

Pastoral Care in a Cross Cultural Context

ISANA Professional Development 2016

Culture

Aspects of culture of which we are consciously aware

- literature
- manners
- customs
- language
- history
- folklore

Aspects of culture of which we are less aware

- communication style
- role expectations
- non-verbal communication
- order of priorities
- patterns of interpersonal relationships
- approaches to carrying out a task
- how tasks are assigned
- work and learning styles
- what motivates people
- attitude towards words
- attitude towards commitments
- concern for efficiency
- attitude toward and concern for planning
- ways of establishing rapport
- negotiation styles
- attitude towards authority
- tempo of work
- pace by which individuals move from formal to informal
- perceptions of professionalism

*American Field Services (n.d.) Orientation Handbook Resources.
AFS Intercultural/International Programmes Inc.*

Cross Cultural Pastoral Care Foundations:

Whare Tapa Wha - Hauora

- Taha Tinana – physical health
- Taha Hinengaro – emotional health
- Taha Whanau – relational health
- Taha Wairua – spiritual health
 - 2° Health and Physical Education Curriculum
 - Mason Dury

Pastoral Care

- Pastoral Care is caring for the whole person
- Understanding Felt needs and expectations
 - Reactive
 - Proactive
- Pastoral care should, “recognise the real and felt needs of international students as well as address their expectations and ensure their experiences are good in terms of the whole person: physical , academic (intellectual), spiritual (psychological) and social/emotional(socio cultural)”
 - John Marquet - ISANA Workshop August 2003

Pastoral Care - caring for the whole person



- Reactive Care – is interventive care in a crisis or possible crisis in the making
 - Accidents, bereavements, illness, etc
 - Acute culture shock
- Critical Incidents
 - extraordinary & unpredictable traumatic event
 - Requires intervention & implementation of coordinated special arrangements
- Minor incidents
 - Individual incidents limited ripple in context



Reactive Care questions

- Is there an up to date critical incident response plan that staff are familiar with?
- Do I have a list of professionals and volunteers who can assist in minor incidents?
- Who cares for me?



Pastoral Care - caring for the whole person

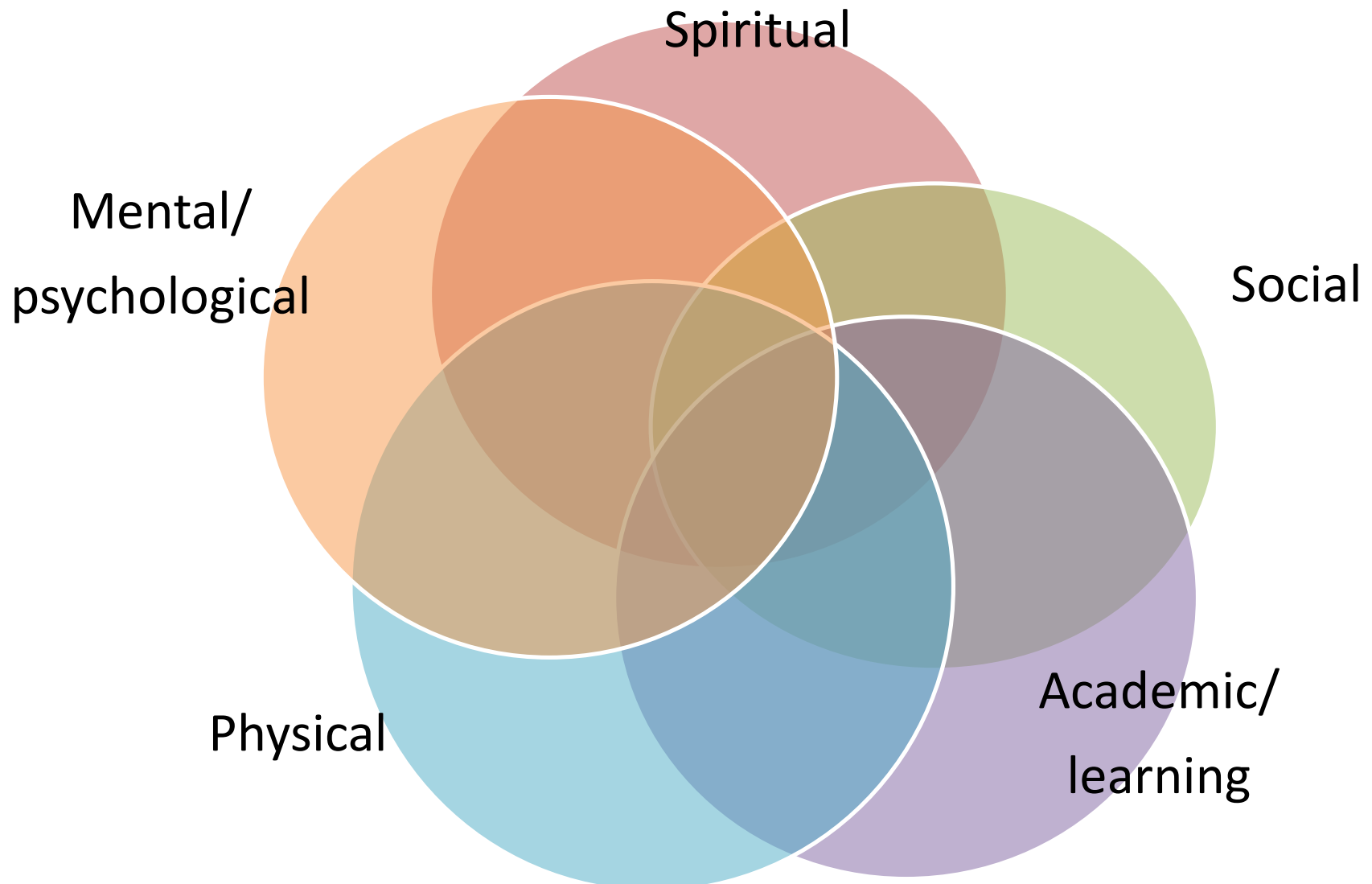
- Proactive care – is care that anticipates needs, potential problems and enhances the quality of sojourn for the international student
 - Address expectation
 - Provide education & information
 - Enhances well being



Proactive Care – should include:

- Academic orientation to cover disparity NZ & vastly different background education system
- Living skills for living in NZ society
- Community friendship programmes to meet lack of extended family & friends
- Orientation to health & living issues such as sexual norms & mores
- Assist with handling NZ regulation & law (tenancy, driving, consumer & employment)

Services Delivering Pastoral Care to International Students

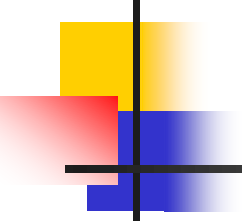


Cultural Competency at an Organisational Level



- Valuing diversity
- Having the capacity for cultural self-assessment
- Being conscious of the dynamics inherent when cultures interact
- Having institutionalised cultural knowledge
- Having developed adaptations of service delivery reflecting an understanding of cultural diversity
 - Cross et al 1989

Cultural Competency at an Individual Level

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- *Cultural competence requires an awareness of cultural diversity and the ability to function effectively, and respectfully, when working with and interacting with people of different cultural backgrounds. Cultural competence means a practitioner has the attitudes, skills and knowledge needed to achieve this.*
 - Adapted from Adams, 2011

Towards Intercultural Competence



Cultural Literacy

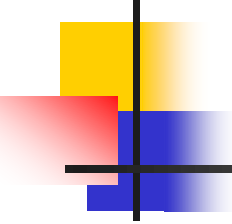
- The extent to which we know about our own and other cultures

Cultural Intelligence

- *“the capability to manage and function in culturally diverse settings”* – Earley & Ang 2003

Cross cultural competence

- *‘is the necessary skills, attitudes and behaviour to interact meaningfully between different ethnic cultures’* – UNESCO 2013



Applying Cross Cultural Competencies

- Understanding how actions contribute to socially cohesive behaviour
- Understanding how structures, programmes. Policies and procedures contribute to a socially cohesive society
- Knowingly preparing in advance to enhance Outcomes related to the above



Elements of a Socially Cohesive Behaviour:

■ **BELONGING AND PARTICIPATION**

- A sense of **belonging** derives from being part of the wider community, trusting in other people, and having a common respect for the rule of law and for civil and human
- **Participation** includes involvement in economic and social (cultural, religious, leisure) activities, in the workplace, family and community settings, in groups and organisations, and in political and civic life (such as voting, or standing for election to a school board of trustees).

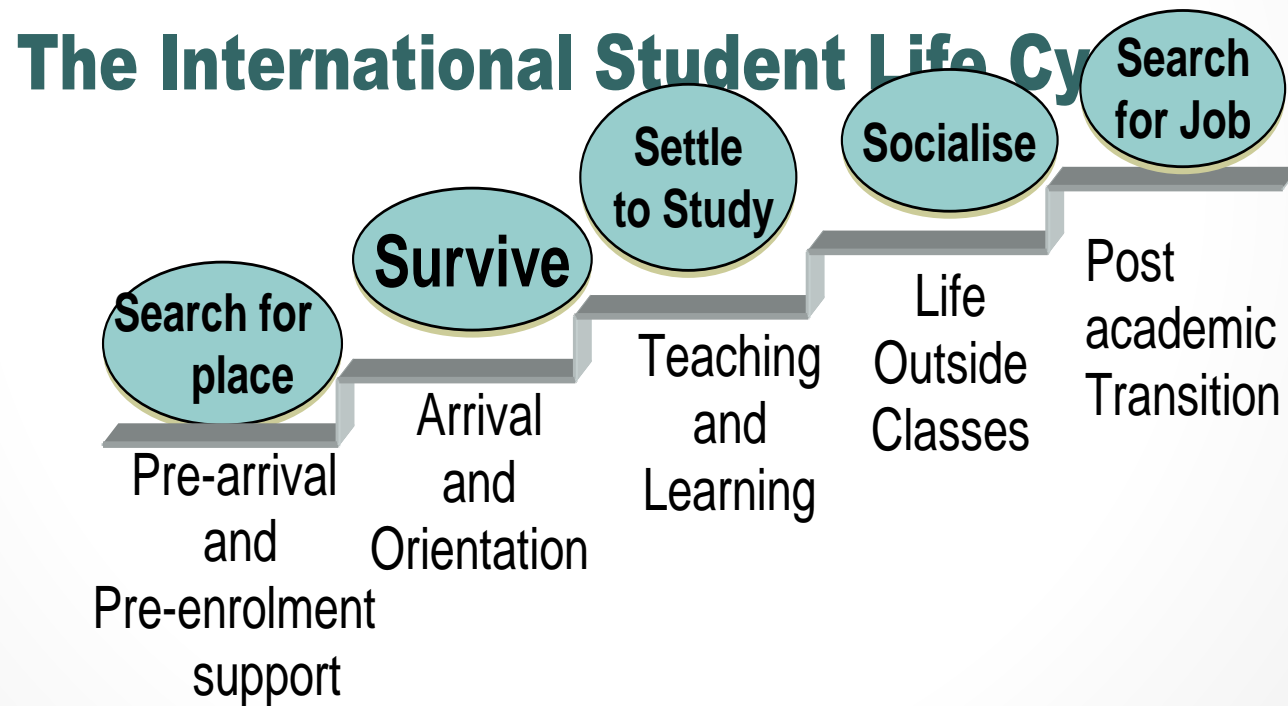
Jensen 1998



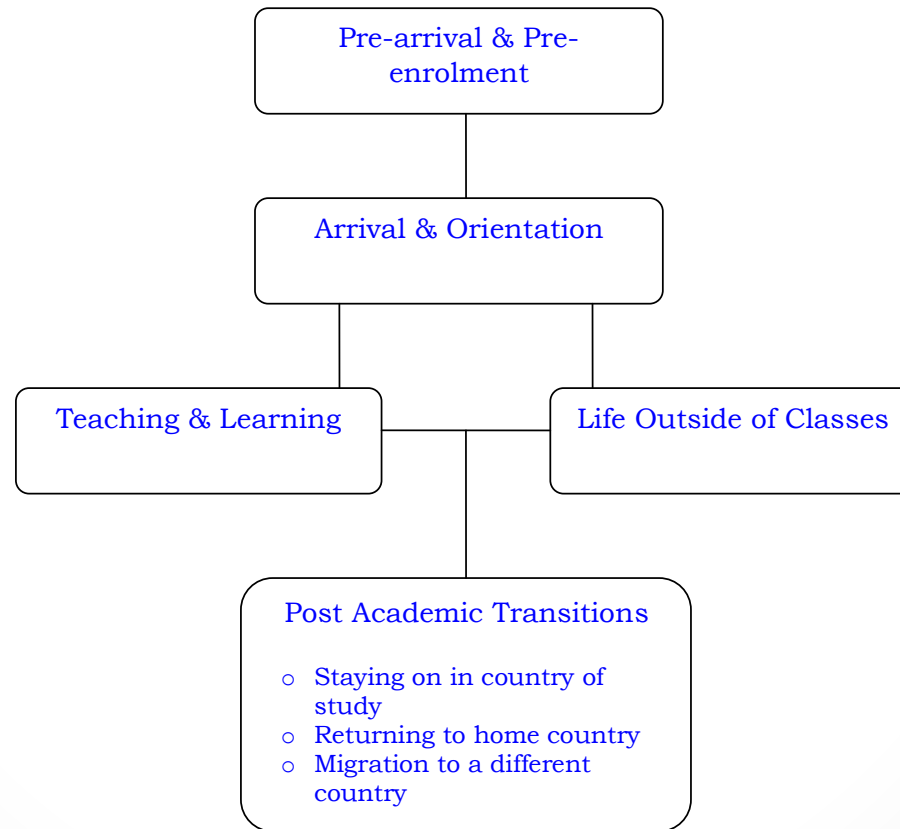
Conditions for a Socially Cohesive Society:

- **Legitimacy** includes confidence in public institutions that act to protect rights and interests, the mediation of conflicts, and institutional responsiveness.
- **Inclusion** involves equity of opportunities and of outcomes, with regard to labour market participation, income, access to education and training, social benefits, health services and housing.
- **Recognition** involves all groups, including the host country, valuing diversity and respecting differences, protection from discrimination and harassment, and a sense of safety.

International Student Cycle



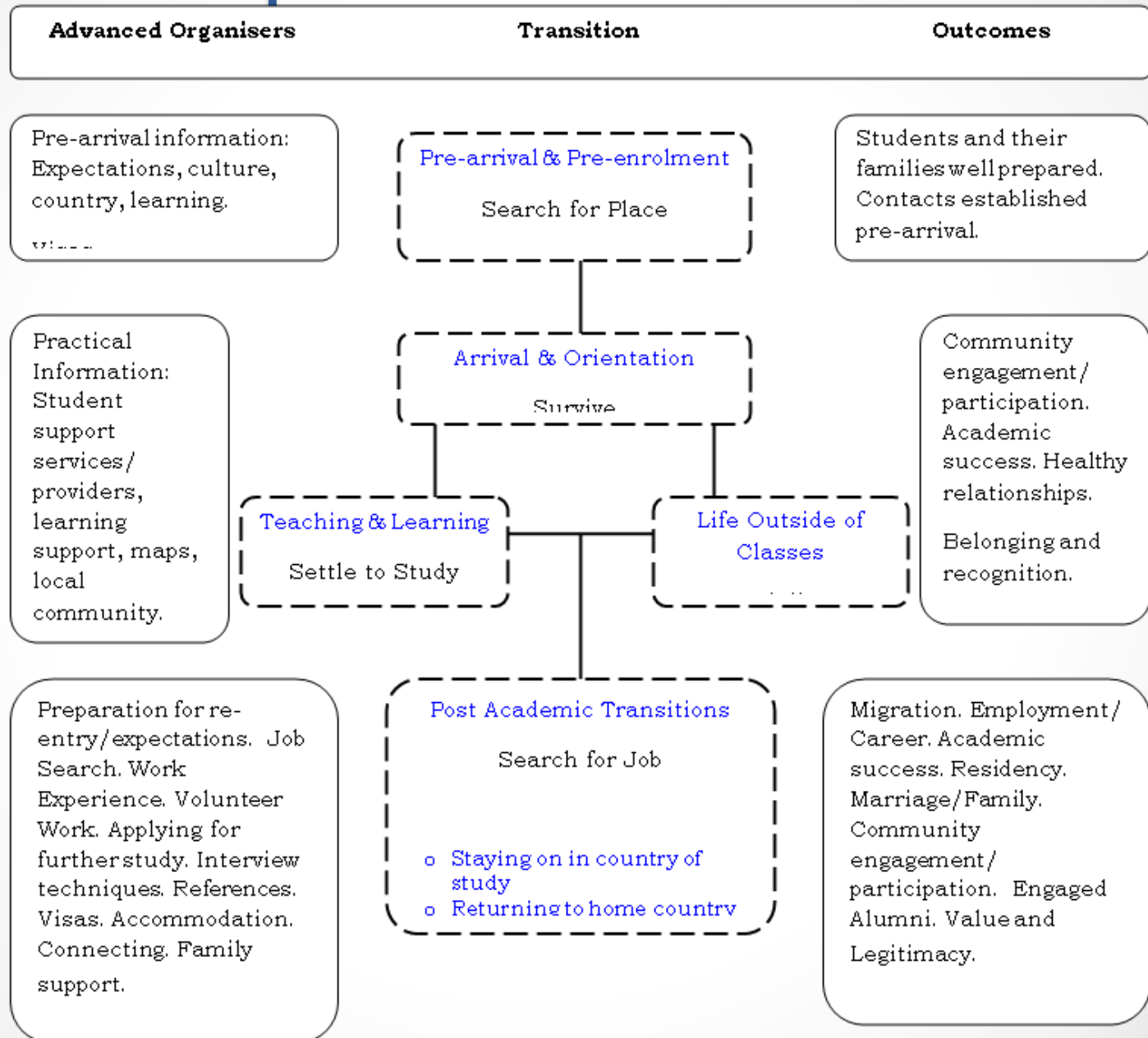
International Student Cycle



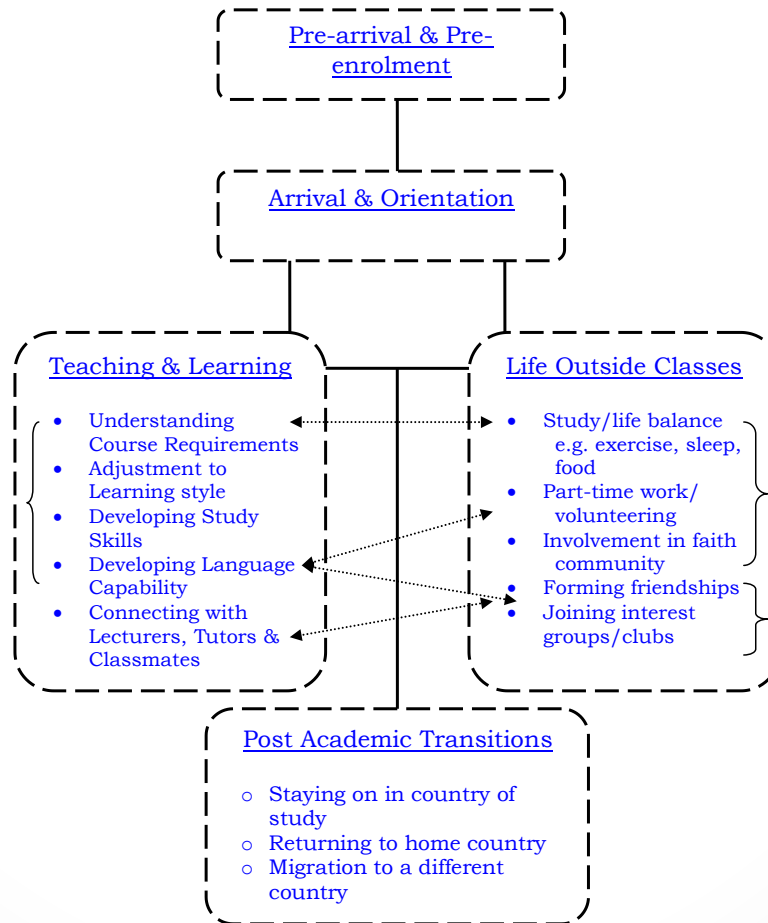
Understand How Things Contribute

Jensen's Stages of Social Cohesion	Stages of International Student Life Cycle	Aim
Belonging	Arrival and Orientation	Prepare and Welcome new international students
Participation	Teaching and Learning	Enable new international students in class to participate
Inclusion	Teaching and Learning	Enable new international students in class to participate and be included.
Recognition	Living	Helps students overcome homesickness
Legitimacy	Living	Students feel valued for who they are, as valued members of New Zealand society.

Prepare in Advance



International Student Cycle





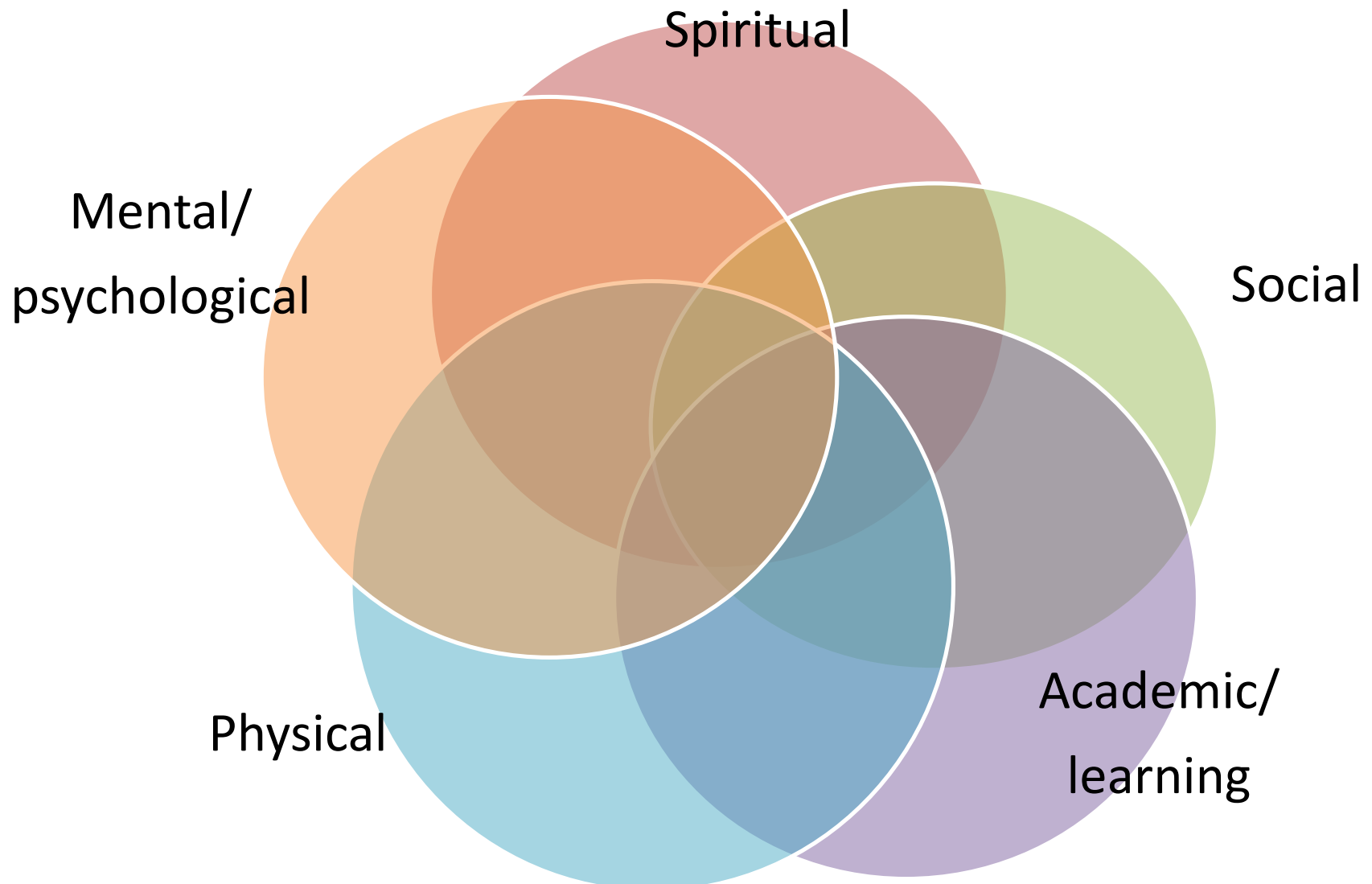
Attitudes

- According to Leung in her study of 2001 of Australian students “For non migrant students a sense of control was important to their psychological and academic adaptation whereas for migrant/overseas students supportive social relationships were important for their psychological and academic adaptation”
 - Leung C., The psychological adaptation of overseas and migrant students in Australia, International Journal of Psychology, 2001, 36(4), 25--259

Connections



Services Delivering Pastoral Care to International Students





Resources and Opportunities

■ Resources

- Excel programme
- Church groups
- Migrant centres
- Ethnic soc
- Other students (seniors)
- Peer-assessment programmes
- Mentors
- Homestays
- Students assoc
- Orientation
- Relationship services
- Sports clubs, arts socs.

■ Opportunities

- Upon request for help from students
- Talks from community groups
- Social functions
- Ethnic festivals
- Tramping groups
- Awareness weeks
- Regular bulletins
- Study Auckland/Waikato/etc



Desirable Attitudes

- Open mindedness both ways
- Understanding
- Empathy
- Patience
- Curiosity
- Respect
- Give it a go
- Listening
- Acceptance
- Cultural awareness, ask about their cultures
- Supporting
- Trust
- Understanding social distance
 - Physical distance, personal space
 - Cultural gender rules