Leadership in British Columbia’s K to 12 International Programs: Where Are We Now?

by

Jeffrey Davis
B.Ed., University of Victoria, 2001
M.Ed., University of Victoria, 2007

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of

DOCTOR OF PHILOSOPHY

in the Department of Educational Psychology and Leadership Studies

©Jeffrey Davis, 2017
University of Victoria

All rights reserved. This dissertation may not be reproduced in whole or in part, by photocopy, without permission of the author.
Leadership in British Columbia’s K to 12 International Programs: Where Are We Now?

by

Jeffrey Davis
B.Ed., University of Victoria, 2001
M.Ed., University of Victoria, 2007

Supervisory Committee

Dr. Carolyn Crippen, Supervisor
Department of Educational Psychology and Leadership Studies

Dr. Deborah Begoray, Outside Member
Department of Curriculum Studies

Dr. Edward Hickcox, Departmental Member
Department of Educational Psychology and Leadership Studies

Dr. Myer Horowitz, Departmental Member
Department of Educational Psychology and Leadership Studies
Abstract

An international program in a public K to 12 school district in British Columbia is responsible for international students, their education, and life in BC. An international program leader (IPL) is employed by the school district to lead these programs. The IPL has an influence on the lives of students, parents, school district staff, home-stay families, and study-abroad agents. International program leadership is an emerging area of study in educational leadership, with limited research. The purpose of this study was to gain an understanding of leadership in public K to 12 international programs in BC and to reflect on theoretical foundations that may influence practice. In-depth interviews with six IPLs using a multiple-case-study approach (Stake, 2006) uncovered perspectives on leading international programs in a BC context. In the cross-case analysis, three themes emerged: (a) the phenomenon of international program leadership is contextual, (b) professional (human) relationships and networks are key elements of international program leadership, and (c) managing and resolving conflicts over values and culture are key elements of international program leadership. The implications of these findings include: (a) the background of the IPL influences leadership, (b) the context of an international program in a BC school district influences IPL leadership practice, (c) human relationships with five key stakeholders are important for leaders, and (d) the role of the IPL as a mediator of conflicts in three key areas: philosophical disagreements regarding international programs from colleagues in a school district, the management of mental health issues for students, and inappropriate living conditions for students.
Table of Contents

Supervisory Committee ................................................................. ii
Abstract ......................................................................................... iii
Table of Contents .......................................................................... iv
List of Tables .................................................................................. viii
List of Figures ................................................................................ ix
Acknowledgements ......................................................................... x
Chapter 1: Introduction .................................................................. 1
Statement of Problem ..................................................................... 3
Conceptual Pillars .......................................................................... 6
The Research Context ..................................................................... 6
Methodology ................................................................................... 7
Purpose of Study ............................................................................ 7
Research Questions ........................................................................ 7
Definition of Terms ......................................................................... 7
Chapter 2: Literature Review .......................................................... 13
An Overview of International Programs in British Columbia High Schools .................................. 14
Conceptual Pillars .......................................................................... 35
Pillar I: The Influence of Organizational Culture on Educational Leadership ......................... 36
Pillar II: A Human-Relations Orientation ......................................... 39
Pillar III: Values in Educational Leadership ..................................... 45
Cross-Cultural Approaches to Educational Leadership ................................. 50
Research Articles on International Schools and International Education ............................... 52
Appendix J: Multi-case Assertions for the Final Report........................................240

Appendix K: Estimates of Ordinariness of the Situation of Each Case and Estimates of Manifestation of Multi-case Themes in Each Case.........................................................243

Appendix L: A Map on Which to Make Assertions for the Final Report..................244

Appendix M: Table of Themes and Sub-themes......................................................246

Appendix N: Analyst’s Notes While Reading a Case Report INT-01....................247

Appendix O: Analyst’s Notes While Reading a Case Report INT-02...........249

Appendix P: Analyst’s Notes While Reading a Case Report INT-03...............252

Appendix Q: Analyst’s Notes While Reading a Case Report INT-04...............255

Appendix R: Analyst’s Notes while reading a case report INT-05.......................258

Appendix S: Analyst’s Notes while reading a case report INT-06.......................261

Appendix T: Findings Strips................................................................................264
List of Tables

Table 2.1 CDN Association of Public Schools International: Members by Province......15
Table 2.2 Hodgkinson’s (1996) Typology of Values..................................................47
Table 3.1 Interview Questions: Connection to Research Questions, Conceptual Pillars..84
Table 3.2 Research Timeline.........................................................................................92
Table 3.3 Initial Coding.................................................................................................96
Table 5.1 Matching the Research Questions with Themes...........................................189
List of Figures

Figure 2.1 Formation of Self (Begley, 2006) ................................................................. 38

Figure 2.2 Five Stakeholder Groups Served by IPLs................................................... 41

Figure 2.4 Value Audit Guidelines (Begley, 2005)......................................................... 49
Acknowledgements

I am grateful to the participants in my study who volunteered their time and shared their experience related to leadership of international student programs. Each of the six participants made a unique contribution to the understanding of the phenomenon of leadership of international programs in the K to 12 public school system in British Columbia.

I was extremely fortunate to have Dr. Carolyn Crippen as my supervisor, mentor, and critical friend throughout my doctoral program. Carolyn always encouraged me during the difficult times and recognized that due to my work schedule, I would need to slowly work away on the doctorate over a long period of time. When I became impatient, she always reminded me to chip away slowly and to be patient. Carolyn was always available via phone, email, or for meetings. Her firm deadlines and clear expectations kept me on track throughout the duration of my doctoral studies at UVic. I deeply thank Carolyn for having the patience to be my supervisor.

I greatly appreciate the other members of the committee who have supported and contributed to the research process. I am thankful to Dr. Ed Hickcox for his guidance and direction. Our coffee meetings at the University of Victoria were always enjoyable and allowed me to refocus on the task at hand. Dr. Myer Horowitz was always generous with his time and I also enjoyed our coffee and treat meetings in his office at UVic and the generous feedback provided. I also wanted to thank Dr. Deborah Begoray for her time and support over the past five years as a member of the committee. It was also a pleasure to take your advanced research methodology course which I believe set me on the appropriate path for this study.
I would like to thank my family specifically my wife Michiko and my sons Toah and Tate for all their patience while I worked on the doctorate over the last seven years. I promise to be more attentive over the next seven years! I would also like to thank my mother and father who live here in Victoria for all their support.
Chapter 1: Introduction

Background

“What do you guys actually do?” This is a common question asked of leaders of international programs by their colleagues at Kindergarten to Grade 12 (K to 12) school districts in British Columbia (BC), Canada. This was also precisely the question my former supervisor, an International Program Leader (IPL), received from a school principal at a large public meeting seven years ago with all the principals in the school district in attendance. It was apparent that the school principal could not understand what type of leadership activity was occurring at the international program in the Greater Victoria School District No. 61. It was an awkward, yet amusing moment.

This provocative question reinforced my perception that international program leadership in K to 12 school districts in BC is largely misunderstood. In fact, I believe that IPLs themselves may have a difficult time conceptualizing this phenomenon. Further, a perception exists that the main responsibility of IPLs is to travel around the world to recruit international students. This is not an accurate representation of the responsibilities of an IPL in BC’s K to 12 school districts. The purpose of this study was to gain an understanding of leadership in public K to 12 international programs in BC. First, it is important to define leadership for the purposes of this study.

Defining Leadership

Hodgkinson (1991) described leadership as “a much abused word . . . that has over one hundred serious definitions” (p. 50). A review of three key definitions of the term leadership is necessary as a starting point for a discussion on educational leadership in K to 12 school district international programs.
House, Dorfman, Javidan, Hanges, and Sully (2014) developed a definition for the Global Leadership and Organizational Behavior Effectiveness (GLOBE) group. The goal of this definition was to consider the countrywide variance of leadership concepts. This is an important factor to include in this study since IPLs work closely with individuals and groups from countries outside Canada. House et al. (2014) defined leadership as follows:

Leadership is the ability of the individual to influence, motivate, and enable others to contribute towards the effectiveness and success of the organizations of which they are members. (p. 17)

House et al.’s (2014) conception of leadership is a general definition and, although useful, does not consider the role of the leader and follower. Therefore, I will refer to Burns (1978) and Rost (1991) to examine the influence of relationship and the iterative nature of the dynamic interactions between the leader and follower.

Burns (1978) presented a definition of leadership that identifies the importance both of leaders and followers in the process of leadership. Burns defined leadership “as leaders inducing followers to act for certain goals that represent the values and the motivations—the wants and needs, the aspirations and the expectations of both leaders and followers” (p. 19). Burn’s definition is based on the creative interaction of the needs and wants of both leaders and followers. This interaction may elicit a transformational form of leadership. Burn’s consideration of the needs and wants of leaders and followers was a precursor for many scholars to examine leadership in such a leadership-followership context.

Rost (1991) expanded upon this definition by noting, “Leadership is an influence relationship among leaders and followers who intend real changes that reflect their
mutual purposes” (p. 102). The consideration of both leaders and the followers is the reason these definitions were chosen, given that leaders do not exist without the individuals and groups that enable this influence relationship. Crippen (2012) expanded on this tradition in an educational leadership context and reinforced the relational component. She asserted, “Schools are places where leadership-followership succeeds and is mutually reinforced through webs of relationship” (p. 197). Burns (1978), House et al. (2014), and Rost’s (1991) definitions are used to frame the concept of leadership in this study. Therefore, my conception of leadership concerns an influence relationship between leaders and followers in a dynamic school district setting where there are many disparate groups and individuals to serve.

**Statement of Problem**

IPLs in international programs continue to face challenges that require sophisticated leadership skills; yet very few people understand the nature of these programs and the necessary leadership competencies. I will attempt to fill the knowledge gap regarding international program leadership in BC and reveal the persistent leadership issues faced by IPLs that have formal responsibility for these programs.

For the purposes of this study, an *international program* is organized as a department in a K to 12 BC school district, responsible for a myriad of duties related to international students, their education, and life in BC. For simplification, I will refer to these departments as *international programs* and will examine these international programs and their leaders in the context of BC.

IPLs manage and administer a host of duties including but not limited to: admissions, custodianship services, home-stay (please refer to Definition of Terms, p. 8),
student discipline, student-support services, counselling, liaison with biological parents, recruitment, and the promotion of the school district in BC and abroad. In a broader sense they are also responsible for the following areas as explained by Player (2011) in his review of the Qualicum School District No. 69 international program. IPLs are “responsible for all aspects of the program including recruiting, student placements, marketing, liaising with schools, and board office budgeting, signage and agreements, linking with IPSEA and CAPSI and the overall operation of the program” (p. 6).

**Growth of K to 12 International Programs in BC**

In BC, international programs have grown significantly since their inception in the early 1980s (BC Ministry of Education, 2013; Matheson, 2010). Growth may be attributed to the high demand for English-language education (Erickson, 2003; Kunin, 2013) globally coupled with the marketing and recruitment efforts of BC School Districts (BC Ministry of Education, 2013). Currently, British Columbia’s K to 12 international education sector serves 18,711 international students (BC Ministry of Education, 2016). In well-established international programs in the school districts of West Vancouver, Coquitlam, and Greater Victoria, international students make up over ten percent of the total student population at the high school level (BC Ministry of Education, 2016).

International programs in BC public school districts have developed by necessity and largely out of the public eye (Findlay, 2011). This has occurred through what Morgan (2007) referred to as transformation and flux whereby “hidden tensions and connections simultaneously create patterns of unity and change” (p. 241). These programs are sometimes poorly understood even in their own school districts. This claim could be verified by surveying teachers, administrators, and senior managers on what actually
occurs in international programs; however, no such study has been conducted. The lack of knowledge may also be due to the relative infancy of these programs (see Appendix A). For example, the Greater Victoria School District’s international program started operating in 1992.

International students and programs in BC are recognized as being distinct within the education policy framework (British Columbia Ministry of Education, 2010). Further, international students are not funded in the same manner as BC resident students. International students are designated as non-residents of BC and this designation allows individual school districts to charge tuition fees for international students attending BC school districts (Erickson, 2003).

International students are acknowledged as generating considerable funds that subsidize public spending in school districts (Kunin, 2010, 2013). The economic benefits to the hosting school district are significant—the fees that international students remit enhance existing school district programs and create jobs for BC teachers and support staff. According to Kunin (2013), during the 2011-2012 school year international students in the K to 12 sector in BC spent $182,363,821 on tuition fees.

In this study, however, the economic benefits of international programs in BC will not be the main focus. Rather, I will examine the nature of leadership in BC’s K to 12 international programs, the leadership challenges faced by IPLs on a day-to-day basis, and the type of conflicts they encounter in their leadership practice. As noted, I will examine the leadership demands on IPLs at the school district level, as this area lacks a research base in educational leadership (C. Crippen, personal communication, February 1, 2012).
Conceptual Pillars

Three broad pillars were selected to frame the study. These pillars are:

1. The influence of organizational culture on educational leadership (Hoy & Miskel, 2004; Morgan, 2007; Sarason, 1982);
2. A human-relations orientation in leadership (Crippen, 2012; Follet, 1924; Frick & Sipe, 2015; Fullan, 2003, 2010; Greenleaf, 1970; Sergiovanni, 1992; Spears, 1998); and

I selected these pillars based upon my experience working in an international program and my observation that these three broad areas exert an influence on the formal leader of an international program. By examining leadership in international programs, a more sophisticated understanding of leadership in K to 12 international programs may emerge. The study may also point the way to changes in training programs and practice.

The Research Context

Over the past nine years, I have been employed in the international program of the Greater Victoria School District No. 61 in Victoria, BC, Canada. During this time, I learned that the formal leader or person-in-charge of an international program has a major influence on the lives of students, parents, school district staff, home-stay families, and study-abroad agents. Nevertheless, there is limited research on leadership practices of international program leaders. Therefore, international program leadership is an emerging area of study in educational leadership that requires attention.
Methodology

In-depth interviews and a multiple-case-study approach (Stake, 2006) with selected IPLs in BC uncovered perspectives on leading international programs in a BC context. This study also illuminates inherent issues facing IPLs.

Purpose of Study

The purpose of this study was to gain an understanding of leadership in public K to 12 international programs in BC and to reflect on theoretical foundations that may influence practice. A greater understanding of international program leadership provides insight into leadership practice in this specialized area of educational leadership in British Columbia.

Research Questions

1. To what extent does the organizational culture of a BC school district influence the educational leadership of IPLs?
2. How does an IPL’s perspective on human relationships support leadership in a British Columbia K to 12 international program?
3. How does an IPL manage value conflicts?

The three research questions resulted in the findings presented in Chapters 4 and 5 as I completed a multiple-case analysis using Stake’s (2006) methodology.

Definition of Terms

This study contains a number of terms that require explanation due to their relevance in the K to 12 education sector in British Columbia and the international education sector in Canada.
**Canadian Association of Public Schools International (CAPS-I):** The Canadian Association of Public Schools International is a non-profit association comprised of 127 publicly funded school districts or boards. All members offer established international student programs for various grade levels ranging from elementary to high school graduation (CAPS-I, 2016).

**Canadian Bureau for International Education (CBIE):** A national, non-profit, non-governmental membership organization dedicated exclusively to international education (Canadian Bureau for International Education, 2016).

**Custodian:** A person appointed by a child’s parent or guardian in an international student’s authorized document to care for that child. International student programs and the Canadian federal government require that international students who are minors have a custodian while studying in the Province of British Columbia (BC Ministry of Education, 2015).

**Education Fair** (also called student agent fair, student education fair): A marketing and recruitment event often organized, administered and arranged by a study-abroad agent or other third party. IPLs often attend these events to recruit international students in many regions around the world (IPSEA, 2015).

**Full-Time Equivalent (FTE):** A measure indicating the proportion of full-time participation (full day, full week) in the education system, calculated by adding the FTE values of the enrolments. A half-day Kindergarten enrolment is considered a 0.5 FTE; full-day Kindergarten enrolments are recognized as full FTEs. A school-age enrolment in Grades 1-12, enrolled full-time, is considered one FTE. One FTE for an adult enrolment
is equal to eight courses. One FTE for a secondary school-age enrolment is equal to four courses (BC Ministry of Education, 2016a).

*Higher Education*: This term refers to post-secondary education provided by colleges and universities in Canada (Nussbaumer, 2013).

*Home-Stay*: A formal arrangement by an international student program or its delegates to house an international student with an approved family during their course of study. This family and its residence are commonly referred to as the home-stay (BC Ministry of Education, 2015).

*Home-Stay Program Provider*: The entity that places students with a host family. Depending on the circumstances, the home-stay program provider could be an independent school or school district, a company or organization contracted by the international student program or a business or individual that is not in a relationship with the international student program (BC Ministry of Education, 2015).

*Host Family or Home-Stay Family*: The family with which an international student lives during the course of a home-stay (BC Ministry of Education, 2015).

*Immigration, Refugees and Citizenship Canada*: A department in the Government of Canada that maintains the responsibility of managing the areas of immigration, refugees, and citizenship in Canada (Government of Canada, 2016).

*International Student Program*: A unit in a public school district that is responsible for a myriad of duties related to international students including but not limited to application evaluation, registration, home-stay service, discipline, support services, liaising with biological parents, and promotion-marketing (BC Ministry of Education, 2015).
International Student: A student from outside Canada who does not meet the Ministry of Education’s funding eligibility requirements and/or has to obtain authorization from the Canadian government to enter Canada with the intention of pursuing studies longer than six months (British Columbia Ministry of Education, 2015).

International Program Leader (IPL): An individual employed by a public K to 12 school district to administer and manage international program departments. For the purposes of this study, I will focus on the person-in-charge of international programs who may have a variety of formal titles including superintendent, director, principal, or manager.


Internationalization: The process of integrating an international, intercultural, or global dimension in the purpose, functions, or delivery of post-secondary education (Knight 2003, p. 2).

International Public School Education Association (IPSEA): The International Public School Education Association is an association of public schools in BC, Canada that hosts international students (IPSEA, 2016).

School District: A geographic area in British Columbia constituted under the School Act. There are currently 59 school districts and one Francophone Education Authority (BC Ministry of Education, 2016a).
**Study-Abroad Agency:** Agents who are paid consultants based in BC or abroad and help to arrange aspects of an international student’s education or travel (BC Ministry of Education, 2015, p. 11).

**Study Permit:** A study permit allows non-resident international students to study in Canada (Government of Canada, 2016). Foreign nationals wishing to study in Canada must apply for a study permit before presenting themselves at a Canadian port of entry. **Superintendent:** The superintendent is the chief executive officer of a school district in BC responsible for the supervision of schools, implementation of approved programs, evaluation of senior staff, overseeing district budgets and reporting to the board of education (Make a Future, 2016).

**Associate or Assistant Superintendent:** Assistant or associate superintendents are responsible for the general supervision of schools in the district, for the implementation of approved programs and for the evaluation of staff and programs (Make a Future, 2016). They report to the superintendent.

**Secretary Treasurer:** The secretary treasurer is responsible for overseeing the financial services, purchasing services, and the facilities’ service departments; providing budget and financial advice; fulfilling the responsibilities of the School Act; dealing with insurance matters; recording and maintaining minutes of the board and coordinating distribution board correspondence (Make a Future, 2016).

**Chapter Summary**

Educational leadership of international programs in BC K to 12 school districts is a research area that remains underdeveloped. It is my hope that this study provides a starting point for further research that supports leadership development in international
programs in BC. The purpose of this study was to examine leadership in public K to 12 international programs in BC and to develop theoretical foundations that may influence practice. A greater understanding of international program leadership provides insight into leadership practice in this specialized area of educational leadership in British Columbia.

Chapter 1 presents the background, research problem, and research questions. The research questions include the three broad pillars. Chapter 2 presents (a) an overview of international programs, including research gaps and problems inherent in these programs and their leaders, (b) an examination of the conceptual pillars with reference to their utility for international program leadership, (c) a review of relevant literature on international school and international program leadership, and (d) a critical review of ten documents and articles relevant to international program leadership. These documents and articles were used to triangulate the data. Chapter 3 reviews the research design and procedures associated with this multiple-case study (Stake, 2006; Yin, 2009). A pilot study was conducted to refine the interview questions. An overview of the multiple-case study and its suitability to this dissertation are elucidated. Chapter 4 presents the results of the multiple-case study, including individual case reports and a cross-case analysis (Stake, 2006). Chapter 5 discusses the implications of the results.
Chapter 2: Literature Review

The purpose of the study was to gain an understanding of leadership in public K to 12 international programs in BC school districts.

This literature review chapter is organized into five sections: (a) an overview of international programs in K to 12 public school districts, (b) a discussion of the problems inherent in British Columbia’s K to 12 international programs, (c) an overview of the three conceptual pillars and the related literature relevant to K to 12 international program leadership in BC, (d) a review of relevant primary research articles related to international schools and international education, and (e) a critical review of documents and articles on international programs in British Columbia. These documents and articles were thematically analyzed (Braun & Clarke, 2006) and used to triangulate the data.

An important aspect of this study was the completion of a critical review of the current literature on the research topic. My review of the literature occurred throughout the design of the study, proposal, data collection, data analysis, and synthesis phases of this study. Since international program leadership is a new area in the larger field of educational leadership, the literature that examines international program leadership is limited.

This critical review examines the literature that is relevant to international program leadership. It also identifies gaps in the literature on international program leadership. To complete the literature review, I used multiple information sources. These sources included books, Internet resources, dissertations, professional journals and personal communications. The majority of the information sources were accessed through the University of Victoria’s library collection in both digital and print format. My timeframe for completing the search for information sources was open ended since I did
not want to limit new sources as they continued to become available during the study.

During my critical review, I identified key issues in discussing contested areas of
the literature and concluded each major section with a commentary on the research
implications for the study. The chapter summary explains how the literature has helped
me understand the research topic more clearly to support the refinement of the conceptual
pillars.

An Overview of International Programs in BC’s K to 12 School Districts

Leadership of international programs in BC is a recent phenomenon; therefore, it
is critical to set the context with an overview of these programs. The next section
discusses K to 12 international programs in BC with reference to: (a) BC international
programs in the Canadian context, (b) growth and development of international programs
in BC, (c) location and populations served, (d) rationale, (e) funding, (f) configuration,
(g) training of IPLs, and (h) threats to international programs. It is important to
understand the context of international K to 12 international programs from the
perspective of both Canada and British Columbia.

BC K to 12 International Programs in the Canadian Context

In order to gain an understanding of international programs in BC, it is important
to consider how BC fits into the larger Canadian context. According to the data from the
Canadian Association of Public Schools International (CAPS-I), there are 127 public
school districts hosting international students who are members of CAPS-I (CAPS-I,
2016). Table 2.1 provides a breakdown of international programs by province.
Table 2.1
*Canadian Association of Public Schools International: Members by Province*

<table>
<thead>
<tr>
<th>Canadian Province</th>
<th>Number of International Programs (CAPS-I members)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BC</td>
<td>35</td>
</tr>
<tr>
<td>Alberta</td>
<td>17</td>
</tr>
<tr>
<td>Saskatchewan</td>
<td>3</td>
</tr>
<tr>
<td>Manitoba</td>
<td>7</td>
</tr>
<tr>
<td>Ontario</td>
<td>37</td>
</tr>
<tr>
<td>Quebec</td>
<td>6</td>
</tr>
<tr>
<td>New Brunswick</td>
<td>2</td>
</tr>
<tr>
<td>Nova Scotia</td>
<td>1*</td>
</tr>
<tr>
<td>Newfoundland</td>
<td>1</td>
</tr>
<tr>
<td>Prince Edward Island</td>
<td>1</td>
</tr>
</tbody>
</table>

*The Province of Nova Scotia administers a provincial international program*
BC and Ontario continue to be the most active provinces with regard to the number of students and international programs (CAPS-I, 2016). Alberta is active in the K to 12 international program context. It should be noted that Nova Scotia uses a provincial model (EDU NOVA) to manage its international programs. In other provinces in Canada, individual school districts administer international programs. The CAPS-I data does not take into account all international programs in Canada, as some may not be members of the CAPS-I association. For example, BC has 13 school districts that have elected not to become CAPS-I members, but have international programs in operation.

**Growth and Development of International Programs in BC**

BC’s K to 12 international programs have grown significantly since West Vancouver created the first program in 1982 (Matheson, 2010). International programs were initially established in urban centres in BC (Matheson, 2010). Over the past 30 years, many other school districts followed suit and currently BC has 47 school districts that host fee-paying international students (BC Ministry of Education, 2013). K to 12 international programs in BC have followed the lead of the post-secondary sector with respect to program development. This has occurred because the post-secondary sector has an extensive history hosting international students particularly at the graduate level (Bolsmann & Miller, 2009). Two organizations have supported the growth and development of K to 12 international programs in British Columbia: the International Public Schools Education Association (IPSEA) and the Canadian Association for Public Schools International (CAPS-I).
**Location and Populations Served**

Currently, 47 of 60 school districts in BC host fee-paying international students (BC Ministry of Education, 2013) and a wide variety of configurations exist. Please refer to Appendix A for a list of the school districts, staffing levels, and student numbers (FTE) from the BC Ministry of Education (2016). A high percentage of international programs (15 of the 47 total) are located in the Metro-Coast area near Vancouver. The remaining 32 school districts are scattered across BC. Vancouver Island is an area of high concentration with eight school districts offering international programs. BC’s K to 12 international education sector serves 18,711 international students (BC Ministry of Education, 2016). According to the BC Ministry of Education (2013), of the ten largest public school programs, nine are located in the lower mainland and Fraser Valley and the other on Vancouver Island. These programs captured 66% of international students enrolled in British Columbia in 2013 (p. 3). Recent data would suggest these percentages have not changed since 2013 (BC Ministry of Education, 2016).

Between 2007 and 2013, the top ten source countries for school districts in Canada were: China, Korea, Mexico, Japan, Germany, Brazil, Vietnam, Taiwan, Nigeria, and France (CAPS-I, 2015). The populations served at the K to 12 level are generally high-socio-economic-status families from overseas countries that have the ability to pay approximately $22,000 to $24,000 (Canadian) per year for tuition and living expenses (Wong, Honma, Johnson, & Saewyc, 2010).

Macdonald (2008) observed that a global phenomenon has emerged where there is a high demand for international education. The families are globally mobile and culturally diverse; they are wealthy and often work in multinational companies, parastatal
bodies, or non-governmental organizations. The next section discusses the rationale for having international programs in K to 12 school districts in BC.

**Rationale**

The rationale for international programs in BC has two key elements: (a) the financial incentive of hosting international students, and (b) the operational capacity of BC school districts (space is available in BC school districts). A third, which is becoming increasingly important, is internationalization. Recently, the diversification of the student population, often referred to as internationalization (Knight, 2004; Waters, 2009), has been increasing interest in BC’s K to 12 international programs. *Internationalization* is a large and contested area of study and for the purposes of this section, the focus will be on the financial incentive and the operational capacity.

**Financial incentive.** Macdonald (2006, 2008, 2009) stated that academic literature on the business side of international education is limited. This fact may be attributed to researchers’ focus on the field of education rather than business, and the infancy of research on international education (Macdonald, 2008). However, in a BC context, one perspective is that international programs serve as revenue generators for BC school districts (Erickson, 2003). A closer examination reveals that revenue generation has both benefits and pitfalls.

International programs generate revenue for school districts, which supplements government funding and may support student learning by increasing the amount of resources available. In BC, international students’ tuition fees supplement and enhance school-district-based programs (British Columbia Ministry of Education, 2013). This structure allows school districts to hire more teachers and as a consequence, add more
classes and enhance programs. As noted, in the 2011-2012 school year, international student tuition generated slightly over 182 million in the public system in tuition fees alone (Kunin, 2013). The funding results in benefits for the economy of British Columbia (Stillwell, 2011).

The obverse of this argument is that the revenue generated by international programs permits government reductions in spending on public education (Erickson, 2003). Erickson argued that revenue generation by BC school districts creates a public system where school districts with the capacity to recruit international students benefit immensely, while those not able to attract students will suffer.

The academic literature on the rationale for international students at the K to 12 level is scant, but the university sector and the private international school sector offer several research articles on the topic. In reference to the rationale for hosting international students at the university level, an unidentified academic manager at a UK university admitted that the main driver in attracting international students is financial and the second driver is diversity (Bolsmann & Miller, 2009). In his study on the international school industry, Macdonald (2006) commented, “International schools are organizations with double bottom lines—one educational and one business” (p. 191). This notion may be applied to international programs in BC, which have similar responsibilities, as noted in the services and components section. Macdonald suggested, “Only by peering through a set of properly aligned educational and business lenses can a clear picture of an international school be obtained” (p. 191). Macdonald used a single private international school for analysis. These assertions may be transferable to a K to 12 international
program—a collection of schools that host mainly high-school-aged international students.

Critics of international programs point to the *neo-liberal* market agenda that has been dominant in the US, UK, Australia, and Canada for the last 25 years (Bolsmann & Miller, 2009). Peck and Tickell (2006) explained, “Neo-liberalism is a distinctive political and economic philosophy that first emerged in the 1970s, dedicated to the extension of the market (and market-like) forms of governance, rule and control across—tendentially at least all spheres of social life” (p. 3). Neo-liberalism displays traditional liberal principles of right-wing economics and certain types of conservative ideology that may include national, traditional, or religious domains (Apple, 2006).

Bolsmann and Miller (2009) noted, “[The] advocates of this agenda see education, including higher education, as both an investment in human capital which will enhance competitiveness and rewards to the individual, corporations, and the national importance” (p. 78). This line of thinking has a degree of congruency with the current BC Liberal government and their focus on keeping pace with high-performing education systems in Singapore, Shanghai, and Finland (British Columbia Ministry of Education, 2011b; Premier’s Technology Council, 2010). Depending upon one’s political stripe and personal values, Bolsmann and Miller’s assertions about neo-liberalism and an education agenda may dishearten or seem appropriate.

**Operational capacity of BC school districts.** The majority of BC school districts were experiencing declining enrolment, but over the past five years this decline has flattened (BC Ministry of Education, 2012b). However, school districts still have the *operational capacity* or space available in public schools to host international students. In
addition, there is ongoing competition between the public K to 12 sector and independent (private) K to 12 school sector. The independent school sector continues to increase enrolment (BC Ministry of Education, 2012b). International programs help maintain the K to 12 public education system in BC by filling spots in school districts where space is available.

**Internationalization.** Waters (2009) described *internationalization* as a multi-faceted process that involves the international mobility of more than two million students pursuing education outside their home country. It includes the strategies of supranational organizations, national governments, provincial and regional ministries, municipal school boards as well as numerous individual educational institutions promoting and enabling internationalization. Waters (2009) asserted:

> Over the last 20 years, the internationalization of education has marked a deepening and expansion of the relationship between education and transnational interests, allied to the ascendancy of neoliberal forms of government and the establishment of a global knowledge economy. (p. 548)

Knight (2004) defined internationalization “as the process of integrating an international, intercultural, or global dimension into the purpose, functions, or delivery of post-secondary education” (p. 2). Although Knight discussed internationalization in the post-secondary context, the topic is becoming more prevalent in BC school districts.
Funding

Prior to discussing international student funding, a brief explanation is necessary of how the BC Ministry of Education funds students who are deemed BC residents. Section 82 (1) of the School Act states: “A board must provide free of charge to every student of school age resident in British Columbia and enrolled in an education program in a school operated by the board, instruction in an education program” (BC Ministry of Education, 1996). The BC Ministry of Education funds students based on the cost to the district (BC Ministry of Education, 2012c). In BC, the Coquitlam School District has the lowest funding rate at $7,698 per student while Stikine has the highest at $29,940 per resident student (BC Ministry of Education, 2012c). The provincial average is $8,491 per student (BC Ministry of Education, 2012c).

The BC Ministry of Education does not fund international students in BC. The fees collected by K to 12 international programs are remitted to the schools and used to provide education services for international students. Erickson (2003) commented that school districts have been given the latitude by the provincial government to operate international programs with limited oversight and full autonomy regarding the acceptance of international students into school districts. The provincial average for international tuition fees is approximately $13,000 per school year. This information was gleaned by reviewing fee schedules listed on school district websites. School districts with higher resident funding allocations (i.e., School District No. 87 Stikine) would have a difficult time operating international programs because they would have to charge international students at least the same amount it costs to fund a resident student.

International programs are funded through revenue generated from international student fees. Each school district has its own approach to funding international programs
and this information is not publicly available. As Macdonald (2008) noted, school finances in the international education sector are a sensitive topic because revealing certain information may harm a school’s competitive position and at the same time cause discomfort for some members of a school community. International programs in BC are school district programs. Therefore, the school district must develop an operating budget for the international program and have this budget approved by the school district’s board of trustees on an annual basis.

International programs in BC fund schools based upon the discretion of senior management at the school-district level. As noted, the funding is to be used to hire teachers and enhance programs. International programs operate as departments within school districts and therefore cannot be considered private-sector organizations, as they are required to follow the procedures and protocols established in each district regarding general operational principles. International programs are subject to audits and must follow school district policies with respect to posting and filling positions. The next section discusses the configuration of international programs.

**Configuration**

In BC, international programs have a variety of configurations. Some are large departments located in one building, while others are stretched over a school district at a number of different sites. In addition, staffing levels for these programs vary considerably and are determined by each school district based on enrolment. In larger programs, it is not uncommon for program staff to exceed ten individuals (IPSEA, 2015). Conversely, smaller programs may have one IPL and one or two administrative support staff (IPSEA, 2015). Leadership of these programs varies considerably based on the size of the program and service model developed by each school district.
As student enrolments increase, international program staffing levels may follow and some larger programs limit certain services. For example, the majority of larger international programs (over 400 students) in British Columbia do not operate home-stay programs. Similarly, these larger programs do not usually serve as the *custodian* for international students entering Canada on a study permit.

A *custodian* is a person appointed by a child’s parent or guardian in an international student’s authorized document to care for that child. In many cases, the custodian is the IPL. The custodian is not a legal guardian but is an individual who has declared to the Government of Canada that he or she has made the necessary arrangements for the care and support of the minor child while the child is in Canada. No clear definition of *custodian* or *custodianship* currently exists in the Canadian federal government’s Department of Immigration, Refugees, and Citizenship. International programs. The Canadian federal government requires that international students who are minors have a custodian while studying in the Province of British Columbia (BC Ministry of Education, 2015). The next section will briefly discuss the services that are provided by international programs in British Columbia.

**Services Provided by International Programs**

The services provided by BC’s international programs include the following: assistance applying for medical insurance; the use of a district group medical plan; interim insurance provided before enrolling with the BC medical services plan; airport pick-up; and trips and activities (IPSEA, 2010). The departmental functions of international programs are listed in the IPSEA data from 2009 and 2010. They include admissions, custodianship service, home-stay, marketing, recruiting, short-term
programs, student support, and summer programs. Marketing and recruiting requires further explanation, as it is an important function of an international program.

**Marketing and recruiting function.** K to 12 international programs in BC have followed the lead of post-secondary institutions in their marketing and recruiting. As Bolsmann and Miller (2009) noted with regard to university level international programs in the UK:

> The international offices, although representatives of the university, focus on marketing and recruitment without necessarily having a view which takes into account the effect of the large-scale presence of international students on a particular programme. (p. 86)

International programs in BC school districts conduct marketing and recruitment both domestically and around the world. However, marketing and recruiting activities are not well understood by school district staff outside of international programs.

Marketing and recruitment are conducted by the IPL or designate. It often requires travel to countries outside Canada. IPLs or designates attend student education fairs (see Definition of Terms), agent fairs (see Definition of Terms), visits to study-abroad agents’ individual offices, and seminars for parents and students at various locations, including Canadian embassies.

**IPLs: Titles and employment categories.** In BC, the title and employment categories for the *person-in-charge* of each international program may vary. The person-in-charge of an international program (international program leader or IPL) is defined as an individual employed by a public school district to administer and manage an international program department. In a survey of 35 public school districts in BC (32
respondents), nine program leaders were given the title of director, 11 were called principals, eight were managers, and four were superintendents (IPSEA, 2010). Moreover, the employment category of these IPLs varies; the majority belong to the group of principals (12 IPLs) or exempt staff (12 IPLs) (IPSEA, 2010). An exempt contract is a personal services contract and in school districts exempt staff employees are placed on a pre-determined salary grid, which is agreed upon prior to signing the contract. Executive group (five IPLs), contract (one IPL), CUPE (one IPL), and other (one IPL) compose the remaining categories.

It is clear that school districts in BC do not follow a consistent pattern when assigning titles and employment categories to IPLs. In BC, the average retirement age of school administrators is 59 (BC Ministry of Education, 2011c). Approximately 45% of leaders of international programs are between 50 and 65 (BC Ministry of Education, 2011c). This may lead to issues of succession planning and maintaining professional relationships with school-based educators, overseas schools, home-stay families, and study-abroad agencies.

Support staff. The term support staff covers the employment category of individuals not connected to management and leadership of international programs. All international programs have unionized administrative assistants belonging to the Canadian Union of Public Employees (CUPE). CUPE is Canada’s largest union representing many public sector workers in health care, education, emergency services, early learning and child-care and other employee groups. Staffing levels are consistent with the size of the program, but there are currently no guidelines for the provision of services. CUPE staff may be hired as administrative assistants or home-stay staff. They
perform a wide array of tasks including but not limited to: reception, registration, communications, invoicing and receipting, sending and receiving correspondence, and general administrative support for the management teams. A sample of home-stay duties is included in Appendix B. It is important to note that not all home-stay staff members are part of CUPE.

**Home-stay programs.** Home-stay services may be administered by the school district or contracted out to private companies (BC Ministry of Education, 2013). In BC, according to Wong et al. (2010), the home-stay youth industry is estimated to be worth 60 million dollars including room and board. The IPSEA data from 2010 indicates that the majority of school districts operate their own home-stay program and eight of the 35 school districts surveyed contract out home-stay services to private companies (IPSEA, 2010).

Home-stay programs employ individuals called home-stay placement coordinators who are assigned with the task of placing international students in Canadian homes and ensuring that homes are suitable. They are also expected to monitor students and to ensure that students are engaging in healthy behaviours (Wong et al., 2010). The organization and administration of home-stay programs continue to be an area of concern for many IPLs. Wong et al. found that the poor regulation of private-for-profit home-stay companies is a concern for the health and safety of international students, particularly students from East Asia. This concern will be discussed further in the section on problems inherent in international programs.

**Training of IPLs.** The majority of IPLs were once teachers and often school-based administrators as well. Many hold graduate degrees (master’s level), as this is a
general requirement for administrators in BC. Over the past ten years, school districts have started to hire IPLs from outside the public education sector with bachelor’s degrees in commerce, business administration, or related fields.

In BC, there is no particular certification required to lead an international program. Some universities in the UK have developed programs. The University of Bath and Oxford Brookes University offer degree programs in educational management which train aspiring international school leaders (Macdonald, 2008). Organizations such as the UK-based Principals’ Training Centre for International School Leadership have also started to offer short courses to provide administrators with training on the business side of school operations (Macdonald, 2008).

Training for IPLs is an avenue that Canadian universities may want to explore in greater detail, given the continual growth in the K to 12 international program sector in BC and Canada. Lumby, Walker, Miles, Bush, and Bjork (2009) identified a need for school leaders to develop the capacity to understand and connect with their community at large as contemporary communities continue to become more ethnically diverse. The next section provides an overview of the problems inherent in BC’s K to 12 international programs.

**Threats**

International programs are vulnerable to a host of external threats including: immigration policy, provincial and local politics, labour disputes, economic downturns, geo-political conflicts, fluctuations in currency markets, gas and airline ticket prices, terrorism, and global pandemics (i.e., SARS and H1N1). For example, the 2009-2010 school year saw significant decreases in student enrolment especially from South Korea
and Germany owing to the 2008-2009 global financial crisis. The Nanaimo School District’s international student enrolment dropped by 40% as a result of the 2008 financial crisis (Barron, 2010). Similarly, in 2003 much of Canada was avoided because of SARS. The outbreak of H1N1 in North America in April 2009 forced several international programs to cancel their summer programs due to limited demand.

**Problems Inherent in BC’s K to 12 International Programs**

Given the relative infancy of K to 12 international programs in BC, it is predictable that many issues exist. Most international programs in BC have been in existence for 15 years or less. The main problems include: (a) poorly defined sector, (b) an uncertain role for the BC Ministry of Education, (c) competition between school districts, (d) quality assurance for home-stay providers, (e) a short-term focus, (f) limited succession planning by school districts, (g) and increasing value conflicts in the cultural domain that IPLs may not be equipped to resolve (BC Ministry of Education, 2013; Erickson, 2003; IPSEA, 2015; Player, 2011).

**Poorly Defined Sector**

The terms *international school* and *international education* are not well defined and, as a result, leaders face challenges (Keller, 2015; Macdonald, 2006). These terms are defined in Chapter 1. Poor definition places leaders of international schools in a challenging leadership context, as they operate in this quickly growing specialized area of the education sector (Keller, 2015). Similarly, international programs in British Columbia K to 12 school districts struggle to be defined because they are not well understood in the larger context of K to 12 education in the public sector (BC Ministry of Education, 2013; IPSEA, 2015). In his study on leadership of international schools, Keller (2015) explained:
While international schools vary tremendously and elude definition, the industry of international schools continues to grow rapidly. The person who finds themselves in the senior leadership role of such schools faces significant challenges. (p. 900)

Keller (2015), Hayden and Thompson (2013), and Macdonald (2006) raised the question of whether the collection of international schools should be referred to as a sector, network, system, or industry. The same question could be asked of international programs in BC. It is a specialized area in school districts and is connected to the larger international education industry which includes language schools and post-secondary institutions.

**Uncertain Role for the BC Ministry of Education**

The British Columbia Ministry of Education has experienced an exploratory relationship with international programs in BC over the past ten years. During the regional roundtables of 2013 (BC Ministry of Education, 2013) there was discussion of increased BC Ministry of Education regulation of international programs, but IPLs and other stakeholders (school trustees) participating in these sessions strongly protested. As a result, the BC Ministry of Education has not explored regulation and oversight publicly since 2013.

The BC Ministry of Education’s main contribution to international programs is revisions to the *international student graduation credit policy 2009* and providing guidelines (*School Act*, Section 82) for school districts to follow when assessing whether a student should be deemed an international student or a resident (BC Ministry of Education, 1996). These guidelines are open to interpretation and each school district is
given considerable latitude to interpret these guidelines by the BC Ministry of Education (BC Ministry of Education, 1996, 2009; Erickson, 2003).

**Competition Between BC School Districts**

BC K to 12 international programs are administered and managed by IPLs, many of whom have extensive experience working in BC school districts. The success of these programs is often measured by the number of international students relative to the size of the district. These two factors lead to intense competition between BC school districts to attract international students. Player’s (2011) report on the Qualicum School District’s international program presented some concerns about competition between BC school districts. The BC Ministry of Education (2013) observed that, for the most part, school districts are collegial and willing to share best practices for the benefit of the whole sector. In addition, well-established programs have been willing to support new programs in their development. Competition between provinces continues to be intense and with the implementation of the Province of Ontario’s international education strategy in 2015 (Ontario Ministry of Education, 2015), the competition between school districts in Canada will intensify, as Ontario aims to attract additional K to 12 international students to the province.

**Quality Assurance for Home-Stay Providers**

As Wong et al. (2010) noted, in British Columbia, limited oversight of private for-profit home-stay companies is a concern for the health and safety of high-school-aged international students, particularly students from East Asia. Wong et al. (2010) explained that home-stay students in BC are far more likely than local residents of the same age to engage in at-risk behaviours including unprotected sex, drug abuse, and alcohol abuse. These assertions are of serious concern to IPLs as a safety issue for the students studying
in an international program. This is disconcerting from a risk-management perspective because in many cases the IPL is the custodian of the student and is legally responsible for student safety. There has yet to be a court case levied against an IPL for negligent oversight, but it is possible (Webster-Evans, 2007).

If the monitoring of students by IPLs and associated staff members is insufficient, it may be one factor leading international students to engage in the at-risk behaviours identified above. It has been noted in the literature that high-school-aged students who are connected to their parents and feel cared about are less likely to engage in at-risk behaviours (Saewyc & Tonkin, 2008). The authors stated that schools, teachers, and parents are protective factors against at-risk behaviours of high school students in British Columbia. Moreover, as Moores and Popadiuk (2011) stated, “Social support plays a prominent role in facilitating cross-cultural transition” (p. 303). This evidence reinforces the importance of home-stay programs in international programs and the need to ensure these programs are monitoring all students carefully. At present, home-stay departments in international programs are not regulated in a standardized manner and this oversight is not conducive to good physical and emotional health outcomes for international students (Wong et al., 2010).

In 2015, the BC Ministry of Education released home-stay guidelines that provide a degree of oversight from the BC Ministry of Education and offer best practices to leaders in the K to 12 international education sector. International programs and private home-stay providers continue to implement the guidelines under the direction of IPLs in each school district.
Short-Term Focus

In some circles, the K to 12 education sector is known for its short-term focus, lack of autonomy, and poor management of information (Office of the BC Auditor General, 2009). In 2009, the British Columbia Office of the auditor general published a report that was highly critical of school districts and their management and quality of information in comparison to other public-sector organizations due to their short-term focus and lack of autonomy. This short-term focus in BC school districts may limit the ability of international programs to take a long-term view based upon principles of sustainability. Hargreaves (2007) noted, “Sustainable development respects, protects, preserves, and renews all that is valuable in the past and learns from it in order to build a better future” (p. 226). The short-term approach by school districts influences IPLs because long-term planning may be ignored or difficult to achieve, which creates challenges for IPLs.

Limited Succession Planning and Turnover

Hargreaves (2005) noted, “One of the most significant events in the life of a school is a change in its leadership. Yet few things in education succeed less than leadership succession” (p. 1). MacMillan (2000) defined leadership succession as the transition occurring between a new leader’s appointment and the end of his tenure as a principal. Therefore, the whole tenure of a school leader may be construed as transitory. Given demographic shifts in North America, the number of school leaders retiring in the next ten years is expected to be considerable (British Columbia of Education, 2011c). Benson’s (2011) study on chief administrator turnover found that on average international school chief administrators changed every 3.7 years. School board issues, and especially changes to the board composition and micromanagement, were cited as the
key reasons why international school administrators have such a high turnover (Benson, 2011).

The majority of the retirements will come from the *baby boomer* generation. Kunreuther, Kim, and Rodríguez (2009) defined baby boomers as people who were born between 1946 and 1964. They are characterized as people who “assume they have the power to make change; they believe in hierarchy, but also try to be more inclusive in the workplace” (p. xx). The K to 12 international program sector in BC has experienced regular turnover in the past five years as retirements or moves of the IPL in the school districts of Coquitlam, Greater Victoria, Maple Ridge, Richmond, Vernon, Delta, and Saanich occurred.

**Increasing Value Conflicts in the Cultural Domain**

Begley (2010a), Lumby et al. (2009), and Walker (2003) stated that value conflicts in the cultural domain are increasing in North American society. Begley elaborated on this point in the following passage:

One of the most obvious outcomes of increasing cultural diversity in our communities is a broader range of social values, some of which are not compatible with each other, and a subsequent increase in the frequency of culturally based value conflicts that require attention. (p. 31)

International programs operate in a context with many competing interests and stakeholder groups (BC Ministry of Education, 2013). An international program is vastly different from an individual school in a school district. This creates a messy organizational structure that seeks to serve disparate individuals and groups. IPLs work with the following individuals and groups on a daily basis: school staff and their
communities, home-stay families, study-abroad agencies, students, and biological parents. Due to the large number of groups involved in an international student experience, the potential for conflict is quite high. It is the role of the IPL to manage these conflicts.

Parents from countries outside Canada send their children to British Columbia to study in BC high schools and to live with Canadian host families. Therefore, the potential for what Begley (2010a) refers to as a *value conflict* is also high. Hodgkinson (1991) described a *value* as a conception of the desirable with motivating force. A value conflict occurs when there is fundamental disagreement over a certain value. In the international program arena, an IPL may be presented with a value held by a parent or child from another country that is not congruent with his or her own. For example, a parent from Japan may have a different conception of the manner in which a teacher should monitor and support students. Begley stated that value conflicts might occur in a number of arenas including: the self, group, profession, organization, and cultural arenas. It is the international program leader’s responsibility to resolve these conflicts in an appropriate manner. The next section introduces the conceptual pillars for the study. These conceptual pillars from the field of educational leadership guide the literature review and modify international program leadership in BC’s K to 12 public school districts.

**Conceptual Pillars**

Each pillar is an area of focus in the literature review that relates to the research questions. The research questions are as follows:

1. To what extent does the organizational culture of a school district influence the educational leadership of an IPL?
2. How does an IPL’s perspective on human relationships support leadership in a British Columbia K to 12 international program?

3. How does an IPL manage value conflicts?

The pillars were identified early in the research process during the literature review and the development of the research instrument. The three pillars include:

1. The influence of organizational culture on educational leadership as explained by Hoy and Miskel, 2004; Morgan, 2007; Sarason, 1982;

2. A human-relations orientation in leadership guided by the work of Crippen, 2012; Fullan, 2003, 2010; Follet, 1924; Greenleaf, 1970; Sergiovanni, 1992; Spears, 1998; Sipe and Frick, 2015; and


The relevance of cross-cultural approaches to educational leadership and the contextual nature of educational leadership were also explored (Dimmock & Walker, 2005; Hallinger & Kantamara, 2000; House et al., 2014; Truong, Hallinger, & Sanga, 2016; Walker, 2011).

**Pillar I: The Influence of Organizational Culture on Educational Leadership**

In order to frame Pillar I, I will define *culture* and *organizational culture*. Culture is a difficult concept with a number of competing definitions. Walker (2003) noted that general agreement on a definition of culture occurs in the anthropological definition favoured by most scholars in the field of educational leadership. The anthropological interpretation, as presented by Hofstede (1980), identifies culture as “patterns of thinking, feeling, and acting underpinning the collective programming of the mind which
distinguishes one group category from another” (p. 155). I will use Hofstede’s (1980) definition for the purposes of this study.

It is important to distinguish between societal culture and organizational culture. Hallinger and Leithwood (1998) commented that organizational culture is only part of the broader societal culture of which scholars must be cognizant. Hoy and Miskel (2004) stated that organizational culture develops when members interact and “shared values, norms, beliefs, and ways of thinking emerge” (p. 37). Schein (2010) defined organizational culture as “a set of tacit assumptions about how the world is, and ought to be that a group of people share and that determines their perceptions, thoughts, feelings and to some degree their overt behaviour” (p. 11).

Begley (2006) offered an illustration (Figure 2.1) of how educational leaders are affected by arenas of influence on a day-to-day basis. The arena of the organization and the profession is where the influence of an organizational culture may emerge.
Figure 2.1. Formation of Self (Begley, 2006)
In a school district context, an overarching organizational culture may be strong; alternatively, individual schools may develop their own organizational culture. Morgan (2007) reinforced this notion when he explained, “Value systems compete within an organization and this creates conditions where a wide variety of organizational realities occur rather that a single uniform culture” (p. 132). Since K to 12 international programs in BC are administered by the school district, they are strongly influenced by the organizational culture of the school district rather than by individual schools. I would also contend that IPLs are strongly influenced by their membership in two professional associations, IPSEA and CAPS-I, as colleagues from these two organizations share the employment status of international program leadership in their respective school districts.

**Variation between international programs.** In British Columbia’s K to 12 international programs, the areas of responsibility for each international program and corresponding leader vary considerably (BC Ministry of Education, 2013; IPSEA, 2015). This variation may occur because each school district’s organizational culture has influenced the development of their international program over time based upon the history and context. International programs do not operate in the same way as individual schools; they are administered by the school district and are not formally designated as a school site.

**Pillar II: A Human-Relations Orientation**

Greenfield (Greenfield & Ribbins, 1993) explained that each day people come to work with different attitudes and orientations towards their work-life based upon their current life condition. IPLs should be cognizant of this notion given the wide variety of school district staff that they will engage with on a daily basis. Starratt (2011) commented on the importance of human relations in schools, explaining, “In schools we
live every day with other persons, teachers, administrators, support staff and children” (p. 74). Drilling down further, Crippen (2012) commented, “Schools are all about relationships, and relationships are developed, in part, through caring, listening, trust, honesty and collaboration” (p. 197).

IPLs have a broad array of responsibilities related to the individuals and groups they serve including, but not limited to: providing advice to school district staff on issues related to international student programming, student support, counselling and student discipline, managing budgets and finance, and supervising staff. Therefore, a human-relations orientation may be considered a key component of international program leadership owing to the nature of the work. The work includes continual communication with five key stakeholders (students, natural parents, study-abroad agents, school district staff, and home-stay parents). Figure 2.2 presents an illustration of the five key stakeholders and the role of the IPL in the middle serving these individuals and groups.
Figure 2.2. Five Stakeholder Groups Served by International Program Leaders
The next section will review literature pertinent to international program leadership with a human-relations orientation including a leadership philosophy (servant leadership-followership) and two related concepts (compassionate collaboration and relational coordination).

**Servant leadership-followership for IPLs.** *Servant leadership* has been identified as a philosophy in educational leadership (Barbuto & Wheeler, 2006; Crippen, 2012; Frick, 1995; Polleys, 2002; Prosser, 2010; Sipe & Frick, 2015). Many scholars now refer to the concept as *servant leadership-followership* and this is identified as the interactive process that occurs between leaders and followers (Crippen, 2012). Crippen explained that servant leadership-followership is a recognized philosophy in leadership studies with a humanistic emphasis on the importance of relationships.

The true test of a servant leader as asserted by Greenleaf (1970/1991) is: “Do those served grow as persons; do they while being served become healthier, freer, more autonomous, more likely themselves to become servants?” (p. 15). Spears (1998) identified ten characteristics of servant leadership: (a) listening, (b) empathy, (c) healing, (d) awareness, (e) persuasion, (f) conceptualization, (g) foresight, (h) stewardship, (i) commitment to the growth of people, and (j) building community. The ten characteristics have relevance given the five stakeholders an IPL needs to serve on a daily basis. These stakeholders include students, parents, study-abroad agents, home-stay families, and school-based staff in individual schools or at the school district level.

Trompenaars and Voerman (2009) demonstrated that servant leadership may be an effective method to lead organizations with diverse intercultural environments—IPLs often lead teams of this nature. Leaders may have the capacity to rise above cultural
clashes by using the principles of servant leadership-followership (Trompenaars & Voerman, 2009). According to Trompenaars and Voerman, this capacity may create a *hyper-culture*, which may be defined as a distinctive culture developed in a group or organization when a leader helps people grow while embracing cultural differences. Embracing the cultural differences of the individuals and groups they serve is a key consideration for IPLs. The next section builds upon this notion of leading diverse groups and individuals in the servant leadership-followership philosophy and examines an area that may support international program leadership—the notion of *compassionate collaboration*.

**Human-relations orientation and collaboration.** As noted, a human-relations orientation is a leadership perspective that IPLs may cultivate, given the variety of stakeholders they serve on a day-to-day basis (students, study-abroad agents, home-stay parents, school staff and the natural parents). It is common for these five stakeholders to come into conflict on a wide variety of issues. IPLs may aim to mediate these competing interests through collaborative efforts with the five key groups.

Collaboration is a nebulous term, but Sipe and Frick’s (2015) notion of a *compassionate collaborator* may be used to define the ideal type of collaboration for IPLs. According to Sipe and Frick, a compassionate collaborator is skilled in the following three areas: (a) expressing appreciation for his or her staff, (b) effectively building teams and communities, and most importantly (c) negotiating conflict. These areas are critically important for international program leadership.
**Relational coordination and human relations.** Gitell’s (2003, 2009, 2013) concept of *relational coordination* may enhance and support international program leadership by concentrating on relationships and communication. Gitell (2003) described two companies (Toyota and Southwest Airlines) that ensure all employees display *relational coordination*. Gitell (2003, 2009, 2013) defined relational coordination as shared goals, shared knowledge, mutual respect, frequent and timely communication, and problem-solving communication.

Relational coordination is further described as the management of interdependencies between those who perform the tasks (Gitell, 2003, 2009, 2013). Gitell (2009) studied relational coordination in the context of surgical care, medical care, long-term care, care across the continuum, and the criminal justice system. The notion of relational coordination can be applied to international programs and leadership, ensuring that students receive support and care from each of the five key stakeholders.

The nature of international program leadership requires coordination with various stakeholder groups (students, parents, host parents, study-abroad agents, and schools). Gitell (2003, 2009) explained that with complex organizations such as health-care providers and airlines, *coordination* of a number of individuals and groups is challenging. Gitell stated, “Relationships are the essential ingredient of any workable solution to the coordination problem because they drive the communication through which coordination occurs” (p. 7).

The quality of relationships is also a key factor. Gitell (2009) explained this would drive the effectiveness of communication. For example, if the speaker is not respected, timely communication may not be effective. This is highly relevant to international
program leadership where timely communication to five stakeholder groups is a key element of effective leadership.

The conceptual Pillar II, a human-relations orientation for educational leaders, specifically IPLs, may provide support to the five key stakeholders served by IPLs (parents, students, study-abroad agents, home-stay families, and school district staff). A review of the philosophy of servant-leadership followership (Barbuto & Wheeler, 2006; Crippen, 2012; Greenleaf, 1970/1991; Frick, 1995; Polleys, 2002; Prosser, 2010; Sipe & Frick, 2015) in a cross-cultural setting (Trompenaars & Voerman, 2009) is an approach to consider. The notion of compassionate collaboration (Sipe & Frick, 2015) and relational coordination (Gitell, 2003, 2009, 2013) as concepts to support enhanced communication and leadership practice are worth considering for IPLs.

**Pillar III: Values in Educational Leadership**

Values and leadership in K to 12 international programs is an area to be examined for IPLs, given the assertion by Begley (2010a) and Walker (2003) that value conflicts in the cultural domain are increasing due to the increasing diversity in North American society. Truong, Hallinger, and Sanga (2016) proposed, “Understanding the decision-making practices of these school principals requires an examination of the values, goals, and norms that guide leaders in their context” (p. 16). As international programs in BC and Canada continue to grow (CAPS-I, 2015), the possibility of value conflicts will increase in schools and communities. The next section will introduce three conceptual models: the *Values Syntax* (Begley, 2006), the *Values Paradigm* (Hodgkinson, 1978, 1991, 1996, 2006) and the *Value Audit Guidelines* (Begley, 2005) which may support a greater understanding of values in educational leadership and the decision-making
processes of educational leaders, particularly IPLs.

**Values syntax.** Begley’s (2006) *values syntax* identifies the *cultural domain* as one *arena of influence* where value conflicts may occur for school leaders. Given the complexity of this domain (cultures may have a different interpretation of a given issue), IPLs must be prepared to address these issues appropriately. International program leaders operate in this *cultural arena* on a daily basis as they interact with students, parents, and agents, who may not share a similar cultural background. During these interactions, value conflicts in the cultural domain may occur and it is important that IPLs have sophisticated leadership skills to resolve these conflicts.

**Values paradigm.** Hodgkinson’s (1978, 1991, 1996, 2006) *values paradigm* is a useful theoretical construct to help leaders gain self-knowledge and understand the value orientation of others as a tool to resolve conflict. Hodgkinson (1991) defined a *value* as a conception of the desirable with motivating force. Once the values paradigm is clearly understood it may serve IPLs well, but it has proven difficult for practitioners to interpret and apply, given the abstract nature of the paradigm. Table 2.2 provides an overview of Hodgkinson’s values paradigm, also referred to as a *typology of values*. 
Table 2.2

*Hodgkinson’s Typology of Values—adapted from Hodgkinson (1991)*

<table>
<thead>
<tr>
<th>Types</th>
<th>Grounded in</th>
<th>Bases</th>
<th>Begley (2010a)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type I</td>
<td>Metaphysical</td>
<td>Trans-rational (ethical codes, commandments)</td>
<td>Ethical principles</td>
</tr>
<tr>
<td>Type IIa</td>
<td>Consequences</td>
<td>Rational</td>
<td>Consequences</td>
</tr>
<tr>
<td>Type IIb</td>
<td>Consensus</td>
<td>Rational</td>
<td>Consensus</td>
</tr>
<tr>
<td>Type III</td>
<td>Preference</td>
<td>Sub-rational</td>
<td>Self-interest</td>
</tr>
</tbody>
</table>
Hodgkinson (1991) identified three types of value in his paradigm. Type III is a value-based perspective that is concerned with the preferences of the individual. Type II is a value-based perspective with which most school leaders have learned to exist and this perspective is bound by rational behaviour. In Type II, two classifications occur: type IIa (pragmatist) and type IIb (politician). Type I is a value-based perspective that is trans-rational and deals with belief and will. Trans-rational values are deep convictions that will not permit compromise. Hodgkinson (2006) claimed the values paradigm is robust and has not been refuted. This statement has been disputed by Allison (2002) who debates Hodgkinson’s definition of Type I value orientations. He disputes the notion that Type I perspectives are trans-rational and ethical in nature. Allison cited religious fanatics as leaders who display beliefs based on principles that are not ethical by most societal standards. Nevertheless, the values paradigm is a basic theoretical tool that is ubiquitous in terms of values and educational leadership.

As noted, Begley’s (2005) Value Audit Guidelines outlined in Figure 2.4 is a tool to support decision making for educational leaders. Begley’s (2010a) examination of a problem in a social and administrative situation employs the lens of ethic of critique, ethic of care, ethic of justice in sequential order to support decision-making processes for school administrators. This process may be relevant for international program leadership given the complexities of the problems IPLs examine, particularly during the identification of the problem or ethic of the critique stage. Begley (2010a) reviewed Shapiro and Stefkovich’s (2005) multi-ethical lenses as a method to deal with problems of school leadership, but was critical that no sequencing existed. Begley (2010a) explained that the ethic of critique should be the first lens an administrator employs:
Questions to Guide the Moral Analysis of a Situation, Problem or Decision:

These questions may be helpful as guides, to be used by individuals or groups, interested in analysing and responding ethically to critical incidents or dilemmas of practice encountered in school leadership situations.

**Step 1: Interpretation of the Problem** (ethic of critique)

- Who are the stakeholders? Are any unrecognised or without voice?
- What arenas of practice (self, profession, organisation, community, culture) are relevant?
- Does the conflict exist within an arena or between two or more? (e.g., personal vs. organisational)
- Can the values in conflict be named?
- How much turbulence are the values in conflict creating? (Degree of risk for structural damage to people, organisations, or community)

**Step 2: Towards a Humane Response** (ethic of care) – What motivations and degrees of commitment are apparent among the stakeholders? Four levels of motivation:

- concerned with self, personal preference, habitual, comfort (sub-rational values grounded in preference)
- concerned with desired outcomes, avoidance of undesirable (rational values grounded in consequences)
- concerned with perceptions of others, consultation, expert opinion (rational values grounded in consensus)
- concerned with ethical postures, first principles, will or faith (trans-rational, no need for rational justification)

- Is the conflict interpersonal (among individuals) or intra-personal (within an individual)?
- What are the human needs, as opposed to organisational or philosophical standards?

**Step 3: Ethical Action** (ethic of justice)

- What actions or response would maximise benefits for all stakeholders?
- What actions or response would respect individual rights?
- Are desired ends or purposes interfering with the selection of a means or solution?
- If an ethical dilemma exists (a choice between equally unsatisfactory alternatives), how will you resolve it? (Avoidance, Suspended Morality, Creative Insubordination, Taking a Moral Stand)

Figure 2.4 Value Audit Guidelines (Begley, 2005)
Beginning with the ethic of critique is justified in order to name and understand as much as possible the alternate perspectives applicable to a situation, especially those of minorities and individuals otherwise without voice or representation. To do otherwise is to risk gravitation to the preferred cultural orientations of the leader or the mainstream orientations of a given cultural group. (p. 39)

In an international program leadership context, this step is vital given that parents, students, and study-abroad agents usually have a different cultural orientation from the IPLs or the mainstream orientations common in BC. Begley (2010a) follows the ethic of critique with the ethic of care and the ethic of justice. The ethic of care examines the best interests of people and responds in a humane manner rather than emphasizing the organizational imperatives. Finally, an ethic of justice tries to find a solution that maximizes benefits for all while respecting the rights of individuals (Begley, 2010a).

Begley (2005) expanded on the values paradigm with the Value Audit Guidelines which according to Begley (2010a) includes “a sequenced application of the ethics of critique, care and justice; a bias towards careful interpretation before moving to action; and the four motivational bases of valuation by individuals” (p. 52). This value audit or the moral analysis of a situation, problem, or decision is a powerful tool for school leaders and, I would argue, is highly relevant for IPLs given the five key stakeholders involved in each situation, problem, or decision.

**Cross-Cultural Approaches to Educational Leadership**

In addition to the three conceptual pillars, cross-cultural approaches to educational leadership have direct application to international program leadership because IPLs work in a cross-cultural context on a daily basis. Dimmock and Walker
contribution to educational leadership from a cross-cultural perspective should be emphasized. Dimmock and Walker (2005) proposed the following: (a) “leadership is a culturally and contextually bounded process,” (b) “cultural influence on leadership is multidimensional, often difficult to discern and easy to overlook” (p. 3), and (c) “the nexus between leadership on the one hand and cultural and contextual influences on the other, can lead to improvement in practice” (p. 4). IPLs in this study are culturally situated in BC, Canada. However, the students and families they serve are from cultural backgrounds outside Canada.

In addition, Walker (2003) posited that practice and theory are socially constructed and influenced by values, beliefs, and assumptions held by leaders. For educational leadership to be more relevant, scholars must consider how it is conceptualized and practiced in a broader range of cultural settings. In their discussion on leadership preparation in an international context, Lumby et al. (2009) suggested that an international perspective (in a leadership training program) may elicit the following outcomes: (a) “increase leaders’ reflection on practice through making the strange familiar, (b) act as a primary strategy to support the development of cultural competence, and (c) offer an extensive pool of practical knowledge and wisdom based upon different approaches and experience globally” (p. 188).

International programs in BC provide a rich environment in which to examine leadership, as it occurs in a diverse cultural context. IPLs are continually leading and working alongside individuals and groups from a societal context quite different from their own. This occurs both in local communities and outside of Canada, as many IPLs
are required to travel for business. In addition, most IPLs travel overseas on marketing and recruitment trips to visit partner schools and study-abroad agencies. This work exerts an influence on their leadership in each of the three pillars under consideration in this study.

The study of educational leadership in a cross-cultural framework could become a catalyst for school improvement by developing leaders that are able to look beyond their own cultural background for solutions in our increasingly diverse society. International programs in British Columbia provide a rich context to examine educational leadership in a cross-cultural framework given that many of the followers come from cultural contexts outside of the province. Through daily practice, IPLs develop advanced skills in this regard and could be excellent resources to other leaders who want to improve this area of their leadership practice. The next section describes the similarities and differences between international schools and K to 12 international programs in BC.

**Research Articles on International Schools and International Education**

The literature on *international schools* and *international education* offers an additional perspective on international program leadership in K to 12 public schools in British Columbia. I would argue that the professional roles of IPLs in K to 12 public schools in BC have a considerable degree of congruency with leaders of international schools. This overlap is based upon the expectations of the role and the nature of the students and parents that they serve.

**Context and Role**

Keller (2015) explained that approximately 80% of international school students come from wealthy source-country families who choose international schools over other
local options. This is consistent with the type of families that select BC school districts over local options in their home country. It should be noted that with tuition, home-stay, and transportation costs to and from the home country, the average cost of one year is approximately CAD$22,000 to $24,000 (Kunin, 2013).

Keller (2015) commented that the role of international school leaders (ISL) “includes the development of vision and mission documents, building consensus, and maintaining continuity toward a vision that all focuses on the ideals of internationalism, cultural understanding, and related concepts” (p. 903). This is consistent with the areas of responsibility of an IPL in BC and, in particular, the first two components regarding the development of vision and working to build consensus in an international program and in the school district and beyond with stakeholders from abroad (BC Ministry of Education, 2013; IPSEA, 2015). The responsibility of managing a large budget and leading the marketing and recruitment efforts of the organization is also similar in the role of an IPL and an ISL (Bunnell, 2006; Macdonald, 2006, 2008, 2009).

The key differences between leaders of international schools and IPLs would be the organizational structure of public school districts in BC, the accreditation process, and some of the students served. Quality assurance of public education in BC is realized by standardized per-pupil funding and expectations of teacher qualifications and certification. Bunnell (2007) explained that international schools are constantly searching for affiliations that denote quality assurance such as the international baccalaureate (IB) designation. This is not the case for the public K to 12 sector in BC. The populations served are similar, but there are a few minor differences. International programs in BC and international schools around the world cater to wealthy families. The key difference
is that international schools serve the families in local communities including expatriates and the children of globally mobile families (i.e., diplomats). Conversely, international programs in BC school districts serve a global demand for public education in stable, affluent regions where English is the language of instruction and the BC provincial government provides quality assurance (Erickson, 2003; Kunin, 2013).

**Business and Educational Worlds**

IPLs operate in an environment where they are required to manage and lead in disparate worlds—a business environment and an education environment. This creates challenges for an IPL. Macdonald (2006) asserted:

> There has been a clear trend towards the marketization of education in countries around the world recently, and some could argue that international schools are becoming more business-like in their approach—similar to other types of organizations with a social mission, such as universities and hospitals. (p. 194)

Macdonald (2009) explained that profit is generally the driver for business, while a social mission drives schools. International program leaders (IPL) in BC are expected to manage a budget and generate revenue for the school district because they collect tuition revenues for international students (IPSEA, 2015). This is one aspect of their leadership role. They are also expected to perform as educators that manage support networks for international students and for the schools in each district (BC Ministry of Education, 2013; IPSEA, 2015). Similarly, Macdonald (2006) explained, “Managing an international school is not just about managing educational issues but, as successful school leaders instinctively know, it is also about managing the business side of the school organization”
This dual reality is not easy and causes role stress for some educational leaders (Bunnell, 2006).

The literature on international schools includes several recent studies that explore the dissonance educational leaders experience in managing both educational and business-related aspects of their day-to-day responsibilities. IPLs may also experience this leadership challenge, but no studies exist to verify this claim. Machin (2014) asserted, “International school leaders are increasingly required to be personally, philosophically and ontologically at ease with simultaneous educational–commercial discourses, as well versed in the patois of commerce as they are those of education” (p. 19). In the context of international schools, Machin (2014) further commented that the notion of revenue generation is not foreign, but a central component and main purpose for the existence of the organization. A similar line of thinking can be applied to international programs in BC where the original intent according to Erickson (2003) was to generate revenue to offset funding shortages from the provincial government.

Machin (2014) presented some findings related to the experience of international school principals and their comfort level with the commercial nature of running an international school. Machin explained that for “less experienced principals (defined here as having been less than five years in a principal role), the boundary between the educational and commercial worlds seems more permeable” (p. 27). Conversely, principals in the role for more than five years often struggle with the commercial nature of the discourse and view themselves as educators (Machin, 2014). IPLs who have been school-based administrators for many years and then move to a role with an international program may also experience this struggle in grappling with the commercial nature of
international programs in BC. Machin explained that in his interviews with international school principals they “gave prominence to the self-validating narrative of an educationally situated role” (p. 27).

**Evaluation and Turnover**

Macdonald (2007, 2009) stated that in an international school context, governors, senior administration, and those engaged in the business side of the organization are strongly interested in the financial management of the organization. This places stress upon international school leaders who are generally not well trained in budgets and financial management (Macdonald, 2008; Machin, 2014). This is an area to consider for IPLs who may not be trained in managing an international program.

Macdonald (2006) and Benson (2011) noted that the high turnover of international school administrators might be related to tension among governors, senior administration, and the school leader. Senior leadership’s performance evaluations are often connected to budget preparation and financial management of the school (Benson, 2011; Macdonald, 2009). IPLs in BC are in a similar position because they are often evaluated based upon the effective management of the budget and ensuring that the enrolment of international students is maintained at a pre-determined level.

**Public Relations, Marketing, and Recruitment Role**

IPLs have a public relations and marketing role in the public K to 12 school district context and also in the various countries where students are recruited. As explained in Chapter 1, an aspect of an IPL’s role is to manage the marketing and recruitment of new international students to the school district and to act as a public relations practitioner (PRP) for the school district on all matters related to international
students and programming (BC Ministry of Education, 2013). Marketing and recruitment includes travel mainly in Asia, Europe, and Latin America, the major source regions for K to 12 students (CAPS-I, 2015). This is a challenging aspect of the role, as most IPLs do not have formal training in marketing, recruitment, or public relations. There is limited literature on marketing and recruitment in the K to 12 public system but the post-secondary sector and the international school industry offer more tangible examples (Bunnell, 2006).

**Role Stress**

Bunnell (2006) examined the extent and nature of role stress with regard to public relations practitioners in international schools. These individuals were also the principal or head of the school. He found that “forty per cent of the practitioners had no formal PR or marketing experience, and fifty per cent had no formal PR or marketing qualifications” (p. 392). The majority of IPLs have a background in public K to 12 education and do not have any formal PR or marketing experience. Further, Bunnell observed, “The role and tasks of a PRP in an international school seem particularly prone to enlargement and modification as a result of the school’s sudden and often unplanned growth” (p. 396). This is consistent with the experience of IPLs in BC, as growth of international programs over the past four years has been steep (BC Ministry of Education, 2016; CAPS-I, 2015), but the corresponding increase in human resources has been slower.

Bunnell (2006) noted, “Many PRPs in the international school context comment that they lack status and importance within their school and that their role in increasing student numbers had been largely under-recognized” (p. 396). At the same time, the heads (principals) interviewed in the Bunnell study “enjoyed their PR responsibility,
especially showing parents around the school. They felt that being a PRP gave them more authority among the staff and the school board” (p. 398). There is a subtle difference that may factor into the experience of IPLs. IPLs are district staff and therefore not connected to any one school. Bunnell indicated that principals feel they are not recognized for their contribution to student enrolment, yet they enjoy the PR component and believe that it enhances their position in their school. In an IPL context, I would argue that the increasing enrolment is attributed to the IPL, but the role of an IPL does not necessarily provide additional authority or status in a school district context.

**Appointment, Activity, and Organizational Structure**

Bunnell’s (2006) study identified aspects of the organizational culture of international schools related to the informal and individualistic nature of appointment and activity. This would be consistent with school district international programs in BC where appointment to international program leadership positions varies greatly, based on the school district context. Some international programs hire teachers, vice principals, or principals for these roles, while other school districts hire from outside the school district context, which may include the private sector or post-secondary sector. IPLs are not required to have an education degree and may come with a business background or related field.

Bunnell (2006) explained that the rapid growth of many international schools has led to an overly complex organizational set-up and that some schools were beginning to reorganize for public relations purposes (p. 400). This is consistent with international programs in British Columbia, as there has been a significant enrolment increase over the past five years (CAPS-I, 2015). Due to the rapid growth, organizational structures of
international programs have become quite complex. These structures vary, based upon school district context. One may refer to the IPSEA Guidebook (2015) to gain a better understanding of the many possibilities that exist regarding organizational set-up. Some international programs offer home-stay programs, while others contract out to private organizations.

**Context of School Leadership**

The context of school leadership is a key factor influencing international program leadership. Truong et al. (2016) identified contexts of school leadership as an important area of theory development in educational leadership and management.

In an international school context, Cafyn (2010) investigated the micropolitics of two international schools through a series of critical incidents. The importance of school location (context) emerged as significant and appeared to contribute to the level of micropolitical interplay. Macdonald (2006) commented on context and school size in an international school context and indicated:

> Bigger schools can also be bureaucratic and decision-making can be slower—factors which can hinder overall efficiency. As well, in terms of marketing, larger schools do not have universal appeal. For example, a small school with an enrolment cap could create an exclusive image and achieve a community feel that is sometimes lost in larger settings. (p. 209)

Context of school leadership is an area of focus for international program leadership in this study. IPLs are located in a school district and, as noted, each school district’s international program has developed based upon the history and organizational culture of the school district. The next section discusses the paucity of research in the
area of international program leadership at the K to 12 level in British Columbia.

**Documents and Articles Pertinent to International Program Leadership**

International program leadership in BC’s public K to 12 school districts is an area lacking an academic research base. I relied on school district reports; post-secondary international program literature; BC Ministry of Education policy documents; and other related documents from the international education sector for data on BC’s K to 12 international programs. These documents are available, but many are not peer reviewed and therefore referred to as *grey literature* (American Psychological Association, 2011). I will refer to this *grey literature* because of the limited number of primary research articles on international programs at the K to 12 level.

**Documents and Grey Literature**

I reviewed a large number of documents and grey literature related to the research topic. Ten documents and articles emerged as key data sources relevant to leadership in the K to 12 international program sector in BC. An overview, critique, and comment on the contribution to research follow. The rationale for selecting these documents is described in Chapter 3.

The first document is most pertinent to the study and it comes from the British Columbia Ministry of Education (2013). In March and April 2013, the British Columbia Ministry of Education (2013) held a series of structured round-table meetings with all BC school districts and independent schools to discuss international programming in the province. Approximately 125 participants attended the sessions in four locations. The majority of the participants were IPLs, but school district trustees and senior program leaders (superintendents and assistant superintendents) also attended the events.
The BC Ministry of Education (2013) completed a thematic analysis of the participants’ responses and produced a report in August 2013. This report was important to the sector because it summarized IPLs’ perceptions on a variety of topics including: international program strengths and challenges, marketing and recruitment, home-stays, funding, and quality assurance. The key ideas from this document include (a) the notion that large programs and small programs are quite different in their scope and delivery, (b) home-stay programs need to be improved, (c) the large number of competing interests in the sector causes problems, (d) issues of risk management and quality assurance are important, (e) competition between school districts is intense, but there is also a willingness to work together, and (f) relationships in the marketing and recruitment domain are important. The audience for this document was BC school district leadership in K to 12 school districts, leadership from the K to 12 private independent schools and BC Ministry of Education representatives. The authors of the report were representatives from the BC Ministry of Education and an independent contractor; therefore, it is difficult to determine the rigour of the content analysis. However, I attended two sessions myself and believe that the reports captured the spirit of the discussions that occurred during the regional roundtables.

The Guide to International Education for BC School Districts (IPSEA, 2015) provides a summary and overview of how to operate and manage an international program in a K to 12 context in BC. It includes forms and documents that are ready to use for new or existing school districts. It includes a wide variety of topics such as (a) support from stakeholders, (b) international education office structure, (c) admissions models, (d) living arrangements, (e) risk management, (f) marketing and recruitment, (g)
policy and procedures, and (h) information on the international education administrator position. A member of BC school districts produced the IPSEA guidebook. The IPSEA guide is a relevant document given the wide variety of management-related topics ready for use for IPLs. The IPSEA guide is now in its fourth iteration. Readers must be aware that it is not a peer-reviewed document and many of the claims in the guide are not based on research but guided by the experience of the participants. Nevertheless, it is a highly relevant document for a school district that has an international program or is aiming to start a program.

Currently, international program reviews are relatively uncommon. Player’s (2011) report to the Qualicum Board of Education was completed after the review of the Qualicum School District No 69 international program operations. As Player noted, “The stated purpose of the project was to undertake a thorough examination of School District No. 69’s International Student Program (ISP) with a view to providing recommendations on current practices and future directions” (p. 1). It seems that Qualicum’s international program was experiencing some growing pains and as a result Dr. Player was contracted to undertake the review.

Player (2011) is a retired school superintendent who supervised an international program in the West Vancouver School District. Player interviewed district employees from the Qualicum School District involved with the international program and other members of the school district community. After conducting the interviews, Player developed a set of recommendations. The report identified areas that the Qualicum school district should examine to improve the international program. The key recommendations included: (a) a full financial review by the secretary treasurer, (b) a vice principal to be
assigned to the office, (c) all recruiting be completed by school district employees, (d) fees increased immediately, (e) improvement of marketing materials, especially the webpage/site, and (f) increasing home-stay capacity (Player, 2011).

The report is highly critical of the operation of the program. It is a useful document to gain an understanding of the history and development of an international program in a school district and areas that require attention as a program grows. Further, it is apparent that the school district’s organizational culture influenced the day-to-day operations of the international program along with the leadership practices.

One may critique Player’s (2011) recommendations to determine whether they were based on research or simply based upon his past experiences as a senior leader in the West Vancouver School District. The recommendations were not qualified by any data from the international education sector.

School districts and international programs (particularly IPLs) are given considerable autonomy to admit non-BC residents to the K to 12 public education system. Erickson’s (2003) unpublished master’s thesis entitled: Studying in a foreign country: The decentralization of international student policy in British Columbia’s public education system gives a detailed overview of the history and development of international programs in BC and, in particular, “the decentralized policy structures governing the education of non-resident students” (p. 1). The study examined the decentralized policy with reference to the BC Ministry of Education policy directive of 1979 that Erickson stated serves the most powerful interests—school districts, provincial politicians and the BC Ministry of Education.

Erickson’s (2003) study noted that the BC Ministry of Education has given public
school districts considerable latitude to operate revenue-generating international programs and this policy model has resulted in two related issues: (a) the effect of tuition fees on educational equity, and (b) lack of health and safety for students attending international education programs. These are two areas that remain relevant in 2016, as school districts in metropolitan areas continue to host the largest numbers of international students and also reap the financial benefits of the international program. Health and safety, particularly in home-stay situations, is an important topic and the recent release of the BC Ministry of Education Home-Stay Guidelines (2015) attempted to provide health and safety for students while living away from parents.

Erickson (2003) argued that greater oversight from the BC Ministry of Education is required and that revenue sharing amongst school districts in BC is necessary. Erickson’s study was an unpublished master’s thesis and has not been read widely. It is also slightly dated given there have been many changes in the international education sector at the K to 12 level. However, it is a relevant document for the international program sector in BC due to the lack of research in this area.

CAPS-I’s (2013) Critical Incident Response Guide: A Resource for the Support of International Students is a resource for international program leaders (IPL) developed by IPLs from across the country. It provides insight into the nature of critical incidents that may occur based on the experiences of IPLs. These include abuse, arrest, disease, death, mental health concerns, abduction of a student, natural disasters, and/or injury (CAPS-I, 2013). The guide situates critical incidents from an IPL’s perspective and provides checklists to follow in the event of a critical incident. It discusses the complexity, particularly of communication, during a critical incident. One criticism would be that it is
not a peer-reviewed document and many of the claims in the guide are not based on research but guided by the experience of the participants. However, it is an extremely useful document for any school district that has an international program. It also comments on a key area of this study—dealing with conflict.

This study discusses the influence of a school district’s organizational culture on the leadership of an IPL. Therefore, Nussbaumer’s (2013) paper entitled *Organizational Culture and Internationalization* is a relevant document in an educational leadership context. It is a literature review on organizational culture and its influence on internationalization initiatives at the post-secondary level. Although the paper concentrates on the post-secondary sector, there is some overlap with the K to 12 school districts in BC given that both sectors are publicly funded and have long-standing and persistent organizational cultures. The article was produced for the Canadian Bureau for International Education (CBIE). The purpose was to provide a review of the literature on the topic of how organizational cultures may facilitate or inhibit internationalization activities. The article is relevant to discussion on change related to international program initiatives and the influence of the larger organizational culture on a smaller international education department or program. The article does not address the K to 12 sector.

K to 12 international students living in home-stay arrangements continues to be a concern for the international education sector. Wong et al. (2010) published an important article for the K to 12 international education sector entitled, *The Unmet Needs of East Asian High School Students—Are High School Students at Risk?* This article summarizes data from the British Columbia Adolescent Health Survey. The findings indicate that home-stay students in BC are far more likely than domestic students to engage in at-risk
behaviours including unprotected sex, drug abuse, and alcohol abuse (Wong et al., 2010).

This article presents evidence that K to 12 IPLs must consider in their day-to-day practice; however, the article does not mention whether the students in home-stay arrangements were in the private or public sector. Neither does the study identify the nature of the home-stay arrangements. For example, how were these arrangements made? Did school district international programs make the arrangements or was a private company involved? Did parents arrange the home-stay placements with acquaintances? This was a missing piece of the analysis. How did these students get placed in the inappropriate home-stay environments?

An important element of an IPL’s role is to develop student support networks for international students. An IPL may supervise these networks or offer direct support depending on the size of the international program. Popadiuk’s (2009) article, *Unaccompanied Asian Secondary Students Studying in Canada* presents a number of relevant findings for IPLs such as “The study provides evidence of the need for school counsellors to be proactively engaged in supporting adolescent international students before they arrive and throughout the duration of their sojourn” (p. 241). Since IPLs or their staff engage and support students on a regular basis, this finding is of critical importance and influences the research in this study. However, the article is focused on counselling rather than leadership, which must be considered when reading the recommendations.

The Government of Alberta (2010) produced the *Handbook for International Educators* that provides detailed information on Alberta’s international education strategy and practical guidance for school districts that want to develop an international
program. The handbook identifies the nature of international program leadership as follows:

Developing a program that adheres to the above guidelines requires substantial time and commitment from the school authority. It is important to identify one staff member to coordinate and champion the program. This person is key to the success of the program and may be responsible for tasks such as: Representing the school authority and educational functions abroad; serving as a central contact point for international students and their families; providing support to schools and teachers hosting an international student. (p. 178)

The number of Alberta’s international programs and international students lags far behind enrolments in BC. Therefore, some may view Alberta’s international education strategy as introductory and of limited use for jurisdictions that have been hosting students for over 15 years.

The Ottawa-Carleton School Board international program department (2013) completed a presentation entitled: International Education: A Balanced Approach at the 2013 CAPS-I conference in Toronto, Ontario. The presentation discussed international program leadership initiatives that re-conceptualize international program leadership and change the conception of an international program. The view of the school board representatives was that “international education can be and ought to be much more than a revenue generating cash cow for school boards” (p. 5). The presentation was relevant to international program leadership, as the authors are attempting to change the conception of international programs and their purpose for school boards (districts) in Canada. Since 2013, the Ottawa Carlton school board has become an international program leader in re-
conceptualizing international program leadership on *internationalization* (Knight, 2004; Waters, 2009) and the two-way exchange of students. Since there was no research-based paper associated with the presentation, one may question some of the findings.

**Chapter Summary**

The literature review chapter was organized into five sections: (a) an overview of International Programs in K to 12 school districts, (b) a discussion of the problems inherent in British Columbia’s K to 12 international programs, (c) an overview of the three conceptual pillars and the related literature on K to 12 international program leadership in BC, (d) a review of relevant primary research articles related to international schools and international education, and (e) a critical review of documents and articles on international programs in British Columbia. These documents and articles were thematically analyzed (Braun & Clarke, 2006) and used to triangulate the data.

The critical review of the literature examines the phenomenon of international program leadership and supports the refinement of the conceptual pillars. It identifies gaps in the literature and potential avenues to gain a deeper understanding of international program leadership. In summary, sections one to five probe an area in the literature that requires further examination. The problems inherent in each section provide an overview of contentious areas related to international programs that have yet to be resolved. The three conceptual pillars and related literature provides insight into theory from the field of educational leadership that may support IPLs. The primary research articles on leadership in international schools have a degree of congruency with international program leadership in BC and are therefore useful. Finally, the selected documents and articles on the BC context are relevant to research questions in this study.

Chapter 3 examines qualitative methods and methodology that were used in this
study. Section one examines the case study approach and what Yin (2009) referred to as a variant, the multiple-case-study approach. An explanation of the multiple-case-study approach and its use in researching leadership of K to 12 international programs in BC’s school districts follows. The chapter concludes with a description of the data collection and analysis techniques.
Chapter 3: Methodology

Qualitative approaches beckon because they appear natural, straightforward, even “obvious” and thus easy to accomplish. Were it not for the complexity of conceptualizing a qualitative study, conducting the research, analyzing it, and writing it up, perhaps they would be. (Wolcott, 2001, p. 6)

This chapter examines the qualitative methods and methodology that were used in this study. The purpose of the study was to gain an understanding of leadership in public K to 12 international programs in BC and to reflect on theoretical foundations that may influence practice.

This chapter is organized as an inverted cone into four sections. Section one examines the case-study approach and what Yin (2009) referred to as a variant, the multiple-case-study approach. Section two provides an explanation of the multiple-case-study approach and its use in researching leadership of K to 12 international programs in BC’s K to 12 school districts. Section three discusses the data collection methods, including the site, the participants, recruitment and the data collection procedures. Section four concludes the chapter with an overview of the data analysis including the procedure for the single-case analysis (Braun & Clarke, 2006) and the multiple-case analysis (Stake, 2006).

Defining and Locating the Case-Study Approach

The research uses the case study approach and specifically the multiple-case study. According to Yin (2009), “The single case and multiple-case study are variants within the same methodological framework” (p. 53). Yin described the choice between single and multiple-case as being an example of research design. The single case is the
classic approach to case study, while the multiple-case-study approach is becoming increasingly common. The following section will describe the key characteristics of the case-study approach based upon literature from eminent methodologists including Blatter (2008), Creswell (1998, 2012), Hays, (2004), Merriam (1988), Stake (1995, 2005, 2006), and Yin (2009) and relate it to the study. Hays noted, “Case study research can involve the close examination of people, topics, issues, or programs” (p. 218). Yin commented, “An essential tactic is to use multiple sources of evidence, with data needing to converge in a triangulating fashion” (p. 2). Triangulation of the data will be achieved by collecting evidence from interviews with international program leaders and from documents relevant to the leadership of international programs.

In terms of Creswell’s (1998) reference to a methodological assumption, or how one conceptualizes the research process, the tenets of the multiple-case-study approach were followed closely. Therefore, the setting and the description of the cases were clearly outlined prior to elucidating the more abstract themes. Moreover, it is recognized that case-study research is an inductive approach and this facilitates an emergent design. The research design evolved as I interpreted the advice of the authors and constructed the appropriate way in which to produce a useful piece of research. Yin (2009) noted, “A case study is an empirical inquiry that investigates a contemporary phenomenon in depth and within its real life context, especially when the boundaries between phenomenon and context are not clearly evident” (p. 18). The phenomenon under examination is leadership of K to 12 international programs in BC school districts.

The History and Development of the Case-Study Method

As Yin (2009) stated, “Case studies are commonly used as a research method in
social science disciplines” (p. 5). Case studies have been commonly used since the 1930s when both the Chicago School of Sociology and the eminent anthropologist Bronislaw Malinowski embraced the approach (Blatter, 2008). In the academic field of educational leadership and other social sciences, the theory movement (1955-1975) ushered in an era of quantitative research (Hickcox, 2010). However, as noted by Blatter, many theoretical breakthroughs such as Graham Allison’s study on the Cuban Missile Crisis of 1971 are based upon the case-study approach. Case study remains a widely used approach in the social sciences, with multiple-case study becoming a popular variant due to the robustness of the findings generated (Stake, 2005; Yin, 2009).

**Philosophical Foundations: Case Study**

The constructivist paradigm is the philosophical foundation of the research. Constantino (2008) noted:

Ontological and epistemological views in the constructivism paradigm disallow the existence of external objective reality independent of an individual from which the experience of knowledge may be collected or gained. Instead, each individual constructs knowledge and his or her experience through social interaction. (p. 117)

The nature of the knowledge and theory generation in this study will be constructivist, as I will attempt to understand the phenomenon (leadership in K to 12 international programs) from the perspective of those experiencing it: IPLs who will be examined as cases.

**Purpose**

The purpose of a case study is to examine a bounded system through the
collection of a wide array of data sources (Yin, 2009). A bounded system is defined by Stake (1995) as the case selected for the study; it has boundaries, often bounded by time and space, and it has parts that are connected and form a whole. The bounded system or case under examination is the individual responsible for the leadership of a K to 12 international program—the IPL.

Both Stake (1995) and Hays (2004) asserted that generalization is not the main purpose in case studies, but rather an understanding of the particularity of each case. The rationale for using the case-study methodology (or any methodology for that matter) should be couched in Miller and Crabtree’s (1999) comment that “the determination and articulation of the research aim, analysis goal, specific research questions, and appropriate mode of engagement or paradigm all shape the choice of research style” (p. 11). Selecting the choice of research method takes time and the novice researcher needs to gain a clear understanding of qualitative methodology, refine the purpose and research questions, and frequently consult with senior scholars in order to make an informed decision. This iterative process occurred with my supervisor, Dr. Carolyn Crippen, and my doctoral committee leading up to the acceptance of the research proposal in December 2012.

**Suitability**

According to Yin (2009), the case-study approach may be the preferred method for research if the following three conditions are present: (a) *how* or *why* research questions have been created, (b) the researcher does not control the events, and (c) a current phenomenon in a contemporary setting is under examination.

Time is a consideration when assessing the suitability of a case study and
particularly a multiple-case study. Yin (2009) noted that multiple-case studies are time consuming and expensive and, therefore, graduate students and researchers must carefully consider these factors before selecting this approach. Hays (2004) noted that case studies are different from ethnographies because they look “to answer focused questions by producing in-depth interpretations over a relatively short period of time, perhaps a few weeks to a year” (p. 218). Data collection for the pilot case occurred in October 2013. The data collection and analysis occurred between January 2014 and December 2015, due to the availability of the IPLs and the exhaustive nature of the multiple-case-study approach, which is time consuming and thorough.

**Design and Components**

Defining the case as an *intrinsic* or *instrumental* study is an important initial step. Stake (2006) noted that when the purpose of the study is to go beyond the case, then it is considered *instrumental* and when the purpose is to examine the specific case, it is defined as an *intrinsic* case study. For the purposes of my study (leadership in BC international programs at the K to 12 level), the research may be labelled as an instrumental study because the purpose is to go beyond specific cases (IPLs) and use Stake’s cross-case methodology to analyze the themes.

Yin (2009) delineated five components of sound research design including: “(a) a study’s questions, (b) its propositions, if any, (c) its unit(s) of analysis, (d) the logic linking the data to the propositions, and (e) the criteria interpreting the findings” (p. 6). These components were useful criteria as I considered the design of the methodology.

The development of sound research questions is a difficult task and may change during the research process. Hays (2004) noted that, initially, the case-study researcher
should develop a list of 15 to 20 research questions on the issue and gradually refine these questions because case-study research is an evolving process. The initial research questions for this study were developed during the submission of the research proposal in December 2012. They were refined again prior to submitting to the University of Victoria’s ethics committee in July 2013. Stake (1995) identified the development of good research questions as likely the most difficult task of the researcher. Once the research questions are attended to, then the researcher may determine the unit of analysis or case (Yin, 2009).

The unit of analysis or case is the central component of the case-study approach. As noted, the unit of analysis for the study will be IPLs in BC’s K to 12 international student programs. Hays (2004) explained, “The unit of analysis is defined as where the researcher obtains the data for the case study” (p. 226). The case may an individual and information about the individual or several such individuals in a multiple-case study (Yin, 2009). The unit of analysis in a multiple-case study may also be a program, which could assess “variation in program definition depending on the perspectives of the actors” (p. 30). However, as noted, I chose the individual program leader as the unit of analysis. Yin added that previous literature should be used to enhance the definition and in order to compare findings with previous literature one should ensure that all definitions are consistent. This is a challenge in the field of international education where terms such as international school or program are not well defined (Keller, 2015; Macdonald, 2006).

Assessing Quality of Design

Assessing quality of design is a critical aspect of the research process and this has been attended to throughout the course of this study. Lincoln and Guba (1985) asserted
that the trustworthiness of a research study is important in assessing its worth. There are four elements used to determine the value of a research study. These include (a) the credibility or confidence in the truth of the findings, (b) transferability or showing that the findings are applicable to other contexts, (c) dependability or demonstrating that the findings are consistent and could be repeated if the same methods are used, and (d) the confirmability or the degree to which the findings of the study are shaped by the respondent and not the researcher. Hays (2004) explained that construct validity in case-study research is “the extent answers to the study’s questions are considered accurate representatives of the case” (p. 230). Achieving construct validity is a key consideration in case-study research. This issue is ensured by the triangulation of methods and sources (Yin, 2009). Two sources of data—interviews and ten documents—will support the triangulation of the data. Ten documents and articles emerged as key data sources relevant to leadership in the K to 12 international program sector in BC.

Ethics

The ethical approach to the study will be teleological and I, as the researcher, have the responsibility to pursue certain good ends. As deMarrais and Lapan (2004) stated, a teleological approach may be defined as “right actions are defined as the best way to pursue good ends—simply stated, the ends justify the means” (p. 16). It is hoped that this research will contribute to good ends in the field of educational leadership and more importantly in school districts and for the individual leaders that administer international programs.

Role of the Researcher

It is important to locate my position in this study. I have been working as an administrator in a K to 12 international program for the Greater Victoria School District
No. 61 since April 2007. During this time, I have observed leadership practice in K to 12 international programs and the wide range of issues that challenge the leadership competencies of the IPLs. Since August 2015, I have experienced these challenges myself, as I was appointed director of the International Program for the Greater Victoria School District. Therefore, I must attend to my personal bias and understand that my experience in the international program sector influences the co-construction of knowledge with the participants. I have made every effort to be conscious of this personal bias throughout the study.

Hay (2004) maintained, “The audience needs to understand the researcher’s role and perspective if they are to accept the findings” (p. 233). I do not have power over the participants because they occupy senior positions in different school districts, while I occupied a middle-management position during the time that the data were collected. However, my position in the Greater Victoria School District may have influenced participant responses and expectations of the interview. Appendix C: Ethics Approval indicates this study was approved by the University of Victoria’s Human Research Ethics Board in August 2013 and subsequently renewed on an annual basis, with the final one-year renewal occurring in August 2016. The next section provides an overview of the multiple-case-study method.

**Multiple-Case Study**

Several methodologists, including Merriam (1988), Stake (1995, 2006), and Yin (2009) have commented on the efficacy of using multiple-case studies, also referred to as a collective case study. Yin (2004) declared, “When you have a choice, multiple-case designs may be preferred over single-case designs” (p. 60). “If you do use a single-case
design, you should be prepared to make an extremely strong argument in justifying your choice for the case” (Yin, 2009, p. 60). In some fields, multiple-case studies are considered a different methodology from single-case studies (Yin, 2009). Stake’s and Yin’s conceptions of multiple-case studies have been relied on heavily in this research since they are the leading methodologists in this area. Stake’s identification of the quintain and his tools for the cross-case analysis are both useful and have been used and clearly explained in this chapter. Yin’s (2009) comprehensive text Case Study Research has sections that identify fundamental aspects of multiple-case studies.

The main feature of a multiple-case study is the researcher’s analysis of more than one case (Stake, 1995). Yin (2009) does not view the single and collective case studies as being fundamentally different but noted, “Single- and multiple-case studies are in reality but two variants of case-study designs” (p. 19). He also explains that, “The same study may contain more than a single case. When this occurs, the study has used a multiple-case design, and such designs have increased in frequency in recent years” (p. 53).

Two items peculiar to a multiple-case study are as follows. First, the researcher is expected to develop themes that are common to all cases and according to Stake (2006), these themes become the research questions. The use of the word themes may cause difficulty because this term is also used during the data analysis and the presentation of the findings. During the development of the research proposal, I considered the most prominent themes in the documents and articles on the K to 12 international program sector and my experience working in the sector. These themes became the conceptual pillars including: (a) the influence of organizational culture on educational leadership (Hoy & Miskel, 2004; Morgan, 2007; Sarason, 1982), (b) a human-relations orientation
in educational leadership (Greenleaf, 1970; Sergiovanni, 1992; Spears 1998), and (c) the study of values in educational leadership (Begley, 2010a, 2010b; Hodgkinson, 1978, 1991, 1996, 2006).

Second, Stake (2006) explained that it is important to identify situational constraints in each case. This was completed during the data analysis and this information can be located in Chapter 4, the case reports. A discussion on the single case and its role in multiple-case-study research is an important starting point related to this dissertation.

**The Single Case Within Multiple-Case-Study Research**

Stake (2006) asserted, “In multiple-case-study research, the single case is of interest because it belongs to a particular collection of cases and the individual cases share a common characteristic or condition” (p. 4). In reference to my study, it is expected that IPLs share the common condition of leading an international program in a BC K to 12 school district. Stake explained, “One of the most important tasks for the multiple-case researcher is to show how the program or phenomenon occurs in different situations” (p. 27).

Each leader selected is a special case situated in a school district that has its own history and organizational culture. In addition, each international program has developed at its own rate over time. I was able to look at the individual case (IPL) and context in each school district to explore the phenomenon. Stake (2006) claimed that the researcher needs to balance the characteristics of each case while inductively generating themes within the group of cases or what Stake referred to as the *quintain*.

**The Quintain**

Stake (2006) defined the *quintain* as “an object or phenomenon or condition to be
studied—a target, but not a bull’s eye” (p. 6). Cases are categorically bound together and Stake called this group or phenomenon a quintain; defining the quintain is of the utmost importance. IPLs working in BC are bound together by the nature of their work and the organization where the work is situated—BC’s K to 12 school districts. Stake noted, “Researchers are likely to rely on what is already known about the quintain” (p. 8). A fundamental question in multiple-case research is: “Which issues help deepen our understanding of the quintain?” This study will define the quintain as leadership in international programs in BC.

**Multiple-Case-Study Selection**

Stake (2006) noted, “The benefits of a multiple-case study will be limited if fewer than four or more than ten are chosen” (p. 22). I limited my study to six cases based on the time available to conduct the research. Six cases provided sufficient data to analyze and address the research questions. Stake identified three questions that guide the selection of a case:

1. Is the case relevant to the quintain?
2. Do the cases provide diversity across contexts? and
3. Do the cases provide good opportunities to learn about complexity and contexts? (p. 23).

The fundamental design of a multiple-case research is the same as a single case, but the cross-case analysis has differences that will be explored further in this chapter. Since I mainly relied on Stake’s (2006) conception of the multiple-case-study approach I will follow his design principles closely, especially during the cross-case analysis.
**Strengths and Weaknesses of the Multiple-Case-Study Approach**

Herriott and Firestone (1983) found that multiple-case studies are viewed as more compelling and robust than single-case studies because more than one case is being examined. Merriam (1988) noted that multiple-case study increases the potential for generalizing beyond the individual case. The multiple-case study is therefore an attractive methodology for the researcher who aims to expand on single-case research but, as noted, time and resources are a factor to consider.

The management of data and the cross-case analysis requires careful organization and planning because of the volume of data. The rare case, the critical case, and the revelatory case are all likely to involve only a single case (Yin, 2009). When selecting a multiple-case study, researchers may be enticed by the rigour of the approach, but as Stake (2006) noted, “If the situationality of the individual cases is much less important to the researchers than the general understanding of the quintain, then multiple-case research is perhaps the wrong design” (p. 41). This dissertation aims to uncover the particular nature of each case and how this relates to the quintain; therefore, I believe the appropriate methodology was selected.

**Rationale for Selection of Multiple-Case Study**

I have chosen the multiple-case-study method because it allows for depth and breadth through the examination of multiple cases at selected school districts in BC. The depth and breadth are important to the research because international program leadership varies, depending on the school district. This research will examine the role of the leader in a BC K to 12 international program setting. Given that these international programs in BC are relatively new and not well understood in school districts, the methodology
chosen is appropriate. An exploratory case study looks for patterns in data and allows the researcher to develop a model from which to view this data (Yin, 2009). Therefore, this research may be considered exploratory.

**Data Collection**

Stake (2006) found that “for single-case and multiple-case studies, the most common methods of data collection are observation, interview, coding, data management, and interpretation” (p. 29). In order to achieve Yin’s (2009) and Stake’s conception of triangulation in case-study designs, two data sources were used: interviews and ten documents. The in-depth interview was the main data source. It was semi-structured and each interview was approximately 90 minutes long. I interviewed IPLs or, more specifically, the person in charge of daily operations of international programs at the K to 12 level in selected BC school districts. I ensured that data regarding the individuals’ location, dates, and timeframe for the interview were collected as well.

**Interviews**

The qualitative methods selected for this study are semi-structured in-depth interviews. DeMarrais and Lapan (2004) defined an interview as “a process in which a researcher and participant engage in a conversation focused on questions related to a research study” (p. 54). Interviews remain one of the most widely used methods in case-study research (Stake, 2005; Yin, 2009). The interview questions were connected to three pillars in the literature review: organizational culture, (Hoy & Miskel, 2004; Sarason, 1982), a human-relations orientation (Greenleaf, 1970; Sergiovanni, 1992; Spears 1998), and value conflicts in the cultural domain (Begley, 2010a; Hodgkinson, 1991). Table 3.1 demonstrates how the open-ended interview questions are related to the research questions and the conceptual pillars. The first seven questions were denoted as
Demographic Info. Therefore, these questions were not connected to the research questions and conceptual pillars.
Table 3.1

*Connection Between Interview Questions, Research Questions, and Conceptual Pillars*

<table>
<thead>
<tr>
<th>Interview Question</th>
<th>Research question(s)</th>
<th>Conceptual Pillar</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is your current professional role in the ___________ school district? How long have you been the person-in-charge of the international program in_______?</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>2. Tell me about your education background (post-secondary training, etc.)?</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>3. Tell me about your background in general, what led you to this position?</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>4. What other roles have you had in the field of education?</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>5. Describe your main responsibilities as the leader or person-in-charge of the international program in_________?</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>6. Tell me about your program. How many people do you have working with you in your program?</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>7. Can you describe a typical day when you are working?</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>8. How would you describe the culture of your school district?</td>
<td>To what extent does organizational culture of a BC school district influence the educational leadership of IPLs?</td>
<td>Pillar 1</td>
</tr>
<tr>
<td>9. During a typical day of work, tell me</td>
<td>How does an IPL’s</td>
<td>Pillar 2</td>
</tr>
<tr>
<td>Question</td>
<td>Response</td>
<td>Pillar(s)</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>10. During a typical day of work, tell me about the interactions that you might have with students?</td>
<td>How does an IPL’s perspective on human relationships support leadership within a British Columbia K to 12 international program?</td>
<td>Pillar 2</td>
</tr>
<tr>
<td>11. During a typical day of work, tell me about the encounters that you might have with other school district administrators in your school district?</td>
<td>How does an IPL’s perspective on human relationships support leadership within a British Columbia K to 12 international program?</td>
<td>Pillar 2</td>
</tr>
<tr>
<td>12. During a typical day of work, tell me about the encounters that you might have with individuals or groups from outside of the school district?</td>
<td>How does an IPL’s perspective on human relationships support leadership within a British Columbia K to 12 international program?</td>
<td>Pillar 2</td>
</tr>
<tr>
<td>13. Tell me about conflicts that may occur in your position. What are the major sources of these conflicts?</td>
<td>How does an IPL manage value conflicts?</td>
<td>Pillar 3</td>
</tr>
<tr>
<td>14. Tell me about a specific example of effective leadership in an international program context.</td>
<td>How does an IPL’s perspective on human relationships support leadership within a British Columbia K to 12 international program?</td>
<td>Pillars 2 &amp; 3</td>
</tr>
<tr>
<td>15. Why was the specific leadership</td>
<td>How does an IPL’s</td>
<td>Pillars 2 &amp;</td>
</tr>
<tr>
<td>Practice effective?</td>
<td>Perspective on human relationships support leadership within a British Columbia K to 12 international program?</td>
<td>How does an IPL manage value conflicts?</td>
</tr>
<tr>
<td>---------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>16. How does the organizational culture of your school district influence your leadership?</td>
<td>To what extent does organizational culture of a BC school district influence the educational leadership of IPLs?</td>
<td>How does an IPL manage value conflicts?</td>
</tr>
<tr>
<td>17. To what extent are professional relationships important in your role? Why?</td>
<td>How does an IPL’s perspective on human relationships support leadership within a British Columbia K to 12 international program?</td>
<td></td>
</tr>
<tr>
<td>18. Tell me about a conflict that you have recently managed and or resolved.</td>
<td>How does an IPL manage value conflicts?</td>
<td></td>
</tr>
<tr>
<td>19. How would you describe your professional relationships with your colleagues from other school districts?</td>
<td>How does an IPL’s perspective on human relationships support leadership within a British Columbia K to 12 international program?</td>
<td></td>
</tr>
<tr>
<td>20. Tell me about your expectations of how the Ministry of Education should be involved in international programs at the high school level in BC.</td>
<td>To what extent does organizational culture of a BC school district influence the educational leadership of IPLs?</td>
<td>How does an IPL manage value conflicts?</td>
</tr>
</tbody>
</table>
Pilot Case Study

Yin (2009) stated, “Methodologically, the work on the pilot cases can provide information about relevant field questions and about the logistics of the field inquiry” (p. 94). Therefore, the development and testing of the pilot case study is an important process that the researcher must undertake to refine the methods and methodology. Yin added that a pilot case study would support the development and refinement of the data collection procedures. The research instrument, an in-depth semi-structured interview, was piloted in the Greater Victoria School District in October 2013. The former director
of *Victoria International High School Programs* agreed to serve as the pilot participant. The pilot participant’s insights into the suitability of the interview questions were much appreciated. Yin noted, “The pilot case study can be so important that more resources may be devoted to this phase of the research than to the collection of the data from any of the actual cases” (p. 92). I incrementally refined the interview questions, guidelines, and protocol after the pilot case study was completed. I also considered the cadence of the interview and manner in which I posed the questions and follow-up prompts. One key consideration that emerged from the pilot was to ensure that the participants were able to focus on the interview and avoid the distractions of the workplace. It should be noted that two of the six interviews were conducted at the offices of the IPL.

I transcribed the data for the pilot case study in October 2013. Completing this process allowed for a greater understanding of the focus and time commitment required to transcribe the data for all six cases. The pilot-case-study interview was longer than most of the other interviews as a result of the answers provided by the participant. I completed part of the data analysis for the study, but did not create an individual case report or include the pilot in the cross-case analysis due to time considerations and the notion that a pilot case study should not be part of the formal cross-case analysis of the six cases selected.

**The Site**

In the literature on the case-study methodology, the importance of describing the context or site of the single case is a fundamental consideration (Creswell, 1998, 2012; Stake, 1995, 2006; Yin, 2009). The relevance of context and setting will be explained briefly. In her case-study research on restorative justice in an Ontario public school,
Reimer (2012) asserted, “The context section allows for the reader to enter into a richer understanding of the contextual factors of structure and culture in which the six participants are working” (p. 13). In the same manner, the context of an international program in a BC school district was explained carefully as a means to offer a rich understanding of the context for each of the six participants. An overview of each site is provided in the individual case reports in Chapter 4.

The Participants

In BC, 47 K to 12 school districts are involved in the international education sector (BC Ministry of Education, 2013). Therefore, the sample size of IPLs or potential cases was controlled to a certain extent. This section describes the recruitment process, the criterion-based selection of the participants, and the documents selected for triangulation. Due to time and cost constraints and the nature of the study, participants were required to be located in BC. This supported the ease of data collection while allowing the researcher to focus on one set of education policies from one provincial government in Canada.

Selecting participants. DiCicco-Bloom and Crabtree (2006) noted, “The sample of interviewees should be fairly homogenous and share critical similarities related to the research questions” (p. 317). I used the principles of criterion-based selection to identify appropriate participants for this study. A list of characteristics and attributes that the participants must possess was developed to create the selection process (LeCompte & Preissle, 1993). Yin (2009) suggested collecting limited documentation about each candidate. Common strategies used to select participants in qualitative research include: comprehension selection, network selection, typical-case selection, unique-case selection,
and reputation-based selection (deMarrais & Lapan, 2004). I used *typical-case selection* and have developed the criteria below. In typical-case selection, one sets out criteria that would be typical of a person in a group (deMarrais & Lapan). The characteristics and attributes for typical-case selection included the following:

- Person-in-charge of an international program in a BC public school district;
- Held the international program leadership position for at least five years;
- Reports to the superintendent or associate superintendent; and
- Responsible for all aspects of the day-to-day administration of an international program in a BC school district.

**Recruitment.** I distributed recruitment materials (Appendix D) through two avenues. The first was school district international programs’ websites, which offer addresses and contact information for IPLs. I also used the IPSEA website which has the email addresses for IPLs. In my recruitment materials, I asked participants to contact me directly through my email address provided in the documents if they were interested in participating. A phone appointment with each individual was arranged via email. During the phone interview, I used a script (Appendix E), which outlined what was required for participation in the study. I went through the consent process to determine whether they were interested in participating. The consent form (Appendix F) was sent by email for review. If the potential participants were interested in being part of the study, we arranged a tentative time and location for the interview pending approval by the superintendent of the individual school district.

After consultation with the potential participants, I obtained third-party consent by contacting the school district where the potential participant was employed to request
permission to interview the potential participant for the purposes of the research study. If the school district provided consent, I then confirmed the time and location for the case-study interview. I received written approval from each of the six superintendents or their designate to continue with the research (Appendix G).

**Interview Protocol**

An interview guideline or what Creswell (2012) referred to as an interview protocol “is a form designed by the researcher that contains instructions for the process of the interview, the questions to be asked, and space to take notes of the responses from the interviewee” (p. 235). Appendix H contains the interview protocol for this research, which includes: (a) a header with essential information about the interview, (b) 26 open-ended questions, and (c) follow-up questions. This interview protocol was modified after completing the interview with the pilot-case-study participant. I relied on Asmussen and Creswell’s (1995) sample interview protocol as a model.

**Timeline for Research**

The University of Victoria Human Research Ethics Board (Appendix C) approved the study in August 2013. The final data collection occurred in July 2014, but ethics protocol was renewed subsequently in July 2014 and 2015 and August 2016, in the event that additional data needed to be collected.
Table 3.2

*Research Timeline*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Approval of the Human Research Ethics Board</td>
<td>Completion of Pilot Study</td>
<td>Recruitment and Interviews with IPLs (Data Collection)</td>
<td>Data Analysis</td>
<td>Writing the dissertation</td>
</tr>
</tbody>
</table>

**Data Collection Procedures**

Each semi-structured in-depth interview was conducted at the participant’s office or a location that was convenient for the participant. Two interviews were conducted in the office of the participant while the other four were arranged at mutually agreed upon locations including a coffee shop, a restaurant, a hotel, and a home office. The interviews began with a review of the consent process that includes information about the confidentiality of the study, the participant’s freedom to withdraw at any time, and the potential risks and benefits of participating. The participants were informed that they could decline comment on any question.

Each participant received a copy of the consent form to retain. A copy of the interview was provided to each participant via email within three weeks of the interview. One week after providing the interview transcript, I followed up with each participant via email to determine whether they would like to make any changes to their transcript. This qualitative process of member checking was important because it allowed all six
participants to confirm the accuracy of the transcripts (Creswell, 2012). Two participants, INT-03 and INT-04 made changes to their transcripts. These changes were minor and not related to content of the interview. During the follow-up contact, I reviewed the consent process.

**Managing interview data.** Following Stake’s (1995) suggestion, I developed a data management plan which included the following areas: definition of the cases, list of research questions, data sources, allocation of time, and intended reporting. I used Stake’s (2006) worksheet resources for reporting, as identified in the Appendices I to L. I used participant identifiers to represent the names of the participants during data collection and analysis. To ensure anonymity, all identifying information was removed from each transcript. Demographic information on each participant including name, contact information, interview location, and date, along with additional information (years of experience, educational background) was stored in a password-protected file and was kept in a separate location from the transcripts.

I transcribed each interview with my i-Phone’s voice memo playback function to slow down the recording and to ease the transcription process. The interviews were stored on a password-protected device. For each of the six interviews, transcription took about four to five hours, resulting in approximately 120 pages of data. Transcribing each interview allowed me to experience the interview and hear the participants’ voices as they discussed international program leadership. Data management was facilitated with Microsoft Word. Each transcript was initially coded line-by-line using the track changes feature in Microsoft Word. This transcribed data was stored separately from the single-case study
reports so that “other investigators may view the evidence directly and not be limited to
the written case-study reports” (Yin, 2009, p. 119). This transcribed data formed the case-
study database. I took side notes after each meeting to ensure that I recorded my own
impressions at the time of the interviews.

Yin (2009) presented a persuasive argument for the creation of a case-study
database, particularly when using a multiple-case approach, because it increases the
reliability of the study. Another related suggestion of Yin’s is to ensure that the
researcher has a chain of evidence as a means of allowing outsiders to follow the study
from the research questions to the case-study report, which in turn increases the reliability
of the study. In order increase reliability, the researcher must be sure that clear linkages
are apparent from the research questions to the case-study protocol; connecting citations
in the case-study database to the case study; and finally to the case-study report (Yin,
2009).

**Additional Data Source: Documents**

I combined interviews and ten documents as a means of providing greater detail
on leadership in international programs and to ensure triangulation occurs—an important
element of the case-study approach (Stake, 1995; Yin, 2009). Creswell (2012) described
triangulation “as the process of corroborating evidence from different individuals, types
of data, or methods of data collection in descriptions and themes in qualitative research”
(p. 259). International program leaders use a number of policy documents as guides to
action. These may include, but are not limited to, Global Affairs Canada documents,
IPSEA documents, BC Ministry of Education documents, and policy documents provided
by school districts and or other stakeholder groups including the BCCIE and CAPS-I.
The documents were selected by the researcher due to their relevance to the K to 12
international program sector and were reviewed in Chapter 2.

**Data Analysis**

The data analysis section has two main components. The first section provides an overview of the thematic analysis of the six cases in this multiple-case study and the development of the individual case reports. The second section discusses the procedures of the cross-case analysis and the methods used to generate the cross-case findings reported in Chapter 4.

Wolcott (2001) stated, “The potential of your contribution will be greatly extended if you provide adequate detail about how you proceed with your analysis” (p. 93). This is particularly important in multiple-case-study analysis, as the management of the data is problematic due to its volume (Merriam, 1988). In the literature, both Merriam and Yin (2009) emphasized the similarities between single- and multiple-case studies, whereas Stake (2006) focused on the particular aspects of multiple-case research such as the analysis, defining the quintain, and the case-quintain dialectic. I prefer Stake’s (1995, 2006) approach to the cross-case analysis, as it is complex and rigorous. However, the method of conducting the cross-case analysis is clarified by worksheets that have been developed by Stake (2006) (Appendices I to L).

According to Stake (2006), cross-case analysis is different from single-case analysis in process and scope. As noted, Stake’s *Multiple-Case Study Analysis* is an excellent resource for researchers using the multiple-case method and it will be relied on heavily in the following section because it is an important work (D. Begoray, personal communication, March 8, 2012).
Individual Case Studies: Thematic Analysis

I selected Braun and Clarke’s (2006) method for the thematic analysis of each of the six case studies. This method employs a six-phase process to complete a thematic analysis of a case (Braun & Clarke, 2006). The method was used for the analysis of the interview transcripts and the documents and articles pertinent to the research topic. A brief overview of the method follows:

**Phase one: Familiarization with the data.** I became familiar with the data over the course of about a year by reading, listening and re-reading the transcripts and making notes on transcripts. I made notes on each transcript regarding the interesting aspects of the data and generated a list of ideas about what was in each case study. As noted, I transcribed the interviews, which supported the familiarization of the data.

**Phase two: Generating initial codes.** I completed initial coding. This stage involved reviewing each of the six cases individually and highlighting key data extracts and coding for certain areas. I completed this stage manually on my computer using the highlighting function. For example, I identified a data extract that resonated and then applied a code that was “the most basic segment of the raw data” (Braun & Clarke, 2006, p. 88). Table 3.2 provides an example of the initial coding.

Table 3.3: Initial Coding

<table>
<thead>
<tr>
<th>Data Extract</th>
<th>Coded for</th>
</tr>
</thead>
<tbody>
<tr>
<td>So what I’m getting at is the organizational culture allowed me the autonomy to get at the program—it provided a lot of trust in me to build the</td>
<td>Identified how school district culture influences day-to-day decisions</td>
</tr>
</tbody>
</table>
The data extracts resonated because they dealt with the phenomenon under examination: “leadership of international programs.” I kept an open mind during this process and selected a variety of data extracts that dealt with the phenomenon of leadership. I did not use a prescriptive approach to select the extracts, but looked for data that would allow for a rich contextual understanding of the case to emerge. I let the relevant codes emerge and did not seek specific themes, but looked for certain aspects of each case as a means to maintain the integrity and situationality of each case (Stake, 2006). I then generated codes based on data extracts for each case. A master list of all codes for all cases was created for each case. Then, a master list for the entire quintain (all six cases) was created.

**Phase three: Searching for themes.** I identified themes and sub-themes for each case by reviewing the list of codes and the data extracts from each case (Braun & Clarke, 2006). I sorted the different codes into potential themes in a table format (Braun & Clarke). The table included data extract, coded for a theme. The table was revised and refined. The themes and sub-themes were loosely connected to the initial research questions.

**Phase four: Reviewing themes.** As noted, a table was created to map themes for each case (Appendix M). This was completed to determine the relationship between themes and sub-themes. This table was refined many times as the sub-themes shifted between some of the larger themes that were also renamed and shifted, based upon my interpretation of the data extracts.
**Phase five: Defining and naming themes.** I refined the name of themes to ensure that each theme was a statement and not simply a content area. The final step was to match themes from the table with highlighted data extracts from each case.

**Phase six: Writing case reports.** Each case was reviewed individually and the case reports were based on the thematic analysis (Braun & Clarke, 2006) of each case. The case reports were completed using Frith and Gleason (2004) as a template. Each case report includes: setting, demographic info, and an assessment of each theme related to the research questions. As discussed, I used ten documents to triangulate the data from each individual case. The ten documents were consistent for each case; the same ten documents reviewed in Chapter 2 were used.

**Documents: Thematic Analysis**

Ten documents were used to triangulate the data. These documents underwent a thematic analysis (Braun & Clarke, 2006) using the same coding procedure as the interviews and looking for themes to emerge. The ten documents were all documents or articles related to the K to 12 international programs in Canada and were critiqued in Chapter 2. Each case report in Chapter 4 includes interview transcript data that were triangulated with the selected excerpts from the documents. The selected excerpts were identified using Braun and Clarke’s (2006) thematic analysis.

**Stake’s (2006) Cross-Case Analysis**

Stake (2006) noted that the cross-case analysis often becomes the focus of the report since the researchers are interested in the binding concept or phenomenon as defined by the quintain. For Stake (2006), this is a concern because the single case often “gets mangled in the cross-case analysis” (p. 39). Stake maintained that his focus is on
the individual case. Further, Stake explained, “When conducting cross-case analysis, themes (the research questions) originate when the researcher conducts planning to study the quintain; findings are developed when studying the cases” (p. 40). This creates a condition that may verify or refute the themes generated.

Stake (2006) commented, the “complex meanings of the quintain are understood differently and better because of the particular activity and contexts of each case” (p. 40). Therefore, certain elements of international program leadership were illuminated during the course of this study.

Stake’s (2006) overview of the cross-case analysis is exhaustive and thorough; the main feature is the creation of the case-quintain dialectic (p. 46). The case-quintain dialectic is where the local situation case and phenomenon compete for attention (p. 46). According to Stake (2006), “The main activity of the cross-case analysis is reading case reports and applying their findings of situated experience to the research questions, which are connected to the quintain” (p. 47).

Further, the assertions in a cross-case report are the researcher’s findings. Stake (1995) defined an assertion as the final phase of the cross-case analysis where the researcher makes sense of the data and provides an interpretation of what has been learned. The refinement of each theme depends on getting useful findings and supplemental data from the most relevant cases.

The cross-case analysis examined how the phenomenon (leadership of international programs) binds the cases (IPLs). I followed Stake’s (2006) cross-case methodology closely and used the worksheets one to five (Appendices I to L). These worksheets were helpful tools to organize the methodology during the analysis.
To summarize, each case was reviewed individually. Once the case reports were completed, I began work on the cross-case analysis by reviewing the reports carefully to identify the findings and complete Stake’s (2006) *Worksheet 3: Analyst’s Notes While Reading the Case Report* (Appendices N to S).

- *Worksheet 3: Analyst’s Notes While Reading a Case Report* contains the key findings from each case. These findings emerged after reading each case report (Chapter 4) to identify key areas by referring to the original research questions and the themes that developed after completion of the case reports.

- While reading the reports I made sure to consider each case as it was situated in each school-district context (Stake, 2006).

- *On Worksheet Three: Analyst’s Notes While Reading a Case Report* (Appendices N to S) I carefully considered the prominence of the cross-case themes in each of the cases. Stake (2006) explained that this is an important step in the data analysis.

**Selection of the track.** Stake (2006) presented three separate tracks to conduct the cross-case analysis. I selected *Track 5a*. This track was preferred because it maintains the case findings and situationality of each case and is the most involved and complex of the three tracks. The main activity of the cross-case analysis is “reading the case reports and applying their findings of situated experience to the research questions” (p. 47).

After completing Worksheet 3, I moved on to *Worksheet 4: Estimates of Ordinariness of the Situation of Each Case and Estimates of Manifestation of Multi-Case Themes in each Case* (Appendix K).

- During this stage of the analysis, I reviewed each case and determined the
expected utility of each of the case report for the further development of the theme (Appendix K). This is an important step according to Stake (2006) (it will be repeated later) because the refinement of each theme depends on “getting useful findings and supplementary data from the most useful cases” (p. 50).

• The iterative process for completing worksheet 5a: A Map to Make Assertions (Appendix L) forms the basis for the assertions, assertions by bypass, and the merged findings in Chapter 4 (Stake, 2006).

Development of Assertions and Findings for the Cross-Case Analysis

The results of this study emerged through an interpretive process. Three separate but related methods gleaned results for the cross-case analysis. The generation of the cross-case analysis themes was an evolving process and I followed Stake’s (2006) methodology carefully. I will describe the methodology in the following section.

I used the original research questions for studying the quintain on Worksheet 2: The Research Questions or Themes of the Multi-Case Study (Appendix I), the Case Findings from each report. Worksheet 5A: A Map to Make Assertions (Appendix L), and Finding Strips (Appendix T) to determine the prominence of each theme and to develop cross-case assertions (Stake, 2006). The key elements of this process according to Stake are as follows:

Step one:

• Record tentative assertions (Findings) based upon reading and review of case reports.
• Create Finding Strips (Appendix T) to rank prominence of theme(s) in each Finding.
• Enter ratings on each Finding Strip (Appendix T) of the case—one theme at a time.

• I rated each finding of Case INT-01 based on its importance for understanding the quintain through a particular theme. I used a three-point rating scale: H (high) M (middling), or L (low).

• Enter Findings from strips directly on Worksheet 5A: A Map on Which to Make Assertions (Appendix L) for the Final Report.

• I went through all six cases and addressed each theme in cases 1 through 6.

  **Step two.** To answer the question, “Which findings will feed into which themes?” (Stake, 2006, p. 54), I followed a ranking system described by Stake as follows:

  • Placed parentheses around each theme ranked highly for each case on Worksheet 4: Estimates of Ordinariness of the Situation of Each Case and Estimates of Manifestation of Multi-Case Themes in Each Case. (Appendix K).

  • I completed this analysis for each of the six cases.

  **Step three.** I reviewed each of the Worksheet Three: Analyst’s Notes While Reading a Case Report (Appendices N to S) and reviewed the section on relevance of a case for cross-case themes. If a theme appeared prominent, I added parentheses to the numbered theme. If it already had parentheses, I added another pair. I completed this procedure for all cases. Stake’s (2006) method provided a clear process for the generation of assertions based on the prominence and utility of each theme.

  **Bypass analysis.** Another method I used to generate assertions was the assertion by bypass method (Stake, 2006). This involved ranking the findings strips (Appendix T) from highest to lowest in terms of how they contributed to the understanding of each
theme. From the highest rankings, I took the four findings that contributed most to the understanding of Theme one and the quintain and I wrote an assertion (Stake, 2006). I found this process to be more interpretative than the development of the cross-case assertions, which was quite prescriptive.

**Atypicality.** There were six cases in this study. After completing the cross-case analysis it was apparent that case INT-04 was *atypical* given the context and the nature of the leader’s background and experiences in his/her school district. As a result, the entries on worksheet 5a were designated as atypical and this case was treated with extra care during the cross-case analysis.

**Tentative assertions.** According to Stake (2006), some of the best *assertions* will be determined by the entries in *Worksheet 5a: A Map on Which to Make Assertions* (Appendix L). The process described by Stake (2006) is as follows:

- If a theme within a case had double parentheses and a high rating (H), I added three stars to that particular finding.
- If a theme within a case had single parenthesis and a high rating, I added two stars to the finding.
- An H without parenthesis received one star.

As Stake (2006) noted, the strongest most relevant combinations of findings are put together to make tentative assertions. These are added to the cross-case assertion list. This list is located in Chapter 4. “The assertion should have a single or common focus, a contribution towards understanding the quintain, and evidence from more than one case to support it” (p. 56). To summarize, I followed Stake’s methodology closely. I started with the case reports and identified the prominence of several themes. I then took the
themes and looked for the utility of the cases to develop these themes. Finally, I reviewed the findings and described the relevance to each theme. After that, I gathered the high importance findings for each theme. I reviewed each theme one by one to see what the case findings provided, but throughout the process I continued to recognize the importance of the situationality of each case (Stake, 2006).

**Delimitations**

The study was conducted with IPLs from BC. The data were collected through in-depth interviews with international program leaders. My focus on K to 12 public school districts in BC was a delimitation. I did not examine private schools or any program that does not have a direct connection to the K to 12 school districts in BC.

**Limitations**

The study was conducted in BC, Canada. The differences in culture, history, language and policies on international programs provincially are a limitation. It is possible that due to the selection of cases, the study omitted potentially important findings from other cases in BC. My lack of experience as a researcher may also be construed as a limitation.

**Chapter Summary**

The chapter provided an overview of the case-study methodology and the rationale for using such an approach. To demonstrate an understanding of the multiple-case study, an analysis of the approach from leading methodologists ensued (Stake, 2006; Yin, 2009). Notes on the data collection and data analysis for this study concluded this chapter. In this study, data was collected through the use of individual in-depth semi-structured interviews with IPLs. Data were analyzed using Braun and Clarke’s (2006)
thematic analysis and Stake’s cross-case analysis. This chapter provided an overview of the research design and the procedures that were used to conduct this study. Chapter 4 presents the findings of the multiple-case study. Chapter 5 presents the implications and conclusions of the study.
Chapter 4: Results

Chapter 4 is organized into three main sections. The first section includes the case reports for case studies one through six. The cases are identified as INT-01, INT-02, INT-03, INT-04, INT-05, and INT-06. The individual reports include excerpts from the case-study interviews and these quotations were selected as a result of the thematic analysis of each interview using Braun and Clarke’s (2006) method. The case reports include data from ten documents that have been reviewed using a thematic analysis method (Braun & Clarke, 2006).

The case reports were completed using Frith and Gleason’s (2004) sample case report as a template. Each case report includes: setting, demographic information, and an assessment of each theme related to the research questions. The headings are consistent for each case. Great care was taken to protect the anonymity of each participant. Since 47 K to 12 school districts in BC are involved in hosting international students (BC Ministry of Education, 2013), I determined that using gender identifiers created conditions where the identity of an international program leader (IPL) could be surmised due to the limited number of international programs in BC. A reader could review publicly available data regarding the size an international program and the name of an IPL and determine the identity of an IPL. Therefore, gender identifiers were omitted or the convention he/she was used when referring to an individual case. The exact FTE of an international program was not provided and approximate figures were used.

The second section of the chapter presents the case findings for each case using Stake’s (2006) multiple-case-study method. The final section presents the cross-case analysis with the findings and assertions of this study.
INT-01 Case Report

Setting:
INT-01 was the IPL of the international program of a medium-sized school district in a semi-rural BC city. At the time of the interview, this school district had over 8,000 students and approximately 200 international students.

Background of leader:
INT-01 has a bachelor’s degree in physical education with a math concentration from the University of British Columbia. INT-01 then completed a master’s of educational administration from the University of Victoria. INT-01 started as a teacher, then became a school counsellor and subsequently a vice principal, and finally a principal. INT-01 has worked in three BC school districts, including one rural district, one urban district, and the medium-sized school district as an IPL. INT-01 retired in June 2014. After serving as a school-based principal for several years, INT-01 then moved into the area of online education and alternate education. Soon after, INT-01 became responsible for both areas. INT-01 explained that a latent purpose of online and alternate education was finding revenue for the school district by recruiting students and bringing these students back to the school. This led to an overlap with international programs in terms of bringing new students into the school district and generating revenue. Therefore, the school district determined that INT-01 was a good candidate to become an IPL and he/she was appointed to the position.

Theme I: The Phenomenon of International Program Leadership is Contextual

Responsibilities as Leader

- Oversight of program
• Oversight of home-stay program
• Managing recruitment, student discipline
• Operations
• Liaison with post-secondary institutions
• Vision and planning for international program
• Custodianship

INT-01’s IPL responsibilities are similar to the areas Player (2011) identified in his review of the Qualicum School District #69 international program. INT-01 is “responsible for all aspects of the program including recruiting, student placements, marketing, liaising with schools, and board office budgeting, signage and agreements, linking with IPSEA and CAPSI and the overall operation of the program” (p. 6). This is a common model for small- to medium-sized school district international programs. These responsibilities are comprehensive and particular to INT-01’s individual context. Similarly, Erickson (2003) explained that the responsibility to establish and implement policy concerning the admission of non-resident students and other revenue-generating programs has been the responsibility of individual school districts in BC. IPSEA (2015) described the areas of responsibilities for an IPL of a small international program:

The program administrator is responsible for all aspects of the international program. They carry out the duties independently and/or with assistance from staff in the schools. They handle admissions, home-stay administration, academic advising, counselling, and school liaison. For these duties, the program administrator works closely with the principal, counsellor and the ELL instructor in each of the schools that has international students; meets with these colleagues daily on an informal basis, and weekly on a formal
basis. The program administrator also does planning and budget preparation for submission to their supervisor, market analysis and recruiting, program development and oversees program delivery, as well as support service development and delivery for the international students in the district. The small international program typically can enrol 50 to 120 students. (p. 8)

INT-01 spends a considerable amount of time away from the school district on marketing and recruitment trips. INT-01 described this intense schedule below:

So it means travelling almost every month of the year or in the summer time laying off on the travel, but running short-term programs. We run a full nine-week summer program with a variety of short-term full-credit programs for our students. In the _____ program, we are travelling nine to ten months per year.

In order to attract students to INT-01’s region, it is important that they have an active marketing and recruitment presence. Given that INT-01’s program is not situated in a well-known area globally, more time is required for marketing and recruitment for the international program.

Participants in the BC Ministry of Education regional roundtables noted that competition for students between large and small districts does not take place on a level playing field (BC Ministry of Education, 2013). For INT-01’s international program, a heavy travel schedule seems to be a necessary aspect of the program’s marketing and recruitment strategy. Smaller programs have high costs related to marketing and recruitment and INT-01 is no exception (BC Ministry of Education 2013). Player (2011) stated that IPLs must be strategic in marketing and recruiting choices because it could reduce the cost of trips, the wear and tear on staff, and the time spent away from the
Structure of INT-01’s international program

- IPL
- 1 Supervisor of home-stay
- 2.6 secretaries (CUPE)
- 1.5 home-stay coordinators
- Shared contractor in Korea (marketing and recruitment position)
- Shared contractor in Thailand (marketing and recruitment position)

From a BC perspective, INT-01’s staffing levels would be considered low, based on student enrolment (IPSEA, 2010). In 2011, INT-01 was forced to cut a management position due to a deficit in the school district budget.

Theme II: Professional Relationships and Networks are a Key Element of International Program Leadership

INT-01 identified strong professional relationships as a key aspect of his/her leadership practice. INT-01 explained, “If there are good professional relationships it allows people to be more patient and understanding when things are going wrong because they understand that they are part of a team delivering a service.” INT-01 further explained that regular communication with staff is the key element of international program leadership and building the vision for a program:

Regular communication and building vision means to talking to staff. I know I mentioned it earlier, but I feel pretty strongly that it’s pretty easy to avoid, because international is not quite traditional as a school in terms of building your vision process, your goal-setting process it can be overlooked a little bit.
INT-01 maintains close contact with international students in the school district as the custodian for all students as described below:

In a typical day of work regardless of where I am whether I am in ______ school district or around the world—quite constantly I have email communication from students. Telephone requests from students requesting everything from home-stay assistance to university application assistance to asking for help because of any number of school issues or scheduling issues.

The maintenance of close contact by INT-01 is congruent with findings by Popadiuk (2014) that demonstrate it is important to have one key point-person to collect information from all adult stakeholders to ensure that international students are cared for in an appropriate manner.

INT-01 recognized the value of collegial relationships with other leaders in the sector:

I feel this is what I enjoy about the job is developing collegial professional relationships with people across our country—both vertically and horizontally like with our universities’ language schools, schools in other countries, government and so on.

The BC Ministry of Education (2013) regional roundtables summary: “A willingness to cooperatively share effective practices” (p. 8) was an aspect of the K to 12 international program sector that was valued by many IPLs.

INT-01 minimized the importance of having cultural expertise and focused on an ethic of care (Noddings, 2006). “What I am really saying is that the same stuff works for the same people and it’s being caring and thoughtful. And that’s our role—we have to be
caring and thoughtful and we are the parents of the kids we deal with.” This leadership approach is consistent with Popadiuk’s (2014) research that explains that educators who work directly with international students should not focus solely on the cultural lens as it may place limits on the ability to understand the issues the students are facing.

**Theme III: The Organizational Culture and Context of a School District has an Influence on International Program Leadership**

INT-01 provided a cautious response to the question on the organizational culture of his/her school district. It was clear at other points during the interview that INT-01 has experienced difficulty working with members of senior administration in his/her school district. However, he/she commented, “The culture in our school district is collegial. A good partnership amongst the administration team, a good respect from the teachers and CUPE staff for the administration and vice versa.” In BC school districts, IPLs are given considerable autonomy to operate international programs. INT-01 has also been given autonomy to operate the international program. This autonomy has been evident since the inception of these programs as explained by Erickson (2003): “It has been left almost entirely to school districts to establish and implement policy around the admission of non-resident students and other revenue-generating programs” (p. 43). INT-01 described her/his context as follows:

So when I was given the program, I was given a lot of autonomy to create, run, and develop the program and would definitely be looked at as the program expert. The highest level of expertise in terms of international.

School district senior management (superintendent, secretary treasurer, assistant superintendent) are not involved in the day-to-day operation of international programs
and the Ministry of Education has provided school districts with the autonomy to operate these international programs with limited interference. Therefore, the school district allowed INT-01 to operate with a large degree of autonomy. “So what I’m getting at is the organizational culture allowed me the autonomy to get at the program—it provided a lot of trust in me to build the program.”

**Theme IV: Managing and Resolving Conflicts Over Values and Culture are Key**

**Elements of International Program Leadership**

INT-01 works directly with students on issues related to academic achievement and adjustment to life in Canada (student support). The following example demonstrates a conflict over the value of education and expectations regarding university entrance:

Really interesting situation in terms of some of the unrealistic expectations from students and students’ parents. For example, everything in China is about number one. You gotta get top grades and you have to go to the number one university and if you don’t go the family thinks you are a failure and so on.

INT-01 makes an effort to understand the value orientation of the families who send their children abroad to study. INT-01 works with his/her international program staff and support network in the schools to ensure the students are provided with support to resolve value conflicts that may lead to difficult situations for students. The BC Ministry of Education (2013) explained that in the absence of parents and legal guardians, a positive working relationship between the student and the designated employee of the school district is extremely important.

INT-01 manages critical incidents with international students on a regular basis. The CAPS-I *Critical Incident Guidebook* (2013) described the nature of these incidents:
Any critical incident experienced by a domestic student can be experienced by an international student and will in most cases occur without the support of the immediate family. When the student involved is an international student, additional considerations and actions are necessary. (p. 2)

The passage below provides an example of INT-01 resolving a critical incident involving an international student:

So in this particular case the student became very depressed—top grades in every subject except English and those marks kept her out of McGill University. She was a 95-96 percent average except English and because of that mark was not able to get into university and became depressed and stopped going to school. Ultimately what we had to do there was to go into crisis management and support that student because as I said we are their parents—we have to love them and care for them unconditionally regardless of what’s going on and ultimately that’s what my staff and I did. We jumped. We went to the school and dragged her out of the home each day, texted her every day to make sure she was going to school, got additional support in that particular case by hiring a tutor to help her with her English, but more importantly to help her with her emotional mindset under the guise of being a tutor, but we made some decisions because culturally that would not necessarily be acceptable that this girl was under a depression—that would not necessarily be recognized in the culture. So ultimately what I did was hire a tutor and said—help this girl be happy. Yes, teach her English, but help her and it worked and the student was successful and we did help her, we did find—and Jeff, this is a classic on the cultural piece—the family had no choice but to accept
and she is now in _______ College trying to work on transitioning into UVic or UBC.

INT-01 discussed home-stay placement for students as an area where conflicts may occur, as explained in the following passage: “Also concerns over home-stay practice by some families, so very necessary to provide corrections because we are responsible for the kids so it’s not appropriate to sweep something under the table.” The BC Ministry of Education (2013) identified that the importance of a quality home-stay is directly related to students having a successful academic experience and at the same time is the area where the sector is the most vulnerable due to the issues that may occur. These issues about home-stay placement can occur in a number of areas. INT-01 described an example of a conflict he/she experienced with a home-stay family:

It was the start of the Xmas break and I had just warned a student on the Friday before Xmas break to say, “Listen, we caught you drinking two months ago—we have had you on probation curfew for the last two months [and] you have done a good job. I am now releasing you from your curfew. Behave yourself or you will be sent home.” The student drinks and it is December 22 so I want the boy home before Xmas because it is impacting the whole family. I have let the family know this so that’s a conflict, but that’s not the real issue. I had my staff in on the weekend—we were all working hard on this to deal with a very difficult situation at a very difficult time of year. All of a sudden the home-stay family communicates with the natural family and says, “I want the student out of my house now right now.” So this is a conflict for me. It is very upsetting—it is, in my opinion, not fair and so because we have great responsibility, this upset the
mother in Brazil because now her son is not only in trouble, but is being removed from the house within only one or two days from the family he knows and so in any case I communicated with the home-stay family. They were loaded for bear. I was too because I was a little upset. The situation escalated a little bit. I feel good though because I was able to de-escalate it and bring my own emotions down a bit and bring their emotions down and come to some understanding and delivered a strong message because I was ready to remove the family from the program. In the end I decided not to remove the family from the program because I learned some things about them that clarified they are worth giving another chance.

Wong et al. (2010) explained, “The home-stay industry remains largely unregulated with multiple private organizations or Canadian relatives providing this service” (p. 241). INT-01’s model where a school district administrator works closely with home-stay families is one method to mitigate conflicts that may occur. However, this model is labour intensive and places considerable time demands on an IPL.

**Theme V: Limited Understanding or Recognition of International Student Programming from School District Senior Management**

INT-01 has experienced autonomy as an IPL and therefore any intrusion by an outside entity could create conflict from his/her perspective. The following quote articulates this concern in the context of the BC Ministry of Education’s involvement in the international education sector:

I think they (BC Ministry of Education) have a role to play and I really hope they can understand their role—their role is to assist and support and this is a really interesting conundrum in a sense. I think they have a great leadership role, but
they need to lead where their grassroots take them.

The BC Ministry of Education (2013) recognizes that “with continued growth in the size and complexity of the sector, there is a need to create the right types of policies and regulations that will mitigate risk without impeding the sector’s entrepreneurialism” (p. 1). It is apparent that INT-01’s viewpoint is not congruent with the BC Ministry of Education’s view. This disagreement on the role of the BC Ministry of Education was a consistent theme in INT-01’s responses throughout the interview.

INT-01 is critical of the senior management staff in his/her school district, particularly the secretary treasurer. IN-01 commented on this topic as follows:

I see a lack of understanding of the business side and that includes secretary treasurers—in fact a real lack of understanding on that side of how business runs—then combined with that, they already have difficulty and I am just going to be blunt here—they already have difficulty being sensitive to student and people needs. So it to me is pretty serious because we are trying to run a business in an educational structure and we need to be allowed to do that.

I interpreted that INT-01 believes his/her school district senior administration, to whom he/she reports, does not understand the nature of international programming from a business perspective. He/she clearly expressed frustration at the methods of control employed by school district senior administration. This contradicts early comments that he/she feels he was given autonomy to run the program. My understanding is that he/she was given autonomy early on in his/her tenure as an IPL, but more recently the secretary treasurer has placed pressure upon INT-01’s department. Similarly, INT-01 identified a conflict occurring between senior management and the international program and the
ability of the international program to operate as a business in a public K to 12 school district.

INT-01 explained:

If we can’t be business people and run businesses appropriately then I think we are hindering and because we are not dealing with educators when we are recruiting and dealing with things so I think some level of education discussion and sensitivity and tolerance for superintendents and to be given some permission to understand that they are running a business.

INT-01 noted the difficulty of having a revenue-generating business operating in a school district in BC.

**Overarching Theme**

The phenomenon of international program leadership for INT-01 was based on direct connections with staff, students, and home-stay families because INT-01 is the leader of a poorly staffed international program when viewed in a BC context. The undefined role of the BC Ministry of Education and the challenges of working with senior management in the school district were also consistent themes in this case study. INT-01’s opinion on the value of administrative training cannot be overlooked. INT-01 was heavily involved in all aspects of the management, including meeting and communicating with students on a day-to-day basis. The role as custodian for all international students in the school district is a major responsibility and is a key aspect of INT-01’s role as IPL.
INT-02 Case Report

Setting:

INT-02 is the IPL of an international program in a large school district in an urban setting. This school district had more than 20,000 students and over 750 international students at the time of the interview.

Background of Leader:

INT-02 graduated from high school and entered BCIT’s marketing management program. INT-02 graduated in 2006 and went directly into the K to 12 international program sector. Prior to working in the international education sector, INT-02 worked at a private-sector organization that promoted science in the everyday lives of children. INT-02 occupied a management position at this institution and was responsible for managing outreach programs for local school districts. INT-02 comes from a family of educators; his/her mother and father were both in the public sector K to 12 education profession. This influenced INT-02’s decision to enter the K to 12 education sector, although he/she was not interested in becoming a teacher.

Theme 1: The Phenomenon of International Program Leadership is Contextual

Responsibilities as Leader

- Manage department
- Manage funded and fee-paying international students in the district
- Manage budget
- Managing enrolment
- Marketing program

INT-02’s international program leader responsibilities are congruent with the
areas Player (2011) identified in his review of the Qualicum School District #69 international program. However, since INT-02 operates a large program in the BC context, his/her duties are largely based on managing the program rather than student support.

INT-02 is “responsible for all aspects of the program including recruiting, student placements, marketing, liaising with schools, and board office budgeting, signage and agreements, linking with IPSEA and CAPSI and the overall operation of the program” (Player, 2011 p. 6). These responsibilities are particular to INT-02’s individual context.

IPSEA (2015) described the areas of responsibility for an IPL of a large international program:

The program administrator has overall responsibility for the international program. This includes recruitment, admissions, home-stay administration, and school liaison. The administrator does planning and budget preparation for submission to his/her supervisor, market analysis and recruiting, program development and oversees program delivery, as well as support service development and delivery for students in the district (including admissions, administration of the home-stay program, and student follow-up). The administrator’s office has clerical staff and often coordinators and managers whose responsibilities tend to be divided according to whether they are regular district staff or exempt or excluded staff (though there can be significant crossover, depending on circumstances, roles and responsibilities and workloads). The administrator and IE staffs work with schools and senior administration to develop the international program. A larger program employs staff in ratio to
student enrolment. In BC a larger program can exceed 1000 FTE students. (p. 9)

Due to the large number of Ministry-funded international students in INT-02’s school district, vetting international students and determining whether they are required to pay fees is a major focus for INT-02. He/she must ensure that the distinction between Ministry-funded international students and fee-paying international students is clear for the school district. INT-02 explained, “There is a lot of misunderstanding within the school district when it comes to the definitions about what is a fee-paying student versus what is a Ministry-funded student versus permanent-resident student.”

As Erickson (2003) noted, the responsibility to establish and implement policy on the admission of non-resident students and other revenue-generating programs has devolved on individual school districts in BC. Due to INT-02’s large number of designated international students, the international program is responsible for this area and funding decisions need to be made on over 1,500 students.

INT-02 spends a considerable amount of time away from his/her school district engaging in marketing and recruitment opportunities for the school district. INT-02 explained, “You also have the marketing we do outside of the school district so typically most of that tends to be overseas travelling so myself and our assistant manager take approximately eight or nine overseas trips in a year.” This is a key responsibility of INT-02 and the assistant manager in the international program.

INT-02 does not have custodial responsibilities, as he/she commented, “We are not the custodians for international students—they need to have a relative that is here or someone or perhaps it is their home-stay that is identified (as custodian) too.”
Structure of INT-02 International Department:

- IPL
- Assistant manager
- 5 Administrative assistants (CUPE)
- 0.6 Teacher
- 0.6 Multicultural worker
- 0.4 Multicultural worker
- 0.4 Multicultural worker
- Does not operate a home-stay program
- Does not offer custodianship services

From the perspective of a BC international program, these staffing levels would be considered low based upon the international student enrolment in INT-02’s district. As noted, the school district does not provide home-stay or custodianship services. This was a decision made by senior management in the school district. INT-02 described the home-stay model as follows:

On our website, we have six companies that provide (home-stay) services in a variety of languages. Different kinds of services. For example, we have _________ home-stay which is more pricey, but more boutique. They do a lot of other stuff. There are the other home-stay companies where they simply take your information and match you up. We have another home-stay company where you get three different matches and you get to pick the home-stay family. It is not just assigned to you. It is just having that variety and offering it to you. ________ itself does not provide home-stay; we do not inspect home-stays. It is in our board
policy that we are hands off, arms-length—even though you are never really arms-length, but that being said we need to provide a name.

The decision by the school district not to provide a school district operated homestay program or custodianship changes the nature of INT-02’s leadership responsibilities. It reduces INT-02’s level of responsibility for the international students attending schools in the school district. Since INT-02 does not have custodial responsibilities or a homestay program, this limits any conflicts that he/she will manage directly.

During the interview, INT-02 identified one example of international program leadership where he/she worked with a staff member who was not performing assigned tasks. INT-02 worked through a process with the staff member to improve performance. This was an example of international program leadership identified by INT-02. INT-02 offered two excerpts that helped me understand which aspects of leadership practice he/she valued.

**Communication in a large school district.** INT-02 explained, “I pride myself on being able to turn conflicts around. You know a lot of it is really misinformation the majority of the time, but sometimes people can be hostile or angry because they are not getting their way.” Therefore, one could state that in INT-02’s context, effective communication is an important aspect of international program leadership in a large school district. On communication INT-02 noted:

> I just try to tell my staff we can treat people the same way. Sometimes we have to gauge a situation and alter what we are saying or how we are saying it. And often times a lot of things that happen are conflicts that have nothing to do with us.

Player (2011) identified communication as an aspect of international program
leadership that requires careful attention due to the many stakeholders involved in the sector (students, parents, study-abroad agents, school staff, and home-stay parents). Similarly, the IPSEA (2015) identified communication as the key to the success of the framework of any international program and that all lines of communication must be carefully considered in terms of a wide variety of stakeholders. In a large school district, effective communication becomes more important, given the number of individuals and groups involved in any given situation.

**Collaboration.** The BC Ministry of Education explained that IPLs demonstrate “a willingness to cooperatively share effective practices” (p. 8). INT-02 is keen to share and work collaboratively with other school district international programs. It is clear from INT-02’s comments below that he/she has a degree of collegiality with other school district international programs.

> We get along really well—often some of us that do this job have a similar personality, but not all of us—that’s for sure and I think that I have really good relationships with people from other school boards.

This finding is contextual, as INT-02 is located in an urban district with many other school districts in close geographical proximity. This creates opportunities to collaborate, as meetings, professional development events, and social gatherings tend to be relatively easy to arrange.

**Theme II: Professional Relationships and Networks are a Key Element of International Program Leadership**

INT-02 placed a strong value on relationships as the leader of the international program.
For me relationships—it affects everything you do—whether it is in your office or in another department or agents that are out there or students or people in other school districts—that is totally going to affect who you are. For me that is big—relationships are a huge impact so maybe it really has everything to with shaping and making you who you are.

Valuing relationships with the many stakeholders is a key consideration and has been identified as a priority in the sector according to the BC Ministry Education (2013): “Participants expressed the need to be sensitive to the relationships that have been built up with agents over time and the concern about having them eroded as a result of new regulatory requirements” (p. 12).

**Theme III: The Organizational Culture and Context of a School District has an Influence on International Program Leadership**

INT-02 has worked in only one school district and is therefore unable to compare organizational cultures from other school districts. INT-02 does identify the district culture on display at the school board office; however, it was clear he/she had some difficulty with this question as he/she used general terms like *collaborative* and *progressive* to describe the organizational culture and seemed to struggle to answer this question. INT-02 explained:

Essentially it is very collaborative and everyone seems to be on Team_____. And especially with the majority of us being under the same roof. There is a sense of team—you don’t have a lot of the departments working against each other.

INT-02 also commented:

What I hear from other people is that is a very progressive school district—you
know they are always looking to try different things [and] not be afraid to move forward and go against the grain and try something. I am stumbling a little bit on this question.

It was clear that INT-02 had not considered the organizational culture of the school district and how it affects his/her day-to-day leadership practice.

**Theme IV: Managing and Resolving Conflicts over Values and Culture are Key Elements of International Program Leadership**

INT-02 described a number of conflicts he/she faces as an IPL. These conflicts occur at various levels including the individual, organizational, professional and the cultural levels (Begley, 2010a). INT-02 noted that the majority of conflicts occur with individual study-abroad agents as noted in the following quote: “Conflicts—I would say that probably the largest number of conflicts are with agents.” The issues are related to agents disagreeing with international program practices on admissions and entry into certain district schools.

A conflict occurs at the professional level where some educators in the same school district have difficulty accepting the notion of fee-paying international students due to the marketization discourse which some educators believe has no place in public education. The following passage from INT-02 expands on this notion:

Sometimes you can have some people whether it is a teacher or principal they may philosophically disagree about international education—they may disagree with students being placed in their schools. They may even be angry at me because they are not saying that they are Ministry-fundable, kind of shooting the messenger type thing, and you try to turn it around and educate them and have
them realize you are not denying a kid an education, they are just not eligible for a funded education.

INT-02 described a conflict occurring at the organizational level where an IPL must manage the issues related to students and their study permits. In 2013, the Canadian government introduced bill C-35, which makes it illegal for school-district representatives to comment on study-permit-related issues. However, that does not eliminate the conflict on this issue.

As noted below, an IPL must often respond to questions related to decisions made by the Department of Immigration, Citizenship, and Refugees Canada. Manitoba’s provincial government has recently put legislation into place to protect international students and programs. Bill 44, or the Manitoba International Education Act, “is designed to protect current and prospective international students and to institute a Code of Practice and Conduct for education providers and recruiters” (Province of Manitoba, 2013). This bill is the first of its kind in Canada and other provinces may follow suit. INT-02 explained how conflicts on study permit issues in his/her position could be challenging.

Another one that is a big conflict is that if a student has an issue with a study permit and they have not gotten it in on time and now they there has been a break in the chain and they don’t have implied status and they should not being staying in Canada and you may have to remove them from school and some of those things can be emotionally charged, but again often you are the messenger for a lot of that so you get in the line of fire [and] you just do what you can to help calm them down to point them in the right direction to find assistance or help.
Given the size of INT-02’s district, it is not unexpected that he/she manages conflicts related to district student funding and school selection. The demographic make-up of the district with many new immigrants to Canada also influences INT-02’s leadership focus in the school district.

Due to the size of the school district and international program student enrolment INT-02 does not interact with students on a regular basis and explained, “I don’t interact with students—very rarely. If I am, it is usually something negative. You are there because there is a problem.”

**Theme V: Limited Leadership Development, Training and Succession Planning in the International Education Sector**

INT-02 described a key issue regarding professional development for the CUPE staff in the international program. INT-02 said that the issue is that “we (IPLs) do a lot of Pro-D for ourselves as leaders even if it is just sitting around chatting with colleagues. Our clerical staff are kind of just floating out there on their own and they need to have a better network.” This care and concern for the growth of international program staff is a consistent theme in the data.

Succession planning in INT-02’s school district was not given a great deal of attention, given the age and stage of INT-02 and his/her assistant manager. They are both at an early stage in their career and therefore INT-02 has not developed a clear succession plan. INT-02 is, however, sharing information freely with his/her assistant manager in the event that one or both move on to a new position.

**Overarching Theme**

INT-02 leads his/her department in a large and diverse school district. This
strongly influences his/her leadership of the department. Upon the inception of the international program, the school district senior management team made the decision not to provide home-stay or custodianship services. This created a service-delivery model where the international program is responsible mainly for admissions, marketing and recruitment, and the vetting of international students to determine whether they are eligible for BC Ministry of Education-funded education or whether they are fee-paying. As INT-02 noted, he/she does not meet students frequently and if he/she does it would be under circumstances where there is an important issue for the student.
INT-03 Case Report

Setting:

INT-03 is the IPL of an international program in a large and diverse school district in a metropolitan area. This particular school district had over 20,000 students (FTE) and approximately 1,000 international students (FTE) at the time of the interview.

Background of Leader:

INT-03 has been in his/her current position since 1997. Between 1997 and 2008 INT-03 reported to the associate superintendent in the school district. In 2008, he/she began reporting directly to the superintendent. INT-03’s background is in the public K to 12 education sector. He/she has teaching experience in Saskatchewan, British Columbia, and Japan. INT-03 started his/her career in a public high school in Saskatchewan, teaching English and history. INT-03 also taught in adult education programs in Saskatchewan, and worked for the Ministry of Education as a literacy and adult education consultant. INT-03 worked for a number of years in alternative programs for youth who were having difficulty with either attendance or behaviour. INT-03 was a program administrator for an alternative education program in __________ and a counsellor in adult education. INT-03 taught in Japan for three years as a member of the Japanese Exchange Teaching Programme (JET), a program sponsored and funded by the Japanese Ministry of Education. When INT-03 returned to Canada, he/she was soon employed by _________ School District in their international program. INT-03 commented, “I think I was able to get that position in part because I had experience living in Japan and working in a different culture.” INT-03 has a bachelor of education and a master’s in educational administration.
Theme I: The Phenomenon of International Program Leadership is Contextual

Responsibilities as Leader

• Provides advice to senior management regarding the international program
• Responsible to direct support network set up for students
• Oversees promotional aspect of the international program
• Overseeing marketing and recruitment
• Manages internal process about application process and receiving fees
• Placement of students in schools

INT-03’s IPL responsibilities are congruent with the areas Player (2011) identified in his review of the Qualicum School District No. 69 international program. INT-03 is “responsible for all aspects of the program including recruiting, student placements, marketing, liaising with schools, and board office budgeting, signage and agreements, linking with IPSEA and CAPSI and the overall operation of the program” (p. 6). INT-03 is the manager of a large international program and the areas of responsibility are congruent with the description by IPSEA (2015):

The program administrator has overall responsibility for the international program. This includes recruitment, admissions, home-stay administration, and school liaison. The administrator does planning and budget preparation for submission to his/her supervisor, market analysis and recruiting, program development and oversees program delivery, as well as support service development and delivery for students in the district (including admissions, administration of the home-stay program, and student follow-up). The administrator’s office has clerical staff and often coordinators and managers
whose responsibilities tend to be divided according to whether they are regular
district staff or exempt or excluded staff (though there can be significant
crossover, depending on circumstances, roles and responsibilities and workloads).
The administrator and IE staffs work with schools and senior administration to
develop the international program. A larger program employs staff in ratio to
student enrolment. In BC a larger program can exceed 1,000 FTE students. (p. 9)
INT-03 does not administer a home-stay program but works with several home-stay
companies to provide this service to students.

As Erickson (2003) stated, establishing and implementing policy on the admission
of non-resident students and other revenue-generating programs has been the
responsibility of individual school districts in BC. With a large program of over 1,000
students, this is an important element of INT-03’s position.

Neither INT-03 nor any person employed by the school district has custodial
responsibilities. Given the large population of the international program in INT-03’s
school district, it would be unreasonable for the district to expect INT-03 to provide
custodial services to students.

**Structure of INT-03’s International Program:**

- Manager (leader-in-charge)
- Program coordinator
- 5 Administrative assistants (CUPE) with second language capabilities
- Full-time district counsellor
- 2.0 Multicultural worker (CUPE)
- 3 part-time multicultural workers (CUPE)
• 3 District advisors (itinerant) each at 0.8 FTE
• Does not operate a home-stay program
• Does not provide custodianship services

As noted, the school district does not provide home-stay services. INT-03 explained, “Home-stay is a big thing for us and I have not even talked about it that much—we don’t have in-house home-stay in our program and we have partnered from the beginning with ______ and they are the main home-stay provider for our kids.

INT-03’s use of a service provider is not uncommon in large urban school districts. The home-stay provider that INT-03’s school district uses is a well-known public institution in BC; the arrangement between these two institutions is long-standing and seems to be mutually beneficial. However, as Wong et al. (2010) noted, “The home-stay industry remains largely unregulated with multiple private organizations or Canadian relatives providing this service” (p. 241).

INT-03’s school district has an effective method of managing unregulated home-stay placements that are not deemed suitable. INT-03 explained, “When a student is not living in a situation that we approve of, we send them to ______ home-stay and we can make it conditional that they must sign up with them if we need to have that happen.”

One ongoing challenge that INT-03 manages on a day-to-day basis is the large number of students in unregulated home-stay arrangements. He/she stated:

We find that more than half of our students are not in the ______ home-stay program. In our city, a lot of our students come to us because of family members here or relatives so we have a lot students staying with relatives or friends of the family or other kinds of private arrangements so this both a good thing and one of
biggest challenges on the support side ensuring that proper living arrangements exist for each child.

Wong et al. (2010) and the BC Ministry of Education (2013) have identified inappropriate living arrangements as an area of risk for international students. INT-03 noted this risk and in his/her leadership practices aims to mitigate this ongoing issue. INT-03 commented, “One of our big issues here is inappropriate living situations for students.

It is clear that INT-03 has a myriad of duties that occur on a typical day in the office. These duties concern communication with staff and working with school district advisors to solve a variety of issues related to student behaviour as explained in the following passage:

A typical day when I am working is probably coordinating with our office staff here to find out what is going on for them with [how] inquiries are going or how applications are going. Then probably I’m dealing with some placement of students—that function is partly with me and I am probably attending an internal meeting or two to discuss international education or contribute in some way. Talking with one or more of our district advisors to talk about any issues we might be looking at in terms of student support and they tend to tell me just the extreme situations of student behaviour or other kinds of issues they are facing that are inappropriate. One of our big issues here is an inappropriate living situation for students.

Communication with study-abroad agents, parents, and staff is a key focus of INT-03’s leadership practice. On a typical day, as INT-03 noted, “I’m also in regular
communication with some of our agents, [and] parents or [I] field questions within our organization about enrolment, staffing or other matters.”

This situation is congruent with IPSEA’s (2015) comment that the key to the success of any framework is regular communication. “The international office should develop a communications plan that details the nature of, and schedule for, regular communications between the office and the various international education stakeholders in the school/district” (p. 20).

Given INT-03’s school district and the fact that the international student enrolment is one of the largest in BC, it is not surprising that he/she has limited direct interaction with students. INT-03 noted, “I have very few interactions with students—almost none. In a typical day I don’t have any.” However, he/she does engage in regular discussion with other school leaders to ensure that adequate spaces are available for international students. INT-03 said:

School administrators and I are talking a lot about enrolment and capacity, and we have a lot of budget pressures in our district right now, and in our province about class size restrictions which affects space possibilities for international students.

An important initiative led by INT-03 was lobbying internally for positions to better support students during periods of program growth (student enrolment) and he/she noted, “My colleagues and I strategized about how to lobby for what was needed—we drafted the arguments, then I was able to take it forward to make a compelling argument to senior management to, in turn, gain trustee agreement.” INT-03 recognized that a critical aspect of his/her position is to ensure that positive communication occurs regularly with senior administrative staff and trustees (IPSEA, 2015).
INT-03 seemed dissatisfied that the school district does not have an internationalization strategy as described below:

There is talk about internationalization of your district and you know—some of our district, as from time to time we try to say that we are interested in doing that, even though it is so cash-strapped that the district cannot divert the funds that would be needed to meaningfully offer exchange opportunities.

Internationalization strategies (Knight, 2004; Waters, 2009) are becoming increasingly common in K to 12 public school districts and IPLs are often leading these initiatives. Kootenay Lake School District recently conducted a strategic internal review to support the development of an internationalization strategy at the school district level (Kootenay Lake School District, 2015).

**Theme II: Professional Relationships and Networks are a Key Element of International Program Leadership**

INT-03 stressed the importance of professional relationships in his/her daily leadership practice. The British Columbia Ministry of Education (2013) identified the importance of professional relationships as a key component of international program leadership. The need to be sensitive to the relationships that have been built up with agents over time was a consistent theme (BC Ministry of Education, 2013). INT-03 explained, “They’re [the] key (relationships)—they’re the basis of my work here. My way of providing leadership is to be collaborative with professional colleagues, and to think of what we might do together, not just I.” Given INT-03’s role as an IPL for the school district’s international program, collaborative relationships across the district and outside the school district area are a critical aspect of his/her international program
leadership. INT-03 elaborated that, given the sometimes controversial and misunderstood nature of international programs, professional relationships are “pretty important in this role because the international student program is a little controversial and not as accepted because it is not the primary main focus or purpose of our organization.”

INT-03 described his/her role as a mediator and spokesperson:

So our role is to . . . I think my role is to be a kind of positive spokesperson or advocate for having international students hosted in our schools, but by the same token I need to hear and respect the opinion of other educators who are not supportive and are not going to be supportive. And still work within those kinds of ideas—so for example I go out to meet with staff committees at different schools.

INT-03 offered an interesting perspective on collaboration with other IPLs and noted, “Maybe oddly sometimes I often feel closer to my colleagues in other school districts than I do to some in my own district in many ways because they are going through some of the same experiences.” Due to the specialized nature of the position in a K to 12 public school district IPLs may have more in common with their peers in other districts, despite the contextual nature of the position in a school district.

**Theme III: The Organizational Culture and Context of a School District has an Influence on International Program Leadership**

INT-03 described the school district as conservative and characterized by tense relationships with employee groups. INT-03 explained that it is political:

We find in our organization and in my role in this program we have to be fairly media savvy. We have a fair bit of spotlight with the media. Our school district does and our
board does and from time to time our program does.

INT-03 identified the value of understanding one’s own school district culture. He/she explained, “I think that is a very important part of what a leader is to take a read on your organization and figure out how to get things done.” Similarly, Schein (2010) observed that for a leader to engage organizational members, he or she must be able to understand the organizational culture.

**Theme IV: Managing and Resolving Conflicts over Values and Culture are Key Elements of International Program Leadership**

INT-03 examined several conflicts over values that he/she experienced in his/her leadership role. These conflicts range from standard disagreements on policies and guidelines to more complex issues related to the standard of care owed to non-resident students studying in his/her school district. The majority of these conflicts occur either with local custodians who are not affiliated with the school district, or parents of international students who may or may not be residing in Canada. INT-03 described three areas of conflict in the following statements. The first is regarding private custodians or relatives of students who may have conflict with the INT-03 on a wide variety of issues as follows:

OK so one kind of conflict is members of the public who are custodians or relatives of students may have some things they don’t like about what we are doing. That would come to me eventually. Those would be things like—they may not like our refund policy so I may need to explain our refund policy to someone that is dissatisfied with it.

INT-03 also described a difficult conflict with a parent who refuses to come to BC to
support her child with a mental illness:

    The conflict was we were asking a parent to come here from overseas, because their child, our student, was not attending school and was experiencing mental health issues.

A third issue is the case of absentee parents of elementary school students. Parents are required by school districts to be in Canada to support their elementary-school-aged children, but often it comes to the attention of INT-03 that the parents are not in BC.

    And so what we deal with there is I guess a cultural difference is absent parents of elementary students. We have it in two ways in that way. Our international program and I am also consulted by our elementary principals when they have local students or Canadian or landed immigrants and they find out the parent is not around and what to do in that situation—these are difficult cases for us to solve.

Each of these examples is complex and requires sophisticated leadership skills from the INT-03. The CAPS-I Critical Incident Guide (2013) reinforced the notion from INT-03 that the conflicts he/she manages are complex and since parents are rarely with the students in Canada:

    Any critical incident experienced by a domestic student can be experienced by an international student and will in most cases occur without the support of their immediate family. When the student involved in such a situation is an international student, additional considerations and actions are necessary. (p. 1)

**Theme V: Limited Leadership Development, Training and Succession Planning in the International Education Sector**
Succession planning is recognized in the literature as something that schools generally do not do well. Hargreaves (2005) noted, “One of the most significant events in the life of a school is a change in its leadership. Yet, few things in education succeed less than leadership succession” (p. 1). This is recognized by INT-03 in his/her organization. He/she explained, “It is not a thing our district does well—this is not just international education, but any area of our district—it is a district weakness. No idea why.”

**Overarching Theme**

INT-03’s context in a large urban school district influences his/her leadership practice. INT-03 has limited direct interaction with students and spends the majority of his/her time working with staff from the international program office and other school district employees in the schools and at the board office. INT-03’s experience in the public education sector forms the basis of his/her leadership practice. I observed that INT-03’s answers to the interview questions were lucid and engaging. The overarching theme that emerged from the data was related to the INT-03’s role as an advocate for the growth and development of the international education department in the larger school district context. INT-03 described a general concern that the school district did not understand or value international education and therefore it was a large part of his/her role to demystify the program and ensure that members of the school district community understood INT-03’s department.
INT-04 Case Report

Setting:

INT-04 is the IPL of an international program in a small school district in a rural area. This school district had over 1,500 students (FTE) and approximately 50 international students (FTE) at the time of the interview.

Background of Leader:

INT-04 graduated from UBC with a bachelor of commerce in marketing and advertising and subsequently went into private business for a brief time. INT-04 then became a teacher in BC and was involved in career education and counselling. INT-04 completed a master’s degree in counselling and a doctorate in educational leadership. In addition to career education, INT-04 worked in alternative education in his/her current school district. INT-04 continued to change positions and eventually became a vice principal. During this period as a vice principal, INT-04 volunteered to create an international program.

Theme I: The Phenomenon of International Program Leadership is Contextual

Responsibilities as Leader

- INT-04 explained that providing vision is the main responsibility as leader of the international program.
- Designing the program is identified as a key component of his/her responsibilities as leader.
- INT-04 focuses on managing, promoting and recruiting students, along with the administration of the program.

According to INT-04 the district has provided him/her with a great deal of autonomy
to manage and lead the program. INT-04’s IPL responsibilities are broad due to the size of the program and limited staffing. IPSEA (2015) described the responsibilities of a director who manages a small international program as follows:

The program administrator is responsible for all aspects of the international program. They carry out the duties independently and/or with assistance from staff in the schools. They handle admissions, home-stay administration, academic advising, counselling, and school liaison. For these duties, the program administrator works closely with the principal, counsellor and the ELL instructor in each of the schools that has international students; meets with these colleagues daily on an informal basis, and weekly on a formal basis. The program administrator also does planning and budget preparation for submission to their supervisor, market analysis and recruiting, program development and oversees program delivery, as well as support service development and delivery for the international students in the district. The small international program typically can enrol 50 to 120 students. (p. 8)

In his review of the Qualicum School District No. 69, Player (2011) described the role of leader as “responsible for all aspects of the program including recruiting, student placements, marketing, liaising with schools, and board office budgeting, signage and agreements, linking with IPSEA and CAPSI and the overall operation of the program” (p. 6). These responsibilities are consistent with INT-04’s areas of responsibility. INT-04 also has the responsibility to establish and implement policy on the admission of non-resident students and other revenue-generating programs that were identified as a key responsibility of school districts by Erickson (2003). INT-04 has custodial
responsibilities for all international students in the school district.

**Structure of INT-04’s international program:**

- Director (leader-in-charge)
- Home-stay manager
- 0.2 Administrative assistant (CUPE)
- Operates home-stay program
- Provides custodianship

INT-04’s school district provides home-stay services. INT-04 explained, “One of the limitations of the program is finding enough quality home-stays—not just finding them, but sustaining them for at least a couple of years, as most home-stay families burn out after a while.” At present, home-stay departments in international programs are not regulated in a standardized manner and this oversight is not conducive to positive physical and emotional health outcomes for international students (Wong et al. 2010). INT-04 noted, “I am less patient with some of the home-stays than _____ (home-stay manager) is, but fortunately I don’t have to deal with them directly that often.”

As the leader of a small international program, INT-04 tends to have responsibility for all aspects of an international student’s experience and does not have a large staff. INT-04 stated, “This year, we also got one day per week of clerical time, which is a bit awkward because clerical needs seldom happen all at once. I still have to deal with things like study permit extensions or evaluation myself.” As an IPL of a small program, INT-04 has broad responsibilities, but for a limited number of students.

A typical day for INT-04 includes a considerable amount of time in front of a computer managing communications such as email to overseas agencies as per the
The BC Ministry of Education (2013) recognized that IPLs must be sensitive to the relationships that have been built up with agents over time. In terms of interactions with individuals from outside the school district it seems that INT-04 has many visiting agents from outside Canada. The quote below explains a typical agent visit:

Most of the encounters outside . . . would be visiting agents. One agent visited the other day; there was another one came on Monday. We show them around the school and take them for lunch and do the little _______ tour.

INT-04 also responds to a number of school-based issues regarding students and staffing at the school level. INT-04 stated, “I often find myself responding to administrative and staff issues that are related to international students and dealing with a myriad of school issues.

INT-04 was candid in his/her assessment of international program leadership in his/her context. INT-04 described the difficulty that he/she has experienced with study-abroad agencies sending students to Canada that have emotional or behavioural problems. For example:

______ when she was in charge of the _____ office in Hong Kong, they would sometimes try to send students who were having emotional problems or
behavioural problems—Canada is not a dumping ground for these students and the commission is not that important.

This is an area Wong et al. (2010) do not discuss in their analysis of home-stay students at risk. International students come to British Columbia with a variety of previous experiences and some may be designated at-risk prior to arrival.

INT-04 recognized that international students have the capacity to create learning opportunities for local students and teachers in the school district. It is clearly a frustration to INT-04 that this is not currently occurring, as he/she explained, “I want the teachers to better understand who these students are and what they represent in terms of their countries and cultures.”

An internationalization strategy in the English program is one suggestion that INT-04 has to improve outcomes for all students and that is an example of international program leadership. INT-04 stated, “In my opinion, they need to internationalize their English programs—get the kids talking about themselves and their culture and promote comparative studies.” This focus is becoming more prevalent at the K to 12 school district level. Kootenay Lake School District recently conducted a strategic internal review to support the development of an internationalization strategy at the school district level (Kootenay Lake School District, 2015). The Alberta government’s K-12 International Education Handbook (2012) suggested that “to adopt a holistic approach, the school authority must be prepared to play a leadership role and develop an overarching vision set of goals, and overall plan for internationalization and an internationalization strategy” (p. 49). INT-04 has made efforts to provide a leadership role, but so far has not had positive results.
Theme II: Professional Relationships and Networks are a Key Element of International Program Leadership

INT-04 described the difficulty he/she has maintaining positive relationships with study-abroad agencies:

It is sometimes the struggle to have good relationships with your agents, but it is important given all of the options these days. I sometimes struggle with that because I don’t care for or trust some of the agents.

Trusting these agencies seems to be an issue for INT-04, but he/she works with them due to the competitive nature of the K to 12 international program sector in BC. He/she described one region (Mexico) as particularly difficult to find an agent where he/she feels the professional relationship is mutually beneficial. INT-04 stated, “I have yet to find a really good compatible agent there and I have worked with quite a few of them.”

INT-04 described the challenges that he/she has in working with teachers:

Professional relationships with the teachers are essential, but as anybody who has been in administration knows, that can be a real challenge at times because people don’t necessarily share the same view of the world, but you have to be respectful.

INT-04 views his/her role in the same manner in which IPSEA (2015) commented, “The administrator will likely encounter some commonly held concerns about international education. These include perceptions and attitudes towards international students that are based on poor information or negative stereotyping of foreigners” (p. 7).
Theme III: The Organizational Culture and Context of a School District has an Influence on International Program Leadership

INT-04 has been an educator in the _____ school district for over 30 years. Therefore, he/she has a clear opinion on the organizational culture of the district based on his/her experiences. INT-04 noted, “My school district likes to think that it is a very progressive district, but with a staff where so many teachers have been around for a long time, I think it is safe to say that in many ways it is a very traditional culture.” INT-04 elaborated, “I get the sense that there is a little bit of a tendency in the district to be borderline xenophobic. It has been my observation that too many people in the system don’t really see that there is a big world out there.” Xenophobia embedded in a school district culture would be a challenge for an IPL to manage.

The influence of the school district’s organizational culture on INT-04’s leadership practice is perceived as negative because:

When political decisions are made, especially with no input from me, it makes my job one of constantly adapting to the changes and that includes anything from choosing a four-day week to introducing tutorial programs.

INT-04 was candid in his/her comments on the school district and had strong opinions in this regard.

Theme IV: Managing and Resolving Conflicts over Values and Culture are Key Elements of International Program Leadership

INT-04 identified one conflict in the individual arena (Begley, 2010a). This conflict is over values that he/she maintains and is related to previous responses regarding organizational culture in the school district and professional relationships with
teachers as expressed in the passage below:

The biggest conflict is getting teachers to have more appreciation for what an international student is. This has been a goal of mine. I want both the school and the community to have a better appreciation of these young people who have come from all over the world to study in the _______.

This conflict will be difficult to overcome based on the context. However, it is clear that this is an important aspect of his/her international program leadership as this sub-theme of trying to get educators in INT-04’s community to understand and appreciate international students and what they contribute to the school and community (Government of Alberta, 2010).

A conflict in the professional arena (Begley, 2010a) is the concern INT-04 has about the BC Ministry of Education and its perceived interference in BC’s international program leadership. INT-04 stated:

After a recent presentation by the Ministry team at an IPSEA I felt really worried they were going to stifle our programs. In my opinion, the Ministry did a good job of stifling the business company initiatives despite a lot of programs coming up with great ideas.

INT-04’s concern is connected to his/her professional autonomy and the perception that the BC Ministry of Education is going to limit the autonomy of INT-04’s program—something that INT-04 values, as previously mentioned. The BC Ministry of Education (2013) seems to recognize this concern and commented that:

The Ministry also recognizes that, with continued growth in the size and complexity of the sector (international education), there is a need to create the
right types of policies and regulations that will mitigate risk without impeding the sector’s entrepreneurialism. (p. 1)

As the leader of a small international program, INT-04 manages value conflicts in the cultural domain on a regular basis because he/she interacts directly with international students. Begley (2010a), along with Lumby et al. (2009), found that value conflicts in the cultural domain are increasing in North American society:

One of the most obvious outcomes of increasing cultural diversity in our communities is a broader range of social values, some of which are not compatible with each other, and a subsequent increase in the frequency of culturally based value conflicts that require attention. (p. 31)

INT-04 provided an example of a disagreement between a Korean and a Japanese student:

The goal was to get the girls to sit down and do some conflict resolution.

Unfortunately this did not work in this situation because neither one of them were willing to confront the issues. I often run into similar situations with the Chinese kids, especially with the girls. To admit fault or openly discuss issues seems to be very difficult for them.

INT-04 takes an active role in counselling students and working to resolve issues that may occur. Popadiuk (2009) recognized this is an important role in a school setting because:

Counsellors who know how to engage international students early on and regularly in an open, trusting and empathic relationship and how to connect students to peers provide an important function in these students’ lives.
Counsellors who maintain a compassionate stance towards the challenges the students face open up the potential for future interaction with adult school personnel who may be the only source of added input and support the students can rely on in the host country. (p. 240)

Theme V: Entry Into the K to 12 International Education Sector and Succession Planning

INT-04 offered an interesting perspective on how individuals get into leading international programs. In INT-04’s case it was by necessity. The school district wanted to start a program and he/she volunteered. This would be an unusual career path these days given the growth and development of these programs over the past 15 years. INT-04 explained:

I think people get into international ed. for various reasons. They sometimes come from [the] private sector or from post-secondary. At other times they end up in international education as a result of an administrative shuffle. In my case, it was a response to a need.

Succession planning is historically something that school districts do not do very well (Hargreaves, 2005). In an international program context in BC, Player (2011) also identified this as a problematic area. However, in INT-04’s situation the district is reviewing options a full two years prior to his/her retirement. INT-04 reinforced the notion that relationships developed and the conflicts managed by IPLs are two key aspects the school district should consider in succession planning:

One of the concerns about my eventual departure, at least from [the] senior administration perspective, is who is going to take over the program. As you
know, so much of what we do is based on relationships and one’s ability to think through complicated issues.

**Overarching Theme**

As an IPL in a small school district, INT-04 represents an example of an experienced leader with a clear sense of the organizational culture of the school district. INT-04’s background in education and business is unusual in the BC context, as is his/her doctorate in education.

INT-04 spoke openly about the limits of the conservative school district culture. INT-04 was clear that the professional relationships with agents, home-stay families, and teachers caused difficulty from time to time. As an IPL in a small district, INT-04 dealt with two main areas: (a) email communications with agents and school staff, and (b) direct contact with students to support them in a variety of issues. Given the size of the program and the limited staff available, INT-04 is responsible for a broad range of services for students and the school district.

An overarching theme in this interview was INT-04’s desire to ensure that the school district creates opportunities for students and staff to learn from international students as a means to internationalize the school district. INT-04 expressed frustration with the conservative nature of the school district. INT-04 reinforced the notion that school district staff had a difficult time understanding the value orientations of international students from outside Canada.
INT-05 Case Report

Setting:

INT-05 is the IPL of an international program in a large school district in an urban area. This particular school district had over 18,000 students (FTE) and approximately 900 international students (FTE) at the time of the data collection.

Background of Leader:

INT-05 characterizes his/her entry into the international education sector as serendipitous. However, INT-05 did have international experience and a second language that may have contributed to his/her entry into the sector.

It was sort of happenstance to be honest. I was working at _____ and I worked my way through university at ______ and a position came up and I had just come back. I was a mature student and I didn’t go to university until I was 26. And in my last year I went on a field school to Chile because I was a Latin American studies major and funny because that is how I met my _______.

INT-05 attributes having a second language as one of the key reasons that he/she was able to enter the international education field. “It was one of the reasons I got the original position with _____ was I had the Spanish language skills and my cultural awareness and they realized I had a passion for the area.”

INT-05 initially worked for several post-secondary institutions prior to securing employment in the K to 12 sector. This route into the K to 12 sector is relatively uncommon in BC. INT-05 described this entry as an anomaly in the K to 12 sector. INT-05’s pathway to the current position is described below:

When I came back and I had graduated, there was an opening in _____
international and they needed a Spanish speaker and they were doing a lot of work in Chile with training projects with the mines so I got the position so I worked with them for over a year, almost two years and while I was there I also got to know the person in charge of marketing. They also started to have me help out with marketing. Then the position came up at _____ the Faculty of Business marketing manager and then I obtained that position. The manager for the whole department left after a few years and they asked me to fill the position so I became the manager of International Recruitment for the Faculty of Business at ____ and this position came up and I ended up here in ________.

INT-05 has a bachelor of arts and completed a joint major in Latin American studies and communication. INT-05 has completed numerous workshops in public relations as well as business and marketing. Currently, INT-05 is pursuing a master’s in leadership.

**Theme I: The Phenomenon of International Education Program Leadership is Contextual**

**Responsibilities as Leader:**

- Leadership of the program
- Making recommendations to senior management
- New program development
- Overall program strategy and marketing strategy

INT-05’s responsibilities are consistent with the areas Player (2011) described in his review of the Qualicum School District #69 international program. INT-05 is “responsible for all aspects of the program including recruiting, student placements,
marketing, liaising with schools, and board office budgeting, signage and agreements, linking with IPSEA and CAPSI and the overall operation of the program” (p. 6). These responsibilities are particular to INT-05’s context. As Erickson (2003) stated, the responsibility to establish and implement policy around the admission of non-resident students and other revenue-generating programs has been the responsibility of individual school districts in BC. INT-05 does not have custodial responsibilities. INT-05 reports to an associate superintendent and also has a director of instruction that supports the registration of students in the schools. INT-05 is responsible for a large budget of 13 million dollars. IPSEA (2015) described responsibilities for a large international program as follows:

The program administrator has overall responsibility for the international program. This includes recruitment, admissions, home-stay administration, and school liaison. The administrator does planning and budget preparation for submission to his/her supervisor, market analysis and recruiting, program development and oversees program delivery, as well as support service development and delivery for students in the district (including admissions, administration of the home-stay program, and student follow-up). The administrator’s office has clerical staff and often coordinators and managers whose responsibilities tend to be divided according to whether they are regular district staff or exempt or excluded staff (though there can be significant crossover, depending on circumstances, roles and responsibilities and workloads). The administrator and IE staffs work with schools and senior administration to develop the international program. A larger program employs staff in ratio to student enrolment. In BC a larger program can exceed 1000 FTE students.
This would be consistent with INT-05’s areas of responsibility given the size and scope of the international program.

**Structure of INT-05’s International Program:**

- IPL
- Marketing manager
- Program coordinator
- Marketing manager (contract)
- Four administrative assistant admissions (CUPE)
- District counsellor
- Four international student support workers
- Does not operate a home-stay program
- Does not provide custodianship

INT-05 provided a clear description of the structure of the international program in the school district. It is a large school district with many international students and one of the most sophisticated international programs in British Columbia. INT-05’s description of the roles in the department is helpful in understanding the level of sophistication:

I have a staff of 12 that report directly to me. I lead a group of eight vice principals from the schools because every school has a vice principal international and we have teachers who receive non-enrolling blocks so I also lead a group of what we call international student liaison who are teachers that receive non-enrolling blocks to support our students. I report to the associate superintendent.
She is the one who is overall in charge of international and then I have got a marketing manager who is in charge of the marketing. You know I am very fortunate; it is a big program so I have a program coordinator and a contract marketing person. One is in charge of Europe, one Latin America, and one Asia. So I have divvied up the markets for various reasons. Then I have four clerical staff—admissions—all the paperwork. Then I also have a district counsellor that helps for developing workshops for students and that meets with older students that liaises with the counsellors and does the credit transfers and I also have four international student support workers and each are assigned two secondary schools. We have eight secondary schools in the district as well as support for students and parents in our elementary school program.

The school district does not provide home-stay services. INT-05 explained how he/she is working with the organization that provides home-stay services to help them understand that high school students need additional support:

We are sort of training them and reinforcing the message that these are not adults—these are minors so we need to handhold a bit more and I am fortunate that any gap they had I meet up with our international student support workers so there is room for improvement. I think they can do a little bit more handholding.

This is consistent with Wong et al. (2010) who noted that at present, home-stay departments in international programs are not regulated in a standardized manner and this oversight is not conducive to positive physical and emotional health outcomes for international students.

In this large international program, INT-05 spends the majority of time interacting
with international program staff and other school leaders in the school district. INT-05 described a typical day as follows:

If I am not out marketing, my day is people walking into my office asking me questions about admissions, student issues, as well about markets. Or it is the assistant superintendent or superintendent—they have been asked something by the trustees or they have a question about the program and want my feedback. I am also in charge of admissions so I do all the placements and that is very . . . it is a balancing act and we have limited space and we do admissions as a committee.

This description demonstrates the high level of consultative work that INT-05 engages in on a day-to-day basis. This consultative work in INT-05’s case is consistent with Gitell’s (2003, 2009, 2013) theory of relational coordination which demands high quality communication, supported by shared goals, shared knowledge and mutual respect.

IPSEA (2015) and Player (2011) noted communication with school district staff to be a major element of international program leadership. INT-05 carries out a number of liaison duties. For example, communicating international program information in a timely manner to various stakeholders in order to maintain their involvement with, and/or support for, international education (IPSEA, 2015). In Player’s review, he identified poor communication as a fundamental issue for the international program leadership in Qualicum and effective communication is a priority for INT-05.

INT-05 has a large international program with many stakeholders to serve. As a result, the demands on communication are intense. These demands do not subside when he/she is travelling abroad on marketing and recruitment trips and INT-05 must continue keeping pace with emails as noted in the following passage:
I do what I need to do all day and then I go back to the hotel and do my work here. I don’t put an “away” message on—I never do so. I am still doing the work from here so it just doesn’t stop. So at times I have put a message that my response may be a bit delayed, but I try not to as it causes confusion and it is better that I deal with the question because even though I am not responsible for the markets, I was the initial person building the different markets so agents still contact me.

The consultative work of INT-05 does not stop when he/she leaves the country to engage in marketing and recruitment. INT-05 must work in two time zones—Canada and the region where he/she is located. High quality and timely communication are critical aspects of INT-05’s work as an IPL. The IPSEA guidebook (2015) stated:

Key to the success of any framework is regular communication. The international office should develop a communications plan that details the nature of, and schedule for, regular communications between the office and the various international education stakeholders in the school/district. (p. 13)

INT-05 works with students if they are experiencing challenging issues. INT-05 is relied upon to manage serious issues pertaining to international students. School-based staff defer to his/her expertise once an issue is deemed to be beyond repair at the individual school level.

Yes, usually what happens are student issues are school-based and they percolate to become much more serious; then I become in charge of the issue and I work closely with the vice principal. I am involved with students that are facing some kind of serious challenge.
The CAPS-I Critical Incident Guidebook (2013) is a helpful resource for IPLs when managing challenging issues with international students. Since they are usually in BC without parents, they require additional support from INT-05 to ensure that their needs are met. Similarly, INT-05 explained that as an IPL, he/she must act as a diplomat and mediator. INT-05 has many disparate groups to serve, as described in the passage below:

Diplomacy—you are a diplomat—you are a mediator. So you have got the schools on one side, you’ve got the parents on the other side; you’ve got the agents on the other side; and you have your staff on the other side; and you have the student in the middle. One, you have to be a diplomat and you have to be a mediator.

Hodgkinson (1991) explained that school leaders generally make decisions from a rational value-based perspective, aiming to build consensus. In the values paradigm, Hodgkinson described school leaders as politicians or pragmatists. INT-05’s self-described role as a diplomat or mediator is congruent with Hodgkinson’s notion of a school leader’s actions being based on rational motives as a means to build consensus.

INT-05 manages four international student support workers. Each of these individuals immigrated to Canada recently and English is a second language. INT-05 stated that this experience “is neat, but from a management perspective, you are leading a diverse group of people which makes it very interesting.” INT-05 leads a large international program and they have the resources to add staffing of this nature.
Theme II: Professional Relationships and Networks are a Key Element of International Program Leadership

INT-05 described professional relationships as a key element of international program leadership.

I think “international” is all about relationships. The reason why they are important is because you have so many stakeholders involved and you have a variety of individuals supporting the student, be it the custodian, parent, the agent, the counsellor, the international student support worker.

INT-05 elaborated by noting that all the key individuals involved in supporting students need to have a voice and be heard by the international program department and leadership. INT-05 explained, “It is all about relationships because each of those people has a voice and plays an important role—without them you don’t have a program.” The importance of good professional relationships with a large number of stakeholders including agents, natural parents, school-based staff, home-stay families, and study-abroad agents is a consistent theme in the documents under examination in this study (British Columbia Ministry of Education, 2013; Government of Alberta, 2010; IPSEA, 2015; Player, 2011; Popadiuk, 2009). It is recognized that “international education in British Columbia is a highly complex sector involving methods of operation that can be both similar and different, depending on the contextual variables or circumstances that need to be taken into account” (British Columbia Ministry of Education, 2013, p. 3).

Theme III: The Organizational Culture and Context of a School District has an Influence on International Program Leadership

INT-05 presented the organizational culture of the school district as being highly
supportive of the international program because “the culture has been to support ‘international’ and that quality always comes before quantity. They have never pushed numbers. We in the office have done it ourselves so we have been very fortunate.” In the larger school district context, INT-05 explained that the organizational culture is student-centred and that due to the multicultural nature of the school district, they may have better understanding of newcomers to Canada. INT-05 described this notion further in the following passage:

We are a very multicultural district. We are doing it with a lot of new immigrants as well so they have a better understanding of the challenges that someone coming here with little English faces, so remember there is already a culture of welcoming newcomers and supporting newcomers, so “international” kind of fits into that culture.

In reference to how the organizational culture influences her leadership, INT-05 said:

Well, one, it reinforces for myself that it is all about the kids. Also, when I am meeting with the VPs so that is sort of our value system, so when a decision is made we always think: What is best for the child? Now, we do have to balance that with what is best for the district.

Begley (2010a) noted that working in the best interests of the student is a meta-value or ethical posture that characterizes the education profession. It is interesting to note that INT-05’s school district organizational culture seems to have a strong influence on his/her decision making as described by INT-05. Further, INT-05 commends the school district for supporting the international program and investing in the organizational infrastructure to support the success and retention of international students:
I think we are lucky and we are supported by senior management, right? So they understand that you can’t just recruit the students; you have to invest in student support because if you don’t have the word of mouth you can’t recruit the student. INT-05 described the school district as supportive of the international program—the organizational culture seems to have a positive influence on international program leadership.

Theme IV: Managing and Resolving Conflicts Over Values and Culture are Key Elements of International Program Leadership

INT-05 explained that conflicts are often seasonal by nature and different types of conflicts emerge at certain times of the year. During the period when the interview was conducted, INT-05 was managing a conflict with a parent over the entitlement to a refund of program fees. This is a common conflict that IPLs manage:

The ones that do come up right now: A parent wanting a refund and thinking that they deserve a refund. So I have conflicts with parents that we deal with. I think compared to other districts I am pretty lucky. We have conflict with students, conflict with agents.

INT-05 noted that conflicts with parents of international program students may be related to program policies or they may be related to values in the cultural domain as described in the following passage:

So I had an issue with a student where we contacted the parents and said you need to take your child home—your child has some mental health issues and we are concerned about self-harm. The parents would not talk to us—they would not accept what we were saying and I have had this on more than one occasion where
they say no, they are fine, and I find that in certain cultures mental health is something not talked about and not recognized.

INT-05 expressed concern about this situation but was able to deal with it through the support of multicultural workers in the department. The management of mental health of international students remains a difficult area of international program leadership given the different ways that mental health issues are addressed in each cultural context (N. Popadiuk, personal communication, October 5, 2016). Popadiuk (2009) noted that it is crucial for school counsellors who work with international students to proactively support international students prior to their arrival and throughout the stay. INT-05 seems to be following this approach with the multicultural workers and school-based counsellors.

**Theme V: Limited Understanding or Recognition of International Program Leaders from School District Senior Management and Succession Planning**

Succession planning is historically something that school districts do not do very well (Hargreaves, 2005). However, INT-05 has a strategic district plan in place to adjust to any changes in the international program. INT-05 will not be retiring soon, but despite this, the school district has a “two-deep” guideline whereby if a leader retires or relocates, there are always two people to replace that individual. INT-05 stated, “We have done that on purpose. We are always two-deep in the district.” As a general leadership principle, two-deep is a pragmatic approach and ensures that INT-05’s international program will have sustainable leadership (Hargreaves, 2007). Player (2011) identified this as a general area of concern for the Qualicum School District, but this does not seem to be the case for INT-05’s school district or international program.

During the interview section on leadership development and training programs,
INT-05 expressed frustration with the current manner in which IPLs are valued in the organization or school district. The passage below expands on this idea:

Well we were talking about—there is no training program out there. And there is no recognition of our skill set. You know—I don’t want to be. In some places in K to 12, it is almost like, well, oh this principal here we’ll just put him or her in international. Are they a good recruiter? Do they have any marketing know how? Are they strategists? Have they worked with a diverse group of people? Are they comfortable on a plane? Do you know what I mean? So one, there is no recognition of our skill set—everyone just talks about us going on our trips—so we are just very humble and we know people are jealous of what we do. So we just keep our heads down and we work really hard and have huge amounts of responsibility. I am responsible for about 1,000 kids—minors, but I still feel a huge responsibility. I am responsible for keeping how many teachers in jobs? It is not me but the team, but I feel that on my shoulders. I think there needs to be more recognition for our skill set and for what we do and I think there needs to be more opportunities for us to develop our skill set. And I think people who are hiring for our positions need to get a better understanding of [the fact that] not [just] anybody can do this.

INT-05’s description of the general skills required to become an IPL along with the level of responsibility captures the nature of his/her unique position in the school district. The responsibility for over 1,000 students from many different countries seems to create stress for INT-05. He/she hopes that others in the school district can gain a better understanding and appreciate what occurs in the international program. IPSEA (2015)
compounded INT-05’s statement with the following:

Operating an international office within a larger organization is akin to operating a small- to medium-sized business. The administrator has to manage a budget and monitor the financial position of the operation on an ongoing basis. S/he has to interact with personnel within the school and/or the district, develop and execute an operational plan, and attend to such diverse matters as legal issues, community relations, requirements of the immigration authorities, and global economic trends. (p. 20)

INT-05 provided some comments on leadership training for IPLs, particularly post-secondary education:

I do believe you need higher education—I do feel guilty for not having completed mine long ago. I do think that you need some leadership training. I do think you need some cross-cultural or intercultural communication training. I think you need some management training and most of us are in charge of marketing—most of us are in charge of recruitment.

INT-05 does not have a background in education as a teacher and did not have a post-graduate degree at the time of the interview, but was completing a master’s degree in leadership studies. INT-05 believes completing this intellectual training supports one’s development as a leader. From a provincial perspective, the majority of IPLs possess post-graduate degrees.

**Overarching Theme**

INT-05 is an example of an IPL managing a large international program. His/her background in the post-secondary international education sector shapes his/her leadership
practice. INT-05’s career path to becoming an IPL in the BC K to 12 sector would not be considered a typical route. The majority of IPLs in BC began as teachers, then became school administrators and finally moved into international program leadership. INT-05’s context in a school district with many immigrants creates conditions for the international program to receive additional support from the school district. INT-05 has an organizational structure with multicultural workers and this is one method to provide support for students.

Two main themes for this case are discernible. INT-05 identifies his/her role as that of a mediator between many competing priorities and stakeholders for students studying in the school district. These include agents, parents, home-stay families, and school-based staff. In INT-05’s role as a mediator, he/she recognizes that professional relationships are paramount, but high levels of conflict will occur due to the nature of the position. The other main theme was the limited understanding of an IPL’s skill set and level of responsibility by other school district staff. INT-05 expressed a hope that he/she would receive recognition in this regard.
INT-06 Case Report

Setting:

INT-06 is the IPL of an international program in a medium-sized school district in a semi-urban area. This school district had approximately 7,000 students (FTE) over 200 international students (FTE) at the time of the interview.

Background of Leader:

INT-06 characterizes his/her entry into the K to 12 international education sector as a nomination process that occurred as a result of long-standing professional relationships in the school district.

Well, one of my mentors by the name of ________ was in this role and the principalship role at ________ when I was in the same role at ________. When he was getting ready to retire he nominated me for this position so the board just appointed me. I am a relationship person and this job involves relationships with host families, agents, and staff all over the world. I think that might have been the reason why the board took ______ advice.

INT-06 explained that the school district was looking for an individual who could focus on professional relationships.

INT-06’s career in the ________ school district has spanned 35 years. INT-06 has worked as a teacher, department head, vice principal, and principal in the school district. INT-05 has not worked in any other school district and was born and raised in the area. INT-05 has a master’s degree in educational administration.
Theme I: The Phenomenon of International Program Leadership is Contextual

Responsibilities as Leader

- Recruitment and marketing for school district, specifically communication via email
- Custodian for all international students in the school district
- Student discipline
- Dealing with home-stay issues

INT-06’s international program leader responsibilities are congruent with the areas that Player (2011) identified in his review of the Qualicum School District #69 international program. INT-06 is “responsible for all aspects of the program including recruiting, student placements, marketing, liaising with schools, and board office budgeting, signage and agreements, linking with IPSEA and CAPSI and the overall operation of the program” (p. 6). These responsibilities are peculiar to INT-06’s context.

INT-06 identified two key areas: (a) marketing and recruiting, and (b) student support, especially student discipline. Marketing and recruiting involves “coordinating a team of recruiters on our behalf and orienting them and bringing them up to speed on our district.” INT-06 identified student support for all international students as a core responsibility, as noted in the comment below:

> We have 400 students in our district and then the discipline that goes along with schools and working with our home-stay coordinators and working with school-based administration on discipline matters once they hit a kind of third-strike level.

*INT-06 is referring to a headcount of students, not full-time equivalent (FTE)*
Structure of INT-06’s International Program:

· District principal
· District vice principal
· Three home-stay coordinators (CUPE)
· Three administrative assistants (CUPE)

INT-06 described the structure of the international program in the school district:

We have six support staff and a vice principal and myself. Three of the support staff are home-stay coordinators—one admin assistant and two clerical. We have what we call a network of support in the schools. We have counsellor advisors with which we fund 1.0 to each high school as well as the ESL teachers. Usually [there is] about one full-time in each school and one clerical staff worker who we partly fund in each of the high schools.

The school district provides home-stay placement services for all international students. Home-stay families are divided into three zones: south, central, and north. A full-time home-stay coordinator is hired for each zone. Each home-stay coordinator is responsible for one secondary school and the feeder schools, middle and elementary.

INT-06 seemed satisfied with his/her home-stay program, but observed that a number of challenges exist, including:

We continue to be challenged being a small school district on the _____ having enough home-stays for the demands of our international kids. We also try to avoid advertising for home-stay parents. We want people to legitimately do it from their heart not just for the money so we have only recently had to advertise through our schools and our school parents groups for more home-stays because we are
starting to slip in number.

INT-06 also explained that the home-stay department in its current form is relatively new. Three years ago the school district changed from a contracted home-stay company and decided to have the school district administer home-stay services. INT-06 believes that the current model with the school district operating the home-stay program is more effective because “it gave us control over the situation and how we dealt with everything from home-stay inspections rather than contracting somebody, not always being sure that everything was done.” INT-06’s comment on contracted home-stay companies is consistent with Wong et al.’s (2010) assertion that at present, home-stay departments in international programs are not regulated in a standardized manner and this oversight is not conducive to positive physical and emotional health outcomes for international students. INT-06 declared, “In all honesty most of the job is around dealing with the challenges that come up with international students in the home-stay.”

INT-06 described a typical day away from the office and focused on his/her email routines. These routines seem to be a major aspect of his/her day-to-day work.

When I am out of the country, same email routines, but in the middle of the day I would be visiting agencies or fairs or giving seminars depending on which country I’m in, in the world or travelling between countries on trains to meet other agents.

INT-06 described a routine that occurs in the international student program office where “in the office we have regular meetings depending on the topic of the day or there may be interactions with the home-stay coordinators as part of a discipline situation that has arisen.” INT-06 spends considerable amounts of time advising on home-stay-related
matters owing to the international student population of over 400 students and the school-district-operated home-stay program. Wong et al. (2010) suggested, “The home-stay industry remains largely unregulated, with multiple private organizations or Canadian relatives providing this service” (p. 241). When a school district operates a home-stay program the IPL must ensure that district staff follow best practices as noted in the BC Ministry of Education home-stay guidelines (2015). If INT-06 does not follow best practices, the school district could become involved in a legal proceeding related to care and support of students in school district administered home-stay families. IPSEA (2015) stated:

Some items that have become legal issues for school districts in the past include:

- acceptance and dismissal procedures,
- sexual assault of a student,
- inadequate host family supervision of students,
- inadequate screening of host-family members,
- participation of students in high-risk activities,
- and issues around service interruptions due to labour disputes. (p. 46)

**Theme II: Professional Relationships and Networks are a Key Element of International Program Leadership**

INT-06 described professional relationships as a key element of international program leadership and as part of his/her philosophy as an educator, as explained below:

I pride myself on the relationships piece so as a principal in a school I looked at building positive relationships at all levels of the school, teachers, students, support staff, community, the parents. So when you move it over to the international arena it is the same thing—it is all about relationships.

The importance of professional relationships with a large number of stakeholders
including agents, parents, school-based staff, home-stay families, and companies is a consistent theme in the documents under examination in this study (British Columbia Ministry of Education, 2013; Government of Alberta, 2010; IPSEA, 2015; Player 2011; Popadiuk, 2009). The BC Ministry of Education (2013) recognized that: “International education in British Columbia is a highly complex sector involving methods of operation that can be both similar and different, depending on the contextual variables or circumstances that need to be taken into account” (p. 19).

Building positive relationships is based upon INT-06’s communication style that favours immediate feedback:

Just giving them immediate feedback and that is as simple as “Well I’ll have to research that and get back to you,” but at least they have been acknowledged. I think in that way they feel valued that you are making the most minor question important so you don’t differentiate between the levels of questions or challenges.

INT-06 again mentioned the importance of communication with the people he/she serves, particularly overseas study-abroad agencies. INT-06 identified online professional relationships as important and one accommodates this need in one’s communication style. INT-06 explained, “Some relationships too are not face-to-face and personal—they can be online and you have never met the person you have been corresponding with for five to 10 years. You have to adjust your style to accommodate that.”

As noted in the IPSEA Guidebook (2015):

Key to the success of any framework is regular communication. The international office should develop a communications plan that details the nature of, and schedule for, regular communications between the office and the various
international education stakeholders in the school/district. (p. 13)

Similarly, Player (2011) observed that if communication between stakeholders is limited it causes great difficulty for the international program and the school district. The reason behind the review of Qualicum School District’s international program was poor communication between the international program and other stakeholders, especially the home-stay families.

INT-06 identifies with the philosophy of servant leadership (Barbuto & Wheeler, 2006; Crippen, 2012; Frick, 1995; Polleys, 2002; Prosser, 2010; Sipe & Frick, 2015).

The comments below explain INT-06’s conception of servant leadership.

I think if you want to give it a name—I have always looked at myself as more of a servant leader whether serving the home-stay families, the public, your staff by getting them the information they need to do their jobs effectively. I never worked from a dictatorial leadership standpoint. Whether it was in the high schools or in this job try to make everyone on a level playing field so everyone is important and their work is important.

INT-06 explained that serving international program staff, showing appreciation, and being a good communicator are the key elements of his/her leadership practice. These elements are connected to INT-06’s conception of servant leadership. INT-06 identified his/her mother as the ideal servant leader.

**Theme III: The Organizational Culture and Context of a School District has an Influence on International Program Leadership**

According to INT-06, the organizational culture of the school district relies heavily on professional relationships that have developed over a long period. It is a
school district where limited turnover occurs amongst administrators. INT-06 explained, “We know each other very well and we go back decades and I think that lends itself a little bit to the culture of the school district.”

**Theme IV: Managing and Resolving Conflicts Over Values and Culture are Key Elements of International Program Leadership**

INT-06 presented several examples of how he/she manages conflict. INT-06 has a leadership approach that guides his/her thinking and actions on managing conflict. These are general approaches that have been developed through administrative training and experience. First of all, INT-06 believes in the value of reviewing every case on its own merit. INT-06 noted, “It is always different and no one rule applies to all and that especially applies to all cultures.” This is congruent with the CAPS-I *Critical Incident Guidebook (2013)*, which explained that inappropriate behaviours should be evaluated on a case-by-case basis with a consideration of the differences in customs and traditions of other cultural groups. INT-06 recognized that within a conflict similar patterns might emerge:

And sometimes from previous cases of a similar variety you will end up—they will be almost precedent setting so you have experienced it before, but you still have to work through and give it the time—give it the importance because these are new players; same situation—new family—new student.

An example may be the case of a student who, from a Canadian perspective, lacks basic table manners:

I can always think about a minor issue like a home-stay complaint about their Chinese boy eating with his mouth open can be an issue for some families so you
have to treat it as seriously as possible and you have to educate the student and educate the family. It is showing that you appreciate the food when you chew with your mouth open.

INT-06 expresses frustration with a one-size-fits-all approach to conflict management particularly as it applies to international students in crisis because the communication channels regarding international students can be quite complex with parents overseas, home-stay families, and agents involved. INT-06 described the actions of another member of his/her team in a time of a crisis with an international student:

He just went to this particular school’s crisis response team who started making decisions based on their framework and a lot of that stuff did not include or apply to the international student; there are other communication lines and all that so and they and those teams tend to take over a situation.

INT-06 noted that since international students are in Canada without their family, critical incidents, conflicts and difficulties occur without the support of parents and this must be a factor taken into consideration by school district teams (CAPS-I, 2013). As INT-06 stated, effective communication lines are critical and “the international office should develop a communications plan that details the nature of, and schedule for, regular communications between the office and the various international education stakeholders” (IPSEA, 2015, p. 13).

**Theme V: Limited Understanding or Recognition of International Student Programming from School District Senior Management and Succession Planning**

INT-06 identified a need in the school district, based on a limited understanding of international programs, for professional development on the nature of international
programs. INT-06 explained, “The biggest thing I think we (every district) need is greater professional development around international education for teachers and beyond that school support staff.” INT-06 suggested international program staff should be visiting schools to provide updates on how international programs operate. The IPSEA Guidebook (2015) reinforced INT-06’s commentary: “Administrators of IE programs should ensure that positive communication occurs regularly with senior administrative staff and trustees” (p. 13).

In INT-06’s school district, succession planning was not addressed in a strategic manner as noted in the following passage: “We were behind the eight ball here partly because the superintendent went on leave here as well. Some things got dropped in terms of succession planning.” Succession planning is historically something that school districts do not do very well (Hargreaves, 2005) and according to INT-06, this is the case in the school district. Player (2011) observed similar conditions in his review of the Qualicum School District. It is apparent that, in INT-06’s school district, strategic succession planning on international program leadership does not exist.

**Overarching Theme**

INT-06 relies on long-standing professional relationships in the school district as a key aspect of his/her leadership practice. These relationships developed over time as a community member, teacher, and administrator. INT-06 values servant leadership (Greenleaf, 1970) as a philosophy that guides leadership practice. This is apparent in INT-06’s leadership style. The overarching theme for the case of INT-06 is based on the relational aspect of his/her leadership style involving timely communication with international education program stakeholders. INT-06 explained that school district staff
should gain a better understanding of international programs as a means to provide better service for students.

**Case Findings**

The case findings are presented in the following section. I selected the case findings from the individual case reports following Stake’s (2006) methodology. The findings were recorded on Stake’s *Worksheet 3—Analyst’s Notes While Reading a Case* (Appendices N to S).

**INT-01**

**Case Findings**

I. As the leader of a small program, INT-01 is intimately involved in all aspects of program management including the management of all critical incidents. INT-01’s marketing and recruitment schedule is also quite heavy as he/she travels ten months per year.

II. INT-01 values professional relationships and effective communication. INT-01 presented a number of examples of how he/she cultivates these values with school staff.

III. INT-01 has experienced difficulty working in a school district culture that does not recognize and support the business-oriented nature of the international program.

IV. INT-01 highly values professional autonomy and is wary of involvement by the BC Ministry of Education and senior management of the school district. INT-01 is highly critical of senior management, particularly the secretary treasurer, for a perceived lack of understanding of international program operations. There seems to be an absence of trust.

**INT-02**

**Case Findings**

I. As the leader of a large program, INT-02 has specialized responsibilities that guide
his/her leadership practice. These are based on marketing and recruitment, and making assessments on student eligibility for BC Ministry of Education funding. This is due to the size of the school district and the decentralized model that has been developed by the school district since the inception of the program. INT-02 does not have custodial responsibilities or provide home-stay services, which limits school district liability and involvement.

II. INT-02 commented that most conflicts occur with agents related to international program guidelines on admission to schools. Some schools are more desirable and as a result there is intense competition to gain entry to these schools. Conflict also occurs about the fee-paying aspect of international programs, as some school district staff are philosophically opposed to international programs or do not understand the differences between fee-paying and non-fee-paying students.

III. INT-02’s background is particular to the BC context. INT-02 would be considered mid-career and has not been in the public K to 12 education system as a teacher or administrator. INT-02’s previous employment in a private-sector organization that promoted a subject area seemed to prepare him/her well for the marketing and recruitment aspect of international program leadership. INT-02’s post-secondary education is in business administration.

IV. INT-02 noted that miscommunication or misinformation on school district guidelines on the international program is one of the major leadership challenges. INT-02 recognizes that ensuring the people he/she serves have a clear understanding of a given situation is an important area of his/her leadership practice.
INT-03

Case Findings

I. As the IPL of a large program, INT-03 has specialized responsibilities that form his/her leadership practice—these are based on acting as an advocate or positive spokesperson for international students who are studying in the school district. This role as an advocate extends to lobbying for additional support for international students in schools. Timely communication with parents and agents is a key aspect of his/her leadership practice. INT-03 does not have custodial responsibilities or provide home-stay, which limits school district liability and reduces involvement.

II. INT-03 commented that one of his/her biggest challenges as a leader is monitoring unregulated home-stay arrangements. Approximately 50% of INT-03’s students live in unregulated home-stay arrangements.

III. INT-03 finds the majority of student-related conflicts occur with local custodians who are not affiliated with the school district, or parents of international students who may or may not be residing in Canada.

IV. INT-03’s background as a teacher in Japan in the early 90s facilitated his/her entry into the sector. This experience living and working in Japan helped INT-03 gain insight into the experience of international students living in Canada and strongly influences his/her leadership practice.

INT-04

Case Findings

I. As the leader of a small program, INT-04 has general responsibilities that shape his/her leadership practice. INT-04 is responsible for all aspects of the international program
including support with study-permit extensions. INT-04’s role leads to many interactions with students and school-based staff on areas related to student discipline and curriculum development. Communication with parents and study-abroad agents is a key aspect of his/her leadership practice. However, INT-04 has custodial responsibilities for all of the international students in the district. This places INT-04 in a position of both authority and liability in regard to student safety.

II. INT-04 commented that one of the major challenges as a leader is the lack of home-stay families. It remains a challenge to locate enough quality home-stay families to host international students.

III. INT-04 finds the majority of conflicts occur with agents where he/she may not agree with their business practices. INT-04 noted that it is more difficult to find a compatible agent in some regions than others.

IV. INT-04 described his/her strong perspective on the organizational culture of the school district. INT-04 struggles with the manner in which international students are viewed and aims to have local students gain an international perspective by engaging with international students. INT-04 plans to find ways to improve English language learning in the school district.

INT-05

Case Findings

I. As the leader of a large program, INT-05 has three main areas of responsibility: (a) managing the office in relation to admissions, (b) student issues, and (c) marketing and recruitment strategy. INT-05 also provides feedback to the associate superintendent on matters related to the international program. This may be considered a liaison role where
INT-05 provides information and support to a variety of stakeholders on the international program.

II. INT-05 commented that one of the major challenges is dealing with the mental health issues of students. INT-05 explained that this is difficult due to the variations in how cultures regard mental illness. These methods can be quite different from a BC or Canadian approach.

III. INT-05 views the IPL role as that of a diplomat or mediator. INT-05 attempts to find common ground between the various stakeholders involved in international programs.

IV. INT-05 views international program leadership as focused on human relationships. INT-05 recognizes that all the stakeholder voices involved need to be heard and that listening is an important part of an IPL’s skill set.

V. Due to the multicultural nature of the school district, INT-05 views the organizational culture as understanding and supportive of international programming.

VI. INT-05 expressed a concern that other school district colleagues do not have a clear understanding of the skill set required to be an IPL. This is a source of frustration for INT-05.

INT-06

Case Findings

I. As the leader of a medium-sized international program, INT-06 is responsible for all aspects of the international program. INT-06 deals mainly with marketing and recruitment via email correspondence, student discipline, and home-stay difficulties.

II. INT-06 commented that one of the biggest leadership challenges is locating sufficient good quality home-stay families to meet the needs of the increasing international student
population in the school district.

III. INT-06 views *servant leadership* as a philosophy that guides daily leadership practice. INT-06 identifies his/her mother’s leadership in his early years as having a strong influence on his/her own leadership style.

IV. INT-06 described strong professional relationships as a key element of international program leadership and as part of his/her philosophy as an educator.

V. INT-06 explained, “The biggest thing I think we (every district) need is greater professional development around international education for teachers and beyond that school support staff.” INT-06 suggested that IPLs should be visiting schools regularly to provide updates on the way international programs operate.

**Cross-Case Report**

The development of the cross-case report followed Stake’s (2006) methodology closely, including the use of his worksheets one to five (Appendices I to L). I continued to respect the case-quintain dialectic through a continual iterative process. I closely attended to the individual case context while examining the broader themes consistent across all cases.

**Cross-Case Assertions and Findings**

The *assertions* and *merged findings* developed while using Stake’s (2006) method. This method includes reviewing case reports and identifying the prominence of themes and the utility of the cases to develop these themes. The relevance of each finding to each theme was also reviewed and analyzed using Stake’s methodology. Finally, the most important findings for each theme were identified. Throughout this process great care was taken to consider the situationality of each case.
Cross-Case Assertions (CCA)

CCA—Theme 1 (Cases 1, 2, 3, 5, 6)

International program leadership is contextual and based upon the history and development of each program in a given school district. School district guidelines and policies on international programs strongly influence the scale and scope of these K to 12 international programs. The roles and responsibilities of IPLs are based upon size of the international program and its profile in a given school district. The educational background of the leader and experience working in a school district setting have a strong influence on a leader’s responsibilities and priorities. Leaders with a K to 12 teaching background tend to work on issues related to school district educational programming, home-stay, or student support. Leaders without a K to 12 teaching background are concerned with admissions, marketing, recruitment, and program management.

CCA—Theme 2 (Cases 1, 3, 5)

The IPL leadership role involves acting as an advocate for international students studying in Canada. In the school district, IPLs may also be viewed as a mediator or liaison between the international program and the five key stakeholders (parents, students, agent school staff, and home-stay families). This role places a premium on strong professional relationships characterized by a leader who listens to the various stakeholders as a means to find common ground. At the same time, the organizational imperatives of the school district must be maintained.

CCA—Theme 3 (Cases 2, 3, 4)

An IPL often manages philosophical disagreements related to the nature of international programming, particularly the fee collection aspect. International
programming is often misunderstood in the larger organizational context of a school district. The more time an IPL spends in a school district, the more conditions occur in which an IPL becomes more critical of the district organizational culture and the manner in which senior management liaises with IPLs.

CCA—Theme 4 (Cases 1, 3, 5, 6)

Managing conflict is a major element of an ILP’s daily leadership practice. Conflict occurs in several common areas: inappropriate living conditions, school district guidelines on admissions to certain schools, and the management of student-health-related issues, especially concerns about student mental health. The IPL works with the five stakeholders to find a solution that maintains school district standards and meets the needs of students.

CCA—Theme 5

Each theme five had a different focus and was based on the individual IPL and the context of the school district. Therefore, I was not able to complete the cross-case analysis on theme five of the individual case reports.

Assertions by Bypass

As noted in Chapter 3, one method of generating assertions was the *assertion by bypass method* (Stake, 2006). This involved ranking the findings strips (Appendix T) from highest to lowest in terms of how they contributed to the understanding of each theme. The assertions were generated and identified as BYP (bypass method) with the associated theme indicated.

BYP—Theme 2:

A relational approach to communication with a wide variety of stakeholders is a
fundamental element of international program leadership, according to the participants. Finding common ground between stakeholders as a mediator or advocate is a common thread. The main form of communication seems to be email.

BYP—Theme 3:
IPLs value their autonomy and, given the nature of the position in a K to 12 public school district, they are often constrained by their position as a middle manager. Frustration with school district direction is common. IPLs with a longer history in a school district seemed to express this viewpoint more frequently.

BYP—Theme 4:
IPLs commented that dealing with the different cultural expectations of how to manage a conflict is a challenging aspect of international program leadership. This is particularly true in regard to: (a) inappropriate living conditions, (b) dealing with students’ mental health issues, and (c) parental expectations of the education system in BC and the implications for long-term success, particularly for entry to university.

**Merged Findings**

The context of the international program has a strong influence on the day-to-day responsibilities of the IPL. Leaders of larger programs have limited interaction with students and more contact with other adults including school district administrators (principals and vice principals). They may also deal more with the marketing and recruitment aspect of the program or acting as a diplomat, mediator, or advocate between stakeholders. The converse would be true of leaders of smaller programs because they work more closely with students and individual teachers. They may work more as an advocate for international students and are usually the custodian designated by the natural
parents.

The provision of home-stay services (placement and support) and securing appropriate living arrangements for K to 12 international students is one of the most challenging areas for IPLs.

IPLs are required to maintain positive professional relationships with a variety of international education stakeholders including: study-abroad agents, privately arranged custodians, home-stay parents, natural parents, students, and school district staff. The number of groups and individuals involved creates difficulty in communication. To compound this issue, many of the individuals and groups served are communicating in their second language.

IPLs commented that there is limited understanding of the purpose of international programs in a school district context, including at the senior management level. This situation limited the understanding of the role and skill set of the IPL.

**Discussion**

The quintain, or international program leadership in BC K to 12 school districts, may be re-conceptualized as a result of this study. Educators in the school districts may come to a greater understanding of international program leadership. International program leadership is contextual and influenced by the history and profile in a given school district. The importance of strong professional relationships with the major stakeholders including parents, students, study-abroad agencies, home-stay parents, and school district staff cannot be understated. The influence of the organizational culture on the leadership of an IPL is pivotal and may enable or constrain leadership practice. Managing conflict and acting as a mediator between competing interests is an important
element of international program leadership. International program leadership
development and succession planning is an area of weakness in international programs in
BC.

**Chapter Summary**

Chapter 4 provided individual case reports for all six cases in this study. The
individual reports included excerpts from the case study interviews. The transcripts from
the interviews were selected as a result of the thematic analysis of each interview (Braun
& Clarke, 2006). The case reports included data from ten documents that were also
reviewed using a thematic analysis method (Braun & Clarke, 2006). The first section
presented the case findings for each individual case using Stake’s (2006) multiple-case-
study method. The second section presented the cross-case analysis with the findings and
assertions of the dissertation. Chapter 5 presents the implications and recommendations
of this study.
Chapter 5: Analysis, Interpretation, and Synthesis of Findings

This chapter analyzes, interprets, and synthesizes the findings. The chapter is organized by the themes that emerged during the data analysis. The data analysis (Chapter 4) included a report on each case and a cross-case analysis following Stake’s (2006) methodology. The purpose of this study was to gain an understanding of leadership in K to 12 public school district international programs in BC and to reflect on theoretical foundations that influence practice. A greater understanding of international program leadership provides insight into leadership practices in this specialized area of educational leadership in BC. International programs continue to increase enrolments at a steady rate and are becoming more relevant in a BC context (BC Ministry of Education, 2016b).

Research Questions

1. To what extent does the organizational culture of a school district influence the leadership of IPLs?
2. How does an IPL’s perspective on human relationships support leadership in a British Columbia K to 12 international program?
3. How does an IPL manage value conflicts?

The three research questions were answered by the findings presented in Chapter 4. The research questions are discussed and answered in further detail below.

Implications of the Cross-Case Analysis

The cross-case analysis methodology devised by Stake (2006) allowed for assertions to emerge in the following areas:

1. Background of the IPL.
2. The context of international programs in BC school districts.
3. The relevance of human relationships for IPLs with a wide variety of stakeholders in BC and outside Canada.

4. The role of the IPL as an advocate and/or a mediator of conflicts amongst competing interests in the following key areas:
   a) Philosophical disagreements regarding international programs from colleagues in a school district;
   b) The management of mental health issues for students; and
   c) Inappropriate living conditions of students.

These assertions responded to the original research questions. Table 5.1 links the research questions to the themes generated during the data analysis.

Table 5.1

Matching the Research Questions with the Themes

<table>
<thead>
<tr>
<th>Research Question</th>
<th>Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To what extent does the organizational culture influence the educational</td>
<td>The Phenomenon of International Program</td>
</tr>
<tr>
<td>leadership of IPLs?</td>
<td>Leadership is Contextual</td>
</tr>
<tr>
<td>1. To what extent does the organizational culture influence the educational</td>
<td>The Organizational Culture and Context of</td>
</tr>
<tr>
<td>leadership of IPLs?</td>
<td>a School District has an Influence on International Program Leadership</td>
</tr>
<tr>
<td>1. To what extent does the organizational culture influence the educational</td>
<td>Limited Understanding of International</td>
</tr>
<tr>
<td>leadership of IPLs?</td>
<td>Leadership from School District</td>
</tr>
</tbody>
</table>
The next section provides answers to the research questions based upon themes developed during this research. These include the following themes: (a) the phenomenon of international program leadership is contextual, (b) professional relationships and networks are key elements of international program leadership, and (c) managing and resolving conflicts over values and culture.

**The Phenomenon of International Program Leadership is Contextual**

This section addresses research question one: “To what extent does the organizational culture of a school district influence the leadership of IPLs?” School district guidelines and policies on international programs strongly influence the scale and scope of these programs (Erickson, 2003; IPSEA, 2015; Player, 2011). According to the findings in this study, IPLs from school districts with international programs of less than
200 students are granted high levels of autonomy (IPL-01, IPL-04). This may be due to their relatively limited staffing allocation, small budget and their minimal impact on the school district operation. As programs increase in enrolment, staffing allocation, and budget, they have greater relevance to school district operations. Larger international programs manage more conflicts and may become political in nature (INT-03; INT-05). As programs grow, IPLs become more regulated in their position as a middle manager in a larger school district context (INT-03; INT-05). Their autonomy decreases as more school district senior leaders become involved in the decisions and operation of the international program. This is apparent in the case of INT-03 and INT-05 who each had student enrolment of over 900 at the time the data were collected.

The study emphasized the notion that IPLs in BC do not recognize that each international program is singular and that leadership is contextual and dependent on their individual situation. I did not ask IPLs whether they believed each program to be individual; however, no participants commented on the contextual nature of international programs in BC. This lack of commentary was worth noting. The reason may be that each participant in the study was employed by only one BC K to 12 international program and therefore did not have any point of reference to make a comparison. As the K to 12 international education sector grows, it will become more common for IPLs to have experience working in more than one school district as an IPL. This may provide greater insight into the contextual nature of leadership for IPLs.

**IPL Alignment in a School District**

As noted, IPLs across BC conduct their day-to-day work in different school district contexts and leadership responsibilities vary, based upon the size of the
international program. When school districts select IPLs, the size of the program should be a key consideration. A large international program in a BC context (over 400 students) may seek an individual that has experience working with school administrators and school district staff and marketing and recruitment in an international education context. In a large school district, an IPL does not counsel students on a regular basis, but supervises staff members that deliver this service. In this case, it may not be necessary to hire an IPL who has an education background or expertise in the K to 12 sector. I do not assume that hiring an IPL with no background in the education sector is appropriate for all situations, but it is an option.

Conversely, a smaller program of 200 students or less may want to hire an IPL who has a strong background in working directly with students and teachers. The IPL of a smaller program has fewer staff and students and is involved in all aspects of the international student experience including custodianship, course selection, and activities (IPSEA, 2015). A smaller international program may consider hiring an internal candidate with existing networks developed in a given school district. This direction may support the IPL role as an advocate for international students. It may also provide the international program with a leader who has the ability to connect with all five stakeholders due to existing networks within the school district community and the larger community where the program is situated.

During the course of the study, it became clear that large international programs (over 400 students) and small programs (less than 200 students) had different leadership needs (IPSEA, 2015). The BC Ministry of Education (2013) roundtable discussion did not discuss this notion but did identify the participants’ opinion that competition for
students does not take place on a level playing field. Larger programs have economies of scale and the ability to attract students based on name recognition (i.e., the metro-Vancouver area). It should also be noted that the K to 12 international program sector remains in its infancy. Most international programs in British Columbia started operation less than fifteen years ago (IPSEA, 2015). As the study of international program leadership continues to evolve, it is important to consider the history and development of international programs and the capacity of these programs to support the five stakeholders.

Both rural (small) and urban (large) school districts participated in this study and the nature of international program leadership in each district was connected to the history, organizational culture (Schein, 2010) of the school district, and the background of the IPL.

Small programs: 200 or less (FTE). In a small school district hosting fewer than 200 international students, the IPL is heavily involved in all aspects of the international program. This reality places the leader in close contact with students and individual teachers in the district. These leaders often work as an advocate for students and are generally the custodian of students as well. This role places the IPL as the expert related to international programs; therefore, the IPL is given autonomy to manage and lead the international program. Smaller international programs should develop both a strategic plan and a succession plan (Hargreaves, 2005, 2006, 2007) if the incumbent retires or moves to another opportunity.

Medium-sized programs: 200 to 400 students (FTE). There are very few medium-sized international programs in BC’s K to 12 sector; however, as smaller
programs continue to increase enrolments (BC Ministry of Education, 2016b), this may become a more common situation. The program administered by INT-06 is a medium-sized international program. This size of program may be the most difficult to administer and manage as the enrolment level limits increases in staffing beyond that of a small program. A recommendation would be for IPLs of medium-sized programs to review relevant documents (BC Ministry of Education 2013; IPSEA, 2015; Player 2011) related to K to 12 international program leadership and management. The BC Ministry of Education (2013) *K-12 International Education Regional Roundtables* was important to the sector because it summarized IPLs’ perceptions of a variety of topics including: international program strengths and challenges, marketing and recruitment, home-stays, funding, and quality assurance. *The Guide to International Education for BC School Districts* (IPSEA, 2015) provided a summary and overview of how to operate and manage an international program in a K to 12 BC context. Player’s (2011) review of the Qualicum School District’s international program is a useful document to gain an understanding of the history and development of an international program in a school district and the areas that require attention as a program grows. These relevant documents may allow school district senior management to gain a better understanding of the challenges facing medium-sized programs from a staffing perspective. In the future, it would be helpful for more program reviews to occur to support international program leadership and development.

**Large programs: Over 400 (FTE).** IPLs of large international student programs (over 400 students) tend to reduce or delegate services offered by the international program department. For example, in larger international programs *custodianship*
for students and school district operated home-stay programs are often not available (INT-02, INT-03, INT-05). In a large international student program, an IPL works as a mediator between the five key stakeholders (student, parent, school staff, study abroad agent, and home-stay). In the case of larger programs a sixth stakeholder may be added—the local private custodian.

Due to the large numbers of students and stakeholders, IPLs of larger international programs are often viewed as mediators between these stakeholders that often have competing interests and different values (Begley, 2010a; Hodgkinson, 1991). IPLs of large programs could apply Begley’s (2010a) sequential application of the ethic of critique, ethic of care, and ethic of justice to analyze a problem and support decision-making processes for IPLs. Additional recommendations will be offered in theme three, which discusses the management of value conflicts by IPLs.

**Background of the IPL**

The background and the context of the international program in a school district influences the day-to-day leadership. The study demonstrated that leaders with a K to 12 teaching background tend to work with issues related to school district educational programming, home-stay, or student support. In addition, these IPLs were the person-in-charge of the smaller programs. Leaders without a K to 12 teaching background tend to deal with admissions, marketing, and recruitment, and program management. However, it should be noted that smaller programs tend to hire educators from within the school district (INT-01, INT-04, INT-06), while larger programs tend to employ IPLs from outside the education profession (INT-02, INT-05). INT-03 has an education background, but moved from another school district in close proximity to the current district of
IPL Alignment with School District Senior Management

IPLs commented that there is a limited understanding of how international programs operate within a school district context at all levels, including senior management. During the data analysis, it became apparent that some IPLs (INT-01, INT-03, IN-04, INT-05) believed it was the responsibility of school district staff to gain a greater understanding of international programs. However, IPLs must spend more time building professional relationships with other school district leaders, particularly if the IPL is new to the district or does not have a background as an educator in that particular school district.

Several IPLs in this study indicated they felt their programs are largely misunderstood, particularly at the senior management level (INT-01, INT-05). It is incumbent on the IPL to ensure that the senior management team develops a sophisticated understanding of the international program. This could occur via scheduled monthly briefings during the school year. Another suggestion to improve understanding would be to have members of the senior management team attend the CAPS-I or the BCCIE annual conference. Formal one-on-one meetings with secondary school principals at least twice per year would be another way to strengthen relationships with other district and school-based leadership. Finally, IPL presentations at school-based staff meetings may support enhanced understanding of international programs across school districts.

Defining International Programs

International programs in BC K to 12 school districts are difficult to define. Similarly, in an international school context, poor definition places leaders of international schools in a challenging leadership context as they operate within this
quickly growing but poorly defined specialized area of the education sector (Keller, 2015). International programs are poorly understood in the larger context of the delivery of K to 12 public education (BC Ministry of Education, 2013; IPSEA, 2015). Ensuring that the mandate of each international program is clearly identified by the school district administering the program may relieve this issue. The vision or mandate should be clearly elucidated on the international program website. An IPL may also consider the creation of a strategic plan that aligns with school district goals as a means to provide leadership for the international program from school district perspective. A strategic plan may be co-constructed with the five stakeholders to ensure all perspectives are considered.

**Professional Relationships and Networks are Key Elements of International Program Leadership**

This section addresses research question two: “How does an IPL’s perspective on human relationships support leadership in a British Columbia K to 12 international program?” IPLs work with a number of stakeholders on a daily basis. These include students, parents, study-abroad agents, school-based staff and home-stay families. In school districts that do not offer custodial services, the influence of the private custodian is also important to consider. The private custodian may also arrange or provide homestay services and communicate with parents of students on a regular basis. Many of the people with whom IPLs work on a day-to-day basis do not use English as their first language. This reality makes communication difficult. Daily communication with a wide variety of stakeholders is a fundamental element of international program leadership according the participants in the study. In addition, the most common form of
communication seems to be email given the time-zone differences.

Given the number of stakeholders that an IPL serves, it is important to have an *operational* and *philosophical* approach to communication as a means to support human relationships. Gitell’s (2003; 2009; 2012) relational coordination is a possibility to fulfil the operational side and Sipe and Frick’s (2015) *compassionate collaborator* based on the philosophy of servant leadership-followership as identified by Barbuto and Wheeler, 2006; Crippen, 2012; Greenleaf, 1970/1991; Frick, 1995; Polleys, 2002; Prosser, 2010; Sipe and Frick, 2015. I will briefly explain how each concept could support the development of human relationships in improved communication.

**Relational Coordination and Compassionate Collaboration**

Gitell’s (2003, 2009, 2013) work on problem-solving communication is useful for IPLs to consider with regard to communication with the five stakeholders. Gitell (2003, 2009, 2013) defined relational coordination as shared goals, shared knowledge, mutual respect, frequent and timely communication, and problem-solving communication. Since international program leadership requires communication with five key stakeholders in a timely manner, the implementation of this concept in an international program and school district should improve the ability of IPLs to develop effective human relations with the individuals and groups they serve on a day-to-day operational basis. The implementation of Gitell’s operational approach to communication would be challenging for an IPL, but may glean positive outcomes for the stakeholders served.

Philosophically, IPLs may consider a distilled element of servant leadership-followership—the notion of the *compassionate collaborator* (Sipe & Frick, 2015). According to Sipe and Frick a compassionate collaborator is skilled in the following three
areas: (a) expressing appreciation of his or her staff, (b) effectively building teams and communities, and most importantly (c) negotiating conflict. These three areas are critical for an IPL to address on a consistent basis given Crippen’s (2012) assertion that “Schools are all about relationships, and relationships are developed, in part, through caring, listening, trust, honesty and collaboration” (p. 197).

Managing and Resolving Conflicts over Values and Culture

This section answers research question three: “How does an IPL manage value conflicts?” The conception of IPL as a mediator between stakeholders is a useful way of conceptualizing the IPL’s role. The IPL must work to understand the value orientations of all the stakeholders involved and demonstrate the technical skill to resolve conflicts (Begley, 2010b). In a BC public school district, an IPL may be viewed as a mediator or liaison between the international program and the five key stakeholders (parents, students, agent, home-stay and school staff).

According to the results of the study, conflicts occur mainly in the following areas:

a) Inappropriate living conditions for students;

b) The management of mental health issues for students; and

c) Philosophical disagreements regarding the fee-collection aspect of international programs.

An IPL must develop sophisticated leadership skills to address these three complex areas where value conflicts occur. Analyzing each of these conflicts from a multi-ethical perspective using Shapiro and Stefkovich (2005) and Begley (2010a) is a starting point. I will explain this process below. Begley’s (2010a) examination of a problem in a social and administrative situation uses the lens of ethic of critique, ethic of care, and ethic of justice in sequence to support decision-making processes for IPLs.
This process has relevance for international program leadership given the complexities of the problems listed, particularly during the identification of the problem or *ethic of critique* stage. This is due to the large number of stakeholders (five or six depending on the situation). As Begley (2010a) noted, equally important is the naming and understanding of all perspectives related to a conflict and particularly those of minorities and individuals without voice or representation. If an IPL does not look at all perspectives, he or she may naturally move to his or her preferred cultural orientation or the mainstream orientation of a given cultural group. This approach would be problematic since IPLs engage in their day-to-day work with groups and individuals who often are not situated in British Columbia (parents and agents) or are new to BC (students).

**Addressing Inappropriate Living Conditions**

An important issue identified by several IPLs in the study (INT-02, INT-03, INT-05) is unregulated private home-stay placements arranged directly by the parents of the students without oversight by IPLs. Two large school districts (INT-03 and INT-05) explained that these arrangements create challenges because neither the school district nor a third-party home-stay provider regulated them. IPL and school district senior management should be aware of this issue and develop contingency plans to deal with this problem.

The IPL may act as a mediator that investigates the issue of inappropriate living conditions and applies the multi-ethical analysis based upon Begley’s (2010a) and Shapiro and Steffovich’s (2005) work to ensure that students are cared for (ethic of care) and that all stakeholders have their needs met (ethic of justice). Parents who arrange private home-stay should understand that if IPLs deem living arrangements to be
inappropriate, as per the BC Ministry of Education Home-stay Guidelines (2015), the student may need to come under the care and supervision of a school-district-administered home-stay program or return to his or her home country.

**Resolving Student Mental Health Issues**

Dealing with mental health issues in a culturally sensitive manner is a challenge for IPLs. Different cultures have different approaches to mental health issues, particularly with young people. To compound this issue, an IPL often receives pressure from school-based staff to respond to a student mental health issue in a way consistent with local school district practice. This approach may not be culturally sensitive.

INT-01, INT-03, and INT-05 all expressed dissonance regarding the effective support of international students with mental health issues. Without a natural parent in BC, supporting these students becomes a challenge and a duty that falls to IPLs. A simple solution does not exist, but again referring to a multi-ethical analysis using Begley’s (2010a) and Shapiro and Steflovich’s (2005) model is a starting point for an IPL to make a decision that meets the needs of the student and stakeholders involved. The sequential application of an *ethic of critique*, *ethic of care* and *ethic of justice* will allow an IPL to ensure that all stakeholder needs are met, particularly those without voice (ethic of critique) and that students are cared for appropriately (ethic of care); finally, a decision is made that supports organizational imperatives (school district) to the greatest extent possible (ethic of justice). In addition, IPLs should have systems and contingency plans in place with local healthcare providers to ensure that students with acute mental health issues can get the most appropriate care in a timely manner.

**Resolving Philosophical Disagreements**

The study indicated that IPLs believe international programs are misunderstood
departments in school districts (INT-01, INT-02, INT-03, INT-05, and INT-06).

Similarly, the role of the IPLs is often misunderstood. These beliefs are consistent with the literature on the role of the public-relations practitioner in international schools (Bunnell, 2006). The conflict over the marketization of public education, as explained by Erickson (2003), and the philosophical difficulty of many school district employees about charging tuition fees continues to be a challenge for IPLs. As Begley (2010a) noted, identifying the value conflict is the first step toward the resolution of a conflict. School-district staff should receive accurate information regarding international programs and their mandate and understand where the funding for international students is directed. Regular presentations at school-based staff meetings are one method an IPL can employ to ensure that the revenue associated with international programs is presented in a transparent manner.

Additional Considerations

In this study, six cases that met pre-determined criteria were selected. The research looked at leadership in three areas of international program leadership and did not limit itself to the revenue generation aspect or marketing and recruitment. These emerged as two important areas within international program leadership during the interview and each could be explored further.

Contribution of the Study

The study contributes to a better understanding of what Stake (2006) referred to as the binding concept or quintain—the phenomenon of leadership in K to 12 international programs in a BC context. The situationality of each case is considered along with the cross-case themes that emerged during the research. The findings may be
generalizable to a larger Canadian context and may be applicable to other jurisdictions that have large numbers of international students including the United States, the United Kingdom, Australia, and New Zealand. However, generalizable findings are not a goal of qualitative research in general (D. Begoray, personal communication, October 24, 2016).

The study contributes to an understanding of what occurs on a day-to-day basis with the large number of stakeholders (students, parents, study-abroad agents, school staff, and home-stay parents) that IPLs serve. This study provides an overview of the areas of responsibilities for IPLs in each school district context. The study explains how the influence of the organizational culture in a school district, human relations with stakeholders, and managing conflict are the key areas that the IPL must tackle in order to provide leadership as defined by Burns (1978), Rost (1991), and House et al. (2014).

**Implications for Future Research**

Leadership of international programs in the K to 12 sector is a phenomenon that will continue to evolve as the number of international programs and students continues to increase in British Columbia (BC Ministry of Education, 2016b) at both the K to 12 and post-secondary levels. Several areas require future research. These include:

1. IPLs and *internationalization* (Knight, 2004; Waters, 2009) of BC K to 12 school districts.
3. Induction and mentorship for international program leaders new to K to 12 international programs.

**Internationalization of BC school districts.** As stated in Chapter 1, a focus of international programs, and by extension IPLs, is generating additional revenue for the school district. These funds may be used to enhance programming or provide additional staffing in school districts (Government of Alberta, 2010; Erickson, 2003). However, the contributions of international students to the individual school districts and the opportunities for *internationalization* (Knight, 2004; Waters, 2009) have largely been overlooked. INT-01 and INT-03 discussed this in the context of their programs, but it was not a theme that emerged in all cases. CAPS-I (2015) and the BC Ministry of Education (2015) have made internationalization a priority. School district international programs need to develop strategic internationalization plans. These programs may look to the post-secondary sector in Canada for guidance (Nussbaumer, 2013; Waters, 2009).

**International program leadership in cross-cultural contexts.** International program leaders may have staff members that are new to Canada (INT-05). IPLs also work with study-abroad agents and natural parents that come from outside Canada. As Howard and Wellins (2009, as cited in House et al., 2014) stated, “Mobilizing teams and working across cultures are the top two vital leadership competencies for globally successful leaders” (p. 3). This area of research may support the enhancement of international program leadership.

**Induction and mentorship of IPLs.** During the course of the study it became apparent that IPLs had limited opportunities of induction processes when they began their position as leaders of international programs. Moreover, ongoing mentorship did not
occur. A review of the CAPS-I and BCCIE mentorship programs may provide some insight into this process and allow school districts to design induction and mentorship programs to support these specialized leadership positions in school districts.

**Sustainability of international programs in British Columbia.** As noted in Chapter 1, international programs in BC public school districts have developed by necessity and largely out of the public eye. They have developed through what Morgan (2007) referred to as transformation and flux whereby “hidden tensions and connections simultaneously create patterns of unity and change” (p. 241). As the research evolved, it became clear that IPLs spend much of their day recruiting international students and supporting their studies in BC. During this research, it was observed that there was limited succession planning occurring in the selected school districts or long-term strategic planning on the sustainable growth of BC school districts. This lack is problematic and may be an area to discuss in future research.

**Summary and Interpretation of Findings**

This chapter presented the implications of leadership practice for six IPLs in BC, Canada. In summary, the discussion identifies the situational nature of international program leadership along with the complexities inherent in a large number of stakeholders (parents, students, agents, and school district staff) involved. The discussion introduces the key areas where an International Program Leader (IPL) may need to demonstrate leadership expertise. It also maintains that each context (school district) and case (leader) is unique and the interplay between the leader and context influences the nature of the international program and ultimately the outcome for the individuals and groups served (students, parents, agents, home-stay families and school staff).
The aim of Chapter 5 was to provide a synthesis of the findings and make sense of the data. Another aim was to provide recommendations for school districts and K to 12 international programs in British Columbia. It was hoped that these findings would be relevant to current leaders, future leaders, and school district representatives, particularly school district senior management. Finding a measure of coherence for the international education sector continues to be a challenge (BC Ministry of Education, 2013) and the study demonstrates this theme. The implications noted in this chapter are attributable to the six IPLs that participated in this study.

International programs remain relatively new departments in BC K to 12 school districts and the leadership of these programs often goes unnoticed. It is hoped that this study contributes to the understanding of leadership in these departments and the situationality of each program along with the consistent cross-case themes that emerged during the research.
References


doi:10.4135/9781412963909.n39


Retrieved from http://www.bccie.bc.ca/about/mission-goals


Hickcox, E. (2010). *Charting a future for educational leadership programs at the University of Victoria*. Paper presented at the CSML advisory group meeting, Victoria, BC.


Prosser, S. (2010). *Servant leadership: More philosophy, less theory*. Westfield, IN:
The Greenleaf Center for Servant Leadership.


## Appendix A: BC International Program Leadership Data

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Abbotsford #34</td>
<td>5</td>
<td>Yes</td>
<td>406</td>
<td>1998</td>
</tr>
<tr>
<td>Alberni #70</td>
<td>?</td>
<td>?</td>
<td>16</td>
<td>?</td>
</tr>
<tr>
<td>Burnaby #41</td>
<td>6</td>
<td>No</td>
<td>1235</td>
<td>2002</td>
</tr>
<tr>
<td>Campbell River #72</td>
<td>4</td>
<td>No</td>
<td>50</td>
<td>2005</td>
</tr>
<tr>
<td>Central Okanagan #23</td>
<td>4</td>
<td>Yes</td>
<td>366</td>
<td>2000</td>
</tr>
<tr>
<td>Chilliwack #33</td>
<td>3</td>
<td>Yes</td>
<td>105</td>
<td>1998</td>
</tr>
<tr>
<td>Coquitlam #43</td>
<td>12</td>
<td>No</td>
<td>1664</td>
<td>1999</td>
</tr>
<tr>
<td>Comox Valley #71</td>
<td>5</td>
<td>Yes</td>
<td>183</td>
<td>2005</td>
</tr>
<tr>
<td>Cowichan Valley #79</td>
<td>Not available</td>
<td>Not available</td>
<td>169</td>
<td>1993</td>
</tr>
<tr>
<td>Delta #37</td>
<td>7</td>
<td>Yes</td>
<td>598</td>
<td>1989</td>
</tr>
<tr>
<td>Fraser Cascade #78</td>
<td>2</td>
<td>Yes</td>
<td>2</td>
<td>?</td>
</tr>
<tr>
<td>Greater Victoria #61</td>
<td>10</td>
<td>Yes</td>
<td>919</td>
<td>1992</td>
</tr>
<tr>
<td>Gulf Islands #64</td>
<td>2</td>
<td>Yes</td>
<td>64</td>
<td>1999</td>
</tr>
<tr>
<td>Kamloops- Thompson #73</td>
<td>3</td>
<td>No</td>
<td>113</td>
<td>1991</td>
</tr>
<tr>
<td>Kootenay #8</td>
<td>5</td>
<td>Yes</td>
<td>60</td>
<td>2005</td>
</tr>
<tr>
<td>Langley #35</td>
<td>7</td>
<td>Yes</td>
<td>820</td>
<td>1989</td>
</tr>
<tr>
<td>Maple Ridge-Pitt Meadows #42</td>
<td>10</td>
<td>Yes</td>
<td>602</td>
<td>1986</td>
</tr>
<tr>
<td>Mission #75</td>
<td>3</td>
<td>Yes</td>
<td>123</td>
<td>2002</td>
</tr>
<tr>
<td>Nanaimo-Ladysmith #68</td>
<td>7</td>
<td>Yes</td>
<td>277</td>
<td>1998</td>
</tr>
<tr>
<td>Nechako Lakes #91</td>
<td>1</td>
<td>Yes</td>
<td>10</td>
<td>?</td>
</tr>
<tr>
<td>New Westminster #40</td>
<td>6</td>
<td>Yes</td>
<td>351</td>
<td>1987</td>
</tr>
<tr>
<td>North Okanagan-Shuswap #83</td>
<td>1</td>
<td>Yes</td>
<td>6</td>
<td>?</td>
</tr>
<tr>
<td>North Vancouver #44</td>
<td>3</td>
<td>No</td>
<td>701</td>
<td>1996</td>
</tr>
<tr>
<td>Okanagan-Skaha #67</td>
<td>2</td>
<td>Yes</td>
<td>70</td>
<td>1996</td>
</tr>
<tr>
<td>Peace River North #60</td>
<td>2</td>
<td>No</td>
<td>63</td>
<td>2000</td>
</tr>
<tr>
<td>Powell River #47</td>
<td>2</td>
<td>Yes</td>
<td>43</td>
<td>2010</td>
</tr>
<tr>
<td>Prince George #57</td>
<td>Not available</td>
<td>Not available</td>
<td>44</td>
<td>?</td>
</tr>
<tr>
<td>Qualicum #69</td>
<td>Not available</td>
<td>Not available</td>
<td>126</td>
<td>1993</td>
</tr>
<tr>
<td>Quesnel #28</td>
<td>3</td>
<td>Yes</td>
<td>0</td>
<td>?</td>
</tr>
<tr>
<td>Richmond #38</td>
<td>8</td>
<td>Partial</td>
<td>934</td>
<td>1992</td>
</tr>
<tr>
<td>Location</td>
<td>Site ID</td>
<td>Active</td>
<td>#</td>
<td>Date</td>
</tr>
<tr>
<td>------------------------</td>
<td>--------</td>
<td>--------</td>
<td>---</td>
<td>--------</td>
</tr>
<tr>
<td>Rocky Mountain #6</td>
<td>1</td>
<td>Yes</td>
<td>74</td>
<td>2005</td>
</tr>
<tr>
<td>Saanich #63</td>
<td>4</td>
<td>Yes</td>
<td>320</td>
<td>2000</td>
</tr>
<tr>
<td>Sea to Sky #48</td>
<td>5</td>
<td>Yes</td>
<td>223</td>
<td>2000</td>
</tr>
<tr>
<td>Sooke #62</td>
<td>3</td>
<td>Yes</td>
<td>186</td>
<td>1990</td>
</tr>
<tr>
<td>Southeast Kootenay #5</td>
<td>8</td>
<td>Yes</td>
<td>53</td>
<td>?</td>
</tr>
<tr>
<td>Sunshine Coast #46</td>
<td></td>
<td></td>
<td>5</td>
<td>?</td>
</tr>
<tr>
<td>Surrey #36</td>
<td>6</td>
<td>No</td>
<td>931</td>
<td>2001</td>
</tr>
<tr>
<td>Vancouver #39</td>
<td>10</td>
<td>No</td>
<td>1573</td>
<td>1986</td>
</tr>
<tr>
<td>Vernon #22</td>
<td>7</td>
<td>No</td>
<td>192</td>
<td>1991</td>
</tr>
<tr>
<td>West Vancouver #45</td>
<td>6</td>
<td>Yes</td>
<td>611</td>
<td>1982</td>
</tr>
</tbody>
</table>
Appendix B: Sample of Home-Stay Staff Duties

• Determines the suitability of host families by reviewing applications and conducting home visits and regularly conducts visits to ensure that circumstances do not change.

• Matches students with host families based on information gathered from student applications considering age, gender, cultural background, length of stay and anticipated Canadian experience.

• Confirms placement of students with host families and overseas agents/natural parents; confirms arrival/departure information with host family/student and respective parties.

• Establishes the contractual agreement and maintains the currency of host family records and collects required financial documentation to establish and change placements as they occur.

• Maintains regular contact with the student, host families and school ISP Advisor to ensure the cultural, social and emotional integration of the student and facilitates resolution of issues as they arise.

• Removes students from the host home at the request of either party or due to events instigated again, by either party and acts to complete the changes diplomatically and safely.

• Provides ongoing support, conflict resolution and mediation between home-stay families and students.

• Responds and assesses emergency and crisis situations as they occur and liaisons with school ISP advisor, agencies, and support services to resolve the issues.

• Acts on behalf of the International Student Program, in fulfilment of its responsibilities for the care and wellbeing of international students.

• Acts as a liaison between educational agents, home-stay families, natural parents and students, providing information, directing to community resources and resolving gaps in communication.
• Using established criteria, regularly conducts home visits to new and current families to assess suitability and ensure program standards are maintained.

• Recruits and retains host families and conducts orientation sessions for host families explaining commitments and obligations and home-stay obligations for new students.

• Assists in language-specific communications as required.

• Performs other assigned duties within the scope of knowledge, skills and abilities required by this position.
## Appendix C: Ethics Approval

### Certificate of Approval

<table>
<thead>
<tr>
<th>Principal Investigator:</th>
<th>Jeffrey Davis</th>
</tr>
</thead>
<tbody>
<tr>
<td>UVic Status:</td>
<td>Ph.D. Student</td>
</tr>
<tr>
<td>UVic Department:</td>
<td>EPLS</td>
</tr>
<tr>
<td>Supervisor:</td>
<td>Dr. Carolyn Crippen</td>
</tr>
<tr>
<td>Ethics Protocol Number</td>
<td>13-268</td>
</tr>
<tr>
<td>Conditions of Approval</td>
<td>This Certificate of Approval is valid for the above term provided there is no change in the protocol. Modifications To make any changes to the approved research procedures in your study, please submit a &quot;Request for Modification&quot; form. You must receive ethics approval before proceeding with your modified protocol. Renewals Your ethics approval must be current for the period during which you are recruiting participants or collecting data. To renew your approval, please complete the &quot;Renewal Form&quot; and submit it to the Human Research Ethics Board.</td>
</tr>
</tbody>
</table>

**Project Title:** Leadership in British Columbia's High School International Programs: Where Are We Now?

**Research Team Members:** David Scott, Guidance on Pilot Study (Greater Victoria School District)
Appendix D: International Program Leaders Letter of Invitation to Participate

Leadership in British Columbia’s High School International Programs: Where Are We Now?

My name is Jeff Davis and I am a doctoral student at the University of Victoria’s Faculty of Education in the Department of Educational Psychology and Leadership Studies. You are being invited to participate in a study entitled, “Leadership in British Columbia’s High School International Programs: Where Are We Now?” that is being conducted as a personal interest study and to meet the requirements of my doctoral degree in Leadership Studies at the University of Victoria. I can be reached by confidential e-mail at j77davis@uvic.ca.

The purpose of this study is to gain an understanding of leadership within public high school international programs in BC and to develop specific theoretical foundations that may inform practice. This information may:

- Uncover unique perspectives on leading international programs in a BC high school context.
- Illuminate inherent issues facing international program leaders.
- Develop specific theoretical foundations that may inform practice.

This research is particularly important to students and families that are served by high school international programs in British Columbia. Your perceptions may provide the theoretical foundation to support the development of future international program leaders. If you volunteer to participate in this research study, you will be asked to sign a consent form, which indicates your agreement to participate in an audio-recorded interview with Jeff Davis for 1 to 2 hours.

If you volunteer to participate in this study, a review of the transcripts will occur three weeks after the interview. At this time, the investigator will begin the email correspondence by reviewing the consent process. This will be documented and time stamped by the email.

Your participation in this research study must be completely voluntary. If you decide to participate, you may withdraw at any time without consequence or explanation. If you withdraw from the study your data will not be used in the analysis. It is possible; depending on the number of volunteers responding to the recruitment request, that not all interested individuals will be able to participate in the study as participants are accepted, on a first come, first serve basis. All interested participants will be contacted.

Your personal confidentiality and the confidentiality of your data are very important components of maintaining ethical standards in this research. All of the data will be coded and personal identifiers including participant names will be removed from the
analysis and documentation of this data. Data from this study will be disposed of by the deletion of computer files, shredding of paper documents and the destruction of audio recordings.

It is anticipated that the results of this study will be shared with the University of Victoria dissertation committee. At no time will personal identifying information be shared with others. If you desire a copy of the final documentation of this study, a copy will be available to you upon request. There are no known or anticipated risks to you by participating in this study, other than the inconvenience of attending the 1 to 2 hour interview. If you have any questions or concerns about the ethical approval of this study, you may contact the Supervisor of the Dissertation Committee, Dr. Carolyn Crippen, 250 721-7825 or e-mail ccrippen@uvic.ca, or the University of Victoria Human Research Ethics Board, 250 472-4545 or e-mail ethics@uvic.ca. 

**Should you be interested in participating in this study, please send a confidential email to the researcher, Jeff Davis, (j77davis@uvic.ca) with a contact phone number where you can be reached.**

Thank you for considering your participation in this study.
Appendix E: International Program Leaders Recruitment Script: Telephone

Leadership in British Columbia’s High School International Programs:
Where Are We Now?

You have indicated an interest in participating in a study entitled, “Leadership in British Columbia’s High School International Programs: Where Are We Now?” The purpose of this study is to gain an understanding of leadership within public high school international programs in BC and to develop specific theoretical foundations that may inform practice. Your participation in this research must be completely voluntary. If you do decide to participate, you may withdraw at any time without any consequences or any explanation. If you do withdraw from the study your data will not be used in the research and be subsequently destroyed by the researcher.

The potential benefits of your participation in this research include an opportunity to reflect upon and articulate your experiences of leadership of international programs in a BC high school context. Your participation will contribute new knowledge on leading international programs in a BC high school context. This study may also illuminate inherent issues facing international program leaders. Your confidentiality and the confidentiality of the data will be protected outside of the interview. There are no known potential risks to you by participating in this research. If you agree to voluntarily participate in this research, your participation will include participation in an individual audio-recorded interview. It is anticipated that your participation will involve 1 to 2 hours of your time. If you are interested in participating in the research, we can set up an appointment to meet at your convenience to discuss the research process and answer any further questions you may have and to review the consent process. The Participant Consent Form will be sent by email for review after the conclusion of this telephone conversation.
Appendix F: Participant Consent Form

Leadership in British Columbia’s High School International Programs: Where Are We Now?

Dear Participant:

You are being invited to participate in a study entitled: Leadership in British Columbia’s High School International Programs: Where Are We Now? that is being conducted by Jeff Davis.

I am a doctoral student in the Department of Educational Psychology and Leadership Studies at the University of Victoria. If you have any questions regarding this study, you may contact me (Jeff Davis) at 250 516 6148 or j77davis@uvic.ca

I am required to conduct this research as part of the requirements for a Doctorate of Philosophy in Leadership Studies. The study is being conducted under the supervision of Dr. Carolyn Crippen. You may contact Dr. Crippen at (250) 721-7825 or ccrippen@uvic.ca respecting this study.

Purpose and Objectives
The purpose of this study is to gain an understanding of leadership within public high school international programs in BC and to develop specific theoretical foundations that may inform practice.

Benefits
Research of this type is important because leadership of BC’s high school international programs has a significant influence on international students and their families, educators in school districts, and the staff employed by these programs. However, within academic circles there has been limited inquiry into the structure and function and the sophisticated nature of leadership within these programs. It is expected that semi-structured interviews with selected high school international program leaders may uncover unique perspectives on leading international programs in a BC high school context. This study may also illuminate inherent issues facing international program leaders. The potential benefits of your participation in this research include an opportunity to reflect upon and articulate your experiences of leadership of international programs in a BC high school context. Your participation will contribute new knowledge on leading international programs in a BC high school context.

Participant Selection
The study will be conducted in four selected school districts in British Columbia. You are being asked to participate in this study because you are considered the person-in-charge or leader of an international program in a British Columbia school district.

Participation
Whether you choose to participate or not will have no effect on your position [e.g. employment, class standing] or how you will be treated.
What is Involved
If you agree to voluntarily participate in this research, your participation will involve a semi-structured interview to explore leadership of international programs in BC high schools. The interview will be scheduled at your convenience and at a location of your choosing. The interview will be audio-recorded and transcribed by the researcher. You will be provided with a copy of the transcript for review and the researcher will contact you by email two weeks after the completion of the interview to determine if you require any changes to be made to the transcript. One week after providing the interview transcript, I will follow up via email to determine if you would like to make any changes to the transcripts. It is estimated your participation in this study will take between one to two hours of your time.

Voluntary Participation
Your participation in this research study must be completely voluntary. If you decide to participate, you may withdraw at any time without consequence or explanation. If you withdraw from the study your data will not be used in the analysis. It is possible, depending on the number of volunteers responding to the recruitment request, that not all interested individuals will be able to participate in the study as participants are accepted, on a first come, first serve basis. All interested participants will be contacted.

Ongoing Consent
You may withdraw your participation at any time without consequence or explanation. Your participation is completely voluntary and if you decide to participate your explicit consent is required. To ensure you continue to consent to participate in this research, I will review this participant consent for you at the beginning of the interview and during the follow-up contact to check the transcript.

Anonymity & Confidentiality
Your personal confidentiality and the confidentiality of your data are very important components of maintaining ethical standards in this research. All of the data will be coded and personal identifiers including participant names will be removed from the analysis and documentation of this data. There are limits to confidentiality due to the small potential pool of participants. A reader of the results section of may be able to guess the identify of a particular school district and by extension the international program leader based on general information (i.e., size, location) on a particular school district as presented in the results of this study.

Disposal of the Data
Data from this study will be disposed of by the deletion of computer files, shredding of paper documents and the destruction of audiotapes.

Dissemination of the Results
It is anticipated that the results of this study will be shared with the University of Victoria dissertation committee. At no time will personal identifying information be shared with others. If you desire a copy of the final documentation of this study, a copy will be
available to you upon request. The request may be sent to the investigator by email: j77davis@uvic.ca.

**Inconvenience & Risks**
There are no known or anticipated risks to you by participating in this study, other than the inconvenience of attending the 1 to 2 hour interview. In addition, arranging the interview and checking the transcript may be considered as an inconvenience.

**Contacts**
In addition to being able to contact the researcher at the above phone numbers, you may verify the ethical approval of this study, or raise any concerns you might have, by contacting the Human Research Ethics Office at the University of Victoria (250-472-4545) or at ethics@uvic.ca.

Your signature below indicates that you understand the above conditions of participation in this study and that you have had the opportunity to have your questions answered by the researcher, and that you consent to participate in this study.

<table>
<thead>
<tr>
<th>Name of Participant</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

* A copy of this consent will be left with you, and a copy will be taken by the researcher. *
September 1, 2013

Dear __________,

As a requirement for the completion of my PhD in Leadership Studies at the University of Victoria, I am seeking to conduct a study entitled: Leadership in British Columbia’s High School International Programs: Where Are We Now?

I respectfully request your permission to interview ______________ as part of the research. This interview would take approximately one to two hours. I expect to conduct the interview this autumn. Please contact me at j77davis@uvic.ca or at the address above to confirm whether or not you are able to grant permission for me to interview your ______________. Please refer below for pertinent information regarding the study.

**Purpose**
The purpose of this study is to gain an understanding of leadership within public high school international programs in BC and to develop specific theoretical foundations that may inform practice. This information may:
• Uncover unique perspectives on leading international programs in a BC high school context.

• Illuminate inherent issues facing international program leaders.

• Develop specific theoretical foundations that may inform practice.

This research is particularly important to students and families that are served by high school international programs in British Columbia. The perceptions of ______ may provide the theoretical foundation to support the development of future international program leaders.

The dissertation will be designed to address the following research questions:

1. How does the organizational culture of BC school districts influence the administrative leadership in a BC high school international program?

2. How does one’s administrative leadership perspective on a human-relations orientation support leadership within a BC high school international program?

3. As an administrative leader in an international program, how does one manage value conflicts in the cultural domain?

Voluntary Participation
Participation in this research study must be completely voluntary. If the decision is made to participate, one may withdraw at any time without consequence or explanation. If one withdraws from the study, the data will not be used in the analysis.

Anonymity & Confidentiality
All of the data will be coded and personal identifiers including participant names will be removed from the analysis and documentation of this data. Confidentiality for participants is of paramount importance. Additionally, no one other than myself shall have access to the data collected during the research process. It will remain locked in a cabinet in my office at the University of Victoria and stored on password protected computer files until such time that the dissertation is completed and approved by my supervisor, Dr. Carolyn Crippen.

Disposal of the Data
Upon completion of this study, data will be disposed of by the deletion of computer files, shredding of paper documents, and the destruction of audio recordings.
Dissemination of the Results
The results of this study will be published in the form of a Doctoral dissertation. I will leave a copy of the completed dissertation with the _______ School District so that anyone with an interest in the study may view the results.

If you have any questions or concerns, please contact me at 1-250-516-6148 or email me at j77davis@uvic.ca. This dissertation is being conducted under the supervision of my supervisor, Dr. Carolyn Crippen. If the need should arise you may contact Dr. Crippen at 250-721-7825 or email her at ccrippen@uvic.ca.

In addition to being able to contact the researcher or the supervisor at the above phone numbers, you may verify the ethical approval of this study, or raise any concerns you might have by contacting the Associate Vice-President, Research at the University of Victoria 250-472-4545 or at ethics@uvic.ca. Thank you for your consideration.

Respectfully,

Jeff Davis

Doctoral Student
University of Victoria
250 516 6148
Appendix H: Interview Protocol

Project: Leadership within High School International Programs: Where Are We Now?

Time of interview:
Date:
Place:
Interviewer:
Interviewee:
Role of interviewee:

[Describe here the project, telling the interviewee about (a) the purpose of the study (b) the individuals and sources of data being collected (c) what will be done with the data to protect the confidentiality of the interviewee (d) how long the interview will take]

[Have the interviewee read and sign the consent form.]

[Turn on the tape recorder and test it]

Questions:

Demographic Info

1. What is your current professional role in the ________ school district? How long have you been the person-in-charge of the international program in ________?

2. Tell me about your education background (post-secondary training etc)?

3. Tell me about your background in general, what led you to this position?

4. What other roles have you had in the field of education?

5. Describe your main responsibilities as the leader or person-in-charge of the international program in ________?

6. Tell me about your program. How many people do you have working with you in your program?

7. Can you describe a typical day when you are working?

Initial Open-Ended Questions

8. How would you describe the culture of your school district?
9. During a typical day of work, tell me about the interactions that you might have with students?

10. During a typical day of work, tell me about the interactions that you might have with your staff?

11. During a typical day of work, tell me about the encounters that you might have with other school district administrators in your school district?

12. During a typical day of work, tell me about the encounters that you might have with individuals or groups from outside of the school district?

13. Tell me about conflicts that may occur in your position. What are the major sources of these conflicts?

Intermediate Questions

14. Tell me about a specific example of effective leadership in an international program context.

15. Why was the specific leadership practice effective?

16. How does the organizational culture of your school district influence your leadership?

17. To what extent are professional relationships important in your role? Why?

18. Tell me about a conflict that you have recently managed and or resolved.

19. How would you describe your professional relationships with your colleagues from other school districts?

20. Tell me about your expectations of how the Ministry of Education should be involved in international programs at the high school level in BC.

21. Describe your home-stay program? In your opinion, does it meet the needs of
your students?

22. Does your school district have a clear succession plan for the international program? If yes, please describe. If no, please explain.

23. International program leaders manage conflicts related to culture on a daily basis. Tell me about how you manage these types of conflict. Please provide a specific example.

24. In your opinion, do international program leaders require specific training or is the current model effective?

**Ending Questions**

25. Which area(s) of international program leadership requires attention? Why?

26. Is there anything you would like to ask me?

**Follow-Up Questions**

(Thank the individuals for their cooperation and participation in the interview. Assure them of the confidentiality of their responses and the potential for future interviews)

1. After reviewing your interview transcript, is there anything that you would like to clarify or add to the information you provided in the interview?

2. Since participating in the interview, have you noticed any changes differences in your leadership practice?

3. Is there anything you would like to ask me?
**Appendix I: The Research Questions or Themes of the Multi-Case Study**

<table>
<thead>
<tr>
<th>Theme 1: The Phenomenon of International Program Leadership is Contextual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theme 2: Professional Relationships and Networks are a Key Element of International Program Leadership</td>
</tr>
<tr>
<td>Theme 3: The Organizational Culture and Context of a School District has an Influence on International Program Leadership</td>
</tr>
<tr>
<td>Theme 4: Managing and Resolving Conflicts over Values and Culture are Key Elements of International Program Leadership</td>
</tr>
<tr>
<td>Theme 5: Unique to each Case</td>
</tr>
<tr>
<td>INT-01: Limited Understanding or Recognition of International Student Programming from School District Senior Management</td>
</tr>
<tr>
<td>INT-02: Limited Leadership Development, Training and Succession Planning in the International Education Sector</td>
</tr>
<tr>
<td>INT-03: Limited Leadership Development, Training and Succession Planning in the International Education Sector</td>
</tr>
<tr>
<td>INT-04: Entry into the K to 12 International Education Sector and Succession Planning</td>
</tr>
<tr>
<td>INT-05: Limited Understanding or Recognition of International Program Leaders from School District Senior Management and Succession Planning</td>
</tr>
<tr>
<td>INT-06: Limited Understanding or Recognition of International Student Programming from School District Senior Management and Succession Planning</td>
</tr>
</tbody>
</table>
## Appendix J: Multi-Case Assertions for the Final Report

<table>
<thead>
<tr>
<th>#</th>
<th>Tentative Assertion (Merged Findings)</th>
<th>Evidence in Which Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>International program leaders (IPL) manage conflict related to school district guidelines surrounding the placement of international students in schools and the associated complexities that may arise.</td>
<td>INT-02, INT-03, INT-04, INT-05</td>
</tr>
<tr>
<td>2</td>
<td>The provision of home-stay services (placement and support) and securing appropriate living arrangements for K-12 international students is a challenging area for IPLs.</td>
<td>INT-01, INT-03, INT-03, INT-04, INT-05, INT-06</td>
</tr>
<tr>
<td>3</td>
<td>IPLs need to focus on the maintenance of positive professional relationships with a variety of international education stakeholders including: agents, custodians, home-stay parents, natural parents and school district staff. The number of actors creates complexities and difficulty surrounding communication.</td>
<td>INT-04, INT-03, INT-06, INT-02</td>
</tr>
<tr>
<td>4</td>
<td>IPLs comment that there is limited understanding of the mandate of international programs within a school district context, including at the senior management level. This includes the role and skill set of the IPL.</td>
<td>INT-01, INT-03, INT-04, INT-05, INT-06</td>
</tr>
<tr>
<td>5</td>
<td>The context of the international program has a significant influence on the day-to-day responsibilities of the IPL. Leaders of larger programs have limited interaction with students and more contact with district administrators. They may also focus more on the marketing and recruitment aspect of the program and acting as a diplomat or mediator. The converse would be true of leaders of smaller programs as they work more closely with students and individual teachers. They may work more as an advocate for international students and are usually the custodian.</td>
<td>Contextual finding</td>
</tr>
<tr>
<td>6</td>
<td>The background of the IPL has a direct relationship to the degree of comfort working within the school district organizational culture. The more length of time spent in one school district fosters professional relationships which influences IPL leadership in a positive manner.</td>
<td>Contextual finding</td>
</tr>
<tr>
<td>7</td>
<td>Effective communication with a wide variety of stakeholders is a significant aspect of an IPL’s day-to-day responsibilities.</td>
<td>INT-02, INT-03, INT-05, INT-06</td>
</tr>
<tr>
<td></td>
<td>Bypass Procedure</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---------------------------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td>1</td>
<td><strong>BYPI-1</strong>: Day-today international program leadership is highly contextual and dependent on the size of the district, location and the background of the IPL.</td>
<td>As per bypass process findings &amp; related themes rating of themes on 5A</td>
</tr>
<tr>
<td>2</td>
<td><strong>BYPI-2</strong>: A humanistic approach to communication with a wide variety of stakeholders is a fundamental element of international program leadership according to the respondents. Finding common ground between stakeholders as a mediator or advocate is a common thread. The main form of communication seems to be email.</td>
<td>As per bypass process findings &amp; related themes rating of themes on 5A</td>
</tr>
<tr>
<td>3</td>
<td><strong>BYPI-3</strong>: IPLs value their autonomy and given the unique nature of the position with a public school district, they are often constrained by their position as a middle manager. Frustration with school district direction is common. Participants with a longer history in the school district seemed to express this viewpoint more frequently</td>
<td>As per bypass process findings &amp; related themes rating of themes on 5A</td>
</tr>
<tr>
<td>4</td>
<td><strong>BYPI-4</strong>: The IPLs comment that dealing with different cultural expectations on how to manage a given conflict is challenging aspect of international program leadership</td>
<td>As per bypass process findings &amp; related themes rating of themes on 5A</td>
</tr>
<tr>
<td>5</td>
<td><strong>BYPI-5</strong>:</td>
<td></td>
</tr>
</tbody>
</table>

|   | CCA-Th 2 (Cases 1, 3, 5): IPLs have a leadership role involves acting as an advocate for international students studying in Canada. In the school district, they may be viewed as a mediator or liaison between the international program and the four key stakeholders (parents, students, agent school). This role places a premium on strong professional relationships characterized by a leader who listens to the various stakeholders as a means to find common ground. | As per worksheet 5a and Stake (2005)                                                                 |
| 2 | CCA-Th 1 (Cases 1, 2, 3, 5, 6) IPL is contextual and each program is quite different in relation to the services that are provided. District guidelines and policies on international programs significantly influence the scale and scope of | As per worksheet 5a and Stake (2005)                                                                 |
these programs. The role of the leaders in these international programs varies greatly from district to district and is based upon size of the program and profile within a given district. The background of each leader also has an influence on the areas of focus within an international program leadership context. Generally speaking, leaders coming from a business background tend to focus on marketing and recruitment, whereas leaders with an education background may tend to focus on issues related to district operations and or student support.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>CCA – Th 3 (Cases 2, 3, 4) The IPL often manages philosophical disagreement with the nature of international programming, particularly the fee collection aspect - international programming is misunderstood within the larger organizational context of a school district culture. The longer time spent in a district seems to create conditions where an IPL may become more critical of the organizational culture and the manner in which senior management liaises with international programs. As per worksheet 5a and Stake (2005)</td>
</tr>
<tr>
<td>4</td>
<td>CCA – Th 4 (Cases 1, 3, 5, 6) Managing conflict is a major element of an ILP daily leadership practice. Conflict focuses around several common areas specifically: inappropriate living conditions; school district guidelines around admissions to specific schools; and the management of student health issues, specifically concerns around student mental health. The IPL is a mediator of these conflicts and works between stakeholders find a solution that maintains school district and program standards. As per worksheet 5a and Stake (2005)</td>
</tr>
<tr>
<td>5</td>
<td>CCA – Th 5 (No consistent theme)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix K: Estimates of Ordinariness of the Situation of Each Case and
Estimates of Manifestation of Multi-Case Themes in Each Case

W = highly unusual situation, u = somewhat unusual situation, blank = ordinary situation
M = high manifestation, m = some manifestation, blank = almost no manifestation

<table>
<thead>
<tr>
<th>Ordinariness of this Case’s situation:</th>
<th>Case INT-01</th>
<th>Case INT-02</th>
<th>Case INT-03</th>
<th>Case INT-04</th>
<th>Case INT-05</th>
<th>Case INT-06</th>
</tr>
</thead>
<tbody>
<tr>
<td>Original Multicase Themes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theme 1</td>
<td>m</td>
<td>M</td>
<td>M</td>
<td>m</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>Theme 2</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>Theme 3</td>
<td>M</td>
<td>m</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>Theme 4</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>m</td>
<td></td>
</tr>
<tr>
<td>Theme 5</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

High manifestation means that the Theme is prominent in this particular case study.
A highly unusual situation (far from ordinary) is one that is expected to challenge the generality of themes.
As indicated, the original themes can be augmented by additional themes even as late as the beginning of
the cross-case analysis. The paragraphs on each Theme should be attached to the matrix so that the basis for
estimates can be readily examined.
## Appendix L: A Map on Which to Make Assertions for the Final Report

<table>
<thead>
<tr>
<th>Case INT-01</th>
<th>(1)</th>
<th>(2)</th>
<th>(3)</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finding I</td>
<td>H**</td>
<td>L</td>
<td>L</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>Finding II</td>
<td>L</td>
<td>L</td>
<td>L</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finding III</td>
<td>M</td>
<td>M</td>
<td>H</td>
<td>H*</td>
<td>L</td>
</tr>
<tr>
<td>Finding IV</td>
<td>H**</td>
<td>M</td>
<td>H</td>
<td>M</td>
<td>L</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Case INT-02</th>
<th>(1)</th>
<th>(2)</th>
<th>3</th>
<th>(4)</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finding I</td>
<td>H***</td>
<td>M</td>
<td>M</td>
<td>L</td>
<td>L</td>
</tr>
<tr>
<td>Finding II</td>
<td>H***</td>
<td>L</td>
<td>H</td>
<td>H**</td>
<td>L</td>
</tr>
<tr>
<td>Finding III</td>
<td>H***</td>
<td>L</td>
<td>L</td>
<td>L</td>
<td>L</td>
</tr>
<tr>
<td>Finding IV</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>H**</td>
<td>L</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Case INT-03</th>
<th>(1)</th>
<th>(2)</th>
<th>(3)</th>
<th>(4)</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finding I</td>
<td>H***</td>
<td>H</td>
<td>H**</td>
<td>M</td>
<td>L</td>
</tr>
<tr>
<td>Finding II</td>
<td>M</td>
<td>L</td>
<td>L</td>
<td>H</td>
<td>L</td>
</tr>
<tr>
<td>Finding III</td>
<td>H***</td>
<td>L</td>
<td>M</td>
<td>H</td>
<td>L</td>
</tr>
<tr>
<td>Finding IV</td>
<td>H</td>
<td>L</td>
<td>L</td>
<td>L</td>
<td>L</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Case INT-04</th>
<th>(1)</th>
<th>(2)</th>
<th>(3)</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finding I</td>
<td>H**</td>
<td>M</td>
<td>L</td>
<td>M</td>
<td>L</td>
</tr>
<tr>
<td>Finding II</td>
<td>H**</td>
<td>L</td>
<td>L</td>
<td>L</td>
<td>L</td>
</tr>
<tr>
<td>Finding III</td>
<td>H**</td>
<td>L</td>
<td>1</td>
<td>H*</td>
<td>L</td>
</tr>
<tr>
<td>Finding IV</td>
<td>H**</td>
<td>L</td>
<td>H</td>
<td>M</td>
<td>M</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Case INT-05</th>
<th>(1)</th>
<th>(2)</th>
<th>(3)</th>
<th>(4)</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finding I</td>
<td>H**</td>
<td>L</td>
<td>L</td>
<td>L</td>
<td>L</td>
</tr>
<tr>
<td>Finding II</td>
<td>H**</td>
<td>L</td>
<td>L</td>
<td>H**</td>
<td>L</td>
</tr>
<tr>
<td>Finding III</td>
<td>H**</td>
<td>M</td>
<td>H**</td>
<td>M</td>
<td>L</td>
</tr>
<tr>
<td>Finding IV</td>
<td>L</td>
<td>H</td>
<td>M</td>
<td>L</td>
<td>L</td>
</tr>
<tr>
<td>Finding V</td>
<td>H**</td>
<td>L</td>
<td>H*</td>
<td>L</td>
<td>L</td>
</tr>
<tr>
<td>Case INT-06</td>
<td>1</td>
<td>(2)</td>
<td>(3)</td>
<td>4</td>
<td>(5)</td>
</tr>
<tr>
<td>------------</td>
<td>---</td>
<td>-----</td>
<td>-----</td>
<td>---</td>
<td>-----</td>
</tr>
<tr>
<td>Finding I</td>
<td>H</td>
<td>*</td>
<td>L</td>
<td>L</td>
<td>L</td>
</tr>
<tr>
<td>Finding II</td>
<td>H</td>
<td>L</td>
<td>L</td>
<td>L</td>
<td>L</td>
</tr>
<tr>
<td>Finding III</td>
<td>H</td>
<td>**</td>
<td>L</td>
<td>L</td>
<td>L</td>
</tr>
<tr>
<td>Finding IV</td>
<td>H</td>
<td>**</td>
<td>M</td>
<td>M</td>
<td>L</td>
</tr>
<tr>
<td>Finding V</td>
<td>H</td>
<td>M</td>
<td>M</td>
<td>L</td>
<td>M</td>
</tr>
</tbody>
</table>
### Appendix M: Table of Themes and Sub-Themes INT-01

<table>
<thead>
<tr>
<th>Theme 1: Background of leader (Case description)</th>
<th>Theme 2: Program Structure (Case description)</th>
<th>Theme 3: Leadership Competencies</th>
<th>Theme 4: Organizational Culture of School District</th>
<th>Theme 5: Interactions &amp; Relationships</th>
<th>Theme 6: Conflict &amp; Contentious Areas</th>
<th>Theme 6: Leadership Development, &amp; Succession</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sub theme: Educator background</td>
<td>Sub-theme: Fragmented</td>
<td>Sub theme: Diplomacy &amp; mediation</td>
<td>Sub theme: Meta values of leaders</td>
<td>Sub theme: Interactions with wide range of groups</td>
<td>Sub theme: Value conflicts in the cultural arena</td>
<td>Sub theme: Need for training</td>
</tr>
<tr>
<td>Sub theme: Leader history in district</td>
<td>Sub theme: Home-stay</td>
<td>Sub theme: Listening &amp; communication</td>
<td>Sub theme: Influence on day to day leadership</td>
<td>Sub theme: Networks</td>
<td>Value conflicts in the political arena</td>
<td>Sub theme: How are IE leaders chosen?</td>
</tr>
<tr>
<td>Sub theme: Formal education</td>
<td>Sub-theme: Custodian</td>
<td></td>
<td>Sub theme: No typical day</td>
<td>Value conflicts at organizational level</td>
<td>Sub theme: Limited succession</td>
<td></td>
</tr>
<tr>
<td>Sub theme: Service delivery</td>
<td></td>
<td></td>
<td>Sub theme: At home versus on road</td>
<td>Shared goals by: Ministry of education &amp; Senior management</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sub theme: Size of program versus types of interactions</td>
<td>Sub theme: Expectation to generate revenue</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Appendix N: Analyst’s Notes While Reading a Case Report INT-01

**Case ID ___INT-01_____

### Synopsis of Case:
INT-01 presents an example of an IPL in a medium-sized BC city who is running a small international program. He is closely involved in all aspects of management and leadership of the international program department. This includes budget and finance, home-stay, school support and relations, and marketing and recruitment. He travels 10 months per year for the job and has continues to work closely with students, staff and agents.

### Case Findings:
I. As the leader of a small program, INT-01 is intimately involved in all aspects of program management including the management of all critical incidents. His marketing and recruitment schedule is quite heavy as he travels 10 months per year.

II. INT-01 values professional relationships and effective communication. He presents a number of examples of how he cultivates these values with his staff.

III. INT-01 has experienced difficulty working in a school district culture that does not recognize and support business-oriented nature of international programs.

IV. INT-01 highly values his professional autonomy and is suspicious of involvement from the Ministry of Education or senior management of the school district. He is highly critical of senior management for a perceived lack of understanding – there seems to be an absence of trust.

### Uniqueness of case situation for program/phenomenon:
The case is not unique within the context of small international programs in British Columbia. INT-01’s experience in the K to 12 system is also consistent with many other international program leaders.

### Relevance of case for cross-case Themes:
Theme 1 ___ L ___ Theme 2 ___ H ___ Theme 3 ___ H ___ Theme 4 _M_____ Theme 5 _H_____

### Possible excerpts for cross-case report:
Page P. 109 paragraph #1
Page p. 111 paragraph #1
Page p. 114 paragraph #2
Factors (optional):

Commentary:
INT-01 leadership practice as an IPL in a small district and program is characterized by direct involvement in all aspects of the operations including home-stay and direct student interactions. He values the development of strong professional relationships and effective communication as key drivers of leadership his leadership practice. There is an overarching sense of difficulty with the secretary treasurer on the business side (financial) aspects of international programs. He also seems concerned about BC Ministry of Education involvement in international programming. Overall, INT-01 has been given autonomy and latitude to develop this program and he is wary of outside interference. As a middle manager in a public sector organization, this may be a theme to explore further.
### Appendix O: Analyst’s Notes While Reading a Case Report INT-02

**Case ID**: ___INT-02_____

<table>
<thead>
<tr>
<th>Synopsis of Case:</th>
<th>Case Findings:</th>
</tr>
</thead>
<tbody>
<tr>
<td>INT-02 presents an example of an IPL in a large BC city who is leading a large international program. Given the size of the program and decentralized model, INT-02 focuses on two main areas – marketing and recruiting and determining whether students are eligible for Ministry funding or not. The school district context influences her leadership role as the program operates with a relatively small staff based upon overall student numbers. INT-01’s background from a private educational organization is different from other IPLs.</td>
<td>I. As the leader of a large program, INT-02 has specialized responsibilities that form her leadership practice – these are focused on marketing and recruitment and making assessments on student eligibility for funding. This is due to the size of her district and the decentralized model that has been developed by the school district. INT-02 does not have custodial responsibilities or provide home-stay which limits district liability.</td>
</tr>
<tr>
<td></td>
<td>II. INT-02 comments that most conflicts occur with agents related to district policy around admissions to her schools. Some schools are more desirable and there is fierce competition to gain entry into these schools. There is also significant conflict around the notion of international education programming as some school district staff are philosophically opposed or do not understand the difference between fee-paying and non-fee paying.</td>
</tr>
<tr>
<td></td>
<td>III. INT-02 background is quite unique in a BC context. She would be considered mid-career and has not been in the public K to 12 education system as a teacher or administrator. Her work in a private-sector</td>
</tr>
</tbody>
</table>
organization that promoted a subject area seemed to prepare her well for the marketing and recruitment aspect of the work. Her education background and post-secondary education is in business administration.

Uniqueness of case situation for program/phenomenon:
The case situation would be unique in a BC context and in comparison to other international programs under examination. The unique aspect is that the school district has taken an arms-length approach to their international education service delivery model. The size of the district is also unique as it is the quite large in a BC context.

Relevance of case for cross-case Themes:
Theme 1 H Theme 2 H Theme 3 L Theme 4 H Theme 5 L

Possible excerpts for cross-case report:
Page 119 p-1
Page 119 p-4
Page 121 p-2
Page 125 p 1& 3

Factors (optional):

Commentary:
INT-02’s leadership practice as an IPL in a large district is characterized by specialized areas of responsibility in marketing and recruitment and reviewing funding for foreign students. She recognizes the need to clarify misunderstandings regarding international programming for educators.
in her school district and other stakeholders including agents and parents. Clarifying and resolving conflicts of this nature are a significant aspect of her work. The school district’s decision to develop a decentralized international education program that is largely hands-off with regards to student issues is unique in British Columbia. One may presume that this decision was made due to the size and scope of this particular district. INT-02 had difficulty explaining how the organizational culture influenced her leadership practice and this may also be a function of working in a large school district that has many organizational cultures within the larger system. INT-02’s business background would be considered unique within the system and it provides her with a different perspective than other international program leaders in this study.
Appendix P: Analyst’s Notes While Reading a Case Report INT-03

Case ID ____ INT-03 ____

<table>
<thead>
<tr>
<th>Synopsis of Case:</th>
<th>Case Findings:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The case of INT-03 presents an example of an IPL in a metropolitan area leading</td>
<td>I. As the leader of a large program, INT-03 has specialized responsibilities that form her leadership practice – these are focused on acting an advocate or positive spokesperson for international students who are hosted in her district’s schools.</td>
</tr>
<tr>
<td>a large international program. Given the size of the program and decentralized</td>
<td>This role as an advocate extends to lobbying for additional support for international students in schools. Communication with parents and agents is a key aspect of her leadership practice.</td>
</tr>
<tr>
<td>model, INT-03 focuses on working with school district staff address systemic issues</td>
<td>INT-03 does not have custodial responsibilities or provide home-stay which limits district liability.</td>
</tr>
<tr>
<td>related to international students. Another focus is working with her international</td>
<td>II. INT-03 comments that one of her most significant challenge as a leader is to monitor unregulated home-stay arrangements as 50% of her students live in these types of arrangements.</td>
</tr>
<tr>
<td>program team on admissions and marketing and recruitment She has limited direct</td>
<td>III. INT-03 finds the majority of conflicts occur with either local custodians not affiliated with the school district or parents of international students who may or may not be residing in Canada.</td>
</tr>
<tr>
<td>interaction with students. INT-03 background from as an educator with administrative</td>
<td></td>
</tr>
<tr>
<td>training is similar to other international program leaders in BC. Her background teaching and living in Japan seems to have led her to this administrative position which she has occupied since 1997.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Uniqueness of case situation for program/phenomenon:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>IV. INT-03 background as a teacher in Japan in the early 90’s facilitated her entry</td>
<td></td>
</tr>
</tbody>
</table>
The case situation would be unique in a BC context and in comparison to other international programs under examination. The unique aspect is the overall size of the program and the decentralized model. Support for students is distributed across the district. Given this it's location in a metropolitan area, the district would be considered high profile within a BC context.

Relevance of case for cross-case Themes:

<table>
<thead>
<tr>
<th>Theme 1</th>
<th>Theme 2</th>
<th>Theme 3</th>
<th>Theme 4</th>
<th>Theme 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>H</td>
<td>H</td>
<td>L</td>
<td>H</td>
<td>L</td>
</tr>
</tbody>
</table>

Possible excerpts for cross-case report:

- Page 128 p -2
- Page 130 p - 3
- Page 131 p - 2
- Page 132 p – 1
- Page 6 p-1
- Page 8 p 3 & 4

Factors (optional):

Commentary:

INT-02’s describes her leadership practice as an international program leader as an advocate for international students studying in her district. Communication with parents and agents also composes a significant aspect of her day-to-day work. In addition, working with school administrators and district staff to address capacity and funding issues is also a key component. INT-03 has been in the sector since 1997 - this provides her more experience than most IPLs. It is apparent from the interview that INT-03 has a clear understanding into the sector. This experience living and working in Japan helped her gain insight into the experience of international students living in Canada and has a direct influence on her leadership practice.
or her role and priorities as a leader and at the same time has strong sense of the district’s organizational culture and the corresponding influence on her leadership. She does recognize that in a large metropolitan school may receive media attention and that international program staff must sensitive and media savvy.

Conflicts and disagreements seem to be largely occurring with individuals not affiliated with the district. Private home-stay arrangements, local custodians and parents from overseas continue to have disagreements about district practices while INT-03 addresses inappropriate living arrangements on a regular basis.

INT-03 recognizes that the relational aspect of her work is critical to the success of the program given the sometimes controversial nature of international programs – she therefore focuses on collaborative relationships with school district staff.
Appendix Q: Analyst’s Notes While Reading a Case Report INT-04

<table>
<thead>
<tr>
<th>Case ID</th>
<th>INT-04</th>
</tr>
</thead>
</table>

**Synopsis of Case:**
The case of INT-04 presents an example of an IPL in a rural school district BC area leading a small international program. Given the size of the program and centralized model, INT-04 works closely with all stakeholders involved in the international program, including students. Given there are two staff members in the program INT-04 handles all aspects of the program. INT-04 education background and administrative training is similar to other IPLs in BC although he does possess a doctorate in education - this would not be common. He has significant experience in the position and has been with the school district for 30 years.

**Case Findings:**

I. As the leader of a small program, INT-04 has general responsibilities that shape his leadership practice. He is responsible for all aspects of the international program including support with study permit extensions. His role leads him to many interactions with students and school based staff on areas related to student discipline and curriculum development.

Communication with parents and agents is a key aspect of his leadership practice.

INT-04 does has custodial responsibilities for all of the students in the district which places him in a position of both authority and liability with regards to student safety.

II. INT-04 comments that one of her most significant challenges as a leader is the limitations surrounding home-stay families. It remains a challenge to locate enough quality home-stay families.

III. INT-04 finds the majority of conflicts occur with agents where he may not agree with their practices. He notes that specific jurisdictions are more difficult than others.

IV. INT-04 clearly articulates his perspective on the organizational culture of his district. He struggles with manner in

<table>
<thead>
<tr>
<th>Uniqueness of case situation for program/phenomenon:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The case situation would be atypical in a BC</td>
</tr>
</tbody>
</table>


context for a smaller international program. which international students are viewed and aims to have local students gain an international experience and also find ways to improve ELL.

<table>
<thead>
<tr>
<th>Relevance of case for cross-case themes:</th>
<th>Possible excerpts for cross-case report:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theme 1 ___ H ___ Theme 2 ___ L ___ Theme 3 ___ H ___ Theme 4 ___ M ___ Theme 5 ___ L ___</td>
<td>Page 138 p - 3</td>
</tr>
<tr>
<td></td>
<td>Page 140 p - 1</td>
</tr>
<tr>
<td></td>
<td>Page 140 p - 3</td>
</tr>
<tr>
<td></td>
<td>Page 143 p - 1</td>
</tr>
<tr>
<td></td>
<td>Page 143 p - 3</td>
</tr>
<tr>
<td></td>
<td>Page 144 p - 2</td>
</tr>
<tr>
<td></td>
<td>Page 145 p - 1</td>
</tr>
<tr>
<td></td>
<td>Page 147 p - 2</td>
</tr>
</tbody>
</table>

Factors (optional):

Commentary:

INT-04’s case is unique in terms of context and setting and his perspective or the areas he seems to value are quite different than other IPLs. Perhaps it is his stage of his career as he is one or two years away from retirement and has been in the same rural district for 30 years.

INT-04 values his autonomy and ability to create the vision for the international program. It is apparent that he wishes the school district embraced the opportunity for the school district community to learn from the international visitors and that the English Language Learning department would find alternate methods to engage students. He has a
strong opinion on how the organizational culture influences his leadership.
He does not seem too interested in the relational aspect of the work and has many complaints about various stakeholders involved in the international education sector including agents, home-stay families, other international programs, the Ministry of Education and his school district. He does spend the majority of his time managing communications. As the IPL of a small program in a rural district, INT-04 a strong influence on all aspects of the program and is directly involved with students and teachers. This would be in direct contrast to leaders of larger programs who tend to have organizational structures to manage the different aspects of the operation.
Appendix R: Analyst’s Notes While Reading a Case Report INT-05

Case ID ____ INT-05____

<table>
<thead>
<tr>
<th>Synopsis of Case:</th>
<th>Case Findings:</th>
</tr>
</thead>
<tbody>
<tr>
<td>INT-05 is an example of an IPL in a metropolitan and culturally diverse school district BC leading a large international program with over 900 students. INT-05 has a staff of 12 that report directly to her on all matters related to international programming. INT-05’s background is unique as she came from the post-secondary sector and has a background in Spanish language. INT-05 is responsible for the leadership of the program; making recommendations to senior management; new program development; and the overall program strategy and marketing strategy. INT-05 does not have custodial responsibilities. INT-05 reports to an Associate Superintendent and also has a Director of Instruction that supports the registration of students in the schools. INT-05 is responsible for a large budget of 13 million dollars.</td>
<td>I. As the leader of a large program, INT-05 has two main components to her role, marketing or managing the office in relation to admissions, student issues or markets. She also provides feedback to the Associate Superintendent regarding matters related to international education. This may be considered a liaison role where she provides information and support to a variety of stakeholders regarding international education. II. INT-05 comments that one of her most significant challenges is dealing with mental health issues for students due to the variations in how different cultures manage mental illness. These methods can be quite different than what we see in the Canadian context. III. INT-05 views her role as that of a diplomat or mediator that tries to find common ground between the various stakeholders involved in international education programming. IV. INT-05 views international program leadership to be all about relationships. She recognizes that all the stakeholder voices involved need to be heard and that</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Uniqueness of case situation for program/phenomenon:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The case situation would be typical of a large</td>
<td></td>
</tr>
</tbody>
</table>


International program in a metropolitan BC context. Listening is an important part of an international program leader’s toolkit. V. Due to the multicultural nature of the school district, INT-05 views the organizational culture to be understanding and supportive of international programming.

<table>
<thead>
<tr>
<th>Relevance of case for cross-case Themes:</th>
<th>Possible excerpts for cross-case report:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theme 1 H Theme 2 L Theme 3 H Theme 4 M Theme 5 L</td>
<td>Page 148 p - 3</td>
</tr>
<tr>
<td></td>
<td>Page 151 p - 1</td>
</tr>
<tr>
<td></td>
<td>Page 151 p - 3</td>
</tr>
<tr>
<td></td>
<td>Page 152 p - 1</td>
</tr>
<tr>
<td></td>
<td>Page 152 p - 2</td>
</tr>
<tr>
<td></td>
<td>Page 153 p - 3</td>
</tr>
<tr>
<td></td>
<td>Page 154 p - 3</td>
</tr>
<tr>
<td></td>
<td>Page 155 p - 2</td>
</tr>
<tr>
<td></td>
<td>Page 156 p - 2</td>
</tr>
<tr>
<td></td>
<td>Page 158 p - 2</td>
</tr>
<tr>
<td></td>
<td>Page 161 p - 1</td>
</tr>
</tbody>
</table>

Factors (optional):

Commentary:
INT-05 unique entry into international program leadership is a something to consider. Shifts from the post-secondary sector to K to 12 may become more prevalent. Individuals with a second language and cultural understanding may start to emerge on a regular basis.
INT-05 responsibilities as leader revolve around advising on international programming and acting as a mediator or diplomat regarding contentious issues surrounding international programming or specific issues related to mental health of students. INT-05 explains that the school district supports international students and have an understanding of their unique circumstances. However, it was apparent during the conclusion of the interview that she felt that her role and skill set was not highly valued or recognized within the school district. INT-05 recognizes that additional training is important for an international program leader and to that end is pursuing master’s degree.
### Appendix S: Worksheet 3. Analyst’s Notes While Reading a Case Report INT-06

**Case ID _____ INT-06 _____**

<table>
<thead>
<tr>
<th>Synopsis of Case:</th>
<th>Case Findings:</th>
</tr>
</thead>
<tbody>
<tr>
<td>INT-06 is the IPL of an international program in a medium-sized school district in a semi-urban area. This particular school district has over 7000 students (FTE) and approximately 300 international students (FTE). INT-06 has a staff of 7 that report directly to him on all matters related to international programming. IN-06’s background in education includes time as a teacher and administrator in his current school district where he has worked for over 30 years. INT-05 is responsible for all international students in the district including and has custodial responsibilities and operates a home-stay program.</td>
<td>I. As the leader of a medium-sized program, INT-06 has responsibility for all aspects of the program. He focuses mainly on marketing and recruitment via email correspondence and dealing with home-stay difficulties.</td>
</tr>
<tr>
<td></td>
<td>II. INT-06 comments that one of his most significant challenges is locating enough home-stays to meet the demands of his international student enrolment.</td>
</tr>
<tr>
<td></td>
<td>III. INT-06 views servant leadership as a philosophy that guides his practice. He identifies his mother’s leadership at home in his early years as having a significant influence on his own leadership style.</td>
</tr>
<tr>
<td></td>
<td>IV. INT-06 describes professional relationships as a key element of international program leadership and as part of his overall philosophy as an educator.</td>
</tr>
<tr>
<td></td>
<td>V. INT-06 explains that “the biggest thing I think we need (every district) is greater professional development around international education for teachers and beyond that school support staff.” INT-06 suggests international program staff should be visiting schools to provide an</td>
</tr>
</tbody>
</table>

**Uniqueness of case situation for program/phenomenon:**

The case situation would be typical of a medium sized international program in semi-rural area
natural update on how international programs operate.

Relevance of case for cross-case Themes:
Theme 1 M Theme 2 H Theme 3 H Theme 4 M Theme 5 M

Possible excerpts for cross-case report:
Page 2 p-162
Page 3 p-163
Page 4 p-164
Page 5 p-165
Page 7 p-167
Page 8 p-168

Factors (optional):

Commentary:
INT-06 consistency in his district and the relationships that have been developed over time supports his capacity for leadership and positive results for the international program. He clearly understands the organizational culture of the school district and has been working with many of his colleagues for over 30 years.
INT-06 responsibilities as leader as are focused on marketing and recruiting along with home-stay-related issues. He spends significant amounts of his time managing communications with overseas agents.
INT-06 believes that within his district there is limited understanding of international programming and that professional development around this topic would be useful for school district employees.
INT-06 focuses on the relational piece to support
his leadership practice. As noted, many of these relationships have developed over time.
Appendix T: Findings Strips

Case Finding Strip INT-01:

I. As the leader of a small program, INT-01 is intimately involved in all aspects of program management including the management of all critical incidents. His marketing and recruitment schedule is quite heavy as he travels 10 months per year.

T1: H  T2: L  T3: L  T4: M  T5: M

II. INT-01 values professional relationships and effective communication. He presents a number of examples of how he cultivates these values with his staff.

T1: L  T2: H  T3: L  T4: L  T5: H

III. INT-01 has experienced difficulty working in a school district culture that does not recognize and the support business-oriented nature of international programs.

T1: M  T2: M  T3: H  T4: H  T5: L

IV. INT-01 highly values his professional autonomy and is suspicious of involvement from the BC Ministry of Education or senior management of the school district. He is highly critical of senior management for a perceived lack of understanding – there seems to be an absence of trust.

T1: H  T2: M  T3: H  T4: M  T5: L

Case Finding Strip INT-02:

I. As the leader of a large program, INT-02 has specialized responsibilities that form her leadership practice – these are focused on marketing and recruitment and making assessments on student eligibility for funding. This is due to the size of her district and the decentralized model that has been developed by the school district. INT-02 does not have custodial responsibilities or provide home-stay which limits district liability.

T1: H  T2: M  T3: M  T4: L  T5: L
II. INT-02 comments that most conflicts occur with agents related to district policy around admissions to her schools. Some schools are more desirable and there is fierce competition to gain entry into these schools. There is also significant conflict around the notion of international programming as some school district staff are philosophically opposed or do not understand the difference between fee-paying and non-fee paying.

T1: H T2: L T3: H T4: H T5: L

III. INT-02 background is quite unique in a BC context. She would be considered mid-career and has not been in the public K to 12 education system as a teacher or administrator. Her work in a private-sector organization that promoted a subject area seemed to prepare her well for the marketing and recruitment aspect of the work. Her education background and post-secondary education is in business administration.

T1: H T2: L T3: L T4: L T5: L

IV. INT-02 identifies that miscommunication or misinformation on district guidelines related to her program to be one of the most significant leadership challenges. She recognizes that ensuring the people she serves have a clear understanding of a given situation to be a one significant area of her leadership practice.

T1: M T2: M T3: M T4: H T5: L

Case Finding Strip INT-03:

I. As the leader of a large program, INT-03 has specialized responsibilities that form her leadership practice – these are focused on acting an advocate or positive spokesperson for international students who are hosted in her district’s schools. This role as an advocate extends to lobbying for additional support for international students in schools. Communication with parents and agents is a key aspect of her leadership practice. INT-03 does not have custodial responsibilities or provide home-stay and this limits district liability.

T1: H T2: H T3: H T4: M T5: L
II. INT-03 comments that one of her most significant challenge as a leader is to monitor unregulated home-stay arrangements as 50% of her students live in these types of arrangements.

**T1: M T2: L  T3: L  T4: H  T5: L**

III. INT-03 finds the majority of conflicts occur with either local custodians not affiliated with the school district or parents of international students who may or may not be residing in Canada.

**T1: H  T2: L  T3: M  T4: H  T5: L**

IV. INT-03 background as a teacher in Japan in the early 90’s facilitated her entry into the sector. This experience living and working in Japan helped her gain insight into the experience of international students living in Canada and has a direct influence on her leadership practice.

**T1: H  T2: L  T3: L  T4: L  T5: L**

**Case Finding Strip INT-04 ATYPICAL:**

I. As the leader of a small program, INT-04 has general responsibilities that shape his leadership practice. He is responsible for all aspects of the international program including support with study permit extensions. His role leads him to many interactions with students and school-based staff on areas related to student discipline and curriculum development. Communication with parents and agents is a key aspect of his leadership practice. INT-04 has custodial responsibilities for all of the students in the district which places him in a position of both authority and liability with regards to student safety.

**T1: H  T2: M  T3: L  T4: M  T5: L**

II. INT-04 comments that one of his most significant challenges as a leader is the limitations surrounding home-stay families. It remains a challenge to locate enough quality home-stay families.

**T1: H  T2: L  T3: L  T4: L  T5: L**
III. INT-04 finds the majority of conflicts occur with agents where he may not agree with their practices. He notes that specific jurisdictions are more difficult than others.

**T1: H  T2: L  T3: L  T4: H  T5: L**

IV. INT-04 clearly articulates his perspective on the organizational culture of his district. He struggles with manner in which international students are viewed and aims to have local students gain an international experience and also find ways to improve ELL.

**T1: H  T2: L  T3: H  T4: M  T5: M**

**Case Finding Strip INT-05:**

I. As the leader of a large program, INT-05 has two main components to her role, marketing or managing the office in relation to admissions, student issues or markets. She also provides feedback to the Associate Superintendent regarding matters related to international education. This may be considered a liaison role where she provides information and support to a variety of stakeholders regarding the international program.

**T1: H  T2: H  T3: L  T4: L  T5: L**

II. INT-05 comments that one of her most significant challenge dealing with mental health issues for students due to the variations in how different cultures manage mental illness. These methods can be quite different than what we see in the Canadian context.

**T1: H  T2: L  T3: L  T4: H  T5: L**

III. INT-05 views her role as that of a diplomat or mediator that tries to find common ground between the various stakeholders involved in international education programming.

**T1: H  T2: H  T3: M  T4: H  T5: M**

IV. INT-05 view international program leadership to be all about relationships. She recognizes that all the stakeholder voices involved need to be heard and that listening is an important part of an international program leader’s toolkit.
V. Due to the multicultural nature of the school district, INT-05 views the organizational culture to be understanding and supportive of international programming.

Case Finding Strip INT-06:

I. As the leader of a medium-sized program, INT-06 has responsibility for all aspects of the program. He focuses mainly on marketing and recruitment via email correspondence and dealing with home-stay difficulties.

II. INT-06 comments that one of his most significant challenges is locating enough home-stays to meet the demands of his international student enrolment.

III. INT-06 views servant leadership as a philosophy that guides his practice. He identifies his mother’s leadership at home in his early years as having a significant influence on his own leadership.

IV. INT-06 describes professional relationships as a key element of international program leadership and as part of his overall philosophy as an educator.

V. INT-06 explains that “the biggest thing I think we need (every district) is greater professional development around international education for teachers and beyond that school support staff.” INT-06 suggests international program staff should be visiting schools to provide an overall update on how international programs operate.