in international schools to meet people of other nationalities and get married. However, the research did not indicate whether the spouses were of host country nationality, were co-patriots, or, were of another nationality. One might surmise a few scenarios with these findings: a) that the educator met someone from a different nationality while in their home country, married him/her and then moved to the spouse's country; b) that the educator already moved abroad, met a host national, married him/her and remained in the host country; and/or c) in either case, the couple continued an internationally mobile lifestyle. These findings relate directly to the findings in this study.

Horton (1987) found that educators were generally married to other educators. According to Hager (1978), foreigners married to locals were considered long-termers (as opposed to short-termers who were recruited from abroad) and offered stability to the transient teaching population.

V. Study abroad experiences and/or interactions with foreign students

Hobson (2007) describes growing trends in universities to keep up with globalisation and make study abroad programs part of the degree requirements for every college student. With the increase in these programs, and number of foreign students studying

in universities in the U.S.A., Australia and the U.K., studies have been conducted to measure the impact of these programs and interactions on the home participants.

Hammer (2002) conducted a 3-year study, to ascertain the impact of the American Field Service exchange experience on the high school participants. Participants were surveyed before and after their exchange experience; findings demonstrated increases in intercultural competence, fluency in language of host country, knowledge of the host culture, friendships with people from other cultures, intercultural networks, and, reduced anxiety, in interacting with people of different cultures.

Hansel (2008) studied alumni of AFS Intercultural Programs 20-25 years after the exchange experience to ascertain the long-term impact on their lives, and compared them to a similar high school group, which did not participate in such a program. Indeed, they found that AFS alumni are "different than their peers..." Interestingly, these alumni were encouraged and influenced by their parents to apply to the program. The alumni are more likely to encourage their children to meet people from other cultures and study abroad. They also found that 34% of the alumni that participated in high school also chose to apply when the opportunity arose at university. The findings indicated that alumni are more comfortable around other cultures, enjoy working with people of other cultural backgrounds, have different preferences and life choices, are more likely to speak at least one other language fluently, are more likely to have friends from other cultures, seek out jobs that involve contact with other cultures, and host foreign exchange students in their homes. Thirty-five percent said they went to live abroad for at least 1 year due to their/spouse's work.

In a subsequent analysis of this study, Hansel (2008) found that those whose parents encouraged them to meet people from other cultures and/or took them on frequent travels abroad and those who studied abroad at the university level demonstrated higher scores on the "Educated Cultural Traveller" scale, which is correlated to high scores on the Intercultural Development Inventory (Hammer, n.d.).

Luo and Jamieson-Drake (2013) surveyed 6,000 alumni from various private universities 5-20 years after graduation, to ascertain the impact of engagement between U.S. and foreign students on campus. Findings indicated that students who actively engaged with international students learn more and develop skills that benefit them after graduation. U.S. students who actively interact with foreign students are not only learning about foreign cultures, but also more likely to appreciate art and literature, place current problems in historical perspective and read or speak a foreign language, reexamine their political and religious viewpoints and their beliefs about other races or ethnicities. This study provided statistically significant data on the value of admitting foreign students and encouraging interaction between them and the American students.

Briggs (2003) also describes the strategies used by a university to internationalise the academic and co-curricular programs. They created a cadre of 'cultural consultants' among the U.S. students to help orient and integrate the foreign students and prepare U.S. students for study abroad programs. Interestingly, the U.S. students who get

trained for this role already had intercultural experience before the training, thus, volunteered for the program.

Lucas (2003) also reports on study abroad programs and believes that it is a unique opportunity to provide a “living laboratory” to learn about the target culture, if instructors, in fact, expose students to interactions with the host culture and expose them to intercultural training programs. Albaum (2011) describes how business schools are trying to internationalise their programs by orienting their faculty to teach in foreign countries.

METHODOLOGY: Qualitative research is invaluable, as it allows the researcher, to dig deeper; it puts muscles and sinews to the boney framework of numbers; it gives voice to the respondents, allowing them to demonstrate their beliefs, personalities and emotions. Had these participants been given a survey, they would have been locked into pre-packaged responses or been unable to label or identify themselves. Whereas, through a qualitative approach, they can respond freely, deeply, and introspectively. Therefore, a qualitative approach was chosen by this researcher.

The collection of narratives took place during various seminars, graduate courses, workshops, focus groups and list-serve inquiries targeting international educators. At each opportunity, the researcher requested a response to the question, “What were the catalysts which set you off on your international school career path? Sixty-eight participants responded to a written prompt (Zilber, 2009b). In addition, the researcher revisited and mined the raw qualitative data from prior research, which included focus groups with educational leaders and narratives from 13 adult EdKids whose two parents worked in their international school (Zilber, 2005). In total, there were 94 narratives. This data was coded into themes that emerged through a grounded theory approach. In addition, raw data from five international school Counselors were reused to triangulate data (Zilber, 2005; Zilber, 2009).

The personal narratives are compelling and have been given voice through quotations herein. However, to ensure anonymity and confidentiality, each has been given a pseudonym and in many cases, the identifying markers of country, nationality and/or schools were modified.

HYPOTHESIS: There are very specific, indelible, and early life events which establish a future *wanderlust*, or, what this researcher named, a wonder with the wide world (W4). They have developed a passion, or a ‘pull’ to experience it. These become the catalysts for launching a self-initiated career in international schools.

RESEARCH QUESTION: What are the catalysts that propel educators to seek out their first position in an international school outside their home country?

LIMITATIONS: The author is herself an ACCK and submitted her own narratives. She is biased, as she believes that findings #1-3 had a great impact on her W4. Also, stories

were collected over a 12- year span, in different settings and in some cases, mined from prior research projects. Some narratives were very short, while others were long, with no attempt to control for this. In some cases, attempts were made to communicate with participants when clarification was necessary.

Also, multiple nationalities were not investigated. In addition, a few of the participants were host country nationals who were participating in courses or workshops. Some never left their home countries and others left and returned. Each was working at an international school and offered valuable perspectives.

FINDINGS: Of the 94 participants, approximately 80% are nationals of English speaking countries and 20% of non-English-speaking countries. In total, they hold (more than) 16 nationalities; some are multi-national. While this might be typical of today's global families, it makes it very complicated to compute any accurate percentage. The participants include teachers, current, former and retired administrators. Ages ranged from 20-60 years old. Coincidentally, the 94 respondents were equally represented by gender.

The narratives fell into the following eight emergent themes, which were not mutually exclusive and often overlapped:

Group 1: Those who described a history as a Cross-culture Kid (CCK)

Group 2: Those who recalled hearing stories and/or looking at artifacts from family members about their migrations, travels, and/or family history in foreign lands.

Group 3: Those who, as a result of close relationships with teachers, friends and/or colleagues were influenced by their stories and their artifacts.

Group 4: Those who were influenced by their passion for reading literature, history, watching particular TV programs and learning English

Group 5: Those whose multi-cultural school and/or neighborhood community had a strong impact on them

Group 6: Those who recounted the influence of early international travel experiences [independent of family]

Group 7: Those who were influenced by intimate relationships with a loved one

Group 8: Those who described disillusionment and/or discontentment with life-labor-career status as motivating their relocation

GROUP 1: Those who described a history as Cross-culture Kids (CCKs)

Approximately 23% of the respondents could be categorised as Adult CCKs as defined above. While some are familiar with the moniker "TCK", others were not. And, if the term "TCK" now has become more familiar than in the past, most are yet unaware of the expanded term, "CCK", which includes "TCKs" under a wider umbrella. They described family histories as immigrants, minorities, refugees, children of bi-cultural parentage or multiple heritage, and, domestic and/or internationally mobile TCKs.

"Children are often in more than one of these circles at the same time. (e.g. a traditional TCK

who is also from a minority group; a child of immigrants whose parents are from two different cultures, etc.) This helps us understand the growing complexity of the issues we face in our changing world.” (van Reken & Bethel,2005).

Edward, a TCK, was raised in 10 countries as the son of an Ambassador and then returned to work in his passport country. Barry describes living in [a Middle Eastern country] and attending an international school during his middle and high school years. Sally declared herself an “expat kid” and that this background ‘triggered’ her *wanderlust*. Sheila stated very succinctly that she was “thrown in, expat at 6.”

Dan spent the first 13 years of his life relocating internationally with his parents to four countries. He was born abroad and always attended local schools. Contrastingly, as an expat, Dolores said, “I grew up in China and went to an international school my whole life so I always knew I would come back overseas...I have always had that itchy need to move...”

Some TCKs were domestically mobile, or had both domestic and international relocations. Edkid- Glomad described his father’s upbringing as an “Army Brat.” He felt that his father’s domestic and international mobility during his youth sparked his interest for travel in the future. Similarly, Elliott’s family moved within the USA several times.

Short- term jaunts into other cultures also had some effect on participants’ perspective of the world. Lorraine spent a few years living in the USA, as her father taught at a few universities before the family returned to their home country. Jessica, describes accompanying her father on a short-term work trip abroad when she was 10 years old. *“I guess that was the beginning of the travel bug that I have had ever since.”*

Some participants were CCKs due to bicultural parentage- sometimes in addition to being TCKs. While she did not originally consider this as a catalyst for her wanderlust, after learning more about CCKs, Roberta realized that *“if I consider it a little more deeply, perhaps I was pre-conditioned to accept the ‘other’ because of my own multi-cultural background”* with parents of two different nationalities. Donald also related that his Australian mother married his father, an immigrant from Eastern Europe. Sheila’s parents held two different nationalities and now her mother has acquired a third. Sheila, herself, has three.

Kay’s parents were from Mexico and the U.S.A; the American mother was a child of Spanish immigrants and travelled there to explore her heritage. Attending a university in Mexico, she met her future husband and remained there. Betty is an CCK. Her British mother was a TCK who lived in a few countries due to her father’s military career, and immigrated to New Zealand at 14.

Minority groups can include those who are part of a racial, religious or ethnic minority and are included in the CCK paradigm. Bonnie was raised as part of the Jewish minority

in the USA, as was Ettie. Marcia is ethnically and racially Chinese, born in Vietnam but raised in the UK. After learning about CCKs, she was able to articulate some of the challenges of her minority status: *"... I look Chinese but my way of thinking and doing things is very Western although I was raised to respect and follow the traditional customs of my Chinese parents..."*

Some participants overlapped two CCK categories - immigrants and refugees. Russell was a refugee from his war-torn country and immigrated to Israel at a young age. Ettie is also a CCK of multiple categories. She was born to Holocaust survivors in a Displaced Persons camp in Germany after World War 2 and immigrated to the U.S. with her parents on a refugee quota. Being Jewish, an immigrant/refugee and speaking a different mother tongue, she grew up as a minority in American society.

Along with the stories and the artifacts handed down from family members, some of the CCK participants described the desire to find out more about their heritage. Marcia, who grew up as a minority in the U.K., wrote that,

"... I wanted to come to China to experience the culture of my parents and...find out more about myself... and to have a better understanding of where my parents come from...why my parents hold their thoughts and views.... Interestingly, I am finding out that my parents (though I saw them as being very traditionalist) compared to China, they are actually quite liberal and open minded..."

The stories were too painful for Ettie to contemplate a visit to their heritage country in eastern Europe. Instead, she moved to Israel to learn more about her culture. Similarly, Israel became a heritage location for Bonnie. Richard was born to immigrant parents in the USA where they spoke German and maintained a strong cultural link to Germany. He clearly saw the connection between his background and his future international school career,

"German culture filled our lives at home and ... often out of school life... This melding of American and German informed the background of what would eventually become an international school teaching career in Germany...You can see my life as a child ...had a direct influence upon my later life as an international educator during my adult years."

GROUP 2: Those who recalled hearing stories and/or looking at artifacts from family members about migrations, travels, and/or family history in foreign lands.

Shared family memories and artifacts are very vivid among the participants. Parents, grandparents, aunts/uncles, cousins and siblings all had stories to tell which had a strong impact on young minds. Some told of trials and tribulations as immigrants and refugees during war experiences in the old country. Others told stories of careers or travels which took them around the world. For obvious reasons, many stories overlap with those of Group 1, because much of the nostalgia is from the early developmental years when they had "meaningful interactions" with these family members. Stories from this group differ from those of Group 3 because the latter took place at a later stage of

development and the relationships might have been less “meaningful” than through family contacts.

Parents’ stories had a strong emotional impact:

“To this day I still delight in hearing the stories [about their travels and teaching in Australia]. Travel and teaching were (are) my parents’ passions and they easily transferred that to me. ... So, ultimately, my parents were and are my inspiration. Without them I never would have had the courage to embark to a foreign country alone nor would I likely have had the idea to try teaching.” (Eileen)

“...Though I have never viewed that [father’s work as ESL teacher in 3 countries] as a reason for leaving, it is possible that something stuck with me from his excited telling of those times.” (Roy)

Rosemary recalls her father’s stories from *“... his early twenties on trains around Europe and [her] parents’ travel internationally regularly for pleasure.”*

Sylvia describes her father’s world travels in the Korean Navy and the stories he told about the places he visited. Beverly declared,

“My father was, without a doubt, the catalyst in my travels. He himself had always loved to travel, including moving to Japan with my mom 12 days after they married to serve...in the US Air Force for several years. Both siblings were born there – the family joke was ‘Made in Japan’...Europe, Asia ...”

Lorraine’s father studied in the USA and travelled widely as a consultant. Louise’s father was an airline pilot who flew worldwide. *“Growing up...with a stack of blank tickets, I could go anywhere I wanted... all free for the taking as long as there was an empty seat.”*

Ettie recalls her parents’ stories of their lives before, during and after the Second World War in eastern Europe. They described a normal family life which was destroyed (and extinguished) by a genocide, including horrific treatment in a ghetto, concentration camps, liberation, reunification and immigration. Donald has early recollections of listening to his immigrant father’s stories about the home he left, his family, wars, military service, discrimination and persecution because of his ethnic background. His first foray into the international world was, indeed, to his father’s homeland to learn more about his heritage. Russell immigrated to Israel at a young age due to a civil war in his country of origin. They went through difficult times and thus he gleaned courage to travel, as he recalls, *“...knowing that it will be ok.”*

Richard was also born to immigrant parents in the USA. They spoke German at home and maintained strong cultural links to Germany. When his parents returned to live in Germany, he acquired a job there, married a German woman and is raising his children bilingually in his international school. *“...You can see my life as a child and teenager had a direct influence upon my later life as an international educator during my adult years.”*

Gloria remembers many stories from both parents. Her father told about leaving his small village for Mexico City to seek out economic opportunities and an education. His business successes brought him to the U.S. Her mother related stories of the family moves between Spain and the USA. Her mother also travelled widely and this had an influence on her.

Grandparents' life stories also had a strong impact on the participants. Paco's grandfather told him stories about the Spanish Civil War. *"...He would tell me about his adventures fighting for freedom, his ideals, and experiences that I couldn't believe he had really experienced."* Similarly, Glenda describes her grandfather's stories from Spain before the war, which forced him to migrate to Mexico. *"The first time I thought about traveling far away was when I was very...young...My grandfather ...always told me that [Spain] was my home..."* Josephine describes conversations with her grandparents about the immigration of their parents from Europe to the USA. *"I always tried to imagine what their houses and lives were like."*

Elliot recalls that his grandparents were world travelers and *"I always viewed their adventures with intrigue."* Theodore tells about two generations of travelers in his family, *"My grandfather was in the military and the family was relocated around the US and Puerto Rico. This gave my father the wanderlust. Before he married my mother, he told her that he wanted to live and work overseas at some time in the future. She agreed, because she herself had wanted to join the Peace Corps...but she did not have the guts to do it. In retrospect, I am sure that these people and their interest and contact with the world were prime motivators for my fascination with travel, adventure, diversity..."*

Aunts, uncles, siblings and in-laws also had strong influence on participants. Debbie from Australia recalled that her aunt *"...went overseas to teach in her youth for a couple of years -I always admired her for her courage. She... met an Irishman who she ended up marrying... and as a result has traveled back to the UK quite a few times."* Caroline related the influence of her uncle who was a teacher at a U.S. Department of Defense (DOD) school. She recalls that every summer the uncle and his family would come and stay at her home; they had so many artifacts and stories from their experiences. In fact, when Caroline decided to go overseas, she conferred with her uncle about finding a job in a DOD school. Ladd (2009) described childhood memories of his Aunt Anne who was an avid traveler... and as she backpacked and stayed in hostels all over the world. *"...My mother has always blamed Aunt Anne for infecting me with the travel bug."* Carl had an older brother who lived in Ghana for a year and believes that this paved the way for his parents' acceptance of his life decisions to teach abroad.

Glenda stated categorically that her *wanderlust* was, *"...in the genes...."* She described how other members of her family were passionate travelers, and/or had internationally mobile careers. Her aunt had no children and thus "adopted" her and her sister as *"travel buddies...It was all fabulous and they are the reason I got my first passport...On my father's side, my uncle... saw a lot of the world...When he married my aunt...a flight attendant... their traveling didn't slow down. They still travel frequently and encourage the rest of us to do the same. ...my sister-in-law taught in Milan, Italy for a year and loved it. She*

highly encouraged me to move to [country]...”

As an interesting twist on the paradigm, Madeline described that her passion to travel started after her children left Australia to work overseas. They bought her a ticket to London and she travelled to 8 countries and 16 cities. She developed her *wanderlust* thereafter.

Other vivid and loving memories were of artifacts shown or shared during youth by family members, as well as from teachers, friends, neighbors or colleagues. Artifacts remembered by the respondents included postcards, gifts, hobby collections, clothing, furniture, art, foods, and, of course, photos, and moving images from family and/or travels.

Ladd's (2009) aunt Anne, *“would send postcards to me about all of these faraway lands. I still have a little wooden boat that she once sent me from Denmark.”* Sylvia describes the artifacts from her father who served in the Korean Navy, *“Me and my brother used to collect those post cards and gifts from all different countries... whenever my dad came back home, he used to show the photos and told the stories. I believe that it also let me dream of traveling or living in other countries and think being out of my comfort zone was not that scary things.”*

Betty recalls that,

“In my family home, amongst the New Zealand farming calendars and British teaspoon collections ... were weird and wonderful trinkets from other lands. My Mother prepared us food inspired from her childhood, the traditional NZ meat and three veg were off the menu at least two times a week. The biggest impact for me was watching my Mother's old childhood movies. The flickering projection and shaky images revealed landscapes, people, shapes and colours that fascinated me. The stories of how my Mother traveled to school everyday, the food she ate, the friends she made, the languages she learnt all inspired my wanderlust.”

Specific artifacts became a catalyst for this research question, as Ettie recalls,

“...sitting in my father's Amateur radio [“ham”] “shack” [station] with the hundreds of QSL cards posted all over the walls. These cards were the evidence of every contact he made throughout the world. As a child, I would sit next to him with earphones, listening as he...searched for the next contact...My imagination was piqued and I developed a desire to travel and see these countries for myself.” (Zilber, 2009b)

GROUP 3: Those who, as a result of close relationships with teachers, friends and/or colleagues were influenced by their stories and their artifacts.

Many participants were impacted by friends who were working/living overseas. Sometimes they were influenced by strangers who came from places foreign and far-away. Others describe beloved teachers who engaged them through exposure to the culture, the language and the stories of other countries, and others remembered a penpal in a foreign country. And, some had friends, colleagues, or strangers who taught in international schools.

Ellen had a friend who gave her the idea and the courage to move internationally.

"...In hindsight, I crossed paths with a few key people at pivotal times in my life and that is really what defined my path.... a college friend who had grown up as a TCK and spoke five languages pushed me to take my junior year abroad. I found myself in the UK and there the wanderlust took root. Not long after graduating the same college friend passed through my life and challenged me to embrace my itchy feet by teaching ...with an educational company...[they] sent me abroad for six months to teach their curriculum at an international school...I met husband (a fellow teacher) and the rest, as they say, is history."

Similarly, Elliott was influenced by Madeline Hunter, with whom he worked as a trainer in the U.S. *"She asked me if I was interested in doing the same at an international school in Manila. An international school-what's that??? Sounded intriguing and I agreed."*

Close friends of Bonnie's moved to China for work. As they remained in touch, they encouraged her to apply for positions at international schools in their city. Debbie was influenced by a friend who loved his work in the JET [Japan Exchange & Teaching] Program. This same friend also informed her about an information session held by a recruitment agency.

EdKid-Jill describes a few catalysts for her educator parents, including a close friend who served in the Peace Corps and another who cycled all over Europe. Edkid-Julia recalls *"My parents had friends who had moved abroad... and I remember going to their house...and speaking to them about their experience."*

Steven described how a good friend drew him out for his first international travel experience through Europe. *"Thirty days later I returned home exhausted, and changed."* After the friend accepted a job in an international school, Steven visited him and was hired in the same school. Gerald *"returned to the U.S. twenty-four years later..."* after a friend influenced him to teach overseas.

Reina was influenced by a memorable and dynamic English teacher who was a traveler and shared her travel stories and photos with the students. Reina still keeps in contact with her teacher now that she, too, is internationally mobile. Likewise, Norma was influenced by American teachers at her university in China who encouraged her to become a teacher. She was impressed with their style of teaching and she eventually landed a job at an international school in her city.

Sometimes random strangers made an impact. Madeline went to visit her son who had moved to Hong Kong. He took her to the "expat party street" where she met 2 mature women her age who were enjoying their lives as they lived and worked in Hong Kong. They too, had adult children back home. Their philosophy was that after raising the children through university, it was now "their turn." Likewise, Anita describes attending a workshop where she met someone from Hawaii. *"From that moment on I thought about*

how amazing it would be to teach in Hawaii.” Ataru first describes how he observed students from a nearby international school in a restaurant in Tokyo. “As I observed very carefully how they interacted each other, I felt much freedom and real smile in them...I then decided that this is what I want to do in my life -teaching at an international school...”

A teammate told him about student exchange programs which led to his first study trip to Canada. Clark recalls the coincidence of meeting
“...the people doing the search for [school, country] ...at a conference. The stars aligned and although I hadn't even considered the idea of going abroad, it happened and I have never looked back from that. It was unquestionably one of the best decisions I made...”

Mildred passionately describes those who influenced her zeal to know more about the world outside the U.K. and her small village of only 28 houses,
“...An American family came over on a teacher exchange ... we weren't encouraged to mix with him and his family. But...I wanted to know more about him – but anyone not Welsh, not local was taboo...Then I went to university ... I met people from other countries...the wanderlust was there...I inter-railed in Europe, I travelled the east coast of America I backpacked around Egypt...During my PhD I met another PhD student, with the same wanderlust as me...I married him...we travel all the time.”

Once again, artifacts served as catalysts for the imagination and dreams. Marcia remembers her 4th grade teacher who told stories about her son who moved to Japan and married a Japanese woman. This teacher taught the students about Japan and had them sketch each other wearing a kimono. They are still in touch.

Ettie was inspired and encouraged to travel by a university classmate who set out solo to travel, work, see and ski the world on what became a 39- year odyssey. Ettie looked forward to postcards and annual Christmas greetings, where, in miniscule handwriting on blue aerogrammes, she logged her adventures of the year. She also recalls her childhood fascination with the Asian and Latin American art and furniture on display at the home of a neighbor who travelled the world for the Merchant Marines.

GROUP 4: Those who were influenced by their passion for reading literature, history, watching particular TV programs and learning English

Many respondents remembered how their curiosity and W4 were piqued through their passion for reading literature, adventure stories or books about historical events, geography and foreign people. In addition, TV and movies were also catalysts for their wonder about the wide world (W4).

Edith recalled that *“... I always knew the world was a big and exciting place. My mother introduced me to reading at a super early age and I think my wanderlust probably started there, through literature.”*

EdKid-Glomad surmised that his father's *“... natural ability for and interest in history may have been a developmental factor in his love of traveling...”* Debbie also described her love

of history. *"I have always enjoyed studying faraway places and different cultures. It really interests me to learn about how people of different cultures make meaning of the world."*

Harvey vividly recalls his exposure to the world through his love of reading the comic series, 'Tintin.' Published in Belgium, each edition was set in various countries, including the former Soviet Union, Latin America, Africa, Egypt, Tibet, and many others. Originally in French, Tintin was translated into numerous languages. (<http://us.tintin.com/news-and-happenings/>)

"For me, it all started with Tintin comics. I memorised my math times table in grade 3 as part of a bribe from my parents that they would buy me my first Tintin comic book...Thanks to taking a few risks, leaving my comfort zone and ole' Tintin, the wind was already in my sails...this international teaching stint has allowed me to continue my passion for travel..."

Caroline had a religious upbringing and recounts how her dad would read stories of the lives of missionaries around the world, while Ellen recalls *"As a child my parents and I read poems together each morning as I waited for the school bus. I think the seed of exploring the world was planted when we read "Vagabond House" by Don Blanding. I loved the poem so much that I revisited it time and time again."*

*["When I have a house . . . as I sometime may . . . I'll suit my fancy in every way.
I'll fill it with things that have caught my eye ...In drifting from Iceland to Molokai.
It won't be correct or in period style...But . . . oh, I've thought for a long, long while
Of all the corners and all the nooks...Of all the bookshelves and all the books..."]
(Blanding, 1928)*

Ladd (2009) described his love for reading travel fiction adventure by Kerouac. Ettie remembers the ubiquitous editions of National Geographic delivered and devoured by her family. Blackie (2003) vividly describes his childhood memories and fantasies full of reading adventure stories set in jungles or on the oceans.

"I never realised this until recently when I was asked by a group of students what books I had read as a child...I smiled as happy memories returned. I could see myself as a young lad standing between the towering shelves...it was there...that I discovered a section that contained the promise of a distant world far beyond my understanding...I avidly devoured a series of books that it now appears have shaped my life.... Unknown to me they have worked their magic...and I have been so much the richer for it."

Marcia recognised that her English teachers influenced her by introducing her to literature, which motivated her to travel around the world from her native, Korea. And, Eduardo's childhood in Mexico included watching TV,

"...I remember watching cartoons that had international characters. I watched daily Miss Comet (Senorita Cometa) a Japanese series about a nanny with special powers who would take care of two younger boys with the help of a small dragon "chibigon". I also enjoyed the

Fantastic Four and other American superheroes and adventurers. I recall how much English I heard since I was little ... What probably motivated me was the sense of awe and inspiration about new cultures, different ways of thinking and getting to know fantastic places in the world. The bridge that would allow me to appreciate and understand it was a common language: English."

GROUP 5: Those whose multi-cultural school and/or neighborhood community had a strong impact on them

Some narratives described childhoods in public schools in major metropolitan areas or tourist environments where they came into daily contact with people from diverse ethnic, racial and national groups. The respondents recognized the impact of these interactions on their future life decisions.

Daniel proudly attributes his skills, personality, career and wanderlust to his youth in an inner-city multi-ethnic neighborhood in the U.S.A. He describes his school as 50% African American, 25% Latino and 25% Asians and "white kids like me," as he declared himself part of the white minority.

"the white kids from my neighborhood were sent to private schools...If I had been sent to one of these schools, I would not have evolved into the person I am today... I learned how to get along with people from all walks of life." Interestingly, this inner-city school offered the Diploma Programme..."

Louis also grew up in a diverse neighborhood where his playmates were from other countries. He believes that these relationships became the catalyst for a life overseas.

"We all played together daily and I remember [that] the things they talked about while 'pretending' were not always the same things I imagined. I remembered their houses smelling different, their parents cooking exotic foods that I often had the opportunity to taste, and most of all I remember simply thinking to myself, 'I don't know where Sudan is exactly, but someday, I really hope to get to go there.'"

Enrico grew up in Spain and spent summers in a town on the coast where he worked in the tourist industry.

"Such jobs not only helped me improve my English skills but also allowed me to interact with all sorts of people from all over the world, sparking my interest for other cultures and ways of approaching life. I realized then that my truth was not the best nor the only, there was another world out there waiting for me to discover...I am a citizen of the world now."

GROUP 6: Those who recounted the influence of early international travel experiences [independent of family]

Many of the participants described international travel experiences that were realized through their high school, government organizations, and/or university programs.

These were offered through exchange/semester/year abroad programs, language education programs, sports or music groups, scholarships, student teaching, or government-arranged teaching exchanges. In addition, a number of participants described independent travel for pleasure and curiosity, and a few for jobs as volunteers, language teachers or as an *au paire* [nanny]. Tales included those of the ubiquitous back-pack and Eurail pass. These travels stretched from one week to three years.

The participants described these experiences during high school, university vacations and/or directly after graduation. Some indicated that their parents encouraged the experience, while others indicated that it was their own initiative, or the influence of friends. Some participants described multiple examples of such international jaunts.

A number of Australians described the travel experiences of their compatriots after university. These extensive travels have become almost a 'rite of passage' as a result of the isolating distance between Australia and the rest of the world. The goal is to travel before they 'settle down' to job, marriage and family. *"Apparently, Australians are some of the most traveled folks in the world... It would be interesting to see what amount of Aussies end up being expats in the longer term..."* (Debbie). Jessica concurred. *"It is quite a common thing for Australians to go overseas for a gap year after school or after university."* She originally intended to travel for one year but continued for three. Many worked at odd jobs in order to lengthen their time abroad.

Some governments offered opportunities to promote interchange between citizens, either for teaching, studying or service. The governments of the U.S.A and Spain have a bilateral agreement to offer teaching opportunities to Spanish nationals in the U.S.A. Both Enrico and Olivia were accepted and taught in U.S. public schools for a few years. Harvey, a Chinese national, recalls when the Chinese government opened the gates to higher education abroad for those who had relatives outside. He went to Australia where he had family, gained a teaching certificate returned after 10 years and found work in an international school.

EdKids Jill and Maggie described the influence of the U.S. Peace Corps on their parent-educators. *"...I think that [Peace Corps] changed his life forever. He saw what it was like to be around other cultures and I think he fell in love with it..."*

Studying outside the home country was a pull factor for a variety of reasons. Sometimes it was to learn a language, but other times it was offered by high school or university as an opportunity to increase intercultural competency and language proficiency. Paco went to the UK to improve his English while teaching Spanish in the public schools. Ataru travelled to Canada to study English. Elliott took advantage of overseas independent learning opportunities offered by his university to go to Germany and Greece; he found a job in Greece after graduation. Beverly remembers how her parents encouraged her to take advantage of the university's semester abroad opportunity in Austria. She realized upon her return that she had to *"get back out there - life was a bit boring... after I had a taste for Europe, the old world, the other cultures, the other*

languages." Russell never realized his wanderlust until he was accepted as an exchange student in Denmark. *"Living in Europe and traveling opened my appetite and everything else is history..."*

Edkid-Jacob describes the strong impact of his mother's year in France as a university student. *"She absolutely loved it, and almost didn't come back to the states to finish her degree."* Edkid-Billy described a similar experience about his parents, "Both traveled to Europe during their college years for a semester or year abroad, and this had a strong influence on them." Edkid-Julia recalled, *"My mom went to college in Mexico..."*

William remembers that a scholarship to a religious prep school changed his life as it exposed him to Greek and French and sent him on his way to multilingualism, linguistics and eventually a career in international schools. Rosemary was granted a scholarship from the Australian government to teach and travel in China while doing her undergraduate teaching degree. It was part of a program to build relationships between the two countries. *"It afforded me 6 weeks of paid travel around China, plus a 6-week teaching practicum in a local primary school... I loved every minute of the crazy, vibrant, delicious country."* Daniel was granted a Fulbright Scholarship to study African immigrants in Spain.

A few participants described work as an *au-paire* [nanny], student teacher and/or full time teacher in foreign countries, which led them towards their future career decisions. Janine, an Australian, describes herself as someone who enjoys challenges. She recalls living and working in Denmark as an *au pair* for a few years. *"... the idea of living and working within another culture and country was a fascinating experience and helped me grow as a person."* She took advantage of this time to travel through Europe. Caroline was proud to describe her work as a nanny in Costa Rica when she was 17. *"It was my own initiative and I raised the money myself..."*

Harvey *"...jumped on a plane..."* when he heard that New Zealand had a teaching shortage. Roy's university offered student teaching opportunities abroad. *"It was an eye opening experience to a whole new world; I felt like I belonged outside of my country, which is hard to explain. I was offered a job at that same school right out of University and I have never gone back."* Rosie worked in Spain for a while and learned about job fairs, *"I had always wanted to travel ... so we just gave it a go."* Glenn, from the U.K., had already worked in Turkey teaching ESL, in summer camps in the U.S.A. and as a volunteer in a kibbutz in Israel. Rosemary remembers that *"...international work and travel was not uncommon in my family. As one of 3 girls, each of us has travelled and worked outside of Australia."*

Some, involved in sports or music, availed themselves of opportunities to travel with groups. Josephine described her tour of Europe with a jazz band and choir the summer after high school. *"That's when it all started! After that, I seemed to always find opportunities [to travel]."* Similarly, Carl coached youth soccer clubs in various countries during high school and university. *"This gave me a taste of different cultures, peoples and foods and sparked a desire in me to try living overseas."* Beverly's parents encouraged her

to travel on a high school trip with the ski club for a week in France.

By far, most of the participants described independent travel for adventure and curiosity. EdKid-Shirley tells the story of her mother who travelled and worked in Africa and England and her father who had travelled around Europe. *"...They both just wanted an adventure, and to experience a different culture."* EdKid-Harry describes his parents travels through Europe, as does EdKid-Jill. She tells of their year-long bicycle trip through Europe. *"...I believe they got 'hooked' to adventures outside of their small hometown. When they came back my parents decided that living and working overseas was what they wanted to do."*

Tim described a childhood without any relocation or travel, *"as a kid I grew up in the same house all my life from age 3 to college. We never traveled...when I went to college...people I knew were taking time to travel overseas. I did that for 1 year... and that whet my appetite for travelling..."* Harvey recalls his first solo trip to Europe, *"... 12 countries in two months...I was empowered and addicted."* Gloria travelled widely in the US, Europe and Central America, as well as her native, Mexico. Paco disobeyed his parents and instead of going to university, he went to travel in Morocco. *"...Travelling had always been my passion, and meeting new people, learning a little bit more about their cultures and countries, exchanging experiences and discussing about human and world issues became a too powerful attraction..."* William hitchhiked through Europe for 3 months during college vacations. Daniel travelled solo for three years after college throughout Europe and Morocco. *"...I felt compelled to venture beyond the textbooks...making personal self-discoveries every step of the way."* Harvey also travelled solo to Central America.

Ettie took her first international 'solo' trip at 16 to visit family in Israel. Her parents encouraged this heritage voyage. In contrast, Bonnie's parents did not support her desire to travel, so she saved up the money to take a tour, which made stops in numerous European countries. *"It was quite an eye-opener, my first trip abroad and from that day on, travel and experiencing new cultures has been a passion."*

Louise's father was an airline pilot, and she now laments that she did not take advantage of the free airline tickets until her senior year in college when she *"finally made it to Paris...With that trip, my passion for seeing the world grew exponentially. Next, I headed to Japan... Asia was a place so foreign to me that every moment stunned me. I returned to the States, graduated from college, and continued to dream about traveling abroad again..."*

GROUP 7: Those who were influenced by intimate relationships with a loved one

Some of the strongest emotions of love, hate, disappointment, grief and/or frustration impacted decisions. Falling in love, marriage or breakups and divorce were prime motivators to make a life change, either for love of a partner who hailed from a different country or due to disappointment with one who crushed hopes of a

relationship. Some relocated internationally because of their spouse's work. Empty nest status and love of God were also cited.

Theodore followed his girlfriend who went to teach overseas; eventually, he also got a job. Richard attributes one of his motivators to "... *a budding romantic relationship with a German national.*" Bruce tells how he met and married an international executive stationed in [European country] and together they transferred to two other countries, "*I think this sense of adventure is something that has always been in me and is something that always has been there, luckily I met someone who shares this sense of adventure.*" Morris entered into a bicultural marriage with a non-Australian and felt that a move to a third country would help their relationship grow equitably.

Roberta's response is humorous, yet telling, "*A man!!!! I followed my then French husband to Europe and found my first international teaching job there.... I said bye bye to the husband when I saw he still wanted to keep his two other girlfriends, but I happily remained a gypsy teacher...it was all about pure pheromones + lust! (he was a hottie).*"

Beverly, an American, married a German while she was living there; they continue relocating with their CCK/TCK children. Gloria also tells of falling in love with an American educator/colleague at her school, who was a TCK. Together they decided upon an internationally mobile lifestyle.

A few anecdotes described a desire to introduce the world to their children, which could only be accomplished by finding a teaching position abroad. Dan, an ATCK, decided to settle in the USA "*...thinking I would establish roots and stay forever and ever. That worked for 20 years, but we wanted our kids to see more of the world. My wife was the push and she convinced me.*" Thomas' wife was an American ATCK who studied in an international school in Asia, and wanted to return overseas. "*Originally, I was against the idea...[wife]...did everything ... After six months in our first overseas location, I resigned from my two-year leave of absence, and... started the journey of a lifetime. I thank her for knowing me better than I know myself.*"

Janine felt the need to travel again. "*The time was right to travel as the children are all independent and it was something that I decided that I wanted to experience.*" Both Janine and Madeline described a twist on the wanderlust motivators, which took place after the children grew up and became independent adults. This was the moment where the mothers decided it was time to fulfill a dream.

Sheila is an ACCK from bi-cultural parentage. She relocated numerous times due to her husband's work, as did Louise, who never contemplated living outside her native Mexican city.

Ben submitted a short response. "*Mine is easy...married a girl who was raised in Brazil and her parents still lived there. We got married and moved to [Brazilian city] as local hire teachers at [international school] and just fell in love with the whole concept.*"

Broken love relationships were the catalyst for a number of women. Anita was in a bi-cultural relationship in the U.S.A. which *"disintegrated at the same time as disillusionment with work..."* But since she had visited and enjoyed his home country during their visits, she decided to seek out a teaching position there on her own. Selene was *"beginning to hate the 'depressiveness/isolation' of teaching in the UK - had I stayed I would have quit [teaching]..."* She gave up on travel opportunities in order to invest in a long term relationship. However, she stated, *"...being dumped on Boxing Day...gave me the freedom to take a chance..."* Edith relayed how she turned down opportunities to travel and live abroad with friends in order to hold on to a love relationship in Australia. *"This was the final kick I needed to finally spread my wings and go..."* After Bonnie's difficult divorce, she felt the need to make a major change in her life. Friends living in China encouraged her to find a teaching job.

A religious love for God prompted Dolores to relocate and attributed her wanderlust to her belief in God. *"I would have to say the ones who most effected my decision was my faith in God and my mother. I believe this is where God has me, so I will stay here and continue to learn more about myself as a TCK until God takes me somewhere else."*

GROUP 8: Those who described disillusionment and/or discontentment with life-labor-career status as motivating their wanderlust

Some indicated that they considered themselves outsiders, or uncomfortable in their own culture, town, city and/or country. They stated, or intimated, that they did not fit in with the cultural norms of their society or community or described their home town/city as 'small town' and felt that it was too familiar, conservative and/or boring. They felt they needed something more interesting and challenging for their lives; they dreamed of something different. There were those who indicated that they wanted to stand out and do something special or take a path less travelled. Some simply indicated a sort of discontent with their lives or jobs and/or felt the need to make a change.

Some participants identified immediate 'push' motivators, such as an economic crisis with challenging job markets in their home country, which motivated them to look outside their borders. Others described disillusionment with promotion opportunities, colleagues, the school, or policies of their school or governmental educational bureau, or because their teaching salaries were insufficient to offer them the lifestyle whereby they could purchase decent housing or their children could see the world.

Some learned of teacher shortages in other countries, which led them to apply and take the risk. One indicated that it was due to her husband's company which transferred them internationally a few times and she found a teaching position in an international school.

While these career and/or economic events might have been the immediate reason for the search and application process, most of these participants described catalysts from earlier years.

Those who wanted less boredom and sameness, or wanted to stand out, make a difference and/or not be ordinary indicated that:

"I didn't want to live an "ordinary life" in an ordinary way." (Edith)

"For [my dad] working overseas was a way to move beyond the ordinary and to make a difference." (Edkid-Maggie)

"...I was happy and comfortable with life . . . but I could see it stretching out before me in a repetitive cycle: another year of teaching, another year of coaching..." (Gerald)

"...father [had an] adventurous outlook, [was a]go-getter, goal oriented, reached for his dreams, never content to sit still, had to move from (small town) to somewhere a bit more interesting." (Edkid-Harriet)

"...they could not bear the thought of remaining in some pokey little town for the duration of their lives, having discovered their love of travel." (Edkid-Suzie)

"I was brought up in a tiny village of 28 houses [U.K.]. My parents and grandparents were from the same village. Everyone in the village knew everything about everyone and everyone was related to everyone else. Nobody ever left...(Teresa)

"I was always curious about what was beyond my little city in [U.S. state]." (Josephine)

"...the main reason was that my parents wanted my brothers and I to see the world – something they could not afford as teachers in America." (EdKid- Julia)

"...I got an overwhelming sense that I needed to change my life, to find a new adventure...I had been thinking I would like to travel, as this was something I hadn't really had the opportunity to do." (Debbie)

"My dad grew up in the smallest middle of nowhere town. I think getting out of there was his main goal in life...For [my dad] working overseas was a way to move beyond the ordinary and to make a difference." (Edkid-Maggie)

"They figured that if they could teach out there [Native American reservation], then they could teach anywhere in the world." (Edkid-Gwen)

Those who felt that they did not fit in with the norms of their society, their country or their culture, indicated that:

"...I never felt connected to one place-always an outsider." (Bonnie)

"...mainly I liked being out of the U.S.A.; I did not like what was going on." (Theodore)

"...There were a few reasons to move from home at my time in Spain, getting married or getting a job. I got a job...in the States." (Olivia)

"...On my mother's side, I believe the intolerance and prejudice she faced growing up in the south as a [minority group] gave her a reason to distance herself from close minded and ignorant ways of thinking." (Edkid-Siddharta)

"...I never felt like I belonged any where. I grew up in conservative [city-U.S.] with a very liberal mother who was constantly pointing out the evils of racism and the conservative views of even her friends. I left and went to University [small town U.S.] in a small town wher I was constantly faced with strange and what I saw as misguided views of other cultures and races." (Roy)

Ataru did not fit in with the rigidity of his own [Asian] culture,

"hierarchy, obedience, team work, result focused, no excuse... if you are not a highly competitive player, you end up being treated very poorly among the peers.... Furthermore, in [Asian country] there are extremely strong social separation based upon the age. This means that if you were a freshman, you literally obey to the upper class men. ...Needless to say, I was extremely frustrated..."

Similarly, Dolores said, *"I grew up in China and went to an international school my whole life... I have always had that itchy and the feeling of not belonging in the States when I was there for college and grad school. The strange thing is, I thought I would feel more comfortable here [China] where I grew up, but I still feel like I do not fit in."*

Marcia grew up in the U.K. in a Chinese family. *"...My parents wanted me to conform to being a traditional Chinese girl but I had the mind of someone from a western viewpoint - I remember despising this culture of my parents yet felt frustrated because I am Chinese by my parents' origin and I look Chinese but inside...I wasn't totally. I went through an identity crisis in my late teens and struggled to figure out who I really was and I got fed up of trying to please my parents, grandparents, uncles (to save face for my parents) even though it wasn't what I wanted to do. I spent a while being quite confused, frustrated and angry... I decided...to come to China to experience the culture of my parents and in some way...to find out more about myself, who I really am, how I fit in with this culture..."*

Some indicated disapproval or disillusionment with the state education policies, the economy, the job market or career advancement. Edward indicated disillusionment with the economic recession in Europe and the psychological impact it had on the people. Theodore liked being *"...out of the U.S.A.; I did not like what was going on."* After a short-lived career in teaching in the U.K., Glenn became disillusioned with the profession. He recertified for a career in investment banking but soon realized that this was not a career which would allow him to contribute to society. He changed direction again and applied to teach in an international school.

Anita became disillusioned with her "dream job" when governmental influences changed the vision of the school. After a few other "horrible experiences" she took a decision to apply for and accept a contract in an international school and has *"never looked back."*

Jessica remembers budget cuts in her Australian school *"coincided with my "itchy feet"* and she applied to teach overseas. *"What a great life we have!"* Lee & Lorraine, a teaching couple, sought jobs abroad after job and budget cuts in the arts. When Harvey returned to Canada the *"job market went bust"* and he could not get hired. He decided to *"hit the international job market..."*

Louise recalls *"when the [USA] housing bubble burst and the economy was crashing, mine was the first of many jobs to be cut ... this was the chance I had been waiting for—the automatic excuse to move abroad...I was free to go where I wished... I started also to fill out applications..."*

Timothy laments, "I had to find a way to survive financially... there must be more out there than hearing the same stories/complaints over and over." Alfie was disaffected by the high cost of real estate in the U.K. when, a desired promotion into administration was thwarted. He sought a position overseas and continued for 33 years.

Samuel remembers how both he and his educator-wife were disappointed by the blockage of their career advancement and by discrimination-- one for age, and the other for religion.

DISCUSSION: This research identified eight emergent themes, which were the catalysts propelling educators into their first international school foray. Most catalysts came from early life exposure to people, stories, and artifacts which established the W4. These catalysts, individually, but mostly combined, became the pull to launch a career in international schools. Indeed, the W4 profile existed before the job search. A few examples could be: a) Parents might have travelled widely before the birth of the participant, and told their child stories about far-away places, peoples and experiences. b) Growing up as a CCK, might lead to love of someone of another culture and relocation to their country or join their cultural group. c) Parents' travels and history introduced participants to stories, languages, artifacts and people from other cultures. d) CCKs might have felt like outsiders in their passport culture and searched for belonging and identity elsewhere.

A few narratives indicated that while the final straw for the push out of the comfort zone may have been a weak job market, a job advertisement, a disappointment or inspiration from a friend/colleague, the actual seed for the *wanderlust* had already been planted earlier, through the 'W4 factor.' In most cases, the catalyst seemed to become a "pull" factor which prompted the consideration to listen, conduct a search, submit an application and take a risk. As one participant wrote, "...the wind was already in my sails..." (Harvey). According to these findings, the 'pull' factors were found in Groups 1,2,3,4,5 and 6. Groups 7 & 8 seem to be 'push' factors, however, even here, there were overlaps among categories.

The two outlier respondents, who are a married couple, declared that the only reason they are teaching in international schools was because of the bad job market in the U.S.A. On the surface, it would seem that they had no other motivator. However, judging from the number of unemployed educators who do NOT consider a job outside their home country, this unilateral response is questionable; there might have been other reasons which they could not, or would not, identify.

Recent literature on self initiated expatriation comes from the field of human resource management (Andresen, et al, 2011), and not from the fields of education or psychology. Only two studies identified results similar to this study: Werkman (1977) and Hobson (2000). These two studies, albeit 25 years apart, aligned with the findings of Groups 1, 2, 4, 7, and 8. It is possible that groups 3, 5, and 6 might have been integrated into other findings under different headings.

These findings are also triangulated with comments from five international school counselors (Zilber, 2005; 2009). One counselor identified “layers of reasons” using terminology from Lee’s (1966) Push-Pull Theory of Migration:

“...PULL FACTORS: desire for adventure or something different in life, interest in other countries and cultures, desire to travel, desire to provide one’s children with an international background and other broadening experiences, ... Desire for private-school type education without having to pay out of pocket... having known someone else who has taught overseas and heard positive reports about ... international schools.”

PUSH FACTORS: Life too predictable at home, low teacher salaries, impatience with parochialism of home country life, dislike for political situation in home country.”

With many years of experience in the international school arena, additional counselors corroborated the findings:

“Some people choose to get away from a situation that they cannot come to terms with-it may be personal or political.”

“...may be a reflection of their own background-many such educators are themselves children of diplomats or parents who lived internationally.” “...some think changing geographic location will change their problems, leaving problems with family, and trying to pay off... or not incur debt.”

“Some...choose the lifestyle because it offers them an affordable way to see the world.”

“...looking for a sense of adventure, experience another...culture, travel, tax-free salary...”

“...to make more money and to provide their children with a better education than what they would receive at home.”

“...a) adventure; b) dissatisfaction with quality of education or students in home country; c) interest in culture; d) pay; e) lifestyle, f) personal problems

How gratifying it was to learn of the strong impact of reading and/or English language acquisition on young minds, imagination and dreams. Indeed, this should be cultivated; children and youth should be encouraged and given access to titles on topics which fuel their imagination and W4.

Another catalyst for the W4 is youthful interaction with diverse cultural groups in one’s school and neighborhood. While it is outside the scope of this study, the narratives demonstrate benefits accrued from interactions between local students and foreigners on university campuses (Jarmul, 2013; Luo & Jamieson-Drake, 2013).

A noteworthy finding is the life-altering impact of study abroad programs at secondary/tertiary institutions. The benefits of such programs have been identified and are corroborated by Hammer (2002), Hansel (2008) and Luo & Jamieson-Drake (2013). While unsuccessful, even the U.S. Senate proposed an Act to aid in access to Study Abroad programs. (U.S. Senate Act 3390). Study Abroad programs, as well as the influx of foreign students on U.S. campuses are greater than ever (Institute for International Education, 2013). These experiences were as transformational for the respondents in this study, as they were for Brubaker (2014), who spent a year in Germany,

"...it [exchange experience] changed me. No, it didn't change me, it created me. That's the thing about living abroad when you're young. The experience becomes who you are. This is why I'm a huge supporter of year-long high school exchange programs... Our world needs more exchange students." (Brubaker, 2014, para. 7)

Exposure to international travel experiences, at whatever age, has a very strong impact on the sojourner, be it for long or short periods of time. It would seem from the narratives that even some short voyages became a catalyst for future W4.

Disillusionment and/or discontentment are clearly push factors, whether due to socioeconomic or career factors or a feeling of incompatibility within one's own society. It would be important for recruiters to ascertain the 'pull and push' motives in order to ensure a healthy hiring decision. While most of the reasons for going and remaining abroad are balanced and reasonable, Wolfe (1993) warns recruiters to ascertain the real motives for seeking a job overseas to avoid hiring those with unresolved 'baggage', i.e. personal problems, or outliers, such as in group 8.

A major finding was that almost a quarter of the respondents belonged to the broad category of CCKs. Clearly, the impact of family members is very strong in creating the W4 factor. The respondents described family histories as immigrants, minorities, refugees, children of multiple-heritage lineage, and domestic and/or internationally mobile TCKs. Many narratives described stories about trials, tribulations and travels of their parents, grandparents or other close relatives. Tales of courage and resilience were powerful models, *"...if my parents could do it, I can do it...[they] are my inspiration"* (Eileen); *"I know my mom had gone to other countries too and it had worked out"* (Gloria); *"...leaning on the courage of my parents and knowing that it will be ok"* (Russell); *"...if my parents survived the Holocaust, no challenges that I experience could come close."* (Ettie). In addition, some family members actively encouraged overseas travel/exchange opportunities, gave access to reading material, and enrolled children in diverse schools, thus, exposing them to other cultures.

The narratives revealed that partners had a strong effect on life decisions and teachers and colleagues who share their stories about foreign lands are also influential. One narrative even described the influence of adult expat children on their educator-mother. Thus, most were influenced by those held dear and respected, regardless of lineage or age.

For one whose W4 was not influenced by her parents, she tries to explain the push-pull factor as follows,

"...my mother still can't really understand the wanderlust... While touring her around [school] last year, I eagerly introduced her to each member of my "family" here. She whispered to me, 'What are all these people running away from?' Such a telling question from someone who can't grasp the wanderlust. "It's what we're running to, Mum...keep walking...I'll show you." (Rosemary)

CONCLUSIONS AND RECOMMENDATIONS: The purpose of this study was to uncover the catalysts that propel educators, as self-initiated expatriates, to seek out their first position in an international school. Judging from the positive narratives, Mark Twain's words ring true, " *Why not go out on a limb? That's where the fruit is.*" But what is the reason that some go out on that limb and others do not? Clearly, cross-cultural exposure and experiences in youth create a W4 passion, or *wanderlust*, which has an impact on future life and career choices. Based on the findings of this study, it is noteworthy that those who have had cross-cultural experiences during their youth are more likely to seek out careers in foreign locations.

What distinguishes this research from others is the wish to ascertain the motivators which developed before the first job application. Thus, the use of a prompt (Zilber, 2009b) so that participants would rake their memory for images from childhood and youth for the W4 factors. Unless participants are given a 'prompt' or a model to prod their thinking, responses might only have oscillated around financial, career, diversity, lifestyle, family and/or travel benefits. It is only after the first international experience, that the numerous benefits and reasons to remain overseas become evident, as is indicated in the review of literature. Indeed, many educators remain outside their home country for their entire career, once they learn the value added benefits.

With the unprecedented and continuous growth in the number of international schools worldwide (ISCRResearch, 2014), the challenges of finding qualified and quality educators willing to work outside their home countries has become fierce and worrisome. As industry leaders, recruiting agencies and professional/regional associations must establish strategies to enlarge the pool of candidates.

Based on the findings, the following recommendations may be effective in increasing the quantity of educators. If, in addition, the candidates also came with a "culturally responsive instructional repertoire" (Duckworth et al, 2005), they would add considerable quality for our schools:

1. Create a survey to administer to in-service educators and students in teaching certification programs to ascertain background catalysts, profile, motivation for international relocation and inter-cultural readiness. This could be used in conjunction with the Intercultural Development Inventory (Hammer, n.d.). These candidates could be targeted for recruitment.

2. Adopt interview protocols for recruiters to ascertain background information about cross-cultural experiences during developmental years. Such information might ensure the hiring of a more culturally responsive educator for the school.
3. Establish a scholarship fund for students in colleges of education to support their participation in study/semester-abroad programs (Kristoff, 2014). This fund would be competitive and selective for the Junior year with contractual commitments to continue to #4.
4. Establish a scholarship or micro-loan fund to promote student teaching/practicum and/or intern opportunities for international schools.
5. Help revive and promote the approval of U.S. Senate Act 3390, for Study Abroad opportunities for U.S. citizens (U.S. Senate, 2016) or similar actions through other initiatives.
6. Establish links between the industry leaders, universities, colleges of education and licensing bureaus to accept student teaching/practicums at accredited overseas schools. [not all states/universities authorize overseas practicum experiences].
7. Foster more inter-cultural and cross-cultural opportunities in K-12 national schools, through the curriculum and/or experiences of teachers and invited guests.
8. Promote education as a credible and desirable profession during career day presentations and through college counselors in international schools. (Zilber, 2016) A career in education should also be promoted in national public schools, with a focus on students who demonstrate a W4.

Indeed, there are multiple catalysts for one's *wanderlust*, the large majority of which are 'pull' factors from the W4 factor. The W4 was developed through interactions with family, friends, intimate relationships, stories, artifacts, literature, and early travel. It would be important for our industry leaders to promote projects that would transform individuals without a W4 outlook to eager W4 professionals. If we could identify students and future educators with W4 characteristics, they might easily be persuaded to go out on that proverbial inter-cultural limb and will learn how sweet is the fruit in our international schools.

"Blessed are the curious for they shall have adventures" (Drachman, 2014)

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