University of Alberta

Leadership in International Schooling

by

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Table of Contents

List of Figures

CHAPTER 1:

INTRODUCTION TO THE STUDY

Context of the Study

Globalization is an appellation that figures prominently in academic literature and media exposes. There are many meanings—some merely descriptive, alluding to the fluidity of migration patterns of peoples through other cultures; some highly controversial. That globalization has impacted education is a widely accepted premise (Carnoy, 1999; Smith, 2003; Spring, 2001). How globalization, in the form of international secondary students studying in Canada, has impacted school leadership is the topic of my dissertation.

Social demographics are ushering in a new era of thought and behaviour in leadership. North America is undergoing a demographic phenomenon in which ethnic, racial, and cultural minorities are rapidly becoming the majority and leaders in our educational institutions are being challenged to face diversity and lead with "cultural competence." It is essential that leaders possess cultural competence, a wide repertoire of intercultural skills, and broad cultural knowledge to successfully prepare our institutions to work in this environment of change. As Bleedorn (1988) stated, "The changing role of leadership in a rapidly transforming, complex human society [has] suggested the necessity of a shift to global, futuristic dimensionalities of thinking and planning in leadership processes" (p. 94).

Learning organizations in the 21st century, whether at the elementary, secondary, or postsecondary level, driven by accelerating technological change, scarce fiscal resources, and a global multicultural clientele base, are more than ever in need of effective leadership. Although lists of normative behaviours for school leaders seeking school improvement abound, research on the leadership process, on "*how to get there*," is needed (Riley & Lewis, 2000). Ten years ago Fullan (1993) predicted, "The ability to cope with change, learning as much as possible with each encounter, is the generic capacity needed for the 21st century" (p. 136). Current learning environments focused on learner-centred, knowledge-centred, and assessment-centred strategies require "great capacities and commitment from the entire teaching force and its leadership, and thus will require different strategies from the ones currently employed to address literacy and numeracy" (Fullan, 2003, p. 3). In this chapter I describe the context, background, and significance of this study in relationship to the research question. The chapter ends with a clarification of terms used throughout the paper as they apply to this study.

Background of the Study

Former Prime Minister Chrétien indicated that since the events of September 11, 2001, multiculturalism is "the one defining characteristic of modern, secular Canada" (O'Neill, 2001). As educators, we are aware of the responsibility to arm our students with the academic knowledge and skills necessary to succeed in this global age. However, "students must also develop the knowledge, attitudes, and skills needed to interact positively with people from

diverse groups and to participate in the civic life of the nation" (Banks, 2001, p. 1). The Government of Alberta supports this federal mandate by charging schools boards with being accountable for ensuring that students understand the rights and responsibilities of citizenship. In Alberta, students learn that a good citizen is respectful and responsible for self, others, and the community and demonstrates a tolerance of the beliefs and values of other cultures (Alberta Learning, 2001, p. 1).

Additionally, Alberta Learning (2001), cognizant of the issues that have arisen with globalization-driven change in knowledge, skills, and innovation, has stressed "a strong commitment to ensuring that Albertans are well-prepared to take their place in an ever-increasing competitive world" (p. 1). The Alberta government's aim is to ensure that

> Albertans are well-prepared as world citizens and are able to enjoy fully the benefits and opportunities of their global community, can participate fully in the economic growth associated with international education, can contribute to international humanitarian projects, and can compete successfully in the global economy. (p. 2)

The International Education Strategy, an initiative of the Alberta government that coordinates and supports the international initiatives already in progress (Alberta Learning, 2001), acknowledges that international student recruitment in both "basic" (secondary) and postsecondary sectors provides net economic benefits to the province and growth opportunities for Alberta's economy. The vision for Alberta's International Education Strategy to promote Albertans' role as global citizens is that "Alberta will be internationally recognized as a leading provider of education, skill development and industry training, and

Albertans will be well-prepared for their role in the global marketplace and as global citizens" (p. 4).

The Alberta initiative is in response to a federal mandate to market Canada's educational product worldwide. The next section details the federal influence on the recruitment of international students and provides a valuable background to this study.

International Student Recruitment in Canada

On January 18, 1996, the Prime Minister's Press Office released an announcement that the Canadian Education Centre (CEC) in Jakarta, Indonesia, had opened a new centre to promote Canadian educational and training institutions and associations. This new centre was to be part of the network of nine centres in Asia. The government planned to open five more around the world in the next three years. In the press release then Prime Minister Jean Chrétien asserted:

> Targeting of Canadian educational services is long overdue—this is a rapidly growing service industry that will create more jobs and growth in Canada. Educating the future business and government leaders of our major trading partners will make Canada better known to the next generation of decision-makers.

The CEC Network is an organization conceived and financed by the Canadian International Development Agency (CIDA) and the Department of Foreign Affairs and Trade in cooperation with Citizenship and Immigration Canada (CIC) and the Asia-Pacific Foundation in conjunction with a number (over 100) of subscribing institutions including Canadian universities and colleges. The CECs around the world are responsible for promoting Canada as a

study destination for students by making presentations to schools; exhibiting at education fairs; meeting with school counsellors, education agents, and local education officials; and organizing media and web campaigns. Further, CIC, in recognizing the need for strong partnerships with provincial education authorities, institutions, and educational organizations, created the Advisory Committee on International Students and Immigration (ACISI) in 1995 to bring together essential stakeholders in international education. There are 33 departments and nongovernmental organizations that are part of ACISI, including Alberta Learning. These bodies were created to improve Canada's visibility on the international student recruitment scene, and they remain the major national influence in this area.

The CEC Network also publishes a monthly *Network News* that details international student numbers and analyzes the recruitment data each quarter. CIC collects data that include student demographics, source country, level of study, receiving province, comparison with previous years, and so on. The information is readily available on their websites (CEC Network, 2004a, 2004b). It may be interesting to note the numbers of international (or foreign) students who have been coming to Canada to study since 1990. Their numbers have shown a marked increase from 1990 to 2001. The CIC Canada newsletter, *The Monitor*, in Spring 2003 reported that the number of foreign students had doubled since the 1990s to more than 130,000 by the end of 2001. Students from East Asian countries—South Korea, China, Hong Kong, and Japan—made up 43% of foreign students in Canada at that time. Ontario hosted the largest proportion of

foreign students, one in three, with British Columbia hosting about 30%, mostly from top East Asian-source countries. Quebec hosted mainly French nationals, the result of an agreement with France that allowed some French nationals to study in Quebec without paying foreign student fees. University-level studies account for about 44% of foreign students, whereas the number of secondary students has declined from 39% in 1990 to 23% in 2001. No reason was given for this decline. There was a marked increase in foreign students at the trade level who were studying in Canadian colleges.

In June 2002 the federal government passed new regulations that foreign students registered in programs six months or less in duration no longer require a study permit. This move has been seen to facilitate the movement of foreign students to Canada. Some students who previously needed a study permit now no longer need one. This is especially noticeable in the students from Mexico because the majority at the secondary level typically choose to come for only one semester or for a summer program rather than the full year. This change in policy was reflected in the data as a drop in the number of foreign students entering Canada in 2003. Only students with study permits are included the data. The data from 2003 reveal that approximately half of the foreign students entering Canada studied at the postsecondary level, 23% at the secondary or lower level, and about 20% at the trade level. In the final quarter of 2003, the data showed that 37% studied in British Columbia, 34% in Ontario, 14% in Quebec, and 7% in Alberta. These numbers are similar to the numbers in the same quarter in 2002. The top two countries of origin in 2002 were South Korea and China. Japan, the

US, and Mexico ranked third, fourth, and fifth, respectively. France, Taiwan, India, and Hong Kong completed the top 10 list of source countries.

This section detailed federal involvement in international student recruitment and outlined the increase in numbers of students over the past several years.

Purpose of the Study

The focus of this study was to investigate leadership in secondary schools that participate in an international student program. The study was grounded in the premise that if we believe that effective citizenship today and in the future requires that individuals have "the values and abilities to promote equality and justice among culturally diverse groups" (Banks, 2001, p. 1), then we must explore the qualities of leadership necessary to facilitate these essential learnings by our students.

The interest in this research topic arose out of personal history and experience. When I began teaching, the schools in my district were alive with cultural and ethnic diversity because of the major influx of immigrants from Europe, Asia, and Central America. I was a family studies and home economics teacher, and the students in my classes had the opportunity to discuss from their own personal global perspectives many topics ranging from food and family traditions to cultural gender-role expectations. Often, the discussions would begin with the words "in my country . . . ." My goal then, as now, was to provide a safe environment where students would feel valued and respected so that they were able to share their culture with other students in the class. Later, our family

moved to Alberta, and I began teaching and later served as principal in a jurisdiction that was largely monocultural. Approximately six years ago, in 1998, the district began to invite international students to live and learn with us. The program was well received internationally, and many students came to study in our district schools. Initially, the administrators expressed concerns about issues relating to the instruction and integration of these students. Questions regarding the students' levels of English proficiency and background knowledge were raised. Some administrators chose to continue to incorporate the international student program into their school, whereas others decided to end it after the first year.

After an exhaustive literature search, which also included the assistance of a research specialist, I discovered that there was no literature that addressed the topic of leadership of monocultural secondary schools where international students had suddenly been introduced. Thus, the importance of exploring the experiences of administrators who implemented change by introducing international students to their resident Canadian student population while incorporating an awareness of global realities became apparent. Further, I investigated the insights that these administrators had gained regarding successes and challenges in leadership in this new, somewhat multicultural setting and what characteristics of leadership facilitate leading with cultural competence. These insights will be invaluable in designing professional development opportunities for new and experienced administrators.

Research Questions

In order to provide evidence regarding the importance of new and emerging skills in global leadership at the secondary level, in this study I examine the perceptions of four different segments of the educational community: district senior administration, school administration, host parents of international students in secondary schools who participated in an International Students' Program, and international students. The general research question that guided my qualitative study is, What characteristics of leadership are essential in secondary schools with international student populations? Specific research questions included:

1. What is cultural competence?
2. What leadership qualities and skills are needed in secondary schools to address global realities while protecting cultural diversities?

Emerging from the second specific research question were three subquestions; namely:

1. What beliefs of heart and mind are seen as core and essential to leading with cultural competence?
2. How are these leadership qualities demonstrated?
3. Why are these leadership qualities important?

Significance of the Study

Carnoy (1999) stressed the significance of globalization in the educational sector:

> Globalization is having a profound effect on education at many different levels, and will have even greater effect in the future, as nations, regions, and localities fully comprehend the fundamental role educational institutions have, not only in transmitting skills needed in the global economy, but in reintegrating individuals into new communities built around information and knowledge. (p. 14)

As educational leaders, we have a responsibility to prepare our students for the global realities awaiting them, thereby enabling them to function in an international economic arena while interacting responsibly in a community of ever-increasing ethnic and religious diversity. Recent writings in the field of multiculturalism have recognized the complexity and need for institutional and social changes in our schools (Walker & Tedick, 1998). The importance of the impact of globalization on education has taken on a fresh urgency in the new millennium. The "ethnocentric assumption that our Canadian school with disciplinary based paradigms is the only way" (Bond & Lemasson, 1999, p. 55) must be challenged. The significance of leadership skills for the global future cannot be overstated. If we believe that effective citizenship today and in the future requires individuals who are able to promote equality and justice among culturally diverse groups, then we must explore the qualities of leadership necessary to facilitate these essential learnings by our students. As Bleedorn (1988) wrote, "One of the most crucial problems of modern society has been the need for the development of talented leadership equal to the challenge of change and the complexities of the advancing global age" (p. 6).

This study explored characteristics of effective leadership in secondary schools, with an international program focus. The nature of effective school

leadership determined from this study is based on evidence of such leadership not just from the leaders themselves, but also from a composite drawn from the superintendent and other senior administrators, assistant principals, parents, and international students. In the research I explored alternative models to the rational and entrepreneurial forms of leadership promoted by government and industry that may be more appropriate to educational leadership in the new millennium and are more likely to lead to success in schools with a multicultural student body. In addition to adding to the knowledge base, these models may pose a challenge to current forms of leadership theory and training and may present a worthwhile set of choices for leadership development purposes.

Definitions

The language used in this study is based primarily on definitions from the literature and from Alberta Learning's (1997) Policy 3.4.2, Alberta Learning's (2001) *International Education Strategy*, and the *Canadian Multiculturalism Act* (Government of Canada, 1988). In this section the terms relating to multiculturalism and leadership as they pertain to the International Student Program as discussed in this study are clarified.

Multiculturalism

The *Oxford English Dictionary* (1994) defines *culture* as "the customs and civilization of a particular people or group" and multicultural as an adjective "of or involving several cultural groups" (p. 194). Schwandt (2001) in his definition of culture noted three characteristics of culture: (a) Culture is "portrayed, written, or inscribed in the acts of representation of the inquirer"; (b) culture refers to "a form

or pattern abstracted from observed behavior"; and (c) culture is "a kind of knowledge and understanding that members of a group share" (p. 50). In summary, *multiculturalism* may be defined as the doctrine or practice of involving several cultural groups. A salient nuance of multiculturalism is the moral purpose inherent in this concept. Gutmann (1994) succinctly challenged the reader to be aware of the moral purpose of multiculturalism: "Multicultural societies and communities that stand for the freedom and equality of all people rest upon mutual respect for reasonable intellectual, political, and cultural differences" (p. 24). Gutmann further suggested that mutual respect requires both a willingness and an ability to articulate and defend disagreements and a respectful open-mindedness to well-reasoned criticism. The moral purpose of multiculturalism depends on the exercise of these deliberative virtues (p. 24). A further discussion of the impact of multiculturalism in schools follows in Chapter 2.

Canadian Multiculturalism Act

Canada is a country characterized by its diversity. As a society, Canada originated with the existing Aboriginal peoples, two founding European cultures, and many waves of immigrants. In the 2001 census over 200 ethnic origins were reported, and in 1971 Canada became the first country worldwide to adopt a multiculturalism policy. This policy was designed to promote the full participation in society of all Canadian people. The Canadian Multiculturalism Act was passed by Parliament in 1988. The multiculturalism policy is based on three fundamental

values: respect for human rights, equality, and recognition of diversity. In the preamble to the Canadian Multiculturalism Act, the federal government

> recognizes the diversity of Canadians as regards race, national or ethnic origin, color and religion as a fundamental characteristic of Canadian society and is committed to a policy of multiculturalism designed to preserve and enhance the multicultural heritage of Canadians while working to achieve the equality of all Canadians in the economic, social, cultural and political life of Canada. (Department of Justice Canada, 1988, p. 2)

The Honorable Jean Augustine (2002), Secretary of State, wrote, "Canada's population is diverse and complex. The federal government's Multiculturalism Policy encourages Canadians to embrace, accept and respect one another without regard to race, religion, origin or ethnicity" (p. 1). If we acknowledge that today the multicultural policy's strategic goals include social justice, identity, and civic participation for all citizens (Canadian Issues,February, 2002), then we must understand that this policy was devised to bring Canadians together and that each citizen is encouraged in full civic participation essential to the social, economic, cultural, and political aspects of Canadian life. John Biles (2002) warned Canadians not to become complacent regarding the progress that Canada has made in dealing with diversity issues; rather, he challenged us to determine how to continue to effect change and how to do it in the current global reality (p. 2).

Multicultural and Global Education

How does education address multiculturalism? Ryan (1999) believed that culture and ethnicity deeply influence the lived experiences of people in a multicultural setting. Immigration patterns in Canada have changed. Whereas

most immigrants 40 or more years ago were mainly of European ancestry, the immigrants of the last 20 years have come from Asia, Africa, and South America (CIC, 2001). The representation of culture and ethnicity has evolved due to the increase in the global electronic media, which has led teachers and researchers to acknowledge the disadvantages that certain cultural and ethnic groups face in schools. Multicultural education has developed out of this. Ryan listed the four preferred practices of multicultural education: (a) exposing students to positive images of the cultures of various racial and ethnic groups; (b) exposing students to life ways of unknown cultural/ethnic groups, which thus fosters greater understanding and tolerance for others; (c) improving communication between and among groups; and (d) enhancing the self-perceptions of various groups (pp. 10-11).

Banks (2001) expanded this concept by including global education as an additional strategy to multicultural education. Global education is necessary to help students develop an understanding of the interdependence among nations in the world (p. 58). Both multicultural and global education should have as their major goals to help students to develop cross-cultural competency (the knowledge, skills, and attitudes needed to function in diverse cultural settings) and to help them to develop the ability to view events and problems from perspectives of different ethnic and nationality groups (p. 53).

School Improvement

In the past, manufacturing jobs enabled immigrants, ethnic minorities, and students in general who chose to leave school before completing a basic

secondary education to earn a good living in North America (Garcia, 1999). Today, the new global economy demands more of its workers. To compete in the marketplace, in addition to basic skills, employees must be able to problem-solve collaboratively; communicate effectively, often in more than one language; and be flexible enough to deal with ever-present changes in the workplace. Students today must be equipped with understanding, knowledge, and skills to deal with the constant social, economic, and technological changes as well-informed members of society (p. 64). Consequently, many reforms such as site-based management and decision making have been implemented to "improve" our educational systems to prepare our students to take their place in the new global economy. Some of these reforms have a direct bearing on this study and speak directly to its significance.

Effective Schools

Sergiovanni (1995) defined *good* schools as those where students "become cultured and educated citizens, able to participate fully in our economic and social society" (p.149). Further, Sergiovanni stated that *effective* schools are those that have the ability to produce a desired effect—"school[s] whose students achieve well in basic skills as measured by achievement tests" (p. 147). A further discussion of effective schools and leadership of effective schools follows in Chapter 2.

Traditional Leadership

In this study, when I refer to *traditional leadership*, I am mindful of Sergiovanni's (1995) definition of traditional leadership as those practices that

"emphasize hierarchy, rules, and management protocols and rely on bureaucratic linkages to connect people to work by forcing them to respond as subordinates" (p. 115). This form of leadership is based on bureaucratic values as the source of authority, where teachers and students are expected to "follow the rules." Fullan (1997a) asserted that traditional leadership values leaders for "running a tight ship" (p. 6). By the mid 1990s a move to the principal as transformational leader was beginning. Additionally, Bleedorn (1988) identified *global leadership* as leading with cultural competence and having a wide store of intercultural skills and broad cultural knowledge (p. 94).

Cultural Competence

In the literature the terms *cultural competence* (Bleedorn, 1988; Parmenter, 2000) and *intercultural competence* (Lustig & Koester, 1999) represent a person's repertoire of intercultural skills and broad cultural knowledge. As a result of this study, a more refined definition of cultural competence as it refers to leadership in a school with international students will be presented in Chapter 6.

Organization of the Dissertation

This dissertation is organized into six chapters. This chapter presented the context, purpose, research questions, and significance of this study were presented. Chapter 2 presents a review of the literature on the two major themes influencing this study: current and future leadership styles and globalization in relation to educational practices. Chapter 3 provides a description of and rationale for the specific method used in this qualitative study. The appropriate

methodological principles, including data collection, data analysis, and reporting; trustworthiness; delimitations and limitations; and ethical procedures are described. Descriptions of the participants are also presented. Chapters 4 and 5 address the findings and provide discussions of the findings in relation to the literature. These chapters draw on verbatim quotations from the participants to support the findings as they relate to the research questions. Chapter 6 provides an overview of this study, conclusions, and recommendations emerging from the study. The chapter concludes with personal reflections derived from undertaking this study.

CHAPTER 2:

REVIEW OF THE LITERATURE

In the first part of this chapter I review concepts and characteristics of contemporary leadership and the dynamics of change that current research indicates are needed in leadership for the 21st century. In order to situate the study in an Albertan and yet global context, I believe that a focus on the contemporary debate defining globalization is imperative. In the second part of the chapter I define and briefly discuss the concepts *globalization* and *internationalization*. This is followed by a discussion of the influence of these concepts on education.

Contemporary Leadership Theory

Leadership Defined

> I set out to explore the swamp of literature on leadership. It goes on and on and ranges from the sublime to the ridiculous with little in between. Taken as a whole it is a shambles, a mess full of philosophical confusion. . . . It is full of word magic of the worst kind. (Hodgkinson; as cited in Day, Harris, Hadfield, Tolley, & Beresford, 2000, p. 7)

The concept of leadership continues to evolve. Practitioners (Scherer, 2004) have recommended that educators look at findings from the business community, where research in the areas of social psychology, behavioural sciences, and management has also increased knowledge about organization improvement. Rod Paige, the U.S. Secretary of Education, in an interview with Scherer, suggested that educators also examine research from the business

community to inform leadership practices in education and to "limit our failures" (p. 22). Just as the business community is customizing services, Paige suggested, so must we in education also meet the needs of our clients in this competitive world. Thus, I am including leadership researchers from both education and the business community in the literature review. Opposing this economic view of education and the leadership practices accompanying it are other researchers and theorists, including Noddings (1992), Beck (1994), Sergiovanni (1995), and Barth (1990), who adamantly insist that communal school organizations guided by leaders who promote an ethos of care result in enhanced student achievement. A brief examination of each viewpoint follows.

To begin, let us briefly examine the complexity of characteristics of leadership. Leadership researchers have described leadership in a number of ways:

> Leadership is an event, not an attribute of a personality. It is a description given to a dynamic complex of action. (Hodgkinson, 1978, p. 219)
>
> A network of relationships among people, structures and cultures, both within, and across organizational boundaries. (Riley & Louis, 2000, p. 213)
>
> In essence, the leadership challenge is to provide the "glue" to cohere independent units in a world characterized by forces of entropy and fragmentation. Only one element has been identified as powerful enough to overcome the centrifugal forces, and that is trust. (O'Toole; as cited in Peters, 1997, p. 142)
>
> The story of leadership . . . joining the values of the heart with responsiveness to social and political realities is key (Sergiovanni; as cited in Day et al., 2000, p. ii)
>
> The role of leadership . . . [is] to engage in the quest for the realization of human potential. (Owen, 1999)

> The leader's task then is to communicate them [guiding visions, strong values, organizational beliefs], to keep them ever-present and clear, and then allow individuals in the system their random, sometimes chaotic-looking meanderings. (Wheatley, 1992, p. 133)
>
> Leadership is the participatory learning opportunities that exist among us in a school culture. (Lambert, Collay, Dietz, Kent, & Richert, 1997, p. 21)

These definitions highlight some of the different aspects of leadership—the importance of building relationships, the moral purposes of leadership, values-based leadership, the implementation of vision in leadership dialogue, and the cooperative, collegial participation in a school community. Together, they form an amalgam of characteristics of leadership that leading researchers and theorists have deemed necessary to cope with changes in the 21st century. In the review of the literature these common themes will be used as a springboard to examine transformational and constructivist leadership strategies in light of educational leadership and of the principalship in schools with an international student demographic specifically.

Change and a Crisis in Leadership

Leadership has continually been impacted by changes, the rate of change in society (Levin, 2001; Peters, 1997), the influence of international perspectives, and emerging approaches to investigation. Consequently, educational leadership will continue to change. Change is also seen as the process driving school development and school improvement, "the result of the interacting of three sources of change—that which is deliberately planned; that which is naturally occurring in the life-cycle [of the school]; and that which is unforeseen or unknowable in advance" (Riley & Louis, 2000, p. 216). Research in school

effectiveness as described by Townsend (2002) has shown that schools can utilize processes inside classrooms and schools that can address change and make a difference to the learning of students. However, when leaders and their schools work in conjunction with and through collaborative interaction with the community and society at large, they are able to achieve a greater difference in the learning of students (p. 63).

Reynolds and Griffith (2002) in their study on school effectiveness and improvement in Canada questioned today's education trends. They described today's trends as "human capital development" (p. 239), in which students are educated for the labour force in response to Canada's international competitiveness. In a review of the education trends seen in provinces across Canada, they argued that reforms in education have not kept up to the changing populations. Acknowledging that education in Canada is a provincial responsibility, the authors' findings illuminated common qualities that distinguish Canadian education from European and American. Their respondents suggested that Canadian education tends to be moderate, consultative across jurisdictions, not as decentralized as the Americans, yet not as centralized as the Europeans. Provincial reform initiatives for school improvement come from popular reform models, such as high-stakes testing and the amalgamation of school boards. In the provincial analysis, Alberta and Ontario are seen as two provinces that have initiated large-scale top-down educational reform with little public consultation that has resulted in extensive media coverage and teacher unrest. These top-down reforms have focused on increased standards, professional accountability,

and economic efficiency. These are examples of change initiatives that principals have had to address in Alberta. Reynolds and Griffith stated that social class, first language, and race/ethnicity have a strong impact on student success and failure in Canadian schools and that Canadian school improvement reforms disregard issues of diversity and equity in our globalizing world (p. 250).

Other researchers discussed their view of change and its impact on leadership. Sweeney (as cited in Kimbrough & Burkett, 1990) suggested that change is the very essence of educational leadership. Further, Deal and Kennedy (1982) believed that change is in fact cultural transformation in the organization. These authors described managing that transformation as a "black art" (p. 164) in which peer group consensus must play a major part. Fullan (1991) addressed the "problem" of change by advising the reader to face change head on and "exploit change before it victimizes us" (p. 345). In addition, Fullan warned that we must respect change because there are abundant opportunities for reform, but he cautioned that "systems do not change by themselves. People change systems through their actions. It is time to change the way we change" (p. 352).

After years of study and working with leaders from all sectors, Bennis and Goldsmith (1997) warned us of an impending leadership crisis. They referred to the recent changes in leadership in many major organizations and in politics and pointed to a loss of faith in today's institutions, indicating that many challenges, including worldwide political crises, the rapid pace of technological advances, and globalization are impacting our organizations and creating confusion. The

failure of leadership to address these is causing great concern because without strong leaders, Bennis and Goldstein maintained, these issues will never be resolved.

The Requisites of Contemporary Leadership

Bennis and Goldsmith (1997) suggested that successful leadership requires team collaboration and cooperation, "a continuum of leadership" (p. xv). They stated that four characteristics are needed in today's leaders: a strong determination to achieve a goal, the ability to build trust with members of the organization as evidenced by their competence, an optimistic vision of the future, and the capacity to turn vision into action. Leaders of this calibre are required in the organizations of the future, based on a learning, inquiry-based, and reflective culture:

> Postbureaucratic organizations require leadership that is more interactional, more prone to surfacing healthy conflict and dissent, less adverse to risk-taking, more prone to embracing and learning from error, and much more encouraging of cross-functional teams. (p. xix)

Hart (1999) studied the changes in educational leadership programs over the past 10 years and maintained that leadership programs based on models of expertise are working towards the achievement of three goals: to acquire extensive knowledge base, to establish a context for problem solving and decision making, and to develop forward-thinking and reasoning skills (p. 325). The intention is to foster a reflective administrative style.

Likewise, Fullan (1993) recommended that educators must have "an insatiable inquiry and learning orientation" (p. 90). Fiske (as cited in Fullan, 1993)

reminded us that although schools cannot solve all of the social problems in society, we should attempt to minimize their impact on the teaching and learning process by making new connections with surrounding communities.

Other requisites for leadership suggested by research include that leaders must have a clear vision that can be translated into mission statements, goals, and objectives (Leithwood, 1995). Keefe and Howard (1997) concurred that in establishing a foundation for change, basic components must include a mission statement, an explanation of "Why do we exist?" Newbury (1992) claimed that the "anchor of the school system" (p. 32) is the mission, otherwise defined as the core focus in the strategic planning process, and an important filter in the decision-making process. The leader is responsible for ensuring that the mission is always at the forefront in the organization when planning or problem solving.

In the report *Making Sense of Leading Schools: A Study of the Principalship*, Portin, Schneider, DeArmond, and Gundlach (2003), researchers at the University of Washington, described their findings on principal leadership requirements in these challenging times. They identified seven common functions of leadership in schools at the elementary and secondary level: (a) instructional leadership—ensuring quality instruction; (b) cultural leadership—tending to the traditions and history of the school; (c) managerial leadership—overseeing the budget, schedule, facilities, and safety of the facility; (d) strategic leadership—promoting the vision, mission, and goals; (e) human resources leadership—recruiting, hiring, and mentoring of staff; (f) external development leadership—representing the school in the community; and (g) micropolitical

leadership—mediating internal interests while maximizing school resources. Portin et al. reported that the principals involved in the study often referred to the necessity of "diagnosing problems" and "analyzing available resources and solutions" (p. 9). Diagnosing problems requires "understanding the school's strengths and weaknesses, . . . setting priorities, spurring others to act, and thinking for the long term" (p. 9). In short, Portin et al. argued that principal leaders have as their core job to understand what the school needs and then to deliver what is required.

Hargreaves (1997) admonished educators to remember that "educational change theory and practice . . . doesn't really get to the heart of what children, teachers, and parents care about or do or what moves them to do things better" (p. 2). He insisted that what is needed is a recognition that the cultivation of "openness, informality, care, attentiveness, lateral working relationships, respect and reciprocal collaboration, candid and vibrant dialogue, and the willingness to face uncertainty together" (p. 22) is the central purpose of schooling. Here, the author maintained, individuals are encouraged to develop morally and emotionally in a setting that fosters the well-being of persons and communities.

The Call For Community

Beck and Foster (1999) concurred with Hargreaves that recent work on community suggests that educational leaders are beginning to strive to build institutions in which individuals and their social systems can develop a powerful interdependence in an ethos of community as demonstrated in the school and to establish links between schools and their surrounding communities. The authors

noted that the very things that are difficult for many students, such as large, impersonal classes that promote the feeling that no one cares, occurred when educators endeavoured "to develop impersonal policies and rigid structures as a response to the challenges of preparing vast numbers of students for life in environments characterized by diversity, complexity, and fragmentation" (p. 346). Beck and Foster (1999) noted that in the 1970s and 1980s researchers found that schools deemed effective were distinguished by " an ethos . . . characterized by opportunities for collaboration among teachers, cohesion in the student culture, and positive interactions between students and teachers" (p. 347). Now leaders are being called upon by those concerned with educational reform to take the challenge of crafting a viable sense of community within schools.

Similarly, Noddings (1992) underscored the importance of building community in schools by administrators. Noddings emphatically stated that although intellectual development is important, it should not be the first priority of schools. She reminded us about Dewey's (1902) philosophy of education that a mode of associated living is the basis for both education and democracy, that students must be involved in the construction of objectives for their own learning, that they must work together in schools as they would later in the workplace, and that learning must be characterized as an organic relationship between what is learned and what is known (pp. 10-11). Noddings proposed that classrooms become places where students can act on a variety of purposes in which wonder and curiosity are alive, in which students and teachers live together and grow (p. 12). She advocated "a dedication to full human growth" so that we can

produce people who "would live nonviolently with each other" (p. 12). Noddings felt that schools cannot fulfill their academic goals without providing caring and continuity to their students, and she defined *caring* as "a way of being in relation, not a set of specific behaviors" (p. 17).

Noddings (1992) insisted that caring interactions enhance a person's sense of self and security, that children learn in communion, that children listen to people who matter to them and to whom they matter, and that caring relationships can prepare children for receptivity to all sorts of experiences and subject matters (p. 36). Further, Noddings maintained that education should be organized around themes of care rather than traditional disciplines. In a care setting, children would be engaged in an education in which they are taught to care "for self, intimate others, global others, plants, animals, the environment, the human-made world and ideas" (p.173). She emphasized that the main aim of education should be to produce competent, caring, loveable, and loving people (p. 174).

Beck and Murphy (1996) studied a school where there is a strong sense of mutual care. Care is felt throughout the organization, beginning with the administration, and takes the form of trust in and support of the personal and professional judgment of all staff; classified staff are respected members and are treated as colleagues in both professional and social activities. This supportive relationship among faculty, staff, and administration positively influences their work with children (p. 91).

Additionally, Beck (1994) defined caring as both ethic and action, as a basic human activity that has as its goal the well-being of another. Caring proceeds in the context of interdependent relationships, such as communities where the well-being of the individual is linked to the well-being of others. Caring indicates a commitment between people, "an awareness of their interdependence, [where individuals] strive to cultivate and maintain a sense of community and to act in ways that further the welfare and growth and development both of others and themselves" (p. 20).

Beck (1994) maintained that adults in excellent schools feel a concern for the total development of students and act to create an environment that nurtures development. In such schools a sense of community and interdependence is present because principals share the responsibility and privileges with both teachers and students. Beck further stated that an ethic of caring provides an "organizing perspective" (p. 58) and a solid foundation for administrators in approaching tasks in that it enables administrators to administrate schools in ways that result in improved performances for teachers and students, and one finds the opportunity to address social problems within and through the schools. Last, it allows administrators to rethink organizational structures so that the schools can meet the preceding two goals. An economic model of education, such as the one proposed by Paige (as cited in Scherer, 2004) illuminates a competitive ethic that says that education should be valued in quantifiable terms—terms set by the marketplace or by other forces outside of education. A caring ethic and the model of schooling that it assumes promote a different

perspective—one in which the intrinsic value of persons is foundational. This perspective emphasizes that members of the school community deserve a nurturing educational environment "simply because they are persons" (Beck, 1994, p. 64). Beck suggested that if this view is accepted, administrative scholarship and policy will be influenced and the overriding question for administrators and school leaders then becomes, "Does this act or decision have the potential to positively affect personal development?" (p. 71), rather than being centred on monetary outcomes. She concluded that caring is distinguished by its commitment to promoting the complete development of both the individual and the school community as a whole.

Beck and Foster (1999) cautioned administrators to reconceptualize the fundamental purposes of schooling (p. 352). They agreed with Sergiovanni (1992) that administrators must embrace the metaphor of school as community; that these institutions provide social contexts in which individuals are enabled to develop morally, emotionally (Hargreaves, 1997), intellectually, and physically; and that a main purpose of schooling is to create the kind of place that fosters the well-being of persons and their communities. Beck and Foster suggested that the greatest challenge is for educators to administer community, where students are provided with the opportunity to grow, learn, and develop in all areas of their lives—communities that will focus on "honouring and supporting relationships and environments" (p. 355). These authors emphasized that "schools and systems that function as agencies of and agents for community are most likely to

support the development of human and humane persons capable of work, love, friendship, and citizenship" (p. 355).

Further, Beck (1994) proposed the establishment of smoothly functioning, democratic schools where justice and fairness help to promote the complete development of each student and teacher, of various communities affected by the organization, and of society at large (p. 71). Central to an ethic of caring is the emphasis on the intrinsic value of human beings and a belief that actions motivated by this ethic will be characterized by the belief that education is a human enterprise and that its ultimate goal is the fullest growth and development of persons. She further maintained that administrators who think of their power in terms of facilitation and service will support nonbureaucratic structures that increase the capacity of others, "thus minimizing controlling acts and valuing the collaborative pedagogical and management strategies and honest communication" (p. 76) now possible in the school system.

Similarly, Noddings (1999) addressed the debate on justice and care in educational policy making. Although justice has been linked with the concepts of rights and impartiality, Noddings suggested that a care orientation may help the administrator to consider these issues more clearly. Whereas justice may be decided arbitrarily by the courts or the school district, a care ethos promotes cooperative decisions, various possible outcomes, and multiple options to achieve them. Noddings felt that "care often 'picks up' where justice leaves off" (p. 12). Care theorists believe in a rigorous program of dialogue and persuasion. Proponents of care theory also concur that education is not just preparation for

economic life and citizenship, but also preparation for caring—whether in family life, moral sensitivity, or environmental awareness (p. 14). Thus, in a school setting with policies that allow for local judgement to be applied to individual circumstances, whether in relation to issues of differentiated instruction and curriculum, inclusion or special programming, or a host of other social problems, the care perspective allows leaders to seek solutions compatible with justice in an environment where caring can flourish (p. 19).

The Significance of Values

Leaders have a significant role in creating the state of mind that is the society. They can serve as symbols of the moral unity of society. They can express the values that hold the society together. Most important, they can conceive of and articulate goals that lift people out of their petty preoccupations, carry them above the conflicts that tear society apart, and unite them in pursuit of objectives worthy of their best efforts (Gardner, 1965; as cited in Bennis & Goldsmith, 1997, p. 135)

Karl Weick (1982) agreed with Gardner and added that the successful administrator "makes full use of symbol management to tie the system together. People need to be part of sensible projects. Their action becomes richer; more confident, and more satisfying when it is linked with important underlying . . . values" (p. 675). Sergiovanni (1995) recommended that one first identify shared values and then determine what the school should do on the basis of these values. Further, Sergiovanni (1990) stated that followers will be committed to something only if they have a vision of what the school is and what it can

become, with a shared set of beliefs about teaching and learning and common values to which they can adhere (p. 153).

Peters and Waterman (1982) depicted excellent companies as those in which all persons know what they are supposed to be doing because the guiding values are very clear and part of the culture. Additionally, the leader's responsibility is to promote and protect those guiding values. Blanchard and Waghorn (1997) described core values as important and as "broad notions of future direction, the fundamental accomplishments the organization wants to achieve, . . . your mission" (p. 33). Considered the heart and soul of the organization, core values direct behaviour and should be ranked according to priority. The vision is built using these core values as the basis.

Dufour and Eaker (1998) identified values as the essential components of school-improvement initiatives because they provoke the learning organization to demonstrate specific attitudes, behaviours, and commitments in order to advance the vision. Again, shared values must be established collaboratively until there is a strong consensus for the statements (Drucker, 1999; Prilleltensky, 2000; Senge, 1990).

Recently, leadership as a network of relationships based on a values-driven model has emerged. Patterson (1993) saw leaders "creating" a preferred future based on a values-driven approach. Kuczmarski and Kuczmarski (1995) asserted that values-based leadership is built by establishing meaningful relationships with the members of the organization. Prilleltensky (2000), with his model of values-based leadership, suggested that although there is room for

values-based leadership in all types of organizations, it is especially suited to an organization committed to equality within a partnership composed of the public, staff, and leaders. Leithwood (1995), Sergiovanni (1995), and others proposed that transformational leadership, with leaders purposefully impacting upon the culture of an organization to bring about change, deserves further research.

Shields (2004), in answer to the question, How should a leader lead in tough times? recommended that principals "ground [themselves] in the bedrock moral principles of social justice and academic excellence for all students and [to] pay careful attention to relationships, understanding, and dialogue" (p. 38).

> Thus, there is a call for character-based leadership, not just leadership "at the top." It is crucial that every student, teacher, parent and administrator creates a vision for the future that inspires commitment, fosters creativity and stimulates achievement. (Bennis & Goldsmith, 1997, p. xiv)

Transformational Leadership

Of significant interest to me is the work of James McGregor Burns (1978) in "Transactional Leadership" and "Transformational Leadership." Burns defined *transactional leadership* as a process of "exchange of one thing for another" between leaders and followers, and over the years research has shown that this style of leadership does not stimulate growth and improvement (change) within an educational community, but rather relates to satisfaction and effectiveness. Kouzes and Posner (1997) portrayed transactional leaders as tending to maintain the status quo. Lambert et al. (1995) believed that transactional leaders exchange rewards for desired behaviour that is clearly delineated and

understood by staff and described the principal's role as to shape teacher behaviour similar to the way that teachers shape student behaviour.

In the transformational leadership model, on the other hand, Burns (1978) suggested that to stimulate improvement in the organization, transformative leadership in which "leaders and followers raise one another to higher levels of morality and motivation" (p. 20) is required. Burns defined *transforming leadership* as "dynamic leadership in the sense that leaders throw themselves into a relationship with followers who will feel 'elevated' by it and often become more active themselves, thereby creating new cadres of leaders" (p. 20). This redefinition of leadership applies to a form of leadership applicable to change and to the social and global complexities in secondary schools, with which this study is concerned.

Reflecting on the ideas of Burns (1978), Leithwood (1992) proposed that transformational leadership "ought to subsume instructional leadership as the dominant image of school administration" (p. 8) in schools where change is being implemented. As a result of several studies aimed at exploring the nature and consequences of transformational school leaders, Leithwood suggested that transformational school leaders continuously work to help staff to develop and maintain a collaborative school culture, foster teacher development, and help with effective, collegial problem solving. This author posited that transformational leaders provide the "incentive for people to attempt improvements in their practices" (p. 9). More recently, Leithwood, Jantzi, and Steinbach (1999) explained that transformational leadership can now be organized into four

dimensions: setting directions (including visioning), developing people (including modeling values important to the mission of the school), organizing or culture building (including fostering shared decision-making processes), and building relationships with the school community (p. 39).

In summary, transformational leaders "not only manage structure, but they purposefully impact upon the culture in order to change it" (Day et al., 2000, p. 15). Transformational leaders are seen as "inspiring others to excel, giving individual consideration to others and stimulating people to think in new ways" (Kouzes & Posner, 1995, p. 321). Peters and Waterman (1982) stated that the result of transformative leadership is better performance by the employees in an organization in which they as individuals can blossom, develop self-esteem, and be excited about their participation in the organization (p. 86). In this study the principals with international students in their schools were implementing a profound change in the culture of the school. An understanding of transformational leadership proved to be germane to the participant discussions.

Constructivist Leadership

Various metaphors have been used to describe the work of schools. The metaphor of the school as factory laid the groundwork for the evolution of the transactional leadership model. In the late 1980s the metaphor of the school as a community of learners emerged from the work of Burns' (1978) transformational leadership and Senge's (1990) "learning organization" in *The Fifth Discipline*. The community-of-learners view of the school promotes cooperative learning approaches by both adults and students and leads to the emergence of the

social construction of knowledge in addition to the promotion of democratic workplace practices (Lambert et al., 1997, p. 15). Out of this philosophy resulted the metaphor of community of leaders, as proposed by Roland Barth (1990): "an interactive process of shared leadership where students, teachers, parents, and administrators share the opportunities and responsibilities for making decisions that affect all occupants of the schoolhouse" (p. 9). In the community-of -leaders metaphor, a high level of collegiality characterized by frequent personal and professional interactions in which risk taking is fostered and where diversity is respected and encouraged by administration leads to a culture of equity and shared responsibilities in the school. Lambert strongly suggested that all members of a school community "engage in leadership that enables its participants to construct meaning and knowledge together" (p. 19).

In the constructivist model of leadership as participantship, everyone in the learning community can lead and engage in meaning-making activities, fuelled by a "self-directed drive toward self-renewal and interdependency" (Lambert et al., 1995, p. 50). Wheatley (1992) supported this concept of participantship: "We need a different pattern, one in which we engage fully, evoking multiple meanings. . . . The more participants we engage in this participative universe, the more we access its potential and the wiser we become" (p. 65).

The traditional understanding of leading in an educational environment includes the principles of guiding or facilitating the learning process. Lambert (2002) suggested that we expand our thinking and see "leading as a form of

learning together purposefully in community" (p. 81). When adults learn, they bring to the experience their beliefs, understandings, prior history, and tacit knowledge. In a constructivist environment, when they are in the midst of a new experience, adults, through dialogue, reflection, and social interaction, construct new knowledge and understandings. Lambert proposed that the result of this reflective dialogue is that "adults become more complex in their thinking about the world, more tolerant of diverse perspectives, more flexible and open toward new experiences" (p. 81). She referred to this form of learning as "reciprocal processes of community learning" (p. 82). An example of such a constructivist process would include four steps: (a) The values, assumptions, experiences, and prior knowledge of the school staff would have to be raised through stories or dialogue, (b) an inquiry into the practice of the school would bring forward new evidence in juxtaposition to prior beliefs and assumptions, (c) the staff would need to make sense of the dissonance unveiled in the previous step by comparing current understandings with the new evidence through dialogue, and (d) the staff would decide on a plan of action and enact the plan that emerged from the conversations. Lambert stated that this synergistic learning process results in commitment and an increased momentum towards a shared purpose by the staff. The staff has become not only a community of learners, but also a community of practice. Using this constructivist approach, the principal can facilitate change in the school culture.

Contemporary Leadership: Overview

In the evolution of leadership theory, many have identified the various facets of leadership as the importance of relationships, the building of a caring ethos in school communities, the underlying moral purpose of leadership, the significance of values and vision in leadership, and the incorporation of collegial, cooperative involvement in the school community. Leadership is impacted by continual change in the school environment in the search for school development and improvement. Researchers such as Bennis and Goldsmith (1997) warned of an impending leadership crisis caused by a loss of faith in today's institutions and suggested that leaders of the future need to be goal oriented, able to build trust within the organization, and be visionary and action oriented. Some authors proposed that leaders require an extensive knowledge and excellent problem-solving and reasoning ability and others that they need to have an insatiable learning orientation.

Values play a significant role in the culture of a school. Values are seen as the essential components of school change initiatives and, as such, should direct the behaviour and attitudes of the learning organization. Researchers such as Leithwood (1995) and Sergiovanni (1995) described a transformational leadership model in which leaders purposefully impact upon the culture to bring about desired change.

Some researchers, as mentioned in the preceding paragraph, believed that the transformational model in which the leader works through collaboration with stakeholders to set the direction of the organization inspires people in the

organization to excel and impacts the culture of the organization to change it is the model needed to bring about change in the culture of a school. Others supported a constructivist model that offers a more democratic method of leadership in which the learning community works together as a community of leaders where administrators, staff, students, and community members construct knowledge together to bring about desired change. Lambert (2002) suggested four steps to facilitate the "reciprocal processes of community learning" (p. 82). In schools where the student demographics suddenly change, as in the case of the schools in this study, an investigation should be conducted into the leadership skills and qualities necessary for leaders suddenly faced with cultural diversity. This study examines leadership skills and qualities in light of these two current leadership models, both of which have been recommended in the literature as enabling the leader in a school to successfully implement change.

Globalization

Smith (2003) defined *globalization* as a recent phenomenon indicative of the merger of many important developments in world affairs. Examples of such developments include the emergence of supranational corporations (e.g., the World Bank), the impact of global monetary interdependence, and the emergence of new technologies of communication. The term globalization does not merely explain trade between peoples or simple intercultural exchanges; rather, it is a response to recent world developments. Globalization may be the cause of a new global awareness, and our response to it may be that we "shape relations of affiliation, identity, and interaction within and across local cultural

settings" (Burbules & Torres, 2000, p. 2). An example of this concept from a citizenship/cultural standpoint is that I am an Albertan living in Canada (my affiliation), born in Germany and proud of my Germanic roots (my identity), and I interact with siblings and extended family members in Canada and in Europe. However, Smith (2003) cautioned that globalization may currently be characterized by identity crises, exemplified by an eroding sense of national identity that often includes the loss of indigenous languages and cultures. All are caused by the standardizing influences of the flow of capital around the world.

Smith (2003) described three forms of globalization active in the world today; they are aptly named Globalization One, Two, and Three (p. 35). Globalization One, which is relevant to this study, is viewed as the dominant form, arising from the revival of radical liberalism, the neoliberalism that was seen in the 1980s, led by the governments of Thatcher and Reagan. Neoliberalists have chosen to solve the country's social problems by giving preference to the free operation of a global market system rather than government involvement.

Where does international pressure for the free exchange of goods and services, no taxes on imports, and the resultant decrease in revenue for the state leave us? Many governments are now challenged to acquire greater contributions for social programs from domestic sources. Thus, each country may be less concerned with the welfare of its citizens and more in policies that enable the protection and coherence of the market. These factors have resulted in significant trends in educational policy both here at home and internationally.

Stromquist and Monkman (2000), in their summary of significant trends in educational policy, explained that the state is altering the educational labour market by fostering private schools, enabling parental choice through voucher mechanisms (or out-of-boundary exemptions), demanding competitive performance of schools, and redefining education as a commodity. Second, education is no longer the state's embodiment of social policy. National interests are making education more sensitive to the needs and visions of other societies, especially in marketing education across national borders (e.g., International Student Programs for middle and secondary students) and in citizen formation through schooling.

Political and Educational Implications

Globalization has resulted in an important shift in how we learn. Because of increased interaction, opportunities for new learning abound. Technological knowledge is important if countries are to successfully pursue economic growth and competitiveness. Unfortunately, the gulf between the poor nations and the international pathways of production, distribution, and access to knowledge are overlooked. Today there is an increasing polarization between the productive, information-rich, affluent areas and those impoverished areas that produce raw materials and engage in "easily supplantable labor procedures" (Stromquist & Monkman, 2000, p. 19). Stromquist and Monkman asserted, "Analyses of distribution of wealth in countries conclude that globalization has not increased wages except in the United States" (p. 20). In the United States wealth has

grown tremendously, and yet the allocation is highly clustered, as in the Silicon Valley.

Today, education is linked to the development of technological capability. In relating to the global market, repercussions for education include the application of business criteria for efficiency and productivity that now extend to schooling (Gross Stein, 2001). Gross Stein described today's Canadian society not in terms of justice, equity, and excellence; rather, she viewed Canadian society as efficient. The call for efficiency has grown out of the competition brought on by our market economy, together with the accountability that has come through the survival of the fittest in the market. From this, a new emphasis on the accountability of schools has arisen that focuses on the achievement of students in the knowledge and skills necessary for these students to "meet the challenges of the post-industrial economy" (p. 90).

There is a shift from child-centred curriculum to economy-centred vocational training (e.g., the Tech Prep Diploma in Alberta secondary schools). Forty years ago students' learning was valued for its own sake, and capital development was held to a strong sense of social responsibility. State-sponsored public education flourished at all levels. Education was seen as a way to secure the West's stability against communism, and formal education was seen as a way of social advancement (Smith, 2002). When Asian countries such as Japan began to prosper and pose a threat to Western industry, the new global competitiveness of the 1980s forced a rewriting of taxation laws in favour of economic interests over social and cultural ones. Public education became victim

to the philosophy of market rule, with school choice and education-business partnerships entering the educational landscape under the aegis of global competitiveness. Learning, valued for its own sake, has virtually disappeared. Education must now prove how its programs serve The Market (Smith, 2002, p. 19).

Carnoy and Rhoten (2002) described globalization as "a force reorganizing for the world's economy and the main resources for that economy are increasingly knowledge and information" (pp. 1-2). The effects of globalization are seen in the combination of economic restructuring in the world economy and the powerful ideological conceptions of how educational delivery needs to be changed (p. 2). This is having a significant impact on educational systems worldwide. Decentralization and privatization, choice and accountability, testing and assessment, all affect education. Further in financial terms, governments are being pressured to reduce public spending on education. However, in order to compete in the global market and attract foreign capital, a highly educated, skilled labour force is required. Thus, there is a push for governments to expand higher education while increasing the number of secondary school graduates to attend postsecondary. The need for more graduates who are able to continue with postsecondary education has led to the increased influx of international students into North America, United Kingdom, and Australian schools.

Carnoy (2000) maintained that "globalization enters the educational sector on an ideological horse and its effects on education are largely a product of that

financially-driven, free-market ideology, not of a clear conception for improving education "(p. 50). Carnoy believed that globalization is articulated as finance-driven reforms. The main effect on educational systems of many developing countries is to increase the inequality of access and quality; hence, the increased number of international students coming to Canada. It puts enormous pressure on regions and municipalities to target teacher salaries to reduce costs, thus creating conflict with the group needed to produce favourable educational change. Carnoy added that many reforms implicit in structural adjustment are needed, but by focusing on school improvement rather than simple financial objectives, negative impacts could be avoided. Further, the author suggested that this requires national state interpretations of how to improve the educational process and practice within the context of globalization rather than on globalization's financial imperatives themselves (pp. 50-51). He cautioned that we must remain aware that global notions of efficiency and movement can have a positive effect on educational output only if their specific purpose is school improvement (p. 57).

Globalization and Internationalization

Globalization and internationalization impact how a person views the world, thus influencing the ability of the individual to be successful in intercultural associations. Globalization and internationalization may be distinguished in relation to each other by identifying three approaches (Parmenter, 2000, p. 238). The first approach relates to spheres of action. The significant feature of this approach is that internationalization and globalization are conceptualized as

qualitatively distinct phenomena (Jones, 2000). The first approach is not relevant here, but the second and third approaches inform the study.

The second approach is seen in the work of researchers who view internationalization as a progression from nationalism and globalization as a progression from internationalization. Taylor (1996) argued that we are in a process of transition from inter-stateness (internationalization) to trans-stateness (globalization; p. 106). Some researchers see students progressing from an "intercultural" level, where the "learner stands between the cultures," to a "transcultural level," where the "learner stands above both his own and the foreign culture" (Parmenter, 2000, p. 238). From the transcultural perspective the individual is better able to integrate cultural interactions into his or her personal experience and knowledge.

In the third approach we see internationalization and globalization not as distinct phenomena or as stages of one phenomenon, but as different perspectives. Parmenter (2000) conceptualized internationalization as viewing the world "from the inside out" (p. 238), where specific nations/cultures provide the standpoint from which to look out at the world. From this perspective the individual is looking out at the world from his own country and culture, but he also realizes that there are other perspectives on the world and his country and culture. By contrast, the alternative perspective is to view the world "from the outside in" (p. 239). Nations and cultures exist, but not as the dominant unit. The world is the standpoint from which the individual is able to observe nations and cultures and the relationships between them. Using Parmenter's approach,

internationalization and globalization are complementary interpretations, alternative perspectives, appropriate to different situations and circumstances (pp. 238-239). Additionally, Parmenter maintained that personal identities are not fixed, but rather are constantly modified and reconstructed, and that the individual has many identities. From this the reader could postulate that it is possible for an individual to construct an identity as a member of the world (an outcome of a global state of mind) without losing any existing identities (i.e., ethnic). These perspectives introduce some of the issues illuminated later in the study.

From the global perspective, we can then extrapolate that individuals will also need to develop cultural competence. Cultural competence as defined by Parmenter (2000) includes four qualities: (a) the ability to recognize cultural differences as well as similarities; (b) the ability to decentre and see one's own culture from an outside perspective; (c) the ability to accept and understand different ways of acting and thinking; and (d) the ability to negotiate a range of meanings and interpretations connected to seeing and thinking (p. 247). A culturally competent individual will also demonstrate communication competence and possess interpersonal communication skills.

In the preceding portion of the chapter I have discussed the significance of globalization as evidenced in new global phenomena that have political implications, as well as far-reaching influences on educational systems worldwide. One outcome has been the model of global and multicultural education as seen in North American schools. An administrator's or a teacher's

understanding of globalization and internationalization, which leads to an understanding of the perspectives of individuals in a new cultural setting, will enable educational professionals to work with international students. In the next section I discuss the challenges and opportunities for leadership in multicultural schools.

The Impact of Globalization on Education

> Race and ethnicity, social class, gender, national origin, native language and disability contribute to the rich and diverse cultures that many children bring to school today. The challenge that remains is exploring, entertaining, and enriching what schools can do to promote educational experiences that are fully capable of serving diverse students and their families well. (Algozzine, 2001; as cited in Obiakor, 2001, p. vii)

The challenge in education is to find a common ground among parents, students, teachers, and the school as a cultural institution that is based on respect for and understanding of the fundamental differences in cultural values (Trumbull, Rothstein-Fisch, Greenfield, & Quiroz, 2001, p. 127). In "good" schools, teachers and practitioners respond to cultural diversity and recognize that cultural diversity enhances human relations (Obiakor, 2001, p. 8). Banks (1994, 1999) argued that multicultural education is necessary to help all students acquire the multicultural knowledge, cross-cultural skills, and attitudes needed to survive as future citizens in the 21st century.

In his discussion of multicultural teaching, Banks (1994) urged that teachers become knowledgeable about the cultural backgrounds of their students, that teaching be culturally responsible to all students, and that classroom activities and strategies be culturally responsive to students from

diverse backgrounds. Further, Banks advocated assisting students in understanding that knowledge is socially constructed. Using a constructivist approach, Banks (2001) proposed four strategies to promote positive educational opportunities for multicultural schools. First, all students should have the opportunity to participate in extracurricular and co-curricular activities to develop the knowledge, skills, and attitudes that increase academic achievement and foster positive interracial relationships. Next, schools should promote the intermingling of diverse groups to improve intergroup relations. Also, when effective teachers provide opportunities for all students to interact socially and promote and teach positive communication skills, both verbal and nonverbal, in the learning environment, a caring learning environment will be created for all students—one that may sustain future global human fellowship (e.g., le Roux, 2002, p. 37).

Lambert (2003) suggested that culture, race, and economic status affect student learning and that it is important for administrators and teachers to help students to understand how ethnicity and economic status can affect them in school. Although the majority of international students come from wealthy, upper-class homes, a portion of students come from very disadvantaged environments where families have sold their homes and pooled their resources in order to provide the student with the opportunity for a North American secondary school education. Constructivist leadership in schools can furnish students with a caring environment where individual resiliency is enabled. Resiliency permits the individual to recover from adversity and the hopelessness of a difficult

environment. Schools with high expectations for their students, that demonstrate caring and support for all members of the learning community, and that provide opportunities for meaningful involvement and participation enable resiliency in both staff and students.

Smith (2003) contended that the "plethora of technical and curricular innovations and recommendations under the rhetoric of globalization has left teachers alienated from what their experience has taught them over time, that effective teaching depends most fundamentally on human relationships" (p. 18), and that schools and classrooms can be places of citizenship and community in a globalizing world. What characteristics of leadership are essential in a school with international students?

Shields and Seltzer (1997) reported that many researchers (Barth, 1990; Beck, 1994; Sergiovanni, 1994) wanted to find ways that enable leaders to restore a sense of community within our society and social institutions. A central issue in education is that of restoring moral values and social responsibility to a society that has become increasingly imbalanced in its responsiveness to special interest groups (p. 414). In their study Shields and Seltzer learned that it is important for schools with minority populations to create a "bridge . . . into the Anglo world so that they [students] can function in both worlds. . . . I think that if they can relate to their culture and be able to bridge it over to ours so that they can live and progress in both worlds it will make a big difference" (p. 424). One of the paradoxes of building community in a school is in the need for administrators to recognize difference and otherness while finding a purpose or meaning for

bringing people together. Shields and Seltzer believed that an authentic community in school would have unity within diversity, that diversity would be valued and affirmed, and that conversations of respect would lead to a consideration of the school as a community of dialogue (p. 431). These authors suggested that educators need to take seriously the challenge to explore a concept of community as

> a moral endeavour based on dialogical processes that would help members of the school community to identify underlying differences and commonalities of belief, to recognize the moral nature of their role, and to strive to create inclusive and culturally democratic communities. (p. 435)

Shields and Seltzer maintained:

> If the school becomes a place where young people and adults together may explore deep understandings of culture, where power differentials are minimized or eliminated, and unity comes from the celebration of diversity, then we may begin to develop a clearer understanding of what community is really about. (p. 436)

Garcia (1999), in a study of exemplary principals of multicultural schools, reported that that principals in these schools had two strong characteristics. First, they had a high sense of integrity. They were seen to be honest, hardworking professionals who participated in professional development activities and who were able to garner respect from the educational community. These administrators felt that school practices must reflect the cultural and linguistic background of the students. Second, they stressed the importance of strong, caring relationships where skilled communication with stakeholders was essential. The school environment addressed the cultural and linguistic diversity through a vision defined by acceptance and valuing of diversity, teachers were

treated as fellow colleagues in school-development decisions, and there was an atmosphere of collaboration, flexibility, and enhanced professional development.

Garcia (1999) suggested that educational leaders of tomorrow will focus on transmitting knowledge to teachers and work with them to develop new teaching skills. Leaders will be risk takers who will support one another's ideas and celebrate student diversity in the schools. In the new curriculum of the 21st century, schooling must become collaborative, highly social in nature, and process oriented in order to educate students whose lives will be characterized by continuous and dramatic social, economic, and technical change. He predicted that workers who can interact with people of different cultures will be prized.

As our schools become more culturally diverse, Garcia (1999) advised that we in education honour diversity, because "to honor diversity is to honor the social complexity in which we live—to give the individual and the culture in which that person developed a sense of integrity" (p. 14). Leaders must be cognizant of qualities and skills necessary to lead in this era of diversity.

Globalization: Overview

The literature examined how globalization and internationalization have impacted the individual and his or her education. Globalization and internationalization have led to a variety of cultural perspectives. Internationalization enables the individual to view the world from the vantage point of his own country and culture while acknowledging that there are other perspectives centred on his own culture, country, and world. Globalization uses

the globe as the reference point where various nations and cultures exist and the individual is able to process the interaction of these countries and cultures from the global perspective (from the outside in). When an individual has either of these perspectives, cultural competence and communication competence may be present, and the individual will have the ability to negotiate a range of meanings and interpretations in his or her intercultural experiences.

Globalization has impacted education worldwide, resulting in the promotion of private schools, school choice, accountability and site-based leadership, and competition between schools. Education is seen as a commodity and is marketed; for example, the International Studies Programs in Alberta, British Columbia, and Ontario. Education is no longer valued for its own sake as in years past; rather, education is now needed to serve the needs of The Market (Smith, 2003). This trend is seen in the lessening of importance of academic fields not related to business and industry, such as history, and the promotion of math and science fields. In this knowledge and information age, increasing numbers of students with secondary and postsecondary qualifications will be required to feed the needs of the marketplace.

Synthesis of the Literature

The review of the literature on leadership and globalization focuses on some areas that are relevant to the experiences and perceptions of administrators working in today's schools. From the recommendations of the writers and researchers cited earlier, common themes regarding leadership in the 21st century have emerged; these are illustrated in Figure 1.

The importance of building community (Beck, 1994; Beck & Foster, 1999; Noddings, 1992; Sergiovanni, 1994, 1995), promoting and nurturing relationships, and fostering cooperative collegial participation within an organization undergoing change are paramount (Fullan, 2001). Researchers described a style of leadership in which each participant in the organization works collaboratively to facilitate the cultural transformation of the

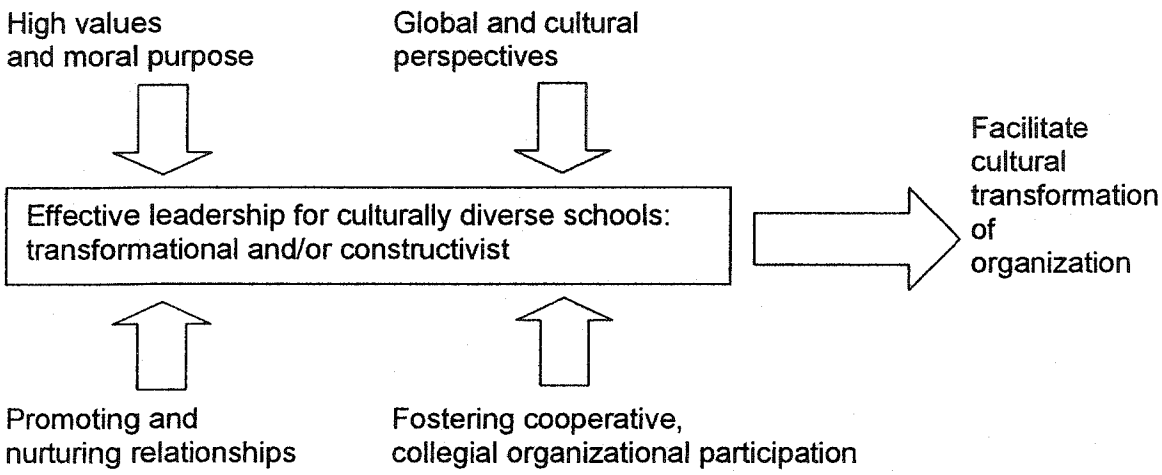

Figure 1. Framework for effective leadership in a culturally diverse school.

the organization, especially in equipping our students with cultural knowledge and cross-cultural skills and attitudes to survive as future citizens in our globalizing world. Additionally, leadership, based on high values and moral purpose with a strong vision that guides the interactions and operations of the organization, whether in a school or a jurisdiction, purposefully impacts the culture of the organization and allows necessary change to occur. Cultural and global perspectives and awareness that result in cultural competence (le Roux,

2002; Parmenter, 2000) was discussed in the literature as necessary to facilitate respectful intercultural interactions.

In the research on organizations dealing with change, two leadership styles were identified most often: transformational (Burns, 1978; Day et al., 2000; Kouzes & Posner, 1995; Leithwood, 1992; Sergiovanni, 1995) and constructivist (Barth, 1990; Lambert et al., 1997; Wheatley, 1992). There has been a call for a more interactive leadership style that supports informed dissent and is able to engage in risk taking. Hart (1999) believed that the leadership expertise required in present-day schools must include an extensive knowledge base, a context for problem solving and decision making, and the development of reasoning skills, which would lead to a reflective administrative style. Transformational leadership is deemed to enable leaders and followers to raise each other to higher levels of morality and motivation while they develop a collaborative school culture with effective collegial problem-solving skills. Constructivist leadership was described as providing democratic workplace conditions in which each person is a leader. A high level of collegiality and frequent personal and professional interactions, where diversity is respected, is endemic to the organization. Lambert's (2003) model of leadership as participantship allows everyone in the learning community—staff, students, and parents—to lead and engage in meaning-making activities motivated by a strong sense of interdependency. Additionally, Lambert suggested that leading is a form of learning in community that results in adults' becoming more complex in their thinking, more tolerant of diverse opinions, and more flexible and open toward new experiences. All are qualities

required by learning communities involved in a change initiative that will impact the culture of a school.

CHAPTER 3:

RESEARCH DESIGN AND METHODOLOGY

In this chapter I present a discussion of the research framework; the methodology for this study, including data collection, selection of participants, the data analysis, and reporting; the influence of the pilot study on the research design and methodology developed for this investigation; trustworthiness; delimitations and limitations; and ethical procedures.

Qualitative Methodology

Rudestam and Newton (2001) advised researchers to use the most appropriate method for the study of a particular research question (p. 36). My research is qualitative in nature: I sought "to understand human behaviour and human experience from the actor's own frame of reference" (Owens, 1991, p. 294). Denzin and Lincoln (2000) described qualitative research as a "situated activity that locates the observer in the world" (p. 3). I wished to study the qualities of leadership needed in secondary schools with an international student demographic and to make sense of those qualities in terms of the meanings that the participants shared through in-depth, open-ended interviews. Denzin and Lincoln saw qualitative research as the domain of lived experience, where "the socially constructed nature of reality, the intimate relationship between the researcher and what is studied" (p. 10) are stressed. Additionally, in the domain of qualitative research, I as researcher was able to enter the lived experience of the participants and observed how "individual belief and action intersect with

culture" (p. 8). Because of the nature of the research, it was suitable that it be conducted using qualitative methods.

Denzin and Lincoln (2000) posited that future qualitative research will engage in moral discourse and that these critical conversations will centre on "the hopes, needs, goals, and promises of a free democratic society" (p. 3), including issues of globalization. In today's era of globalization, to facilitate the critical discourse necessary in my study, I situated it within the naturalistic paradigm using an interpretivist approach (Best & Kahn, 1998; Denzin & Lincoln, 2000; Guba & Lincoln, 1989; Sprinthall et al., 1998).

Nature of Constructivist Inquiry

Guba and Lincoln (1989) described the central feature of the naturalistic paradigm as based on the ontological assumption that realities are mental constructions (p. 19). Thus, for the sake of consistency, I will refer to this paradigm as *constructivist* in discussing the philosophical underpinnings of my study.

I employed a constructivist interpretive inquiry approach. *Constructivist inquiry* identifies "ways in which one may seek to examine reality, and these ways emphasize the wholeness and phenomenological interrelatedness of the real world" (Owens, 1991, p. 294). The constructivist stance reflects my values as well as my personal goal in conducting research in the area of culturally competent leadership qualities necessary in secondary schools. I hoped that my participants would take the time to reflect deeply on leadership qualities and skills that contribute to a successful learning community with a global focus. What

arose from these discussions may be described as a move towards the balancing of autonomy, cooperation, and hierarchy in a successful school culture. Guba and Lincoln (1989) further defined parameters of the constructivist inquiry approach:

> Realities are . . . constructed by people, often under the influence of a variety of social and cultural constructions . . . . there is no reality except that created by people as they attempt to "make sense" of their surrounds. Obviously such socially constructed realities are not only not independent of the "observer" but are also absolutely dependent on him or her for whatever existence they may have. (pp. 12-13)

Four entry conditions necessary for the success of constructivist inquiry as detailed by Guba and Lincoln (1989) include (a) that the study be carried out in a normal, natural setting; in this case in the schools participating in the international education program; (b) that the instrument used be adaptable and that employing deductive analysis allow the researcher to determine what should be examined more closely; (c) that a qualitative method be used; in this case, interviews that led to thick, detailed descriptions through the use of direct quotations that capture the participants' personal perspectives and experience; and (d) that the participants have the privilege of drawing on their tacit knowledge (p. 177).

Schwandt (2001) suggested the interpretivist stance, the *Geisteswissenschaftlichte* or *Verstehen* tradition in the human sciences, to understand human action. In interpretive understanding human action is perceived as meaningful. There is an inherent ethical commitment and respect for fidelity to the lifeworld. Also, from an epistemological standpoint, the interpretivist stance shares the neo-Kantian desire to emphasize the contribution

of human subjectivity to knowledge (p. 193). Assuming the dual role of researcher and former principal of a secondary school, I attempted to define interpretive understanding, or *Verstehen*, by means of empathic identification with the participants in the research.

Ontological and Epistemological Assumptions

Ontology answers the question, What is the nature of reality? In this study I conducted the inquiry process within the ontological and epistemological presuppositions of the constructivist paradigm (Lincoln & Guba, 2000, p. 11). The constructivist paradigm relies on relativist ontology and a monistic, subjective epistemology (p. 13). Ontologically, I agree with Lincoln and Guba that "realities are social constructions of the mind, and there exist as many such constructions as there are individuals" (p. 43). This relativist ontology claims that there are "multiple, socially constructed realities ungoverned by natural laws" (p. 86). These constructions are conceived by individuals as they attempt to make sense of their experiences, are interactive in nature, and are usually shared, thus bringing a "consensus" to the construction (p. 86). We as adherents of the constructivist paradigm are challenged to seek out constructions that challenge our own, always remembering that more enlightened and refined constructions are not necessarily "truer," merely more enlightened and refined (p. 87).

Epistemology answers the question, What is the relationship of the knower to the known? Because I believe that reality consists of a series of mental constructions, I as inquirer cannot be objective. There must be "interactivity" with the participants to gain an in-depth construction of the reality of culturally

competent leadership. In this study it was not possible to maintain an objective posture regarding the opinions about leading with cultural competence. Also, it was not possible to omit values that either the participants or I held. I found it impossible to separate myself as inquirer from the inquired into. Our interaction led to data that emerged from the inquiry. Guba and Lincoln (1989) defined *truth* in the constructivist paradigm as the "most informed and sophisticated construction on which there is consensus among individuals most competent . . . to form such a construction" (p. 86). However, the researcher must be aware that multiple informed and sophisticated criteria can exist side by side.

Role of Values in Inquiry

Values enter into inquiry because of personal choices made by the investigator, the theory brought to bear upon the study, and the paradigmatic grounding that guides the inquiry. Guba and Lincoln (1989) maintained that all inquiry involving humans is carried out in some "local value context," that "values provide the basis for ascribing meaning and reaching understanding; an interpretive, constructivist paradigm cannot do without them" (p. 103).

My values have influenced this study in connection with the decisions regarding designing, setting up, and monitoring the study. The values of the participants also exerted influence because these inquiries always take place in value contexts. Values were reflected in the constructions that I, as inquirer, together with the participants, brought to the study and the inquiry paradigm. Additionally, the interaction of the participants and myself shaped the outcomes

during the course of the study. Therefore, we must acknowledge the influential role of values in this study.

Data Gathering

Selection of the Participants

This study was based in secondary schools with student populations that included international students recruited worldwide. I chose the participants from four different groups: (a) senior administration: the Superintendent and the Director of the International Academy, (b) administration: two principals and two assistant principals chosen from secondary schools in the district, (c) four host parents of international students from at least two different schools chosen randomly from a list of homestay parents who had been involved in the program for longer than one year, and (d) four international students who attended two different schools chosen randomly from a list provided by the International Studies Program.

The identity of these four groups emerged from the commonality that all were involved in the International Studies Program in their school or jurisdiction. Further, a large proportion of the participants were involved in the program generally at the administrative level. I selected these respondents based on their expertise and involvement in the program and on their willingness to participate in this study. Fourteen participants took part in the study.

Interviews

I collected the data through two in-depth, semistructured, and open-ended interviews with the participants and shared the process for this study with them at

the outset. The interviews took place in mutually convenient, quiet locations where we could be free of interruptions. As it turned out, our meetings were held in participants' offices; school meeting rooms; kitchens; and dining, living, or family rooms—anywhere that they felt comfortable. Initially, I telephoned each of the participants to introduce myself and to explain the purpose of my call. I followed up these calls with a formal letter (Appendix A) that detailed the study and contained the agreement to participate and the proposed discussion questions, as the participants had requested. In the first meeting with the participants I began with a general discussion of the study, the participants, and their background and role in working with international students. These meetings, which were 45 to 90 minutes in duration, incorporated some initial questions with which to begin the discussion (see Appendix B and D). The discussion led to a responsive focusing of this study in which further questions often arose, and I determined the information to be collected on the basis of stakeholder input. I sent the respondents each a copy of their transcript of the conversation to allow them to check for accuracy and add points of information that they felt had been missed during the initial interview.

I then interviewed the participants a second time. These meetings were shorter because the respondents were preparing for the end of the school year. The meetings again took place in homes, quiet classrooms, and the public library; on the phone; and through email. My analysis of and reflection on the first interview formed the basis for the direction of the next meeting.

The interviews were semistructured in an attempt "to understand the complex behavior of . . . [the respondents] without imposing any a priori categorization that may limit the field of inquiry "(Fontana & Frey, 2000, p. 653). A set of sample interview questions helped to keep the discussion focused on the issues related to the thesis topic. The meetings were audiorecorded and the tapes were transcribed as soon as possible after each interview; I then gave each of the participants a typed overview of the interview so that they could do a thorough member check of the content to ensure trustworthiness of the interpretations.

Pilot Study

During July and August 2002 I conducted a pilot study in which I interviewed staff from two Alberta school districts that were known for participating in international studies programs. The purposes of the pilot study were to gauge the suitability of the research questions and to test the interview questions and the data analysis procedures before beginning the study. I collected data primarily through two sets of interviews with three participants: a senior administrator (district consultant) involved in international education, a secondary school principal, and a secondary school principal who had also served as host parent to students who did not attend his school.

Before beginning the interviews, I telephoned each potential respondent to explain the purpose of this study, the procedures that we would be following, the ethical guidelines of the research project, and the timeline for the pilot study. They were pleased that the interviews would be completed prior to the middle of

August, when they would be back in their work settings. I taped the first interviews, and the tapes were transcribed as soon as possible. I provided a semistructured interview guide (see Appendix C) for the first interview to test the suitability of the study questions. Then I gave the transcripts of the interviews to the respondents before their second interviews to allow them to check the accuracy of the transcripts before the second interview. Additionally, I asked them to make notes of topics that needed clarification, as well as any questions that might further the research. Data analysis was continuous throughout the pilot. The second set of interviews was more informal, taking the form of numerous telephone conversations, emails, and meetings, generally whenever the respondents were available. I kept detailed journal notes of each discussion.

Influence of the Pilot Study

A written audit trail that was maintained throughout the pilot study as data were collected and analyzed provided a record of concerns, questions, and decisions. I shared these with a colleague prior to presenting the study results at the student conference Celebrating Educational Policy Perspectives 2002 at the University of Alberta.

During the pilot study it became very clear to me that the participants brought to this study their own perspectives on leadership, ranging from moral, visionary leadership to management issues such as timetabling and the cultural shortcomings of administrators in secondary schools. With each perspective came a totally different approach to leading with cultural competence. The term *cultural competence* seemed problematic for two of the respondents, which

resulted in a revision of my research questions to include a specific question, What is cultural competence? (Appendix B). A clarification of this term seemed necessary to receive a clear answer to the general research question, What characteristics of leadership are essential in secondary schools with international students?

Data Analysis

Bogdan and Biklen (1992) identified two stages of data analysis that occur, first, when the data are being collected and, second, after the data collection is complete (p. 154). The first stage occurred during the transcribing of the interview tapes and upon my reflection on the themes that I had identified from the interviews; I recorded my thoughts in my reflective journal. The second stage, after the data had been collected, began with a thorough examination of the interview tapes and the notes that I had collected to determine themes regarding the participants' insights into the research topic.

Data Trustworthiness

Credibility. I used two methods to enhance credibility: member checks and a multiple-perspective participant group. In member checks "data, analytic categories, interpretations, and conclusions are tested with members of those stakeholder groups from whom the data were originally collected" (Guba & Lincoln, 1985, p. 314). I gave the transcripts of the tape-recorded interviews to the participants for editing and approval before I analyzed them, and I then presented the data and, most critically, draft versions of the interpretations of the leadership qualities to selected participants in the three groups so that they could

confirm that the interpretations accurately reflected their experiences and understandings.

Multiple perspectives from a diverse participant group helped to establish the fact that the criterion of validity had been met (Schwandt, 2001, p. 257). By including several respondents from four different referent groups within various schools, I incorporated a diversity of perspectives. Collecting data over a period of time (approximately four months) using two interviews allowed for multiple perspectives. The data collection and analysis and the writing of the interview results provided the opportunity for me to meet with my auditor to accommodate the demonstration of credence in the interpretation.

An audit book of personal reflections, transcriptions, and audiotapes formed an audit trail that not only facilitated the analysis and testing of interpretations, but also presented another avenue to achieve credibility (Guba & Lincoln, 1989; Oleson, 2000). As part of the research process, a qualified colleague conducted an external audit.

Transferability. Schwandt (2001) defined *transferability* as the qualitative criteria that deal with the issue of generalization. It refers to the researcher's responsibility to provide to readers "sufficient information on the case studied such that readers with sufficient information on the case studied . . . could establish the degree of similarity between the case studied and the case to which findings might be transferred" (p. 258). My purposive selection of participants was from a pool of administrators and parents experienced in working with international secondary school-aged students and four international students

from four countries who represented a mix of gender, ages, and career stages, thus encompassing a variety of reality constructions. Although the results of this study may not be generalizable to other contexts, through transferability some findings may be of relevance to educators in other settings, possibly those in schools with a multicultural student population.

In this study I have provided an extensive description of the setting, time, context, and culture of the setting, and a database that is as complete as possible "to facilitate transferability judgments on the part of others who may wish to study their own situations" (Schwandt, 2001, pp. 241-242).

Dependability and Confirmability

Dependability relates to the stability of data over time. An "outsider audit" (Glesne & Peshkin, 1992, p. 147), described earlier as the "audit book," enhanced dependability. Guba and Lincoln (1989) referred to the technique for documenting the logic of process and method used in this study as a "dependability" audit (p. 242).

Confirmability is concerned with "assuring that data, interpretations, and outcomes of inquiries are rooted in contexts and persons apart from the evaluator and are not simply figments of the [researcher's] imagination" (Guba & Lincoln, 1989, p. 243). As a qualitative researcher, I was not able to discount "observer effect" in the results of this study; however, I endeavoured to incorporate procedures to minimize it. As Bogdan and Biklen (1992) wrote:

> Since interviewers in this type of research are interested in how people think about their lives, their experiences, and their particular situations, they model their interviews after a conversation between two trusting

> parties rather than on a formal question-and-answer session between a researcher and a respondent. (p. 47)

Thus, I began each initial conversation by articulating my personal ontological and epistemological bases in this constructivist endeavour. In addition, a confirmability audit, as discussed in the dependability section, confirmed the data and the interpretations, and the inquiry auditor was able to attest to the quality and appropriateness of the inquiry process and that the data can be traced back to original sources (Guba & Lincoln, 1989, p. 243).

Ethical Considerations

As the researcher, I believed that it was my earnest responsibility to ensure that the participants were protected from harm, that they entered the research project voluntarily and understood the nature of this study and their obligations, and that they were not subjected to risks greater than the gains that they might enjoy. Simons and Usher (2000) described ethical issues as issues of "rightness and justifiability" and warned researchers to "act responsibly: respecting truth, self, others and privacy; having due respect for social justice, human rights, 'reasonable' sensibilities, norms and expectations; interacting constructively; avoiding hurting or exploiting others" (p. 83).

I took the following measures to ensure that I met the ethical standards of the University of Alberta for both the pilot study and the proposed study:

1. I completed ethical review forms, and they were approved prior to my approaching district and school personnel.

2. I gained approval from the University of Alberta and the school district to conduct the study prior to beginning.

At the onset of this study each of the respondents signed a consent form outlining the nature and purpose of the study and the nature and extent of their involvement. In this way, I ensured informed consent of the participants. I assured their confidentiality by removing any personal identifiers from the data and using pseudonyms. By doing the entire interview transcribing myself during the pilot study, I was able to ensure that confidentiality. For this study I contracted a professional transcriptionist who had signed a confidentiality agreement. I reminded the participants that they were free to opt out of the study at any time, and I conducted member checks of the interview transcriptions and discussed the interpretations of these interviews with them.

Delimitations

I selected the individuals who participated in this study on the basis of their involvement with students in an international education program. Because there are no schools in the school district with a culturally diverse student population otherwise, only those schools with international students could be considered.

I explored the research question from the point of view of administrators involved in an international program either at the district or the school level and enriched it with the views of students and homestay parents.

Limitations

I assumed that the participants were open, honest, and forthcoming in sharing their experiences and perceptions of necessary leadership qualities in a culturally diverse secondary school setting. The findings were limited to the participants in schools in one district and to information that these participants were willing to share. All of the selected participants were administrators, parents, or students. The students interviewed were of privileged backgrounds, and their experiences likely do not resonate with international students who are not from these backgrounds.

I recognized that the participants in this study could not be guaranteed to be "experts" in their perceptions of the questions under investigation. However, I selected the four groups of respondents on the basis that they all were or recently had been involved in the implementation of the international education program and that therefore their opinions were based on a greater interest and background than those of the general population. I also felt that their responses would be of a more enlightened quality than those of the general population.

I recognized that as the sole data collection and analysis instrument in this study, I needed to be aware of the impact of my own values and interpretations on the data collection and analysis. I was diligent in ensuring that the data collected were thick, detailed descriptions by using direct quotations from the participants. In my journal I recorded my thoughts and understandings in a detailed manner so that I was able to go back and check with the respondents as

to the correctness of my interpretations. Additionally, I conducted a member check of each interview and summary to assure trustworthiness of the data.

Profile of the System and the Participants

In this section I present information regarding the participants and the school district to facilitate contextualization of the comments, quotations, and discussion that follow in subsequent chapters.

First, I present a brief description of the district, followed by a profile of the participants that I selected for this study. I have used pseudonyms to conceal the identity of the school system and the participants.

The School System

Arborville Regional Schools is a large regionalized school district that began an international studies program in 1997. This rural and suburban school district is within a two-hour commute of a major urban city in Alberta and a two- to three-hour drive of the Rocky Mountains (which has proven to be a drawing point for the program). The district began a site-based decision-making initiative in 1996 that provided opportunities to all school staff, central office staff, the board of trustees, and parents to become involved in the development of the international studies program.

The high schools that I selected offer a combination of full academic programs, an International Baccalaureate program, and Advanced Placement Program, computer-based courses, work experience programs, and vocational courses to students in Grades 10 to 12. The students have opportunities to participate in band and drama, in a variety of extracurricular programs, and on

numerous sports teams. English as a Second Language (ESL) courses are also available to international students who require this assistance. A more detailed description of the Program is found in Chapter 4.

Participants

This study involved three classifications of participants: (a) administrators, (b) homestay parents, and (c) students. Their profiles are described in the following paragraphs.

Administrators. All of the administrators had 20 or more years of experience in the profession. The two principals were very experienced administrators with more than 15 years in administration. The four administrators had all started their teaching careers in the district, and three had been involved in the International Studies Program in Arborville Regional Schools since its inception. The two assistant principals had fewer than 10 years of administrative experience. All administrators were between the ages of 45 and 55. All work in large schools administered by the principal and at least one assistant principal. All have completed graduate degrees in educational administration or educational psychology. The pseudonyms of the senior administrative staff are James and Sue, of the principals are Paul and Kathryn, and of the assistant principals are Linda and Lou.

Homestay parents. The four families had been involved in the International Studies Program for a minimum of one year to a maximum of four years at the time of the interviews. The parents ranged in age from 30 to the mid 40s. Each of the families had either one or two children of their own, most

between the ages of 2 and 12; one had a teenage child. Two families took two students at a time into their homes, whereas the other two families had room for only one student each. Three of the families also took summer students into their homes. The pseudonyms of the participant parents are Jeff and Trish, Mary Ann, Louise, and Norma.

International students. All four international students were attending Grade 12 in two different high schools. The two male and two female participants ranged in age from 18 to 20 years. Their countries of origin included Dubai, Kenya, and China. For three of the students, this was their first experience in an international school; the fourth student had spent the previous three years in a private school in Singapore. All were conversationally fluent in English. One student chose to take a course to prepare for the TOEFL examination. At the conclusion of this study three of the students were accepted into postsecondary institutions in North America, with scholarships from those institutions. The fourth student returned home without completing the Grade 12 diploma requirements. The students chose the names Sam, John, Nahla, and Amy.

Summary

In this chapter I have presented a detailed discussion of the research design and methodology and the literature that recommended specific procedures in conducting a qualitative study with regard to research design, the role of values in inquiry, data collection and analysis, ethical considerations, and the enhancement of trustworthiness. I also briefly described the influence of the pilot study on the current study and presented brief profiles of the participants

and the school system. I interviewed the participants and tape-recorded the interviews; these tapes were then transcribed, and the participants checked them for accuracy. These transcripts provided the data for this study, and the interpretations of the data were subsequently member checked.

In the following chapter, which focuses on the context of this study, I provide an outline of the International Studies Program and a synopsis of the positive outcomes, as well as the challenges that the participants experienced in their association with the International Studies Program. In the remainder of the chapter I present the research findings in relation to the term *cultural competence*.

CHAPTER 4:

RESEARCH FINDINGS AND DISCUSSION:

CULTURAL COMPETENCE

The purpose of Chapter 4 is to present from the perspective of the participants the research findings in relation to the context of the International Studies Program and the first specific research question, What is cultural competence? To place this study in context, this chapter begins with a brief description of the International Studies Program in Arborville Regional Schools in Alberta, followed by a discussion of the positive outcomes and the challenges that the participants experienced while participating in the program. This section is presented to give the reader a general overview of the experiences and perceptions of the participants involved in the program and will perhaps contribute to a greater understanding of the data presented in the second section of this chapter and in Chapter 5. In the second part of the chapter, the responses of the senior administrators, principals, assistant principals, homestay parents, and international students clarify the meaning of the term *cultural competence.* This chapter discusses the findings and emergent themes relating to cultural competence, either supportive of or contrary to the literature.

The International Studies Program: The Context

The district has 11 schools that participate in the International Studies Program at the elementary, junior high, and senior high school levels, with most students registered at one of the eight senior high schools, usually in Grade 11 or

12. A majority of the international students attend the two largest senior high schools. A variety of programs are available to students for full-time attendance, lasting from one semester to three years, in a fully integrated classroom setting. The one-year university entrance program results in students' being eligible for provincial certification and includes academic studies to meet university entrance requirements for North American universities. Students may choose from the International Baccalaureate program, junior high/high school programs, Advanced Placement program, English as a Second Language (ESL) program, and French as a Second Language (FSL) program. These programs fulfill university entrance requirements and are integrated with the provincial high school program.

Students may also choose from the Business Certification Program, a one-year program that offers courses in computer application and management, financial management, small-business management, and information processing. The Career and Technology Certification, also a one-year program, is available for students wishing to pursue a trade immediately after high school in commercial foods, fashion studies, cosmetology, visual communications, or welding.

Other programs include a Joint Program, which is offered to students who have completed high school in their native countries with an 80%-85% average, but still need additional support to meet postsecondary entrance requirements in North America. Additionally, the ESL and FSL programs may be taken simultaneously with an academic program in Grades 7 through 12. The Green

Certificate program, which recognizes the skills of students working and training in the farm industry, offers 21 courses in seven primary agricultural specializations. The International Studies Program also promotes the availability of continuing education courses in the evenings for all students, involving everything from tutorials to special-interest classes. These classes can be combined with other programs.

Short programs are also offered in which students aged 16 and older are invited to participate in a two-month summer program in Computer Information Processing, ESL, or postsecondary entrance courses. Another course that prepares students for the TOEFL (Test of English as a Foreign Language) examination can also be taken. Accommodations are made available to students through the Homestay program in all cases.

The International Studies Department consists of the director, a Homestay coordinator, a counsellor, an administrative assistant, and secretarial staff. The director does the international recruiting and suggests program and class placement for the students when they arrive. The policy of recruitment by a representative of a school district is atypical in Alberta (the Learning Network, Alberta). In July 2004 only two school boards in Alberta had been recruiting internationally for their own students, and a third had just recently begun recruiting. The other 16 jurisdictions used the services of the Learning Network, a not-for-profit organization contracted by Alberta Learning, to assist international students to find their best placements in Alberta. Of the approximately 1,000 international secondary students who came into Alberta during the 2003-2004

school year, 50 were recruited through the Learning Network office. The executive director attends selected CEC education fairs around the world to market Alberta's education product. This includes teacher-training opportunities and worker-training programs, in addition to secondary school student recruitment.

In Arborville Regional Schools, the opportunity to travel and assist in the recruiting process internationally is given to any administrator whose school participates in the program. Principals in collaboration with their staff are responsible for the decision on whether or not to participate in the program, because participation is optional to each school. One incentive to participate in the program is in the form of per-student block funding for each international student who attends the school.

To create a context for the conversations in this study, the participants were asked what they perceived as positive outcomes and issues in participating in an international student program. All concurred that the program had an overwhelmingly positive impact on the students, both Canadian and international, on the school, and in the community. Four common outcomes emerged from the discussions: (a) educational opportunities, (b) cross-cultural experiences, and (c) language skill acquisition, and (d) administrative challenges.

Educational Opportunities

The participants in this study concurred that there are many positive outcomes for international students who participate in the program. Three common responses included (a) access to postsecondary education,

(b) admission to a high school program with up-to-date technology and resources, and (c) firsthand knowledge about living in Canadian democracy.

Access to Postsecondary Education

The administrator participants began by citing the positive educational opportunities for international students in Alberta. They related success stories of students who had been unable to access postsecondary education in their home countries because of the insufficiency of postsecondary institutions there to meet the needs of the people. Students have been able to come to Alberta to complete Grade 12 and then continue on to university in North America. Paul, an administrator who had worked with the program since its inception, commented:

> Some students from Africa were really grateful for the opportunities that they were getting in Canada, because they didn't have these kinds of opportunities back home. There would be people that would chip together to send a student, a child, to come here.

Admission to Secondary Education With Up-to-Date Resources

International students come from a variety of educational backgrounds. One international student described the state of technological and print resources available at his home school. He complained, "Say in a basic computer subject, out here you have the Internet; they offer you different packages. But back home they're still using the oldest computers, those DOS computers, and you work on DOS in all those programs." He also spoke of the old books in the school library that were ripped and taped together. He did say that each school was different, but that his school was poorly equipped.

Conversely, however, administrators who had visited schools in Monterrey, Mexico, spoke of the excellent facilities available to the students there, including state-of-the-art technology and software available in the schools. In this case the Alberta schools that the students from Monterrey were attending were not seen as superior to their home schools.

Experience in Canadian Democracy

The director spoke positively about the new knowledge that international students gain about our Canadian democracy:

> They have learned about equality in a different sort of way. They've learned about how good governments can provide you services, and you don't have to be corrupt and pay under the table, and they've discussed those things. It's a wonderful experience for them to come into a society that has transparent rules, even though we don't think always that the rules are transparent. But for many of the students, these are *very* transparent rules, and easy to follow.

By experiencing democracy during their stay in Alberta, international students are given the opportunity to experience complex democratic principles in action.

In summary, international students benefit from the experience of studying in Canada by completing their Grade 12 with provincial certification, thus gaining eligibility to apply successfully to North American postsecondary institutions. This factor is especially important in cases in which there are insufficient opportunities for the student in his or her home country. Having access to a secondary program that is up to date or has state-of-the-art technology and resources available to its students better prepares the student for successful application to postsecondary institutions. Last, the students benefit immensely from living in Canada: This experience raises their global consciousness, and they are able to

understand more concretely the democratic principles under which we in Canada live.

Cross-Cultural Experiences

A major contributing factor to the success of the international program has been the opportunity for positive cross-cultural experiences. The participants recounted four recurring results in their descriptions: (a) new friendships, (b) sharing of cultural traditions, (c) heightened cultural awareness, and (d) program concerns of the homestay families.

Friendships. One positive outcome of the program common to all of the participants was the opportunity for cross-cultural experiences that lead to new friendships between international students and the Canadian staff, students, and homestay families in the participating schools. The director of the program emphasized:

> If you go into a classroom where the international students are, they will tell you many things have happened. First, of course, at the very basic level is friendship. Number two: learning. In a social studies classroom you've got eight different opinions on one issue, and none of them are perfectly right or perfectly wrong; they are just opinions, and they're learning from each other that people think differently.

The director felt that these cross-cultural experiences are invaluable in promoting global awareness in Canadian students. She added that as a result of these friendships, Canadian students have travelled internationally to visit their counterparts in Mexico and elsewhere.

Kathryn, a high school principal, agreed with the director and spoke about the cross-cultural understandings and friendships that developed with students' involvement in the program:

> We know that there have been some friendships. We know that some host families have made trips to other countries, and they've done reciprocal visiting. In some of the social studies classes, when they get talking about things like nationalism and internationalism, the international students can bring a whole different perception. I think that probably some of the benefits are not measurable. It makes me feel good when I see one of our students hanging out with one of them.

Louise, a homestay parent, also affirmed the benefits of the program to her family:

> My son absolutely adores it. He feels like he has an older brother all the time, which is one of the reasons why we got into it, because he is an only child, and I thought it would be neat to have a teenage boy in the house kind of as an older-brother figure and from another culture, [which] I thought was phenomenal, because Jack could learn about all these—and he has. We've had kids from India, from Mexico, from South Africa, from Korea, Japan, Hong Kong. He's met more people from different countries than most kids will in a lifetime and lived with them and learned with them.

The international boys have on occasion gone to her son's school and done presentations about their lives in their home country. There have been good interactions. Currently, there are two international boys in the home, one from China and one from Korea. They have a strong relationship with her son, and because both boys are graduating in June, Louise said that she and her family would be very sad to see them go.

For the past four years Trish and Jeff, homestay parents, have had international students stay with them. They have enjoyed their international student experiences and shared that the international students have been like

older siblings to their children. They recounted the numerous phone calls that they continuously receive from previous students who call and invite them for a visit. Both became emotional when they spoke of their children's "big brothers and sisters" who had returned to their home country:

> Before we started we thought, There's going to be someone here; we'd set some curfews, then you help with the dishes and do your homework, and that would be it, like somebody renting a room, like a boarder. Well, it's the exact opposite. Every student we've had, there's been something about each individual one that you really like. They've become a part of our family. Very fulfilling. Rewarding.

This family has had only Mexican students each year, and Trish and her children were now taking conversational Spanish classes so that they could practice with the students. In this home the homestay family shares English language skills and cultural information and experiences; in return, the Mexican students share their language and culture.

Sharing of cultural traditions. The administrators, through conversations with Canadian and international students in their schools, had learned that social and cultural traditions were being shared. Sue, the director, explained:

> Canadian students, by having kids in their homes, have also learned about culture, and there has been some kind of integration in practices: food, religion, clothing, and parties. You don't have to drink to have a good time; you can go and listen to a steel band and dance and enjoy yourself and come back. And kids have talked about that, so it's been a good thing.

Mary Ann, a homestay parent as well as a teacher in a school with international students, liked the fact that the extended length of stay allows homestay families and their international guests to learn a great deal about each other's culture. In addition, she learned that teens are teens regardless of their

country of origin. Mary Ann also agreed that her two children have benefited from the cultural exchange in the home.

Heightened cultural awareness. Paul indicated that in his school positive results became evident over time as relationships developed and as Canadian students learned to appreciate the global flavour of differing views and world perspectives as articulated by the international students in their classes.

James, a senior administrator, discussed the new cultural awareness that he believed would result from having the international studies students attending the district schools:

> I think we're going to see some greater understandings, respect, and empathy for children from the different parts of the world. This work we're doing right now is giving children some opportunity from here to personalize what a child might be like in India or Dubai or Kenya or Brazil, and realize that they may be a different colour, but they're not that much different otherwise.

All administrators concurred that there are positive opportunities for students to make connections with students from different experiences—cultural, political, and/or social. Lou, an assistant principal, believed that it is good for our students in the classroom to learn others' perspectives and that having international students in the schools allows Canadian students to learn that there is more than one way of looking at things.

Linda, an assistant principal, saw the international studies program as a very positive experience:

> Because of the opportunities our students have to make connections with students who come from a huge, wide range of different experiences—cultural, political, social—there's just so many ways in which both sides can benefit from information exchange, from awareness of what things

> might be like at the other side of the world. It's great exposure for our students to the fact that what they have here is not typical worldwide.

Furthermore, she felt that international students have opportunities to experience a different culture, lifestyle, and educational system while making connections with students of their own age.

The homestay families agreed that the program has enhanced their world understanding and enriched their lives. Norma and her family have participated in the program for one-and-one-half years and have two international students staying with them. Norma said:

> Our family is getting more familiar with other cultures and other languages. As we are a family with younger children, I was at the library with our kids today, and they wanted to pull down the globe and spin it, and "Where's Rodrigo?" and "Look how big China is. China's as big as Canada" —just the realization of how big the world is and where the students come from.

When one of Norma's previous international students learned that Norma's parents were going to Mexico, the student and his family welcomed them to the country, entertained her parents, and acted as tour guides. The special connection that had formed while the student lived with Norma and her family was still strong, and the Mexican family continues to invite them for a visit. Norma felt that everyone benefits from the International Studies Program.

The international students also agreed that the experience of studying in another country helped them to develop a new cultural awareness. Nahla, a Grade 12 student from eastern Africa, said:

> It's very interesting, for one, because I come from a different country, a different continent, and just to meet people and see how they live and their

> different cultures, you learn a lot. I learned more here than I would have just back home.

Sam, another international student, discussed the personal benefits of being an international student in Canada. He enjoyed the independence and observed that the teachers and students were all very friendly and that he found it easy to make friends.

International students have also learned about Canadian culture in action. The director of the International Studies Department reported that students had participated in the community, gathered money for Mozambique, and done volunteer work. International students had also been able to do monetary drives for health services in their home country. Sue was proud that international students had learned firsthand about Canadian volunteerism and generosity.

Homestay family concerns. A difficulty shared by homestay parents was coping with the diverse personalities of the children. Whereas one of the students in the home might be very outgoing and open to interacting with the family and practicing English, another might not wish to do so and might spend most of the time in his or her room and speak with the family very infrequently. Some students are very focused on their studies, but others are here for a cultural-exchange experience and to socialize. Louise, a homestay parent, shared with me her experience with a brother and sister who had stayed in her home for a semester. These students would not speak to the family, and they ran up huge long distance telephone and pay-per-view cable bills when the family was not home. When they left, the students and their parents refused to pay for the extra expenses. This was the first time that students had ever broken trust with

Louise's family, and since then she has followed the advice of the homestay coordinator to have a block put on her telephone and cable service. She felt bad that she had to resort to these measures with subsequent students, but the experience had been a costly lesson for the family.

Another concern voiced by all the homestay parent participants was the need to ensure consistency in enforcing the rules of homestay living among the various families. During the homestay family orientation, the parents are given guidelines to follow regarding expectations in the home. The students are expected to do their own laundry, and they have set curfews for weekday and weekend evenings. Also, there are set procedures for students who wish to spend the night at a friend's place. The international students speak to each other about whether each family is enforcing these rules or guidelines and compare the types of food and food availability in each home. The international students in the home often see the parents who follow the prescribed guidelines as unfair if they are not as lenient as their friends' homestay parents. The homestay parents in this study were concerned about the lack of consistency in the enforcement of the rules, which they noted is an obstacle to having a positive student Canadian homestay experience.

In summary, the participants noted that positive outcomes of the International Studies Program include lasting international friendships and learning about how the others think about things and the differences in perspectives, that, globally, not all people think the way we in Canada do. A sharing of social and cultural customs and traditions has led to a greater cultural

awareness for both Canadian and international students, which in turn has led to empathy and understanding on the part of staff and students. The concerns that the homestay families expressed were mainly about facilitating the international experience to be the best for both the international students and the family members with whom they reside.

Language Skill Acquisition

A main factor in the promotion of the International Studies Program is language skill acquisition. Innovative strategies to help students gain proficiency have recently been implemented by the schools and the International Studies Program in the district. International students in this study also shared ways that they had devised to interact with Canadian students to improve their language skills.

District strategies. There are several district strategies being implemented to help international students improve their English language skills. The International Studies Program makes special allowances for students who have poor English skills by offering ESL classes as part of or in addition to their program, as noted earlier. In addition, the International Studies Department hires Canadian "study buddies" for international students who need assistance with English competency. These study buddies work with senior high students in the afternoon from 12:30 to 5:00 p.m. for the last half of the school semester to assist with all aspects of English language skills. Although, initially, students came to the district international program with excellent English language skills, currently, students are arriving with varying degrees of competency. Thus, the district is

actively working to address language deficiencies, which can impede the academic success of international students.

In this study the administrators observed that when there were commonalities between Canadian culture and international student culture in language, sports, or music, the students interacted more than when there was a language barrier. Poor English skills often create a tension between students and a barrier to the formation of friendships. Further, the administrators stated that when students come to Canada with good English skills, it is often hard to distinguish between international students and students who are the children of recent immigrants. The administrators reported that teachers were finding working with international students with good English language skills and a strong work ethic rewarding because these are students who really want to learn. For the international students, the opportunity to complete secondary school in Canada allows them to improve English language proficiency and springboard into a postsecondary institution in North America.

Student strategies. John, a student from China, is an articulate young man who was very focused on his reason for coming to Canada, in addition to his responsibilities to his parents. His purpose was university preparation. For John, learning English was a priority, and he looked for opportunities to practice his oral skills. His goal was to become proficient in English, and he told me that he would quite often initiate conversations with Canadian students in an effort to practice and improve his English. Another way for him to practice English was to tutor Canadian students in mathematics, physics, and chemistry. By helping other

students with their studies, he was able to practice his English and make friends. He noted that in math and science classes he tried his best

> to help those Canadian students, and sometimes I can be friends with them. But for my English though, actually I get help from them. Here the students are very nice; they do help you. And once you get help from each other, you become friends.

Administrator Comments, Challenges, and Concerns

The administrator participants shared their comments and concerns regarding the International Studies Program. Three themes emerged from their comments: (a) economic benefits of the program, (b) staff concerns, and (c) international student motivation for coming to Canada.

Financial benefits. All administrators believed that having international students here benefits the community economically because many students come from wealthy homes and have a great deal of disposable income that they spend in the community. James, a senior administrator, spoke about the benefits of the international students in terms of dollars:

> They bring about a million dollars' revenue into the school district each year. That has direct effect in some of our schools. We've got schools that are bringing three or four hundred thousand dollars in. We have to look at the homestay as an opportunity in the community; it's an economic advantage to those people who are homestay parents, but also to the general community. These kids are spending a fair bit of money.

James related these financial benefits to the schools, the district, and the community to the secondary benefits of the cultural awareness and understanding that result from the inclusion of international students in the schools.

Additionally, the International Studies Program has opened the community to the world. The parents of international students come to the community to visit their children and to participate in parent-teacher-student interviews and graduations. Further, many of the international students from this district win academic scholarships to attend postsecondary schools in North America.

Staff concerns. The administrators discussed staff concerns related to the success of the educational experience for international students. When the program was initially introduced in the district, some administrators felt that it was ill defined in that no one knew the aims and goals of the International Studies Department, that there were no clearly defined roles, and that there was no clear chain of command to whom issues could be addressed. Staff often questioned whether the international students were part of the school student body, or were they International Studies students merely placed in their school? This was especially important when it came to registering the students in classes, something that had been done exclusively by International Studies staff. The teachers had shared with the administrators that they believed that they had better insight than the International Studies staff had on whether or not the student should be enrolled in their classes.

Further, having international students "dropped" into classes mid-semester when their visas came through also created difficulties for staff and students. Mid-semester entry dates were particularly hard on both teachers and classes that now had a new student without the requisite background in the subject or often insufficient language skills to be successful in the class. Initially,

international students failed up to 30% of their courses. As Kathryn, a concerned principal, stated:

> Probably the biggest problem that I have right now is buy-in from the teachers, and it's not in any way, shape, or form a racial issue. It completely has to do with a burden in the classrooms. They don't like to see students not achieve, and it bothers them when they can't get through to students either because they can't communicate with them or because the students' background knowledge is inadequate. Our teachers aren't the kind of people who can sit back and say, "Well, whatever they get out of it, they get out of it." They want these students to do well.

Recently, this concern was addressed by restricting international student admission to twice a year, at the beginning of each semester.

In addition, teachers were frustrated by having students placed in their classes who were having difficulty with the language or the subject matter and needed a great deal of extra time both in class and after class. Then the students would leave early before they had the opportunity to complete the course and write the final exams. These international students had taken a seat in the class that might have been needed by a Canadian student for graduation. Moreover, the student had taken the teacher's time away from other students in the class who also needed the teacher's help. These were frustrations that the teaching staff shared with their administrators.

International students typically come to Alberta to complete Canadian Grade 12 in one year so that they can attend a North American university the following fall. Unfortunately, sometimes students come with inadequate English language skills or with an insufficient background in a vital core subject. The student registers in the Grade 12 subject, does poorly, and then has to drop to a

lower level in the next semester to attain the requisite background knowledge and skills for the required Grade 12 course. In the end, a semester has been wasted, and instead of the student's completing Grade 12 in one school year, he or she must enrol for another semester if the course is not available during summer school. In any case, the stay at the secondary level is extended. The international student participants indicated that they would like more detailed information about the courses available to them so that they could make better informed choices. International students who arrive at the beginning of the summer and take ESL and other core courses during the summer are usually able to complete Grade 12 successfully by the following June and are able to register in postsecondary education the following fall. One participant reflected that the summer session had allowed her to become more accustomed to the new culture and language before beginning full-time studies in September.

International student motivation. Two administrators were concerned about the character and motivation of certain students enrolling in the international program. According to Kathryn:

> When we are recruiting students, we don't have enough time to learn as much about the students as we probably should. If they have the money and the report card and they get their visa, we pretty much take them. But we sometimes get students whose character and work ethic is suspect. We get some students over here that don't even know where our community is. They want to know how close we are to the North Pole. They want to know if we cane them or not, and they really haven't done their research. It's almost more that they want to get out of their home situation than they know exactly where they want to go. Also, they behave differently if they intend to go back and help their own country than they do if they just want to get out at all costs.

According to the administrator participants, the students who plan to return home after they complete their education are more focused on their studies than are the students who are just looking for an escape from their home environment.

The Context: Summary

The purpose of this section of the chapter has been to describe the context of this study and to share the participants' reflections on both positive aspects and concerns or issues resulting from their participation in the International Studies Program. Four common themes emerged from their reflections; namely, educational opportunities, cross-cultural experiences, language skill acquisition, and administrator challenges and concerns.

In discussing educational opportunities, all participants agreed that the International Studies Program is an overwhelmingly positive program for all concerned. The international students identified the opportunity to complete a Canadian high school diploma and then to continue at a North American postsecondary institution as paramount. In many cases the district educational facilities and resources available to students are superior to those in the student's home country. The director felt that for many of the international students the opportunity to live and learn in our Canadian democracy is very important. She felt that it is essential for the students to see a government in action in which bribery is not the way to do government business and where society's rules are transparent to all.

The administrators expressed concern about the success rate of some of the international students in the courses they were taking. They cited several

factors as possible causes for students not achieving as well as their teachers and parents would like them to do. One factor is students either beginning their studies midway into the semester and then being unable to catch up to their classmates, or, alternatively, students leaving before the end of the semester and not being able to complete the course and write the exam. Inadequate background in the Grade 12 course chosen or poor English language skills also results in a student's lack of success. The students were concerned about being registered in courses that they were not capable of completing successfully, which results in the need for an extra semester in high school.

The administrators were concerned about staff buy-in to participating in the International Studies Program. They felt that the program had been initiated too quickly to receive adequate input from staff. Further, the staff were concerned about the lack of support for students with language difficulties or inadequate background knowledge in their courses and the extra burden that these students sometimes placed on the class and on the teacher's time.

All participants spoke about the wonderful opportunities for cross-cultural learnings and the formation of long-lasting friendships. Both Canadian and international students are able to gain an enhanced world perspective by sharing their respective cultural, political, and social traditions, as well as insights into each other's educational system. Canadian students learn that there is more than one way of thinking about things and that what is taken for granted in Canada is not necessarily available elsewhere in the world. A senior administrator hoped

that greater understandings, respect, and empathy among the students would result from these intercultural exchanges.

Although some students had broken trust with their homestay families, and occasionally the personalities of the homestay parents and the international students did not mesh, most enjoyed the homestay experience for the cross-cultural experiences. Both homestay parents and international students spoke to the need to enforce consistency in families following homestay rules and guidelines to facilitate a positive cross-cultural experience for all parties.

International students, often from wealthy homes, are considered an economic benefit to the homestay families and to the community where students live and shop. The international students believed that they were gaining a new understanding of the reasons behind certain Canadian cultural behaviours, which they were looking forward to sharing at home. They participate in school and community life and learn firsthand about Canadian volunteerism and generosity.

In discussing language issues, both administrators and homestay parents indicated that when there are commonalities between the Canadian and the international students with regard to music, language, or sports, students interact more than when there is a difficulty with the English language. Poor English skills create a tension, not only in the classroom, but also in the homestay situation for both the international students and the Canadian participants. In some instances, international students act as tutors and mentors in mathematics and the sciences for Canadian students, and Canadian students reciprocate by helping international students with English language skill acquisition.

Cultural Competence

The participants in this study initially indicated that they were not familiar with the term *cultural competence*. Although it is a fairly common term in international studies literature, this was not the case with the administrators in this once primarily monocultural school district. Upon discussion, however, a common understanding of crucial elements of cultural competence began to emerge, and from that a definition was elicited.

Participants' Definitions of Cultural Competence

An important result of this study was the emergence of the significance of the concept of cultural competence in the leadership of the schools participating in an International Studies Program. The participants each clarified the factors that they considered important in cultural competence.

When questioned what he would consider to be a characteristic of cultural competence, Paul, an administrator, commented, "Cultural competence could be considered as one of the intelligences, such as cultural intelligence, including empathy and understanding." Another factor in cultural competence that he mentioned is having a knowledge or experiential base. He surmised:

> You'd understand your own culture, for one thing. That's the first beginning of it. If you don't understand your own culture, how do you understand others and then have an understanding and an empathy for others in other cultures? That comes from a knowledge base and maybe an experiential base where you've had an opportunity to experience other cultures.

In addition, Paul felt that it is important to speak and understand the language to understand the culture, that language learning is a major component of understanding culture.

Lou, an assistant principal, disagreed and felt that being able to speak every language was impossible, especially considering that approximately 30 different countries and cultures were represented by the international students in the school. Lou wondered to what extent leaders in schools had the KSA's (knowledge, skills, and attitudes) to deal with students from other cultures. He questioned whether cultural competence could lead to an organization's being a cultural microcosm in which the world's citizens are culturally comfortable, welcoming, understanding, and empathic towards each other:

> You take a really broad definition of cultural competence and say it's a window to the world when all the people of all the nations of the world are culturally comfortable. And so I am going to be welcoming and understanding and empathetic towards people from whatever nation. Then I would certainly be culturally competent.

An assistant principal, Linda, described cultural competence as an acceptance of other cultures, a totally open approach to dealing with other cultures that also includes an awareness of the huge differences between cultures and a willingness to learn about students' cultural backgrounds. She believed that it would mean a completely open approach to dealing with different cultures.

Kathryn, a high school principal, remarked that it is important to understand the move from one culture to another and that the leader needs to become a transition to our Canadian culture for international students, their

families, and international visitors. Cultural competence would include an understanding of what it feels like to move from one culture to another. She felt that cultural competence includes not only having a knowledge base about the various cultures of the students in the building, but also knowing what to do with that knowledge.

The director stated that leaders needed to be sensitive to individual needs. She felt that cultural competence includes an understanding of the general or basic knowledge of the culture and then an awareness of the student's interpretation of the surroundings from which he or she has come. Sue felt that in dealing with international students, cultural competence includes taking the time to understand the general culture as well as the specific culture of each child.

James, a senior administrator, reflected that cultural competence involves empathy from the perspective of how we help ourselves to understand what the other person is all about: "It's sort of humbly walking into some situations and being open to learn, that ability to think, watch, and respond while being yourself. This includes empathy and authenticity." He maintained that there is not just one way of doing things in the world, that we should be open to observing situations in the world so that we as world citizens can come to a common empathic understanding of how to do something.

James continued that one way for the administrators to gain empathy in their understanding of the world and in the international students coming to their schools would be to travel internationally with the recruiter. He felt that administrators would show their empathy towards the international students

> by treating those children as if they were any one of the other children in the school, treating them uniquely. The kids want to be part of the student body and they want to be unique, unique for their person.

The homestay parents presented a number of components of cultural competence. One participant felt that it includes a familiarity with various cultures and religions, with actions that demonstrate respectfulness in the various cultures, and with the customs in different cultures. The parents saw the director of the International Studies Program as an example of someone with cultural competence. They had observed the director demonstrate cultural competence during International Studies Program meetings by interacting comfortably and respectfully with people of many different cultures and by displaying open-mindedness towards them.

The homestay parents also agreed with the administrators' understandings of cultural competence. Norma viewed someone with cultural competence as being familiar with the cultures and religions of the students coming to the district. She also included the concept of respectfulness in "how things are done" as it pertains to each culture.

Trish and Jeff, a homestay-parent couple, felt that leaders with cultural competence show more cultural sensitivity when they remember that "kids are kids." A culturally competent leader would show patience. For example, if a child did not understand what was said to him, the leader would repeat that thought using other vocabulary that the child might understand more easily. A leader with cultural competence would be open to learning about the various cultures.

Trish and Jeff agreed with the administrators with regard to cultural sensitivity and open-mindedness. They related these concepts to occasions when they were in conversation with a new homestay student. Through trial and error, they had learned how to ask questions in a culturally sensitive manner so that they did not offend their young guest. They felt that to be culturally competent, one has to be open to learn about them and to understand them. They disagreed with Paul: They did not believe that a person needs to speak the language to understand the culture, but they did find it very useful that they had taken Spanish classes because they now had Mexican students staying with them. Before the next Japanese student arrived in the summer, they also planned to learn a few basic Japanese phrases to help their guest feel more comfortable. Although they felt that it is not necessary to know the other language, they agreed that a familiarity with other languages certainly would be helpful in understanding those from other cultures.

Also, while being sensitive to the international student's personality and nature, Trish and Jeff felt that it is good to teach them about humour in our culture. This philosophy had worked so well for them that the school of a former international homestay child had requested that they accept another child from that school into their home.

Louise, a homestay parent, spoke about the importance of having a basic knowledge of the different cultures represented by the students studying here. She asserted that cultural competence includes an affinity and an ability to connect with people of all cultures. She also named the director of the

International Studies Program as an example of someone with that ability and stated that Sue treats all people with great respect, which was observed to be mutual. Louise summed up cultural competence as knowing the different cultures, accepting them, and showing that you would make them welcome in your country.

Mary Ann, a homestay parent and teacher, similarly believed that the cultural competence of a principal would be demonstrated by how knowledgeable he or she is about a student's culture, that student's needs, his or her ways, and how to meet the needs of that student.

The international students wanted Canadians to take time to understand and get to know them. John and Sam, international student participants, wanted the homestay parents to talk to international students to find out about their reasons for coming to Canada, to discover whether they were here to study or to socialize. They felt that sitting down with homestay parents before going to the home, taking the time to become acquainted, and sharing some basic expectations and understandings would help to start the homestay experience off on the right foot and clear up misunderstandings early. John suggested that it would also facilitate the homestay coordinator's placing students in homes, because often disparate purposes—the desire to socialize or the need to focus on studies—could create disharmony among students and create tension within the homestay environment.

Nahla felt that international students are gaining cultural competence by learning about people in general through their experiences in Canada, where they are learning about cultural similarities and differences:

> Since I've come, I've learned a lot. Just about what people are, what they think, their cultures. And I've seen a lot of similarities to the people back home. They're very similar in many aspects, the general notions like love, hate, or helping. There are a lot of similarities, but I think the differences come in with the cultures: how we go through our day-to-day lives and how people here do.

She saw the greatest difference between her culture back home and Canadian culture as the freedom given to high school children to own cars and to work while attending secondary school.

Amy, an international student participant, found Canadian students generally friendly, but she felt that there is always a distance between Canadian students and international students. She believed that it could be because of differences in either culture or language and that homestay parents can be helpful by assisting international students in learning about and understanding Canadian culture and the English language. Amy remarked that homestay families " help us to understand the traditions, the culture, and everything in Canadian families: the things they eat, everything." She felt that the families are doing a good job with the exchange of cultural information, which thus leads to intercultural understanding by all the parties involved.

Summary and Discussion: Cultural Competence

In summary, the participants believed that administrators and others working with international students need an experiential or knowledge base as an

important foundation for cultural competence. Some discussed the need for administrators and staff to accept the student's culture while being sensitive to his or her needs. An administrator felt that the principal should be able to understand the transition from one culture to another to assist international students when they arrive at the school. The participants also deemed important open-mindedness and familiarity with the culture, customs, and religious practices of the various students.

The Elements of Cultural Competence

In the literature the terms *cultural competence* (Parmenter, 2000) and *intercultural competence* (Lustig & Koester, 1999) have been used to represent a repertoire of intercultural skills and broad cultural knowledge. One administrator coined the phrase *cultural intelligence*, which he derived from Howard Gardner's work on multiple intelligences; however, in the discussion to follow, the term cultural competence will be used.

Parmenter (2000) reported that the Japanese educational system interprets internationalization and globalization in the context of educational policy and identified four salient factors necessary for cultural competence. First, Parmenter described cultural competence as the ability to recognize differences and similarities between one's own culture and that of another. Second, she stated that an individual must be able to *decentre* and see one's own culture from an outside perspective. Third, she believed that the individual must be able to accept and understand different ways of acting and thinking. Last, she maintained that a culturally competent individual should have the ability to

negotiate a range of meanings and interpretations while interacting in the world (p. 247). In this study the respondents discussed many of these concepts as characteristics of cultural competence, which will be discussed in light of three themes that emerged from their responses: (a) empathy, (b) understanding, and (c) cultural knowledge.

Empathy. The administrator participants in this study stressed that empathy is a critical element in cultural competence. The Webster Encyclopedic Dictionary (1977) defined *empathy* as "the appreciative perception or understanding" (p. 321) of another person or thing. In their analysis of effective schools, Beck and Foster (1999) described these schools as being based on an ethos of community in which the leadership demonstrates an empathic concern for students and provides time to promote dialog between teachers and students. The participants in this study concurred that by providing opportunities for Canadian students and international students to interact, to go to the same school, and to live together, both can gain insights into other perspectives different from their own and thus cultivate empathy as part of their cultural intelligence. Le Roux (2002) suggested that intercultural dialogues and interactions in the multiethnic classroom can be "a useful source of intercultural knowledge and mutual enrichment between culturally diverse students if managed proactively by the teacher" (p. 37). The participants believed that the opportunity for international and Canadian students to become friends and share cultural, social, and ethnic exchanges enables students to build empathy as part of their cultural competence.

Paul, an administrator, suggested that it is necessary to understand one's own culture before one can understand and have an empathy for another's culture. Ryan (2001) supported this statement in his work on multicultural schools. He proposed that students be given the opportunity to talk about their life experiences so that all students have the opportunity "to gain unique insights into a side of life that they may not have thought about or understood. It also gives them the chance to identify with at least some aspects of others' lives and experiences" (p. 200). In this way students have the occasion first to come to terms with their own culture and then to gain an appreciation for and understanding of another's culture, thus building empathy into their cultural competence.

As the participants stated, when administrators travel internationally to recruit students, the opportunity to visit with international families prior to their children's arrival in Canada fosters empathy in the administrators, which enables them to assist the students in becoming successful in their educational experience in Alberta. The concept of empathy as an important leadership trait is further elaborated on in Chapter 5.

Understanding. The participants felt that understanding one's own culture first and then taking the time to understand the culture of international students who attend district schools is an important facet of cultural competence. This concept of understanding other cultures was supported in the literature. Trumbull et al. (2001) suggested that finding common ground among the parents, students, teachers, and the school as a cultural institution must be based on an

understanding of and positive respect for fundamental differences in each other's cultural values:

> The best hope for children is for parents to work together with school personnel to establish academic and social goals, learning about and implementing each other's (culture-based) values and expectations in the process. For this to happen, the entire system including administrative staff must be dedicated to such mutual learning and genuinely open to real cross-cultural exchange about practices and beliefs. (p. 128)

Trumbull et al. referred to multicultural schools with a large resident immigrant population. In this study the same concept could apply in the case of international students in Canadian schools. Although the number of international students throughout the school may be small, the teachers with international students in their classrooms could make use of the opportunity to engage the class in meaningful cross-cultural exchanges in which all would benefit. The participants all believed that in order for someone to be culturally competent, an understanding of other cultures is imperative. Parmenter (2000) also supported this notion in her first characteristic of cultural competence, as referred to earlier.

Cultural knowledge. The participants looked to the International Studies Department and the principals for insights into the cultural background of international students in their homes and schools. For example, Mary Ann, a homestay parent and teacher, stated that, in her opinion, the leader needs "knowledge on that specific culture or the various cultures coming into the school" so that the students can be well cared for. The director, Sue, cautioned that if principals do not have cultural background knowledge, they will be "running into issues." She strongly suggested that administrators "do a good lot of

reading" and understand that things internationally are not how we perceive them from television. Sue stressed the importance of cultural knowledge for anyone who works with international students.

The literature supported the need for cultural knowledge. Trumbull et al. (2001) considered cultural knowledge imperative in the development of mutual respect and understanding by all involved. They maintained that educators must learn how culture and schooling relate to each other. To do that, educators need to grasp the ways that culture shapes the views of child development and schooling. Trumbull et al. suggested that Canadian schools make their cultural perspectives visible by contrasting them to other perspectives. In this study Kathryn, a high school principal, discussed students' learning about differences in classroom behaviour and expectations:

> They [international students] really are shocked at the behaviour of our students when they first come. We work at telling them, "You don't have to stand by your desk when you ask a question. You don't have to call us Sir and Madam."

Kathryn emphasized that learning about students' cultural and political background is critical to understanding their behaviour; for example, when students come from a country where it is acceptable for young men to carry machine guns, often these young men will act very aggressively in school. The director agreed that it is very important that leaders be aware of the reality of the government and politics of the student's country of origin, not just the way that the popular media portray the country. Lustig and Koester (1999) supported this belief and suggested that when people initially learn about a culture, they tend to

develop beliefs about the "rightness" (p. 331) of seeing people, events, and behaviours; and they believe that these opinions are held by all. These authors explained that intercultural competence requires an ability of the individual to move beyond the perspective of his or her cultural framework to really learn about another culture.

What Is Cultural Competence? Response to the Question

The participants considered the following three elements to be central to cultural competence: (a) knowledge, (b) understanding, and (c) empathy.

Knowledge. First, knowledge about the culture, customs, religion, foods, and political environment of an individual is a critical basis for understanding another. Kathryn, an experienced administrator, stressed the importance of the principal's cultural knowledge in working with international students. She referred to an instance in which a student from Kenya who had completed his O level courses (Grade 11 equivalency) in his home country experienced a great deal of difficulty when taking Alberta Grade 12 core subjects. She explained that he was missing vital background information in his prerequisite coursework because of the many interruptions in his schooling due to repeated strikes in the school system in his country. Having this knowledge enabled the administrator to share the information with the student's teachers to enable them to understand the cause of his difficulties.

Kathryn also felt that it is important to explain to international students during the recruiting process about the difficulties that they may face academically when coming to Canada:

> In Kenya, where there are so many strikes in the school system which interrupt the school year, these students come in academically disadvantaged. I think it's really important that we help them understand the difficulties facing them rather than simply saying, "You're going to have to work hard." I have an issue if I feel that they are not fully aware of what they are getting themselves into.

A culturally competent administrator will be aware of these issues facing the international students and thus will be able to help them when they arrive in Canada.

The administrators and homestay parents emphasized the need to be knowledgeable about the impact of culture on schooling. Whereas some cultures value social and group interactions, others value academic excellence. The participants in this study suggested that before students are placed in homestay situations they be interviewed to ascertain whether their focus in the International Studies Program is academic or social. Both students and homestay parent participants proposed that students be placed with like-minded students with similar program goals if there are two students in the home. Speaking with international students before placement and understanding the needs of the students promote a more productive homestay experience, especially for those students who are there as serious academic students.

Understanding. Second, the data collected suggest that understanding is an essential component of cultural competence. The participants asserted that it is vital that students understand their own culture and then take time to understand the cultures of international students. As Paul stated, when the international students first arrived at his school, it took time for the Canadian students to take the first steps in getting to know them and to listen to new

opinions and ways of looking at things. By involving international students in noncore subjects, such as foods or fashion studies and computers, the less-structured setting allows students to interact more freely during class time, which also helps to break down cultural barriers and foster conversation and understanding. Students who are more outgoing and perhaps more comfortable with the English language and who join in the extracurricular activities offered at school, such as drama and sports, make friends with Canadian students more easily. The student participant who spoke of the distance between Canadian and international students was taking only core subjects, would not participate in any extracurricular activities, and, whenever I as the researcher observed her, she interacted only with other international students from her home country.

Empathy. The third element of cultural competence identified in this study is empathy, which is considered essential in addressing student concerns. The participants discussed the importance of students' talking about life experiences and sharing cultural, social, and ethnic backgrounds to enable both the Canadian and the international students to build empathy into their intercultural skill repertoire. Two participants noted that international students do not want to be singled out, but that they do wish to be acknowledged and have their concerns heard. The participants suggested that this would be important for principals and staff to know to take advantage of opportunities for informal conversation. Last, an excellent way to build empathy between students is for Canadian students to visit international friends in their home country to build their own cultural

competence, which enables them, as adults, to gain the knowledge, skills, and attitudes to interact positively with people from diverse groups.

In summary, the data reveal three elements that contribute to cultural competence: (a) cultural knowledge, (b) understanding, and (c) empathy. Figure 2 shows how one leads to another and impacts the cultural competence of an individual and illustrates the dialogic engagement of the three major components of cultural competence; each informs and adds nuance and understanding to the others, which in turn leads to a continually increasing level of cultural competence. As a person gains knowledge about a culture, a deepening understanding of the behaviours and actions of that culture develops and leads to increased empathy in interactions with people from that culture. Cultural competence is a continual process in which greater experiential knowledge leads to deeper understanding, which in turn increases empathic responses in intercultural interactions.

Cultural competence does not demand that an individual know all there is to know about all cultures. The participants concurred that cultural competence is an amalgam of three main factors: empathy, understanding, and cultural knowledge. Through cross-cultural experiences and the opportunity for intercultural dialogue, a heightened awareness of another's feelings, needs, and concerns—otherwise known as empathy—will result. Taking the time to reflect and understand one's own culture and then taking the initiative to gain knowledge about other cultures—their government, customs, beliefs and religion, child-rearing practices, and educational priorities—will foster mutual respect and

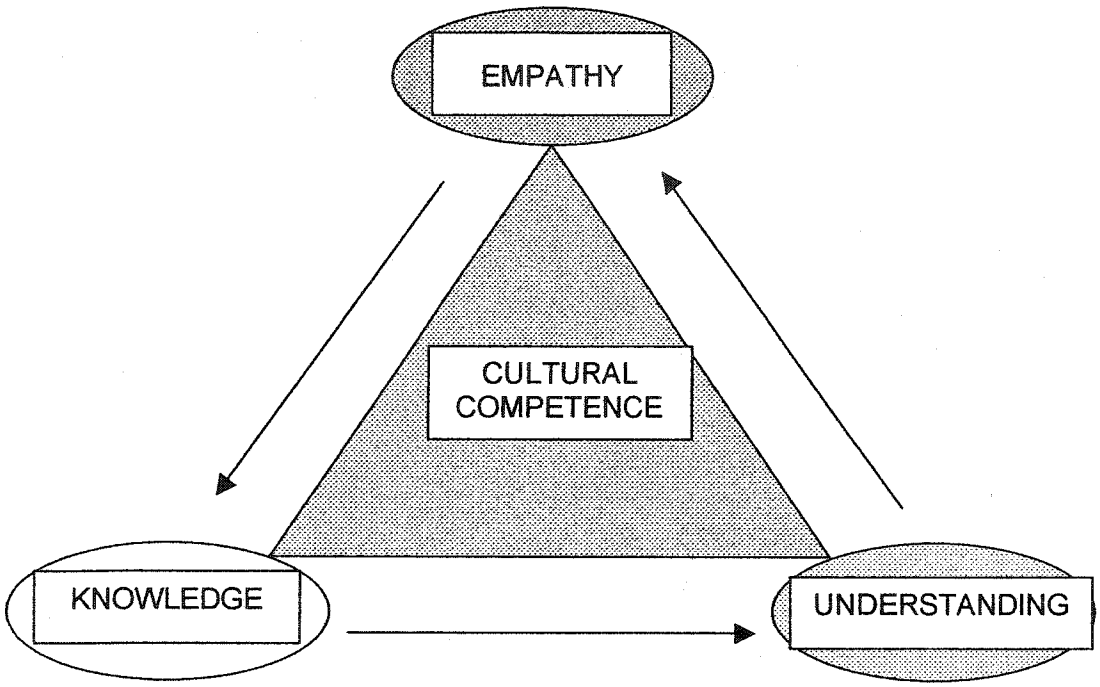

Figure 2. The elements of cultural competence.

understanding. Thus, cultural competence can be defined as a reflective thoughtfulness derived from an empathic understanding of other cultures.

The following chapter focuses on the research question that addresses the qualities and skills required of leaders in secondary schools with international students. Chapter 5 first addresses the findings related to the three subquestions of the research question. The findings in this study are then discussed in light of the findings in the literature.

CHAPTER 5:

LEADERSHIP QUALITIES INHERENT IN CULTURAL COMPETENCE

The purpose of Chapter 5 is to address the question, What leadership qualities and skills are needed in secondary schools to address global realities while protecting cultural diversities? Three subquestions related to this question were asked: (a) What beliefs of heart and mind are seen as core to leading with cultural competence? (b) How are these qualities demonstrated? and (c) Why are these qualities important? The findings are organized in this chapter around the themes that arose out of the responses to the questions.

The responses revealed the perceptions of the principals, senior administrators, assistant principals, homestay families, and students regarding characteristics of leadership that are essential to facilitate the international student program in their schools. These perceptions provide important insights in addressing the general question, What characteristics of leadership are essential in secondary schools with international student populations? Four themes emerged as essential leadership traits: (a) open-mindedness, (b) modeling, (c) relationships, and (d) motivation. At the end of the chapter these themes are summarized and discussed in relation to the literature. This chapter concludes with a response to the research question identified in the paragraph above. A conceptual framework is presented at the end of the discussion, which is followed by a summary of the chapter.

Open-Mindedness

Several participants spoke of the need for empathy in leadership, openness and nonjudgmental flexibility, tolerance and understanding, broad-mindedness and curiosity about the world and other cultures, and the willingness to learn and embrace different perspectives and diversity. Each participant focused on a different aspect of leadership necessary to bring about change in the school to encourage acceptance of the international program by the school community. From the participants' responses emerged four themes regarding open-mindedness on the part of the principal: (a) acceptance of diversity, (b) willingness to learn about other cultures, (c) empathy, and (d) eagerness to gain world perspectives.

Acceptance of Diversity

Every participant agreed that openness or open-mindedness is one leadership characteristic that is central to the concept of culturally competent leadership. Sue referred to being open-minded, sensitive to cultural nuances, and receptive to diverse cultural experiences. She also thought that it is necessary for the leader to be firm and not to be bullied into believing everything that the students say; for example, "That's how we used to do it in Tanzania, so I'm going to do it this way." For Sue, being open-minded in a culturally knowledgeable manner is important for leaders in this newly diverse secondary school setting.

Willingness to Learn About Other Cultures

Paul, an administrator, agreed with the concepts of openness and flexibility and stressed the importance of being open to new ways of thinking about and looking at things:

> There's more than one way of looking at things. People who come from different parts of the world will give you that perspective, and if you give them the opportunity to share that with you, then that's where you're going to gain a whole bunch.

Linda, an assistant principal, also concurred and believed that the leader needs to be accepting of other cultures. She felt that a completely open approach to dealing with different cultures, no matter what they bring on a religious or social level, is imperative to culturally competent leadership. Linda added that a willingness to learn is crucial to culturally competent leadership. She suggested that if an administrator does not know something about a child's background, he or she should talk to the student. She stated that international students eagerly share information about their home country.

Mary Ann, a homestay parent, felt that the most important aspect of culturally competent leadership is open-mindedness, or, as she said, " being open-minded, being available for the kids if they have questions or if they're uncertain or if they're unsure." She felt that leaders need to support the program to make the experience a positive one for all concerned by being there for the students in an open-minded manner and available to them should they have concerns.

Empathy

In response to the three questions relating to beliefs of heart and mind core to culturally competent leadership, the demonstration of those qualities, and their importance, a leadership characteristic considered essential for the principal of a secondary school with international students is empathy. Not only did the study participants feel that empathy is the principal ingredient in cultural competence, but they also believed that empathy must be a core belief of heart and mind in culturally competent leadership.

James, a senior administrator, first described several principal leadership qualities in general and included the skills and qualities of effective leaders: those leaders who are good with students, look at the individual needs of children, look at personalizing programming, have empathy for situations, listen to parents' needs, and try to work from a participative leadership perspective. Regarding schools with international students, James added, "I think that maybe the one thing that might be unique in this setting is that I think people who have had some world experiences sometimes are able to deal with this [International Studies Program] a lot more easily."

In discussing how principals demonstrate empathy at school to staff and international students, James highlighted principal involvement:

> I think that principals show their empathy by treating those children as if they were any one of the other children in the school; now, at the same time, treating them uniquely. I think that the efforts that our principals make to have lunch with kids, to make sure that counsellors sit down with programming, to simply talk to these kids, all those kinds of things.

When Paul spoke of the responsibilities of the principal that accompany having students from the International Studies Program enrolled in the school, he referred to the moral and ethical obligation of the principal and the staff towards the international students and their parents. He used the example of children from Mainland China, where the one-child law is still in effect:

> If we look at the situation of Chinese students who come here from Mainland China where there is, I believe, the one-child law, and they send their one child to study, they probably have money to do that. But I think what that brings home to us is that we have a real moral obligation to treat these children as our own almost, that they're not a number, they're not a dollar; they are a person that is valued by their parents, by their families in another part of the world, and they have entrusted those kids to our care; and we have an obligation morally and ethically and educationally and in a number of ways to take care of those kids.

Paul spoke of the necessity for the administrator to identify with the goals of the parents. This form of empathy would heighten the awareness of the administrators to the needs of the international students.

Kathryn related empathy to understanding what the students experience in coming to a new school in a new country, often with a new language. She recommended, "To be a culturally competent administrator, you need to have an understanding of what it feels like to move from one culture to another; and if you don't know, you'd better find out and interview some people."

Linda felt that although empathy is important, administrators should not lose sight of the fact that international students should also be held accountable for their learning and behaviour. The expectation is that administrators hold Canadian students accountable for their actions; in similar fashion, it is important to hold international students accountable. She also believed that a greater

understanding of where the international students are coming from (their cultural background and understandings) would need to be part of that process and that perhaps that accountability might be dealt with in a somewhat different fashion from that with our own students. This is where empathy would be crucial. Linda stressed that being held accountable for one's actions is a learning process for all students, and she believed that administrators have an obligation to guide the international students through that learning as we do our own students.

Trish and Jeff, a homestay parent couple, felt that empathy is important for both administrators and teachers. They remarked that empathy is related to cultural sensitivity and to understanding the students and agreed that teachers too need to be more accommodating:

> But teachers have to be a little bit more aware that that person might need some extra time too or a little extra help as well. But overall, international students should just be included with everyone else, because most of them don't want to have to be singled out too.

Norma, a homestay parent, also discussed the need for cultural competence and empathy, as exemplified by the leader of the International Studies Department. In this she was not speaking of the principal, but rather the homestay coordinator, who she saw as the "heart and soul" of the program. She maintained that leaders need to have empathy for international students and that they must model confidentiality and trustworthiness to the children so that the students feel listened to. Norma felt that this is very important in light of the fact that the homestay coordinator is the first person the students meet when they arrive in Canada.

Fullan (2001, 2003) highlighted the importance of empathy in competent leaders. Fullan (2001) described effective leaders working in this current era of complexity as those who use their skills in building relationships to build communities of caring in their schools and reiterated that leadership needs to be characterized by caring and respect (p. 63). Thus, the literature supported empathy as an essential leadership characteristic.

Motivation

The participants spoke about the importance of motivation on the part of school and district leadership in the success of the International Studies Program. Knowledge-sharing practices and communication with stakeholders were considered to contribute to administrators' successful motivation practices.

Knowledge-Sharing Practices

The participants believed that principals have a duty to provide their staff with the information they need to deal competently with the international students in their classes. This would include such information as the political structure and situation in the child's home country, cultural norms and differences, educational background, English language difficulties, or their residency circumstances—whether they are living with a homestay family or in an apartment in a neighbouring city. By helping teachers to understand the relevance of the information and how it may impact the child's learning and integration into the classroom and the school, the principal would be invaluable in assisting the child in making the transition into a Canadian school and society.

Kathryn spoke forcefully about the importance of instituting knowledge-sharing practices with teachers and stakeholders:

> There was a huge culture gap there that we [as a staff] didn't have a clue about, just the different ways that they [international students] interact in the classroom. I think that the system and the principals owe it to their staffs to give them the information that they need to deal competently with these students.

She cited a personal example:

> You have people coming in with different cultural habits in relation to how they deal with pets, how they view pets, how they view women, how they use washroom facilities, their expectations as far as cleaning their rooms, and those sorts of things, and sometimes those can be rather severe. You get a student from Nigeria who sees himself as being a military man or who's grown up in a country where the soldiers carry machine guns that are fairly commonplace; sometimes there can be an aggression there. But that's all part of cultural understanding.

In order to integrate and educate the students, Kathryn saw the principal's role in knowledge sharing as vital.

Communication With Stakeholders

In discussing information sharing, one school leader reported that the school would send a monthly newsletter via email to the parents of each international child at their school that would contain information about the weather, about how the semester was progressing, and about the child. The newsletter was very well received by the families of the international students because it shared with them their child's experience from the school's perspective. The newsletter also assisted the school in reminding students of the purpose of their stay in Canada and in keeping them focused on their studies. Kathryn, the high school principal, observed:

> I think that you have to be out there talking to the students, writing e-mails to the parents, and letting them know how they're doing. Almost to a person we got feedback as to how that has made them feel closer to us.

She stressed the importance of clear communication between stakeholders to the effectiveness of the program and to the academic success of the students.

When asked what he felt international students needed, James emphasized the need for communication between the administration, school staff, and international students. Referring to international students, he said:

> They want to be respected; they want to be listened to; they want to be challenged; they want to have some of the people set expectations for them, and those kinds of things. They ultimately want to be listened to.

Paul also stressed the need for good communication skills on the part of the principal. He suggested:

> I think there are places where the principal can certainly get involved directly with those students, by integrating, treating them like every other student in the school, working with them on a day-to-day basis, that kind of thing.

In working with the International Studies Department, he strongly recommended clear communication and a strong relationship based on explicit expectations between the school and the International Studies Department. In getting support from the staff and school community for the program, he advised:

> Know what you're getting into; know how you're going to deal with it. Think about where you come from philosophically on it, and make sure you explain that philosophical position to your staff so they understand where you're coming from.

Paul contended that clear, honest communication among all stakeholders in the district and schools is required to get the support of the school staff.

From the viewpoint of the homestay parents, Norma felt that being a good communicator is crucial to leadership in the International Studies Program. She maintained that a leader needs

> people skills, definitely. A good communicator. I've seen her [the homestay coordinator] be put in some very difficult situations and be very tactful. And also when you're dealing with the different cultures and the respect thing, very tactful, diplomatic, great with people.

Norma also highlighted a matter that had been brought to her attention through discussions with her homestay students. A concern had arisen during a recruiting trip overseas. In the meeting with the parents of prospective students, some families had felt misled in how close their child would be to the university and other amenities. The families felt that the recruiters had perhaps made it more appealing than it actually was. When the students arrived, the reality did not seem to be as it had been presented to them initially. The parents and students believed that they would be only a block from the large postsecondary institutions, whereas, in reality, the distance is several kilometres. Whether or not the parents had understood properly what had been said in the recruiting process, the end result was that the families felt that they had been misled. Again, clear communication with all stakeholders was considered imperative.

Another example of miscommunication was provided when students in one school expressed dismay that they had been isolated from other students in the school by having their lockers together with other international students in a hallway away from their Canadian classmates. They felt that this robbed them of opportunities to interact with Canadian students. They complained that their

lockers were smaller than those of the Canadian students. One international student reported that she had never seen the principal and thus would not go to an administrator in the school with her concerns. Rather, she would contact the district International Studies Department, which would then need to intercede on her behalf. Communication with the principal on an informal basis in the halls or interaction in the classrooms to build relationships with the international students could have allayed the students' feelings of isolation and alienation.

Mary Ann, a homestay parent and teacher, felt that communication between the principal and the international students is of prime importance to the success of the program:

> We want all of our students to be cared for to the best of their ability, so from my perspective students need communication with the principal. It's for that reason alone, so that they feel that they're not just being dropped into a school without thought and that some of their considerations are being looked at. They can see that, so it makes them feel more comfortable.

Conversely, the homestay parents did not acknowledge the role of the principal or the necessity for cultural competence on the part of the principal in the International Studies Program because of a perceived lack of communication between principals and international students. When asked whether the principal needs to be culturally competent, Louise replied that she did not feel that this is necessary because the principal's interaction with international students is minimal unless there is a problem that has to be addressed. Personally, she could not recall any of her homestay students mentioning the principal of the

school or having interacted with him or her. She believed that students interact with their teachers or the counsellor.

The students felt that the principal should be more involved with the program and the students. Nahla, a student, spoke eloquently:

> If you are a principal, you have to remember that these students are from different countries and they're scared. They're scared of coming here and trying to make new friends; they're kind of hesitant. So I think for the principal, the first and most important thing is communication. You always have to let them know that, "Look, I'm your principal, and although I am the highest authoritative figure in this school, I want you to know that, whatever it is, you can come and talk to us, because we appreciate you coming down. You bring a lot to my school, so we want to give that much back to you to take back home for your family and your cultures." So I think communication is important.

All of the respondents concurred that communication between the principal and the stakeholders is crucial to students' success in the International Studies Program.

Modelling

Many believed that a strong leader is necessary to bring about the required changes to fully implement an international student program in the school. James, a senior administrator, felt strongly about effective school leadership:

> It comes down to us personally defining what our leadership is all about. Leadership skills are demonstrated more than they're talked about if they're going to be effective. I don't think that anybody thinks they're not empathetic, as an example, or respectful. But it really comes down to how that's modeled. We can have a huge impact by what we say, but if what we say and what we do are totally different, then it's never going to work. So how do you make sure that your walk is the same as your talk on some of this kind of stuff?

In order to accomplish this, James explained that administrators must personally define their own leadership styles so that, by modeling their beliefs, they can "walk the talk" and demonstrate authenticity in leadership.

With regard to modeling by the leader, three themes emerged from the responses: (a) overtly showing support for the International Studies Program, (b) having a vision, and (c) the importance of professional growth.

Support for the International Studies Program

The director, Sue, also stressed the need for a strong, culturally competent leader to successfully bring the International Studies Program into a school. She discussed the need for a strong philosophical belief in the program because of the changes that it brings to the school, as well as to the district: "Our area was very much an Anglo-Saxon society, and now you have kids integrated from thirty different countries into the schools who have brought in different cultures and the challenges that come with it." She recommended greater involvement and leadership of the principal in the classroom.

The senior administrator and assistant principal participants, in addition to the international students, all discussed the importance of the principal's overtly showing support for the program for it to be a success. Sue believed that it is necessary to promote the advantages of the program to implement it successfully. Kathryn, a high school principal, agreed and believed that the principal must model authenticity in her support of the program to bring about the changes necessary to implement an international studies program in the school. Paul concurred and stated that the principal needs to explicitly communicate the

moral purpose underlying the program to all stakeholders to gain school-community support.

All of the students viewed the involvement of the principal as crucial in showing the leader's support for the program. Nahla spoke passionately about the importance of the leadership of the principal and felt that administrators should be broad-minded when dealing with students:

> You can't keep a very narrow-minded view when you talk to them [international students]; you have to take into consideration that these people do things differently. This is all new for them. Give them time, because a lot of students take time to adjust, sometimes even a year just to get the feel of Canada and Canadians.

In response to the question "Should a principal have international experience?" Nahla replied:

> Oh, for sure. Absolutely. I do believe that, because, you know how they say you have to be there to know what it feels like. So I think to see it, to see something, to see how it's being done and why it's being done really helps.

Lou stressed the importance of communication with the international students. He was adamant about the necessity of building relationships and rapport with international students to promote positive interactions:

> When you've got a bunch of Spanish kids who are testing the waters with their ESL teacher and trying to find out where that line is drawn, then you need to build some rapport with those guys pretty quickly, because they're all going to pretend they don't understand a word of English. You're going to need to get them onside. You're going to have to be excited about the program for them through their eyes, because if you're simply looking at them as being a bunch of non-English-speaking behaviour problems, you're not going to be able to sell the program, and they're not going to get anything out of it.

He concluded by saying that for the program to flourish and to succeed and grow, administration and staff together must decide what the model for the program should look like and what the rationale and vision for the program are, and they must communicate that very clearly to all stakeholders.

The participants maintained that the leader must be strong and well established in the school and able to demonstrate energy and enthusiasm in support of the program. The leader must be able to stretch and academically challenge not only the students in his school, but also the staff with whom he works. James, in describing the role of the leader, coined the phrase "Care for yourself and others" and added that when you care for someone, that also entails stretching them beyond their current comfort zone. He surmised:

> I don't know how different the leadership needed to work with international students is from leadership working with children in general. You will focus on different aspects of your leadership, but the basic core, the basic person that you are is going to come through in all those situations.

The participants agreed that the leader must be able to demonstrate a world perspective that may have been gained through world travel or living abroad or other multicultural experiences. The leader must be able to model professional growth to encourage the same in his staff.

Vision

All of the administrator participants asserted that the leader needs a vision of where this program will go in the school to persuade staff that the International Student Program is worthwhile. Lou suggested that, to bring an international program into the school,

> you need to have a person at the helm of the program who is a visionary and a salesperson. That person needs to surround themselves with people who attend to detail, and you need to have it well established who's in what role, in what capacity, who's calling the shots. And if there's a conflict, that there is a mechanism for conflict resolution.

Paul felt that sharing the vision of the International Studies Program in the school with the staff is part of modelling. He stated that the leader needs to clearly explain to staff the direction that the program will take in the school and then work to enlist staff buy-in. Paul suggested that, to get buy-in from the school community, it is important to involve other people in planning and promoting the International Studies Program in the school, whether it's through cultural experiences or setting up on a very simplistic level an international evening that includes staff, parents, and the high school students. Paul also felt that modeling is probably the most important behaviour: demonstrating leadership qualities through actions. He stressed that leadership is essentially action oriented:

> You can talk about it [the International Studies Program], but I don't think until you really do something that it [school support] really starts to happen. By modeling that to our kids in the school, they are going to look at things a little bit differently when they go out, and they may want to spread their wings a little bit and go to other parts of the world.

Linda agreed with Paul that openness, a willingness to support the program, and a nonjudgmental attitude in dealing with international students are important leadership traits and suggested that the leader should demonstrate these qualities by modeling them, by being visible, by going out of his or her way to engage international students in discussions to make them feel welcome. Because the administrators set the tone for the school, she proposed that they model to the staff and students the importance of this program in the school.

Lou agreed and considered the importance of visioning and motivational skills in leadership:

> So this whole willingness to learn and to embrace diversity and to be curious, I think that if you have those characteristics, then you're going to be able to have a vision, to inspire the people that you work with that this is worthwhile. If you don't have the vision, then you're not going to sell this bill of goods to your teachers, who are already overworked. So you certainly need to be a sounding board for those people, and you need to have some energy and enthusiasm and beliefs in the program to carry it forward. You need to be good at problem resolution because you need to be able to listen to the concerns of your staff.

Paul also believed that leadership behaviours have a great impact on members of the school community. He suggested that if there is a leader in the school who is going out of his or her way to learn different languages, who is traveling, who becomes involved in the recruiting, who takes a leadership role in setting up an international club in the school and in integrating the activities of the international students with the rest of the school, these behaviours specific to cultural awareness can make a great difference. He also maintained that unless the principal expresses and demonstrates overt support for the International Studies Program, it will not be successful in the school.

Professional Growth

The participants stressed the importance of leaders modeling professional growth to staff, students, and parents. They believed that a commitment to professional growth in the area of cultural diversity shows a commitment to the International Studies Program.

James, a senior administrator, discussed the advantages of travelling and learning about the world firsthand:

> One issue I talked about is having some kind of international experience or international work, international travel, that type of thing. When you've had an opportunity to sit down with a kid's parents and talk with them in their setting, in their home in India or in Kenya or in Argentina, you start to see the world a lot differently. So, yes, that world perspective is pretty important. I think that if there were one issue, I'd say it's got something to do with having a world perspective that I don't know you get any other way than through traveling and through perhaps living in some different countries.

Sue, the director, spoke decisively about the need for professional growth on the part of the principal:

> If you don't have any cultural background, you're going to be running into some issues. So do a good lot of reading. Understanding the political structure of that country is very important, and understanding that things are not how we perceive them from the media; things are different. I think that you need to have receptors out. You need to see children in action.

Kathryn also commented on the need for professional development for all staff who work with international students. She was adamant that

> administrators need to travel, to meet families, to understand their goals and aspirations. And when I meet a boy who's not getting his work done and say, "I ate with your mom and dad, and we talked about you, and we know what you've promised them, and this is what you're doing, and I can tell you this is how they feel about it," it makes a difference. If you as an administrator of the program really want to understand these students, you need to go and hang out in their environment, even if it's just for four, five, six days. Do some recruiting; meet the families.

Relationships

The senior administrators stressed the importance of building relationships between the district International Studies Department and the schools, as well as strong relationships with staff and students. The principal and assistant principal participants emphasized the relationship among administration, staff, and international students; and the international students and homestay parents

identified the need for positive relationships among all of the stakeholder groups. Themes relating to the building of relationships that emerged from the respondents' comments include (a) trust, (b) collegial and collaborative leadership style, (c) eagerness to gain world perspectives, and (d) cultural awareness.

Trust

One participant lamented that many administrators are afraid of or uncomfortable with change and suggested that, to implement an International Student Program in the school, administrators have to be very confident in their ability as leader to implement the change necessary for the program to function successfully. Kathryn stated that acting as a change facilitator in a school requires that the principal be confident in his or her abilities as a leader. She postulated that people who are reluctant to embrace the International Studies Program are leaders who are not confident in leading their staff and that perhaps these leaders feel that they do not have the backing of their staff, or perhaps they do not know how to facilitate staff acceptance of something new. Kathryn also felt that people who resist international education do not deal well with change. She described culturally competent leadership as follows:

> I think that you need to be the kind of leader who respects students for their differences, who is open to meeting new people, and who can handle change well, who can think quickly and adapt to certain situations. None of us can do that consistently. But you have to be able to look behind you and see people following you, and if they're not, then you're not going to have the confidence to bring this program forward. So the trust has to be there. You won't be able to bring this program to your school if you don't have the teachers on your side.

Collegial and Collaborative Leadership Style

The participants stressed that successfully implementing an International Studies Program in the school requires a strong relationship base in which the leader relates to and works well with his or her staff. Two participants suggested that an optimal staff for the successful implementation of the program are honest, work hard, support the program, and view it as a "delightful challenge." Paul recommended that the leader also use a strong collaborative style in working with senior administration in the International Studies Department for the program to be successful for all participants. When the program was initially introduced to the district and problems arose, many teachers became disgruntled with their role in meeting the expectations of the program. The participants in this study all felt that it is crucial to obtain staff buy-in by involving people in the planning and implementation stages of the program.

Amy, a student who had arrived just before the beginning of the fall semester, when questioned about the importance of the principal, replied that she did not know the principal of the school. She believed that students who had attended summer school had met the principal, but because she had arrived later, she had not met the principal and therefore had no relationship with her; therefore she would go to the director of the International Studies Program with concerns.

Conversely, Sam, another student, spoke very positively about his relationship with the principal:

> Usually passing by in the morning, we wish [the principal] "Good morning" or "Good afternoon" or something. And then sometimes I go up to her, talk to her, like "How's it going?" and "How's everything?" And we just stop, have a little chat, and then go back to our classes.

Mary Ann proposed that administrators must be flexible in working with international students:

> I think being a little more tolerant when they make class changes. And although we want them to be just like the other kids, we should treat them like our kids, but I think because they're coming into a school that's foreign, we have to be a little bit more tolerant and accepting if they want to make changes at school initially. But I think initially you have to be a bit more flexible than we might be with our students because they're walking into an unknown area.

Mary Ann suggested that the principal's beginning a relationship by being "a little bit more tolerant" would help to build trust with the students.

Eagerness to Gain World Perspectives

All school administrators stressed the importance of overtly showing support for the program by meeting delegations from other countries and not handing over that duty to another staff member and of traveling with the recruiter on one of the trips to gain international experience and a personal insight into the hopes and goals of the international parents for their children. Kathryn, an administrator, remarked that it is essential to travel and to meet the families to gain an understanding of the goals and aspirations of the families for their children and to see their home environment:

> Because I get a chance to travel to these countries, then I find that I've got quite a bit in common with these students in the sense that I understand where they've been, and I've met some families, and so I can sit down and have a chat with them.

Lou agreed that travelling is a great way to gain cultural awareness and reiterated that through travel a person's education broadens, and people then look at the world from another perspective.

Cultural Awareness

The homestay parents also noted the necessity of school and program leaders to understand the culture of international students. Mary Ann believed in the importance of understanding and having knowledge of a specific culture or the various cultures that come into the community and school, whether that is from the experience of having been in that country or through courses, so that administrators fully understand international students' needs and can demonstrate this cultural understanding to the students. She felt that the principal should meet the students "when they first arrive, and interact with the students so they see that the principal has that knowledge base and understands their [the students'] culture"; that this is crucial to successfully integrating international students into the Canadian school setting.

Discussion

Having excellent people skills and being a good communicator were listed most often as essential leadership traits—being very clear and precise in speech, tactful in dealing with others, and diplomatic in dealing with parents, both foreign and Canadian. Four other important traits include being empathic, maintaining confidentiality, being trustworthy, and being flexible. A leader must have knowledge and understanding of many cultures to appreciate international

students' needs, whether by having been in that country or through courses and professional development.

With regard to leadership, the homestay parents discussed program leadership rather than the principal's leadership: that of the director of the program, the counsellor assigned to the international students, and the homestay coordinator. The parents believed that the principal is not involved with the students unless there is a problem, because the homestay students had never mentioned speaking with the principal.

What Qualities of Leadership Are Needed in a Culturally Diverse Setting?

Although the administrators felt that international students did not significantly impact their jobs because their number was so small in relation to the total student body, three common themes emerged when they were asked, "What characteristics of leadership are essential in leading with cultural competence?": (a) empathy, (b) motivation, and (c) relationships.

Empathy

As discussed in Chapter 4, the participants stated that empathy is central to the concept of cultural competence. So too did they consider empathy to be central to leadership skills in a culturally diverse setting. This concept was supported in the literature. In their discussion of intercultural interactions, Lustig and Koester (1999) described empathy as "the capacity to behave as if one understands the world as others do" (p. 331) and explained that individuals who are able to communicate, whether through verbal or nonverbal codes, that they

have an awareness of another's thoughts and feelings are considered more culturally competent than is someone who lacks empathy (p. 332).

The findings of my study regarding the importance of empathy in leadership contradict those in Bleedorn's (1988) quantitative study on the leadership talents needed for a global future. Over 75% of Bleedorn's respondents reported that empathy was not addressed in educational practices of leadership training and thus was not seen as an important trait in transformational leadership at that time. Now, however, all of the participants in this study identified the need for empathy in dealing with the international students who attend district schools.

These findings regarding empathic leadership were supported in the literature by Fullan (2001), who stated that leaders must have social competence to be effective in influencing the culture and performance of the organization. Empathy, or the capacity for being aware of another's feelings, needs, and concerns, is an example of social competence. Fullan further argued that present-day organizations going through a culture of change need leaders who are sensitive or empathetic to the needs of members in their organization. This fact is important in that the participants in this study spoke to the change in school culture that occurred with the introduction of international students into a once primarily monocultural setting. The literature supported the participants' belief that schools with a multicultural student body need leaders with empathy.

The respondents also spoke about the need for empathy, understanding, and moral purpose in working with international students and their parents.

Fullan (2001) related moral purpose to relationship building within the organization and maintained that moral purpose, relationships, and success of the endeavour are closely linked. He described cultures where teachers and principals " will only be mobilized by caring and respect, by talented people working together, and developing shared expertise" (p. 63). According to Fullan, these are the elements required for success in schools.

Motivation

The respondents deemed motivating stakeholders—staff, parents, school community members, and students—to support the new initiative, the introduction of international students into the resident student population, highly important. Two main avenues were suggested for accomplishing this: through effective culturally competent communication between the leader and the stakeholders and through knowledge-sharing practices within the educational community. Le Roux (2002) identified interpersonal communication as the element crucial to school success. Furthermore, le Roux postulated that communication may be a "useful source of intercultural knowledge and mutual enrichment between culturally diverse students" (p. 38). He supported this thesis in his statement that future work opportunities will be based on an individual's interpersonal skills and flexible life and career contexts. He proposed that a function of effective education is to develop a sense of respect for and tolerance towards others; thus, diversity should be viewed as a valuable learning resource for all involved (p. 38). In discussing communication effectiveness, le Roux concurred with Lynch (1999; as cited in le Roux, 2002) that when one person

makes repeated earnest attempts to empathetically understand the world from another's point of view, communication is improved (p. 42). Le Roux's work supported the participants with regard to the importance of positive relationships between international and Canadian students, and the students and significant Canadian adults with whom they interact.

The homestay parents in the current study praised the director for showing respect in her interactions with people from various cultures; they therefore considered her culturally competent. Lustig and Koester (1999) affirmed the importance of showing respect. When an individual displays respect through verbal and nonverbal symbols, such as expressing concern or interest, using the formality of titles, and paying attention to politeness rituals, that individual is seen as demonstrating cultural competence.

The participants felt that principals need to provide their staff with the necessary information to enable them to work successfully with international students—for example, regarding the political situation of the child's home country and cultural norms and differences—which was supported in the literature. Trumbull et al. (2001) identified the need for cultural knowledge to foster mutual respect and understanding between these international students' homes and school. Principals must communicate to their staff how the child's culture and schooling relate to and impact each other. This supports Garcia (1999) in his study of exemplary principals of multicultural schools where he described the principals as having the ability to develop strong, caring relationships that are enhanced by skilled communication with all stakeholders.

The participants also considered motivation vital in achieving staff buy-in when the International Studies Program was introduced to the schools as a new initiative. Fullan (2001, 2003) wrote about the importance of "quality leadership" in building school capacity for change. In building a collaborative culture, the principal must communicate the moral purpose underpinning the change initiative, good ideas, and must focus on the desired results of implementation while obtaining the views of all involved—supporters and dissenters alike. To implement the necessary changes successfully, strategies must respect and build upon relationships within the organization. According to Fullan (2001), the leader must clearly communicate the moral purpose underlying the change initiative.

Relationships

Lambert (2002) defined *leadership* as "the reciprocal learning processes that engage community participants in the creation and enactment of a shared purpose" (p. 81). Constructivist understandings suggest that leadership is connected to the creation of a learning community and a community of leaders, a community built upon relationships. Lambert made new assumptions about leadership that support the findings of this study:

1. Leadership may be understood as the reciprocal learning processes that involve participants in the community to create and enact a shared purpose.
2. Everyone has the right, responsibility, and capability to be a leader.
3. The adult learning environment in the school and district is the most critical factor in evoking leadership actions.
4. Within that environment, opportunities for skilful involvement top the list of priorities.
5. How we define leadership frames how people will participate.

6. Educators yearn to be more fully who they are—purposeful, professional human beings. Leadership is an essential aspect of a professional life.
7. Educators are purposeful; . . . leading realizes purpose. (p. 81)

With regard to Lambert's (2002) first assumption, the participants in this study were concerned that, initially, the administration and teachers in the schools were not clear about their purpose and role when international students were brought into the school. The administrators stressed the importance of clarity of purpose and expectations of the program and the need to involve staff in the planning and implementation stages of the International Studies Program in their school.

In connection with Lambert's (2002) second assumption, the administrators stressed the need for sharing cultural information with staff to help them to understand the link between the students' cultural understandings and backgrounds and the impact of these on learning and behaviour.

The third assumption speaks to skilful participation in the community of leaders. The administrators reported that the teachers were frustrated that international students were placed in their classrooms without consultation. The principals also stated that their teachers felt that they were better skilled in assessing in which class a student should be placed. Changes were made to the program in the 2003-2004 school year to allow the school staff to place students in the classes, a step that has promoted collegial leadership.

Fullan (2001) asserted that establishing knowledge-sharing practices in creating collaborative cultures is important and that effective leaders understand the role and value of knowledge creation and make it a priority in their leadership

style. Fullan (2003) described the process and significance of knowledge sharing in a learning organization: Each person in the organization is responsible for finding new knowledge on a continuous basis and for sharing what they know or contributing to the knowledge of others. In this way, Fullan maintained, information shared becomes knowledge through the social interaction of the staff and, through continued conversation, produces staff wisdom. Engaged learning communities have been described as being more proactive with stakeholders, a necessary element in culturally diverse settings. Trumbull et al. (2001) and Garcia (1999) also supported sharing vital information with staff.

In this study the participants contended that a school with international students needs a collegial, collaborative culture. In the initial stages of the implementation of the International Studies Program, administrators and teachers were frustrated by the lack of communication between the International Studies Department and the school and between the principals and the teachers. The participants urged open-mindedness and collaboration on the part of the principal and the teachers to ensure the success of the program for all concerned because they need a clear picture of the roles and responsibilities of all stakeholders in the International Studies Program: the director, the school administration, the counsellor, the teachers, and all others. The respondents stated that, to establish staff buy-in, everyone at the school level needs to be involved in the planning and implementation of the program in the school. They considered knowledge building and sharing to be critical throughout the process.

Four themes regarding essential qualities that enhance culturally competent leadership emerged: (a) open-mindedness, (b) modeling, (c) relationships, and (d) motivation (as illustrated in Figure 3). The literature regarding current essential leadership characteristics suggested that open-mindedness, modeling the vision of the organization and stressing professional development, placing an emphasis on relationships with staff based on trust and collegial and collaborative decision making, and motivating the organization to develop a common moral purpose are all traits that leaders require in this era of change. How these characteristics enhance culturally competent leadership in a secondary school setting with international students is found in the emphasis placed on empathy in dealing with diverse cultures, willingness to learn about other cultures and world perspectives, attention to gaining cultural awareness through professional development opportunities, and a focus on knowledge-sharing practices to enable others in the school to work in this setting with cultural competence.

Summary

In discussing open-mindedness, the participants believed that leaders must be empathic, accepting of diversity, and open to learning about other cultures and gaining other world perspectives. Without an open-minded attitude, Mary Ann felt that there is little chance for success of the program. The participants in this study felt that it was critical that the principal model the vision, cultural awareness, and overt support for the program.

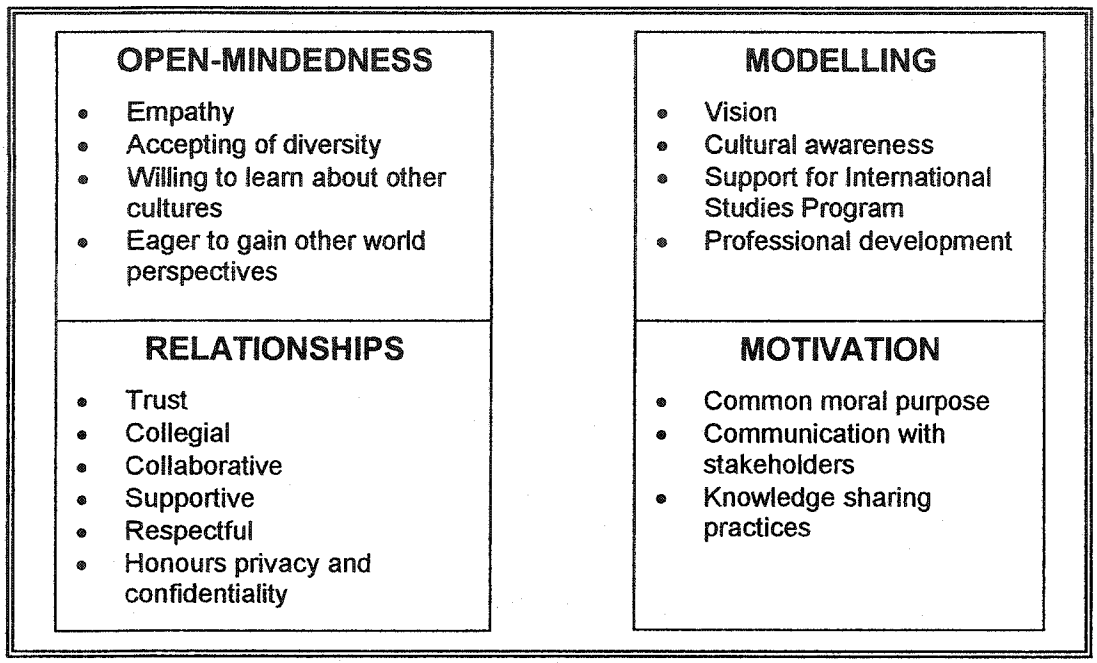

Figure 3. Qualities of culturally competent leaders.

In addition, James, Lou, and Mary Ann maintained that it is crucial that the principal model personal professional development through travelling, reading, learning another language, or taking courses. This is especially important if the principal expects the same of his staff. The respondents considered professional growth opportunities crucial to developing the cultural expertise needed to fully implement this program. They spoke of the need to travel to broaden one's cultural background or to take courses that provide insights into other cultures and languages and to establish relationships with students and learn from them about their culture. Fullan (2001) confirmed the need for professional development for those involved in education because education "would be better

off if schools and districts strengthened their capacity to access and leverage hidden knowledge" (p. 105).

In constructivist research, *learning* is defined as "a process of making sense with the construction of personal meaning; . . . learning is facilitated by emphasizing the mastery of generative knowledge, which helps learners to acquire knowledge on their own" (Sergiovanni, 1995, p. 208). Sergiovanni suggested that learning in the school take place in professional development opportunities in which teacher and principal are involved as colleagues in contributing data and information, solving problems, and working to develop a common purpose. The professional development experiences should also offer support for informed consent in which participants may evaluate alternatives and scrutinize underlying assumptions (Little, 1993; as cited in Sergiovanni, 1995, p. 210). Together they can build a learning and inquiry community where change can occur.

The participants saw building relationships with staff and international students as an important task for the principal. They used the words *supportive*, *collegial*, *collaborative*, and *respectful* to describe the type of relationship that the principal should foster.

Last, the participants advocated motivating stakeholders—staff, students, and teachers—to gain their support for the program. Fullan (2001) discussed the significance of developing a common moral purpose and communicating that purpose to all stakeholders with energy and enthusiasm.

In the next chapter the overview, conclusions, recommendations, and personal reflections are addressed. The first section provides a summary of the purpose and significance of this study and the research method used, the second section summarizes the general conclusions, and the third section presents recommendations and personal reflections.

CHAPTER 6:

OVERVIEW, CONCLUSIONS, RECOMMENDATIONS, AND REFLECTIONS

This chapter provides an overview of the study, a summary of the research findings, the conclusions, and recommendations for further research. The chapter is divided into five sections: (a) overviews of the purpose of the study, the significance of the study, and the research method employed in the study; (b) a summary of the research findings; (c) a discussion of the conclusions reached in the study; (d) the recommendations of the study, which are discussed in the context of, first, cultural competence as the main descriptor of effective leadership in a culturally diverse school; second, how knowledge of the culturally competent leadership skills needed in culturally diverse secondary schools could improve the professional development of principals; and third, how future research might be focused; and (e) my personal reflections regarding the importance of journaling in qualitative, interview-based research; the ramifications of conducting research in one's employment jurisdiction; and the research method. I conclude with some thoughts on the future of international student recruitment in Alberta schools.

Overview of the Study

The nature of this study—namely, the essential characteristics of leadership in secondary schools that have a culturally diverse student body—can de described in terms of the purpose of the study, its significance, and the research method employed.

Purpose of the Study

The purpose of the study was to explore the experiences of administrators, students, and homestay parents regarding their experiences in participating in an international studies program in a secondary school. The original cultural demographic of each secondary school was largely monocultural, but the introduction of international students changed the ethnic composition of the student body. The responses of the participants provided important insights into the successes and challenges experienced by administrators and stakeholders in these newly multicultural settings. Their perceptions regarding leadership also emphasized the requirement to lead with cultural competence, and I elicited a definition of cultural competence from the participants. These insights will prove valuable in designing professional development opportunities for both current and aspiring administrators.

Significance of the Study

Researchers have stressed the significance of globalization for education. Leaders are being challenged to lead with cultural competence in an era of ever-increasing diversity. Alberta Learning has commenced a program to promote the marketing of Alberta schools to the world as part of its initiative to ensure that

Albertans are prepared to benefit from the opportunities of the global economy and thus that they will be able to take an active role as global citizens. As educational leaders, principals have the responsibility to prepare students for the global realities awaiting them. Effective citizenship in the future requires individuals who are able to promote equality and justice among culturally diverse groups. Principals must have the skills to lead schools that empower students to meet this mandate. The nature of effective leadership is drawn from leadership models.

The significance of this study has both theoretical and practical elements. The theoretical significance lies in the refinement of theory regarding how leadership with cultural competence impacts the success of an international program in schools and its purposeful interaction with stakeholders. Theory building involved synthesizing themes, which evolved both inductively and deductively. The practical aspect of the research hinges on the recommendations that emerged regarding the importance of certain characteristics of culturally competent leadership.

Method

Fourteen respondents from senior high schools were purposefully selected from a large Alberta suburban and rural district as the multiple sites for this qualitative study. A purposive sample was selected to achieve an in-depth understanding of the selected individuals and to develop a deeper understanding of leadership in secondary schools that offer an international program. The sample included two district senior administrators, two principals, two assistant

principals, four host parents of international students, and four international students. In accordance with the design of this study, the instrument that I employed for data collection was the semistructured interview. All of the interviews were audiorecorded and transcribed. The richness of the responses to the open-ended questions provided data on a number of themes related to the questions. As the researcher, I kept a field journal to record my thoughts and insights. I later conducted member checks with the respondents to confirm my interpretations of the data.

Summary of the Research Findings

The major findings are summarized in this section. The research findings are organized in accordance with the specific questions that guided this study.

Question 1: What Is Cultural Competence?

Finding 1. In this study the participants described cultural competence as a form of knowledge required by administrators that encompasses empathy and understanding. Noddings (1992), in her work on the importance of caring in the learning environment, identified caring as the basis for the empathic understanding of the other.

Finding 2. The respondents stated that cultural competence stems from a knowledge or experiential base where the individual progresses from possessing knowledge of his or her culture to an understanding of other cultures. The identification of a knowledge foundation for cultural competence supports the research of Ryan (2001), Trumbull et al. (2001), and Parmenter (2000).

Finding 3. In this study the participants all concurred that cultural competence is characterized by an acceptance and open approach in dealing with other cultures. A person with cultural competence is aware of the differences and similarities between cultures and has a willingness to learn about others' cultural backgrounds. This finding supports Parmenter's (2001) findings in her study on Japanese educational policy.

Finding 4. The participants stressed that cultural competence includes an understanding of the general culture of a people, but also integrates students' interpretations of their personal cultural background into that understanding. Personal interactions with students facilitate this important understanding. An important facet of this finding includes the culturally competent person's knowing how to share that knowledge to benefit stakeholders within the educational community. This finding supports the research of Ryan (1999) and Fullan (2001).

Finding 5. The participants in this study identified empathy as a predominant aspect of cultural competence. Senior and school administrators recommended that by traveling and experiencing the international students' home country, an administrator can gain empathy for the experience of international students studying in Canada. Shields and Seltzer (1997) and le Roux (2002) both supported the importance of empathy as the basis for positive intercultural exchanges between students and the significant adults in their lives.

Finding 6. All of the participants agreed that cultural competence is demonstrated by showing a familiarity with various cultures and religions, with

actions that demonstrate respect in various cultures, and with the customs of different cultures. They felt that this familiarity forms the basis of a deeper understanding of international students' issues and concerns. This finding supports Lustig and Koester's (1999) work on intercultural competence.

Finding 7. The participants believed that cultural competence encompasses an affinity and an ability to connect with people of all cultures and is demonstrated by displaying open-mindedness and respectfulness towards them. Norma maintained that through establishing a relationship based on respect for each individual's diversity by showing that respect in a manner recognized in each culture, the leader lays the groundwork for positive cross-cultural interactions. This finding supports the research of Trumbull et al. (2001), Lustig and Koester (1999), Obiakor (2001), and Banks (1994).

Question 2: What Leadership Skills and Qualities Are Needed in Secondary Schools to Address Global Realities While Protecting Cultural Diversities?

Finding 8. The participants all concurred that empathy is a critical leadership skill in today's culturally diverse schools. The findings suggest that empathy enables leaders to display tolerance and understanding when they interact with diverse cultures. In the leadership literature Fullan (2001) described empathy as a necessary quality in effective leadership.

Finding 9. Being a good communicator who is able to engender feelings of confidentiality and trustworthiness is a skill required by leaders in their interactions within a diverse environment. The data collected suggest that international students want to be listened to and heard by the administrators and

teachers in their schools. They want to be made to feel that they are welcome and an important member of the student body. This finding supports le Roux's (2002) and Garcia's (1999) research.

Finding 10. The findings indicate that one of the key qualities required of leadership in a school with international students is an attitude of openness and nonjudgmental flexibility in dealing with issues in a culturally knowledgeable way. The participants considered a leader who is accepting of other cultures, broad-minded, and curious about the world as enriching the qualities of culturally competent leadership. This finding supports Trumbull et al.'s (2001) research.

Finding 11. The participants in this study identified demonstrated, effective leadership skills of the principal as important. The data suggest that key to effective leadership in a diverse setting is a leadership style in which the personal values and beliefs of the leader are viewed as key leadership qualities, these core values are shared with the organization to direct the behaviour of the organization, and the leader demonstrates authenticity to the organization. Weick (1982), Sergiovanni (1995), Peters and Waterman (1982), and Blanchard and Waghorn (1997) emphasized the importance of an effective leader's sharing core values that direct the behaviour of the organization.

Finding 12. The findings show that a strong philosophical belief in the international program and in its value to the school and community needs to be demonstrated by district and school leadership. The participants saw this fact as very important to the success of the program. This finding supports the research of Banks et al. (2001) and Obiakor (2001). Banks (1994, 1999) emphasized that

multicultural education is necessary to help students acquire the knowledge, skills, and attitudes to be successful citizens in the 21st century.

Finding 13. The data collected suggest that leadership exemplified by trust and respect in a strong relationship base with staff, students, and parents is crucial to decision making in the best interests of student learning. Lustig and Koester (1999), Bennis and Goldsmith (1997), Barth (1990) and Fullan (2001) all identified the importance of building relationships based on shared values and beliefs.

Finding 14. In this study the administrator participants proposed that a strong change facilitator, someone who can create transformation in the learning culture of a school, is needed in a new culturally diverse school setting. This finding supports the research of Day et al. (2000), Fullan (2001, 2003), and Leithwood (1992), who stressed the importance of transformational leadership in a changing environment.

Finding 15. The data suggest that leaders in schools with international students need to demonstrate a knowledgeable world perspective, be broad-minded and curious about the world, and share pertinent information with staff and other stakeholders so that the educational needs of all students can be met. The teachers had indicated to the administrator participants that they felt that they possessed tacit knowledge in determining the best courses and grade placements for international students. The teachers had articulated to the administrators that they wanted to be able to share their knowledge within the school to enable a successful learning experience for international students. This

finding supports the work of Fullan (2003), who described the process and significance of knowledge sharing in a learning organization. Trumbull et al. (2001) and Garcia (1999) also promoted the importance of sharing vital information with staff.

Finding 16. The senior administrators and principals recommended that culturally competent leaders need to model their professional growth through travel, learning languages, and cultural-awareness activities. Because we live in a knowledge society, leaders must demonstrate an insatiable learning orientation (Fullan, 1993). This finding further supports research by Sergiovanni (1995), Garcia (1999), and Hart (1999). Fullan (2001) advised educational leaders to strengthen the intellectual quality of their schools through the professional development of staff.

Finding 17. The participants in this study identified the leadership style of the principal as an important contributor to the successful implementation of an international program. A collaborative leadership style marked by collegial participation in which leadership is connected to the establishment of a learning community and a community of leaders identified by a reciprocal learning process for a shared purpose—namely, that of student learning—is preferred. The administrators did not indicate that this is their style of leadership; rather, that this is the direction in which leadership in secondary schools with international students should be moving. Lambert et al. (1997), Lambert (2002), Fullan (2001), Bennis and Goldsmith (1997), and Barth (1990) also identified the importance of principal leadership in building leadership capacity in schools.

Finding 18. The data collected suggest that one key skill needed by the leader of a diverse organization is that of being visionary. The participants stated that the principal must first have a vision of how the school and the students will benefit from the introduction of international students into the school community. The leader must also be a motivator who is able to share his vision with all stakeholders to receive staff and community buy-in for an international program. Wheatley (1992), Bennis and Goldsmith (1997), who discussed the importance of the leader's having an optimistic vision of the future, and Leithwood (1995) all supported the importance of a shared vision.

Conclusions

The statements and generalizations that follow are the conclusions reached based on the findings of this study.

Conclusion 1. Findings 1, 5, and 7 suggest that the dominant characteristic of cultural competence is empathy, which is an aspect of social knowledge that enables the individual to interact successfully within diverse settings. Empathy forms the basis for positive intercultural exchanges, largely because of an inherent or learned affinity and ability to connect with diverse individuals from a perspective of open-mindedness and respectfulness. Empathy is an important leadership skill for principals with multicultural student populations.

Conclusion 2. Findings 1, 2, and 6 define cultural competence as a social understanding that stems from a knowledge or experiential base in which the individual is aware of both his or her own and the other's culture. This

competence is demonstrated in intercultural interactions through displaying a familiarity with the religious and cultural customs, as well as customs of respect. From that knowledge base that fosters cultural awareness, an individual is able to deepen the understanding of the other.

Conclusion 3. Findings 3 and 4 stress that the principal or leader must engage in cross-cultural exchanges from an orientation of acceptance and openness. The leader should be aware not only of the general cultural background of an individual, but also of that individual's personal perspective that he or she shares with other stakeholders. By implementing knowledge-sharing practices in the school for the staff and other stakeholders, the principal enables stakeholders to participate in a common cultural understanding. Through openness and acceptance, vital information is shared, allowing for constructive, positive interaction by all concerned.

Conclusion 4. Findings 10 and 16 identify the importance of the leader's open-mindedness. Culturally competent leadership demands an attitude of open-mindedness and acceptance of cultural diversity. The leader needs to exhibit an insatiable learning orientation to move beyond his or her cultural framework to incorporate other cultural realities. In this process the individual will gain a deepened understanding of other human conditions and cultural differences in the world. In the case of principals of schools with diverse student populations, this open-mindedness will enable him or her to act appropriately within the constraints of each situation.

Conclusion 5. Findings 10, 16, 17, and 19 indicate the need for the leader to model professional growth by taking courses, traveling, and engaging in cross-cultural activities. To strengthen the intellectual capacity of staff, the leader must first model a personal insatiable learning orientation if he or she expects the same of the staff. The principal can model this by traveling, taking language courses, and attending conferences and workshops, all of which broaden cultural knowledge. The principal can then encourage other staff members to follow their areas of interest, which they later can share with staff.

Conclusion 6. Finding 12 emphasizes the importance at both school and district levels of leaders demonstrating their support for the international student program and the attendant diversity in order for the program to be successful. The principal must be seen actively and enthusiastically supporting and promoting the presence of international students in the school by perhaps setting up an international club in the school, taking a leadership role in integrating activities between the international students and the other students in the school, or just talking to students informally in the hallways or lunchrooms.

Conclusion 7. Findings 9, 14, and 15 indicate the necessity for strong relationships within an organization of diversity. To initiate change, the leader must have the self-confidence necessary to transform the culture of the learning environment through a network of strong relationships that he or she has established within the organization. Without a stable relationship base with staff and stakeholders, the leader is not able to negotiate the cultural transformation required to meet the diverse needs of all students.

Conclusion 8. Findings 9, 11, 12, 17, and 18 identify the significance of motivation as a leadership skill. The participants deemed communication, which promotes an ethos of trust, confidentiality, and collegiality within the diverse environment, as essential. The leader needs to demonstrate a world perspective to ensure that cultural knowledge is shared with staff and stakeholders so that they too can be motivated to find and share new knowledge within the learning community, which will enable the school to meet the educational needs of all students by building the intellectual capacity of the school.

Conclusion 9. Findings 15 and 18 identify the leadership style of the principal as a key factor in the success of the international program and international student satisfaction with the program. Principals who have a collaborative leadership style, are open, share information and decision making, and are flexible, visionary, and committed to building a community of leaders are considered to be effective leaders. In schools where the leader promotes staff collaboration so that each member is encouraged to contribute his or her tacit knowledge, understandings, history, and beliefs in the process of constructing new knowledge and understanding through dialogue, reflection, and social interaction, staff members will become more tolerant of diverse perspectives and more open toward new challenges. These leaders exhibit transformational leadership traits, as documented by Fullan (2001), while building school leadership capacity using constructivist parameters, as described by Lambert (2003).

Conclusion 10. Findings 1, 2, 4, 5, and 6 illuminate the interrelatedness of the three major components of cultural competence as diagrammatically portrayed in Figure 2: knowledge, understanding, and empathy. The findings show that cultural knowledge leads to intercultural understanding, which increases empathy and thus enables an individual to interact with cultural competence. The findings further reveal four qualities that leaders of schools of diversity require (Figure 3), including open-mindedness; the ability to model the vision of the organization and of the need for professional development; the ability to motivate stakeholders by means of a common moral purpose, knowledge-sharing practices, and clear communication among the stakeholders; and the ability to foster relationships with stakeholders based on trust, respect, and collaboration. Although these characteristics were identified in the literature, this study reveals that the elements of cultural competence are a necessary and significant addition to these characteristics. This has led to the need for modifications to the conceptual framework in Figure 3.

Recommendations

The conclusions drawn in this research lead to several recommendations, which, if implemented, have serious implications. These recommendations are discussed in the following section according to their relevance to practice and research.

Recommendations for Practice

From the conclusions presented, seven recommendations for practice emerged. Although these recommendations relate directly to schools and school leadership, the first is also directed at administrator professional development.

1. It is apparent from conclusions 1, 2, and 3, that international students want an empathic principal who understands their concerns, has some knowledge of their culture and country of origin, and will assist them in an open-minded, flexible manner. For principals who are considering initiating an international student program in their school or who wish to participate in a system international student program for the first time, based on conclusions 1, 2, and 3, it is recommended that the principal become knowledgeable about the culture of potential students coming to the school. This knowledge can come from personal experience or through travel, perhaps as part of the international overseas recruiting team, through study or reading, or by engaging in related cross-cultural events. This professional development should begin before the international students arrive at the school. For many international students, being away from home in a foreign land for the first time is a frightening experience. A principal who is knowledgeable, understanding, culturally competent, welcoming and interacts with the students in an empathic, caring manner is required to help students integrate into their new environment. This first step helps to build a successful international program.

2. An essential trait of cultural competence is understanding. Trumbull et al. (2001) stated that developing mutual respect and understanding between

people of different cultures requires cultural knowledge on the part of the people involved. Although the authors speak about multicultural schools rather than large monocultural schools with a small proportion of the student body of international origins, the basic premise remains applicable here. The number of international students attending an individual secondary school remains irrelevant; all students, whether international or Canadian, deserve to be treated with respect, understanding, and dignity. In interactions with international students, those traits can be shown authentically only by someone with cultural knowledge about those students' backgrounds. This finding was repeated by several respondents in the study. According to Trumbull et al., "Culture exerts a great influence on how people think about child-rearing, education, learning, knowledge, and schooling" (p. 128). Based on conclusions 2, 3, 4, and 6, for the experience of the international students to be a positive one, it is important that the entire staff in the school and in the International Studies Department be dedicated to engaging in a great deal of cross-cultural learning in addition to inservice opportunities for principals and teachers on cultural awareness. This would include dialogues and exchanges with the international students about their practices, beliefs, and expectations of the program. As educators, we must learn how culture and schooling relate to each other. Administrators should share their cultural knowledge and perspectives with staff to promote cultural awareness of staff in dealing with the students.

3. As identified in conclusion 6, it is strongly recommended that both the district and school leadership show support for the international program.

Participants' suggestions included that administrators show their support for the program by attending or hosting social gatherings for international students and their families. One served as a homestay family for an international student who attended another school in the same school district. Administrators are invited to travel on international recruiting trips. In addition, the Board of Trustees of Arborville Regional Schools invites representatives of international students from each school to a board meeting, where they are asked to share their experiences and insights of the program. Principals are able to demonstrate support for the program in the school to staff and stakeholders by taking an interest in and speaking to all students, including international students.

4. It is apparent from conclusion 7 that the principal must foster strong relationships with staff, students, parents, and, if the program is a district program, the district director and staff to mitigate cultural issues that may arise when students arrive at the school. Communicating with students informally, establishing communication with international parents, whether by telephone or email, and including international parents in the mailing list for newsletters and other school correspondence are optimal methods to build strong relationships with these stakeholders.

5. That the principal must foster a learning community approach in his or her school is a theme from conclusion 9. It is impossible for one person to know all that there is to know about the culture of each student who comes into the school. For example, Arborville Regional Schools has students coming from over 30 different countries. Thus, by working together as colleagues in a learning

community whose focus is knowledge sharing and knowledge building, educators are able to collaborate to understand and meet the individual needs of students.

6. Conclusion 8 indicates that the leader must be a visionary who is able to share that vision with stakeholders and further motivate staff, students, and the community to support the program. The leader must be authentic in his or her commitment to and promotion of the program to the school and district. The moral purpose behind the program must be sincere and shared enthusiastically with stakeholders. Several participants believed that administrators should not go into international student programming in their district just for the money, "because it would show very quickly, and people worldwide would see through that," and the program would not be successful. To initiate a successful international program, the leader needs to focus on the cultural and humanitarian benefits of introducing international students to our democratic Canadian society.

7. Based on conclusion 9, it is recommended that, to incorporate a program for culturally diverse students into the district or the school, an international studies department be organized within very clear parameters. The leader must be a visionary and a motivator. As well, others in the international studies department should have clearly defined roles and responsibilities and a well-defined chain of command. Responsibilities within the department, liaison responsibilities between the district office and the school, and responsibilities within the school—who does what—must be clear. The question of whether the international students are students of the International Studies Program who merely attend the respective secondary schools or whether they are secondary

school students who just happen to be international students arose in the study. Jurisdictional issues must be addressed. As well, a mechanism for conflict resolution needs to be present to deal with issues should they arise. In addition, both homestay parents and international students requested more home visits by the homestay coordinator or staff to ensure that the home environment is positive for both students and parents. They considered this to be a proactive measure to build accountability and responsibility into the homestay program for both sets of stakeholders and to deal with concerns early in the program.

8. Conclusions 7, 8, and 9 identify the mandate that universities, when they educate future school administrators, continue to include instruction in the following areas: (a) organizational change facilitation; (b) theories of transformational and constructive leadership; (c) theories of values leadership, including empathic leadership; (d) theories of capacity building in schools and organizations; (e) program and policy design, implementation, and evaluation; and (f) cultural competence training. In this era of increasing cultural diversity, the need for the principal to have broad cultural knowledge and to be skilled in intercultural interaction is paramount. In addition, a need was identified for inservice opportunities for teachers to increase their cultural competence in order to better meet the needs of students.

Recommendations for Research

9. Based on the first conclusion, I recommend that research be done with international students, their parents, and the homestay Canadian parents to ascertain their levels of satisfaction with principal leadership. Canadian school-

community parents conduct yearly surveys to ascertain the level of satisfaction with the principal, and the same should be done with the International Studies Program stakeholders. Leadership accountability in the International Studies Program should not rest just with the program leaders in the district office; rather, the principals should be accountable for their leadership of this program as well.

10. In Arborville Regional Schools the International Studies Program was fairly new; it had been in the district for only about five years. Based on conclusion 9, it is recommended that other leaders who are at different stages of implementing an international studies program be further studied. It is recommended that this study be replicated in different locations and times so that new insights can be examined from different contextual perspectives. For example, are urban schools more welcoming to international students than rural schools are? What methods can be employed to promote positive intercultural exchanges between international and Canadian students? What concerns or problems need to be addressed at the beginning of an international student program? Further research is required that should include more schools at both elementary and secondary levels and more participants in each school in the same and other school districts. The research should also include the perceptions of teachers who teach international students and of Canadian students who attend classes with the international students. Moreover, further research could examine new roles and administrative duties that impact upon leadership because of the introduction of student cultural diversity.

11. With understanding and knowledge considered ingredients of cultural competence, it is recommended that research be conducted on what impact an international student program in the school has on classroom instruction. The question" Do classroom teachers have sufficient time to devote their mental and physical energy to teaching international students in their classes in addition to Canadian students at the secondary level?" needs to be addressed. Further, "What instructional supports need to be in place for teachers to cope with perceived additional demands?"

12. Because the international program was new to this jurisdiction, it would be valuable to examine gender differences in principals' perceptions of participating in an international student program. Additionally, based on conclusion 1, it is recommended that research be conducted into gender differences in empathic leadership.

13. The most significant of the recommendations for future research is the extension of the conceptual framework developed from the findings in Chapters 4 and 5. An expanded conceptual framework, Figure 4, emerged from conclusion 10, which speaks to the characteristics of leadership of successful principals in culturally diverse schools. This has been incorporated as emergent theory. Figure 4 is an elaboration of Figure 1, presented with greater detail. What appears in the dashed box in Figure 4 is the same information in Figure 1, merely in a different format. The aspects of open-mindedness—empathy, willingness to learn about other cultures, eager to gain a world perspective, and modelling—cultural awareness, and overt support for the change initiative emerged from the

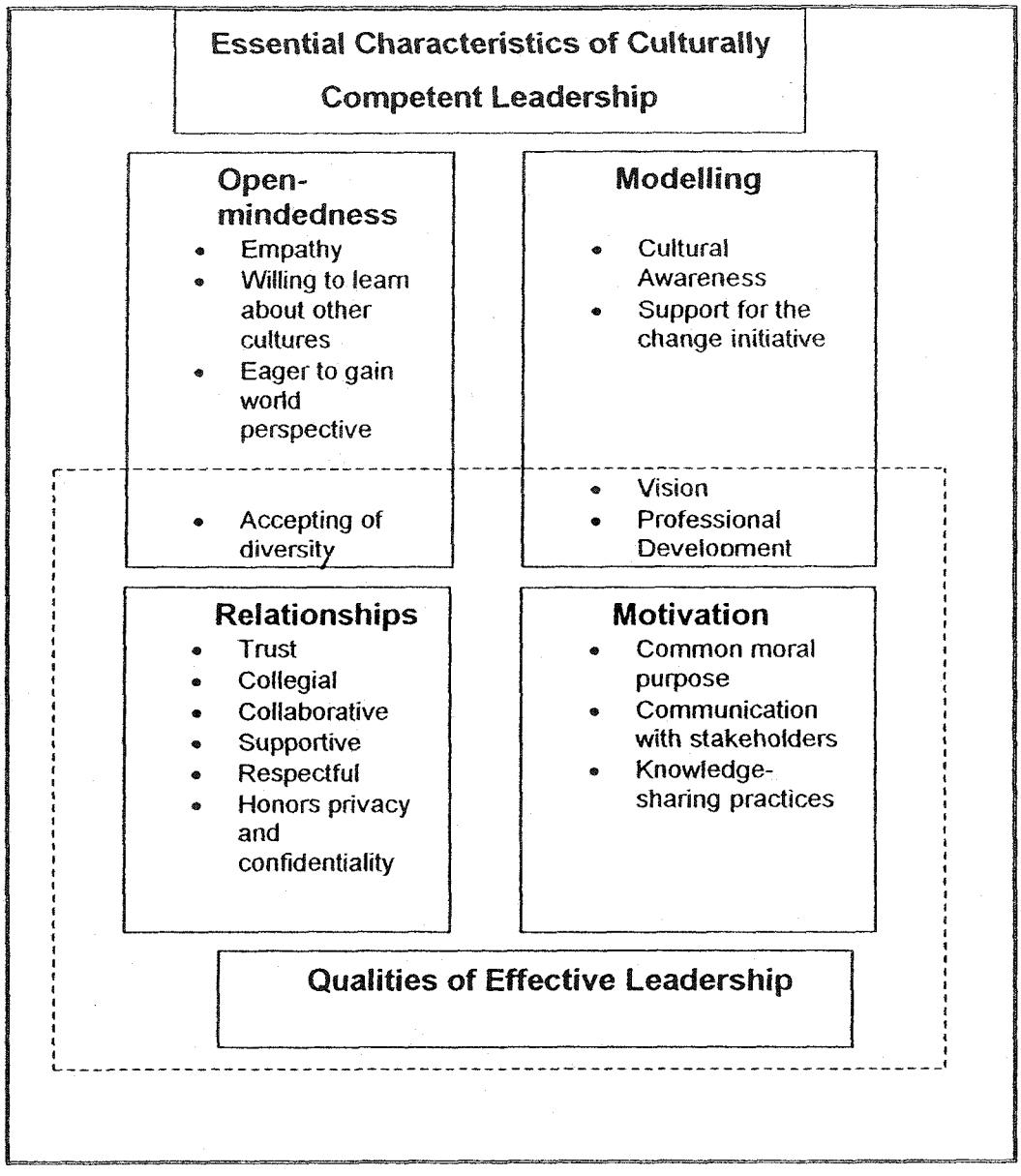

Figure 4. Perceptions of essential characteristics of culturally competent leadership.

data collection. Although Figure 1 indicates the need for a global and cultural perspective, the findings of the study reveal an emphasis on demonstrated cultural awareness by the leader for him or her to be perceived as culturally competent. The respondents felt that this is an important aspect of principal leadership in schools with international students.

Conclusion 10 demonstrates that although effective leaders who work to bring about change in school culture exhibit both transformational and constructivist leadership traits, such as accepting diversity, being visionary, promoting and engaging in professional growth activities, fostering strong collegial and collaborative work relationships where knowledge-sharing practices are facilitated, and motivating the staff and stakeholders to support the change initiative, other leadership characteristics are needed to promote and achieve excellence in culturally competent leadership. The data collected suggest that leaders in culturally diverse settings also need to be empathic, exhibit a desire to learn about other cultures, be eager to gain a broad world perspective, demonstrate cultural awareness in intercultural interactions, and model support and an open-minded acceptance of diversity. Conclusions 1, 2, and 3 show that leaders in a culturally diverse setting must lead with cultural competence. Cultural competence is grounded on a rich knowledge or experiential base of various cultures. Rich cultural knowledge leads to an understanding of cultural issues and customs, which consequently builds a person's empathy in working within a multicultural school setting. Culturally competent leaders are seen as

leaders who are empathic and caring, have high social intelligence, and are able to form strong relationships with others.

14. In this study the participants identified and described the characteristics of leadership that they felt were necessary in schools: (a) open-mindedness—accepting the diversity within the environment, (b) the ability to model both the vision of the institution and the emphasis on professional development, (c) the ability to build relationships based on trust and respect to create an ethos of collegial collaboration in which confidentiality and privacy are central, and (d) the ability to motivate school staff to support new programs and initiatives through a common moral purpose that is clearly communicated to stakeholders and a school culture in which knowledge-sharing practices are the norm. These leadership characteristics were all identified in the literature, as discussed in earlier chapters. For personal clarity, the four themes were easily portrayed in a "Qualities of Effective Leadership" schema. Figure 4 evolved from my attempts to distinguish between these accepted leadership characteristics and the traits needed by principals in an environment of diversity. In discussions regarding culturally competent leadership, the respondents emphasized (a) empathy—encompassing a willingness to learn about other cultures and an eagerness to gain a world perspective, and (b) cultural awareness, including an overt show of support for the change initiative as additional characteristics needed by the principal. When added to the original "Qualities of Effective Leadership" schema, Figure 4 conceptualized for me the characteristics of culturally competent

leadership that are required by principals in schools with international student demographics.

Personal Reflections

This section of the chapter contains my personal reflections and perspectives regarding the research method used in this study. The study was characterized by intense personal interaction between me as the interviewer and the respondents. I believe that we were both affected by the interaction on a personal level. This chapter examines the thought processes surrounding (a) the importance of journaling, (b) undertaking a study in one's district of employment, and (c) the interview format. The chapter concludes with my perspectives on the future of international student recruitment.

Importance of the Journal

During my doctoral studies, students who were working on their theses or had just completed them recommended that I keep a journal to record my perceptions. Because I am a reflective practitioner by habit and journal daily in my work, this was easy advice to follow. How valuable that advice was to me during the pilot study! By taking a few moments after each interview, I was able to clarify my impressions and begin the process of data interpretation while the information was still fresh in my mind. When I began interviewing for the study with many more participants, I found my journaling invaluable. In order to complete data collection within my timeline, I found that I often had to conduct interviews daily. By making notes of impressions and questions for further discussion immediately after each interview and again upon reviewing the tapes

and transcripts, the journal proved to be a useful source of information in the writing of the thesis. I would certainly encourage anyone undertaking the writing of a thesis to use a journal.

Conducting Research in One's Own Backyard

I conducted research with administrators, parents, and international students who work and attend schools in the suburban and rural school district in which I am employed. Each of these people has a reputation to consider and a personal stake in the manner in which I handled their views on a new district initiative. When I asked questions of the participants in my study, they shared with me their views in a deliberate, thoughtful, honest manner. Each person had a personal stake in the research process. My questions may have seemed to hint that all was not well in the area of leadership in the new International Studies Department; in reality, such was not the case. My intent was to find answers to questions that had been concerning me since my days as principal of a school that participated in the International Studies Program. Was there a change needed in essential leadership skills or qualities? How were the characteristics of effective leadership in a school with a culturally diverse student population different from those of leadership in a school with a monocultural student body?

A common thread wove through the responses of the administrators and homestay parents—the overwhelmingly positive comments about the benefits to our students and the community that introducing cultural diversity has brought. Administrators saw international students as capable and independent learners who perhaps needed a little flexibility and empathy from them in becoming

acculturated in their new school and country. Administrators and their staff wanted to offer these students an academic program for which they were properly prepared and in which they could be successful. The participants in the study spoke of the leadership of the International Studies Department as demonstrating cultural competence but suggested that more involvement on the part of the staff in the schools be utilized to assist in the proper academic placement of the students. Some participants spoke of the organization of the department and suggested that if another jurisdiction were setting up an international studies department, it could be organized differently so that one person is in charge of international recruiting, another oversees school placement, another takes care of homestay placement, and so on. Their reason for wanting the roles and responsibilities to be divided was to ensure the continuation of the program in the event of staff transience or retirement.

The administrators stressed that when a jurisdiction brings children from other countries to their district to study, the administrators and teachers have an educational and moral obligation to the students and their parents to assist them in being successful. In my journal the word *integrity* was repeated often in the margins beside administrators' comments about leadership characteristics needed in a multicultural setting. In some cases their comments showed integrity of purpose. In others their discussions revealed their personal integrity of leadership. It was a pleasure to have spent time speaking with individuals who believed in providing the best possible services to international students and their families.

What are the advantages of conducting a study in one's place of employment? For me it meant that I knew firsthand the history of how the program had come into being, had observed firsthand some of the growing pains experienced by others in the district, and was able to observe the evolution of a new district initiative. This gave me the background information that I needed to form the context for the research question. Because many of the participants had been my colleagues at one time or another, they already trusted me as the researcher. Nevertheless, I felt privileged to be taken into their confidence during the interview phase of the study. Conversely, however, there can be serious pitfalls for researchers conducting research in their own context. If the research is seen as intrusive or threatening to areas considered private, or if the release of the data can be considered incriminating, the researcher could find doing research in his or her place of employment problematic.

Interviewing

The process of asking questions and getting answers is not as simple as it first appears. Fontana and Frey (2000) described interviewing as "one of the most common and powerful ways in which we try to understand our fellow human beings" (p. 645). They identified a number of forms—individual interviews, face-to-face verbal exchange, group interviews, mailed or self-administered questionnaires, and telephone interviews—that they described as structured, semistructured, and unstructured. According to Fontana and Frey, the most frequently used type of interviewing is face-to-face verbal exchanges.

Structured interviews provide very little flexibility in the way that questions are asked or answered, and unstructured interviewing often provides more depth with open-ended questions (Fontana & Frey, 2000). I used a semistructured interview format that included a list of questions that needed to be addressed. As long as the participant addressed these questions at some point in the interview, I did not worry about the order in which the questions were answered. Also, I chose to be flexible for any circumstances that could arise; for example, if a respondent needed more clarification on a question, I would provide it. During the interviews I treated the participants as professionals, not just as subjects in a study. They revealed to me their perceptions in their own way and in their own time. I was concerned about how much I revealed about myself—my biases—for Fontana and Frey stated that "interviews are interactional encounters and that the nature of the social dynamic of the interview can shape the nature of the knowledge generated" (p. 647). I can only state that I was privileged to be allowed to interview the participants and that I always endeavoured to treat them with dignity and professionalism.

The Future of International Student Recruitment

From the beginning of my research into international student recruitment in Alberta schools, I was fortunate to speak with representatives of three different jurisdictions. One district stated that they were not interested in pursuing this initiative because they considered the rural district to be too small, and international students seemed to prefer living in large cities or towns. Another large urban district already had a significant international student population in

addition to its resident landed-immigrant population. The principals there had been involved in leading schools with multicultural student populations for a number of years and provided workshops for neighbouring districts in teaching strategies for ESL classes, how to integrate ESL students into the regular classroom, and so on. In Arborville Regional Schools the area had been largely monocultural until the recent influx of international students from 30 different countries. This was the perfect setting to study leadership and the changes necessary to lead in a multicultural setting. The most important outcome, I believe, was the consensus regarding the importance of incorporating cultural competence into leadership.

Each year the program becomes more successful, as evidenced by the increasing numbers of international students who attend district schools in full-time programs. Because the data collection was completed in June 2003, principals and assistant principals have been working with district senior administration to bring about changes in the program to facilitate a more successful experience for both students and staff. District professional development initiatives focus on enabling staff to meet the needs of all students, including the language needs of international students. Administrators accompany the director on international recruiting trips and actively promote the program. The future for the International Studies Program in Arborville Regional Schools seems bright. Ultimately, the question remains: How much will leadership styles in Arborville change, or will leadership evolve into a culturally competent style that is the norm rather than the exception?

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APPENDIX A:

CONSENT TO PARTICIPATE

Appendix A: Consent to Participate

8 Highcliff Road
Sherwood Park, AB
T8A 5C2

April 2, 2003

Dear Participant:

As you know, I am a Ph.D. candidate in Leadership and Administration in the Department of Educational Policy Studies at the University of Alberta. As part of doctoral degree requirements, I am conducting research on "Leadership in Cultural Diversity."

The purpose of the study is to investigate leadership in secondary schools that are participating in an international student recruitment program; more specifically, the changes in leadership that have been required as a result of recruiting foreign students to study in Alberta schools. The study will address the research question: What characteristics of leadership are essential in secondary schools with culturally diverse student populations?

Your participation in this study will consist of responding to two interviews, approximately one hour in length each, during which we will discuss your thoughts and insights about leadership in schools that are participating in an international student recruitment program. The interviews will be taped to assure accuracy in the recording of the data. A transcriber who will comply with the U of A Standards for confidentiality will transcribe our discussion. After each interview, I will give you a copy of my interpretations of our discussion and will ask that you make any corrections and perhaps suggest areas for further inquiry.

Your participation will be totally anonymous. Confidentiality of all information discussed is guaranteed. I will do all interviewing. Your identity will be protected through the use of an assigned pseudonym that we will decide upon during the first interview. I assure you that no harm will come to you as a result of your participation in this study. My tapes will be erased and all transcriptions will be destroyed within five years of the completion of the study, no later than December 31, 2008. Please be assured that you are free not to participate, should you so choose, and also that you have the right to withdraw from the study at any time without penalty and all of your data will be destroyed or returned and not included in the study. The results of the study will be available to you upon the completion of the study at your request.

The information and insights derived from the study will be used in future in conference presentations, journal articles, and workshops. The data used for these presentations or articles will be handled under the same ethical provisions as outlined above.

Should there be any concerns, complaints, or consequences regarding this study, please contact Dr. Jose da Costa, Associate Professor, Department of Educational Policy Studies, 7-104 Education North, University of Alberta, Edmonton, AB, T6G 2G5, telephone: (780) 492-5868.

This study has been reviewed and approved by Elk Island Public Schools and the Research Ethics Board of the Faculties of Education and Extension at the University of Alberta. For questions regarding participant rights and ethical conduct of research, contact the Chair of the Research Ethics Board at (780) 492-3751.

Please sign the attached consent form. I have also enclosed some sample interview questions that we may wish to discuss.

Thank you for your time in considering this request.

Sincerely

Helene E. Unger

CONSENT FORM

I, _____, hereby consent to participating in the "Leadership in Cultural Diversity" study as outlined in the attached letter. I am aware that I may opt out at any time in the study without penalty and, should I do so, that all data that I contributed will be destroyed or returned to me and not included in the study. I understand and consent to the request that results of the study may be used in secondary research, such as workshops, journal articles, or conference presentations.

Signed:_____Date:_____

I do NOT wish to participate in the pilot study.

Signed:_____Date:_____

APPENDIX B:

FIRST SEMISTRUCTURED INTERVIEW GUIDE

Appendix B: First Semistructured Interview Guide

1. In this study, we are going to discuss the qualities of leadership necessary in leading with cultural competence. To begin, please explain to me what your thoughts about leadership in general are.
2. You have been involved with the International Student Program since 19__. Tell me about your experiences.

   (Prompt) Why do you feel that it is important that we invite students from other countries to study here?

   (Prompt) How has having international students attend your school been a positive experience for your students?

   (Prompt) Are there any negative outcomes that you are aware of?

   (Prompt) What makes this setting unique for leaders?

   (Prompt) What are the moral issues surrounding the recruitment of foreign students away from their families and friends?
3. How would you define cultural competence? What leadership qualities do you see as necessary for "cultural competence" in the increasing globalization of our schools and school systems?
4. How will these qualities be demonstrated?
5. How will we as leaders ensure that we are seen as "having" these qualities?
6. What "behaviors" are seen as core to leading with cultural competence?
7. What implications for practice would you suggest?

8. What are the implications for leadership in the future given the increasing globalization of education?

APPENDIX C:

PILOT STUDY INTERVIEW GUIDE

Appendix C: Pilot Study Interview Guide

1. In this study we are going to discuss the qualities of leadership necessary in leading with cultural competence. To begin, please explain to me what your conceptions of leadership in general are.
2. You have been involved in the International Student Program since _____. Tell me about your experiences.
3. What qualities of leadership do you see as necessary for "cultural competence" in the increasing globalization of our schools and school systems?
4. How will these qualities be demonstrated?
5. How will we as leaders ensure that we are seen as "having" these qualities?
6. What behaviours are seen as core to leading with cultural competence?
7. What implications for practice would you suggest?
8. What are the implications for leadership in the future given the increasing globalization of education?

APPENDIX D:

STUDENT INTERVIEW GUIDE

Appendix D: Student Interview Guide

1. Tell me a little about yourself.
2. Tell me about your school:
   - What's it like to be in your school?
   - How is this school different from your school back home?
   - Has the school planned any special activities for you and the other international students?
3. What is it like to interact with the other students?
   - Tell me about some of the good things that have happened to you since you arrived in Alberta.
   - Are you respected at school?
4. What is it like to interact with the teachers?
5. What is it like to interact with counsellors and administration?
   - Is the principal important to international students?
6. Tell me about some of the issues you have experienced at school.
   - What were the circumstances that gave rise to the issues?
   - How were these issues addressed?
   - Were you satisfied that the issue was dealt with in an appropriate way?