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Motivation and the reciprocal nature of professional learning between New Zealand teachers working with untrained Indian teachers

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Abstract

In this article eight volunteer participants in a programme for untrained teachers in India are interviewed concerning their motivation to participate in the work, and also the challenges faced and the rewards gained. Findings show similar factors are at play in the motivation for the participants, but new knowledge concerning motivation to return to the same work is revealed. With regard to challenges faced, the language barrier, finances and arranging time off work were evident, and, in addition, family considerations were mentioned, an area not identified in previous work. The rewards of the volunteer work linked mainly to relationships, but the notions of intercultural awareness and of ako were also revealed. Participants went to India to share their teaching experience, but came home with new awareness of their own teaching practice in New Zealand.

Key words

Motivation; volunteer tourism; challenges; international teacher support; ako; rewards; intercultural awareness

Introduction

The notion of people travelling to countries other than their own where they contribute their own time and effort to support projects which improve the lives of others is a specific form of alternative tourism known as volunteer tourism, or volunteerism (e.g., Chen & Chen, 2011; Barbieri, Santos, & Katsube, 2012; Tomazos & Butler, 2012). Barbieri et al. (2012) describe volunteer tourism as being small in scale and people-centred, spreading benefits to hosts and guests alike. They note that non-governmental agencies are crucial in making links between the needs of local communities and the volunteer tourists, a process which they describe as decommodifying tourism. Tomazos and Butler (2012) explain that a defining aspect of volunteer tourism is that there is no pay. Several studies have examined the motivation of participants in such projects, including Chen and Chen (2011), who



examined the motivation of international volunteer tourists working in a Chinese village, and Tomazos and Butler (2012), who studied the work of mostly British volunteer tourists at a children's home in Mexico. Barbieri et al. (2012) analysed motivation amongst volunteers in Rwanda.

Huang (2012) defines motivation as “a theoretical construct used to explain the initiation, direction, intensity, persistence, and quality of behavior, especially goal-directed behavior” (p. 1755). In other words, motivation is what makes someone do something. It has frequently been categorised into two kinds of motivation: intrinsic motivation whereby the very act of doing something is enjoyable; and extrinsic motivation whereby something is done because of an external reward or consequence (Huang, 2012; Ryan & Deci, 2000). It is the motivation of the volunteer New Zealand teachers who participate in a teacher education programme delivered in Northern India which is the focus of this article.

Critical analyses of volunteer tourism (see, for example, Palacios, 2010) question the language of volunteerism, and discuss the neocolonial implications involved when people from developed countries offer their services in the developing world. Palacios suggests the notion of reciprocal and mutual learning represents a less colonial approach. He suggests that intercultural learning, an awareness of one's own cultural context, and the ability to interact sensitively and competently across cultural contexts (Bennett, 2009, p. S2), is a significant outcome of such work. Thus, this research also examines the challenges and rewards experienced by the New Zealand volunteer teachers.

Setting

The teacher support programme described in this article is set in a regional city of Northern India at a conference and retreat centre with on-site accommodation, a lecture hall and breakout rooms. The organisation which runs this facility also runs six schools in the region and in Delhi, providing schooling for underprivileged children. The teachers in these schools are untrained, and over the last six years a team of New Zealand in-service teachers has provided teacher support in a one-week intensive programme for these teachers.

History of the teacher support organisation

The New Zealand teacher support organisation began in 2003 when the founder (Eleanor), a New Zealand school librarian, visited Cape Town, South Africa with a women's soccer team she was managing. While there she visited an organisation known as the Ark, which provides shelter for the homeless. She noticed that there was a school for the children of the Ark residents, run by untrained teachers. On her way home, Eleanor pondered this situation and wondered what she could do to help. She returned the following year (again with the soccer team) with her sister-in-law, a New Zealand trained teacher, and they took five of the untrained South African teachers to a nearby campsite to share ideas about teaching. What they delivered there Eleanor describes as “a bit hit and miss”, but the director of the South African organisation was so pleased he asked them to come back the following year with a full team, which they did. While delivering the teacher support programme in the campground, the security person, a Ghanaian, expressed interest in the programme for the teachers in his son's school in Ghana. This eventually led to teacher support programmes being offered in Ghana and then Tanzania. The programme in Northern India began when the head of an organisation running schools for the poor heard of the teacher support programmes in Africa. The first teacher support programme was offered in Northern India in 2010.

The teacher support programme in India

The teacher support programme offered in India has always consisted of a one week intensive programme of lectures and group work with the teachers from all six schools (approximately 40).

They gather at the residential facility for that week, which is usually just before school returns for the start of a new year after a holiday break. The pattern followed is that the group of New Zealand volunteers meet before travelling to India, and devise the programme on the basis of feedback gathered at the end of the previous year's programme and their own observations. The programme generally consists of a whole group session (something like a lecture) at the start of the day. After morning tea, there is group work based on the morning's lecture. After lunch there is a mid-day break before the final session, also in small groups, but often focused on particular curriculum areas, or year levels. After dinner there are play activities for the whole family because often the teachers have brought their children with them. All meals are eaten together, and everyone stays on site during the programme. For the first three years of the teacher support programme in India, no classroom observations were made; however, in the last three years, New Zealand volunteers have been invited into the schools for up to two days of observations after the teacher support programme is delivered.

Previous studies

As mentioned earlier, several studies have examined the motivation of participants in volunteer tourism projects. Chen and Chen (2011) examined the motivation of 10 international volunteer tourists working in a Chinese village for 7–8 hours a day for a ten-day period. The main purpose of their work was to document the life of a village which was about to be relocated for the Earthwatch Institute. Participants were interviewed prior to their work, and field notes and blogs were also collected as data. Three categories of motivation were identified: personal motivation such as participants wanting an authentic experience in the country, participants having an interest in travel, and participants desiring a challenge or stimulation. A second category of motivation was labelled interpersonal motivation, and included the desire to help, to have interaction with local cultures, having been encouraged by others to participate, and a desire to enhance relationships. The third category of motivation was labelled "other" and included having a unique kind of trip or an organisational goal.

Barbieri et al. (2012) examined motivation amongst volunteers in Rwanda using autoethnography by one of the authors who participated in a ten-day journey in Rwanda. While acknowledging the limitations of autoethnography, Barbieri et al. (2012) found that it appeared that the mix of tourism and work with intrinsic benefits for tourists and tangible benefits for the community in Rwanda were what motivated participants in this programme. They identified the limitations of the programme as including the need to carefully plan work and tasks, to be aware of reducing language barriers, the need for absolute transparency of how the programme is organised, and the lack of continuity of supply of volunteers.

Tomazos and Butler (2012) examined the challenges faced in the work of 40 mostly British volunteer tourists at a children's home (less than 50 children between three and five years of age) in Mexico through an organisation called Original Volunteers.ⁱ The researchers used covert participant observation to collect their data, which included informal interviews, field notes and written documents. Findings showed that foreseen challenges for the volunteers included the language barrier and financial challenges, and unforeseen challenges included illness and extreme weather. Participants also faced the challenge of balancing having fun and exploring local tourist spots with their work at the children's home. Tomazos and Butler (2012) discuss whether project managers need to have formal agreements with volunteers to achieve this balance.

The benefits of volunteering are not unidirectional towards the recipients of the volunteer work. The link between volunteering and wellbeing is well established (see Thoits & Hewitt, 2001). While their work did not focus on volunteers working in an international setting, Akintola (2010) examined the rewards experienced by 55 caregivers in a home-based care programme for AIDS patients in South Africa. The results showed many intrinsic rewards relating to self-growth and personal development,

ⁱ The Original Volunteers was established in 1997 and operates in 16 countries.

as well as extrinsic rewards relating to the gratitude of patients and community and the skills acquired in the volunteers' training.

It is clear that the work of the teacher support programme in India has many of the characteristics of volunteer tourism: the volunteers travel from one country (New Zealand) to another (India), they share their expertise to support teacher education to improve the education offered to children at the schools, and no payments are made to the volunteers. While the work of the volunteer tourists in the three studies reviewed above involves very little specialist knowledge, the work by the volunteers in India relies on highly specialised knowledge of the volunteer New Zealand teachers, and so it is of interest to explore and compare the motivation, challenges and rewards of the volunteers in the teacher support programme with that of volunteers in the other studies. The teacher support programme in the present study has a large number of volunteers who return to volunteer on subsequent years. Thus, examining any change in motivation from first to subsequent visits is also of interest and does not appear to have been examined in previous studies.

As mentioned earlier, the importance of intercultural awareness in teachers is recognised in most teacher education programmes. Teachers in New Zealand, as in the United States, tend to be female, white and middle class (Education Counts, 2017) but they are teaching classrooms of children from a diverse range of backgrounds. While studies show that targeted Professional Development programmes can raise perceived intercultural competence (see for example, DeJaeghere & Zhang, 2008), research suggests that cross-cultural experiences are the most effective way of developing intercultural awareness. Studies of white European American teachers who are committed to multicultural education identify early international experience as being crucial to their intercultural development (Marx & Moss, 2011). Cushner and Mahon (2002) interviewed 50 education students who had participated in an international teaching experience and reported that students experienced increased cultural awareness and acceptance of cultural diversity. Marx and Moss (2011) conducted an ethnographic study of one female pre-service teacher in the fifth year of her teacher education programme who participated in a 15-week programme in London, England. They identified the main themes contributing to the participant's intercultural development as the experience of being the "cultural other" and the critical role of an intercultural guide to support reflection during the experience. Marx and Moss (2011) conclude that "teacher education study abroad programmes can be powerful vehicles in teacher educators' efforts to prepare pre-service teachers for work with culturally diverse students" (p. 45). While the present study examines the volunteer work of in-service New Zealand teachers rather than pre-service teacher education study abroad programmes, it nonetheless has the potential to provide professional development to the participants with regard to their increased cultural awareness and intercultural development.

Specifically, then, the research questions for this study were:

1. What motivates NZ teachers to volunteer to work in a volunteer teacher support programme?
2. Does motivation change between first and subsequent visits?
3. What challenges are faced and rewards gained by New Zealand teachers in this work?

Method

This research comes from an interpretivist paradigm (Cohen, Manion, & Morrison, 2007) using qualitative data generated from semi-structured interviews with the eight participants (Cohen et al., 2007; see appendix for starting questions for interviews). After ethical approval was obtained, the interviews (between 30–50 minutes) were conducted by Skype or Google Hangout at a time that suited the participants, usually in the evening, and were recorded. The recordings were summarised and these summaries were sent back to the participants for approval before analysis commenced.

Participants

The participants in this research consisted of eight New Zealand educators who were part of the teacher support team in July 2016 (see Table 1). There were seven women and one male. Of the seven women, there were three trained primary teachers (one a deputy principal), one early childhood education teacher, one school librarian and two teacher educators (the authors). The male volunteer (Bob) was a primary school principal. Four of the participants (Bob, Sigma, Lily, Freddie) were returning to India on a second, third or fourth trip. One participant (Sally) was on her third teacher support trip, but her first to India, and two participants (TJ and Marian) were on their first Rata trip.

Table 1. Participant Biodata

Participant pseudonym	Gender	Occupation	Years of teaching/library experience	Languages	Rata trips
Bob	M	Principal	30	English, some Hindi and Māori	4
Eleanor	F	School Librarian	6	English, some Hindi	23
Freddie	F	Teacher (ECE)	34	English, some Māori	4
Lily	F	Lecturer	20	English, Japanese, Māori, Thai	3
Marian	F	Teacher	21	English, Māori	1
Sally	F	Deputy Principal	15	English, Māori	3
Sigma	F	Lecturer	25	English, Hindi, Fijian	2
TJ	F	Teacher	6	English, Māori	1

Thematic analysis

The eight interview summaries were analysed thematically (see Braun & Clarke, 2006). The two researchers met and examined the interview summaries for topics which were reoccurring in the interviews. These themes were then coded in the summaries, and a second meeting was had to discuss whether the themes were supported, and if any themes needed to be divided or blended.

Findings and discussion

Motivation and change in motivation

Reasons for going on a Rata trip varied, sometimes in accordance with the number of times the participants had travelled with Rata. For the founder of Rata, her passion for her Rata work is based on a powerful double: her faith and her empathy with what it's like to be an untrained teacher. Part of her motivation is based in her religious beliefs and her passion for working with the poorest of the poor, the despised and rejected. Her experience as an untrained teacher herself (having previously worked as a teacher aide) also motivates her, as she was sometimes left in front of a class feeling inadequate. Her heart goes out to untrained teachers. She empathises with the confusion and fear this engenders.

Eleanor has dealt with around 70 teacher volunteers over the years, and so she was asked to comment on the motivation of these volunteers. Her answer indicates that like the findings of Chen and Chen (2011), the desire to travel (labelled by Chen & Chen as 'personal') and the desire to help others (labelled by Chen and Chen as 'interpersonal') motivates people to come on Rata trips: "People in New Zealand are generally good willed, and they know that they're privileged and so they are driven to make a difference, particularly teachers." She explained that the Rata programme works well for teachers as it is timed to fit in with school holidays as much as possible and provides a way to travel meaningfully. A lot of people have done their OEⁱⁱ as younger adults, and later they're looking for a way to attach meaning to their travels. In her experience of working with multiple volunteers over the years, Eleanor observes that for a few it is an organised tourist experience, but most are people who have found an organisation which allows them to use their skill base to make a difference.

Two of the participants interviewed were travelling to deliver a teacher support programme for the first time: Marian and TJ. TJ's motivation for volunteering did not involve any desire to travel to India; rather her motivation related to wanting to make the world a better place. She believes that education is a key factor in achieving this. In her interview she said she wanted "to use the gifts she has been given to make other people's lives better". Marian was also motivated by the opportunity to share her skills and experience and do something good somewhere else; being able to go with a group also motivated her. However, unlike TJ, Marian has wanted to travel to India since she was a child, and so the location of the work in India also motivated her.

Sally was also working in India for the first time (she had travelled to India previously), but this was not her first-time volunteering in the teacher support programme. Her first trip was to Tanzania. The background to her first-time volunteering was that she had been planning a trip to Africa and saw the teacher support programme advertised in New Zealand's *Education Gazette*. She was interested because doing work in Tanzania would combine her interest in travelling to this area with educational work. So, as was described by Chen and Chen (2011), her motivation was partly a desire to travel (personal) and partly her desire to experience the work in Tanzania (interpersonal). Her return trip to Tanzania was made because she now knew the difference the teacher support work in Tanzania made. Even her third trip to India in 2016, which was motivated to some extent by the desire to return to a part of the world she loves (India), was based on knowing the difference that this teacher support work can make to teachers and students: "You know you can go more prepared to make change and to support on subsequent trips."

Eleanor believes that for the New Zealand volunteers' motivation changes between first and second trips. On the first trip, she noted that the volunteers build relationships and find colleagues, and after the first year they realise the job is not finished. They have made mates and friends who they want to go back and see. She explained that significant, life-long relationships are made on these trips. Not

ⁱⁱ O.E stands for Overseas Experience, and is a term used to denote a period of time young New Zealanders often spend overseas in their early adulthood before settling down to a job and a family in New Zealand.

only are the relationships made with the teachers in the countries being visited, but also with the co-workers from New Zealand.

For Bob's first trip both travel to India and working with teachers appealed and motivated him, but he commented that in subsequent visits his motivation came to be mostly about working with the teachers. Lily had worked with the teacher support programme in India three times. She commented that while her motivation was always to do something worthwhile, her motivation for travelling a second and third time came to be principally about relationships with the teachers, knowing what good people they were and the sacrifices they make to do the work they do: "The teachers we work with give up a lot to help children and to better their education ... and to help the children have better lives and I feel humbled by that." Freddie first worked in Ghana with the teacher support programme and has been on two trips to India since then. As with many of the other volunteers, her motivation was primarily to make a difference by working in classrooms; seeing other parts of the world and working with other cultures was an additional highlight: "I enjoy travelling. I enjoy meeting other cultures, especially teachers and just seeing their aspirations."

Sigma's first trip to India with the teacher support programme was motivated by a desire to do voluntary work, which was part of her family culture: her mother believed in community work, and Sigma also felt she had skills to share with others. She was already going to India to receive an award which meant that financing the trip was less of a challenge, but the fact that her work supported her time to do this work (i.e., she did not need to take leave) was an important factor in returning a second time. Her motivation for the second trip was also linked to her relationship with the teachers: "It was the teachers who made me [go a second time]. I was always thinking of them." Additionally, she was motivated by the fact that many of the other volunteers had returned to India and by the strong bond she and her colleague in teacher education developed in their first trip together.

In considering the responses of the eight participants interviewed about their motivation for taking part in the work with untrained teachers in India, we see several themes emerging. The desire to use one's teaching skills to make a difference in another part of the world was there for everyone and, in most cases, there was also a desire to see the particular part of the world this work takes place in, in this case India. This aligns with the findings of Chen and Chen (2011) in their work regarding motivation amongst volunteers in China: part of the motivation was for personal reasons, mainly the desire to see a certain part of the world, and part of the motivation related to using one's skills to make a difference in people's lives. For those participants who had worked with the teacher support programme in India more than once it was clear that there was a change in motivation from the more global desire to help to a much more relationship-based commitment to the Indian teachers in the teacher support programme, and to their New Zealand colleagues.

Challenges

For most of the participants, challenges to going to India to deliver the teacher support programme were financial, work and family related. For some, health challenges were also faced. For those with younger children and grandchildren, arranging for childcare was a consideration. This challenge was not mentioned by Tomazos and Butler (2011) in their study of challenges faced by volunteers in an orphanage in Mexico. While most participants were practising teachers, and the teacher support trips are organised to be mostly within a holiday period, usually some time off work was required. This was another of the challenges faced by all but one participants in agreeing to go on a Rata trip. The cost of the trip was another common challenge.

The Indian teachers in the teacher support programme spoke many languages, but Hindi was used as a lingua franca, and all whole group sessions were simultaneously translated into Hindi. One of the Rata volunteers spoke Hindi (Fijian Hindi) as a first language, and three of the others who had taken part in the programme previously had learned some key phrases in Hindi. But even with these linguistic resources, all participants mentioned the challenge of the language barrier and getting used to

simultaneous translation. This awareness of the challenges faced in a multilingual setting can be seen as contributing to a developing intercultural awareness (Palacios, 2010) on the part of the participants.

Aside from the language barrier, one challenge faced by all during the work in India was understanding the cultural context in which the Indian teachers were working. Several participants (Sally, Marian, Freddie, TJ) said that understanding the contextual difference between classrooms in New Zealand and Indian classrooms is important. TJ commented that she was aware that she wasn't there to make the Indian teachers into New Zealand teachers, she was there to help develop the teachers. However, she found herself unsure about the line between what she brought to her work with the Indian teachers as a product of her New Zealand background and what was about being a good teacher. Sally said that on a first trip it was tempting to take lots of resources, but she had learned that this was not the best strategy as it was not sustainable practice for the local teachers.

Bob, who has worked with the teacher support programme in India four times, noted that aside from language, trying to work out what the Indian teachers need has been his biggest challenge: "It has taken us a long time finding what they really need; giving them what they need rather than us telling them. This has taken a couple of years." It is clear that many of the volunteer New Zealand teachers were learning to work 'sensitively and competently' in this setting; an intercultural awareness was developing as a result of challenges faced.

Thus, the challenges faced by the volunteers in the Rata programme were very similar to those faced by the volunteers in Mexico (Tomazos & Butler, 2012), with the exception of the challenge of organising care for children described by many of the volunteers with families. This may be due to the age demographic and gender of most of the volunteers, who were mostly female, some with grandchildren, and some with school-aged children. Unlike the participants in Tomazos and Butler's (2012) study none of the Rata volunteers reported a problem with balancing their volunteer work and tourist activities.

This, perhaps, reflects the different structures of the two programmes. The programme in Mexico rostered volunteers on at certain times and gave free time at others. The teacher support programme described in this article ran over a shorter period and the volunteers were working every day. Optional tourist activities were organised prior to departure and were timed before or after the teacher support programme was delivered, so the challenge of balancing relaxation and work was not experienced by the Rata participants.

Rewards

This was the area where it became clear that reciprocal learning and intercultural awareness (Marx & Moss, 2011; Cushner & Mahon, 2002; Palacios, 2010) were at the heart of the work in India. Rewards from the work in India varied between individuals, but all participants mentioned the reward of relationships with both the Indian teachers and their fellow New Zealand teachers. Bob described the empathy and real connections he made with the teachers. He also noted the joy of being part of a team of teachers who all wanted the same thing, something he doesn't always experience in his work in New Zealand. TJ said she loved seeing the faces of the Indian teachers light up and seeing that what she was doing was making a difference. She found it really rewarding going into the classrooms and seeing the Indian teachers had made their own the idea of classroom agreements (something she and another volunteer had worked on intensively with a group of teachers from one school). They hadn't just paid it lip service. They had created their own classroom agreements that had meaning for them, using different images. Both Marian and Bob noted that they had grown in confidence as a result of their work with the Indian teachers. Lily said it was a reward to know that the Rata work she had been a part of had contributed to improving the lives of underprivileged children.

Reciprocal learning was strongly evident in the responses of several participants. Sally, Marian and TJ all noted that working with the Indian teachers had refreshed their own teaching practice when they returned to New Zealand. TJ noted her awareness of how easy it is to make things really complicated

in a high decileⁱⁱⁱ school, and Marian said, “I felt very refreshed in my teaching practice. Going to India was an eye-opener. Teaching became simple again, being about making a difference for children by your teaching. I loved that.” In a similar vein, Sally commented that the Rata work made her “go back to the basics of teaching, what it is you can do without all of the resources and the flash stuff, and it makes you stop and think back to those things that do make a difference around your relationships and communication and explicit strategies that you use. It makes you reflect. Any time you get to go and see other teachers teaching, it makes you reflect on your own teaching. ... [I]t does always impact”. Lily noted that her experiences were relevant in the teacher education papers she teaches, and Bob found the experience has helped him to listen better to children in his school.

Two of the eight participants interviewed mentioned the awareness they gained of the importance of language in teaching and learning. Sigma is bilingual, but even she was made more aware of how difficult it is to understand when language is not shared. Freddie says she is now more aware of the language challenges in New Zealand classrooms and she can pass this awareness on to her Early Childhood colleagues. This increased awareness of the importance of language in education can also be seen as contributing to the developing intercultural awareness of the teachers (Bennett, 2009). This area will be explored in an additional article.

Despite the financial and personal challenges faced by the participants in the Rata programme, it is clear that they all considered they had also benefited greatly. The rewards were at a personal level, including relationships with Indian teachers and New Zealand colleagues, but also in terms of providing a chance to reflect on and simplify their own teaching practice back in New Zealand. These intrinsic rewards link closely to those described by the volunteer home-based care workers in South Africa (Akintola, 2010), and to the notion of reciprocal learning and intercultural awareness discussed earlier by Palacios (2010).

Limitations of the research

There are several limitations in the study. Firstly, the number of participants is small, which limits the generalisability of results. It was not possible to explore whether motivation, challenge and reward themes were related to age, gender or prior experience, for example. A study with more participants might well be able to explore these factors more fully, which would then have implications for international volunteer programmes. A second limitation relates to the validity of the interview data, which was based on report and recall. Future studies making use of field notes and journaling could be done to explore and confirm findings from the interviews presented in this article. Additionally, data gathered depended on the skills of the two interviewers. On reflection, we believe that in some places further probing would have been useful. Further studies are therefore necessary to take these ideas into consideration when examining motivation in international volunteer programmes.

Conclusion

The data collected and discussed in this article explored what motivated New Zealand teachers in a volunteer project working with untrained Indian teachers in Northern India. It has shown that the motivation for the eight participants was very similar to that described in previous studies (Chen & Chen, 2011; Barbieri et al., 2011) in which both a personal desire for travel and an interpersonal desire to use one’s skills to help others were important aspects of motivation. If we consider these in terms of intrinsic and extrinsic motivation (Huang, 2012; Ryan & Deci, 2000), it would appear that all of the factors, both personal and interpersonal, can be seen as comprising a form of intrinsic motivation. The

ⁱⁱⁱ The decile system is a ranking of schools according to several factors drawn from the census concerning the community which the school serves: parental incomes, percentage of employment, household crowding, parental educational qualifications, and income support benefits received by parents. This ranking affects their government funding (Ministry of Education, 2017).

volunteers did not mention factors relating to external rewards or consequences. Their motivation lay in factors relating to enjoyment and fulfilment from the travel and the work that they performed. These factors are obviously important for those recruiting volunteers into international programmes to consider. What differentiates this study from previous literature is the fact that some volunteers were on a second or subsequent trip, and so some differentiation of motivation for initial and subsequent trips was possible. It was clear that on subsequent trips, the motivation moved from personal factors (such as the desire to travel to a certain part of the world) to factors which Chen and Chen (2011) describe as interpersonal. These were mainly related to understanding the difference the work could make and feeling a strong commitment to the teachers in India. Another aspect of this study which differentiates it from other studies of motivation in volunteer programmes is that the work on this programme was of a specialised professional nature, closely linked to the professions of the volunteers, and so the rewards gained from this work also impacted on the teaching work of the volunteers on their return to New Zealand. This reciprocal nature of teaching and learning, known to those in New Zealand educational circles as *ako* (Bishop & Berryman, 2009), was a clear theme in the discussion of rewards taken from the volunteer work. While the New Zealand teachers went to India to share their knowledge and expertise, the experience of working with untrained Indian teachers allowed them to develop an intercultural awareness and to reflect on and adapt their own teaching practice on their return to New Zealand. Further research with a larger number of participants and a wider variety of data (e.g., participant journaling and field notes) is needed to further explore the conclusions presented here.

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Appendix: Questions for semi-structured interviews

Motivation

1. How did you hear about Rata?
2. What made you apply for the first time?
3. Has your motivation changed for subsequent trips?
4. What challenges had to be overcome in order for you to go on a Rata trip?
5. What challenges did you face while working with the teachers?
6. What were the rewards from this work?
7. Has this work affected your teaching practice in NZ? If so, how?