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## Mapping Principal Preparation Programs in British Columbia, Canada

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### Abstract

This paper is part of a research project exploring the preparation of elementary and secondary public school principals in British Columbia, Canada. Similar projects from 13 countries form the International Study of Principal Preparation. This paper maps the formal and informal preparation programs for principals in the province. The context of public education in British Columbia and a conceptual framework for the preparation of educational leaders is presented to provide a research context. Evidence of lack of consistency or agreement across districts about what leadership is and how to develop leaders was apparent. The workshop and after school seminars is haphazard, and does not build sequentially to knowledge that is commonly held and known to be essential for successful leadership. British Columbia would be well advised to further streamline their principal preparation programs into a coherent, consistent plan with consistent, research-informed and practice-relevant outcomes.

**Keywords:** Leadership preparation, K-12, outcomes, coherence

### Introduction

The study of the effectiveness of principal preparation programs for novice principals has been well researched (Hess & Kelly, 2007; Thomson, 2009; Watterston, 2015). The International Study of Principal Preparation (ISPP: <http://www.ucalgary.ca/ispp/>) has explored the topic in over 13 countries (Crawford & Cowie, 2007; Onguko, Abdalla, & Webber, 2008; Webber & Scott, 2010). This study is the first part of a multi-stage research project to compare principal preparation in Colombia and British Columbia, Canada within the broader context of previous ISPP studies. This initial stage sets the backdrop by mapping the existing formal and informal programs for the preparation of novice principals. Further stages of the research will involve case studies, a questionnaire, and cross-cultural comparisons.

The importance of school level leadership is clear; effective school leaders explain as much as 25% of gains in student achievement and well-being, making leaders second only to teachers

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themselves in factors that result in improvement in these areas in schools (Leithwood & Seashore Louis, 2012, p. 3). In order to ensure school leaders are ready to lead and influence a school environment, identifying how to develop school leaders is important and timely.

This paper maps the types of leadership development programs that are available for principals and vice-principals in British Columbia, Canada. It is a continuing of the International Study of Principal Preparation area of research, identifying the current similarities and differences in the programs. In British Columbia, as in many jurisdictions, common elements of school leadership enable system coherence. School leadership preparation programs ideally have some common elements, creating an environment where the provincial system can develop new policies and curriculum with a reasonable understanding that most or all of the province has similar, not identical, understandings of leadership in schools. It is more than common Standards of Practice. It is a shared leadership literacy, where the majority share similar languages of practice.

This article does not explore the theoretical foundations of each of these programs. However, it is worthwhile to briefly explore one educational leadership model that has provided the foundation for at least one program as an example. It addresses these questions:

1. What are the similarities and differences in leadership development programs in British Columbia?
2. Are there areas that are well developed or areas where more focus and commonality would be helpful?

### **What is a form of Effective Leadership? What are Effective Leadership Programs?**

A leadership model that has been shown to be sustainable, flexible, easily understood and gets results is transformational leadership (Leithwood & Jantzi, 2000). It is used extensively in the graduate courses that are associated with one school district leadership preparation program located in the interior of the province (Neufeld, Purvey, Handford, & Churchley, 2015). Leithwood and his colleagues have spent more than 30 years articulating leadership, in an ever-increasingly detailed manner, using the work of Burns and Bass to discover what components of transformational leadership are relevant to the work of school leaders, and what actions or behaviours an exemplary leader demonstrates that matter in school leadership (Leithwood & Jantzi, 2005). In broad categories, the research shows that Setting Direction, Motivating and Developing People, Re-designing the Organization and Improving the Instructional Program are central to effective school leadership. These categories encompass

virtually all leadership functions, and provide the leader with a way of understanding the purpose of the leadership moment, which further refines practice.

Davis and Darling-Hammond (2012) identified that school principal effectiveness points to several specific abilities that include the principal's ability to:

- Influence teacher feelings of efficacy, motivation and satisfaction
- Establish the organizational and cultural conditions that foster a positive environment for teaching and learning
- Promote professional collaboration
- Promote and support the instructional abilities and professional development of teachers
- Focus resources and organizational systems toward the development, support and assessment of teaching and learning, and
- Enlist the involvement and support of parents and community stakeholders.

These principal abilities then become the content and instructional focus in what are identified by Davis and Darling-Hammond as exemplary leadership programs<sup>1</sup>. The following features were identified as common to all five programs:

- Clear focus and values about leadership and learning around which the program is coherently organized
- Standards-based curriculum emphasizing instructional leadership, organizational development, and change management
- Field-based internships with skilled supervision
- Cohort groups that create opportunities for collaboration and teamwork in practice-oriented situations
- Active instructional strategies that link theory and practice, such as problem based learning
- Rigorous recruitment and selection of both candidates and faculty, and
- Strong partnerships with schools and districts to support quality field-based learning. (see Table 1 below).

In the Table below, these three approaches are combined to show the alignment of transformational leadership model with the work in effective principals and leadership education. The broad leadership components as described by Leithwood and Riehl (2005) are the headers, in bold, in the header. Below the appropriate header the specific school principal abilities identified by Davis and Darling-Hammond appear *in italics*. Beneath the specific school principal abilities the components of an effective school leadership program are in **underlined and in bold**.

**Table 1. Transformational Leadership, Effective School Principals, Effective Leadership Programs**

<b>Setting Direction</b>	<b>Motivating and Developing People</b>	<b>Re-designing the Organization</b>	<b>Improving the Instructional Program</b>
<i>Enlist the involvement and support of parents and community stakeholders</i>	<i>Influence teacher feelings of efficacy, motivation and satisfaction</i>	<i>Establish the organizational and cultural conditions that foster a positive environment for teaching and learning</i>	<i>Focus resources and organizational systems toward the development, support and assessment of teaching and learning</i>
Clear focus and values about leadership and learning around which the program is coherently organized	Promote professional collaboration	Promote professional collaboration	Enlist the involvement and support of parents and community stakeholders
Strong partnerships with schools and districts to support quality field-based learning	Enlist the involvement and support of parents and community stakeholders	Focus resources and organizational systems toward the development, support and assessment of teaching and learning	
Rigorous recruitment and selection of both candidates and faculty	Promote and support the instructional abilities and professional development of teachers	Enlist the involvement and support of parents and community stakeholders	
Cohort groups that create opportunities for collaboration and teamwork in practice-oriented situations	Active instructional strategies that link theory and practice, such as <u>problem based learning</u> <u>Field-based internships with skilled supervision</u> Cohort groups that create opportunities for collaboration and teamwork in practice-oriented situations	Standards-based curriculum emphasizing instructional leadership, organizational development, and change management	

Note that all of the specific school principal abilities fit easily within the leadership dimensions identified by Leithwood and Riehl (2005). Similarly, by placing the details of

principal effectiveness and exemplary leadership programs into these four categories the issue of what is essential in effective leadership programs becomes clearer.

### ***Understandings of Interculturalization and Diversity***

In addition to the foundations of educational leadership that might be necessary in principal preparation programs, foundational learning about a diverse society is also important. Only recently have we considered that flexible and adaptive learning environments are necessary to accommodate the diverse needs of all learners; and that the diverse needs reflect the growing diversity in our province and country (Ghosh & Abdi, 2013). Approximately 20% of the Canadian population reports a first language other than English and more than 200 languages are spoken in Canadian schools (Statistics Canada, 2016). While the impact of English Language Learners and language acquisition has a significant impact on the learning needs within the school setting; additional challenges impact our schools. Pfeifle (2009) suggests the boundary between “us” and “them” becomes more and more blurred as diverse peoples’ lives intersect. Our leadership preparation programs must prepare our educational leaders for the needs and issues that arise in our schools. The challenges inherent in an increasingly diverse province and country ultimately affect our classrooms, schools and communities and our preparation programs need to include intention discussion and exploration.

We often think of diversity as only skin color or race, but “Diversity” includes an entire spectrum related to race, gender and gender identity, sexual orientation, ethnicity, religion, rurality, intellectual and physical ability, poverty and language. School leaders and principals are challenged to confront how social categories or inequities influences educational outcomes; but inherently in the challenge, it is critical that leadership preparation programs provide the theoretical framework and also reflective practice to challenge potential school leaders to consider their biases and assumptions as they prepare to lead. For example, integrating critical race theory and white privilege as a way to focus on the advantages of skin color and being white, is integral to leadership development programs as many teachers and principals in Canadian schools are white. White privilege is generally defined as the unearned advantages of being white and is largely unacknowledged by most white individuals. In our experience, integrating white privilege as an invisible system to racially stratify our society or categorize individuals that fall in “us” or “them” as Pfeifle (2009) argues, is often met with resistance. Peggy McIntosh’s “Unpacking the Invisible Knapsack” is often met with

considerable resistance (1989). Her groundbreaking work has continually focused on the systematic oppression that occurs in our schools and society.

As with leadership theory, foundational work in understanding and working with diversity can be an important part of principal preparation, especially given the work principals do with aboriginal students and other students who have been marginalized and underserved.

### ***Principal Preparation Programs***

The preparation programs available to BC principals and vice-principals have been mapped here using a number of primary references: the analysis of a province-wide survey by the British Columbia School Superintendents' Association (BCSSA); a report by the Association of British Columbia Deans of Education (ABCDE); and an analysis of graduate program offerings available in BC. We found there are a wide variety of opportunities in British Columbia for teachers to receive some preparatory training or experience before becoming a principal or vice-principal. A Master's degree is required in most public school districts for principals, vice-principals, and those who work at a senior school district level. While districts typically accept that this degree can be in any educational area (such as curriculum & instruction, any subject specific Master's degree (Biology; Environmental Science, as examples), inclusive and special education, or educational technology), it is desirable that it be in educational leadership or at least has courses in leadership. Notwithstanding this degree requirement, we found a number of non-credit programs in leadership development offered by school districts and other providers. The existence of these programs signals that the Master's degree is not adequate in and of itself in preparing future principals. A description of the non-credit programs follows, based on a province-wide survey done by the BCSSA.

### ***Non-Credit Programs***

Non-credit leadership development programs are typically offered by school districts, or partner groups such as the BCPVPA. These programs are very diverse, and range from on-the-job experience in different leadership positions to formalized programs. In other ISPP studies, there has been less information about these types of programs and opportunities, largely in part to a lack of access to information about them. Such access to information was available in British Columbia, due to a survey done by the BCSSA in 2013. It is described here in depth, as this brings a significant form of principal preparation into discussions on the topic.

**Method**

The preparation programs available to BC principals and vice-principals have been mapped here using three primary references:

- the analysis of a province-wide survey by the British Columbia School Superintendents' Association (BCSSA);
- an analysis of a report by the Association of British Columbia Deans of Education (ABCDE); and
- an analysis of graduate program offerings available in BC accomplished by reviewing University websites that offer graduate programs in education leadership.

Data was then used to create a comparison of the available principal preparation programs in BC, and develop a comprehensive understanding of what is current practice in BC.

Open-ended questions requested information concerning programs, opportunities, structures, or services that districts use to provide formal or informal preparation for teacher leaders, principals/vice-principals, and district educational leaders (directors, assistant superintendents, superintendents). Information was also requested about workforce planning structures, leadership needs over the next five years, and questions/suggestions about leadership development and how the BCSSA might be able to assist. Each district's answers were analyzed and coded with keywords to assist in the identification of themes across and within districts and geographic regions.

For the purposes of this paper, only the data related to the preparation of principals is presented to allow for consistency between this study and other similar international studies. However, it should be noted that the survey also collected data on the preparation of teacher-leaders (other than principals/vice-principals) and the preparation of senior leaders (superintendents, assistant superintendents, directors, etc.). Preparation for these other roles is interrelated with the preparation of principals and is worthy of further study.

## **Findings**

### ***BCSSA Survey of School District Programs***

The BCSSA is actively involved in leadership development. The 250 BCSSA members are superintendents, assistant superintendents, directors of instruction and other senior educational leaders in public school districts. A survey of the 60 public school districts in British Columbia was taken by the BCSSA in February/March of 2013 to determine the types of formal and informal leadership development provided by school districts. The intent was not to include university graduate programs. Permission to use the survey data was granted by the BCSSA for use in this article. The purpose of the survey was to collect data that would assist the BCSSA executive in determining what (if any) provincial or regional assistance in leadership development could be made available by the Association or by other partner groups through Association support. The survey does not provide for validity checking, as it was developed by and for practitioner use. However, reliability of answers to the questions can be seen in the strong response rates to the survey. BCSSA members in forty-three of the sixty public school districts responded to the survey (72%). It is typical to accept a 30% response rate as reliable when administering a survey. The response rate in this instance is highly reliable.

The survey asked districts to describe any specific programs, opportunities, or services they had for *preparing* individuals for roles as principals/vice principals. Some districts identified programs that are offered *after* an individual is in a role. However, upon analysis, the responses to this question generated several different categories. Districts described programs, opportunities, and/or services that were formal pre-service programs, formal/informal pre-service opportunities, or formal induction programs, and are shown in Table 2.

***Pre-service*** programs/opportunities are those that happen prior to an individual being selected for and beginning a position. They can be:

1. Formal structured programs intended to develop leadership (such as workshops)
2. Formal opportunities to experience leadership (assigned positions that provide leadership experience such as Teacher in Charge).
3. Informal opportunities to experience leadership (such as committee work or ad hoc leadership roles).

**Induction** programs (workshops, mentorship, etc.) happen after an individual starts a new position and is already in the process of “experiencing” leadership.

The terms “pre-service” and “induction” are taken from the teacher career cycle model (Fessler & Christensen, 1992) which suggested that different career stages require different types of training. The stages are important to differentiate. Pre-service programs provide training in core competencies, knowledge, and values necessary for a future role. They can provide preliminary experience in a role on a trial basis that acts as a safety net. Pre-service programs can also provide screening opportunities for the individual to decide whether to apply for a leadership position and for the district to observe the individual in action, prior to selection for a leadership position. Induction programs have the function of providing an individual with the specific knowledge and skills to be successful in a job as well as providing support as the individual experiences a steep learning curve without a safety net.

**Table 2. Types of Opportunities for Professional Learning**

<b>Informal Pre-service Opportunities</b>	<b>Formal Pre-service Opportunities</b>	<b>Formal Pre-service Programs</b>	<b>Formal Induction Programs</b>
13 of 43 districts have informal opportunities to take on leadership such as teacher mentorship, action research projects, and staff development.	22* of 43 districts (51%) indicated that they have formal teacher-leader roles (Department Head, District Coordinator, Curriculum Leader, Teacher-in-Charge).  7* of 43 districts (16%) identified that formal teacher-leadership roles are pre-service opportunities that prepare vice- principals /principals.	14 of 43 districts (33%) offer some sort of formal program  3 additional districts had programs previously, but have been cancelled	3* of 43 districts (7%) identified specific programs for new vice principals and principals (including the BCPVPA Short Course)

\*It is likely that many more districts do as well, but did not interpret the question in the same manner.

When programs for leadership development were described in the survey, there was a wide range of topics to be covered. Some topics were directly related to developing *leadership* (such as working with the BCPVPA Standards, evidence-based decision-making, etc.). Some topics were not directly related to developing leadership *per se* but were focused on educational initiatives such as professional learning communities, action research projects, literacy initiatives, innovation and instruction initiatives. These could be considered *educational* or *instructional leadership*. Finally, a few districts listed topics directly related to

developing *management* skills and knowledge (such as human resources issues, anti-harassment training, budget, health and safety, etc.).

The remaining questions on the survey related to the identification of leadership development needs including workforce planning, issues and questions about leadership development, and suggestions for BCSSA support in this area. The responses to workforce planning/succession planning are not addressed in this paper. However, it should be briefly noted that a significant number of districts saw a need for continued leadership development due to a lack of qualified applicants.

The questions and issues that districts raised about leadership development in general produced two themes that are somewhat related. The first theme is a question: WHAT are the key components of leadership development? Several districts expressed a desire to learn about and share best practices, successful models, and research findings in leadership development. The survey data did not provide many specifics about each leadership development program – either the implementation model or the topics covered. The data also did not include formal or anecdotal evidence on the success of the programs.

The second theme relates to the first and is posed as a question: HOW can leadership development programs be provided, especially in the context of limited time, funding, and other resources for program implementation (such as facilitators, release time, and travel costs). This concern was particularly evident in small and rural districts. Remote districts have a number of issues that make face-to-face training difficult, including high travel costs, a lack of replacement teachers, and the extra travel time out-of-school. Several districts suggested on-line training or in-district training modules to help address this problem.

The final questions were about the role of the BCSSA in supporting districts and chapters, as well as other supports required or thoughts about leadership development. There was a clear theme that districts desire more regional and/or provincial support for implementing leadership development programs. Thirteen districts suggested continued or expanded regional support in a number of potential models: sharing sessions, shared program costs, regional facilitators, shared workshops, etc. Similar interest was expressed to have the BCSSA lobby government to provide funding or services to meet the leadership development needs. Five districts specifically stated that prior to its closure, the former British Columbia Educational Leadership Council used to provide services in leadership development for the province that were helpful and met the needs expressed in the survey.

The answers to the survey questions were collated into the six BCSSA chapters that are organized in geographic regions of the province. Therefore the data has the opportunity to loosely identify largely urban districts (Metro) and largely rural/small districts (Northern), or a mix of urban/rural (Vancouver Island, Thompson/Okanagan). Despite this disaggregation, there were few if any common themes emerging from clusters of districts within any chapter. However, there was one common theme that emerged – differing needs for smaller/rural districts versus larger and/or urban districts. It is clear that while the volume of leadership positions is much less in smaller districts, the need is just as great to develop strong leaders. In addition, the funding, resourcing, and travel challenges of rural and remote districts makes district-based training programs very difficult to implement.

### **Results and Discussion**

While not all of the questions were interpreted the same way, enough data was collected to provide a picture of the non-credit types of leadership development that are taking place across the province.

While a third of the districts responding indicated they have a principal preparation program, these programs are not at all consistent in time allotment or rigor. They range from a series of workshops and internship experiences over several years to basic information evenings. It appears that many of the more robust programs are offered in larger districts and/or larger urban areas, where there are more resources available. Both the structure and the topics of the programs varied widely. While a standard program or content was not requested by any district, sharing of district practices and research-informed practices and content was desired by many districts.

There is a continuum of leadership experience that begins as a teacher, builds through teacher leadership positions, vice-principal/principal, district positions, and finally senior district positions. Individuals may “max out” at any point along this continuum by self-selection or the district selection process for various roles. Therefore, some districts with robust leadership development programs do not differentiate between teacher leadership development and vice principal/principal leadership development, as they are both part of the same continuum.

There appears to be a reliance on experience gained in successively more responsible roles and/or committee work and other informal leadership responsibilities to be a significant component of identifying and training educational leaders. For example, teacher-in-charge

experience can lead to obtaining the position of vice principal that provides experience that may lead to the position of principal, etc. This experience component is important, and some districts identified that they have added vice principal positions to provide more individuals with the experience as part of their succession plan. However, inconsistent or non-existent mentorship or other forms of induction programs for those new to these roles can make the experience far less useful for progression to higher levels of leadership.

Leadership preparation in many districts is a combination of formal programs (workshops and other structured training) and formal/informal leadership opportunities (through internships, assigned leadership roles, or through committee work). This combination of training and experience, while well-documented in leadership development literature (Scott & Scott, 2013; Thomson, 2009), and in the features of exemplary leadership programs identified by Davis and Darling-Hammond, was only specifically referenced by two districts. These two primary components should be considered in the development of implementation models for leadership development programs. Likewise, the three content areas of leadership, educational/instructional leadership, and educational management should all be considered as important in the development of conceptual frameworks for the content of leadership development programs.

The survey did not specifically address leadership development programs offered by partner groups. The Ministry of Education established the British Columbia Educational Leadership Council that operated from 2005 to 2011 to provide leadership development programs across the province. This group, while very successful and mentioned by five districts in the survey, no longer exists. However, there are two current types of program in the province that should be considered in overall leadership development. The first is the Short Course offered by the BCPVPA and the University of British Columbia (and endorsed by the BCSSA). This is typically an induction program for new principals and vice principals that is offered for a week in early July, providing a series of workshops and guest speakers.

The second type of programs is the Master's program in Educational Leadership at several universities that is described below. Most if not all districts require senior administrators, principals, and often vice principals to have a master's degree. There are at least 12 masters programs in educational leadership operating in B.C. A report by the Association of British Columbia Deans of Education (ABCDE) in 2006 (Stack, Coulter, Grosjean, Mazawi, & Smith, 2006) described and analyzed these programs and made a series of recommendations to support leadership development through them. While not the focus of this paper, there is a

question of whether this graduate work alone is adequate training for the role of principal. The features of exemplary leadership programs include “field-based internships with skilled supervision”, and “strong partnerships with schools and districts to support quality field-based learning” (Davis and Darling-Hammond, 2012). Not all of the programs in the ABCDE report included these components, and only two districts in the survey identified them.

An example of how a university/school district collaboration could work is a formal partnership that has been established in one district for a university to provide a jointly created leadership development program as part of a graduate degree (or certificate). One component of this program is a course in Educational Management that addresses many of the topics covered in leadership development workshops (human resources, investigations, finances, conflict management, etc.). The second component is a school-based internship that is formally supervised through the university as a practicum (Neufeld et al., 2015).

There was a clear need expressed for assistance in leadership development. One district stated “...if we do nothing, the system could be in some trouble as so much experience is getting ready to leave, and experience is priceless”. Another district stated “Can’t lie...this is a worry for us”. These powerful words reflect a theme from across the province that districts are struggling with the implementation of leadership development at all levels of the system, and in particular at the senior level.

### ***University Graduate Programs***

The requirement for principals to hold a Master’s degree in most B.C. school districts has led to a large number of programs available in the province. This is due, in part, to a change of policy by the provincial government concerning university status for institutions and their ability to offer graduate programs. The initial three public universities that offered graduate programs are located in the Southwestern corner of the province, which made access very difficult for those that lived in the remainder of the province (where distances between communities can be very great). Because of the need for graduate programs for rural teachers, the universities sometimes offered regional cohorts in major centers across the province. However, other universities from the United States also saw this as an opportunity, and they offered regular cohorts in various locations. In the period 2005-2008, the province moved from a model of 3 main public universities offering graduate programs, to granting university status to a number of university-colleges, which allowed for the development of schools of education and finally, the associated graduate programs. Therefore, at the time of writing of this paper, there are fifteen different providers of graduate degrees in educational

leadership that offer the degrees in British Columbia. This includes the University of Calgary, which offers an on-line program. However, teachers and principals are also able to attend other universities across Canada, the United States, and beyond to pursue graduate programs.

The information about the various graduate programs for principal preparation is listed in Appendix A, along with the information about the non-credit programs that have been described above. The information about graduate programs has been collected through the analysis of program information that is available on-line at each institution. In addition, this information was verified with a report on graduate programs in educational leadership that was commissioned by the ABCDE in 2006 (Stack et al., 2006). This report, **Fostering Tomorrow's Educational Leaders**, contains a more detailed study of the specific programs as well as an analysis of graduate programs in leadership development. The format of Table 3 matches that of other ISPP studies to allow for comparative study (Onguko et al., 2008; Webber & Scott, 2010).

### **Suggestions**

This paper is the first step in a multi-stage project to research principal preparation in British Columbia. It is clear from the examination of the survey and other data that there are many formal graduate programs in educational leadership, and a smaller number of informal programs. However, the effectiveness of these programs has not been fully canvassed in this paper. The next stages of the study will help to identify the perceptions of novice principals in how their preparation helped them to meet the challenges of their new roles.<sup>i</sup>

### **Endnote**

The five programs cited as exemplary leadership programs and used to analyze “what matters in leadership development programs” include Delta State University Educational Leadership Program; University of San Diego, Educational Leadership Development Academy (ELDA); Bank Street Principals' Institute (PI); University of Connecticut Administrator Preparation Program; University of Illinois at Chicago Urban Educational Leadership Program.

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**Appendix A****Table 3. Doctoral Programs Related to Leadership in K-12 Education in British Columbia**

<b>Program and Credential</b>	<b>Intended Audience</b>	<b>Content</b>	<b>Structure</b>	<b>Deliverers</b>	<b>Delivery Modes</b>	<b>Pedagogy</b>
Doctoral EdD PhD	A small number of principals choose a doctoral program to prepare for senior administrative positions or as a professional challenge. A doctorate may also be used for a change to an academic career, but often happens post-retirement	Advanced courses in: research methodology, policy, educational change, and possibly curriculum, instruction, or technology, depending on the research interests of the individual.	Coursework, field research, comprehensive exam, dissertation and oral exam	Four Canadian universities in British Columbia offer a doctoral program (either PhD or EdD). American universities that have a presence in BC also offer doctoral programs, but as they require a residency of some sort, they are not listed separately. There are many doctoral programs in Canada, the USA, and the world that are also open to BC residents.	Full time Part time (summers, weekends, evenings, on-line, or blended on-line with face-to-face classes) Often grouped in cohorts to ensure a workable number of students to offer the courses.	As the Master's program, but with greater rigour, depth, breadth, and with an expectation to look at all research critically

**Table 4. Other Graduate Programs Related to School Principal Leadership in K-12 in British Columbia**

<b>Program and Credential</b>	<b>Intended Audience</b>	<b>Content</b>	<b>Structure</b>	<b>Deliverers</b>	<b>Delivery Modes</b>	<b>Pedagogy</b>
Master's MA MEd MS	A Master's degree is required for most leadership positions in school districts such as principal/vice principal or teacher leadership positions such as curriculum leader. Teachers who are interested in these positions, or those who are in these positions are likely candidates for the programs. The Master's degrees included in this study also count towards a higher salary scale in BC (typically teacher qualification category 6, which is the highest).	Research in education Foundations of leadership Policy and politics in education Diversity Instructional supervision Learning	Coursework Some minor research followed by a thesis (not many take this route) or a project (which may be more curricular in nature). Several programs require an oral defense of the thesis.  Typically 30-36 credit hours	There are 15 universities that provide a Master's degree in educational leadership in BC. Of these, 9 are from BC universities, 1 from Alberta, and the remaining 5 from the United States.	Full time Part time (summers, weekends, evenings, on-line, or blended on-line with face-to-face classes) Often grouped in cohorts to ensure a workable number of students to offer the courses.	Lecture, discussion Group work Written assignments Presentations On-line postings Professional readings Small scale field research Major papers Thesis or Project
Certificate/ Diploma	Certificates/diplomas are appealing to teachers who wish to learn	Foundations of leadership Learning	Coursework Typically 12-18 credit hours	There are 5 Canadian universities in BC that offer these	Part time (summers, weekends, evenings, on-line, or	Lecture, discussion Group work Written

	more about leadership, but don't wish to (or are unable to) complete a Master's degree. The programs can also be taken by those with a Master's degree that isn't related to leadership and who want to apply for leadership positions. The certificates/diplomas included in this study also count towards a higher salary scale (typically teacher qualification category 5+).			programs. Most of these are newer universities with "young" graduate programs.	blended on-line with face-to-face classes) Often grouped in cohorts to ensure a workable number of students to offer the courses.	assignments Presentations On-line postings Professional readings
Induction Programs	Principals/vice principals who are new or in the first few years in their positions.	Principal Standards. They are established by the BC Principals/Vice Principals Association (BCPVPA) Coaching Mentorship Topics from leadership, educational leadership, and management	"Short Course"	BCPVPA/UB C	a one week intensive program of workshops	lecture, panels, group work, discussions, journaling
			Coaching programs	BCPVPA, colleagues, District staff	Workshops, face-to-face meetings, Phone/email	Training workshop Meetings with coach
			Mentorship Programs	District staff, experienced colleagues and retired leaders	Workshops, face-to-face meetings, Phone/email	Training workshop Communications with mentor
			Workshops	District Staff, invited speakers	Workshops held after school, evenings, weekends	Workshops Reading groups
Pre-service Formal Programs	Teachers who are interested in becoming principals/vice principals or in other forms of leadership	Topics from leadership, educational leadership, and management	Workshops (offered as university course in one district) Study groups Formal	Usually district staff and senior principals. Some workshops are lead by outside facilitators.	Workshops & study groups held after school, evenings, weekends, or when released	Varies widely: "introduction to the principalship" meetings, lecture/discussion,

			Internships		from school duties	reading groups, case study groups, internships
Pre-service Formal Opportunities	Teachers wanting a specialist teacher leadership position (not necessarily intending it as a path to becoming a principal/vice principal). Districts often see these positions as opportunities that support leadership development.	Experience in the specific area	Teacher leadership roles: Department Head, District Coordinator, Curriculum Leader, Teacher-in-Charge, Helping Teachers, Support Teachers, Team Leaders, etc.	Self (experience only)	Continuing or limited term	Experience in the role only. Some districts offer some workshops (see Induction above)
Pre-service Informal Opportunities	Teachers wanting to be involved in educational initiatives beyond their classrooms (not in a formal assigned role). Many districts see these opportunities as part of the leadership development continuum.	Experience in the specific area	participation on district committees or in educational programs such as teacher mentorship, action research projects, leading professional learning communities, or other forms of staff development	Self (experience) and exposure to other professionals	Short term	Experience only

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