

ภาวะผู้นำในโรงเรียนพหุวัฒนธรรม: แนวทางการบริหารของผู้นำระบบการศึกษาชาวแคนาดา
ที่มีผลกระทบต่อการพัฒนาสมรรถนะการอยู่ในสังคมโลกของนักเรียน

Leadership in Culturally Diverse Schools: The Administrative Practices of
Canadian System Education Leaders Most Impactful in Student Global
Competence Development

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บทคัดย่อ

การศึกษาวิจัยนี้เป็นการศึกษาวิจัยเชิงคุณภาพซึ่งเป็นส่วนหนึ่งของการวิจัยแบบผสมผสาน เป็นการศึกษา
มาตรฐานคุณภาพภาวะผู้นำและแนวปฏิบัติด้านการบริหาร ผู้ให้ข้อมูลคือผู้นำระบบการศึกษาในเมืองอัลเบอร์ตา
ประเทศแคนาดาจำนวน 13 คน ใน 2 ระบบโรงเรียน โดยใน 2 ระบบนั้น มีการมุ่งเน้นการรวมกันโดยใช้กลุ่มที่มี
ความคล้ายคลึงกัน ซึ่งการอพยพย้ายถิ่นในอดีตได้ทลายความคล้ายคลึงกันนั้นลง เป็นการกำหนดมาตรฐาน
หลักสูตรนานาชาติ และเตรียมพร้อมสำหรับการมีสมรรถนะการอยู่ในสังคมโลกเป็นกลยุทธ์หลัก เก็บข้อมูลโดย
ใช้การสัมภาษณ์แบบกึ่งโครงสร้างรูปแบบออนไลน์ผ่านแอปพลิเคชันซูมและวิเคราะห์เอกสาร วิเคราะห์ข้อมูลโดย
ใช้เทคนิคการเปรียบเทียบเพื่อแสดงให้เห็นความสำคัญของแนวปฏิบัติด้านมาตรฐานคุณภาพภาวะผู้นำของ
ผู้นำระบบการศึกษาและแนวปฏิบัติทางการบริหารโดยมีการนำเสนอแนวปฏิบัติด้านการบริหารจำนวน 5 ด้าน
เพื่อนำไปใช้ในหลักสูตรการพัฒนาสมรรถนะการอยู่ในสังคมโลกของนักเรียน ประกอบด้วยความเท่าเทียม
ความหลากหลาย ความแตกต่าง ภาวะผู้นำแบบมีวิสัยทัศน์ ภาวะผู้นำทางการสอน หลักสูตรโลกาภิวัตน์
ความสัมพันธ์ระดับโลก และการสร้างเครือข่ายพันธมิตร การศึกษาวิจัยนี้มุ่งเน้นศึกษาวิจัยกับนักเรียนในระดับ
ประถมศึกษาและมัธยมศึกษา เนื่องจากสมรรถนะการอยู่ในสังคมโลกมีความเกี่ยวข้องกับการอ่านออกเขียนได้
การคำนวณ และวิทยาศาสตร์ ซึ่งเป็นหลักการในโปรแกรมประเมินสมรรถนะนักเรียนมาตรฐานสากล (PISA)
ดังนั้น จึงควรหาแนวทางในการดำเนินการอย่างเหมาะสม รวมถึงพัฒนาสมรรถนะการอยู่ในสังคมโลกกับนักเรียน
โรงเรียน และระบบโรงเรียน

คำสำคัญ: ความแตกต่าง, ความหลากหลาย, ความเท่าเทียม, แนวปฏิบัติทางการบริหาร, ภาวะผู้นำทางการศึกษา,
สมรรถนะการอยู่ในสังคมโลก

Abstract

This paper reports on the qualitative portion of a mixed methods study examining the Leadership Quality Standard and administrative practices of thirteen (13) Alberta (Canada) System Education Leaders in two school systems. In both systems classroom cultural homogeneity had been intentionally disrupted through immigration, and the establishment of a robust international student program, and preparing globally competent students was established as a strategic priority. The semi-structured interviews and document analysis highlighted the importance of globally contextualizing. This paper was conducted online by Zoom to interview the participants and document review. Data analysis using the constant comparative technique. The professional practice of school system leaders in their legislated professional leadership quality standards, and five administrative practice categories emerged as being strongly associated with the implementation of student global competence programming. These categories included a focus on equity, diversity, and inclusion; visionary leadership; pedagogical leadership; globalization of the curriculum; and global connections, relationships, and partnerships. The study findings extend the research base, particularly in the earlier formative years of primary and secondary education. With global competence joining literacy, numeracy, and science as a Programme for International Student Assessment foundational competency the findings are timely, providing a potential road map for those tasked with developing more globally competent students, schools, and school systems.

Keywords: Administrative Practices, Diversity, Educational Leadership, Equity, Global Competence, Inclusion

Introduction

Canadian policy-makers and educators have been questioning whether the current educational system is designed to adequately respond to the challenges characteristic of this century, or whether a fundamentally new model is needed (e.g., Council of Ministers of Education for Canada (CMEC), 2020; Ontario Ministry of Education, 2016). In a highly complex, constantly changing, culturally diverse and increasingly globalized world, one main response is competency-based education. Developing students with a “habitual orientation to the local and global”, (Asia Society & Organisation for Economic Co-operation and Development (OECD), 2018) has resulted in global competence (GC) development as an explicit area of focus for those in positions of educational leadership.

Exploring the relationship between the preparation of globally competent students and system education leader (SEL) administrative practices begins with an understanding of competencies. Competencies are defined as “interrelated sets of attitudes, skills, and knowledge that are drawn upon and applied to a particular context for successful learning and living” (Alberta Education, 2013). Global competencies are those that when applied to the global context contribute to successful learning and living internationally. After examining GC attributes proposed by scholars in the literature, we define a globally competent individual as someone having positive attitudes towards culturally diverse people, knowledge that is globally situated, possessing the skills to examine issues of global importance, which culminate in taking-action to promote global sustainability and societal well-being.

Exploring this relationship also requires examining effective school system administrative practices. In Alberta, system educational leadership is a unique role that, although complementary to the teaching profession, has a different focus and responsibility. On September 1, 2019, a new legislated Superintendent Leadership Quality Standard (SLQS) came into effect in all 76 school systems for those in the most senior positions of chief executive officer/superintendent and chief deputy superintendent (Government of Alberta, 2018). The SLQS identifies seven common administrative practice categories designed to provide a consistent level of leadership including building effective relationships; modeling commitment to professional learning; visionary leadership; leading learning; ensuring First Nations, Metis, and Inuit education for all students; school system operations and resources; and supporting effective governance.

Prospective and current SELs must meet legislative requirements, complete ongoing coursework, and provide ongoing evidence that their leadership practices meet the SLQS standard (Government of Alberta, 2018). In August 2021, the College of Alberta School Superintendents (CASS) Act was passed, establishing CASS as a professional regulatory association, and the SEL title was exclusively reserved for college members. The Act states that “no person, or group of persons, shall use the words ‘system education leader’ alone, or in combination with other words,... unless that person is a member of the college” (Government of Alberta, 2021b).

This study originated in 2017, when Alberta Education identified diversity, equity, and inclusion as a provincial research priority. The superintendents of Small Metro School System (SMSS) and Pathways School System (PSS) had identified increased cultural diversity as an asset and established the development of globally competent students as a strategic priority. From 2018-2021, students and teachers engaged in a formal GC research study with the University of Calgary and University of Alberta (Dressler & Schultz, 2021). In June 2021, the two system leadership teams completed the standardized Global Competence Aptitude Assessment (Global Competence Associates, n.d.-a). The results showed a high statistically significant difference in their GC level when compared to a control group from an additional 21 school systems.

SMSS is an urban public school system, established in 1997. All 7 SMSS SELs participated in this study (all have been given pseudonyms). The initial student population of 224 K-8 students was exclusively of European descent. By 2019-2020, 3,653 students had enrolled across eight campuses with 1,249 coded as English Language Learners coming from homes where 32 first languages were spoken (Tampa, June 18, 2021). In November 2017, this growing cultural diversity was highlighted as a significant asset, and the 2017-27 strategic plan established the preparation of “future-ready globally competent students” (SMSS, 2017) as the overall system vision and direction.

PSS is a predominantly rural public school jurisdiction, established in 1955. All 6 PSS SELs participated in this study (and have been given pseudonyms). In 2019-2020 it served 8,968 students attending 41 schools (PSS, 2021b). In comparison to SMSS, the overall PSS cultural diversity index is lower, but more broadly constituted. In 2019-2020 there were 884 coded English language learners; 357 First Nations, Metis, and Inuit students; and approximately 300 international students from 30 countries enrolled (Cosmo, June 15, 2021). This culturally diverse combination of students was identified as a significant asset in achieving the PSS vision statement of “Inspiring confident, connected, caring citizens of the world” (PSS, 2021b).

The study findings extend the research base, particularly in the Kindergarten to Grade 12 (K-12) sector, where studies lag behind those at higher levels of education. The examination of administrative practices provides areas of emphasis for those in positions of educational leadership in developing programs and strategic plans aligned with GC research. Given the national and transnational focus on GC programming the research is timely, and provides practical considerations for both the process and content in terms of how teaching and learning is organized.

Research Objective

The overall purpose of this paper is to qualitatively describe the perceptions and experiences of two teams of Alberta K-12 SELs in the implementation of student GC programming. The specific research questions were:

1. How do Alberta K-12 SELs describe the impact of their Leadership Quality Standard in the strategic development of globally competent students?

2. What Alberta K-12 SEL administrative practices are most impactful in the implementation of student GC programming?

Literature Review

We examined two primary areas of background literature: (a) global competence and (b) school system educational leadership.

Global Competence

The American Council on Education Commission on International Education (1998) published its Educating for Global Competence report marking the first time the construct of GC appeared in the research literature. Since then there has been a concerted multi-stakeholder effort on the part of educators, the business community, and governments to articulate a consensus definition of GC and its requisite subcomponents, or global competencies (Asia Society & OECD, 2018; Naffziger, Montagno, & Montag-Smit, 2015; Reimers, 2010; Global Competence Associates, n.d.-a; Hunter, 2004). Despite its emergence as a distinct research field of study during the past two decades, Sälzer and Roczen (2018) still considered GC to be a relatively young research construct, noting that scientific contributions had only recently been published.

Generation Z (those born between 1997 and 2012) have grown up with an expectation of diverse, inclusive environments and now see them as basic requirements for all learning and working environments (Universum Global, 2019). Although Morozova (2016) stated that “there is a sentiment today that globally competent people are more valuable today than ever” numerous researchers have agreed that the vast majority of students do not meet basic standards for global preparedness (e.g., Global Competence Associates, n.d.-a; Kaushik, Raisinghani, Gibson, & Assis 2017).

With the world rapidly becoming a shared physical and social space through forces such as migration, globalization, and expanded access to technology, “developments in one region of the world can have profound consequences for the life chances of individuals or communities on the other side of the globe” (Held, McGrew, Goldblatt, & Perraton, 1999). The shrinking of distances and challenges associated with living in a competitive, globally connected, and technologically intensive world have Canadian SELs examining how best to “prepare students to solve messy, complex problems—including problems we don’t yet know about” (Ontario Ministry of Education, 2016).

The need to prepare students for a fundamentally different world prompted the OECD to call for national governments to “properly identify and conceptualise the set of skills and competencies required for global learning and incorporate them into educational standards that every student should reach by the end of compulsory schooling” (Ananiadou & Claro, 2009). Consequently, incorporating student GC into the mandate for K-12 educational systems is becoming a more central characteristic of national school system direction (e.g., Finnish National Board of Education, 2015; Australian Curriculum and Reporting Authority, 2013; Singapore Ministry of Education, 2010).

In Canada specifically, the CMEC, in 2010, identified GC for students as a national priority. The Council endorsed six pan-Canadian global competencies to be developed over time to equip early learners with the ability to meet the shifting and ongoing demands of life, work, and their learning (CMEC, 2016). A national GC framework was developed and educational leaders challenged to “prepare students for a complex and unpredictable future within rapidly changing political, social, economic, technological, and ecological landscapes” (CMEC, 2019). Canadian provinces and territories are at various stages of implementing programming tailored to local needs and global realities, with the Pan-Canadian global competencies prominently featured (e.g., Ontario Ministry of Education, 2014; British Columbia Ministry of Education, 2013; Alberta Education, 2011).

Asia Society & OECD (2018) argued that a more systemic approach to GC development is required opining that schools have not readily adapted to the changes required. They noted that global learning, when provided, is too often reserved for only high-achieving students, those in selected school districts, or narrowly confined to a curriculum organized around economic competition rather than a humanistic orientation toward living collaboratively, justly, and sustainably on a fragile planet. Tichnor-Wagner and Mainse, (2019) also noted “there is a need for future work that can address what globally competent leadership looks like for district (system) administrators... along with what leading globally-minded schools look like across different countries.” American Field Services (2018) also highlighted the importance of system level research, stating, “If we don’t get global competence right, we are building our education systems on sand.”

In summary, as our world becomes increasingly interconnected GC has emerged as a distinct research construct. Classrooms now feature increased opportunities to communicate, collaborate and resolve complex problems with those from diverse backgrounds, and OECD (2018) described education as a powerful tool for building more harmonious societies. Culturally diverse settings also provide opportunities for addressing challenges associated with increased intercultural interaction, such as extremist views, which “can only take root when young minds have not been taught to understand diversity, rather than fear it, and when young people struggle to think critically for themselves” (Council of Europe, 2016). SELs are uniquely positioned to impact macro programming decisions, and are increasingly being held responsible for the implementation of programming that extends beyond traditional constructs such as global education, or global citizenship. The bar has been raised to developing students that are globally competent.

School System Educational Leadership

In Canada, education is a provincial responsibility and in 2020–2021 Alberta had 76 school systems, each governed by a board, with an overall student population of 730,000 and total operating budget of \$8.2 billion (Government of Alberta, 2021a) Each board is required to appoint a superintendent of schools who is responsible “for providing leadership in all matters relating to education in the district (system)” (Government of Alberta, 2021b).

SEL practice is guided by The Alberta Framework for School System Success (Brandon, Hanna, Morrow, Rhyason, & Schmold, 2013). School system leadership matters, and Marzano and Waters (2009) completed a meta-analysis of the research involving nearly 3,000 school systems, finding that “the computed correlation between district (system) leadership and average student academic achievement was .24 and was statistically significant at the .05 level”. Our literature review examined several studies of school system leadership administrative practice categories that contribute to higher levels of student achievement and successful leadership (see Table 1).

Table 1 School system leadership administrative practices categories

Author and year	Administrative practice categories
Brandon, Hanna, Morrow, Rhyason and Schmold (2013)	Vision and Direction Setting Student Learning Curriculum and Instruction Evidence Capacity Building System Efficacy Leadership for Learning Professional Learning Relationships System-School Parent-Community School Board Leadership System Design Alignment Improvement Technology
British Columbia Ministry of Education (2013)	Setting Strategic Directions Leading the Organization Ensuring Accountability Developing People Building Relationships
Fullan and Quinn (2016)	Focusing Direction Cultivating Collaborative Cultures Deepening Learning Securing Accountability Leading for Coherence.

Table 1 (Continued)

Author and year	Administrative practice categories
Leithwood (2008)	District-Wide Focus on Student Achievement Approaches to Curriculum and Instruction Use of Evidence for Planning, Organizational Learning, and Accountability District-Wide Sense of Efficacy Investing in Instructional Leadership Targeted and Phased Focuses for School Improvement District-Wide, Job-Embedded Professional Development for Leaders and Teachers Strategic Engagement with the Government's Agenda for Change Infrastructure Alignment
New Zealand Ministry of Education (2018)	Guardian: Protecting and nurturing a caring environment Manager: Management of people, environments, and education Visionary: Equip learners with KSAVs to be global citizens Teacher and Learner: Reciprocal learning Networker: Relationship building Advocate: Strategies, plans and policies for educational success
Ontario K-12 Leadership Framework (Ontario Institute for Education Leadership, 2013)	Establish broadly shared mission, vision and goals founded on aspirational images of the educated person Provide coherent instructional guidance Create learning-oriented organizational improvement processes Provide job-embedded professional learning Align budgets, time, and personnel, policies, procedures with district mission, vision, and goals Advocate for and support a policy governance approach to Board of Trustee practices. Nurture productive working relationships with staff and stakeholders

In summary, these studies provide an overview of administrative practice categories required to succeed at a system leadership level. In the literature, there are many commonalities with all having visionary leadership (mission, vision, values, focus, strategic direction, care for the environment); instructional leadership (reciprocal learning, curriculum, instruction, assessment, leading learning); relationship building (networker, community partners, collaborative culture); setting of goals (measurement, expectations, accountability, improvement, achievement); building capacity (leadership of learning, professional development); organizational management (people, infrastructure, fiscal resources) as core administrative practice categories. This paper examined the specific extent to which these general categories apply, need to be adapted, or emphasized in GC development, and if there are subcategories of these practices that are particularly impactful.

Research Methodology

GC development is a practical, pluralistic, and complex problem crossing geographical and cultural boundaries. We employed a pragmatic paradigm as pragmatists are concerned with applications, solutions to problems, and believe that “the research problem should be of primary importance” (Creswell & Plano Clark, 2007). This qualitative research paper examined SEL perceptions of the extent to which the SLQS required them to contextualize their work within the broader global community. Their descriptions of impactful administrative practices were categorized to further describe, validate and extend the theoretical and conceptual research base on overall school system leadership.

Study Participants

The participants were Alberta SELs, and in August 2021, there were 387 regulated CASS members (Cortes, August 25, 2021). Purposive sampling was utilized to identify SELs tasked with student GC development as a strategic priority. Those in SMSS and PSS met this specific criterion.

Data Collection and Analysis

Semi-structured interviews using a standardized interview guide protocol were used to collect the thematic data. The initial interview guide was created based on program elements identified in the GC research literature and system-level research frameworks. In November 2019, feedback was provided by a focus group of Alberta SELs at a CASS roundtable SLQS discussion. The Principal Investigator (PI) subsequently conducted interviews with two SELs (who were not study participants) and finalized the guide which was approved by the Burapha University Research Ethics Board (certification number 1.4-11/2562).

Confidentiality and privacy considerations were verbally discussed with individual participants and each provided with an Information Sheet that described the study, a Consent Statement for the Participants, and a formal Agreement for Participation in Research. Due to COVID-restrictions, interviews were held via Zoom and audio recorded. The PI made notes and provided SELs with an opportunity to forward any documents referenced for subsequent analysis. Translation software (Fred.fireflies) provided initial draft transcripts, after which the transcripts and audio files were reviewed together. Transcripts were returned to each participant for review, editing and approval.

Bowen (2009) noted that document analysis can serve as a verification method to increase trustworthiness in the findings. With participant permission the researchers used documents referenced in interviews, or those that were subsequently forwarded. These documents provided a secondary source of data and included organizational and institutional documents (e.g., manuals, papers, books, reports, records). Additional publicly accessible provincial documents such as Alberta Education’s Annual Education Results Report (Government of Alberta, 2021a) were also examined to triangulate system data.

For initial data collection and analysis, the researchers examined the theoretical framework documents, leadership practice standards and literature review. Broad categories and subcategories were identified and a code matrix developed. The data was organized by reviewing

the transcripts, audio recordings, notes and documents using Microsoft (OfficePro Plus Suite). All transcripts were merged into one document, each line was numbered, and each SEL transcript colour coded. Using the constant comparative technique, the PI reviewed the materials based on these predetermined codes. Excerpts associated with a specific code were identified and grouped. Text passages that challenged the predetermined codes were marked with a minus (-).

Data not initially coded were re-examined to determine if any new categories were created or subcategories added. The data were reviewed to record excerpts of text illustrative of the predetermined themes and incidence rates. The PI wrote short qualitative narratives to capture the story, verify interpretations and provided quotations and tables to support the conclusions drawn.

Trustworthiness strategies included the identification of participants that served as a rich qualitative data source; collection of data from all 13 SELs in SMSS and PSS; use of supporting data (additional interviews with school-based staff to validate interview findings); provision of the information sheet to all participants clearly outlining the purpose of the study and how they would be treated; having participants verify the correctness of their transcripts; provision of verbatim quotes to support the study findings; and, the PI met with one of the expert editors of The Alberta Framework for School System Success theoretical framework, to discuss the coding categories and subcategories.

Research Findings

Finding 1: To foster GC, the professional practice standards for educators and leaders must be globally contextualized.

Participants indicated an exclusive emphasis on the provincial Alberta context in the SLQS and a general lack of recognition of the extent to which their professional work is connected to the broader global community. They noted that within the SLQS, there is no explicit requirement for those at the highest level of school system leadership to consider global trends, or the implications of international issues when reflecting on their practices. A sample comment illustrative of this view:

It (SLQS) certainly emphasizes the local context significantly. People aren't thinking beyond our little corner of the globe. The SLQS does not speak to it (GC) directly, and it really is about our little system in our little part of the world. (Ferne, June 17, 2021)

The document coding analysis supported the interview comments. There is no reference to the larger national or international societal contexts, nor does the word "global" appear in the SLQS competency statements, indicators, or contextual background within the legislated standard.

Finding 2: Five school system-level administrative practice categories identified as most impactful in developing globally competent students were a focus on diversity, equity, and inclusion; visionary leadership; pedagogical leadership; globalization of the curriculum; and global connections, relationships, and partnerships. These categories, 16 subcategories, and sample quotations are provided in Table 2.

Table 2 Administrative practice categories and subcategories

Subcategories	Sample quotations
Emergent category 1: Focus on equity, diversity, and inclusion	
Maximize classroom diversity	I think one of our greatest strengths is that our classroom diversity develops cultural awareness and creates respectful interactions in increasingly diverse societies. Those respectful interactions recognize challenges, cultural biases and stereotypes, and that is really important (Vancouver, June 16, 2021).
Diverse staff and leadership team	There has been a shift towards having increased intercultural representation of our staff that better aligns with our students (Raymond, (pseudonym), 2021, 21 June); One of the major challenges is the lack of diversity amongst our leadership (Stettler, June 22, 2021).
Purposeful pedagogies of reconciliation	With our First Nations... we're trying to figure out how we reconcile a historical wrong and doing our best to learn how to teach for reconciliation (Daly, June 23, 2021).
Emergent category 2: Visionary leadership	
Vision and mission statement	If you look at Powerful Learning—which forms a lot of our mission, vision, and values—that idea that we can be more than we are or more than we think of ourselves, that we can have more impact than we think we might be able to have, and that we can make a difference is meaningful (Cosmo, June 15, 2021).
Values	If you look at how we ask people to interact with those whom they do not necessarily understand, or with people who have a different perspective than themselves, we are supporting the values that underlie developing GC (Emerson, June 16, 2021).
Strategic plan	That (GC) is part of our strategic plan. One of the priorities in that plan is the development of global citizens, so that requires GC (Emerson, June 16, 2021).
Emergent category 3: Pedagogical leadership	
Pedagogical framework	The teaching and learning cycle is definitely not ad-hoc. From the system standpoint, there is a definite structure that we want both teachers and students to learn from (Stella, (pseudonym), 2021, 17 June); It (GC) is currently what we're working on with DITLF to connect it more explicitly (Emerson, June 16, 2021).
Learner-centered pedagogical strategies that foster student agency	I think our kids are much more globally competent. In fact, I wonder whether their GC wouldn't be higher than that of the teachers (Wesley, June 18, 2021);
An orientation towards action	An indicator of whether deep understanding is occurring is that students are doing something to change the world. Built into deep understanding is this idea that the things that we work on have a broader impact, that they're meaningful and make a difference (Ferne, June 17, 2021)
Participation in GC research	Being a part of a GC research project adds a level of credibility to academia and also lights a little bit of a fire under everyone (Daly, June 23, 2021).

Table 2 (Continued)

Subcategories	Sample quotations
Emergent category 4: Globalization of the curriculum	
Character and leadership	Character and leadership are the greatest venues by which we can enact actionable strategies for people to interact better with others in the global context (Emerson, June 16, 2021).
World language fluency	There has to be a systematic approach as so many of our kids are already speaking multiple languages and many are struggling to learn English (Nolan, (pseudonym), 2021, 21 June); There are also staff members attached to the international school so international students can be supported and get program accommodations (Stella, June 17, 2021).
Global courses and certificate programs	The development of the certificate program (Global Connections) that students go through in Grades 10-12 started with those locally developed courses intended to build those leadership skills, and those global connections (Stella, June 17, 2021).
The informal curriculum	There are so many things that are inadvertent, and just so ingrained in who we are that we're not even conscious of it anymore. It's really not very helpful (Nolan, June 21, 2021).
Emergent category 5: Global connections, relationships, and partnerships	
International student program	Students within our system struggled with the idea of what was possible for them. It's helpful having all these international kids because they each bring in their own global perspectives (Fernie, June 17, 2021).
International consulting	We're connecting with Mexico next year... We've got it all scheduled... to create some curriculum together and then they'll offer it. We're exploring another similar one with Cambodia as well (Cosmo, June 15, 2021).

Discussion

SELs took the standardized GCAA which has self-awareness, defined as “the ability to know yourself and how you fit into your own culture” (Global Competence Associates, n.d.-b) at the core of its conceptual model. Self-awareness and reflection are central to the exercise of professional judgment and SELs commented that the absence of any requirement to extend the conceptualization of their professional selves beyond the local context limited global consciousness and perpetuated an ethnocentric mindset. They noted that globally competent leadership required creating a greater understanding as to how factors such as race, social class, language, and past events have influenced individual and cultural groups collective self-awareness. They also noted that this broader global consciousness was particularly important in examining how historical events have shaped the self-awareness and frames of reference for non-dominant cultural populations.

Lopez (2015) argued that culturally responsive leadership practices occur through deep self-reflection, commitment to challenging the status quo, finding new ways of knowing and doing, and actively advocating for issues of equity and diversity. O'Connor & Zeichner (2011) advocated that whenever a professional standard is imposed, licensing boards and education ministries should be encouraged to incorporate global competencies into the initial standards for teacher certification. Failing that, they should work with the existing language in the standards to make competencies for globally competent teaching more explicit.

Emergent Category 1: Focus on Equity, Diversity, and Inclusion

Essential to fostering GC is the creation of classroom environments where “opportunities for students with different views, beliefs and opinions to have respectful dialogue with peers, who may have different perspectives, provided and promoted” (OECD, 2018). In both SMSS and PSS, classroom cultural diversity had grown substantially as a result of the increased attendance of Indigenous students, favourable immigration policy, and introduction of an international student program. SELs noted that increasing access to a school setting that mirrored global diversity was an essential element of GC programming. The Council of Europe (2016) identified valuing cultural diversity and creating environments where cultural affiliations, cultural variability, diversity, and pluralistic perspectives are appreciated as important to learning and working in increasingly interconnected and diverse societies.

UNESCO (2016) and OECD (2018) have opined that education is an essential tool in fostering social cohesion, preventing intolerance and conflict. Jackson (2017) described GC as “an antidote to intolerance and conflict.” SELs commented that culturally diverse classrooms are more frequently impacted by global events such as intercultural conflict, violent extremism, radicalization, and nationalism. The development of scripts to equip teachers in leading these inevitable, often difficult conversations, was cited as an important system-level administrative practice.

All SELs interviewed were of European descent and identified closing the gap between the cultural diversity evident in the student population, and that within leadership positions, as a critically important GC administrative practice. GC development requires a paradigm shift away from overwhelmingly ethnocentric leadership models, and “necessitates an examination of existing leadership models that have ignored ethnic and racial diversity” (Trimble & Chin, 2019).

The Government of Alberta (2018) defined reconciliation as “creating societal change through a fundamental shift in thinking and attitudes, increasing intercultural understanding to build a better society through learning about First Nations, Métis and Inuit perspectives and experiences.” This Indigenous population has been historically marginalized, and SELs noted the importance of examining all system practices through the lens of impact on nondominant cultures and minority groups. SELs also noted that their work with culturally distinct Indigenous populations provided valuable insights transferable across all cultures.

O'Connor & Zeichner (2011) argued that the theoretical lens of postcolonialism which acknowledges that current societal injustices are directly related to the history of European

colonization, is appropriate for reconciliation and for globally competent teaching. Benefits of reconciliation include greater social interaction, reduced stress, improved productivity in the workplace, and more positive views about society and the future (Biddle & Priest, 2019). Specific examples of administrative practices cited included instructional resource audits and the selection of more culturally representative resources. Policy documents outlining the parameters and principles for selecting classroom resources were developed to guide resource selection at the system and school levels.

Emergent Category 2: Visionary Leadership

The Government of Alberta (2018) defined visionary leadership as “engaging with the school community in implementing a vision of a preferred future for student success based on common values and beliefs.” SELs led a guiding coalition of educational and community stakeholders in developing vision and mission statements with GC as an integral component. The work was described as “inspiring confident, connected, caring ethically engaged citizens of the world” (PSS, 2021a) and developing “citizens who care deeply, think critically and act courageously” (SMSS, 2021). In both, the ideal graduate was described as one making meaningful contributions towards creating a sustainable world now and for future generations.

Visionary leadership also requires a system vision “based on common values and beliefs” (Government of Alberta, 2018). In SMSS, the core values associated with the mission statement were respect, responsibility, compassion, self-discipline, and integrity, with respect and compassion most frequently mentioned as particularly aligned with GC development. In PSS the five core competencies of creativity, communication, citizenship, critical thinking, and collaboration—were most often referenced.

The document analysis revealed a strategic plan entitled “Growing Roots and Wings” (SMSS, 2017) with a global design strategy featuring global competencies as an explicit system strategic priority. The two strategic plan goals are to be a school that:

- 1) prepares students with the intellectual, social-emotional, ethical and global competencies to become future-ready local and global citizens and leaders in an age of accelerations; (and)
- 2) integrates with and influences local and global communities (SMSS, 2017). Specific strategies including the provision of educational experiences for students within local and international communities, instruction in new languages, international student cohort programs, student and staff exchanges, and the establishment of out-of-province and international campuses” (SMSS, 2017) provided an organic and sustained GC focus. Brandon, Hanna, Morrow, Rhyason and Schmold (2013) argued that one of the first and most important best practices of system leadership is creating a widely shared and inspiring sense of purpose. Cawsey, Deszca and Ingols (2016) noted that lasting change depends on developing a shared vision and ensuring that the stated vision becomes part of the organizational culture.

Emergent Category 3: Pedagogical Leadership

Rincon-Gallardo (2019) defined pedagogy as “the relationship between educator and learner in the presence of knowledge” and described modern, effective school system-level leadership

as a “not merely managerial but, most importantly as a pedagogical activity”. Both SMSS and PSS had explicit pedagogical frameworks-Direct Instruction Teaching and Learning Framework (DITLF) (SMSS, 2018) and Powerful Learning (PSS, 2021a). Both outline organizational beliefs about what constitutes high-quality teaching and learning. SELs identified an instructional focus, consistency and coordination in instructional activities, and a preferred approach to instruction that all teachers were expected to emphasize as essential SEL leadership practices and central to facilitating GC development.

CMEC (2020) described the essential pedagogical features of competency-based education, inclusive of global competencies, as personalized, student-centered, and student-directed with a sharper focus on process-critical thinking, problem-solving, innovating, creating, scaling of learning, collaborating, and engaging-than on content. Strategies aligned with this pedagogical cultural shift, from a hierarchical to horizontal relationship, include project-based learning, internship opportunities, collaborative group work, use of real-life examples, opportunities for students to learn in different environments and contexts, organized discussions, structured debates, and service-learning (OECD, 2018). This pedagogical culture shift also applied to how SELs worked with schools and a shifting of leadership practices away from a command-and-control orientation to one of mutual learning and support. SEL work was described as “building circles of support” (Fernie, June 17, 2021) (while working) ... “shoulder to shoulder” (Stella, June 17, 2021) with school staff.

OECD (2018) defined agency as “the belief that students have the will and the ability to positively influence their own lives and the world around them, as well as the capacity to set a goal, reflect and act responsibly to effect change.” The DITLF and Powerful Learning frameworks both culminate with students taking action to build and sustain local and global communities. Powerful Learning also incorporates the concept of ethical entrepreneurialism, where entrepreneurialism is not just viewed through an economic lens, but also from a personal and societal well-being perspective. Students experiencing powerful learning identify and resolve complex personal and societal challenges, locally and globally. Ethically entrepreneurial students are described as being “impatient with lack of action. Doing is not something they decide to do-daily life is doing, and as natural as breathing air” (Fullan & Scott, 2014).

Making decisions based on evidence and research is a general educational best practice, Hunter (2004) highlighted that too often, GC programs are created through consensus, as opposed to a process grounded in research. SMSS and PSS SELs placed a high value on participation in formal GC research studies to inform their work.

Emergent Category 4: Globalization of the Curriculum

Egbo (2009) argued that the very act of choosing what to include in a curriculum is premised on a set of values. In Alberta, the K-12 curriculum is provincially prescribed, with school systems given the flexibility to offer locally developed courses after approval by Alberta Education. Mansilla and Jackson (2011) noted that developing GC does not necessarily require new subjects, but can be accomplished through the infusion of global issues and perspectives into existing

subjects and courses. In SMSS and PSS, character and leadership were explicitly taught and highlighted as two specific curricula particularly aligned with GC development.

OECD (2018) advocated for additional discrete, specialized, globally focused courses in a globalized curriculum approach. In PSS specialized courses, volunteer hours and service-learning projects were combined to earn a high school Global Connections Certificate and a junior high Global Constellation program was also developed. To earn the certificate a student completed leadership, character, and second language(s) courses, a dual-credit high school and university course (Citizenship Without Borders), and provided evidence of participation in school or community clubs for all three high school years (PSS, 2021b). In SMSS, the submission of a global competency portfolio and demonstrating the acquisition of knowledge about several diverse cultures were suggested as additional certificate requirements (Symonds, 2019).

Asia Society and OECD (2018) and Astin (1993) both noted the importance of extracurricular programs. In both SMSS and PSS, SELs encouraged informal global learning and provided opportunities to celebrate this learning. Examples included heritage fairs, intercultural weeks, “hello” messages in all languages spoken, maps displaying visually the cultural origins of students and staff, International Week celebrations, the Model UN, international clubs spearheaded by international students, virtual exchanges, student travel abroad programs, and a First Nations Chief-in-Council student governance structure at high schools. Alsubaie (2015) argued that the “hidden curriculum, or the unspoken or implicit values, behaviors, procedures, and norms that exist in the educational setting” can perpetuate the disadvantaged status of certain groups, and these extracurricular activities were cited as aspects of the informal curriculum that conveyed to students, staff, and the community that GC mattered.

Emergent Category 5: Global Connections, Relationships, and Partnerships

The Alberta Education International Education department priorities include helping students and staff “learn about the international community, gain intercultural knowledge and global competencies and communicate better with other cultures” (Alberta Education, 2021). In 2021 the PSS international student program was one of the largest in Alberta, and international students were seen as a significant catalyst for creating and perpetuating a more global, positive, and pluralistic worldview. The program brings a more cosmopolitan perspective into relatively culturally homogenous schools and SELs described the benefits to domestic students as building a more global outlook, increased cultural knowledge and skills, and an increase in acceptance of other cultures and ethnicities. The provision of international student and travel abroad opportunities, particularly to countries where English was not the primary language spoken, was cited as a primary administrative practice.

SELs supported and resourced opportunities to share unique system programming and approaches internationally by sending staff abroad for consulting purposes, and having international staff participate in system professional learning opportunities delivered locally. These increased global contact opportunities served to broaden staff perspectives, described by one SEL participant as “the most eye-opening of their career” (Daly, June 23, 2021). Both

SMSS and PSS had consulting agreements with several countries including Mexico, Germany, Columbia, Cambodia, and Australia. Tichnor-Wagner and Mainse (2019) highlighted establishing global connections and relationships as an important administrative practice in GC development.

Conclusions and Recommendations for Future Study

SELs identified a need for a more explicit integration of GC into their professional practice standard as it provides requirements for entry into school system leadership positions, for ongoing certification and regulation of members. They noted the misalignment with other key Alberta Education documents that guide the work of SELs where work is globally contextualized (Alberta Education, 2021; Alberta Education 2013; Alberta Education, 2011).

SEL's also identified that a deep commitment to the provision of a work and learning environment premised on equity, diversity and inclusion is an administrative practice category foundational to GC programming. SELs noted that further GC development begins with visionary leadership and the creation of a shared vision that captures hearts and minds in terms of GC importance. System leadership practices that foster the adoption of student-centered pedagogical strategies; a globalized curriculum that clearly described the outcomes, scope and sequencing of GC programming; and maximizing opportunities for students and staff to build global relationships, connections and partnerships were considered to be the most impactful school system leadership administrative practices.

Study limitations include that most GC frameworks in the literature review emerged predominantly from a Western, North American context. The participants in this study were also all of European descent. The COVID-19 pandemic also posed significant challenges, impeded the collection of data, and necessitated several methodology changes.

The researchers recommend that additional studies would benefit from conceptualizations of GC existing in other countries and cultures, and a more culturally diverse participant sample. As this study appears to be the first to examine GC best practices associated with system level leadership, future studies scaled to a system level to better understand the major program components, and a more comprehensive analysis of the full spectrum of administrative best practices would be beneficial. Further studies should also examine the development of benchmark indicators or metrics to assess effective implementation as such tools can guide system leaders and national ministries of education in building overall system leadership capacity.

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