



**University
of Victoria**

Graduate Studies

Notice of the Final Oral Examination
for the Degree of Doctor of Philosophy

of

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MEd (University of Victoria, 2007)

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

Department of Educational Psychology and Leadership Studies

Thursday, January 5, 2017

10:00 a.m.

David Turpin Building

Room A136

Supervisory Committee:

Dr. Carolyn Crippen, Department of Educational Psychology and Leadership Studies, University of Victoria (Supervisor)

Dr. Myer Horowitz, Department of Educational Psychology and Leadership Studies, UVic (Member)

Dr. Edward Hickox, Department of Educational Psychology and Leadership Studies, UVic (Member)

Dr. Deborah Begoray, Department of Curriculum and Instruction, UVic (Outside Member)

External Examiner:

Dr. Keith Walker, Department of Educational Administration, University of Saskatchewan

Chair of Oral Examination:

Dr. Budd Hall, School of Public Administration, UVic

Abstract

An *international program* is organized as a department within a public K to12 school district in British Columbia, responsible for a myriad of duties related to international students, their education, and life in BC. For simplification, these units will be referred to as *international programs*. An *International program leader* or IPL is an individual employed by a public K to12 school district in BC to lead international program departments. I examined these international programs leaders (IPLs) in a BC context. I attempted to fill the knowledge gap regarding international programs in BC and highlight persistent leadership issues faced by the individual leaders that have formal responsibility for these programs. International program leadership is an emerging area of study in educational leadership and at this point there is limited research in this novel area of study. The purpose of this study was to gain an understanding of the day-to day educational leadership practice of international program leaders within public K to 12 international programs in British Columbia. A greater understanding allows for the development of specific theoretical foundations that may inform leadership of international programs. During the cross-case analysis, three themes emerged:

Theme 1: The phenomenon of international program leadership is contextual.

Theme 2: Professional (human) relationships and networks are key elements of international program leadership.

Theme 3: Managing and resolving conflicts over values and culture are key elements of international program leadership

The cross-case findings (Stake, 2016) include the following four areas below:

- 1) The background of the international program leader influences leadership.
- 2) The context of an international program in a BC school district is a key factor influencing IPL leadership practice.
- 3) Human relationships with five key stakeholders are an important consideration for international programs leaders.
- 4) The role of the international program leader 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 within a school district.
 - b) The management of mental health issues for students.
 - c) Inappropriate living conditions for students.