THE NEED FOR TRANSFORMATIONAL LEADERS IN EDUCATION DURING TIMES

OF CHANGE IN BRITISH COLUMBIA

by

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Abstract

The aims of education have evolved to include a focus on educating the whole student, in order to develop responsible citizens who are able to contribute to their community and the world at large in the 21st century. In order to accomplish these aims, education in British Columbia has begun to change. Change of this magnitude requires principals and leadership teams who are skilled at change and reform. In order to change the curriculum, instructional strategies, assessment practices, and the pedagogy, the leadership teams in schools need to be prepared to challenge the status quo. This paper provides a review of the literature on Transformational Leadership as a proposed leadership model for education, especially in schools undergoing reform like the schools in British Columbia. Specifically, it proposes eight dimensions of a transformational leader, including the characteristics found in this type of leader. It looks at the effects of Transformational Leadership on the stakeholders, provides suggestions for school districts with respect to their hiring processes and provides recommendations for principal preparation programs in an attempt to better the teacher's who are to become the leaders of tomorrow.

Keywords: Transformational Leadership; Student Engagement; Student Achievement

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Chapter 1: Introduction

Background to the Problem

    Changing times.

    The role of education around the globe is changing now that we are into the 21st century. We live in a state of constant change. It is a technology-rich world, where communication is instant and information is immediately accessible. Stimulating a student's mind intellectually involves more than simply making them knowledgeable. Senge states "Education is about students' own development as a human being in the context of the society where they live" (TaishiConsulting10, 2012). Our world is a global society so we must educate students to be global citizens. By high school, students need to be involved in their community, discovering their sense of purpose and their ability to contribute and make a difference. To ensure they become healthy, active, and contributing citizens, the aims of education must expand to include moral and emotional development, socialization, problem solving, as well as healthy physical and intellectual development. Teaching students to work with others, embrace diversity, communicate, collaborate, be responsible, have morals and values, and to care and have empathy for others, are very valuable character traits that are becoming necessary in the workplace and in life. Students have a very real ability to know what the world is like, and are more aware of the problems and challenges we face as a society (e.g., poverty, hunger, the energy crisis, homelessness). If they don't feel they can solve these problems they will become desensitized to them and won't feel empowered to become global citizens

capable of making change (TaishiConsulting10, 2012). Daniel Pink (2005) states that individuals today are valued for their unique contributions and their ability to think creatively, take initiative, and incorporate a global perspective into their decisions.

In the province of British Columbia, education is undergoing a major reform. The new BC Education Plan was developed with the input of teachers and the BC Ministry of Education, and is currently in the phase of being rolled out and implemented in all public and private schools. The curriculum has been redesigned to incorporate a focus on personalized learning, as research has shown that no two students learn the same way or at the same pace (BC Ministry of Education, 2015). Personalized learning enables students to have more opportunity to pursue their passions and interests and has a greater chance of developing students who are lifelong learners. The vision of the new BC Education Plan is "to provide an education system that better engages students in their own learning and that fosters the skills and competencies they will need to succeed in the outside world" (BC Ministry of Education, 2015, p. 4). To ensure the development of an educated society, the goals of education in British Columbia are for students to be well-educated citizens who are able to think critically and creatively, communicate information effectively, be self-motivated and have a positive self-image, make independent decisions, contribute to society through work and engage within a community, be able to respect and work with others regardless of differences, and thrive in a rapidly changing world (B.C. Ministry of Education, 2015b). If this lofty and comprehensive goal is to be accomplished a transformation is needed in our education system.

The concept of developing educated citizens requires a major shift in our classrooms and schools given that the requirements are now much more sophisticated. In addition to an updated curriculum, there is a need to move away from a cookie cutter approach to instruction. There can no longer be one-size-fits-all approach to teaching. In order to develop competencies such as critical thinking and problem solving, collaboration and leadership, communication and digital literacy, personal and social responsibility, creativity and innovation, and global and cultural understanding (BC Ministry of Education, 2015) in students, teachers will need to commit to changing their best teaching practice. Schools will need to become learning communities not just for the students but also for the teachers. Schools must educate the whole student—mind, body and spirit—develop their values and their character, and help them to see themselves as contributing members to their community and as global citizens. Change of this magnitude puts an enormous amount of pressure on students, parents, teachers, school leaders, and the rest of the stakeholders in the education system. In order to create a school climate and culture that will embrace this version of education, teachers, students, and the surrounding community will need strong leadership to guide them, inspire them, and motivate them to do the work that's involved in making this shift within their classrooms, schools, and their expectations of what education should look like.

The role of the principal.

British Columbia, like other areas, is "experiencing an increasing public demand for school improvement to support student achievement, just as a growing body of research affirms administrative leadership as a key ingredient in school improvement" (Cherkowski & Brown, 2013, p. 28). Effective leaders have both a direct and an indirect

influence on the effectiveness of the school and on the achievement of students (Harris & Day, 2003; Leithwood & Jantzi, 2000).   The school leader is responsible for supporting and bringing the students, parents, and the school community at large together in support of one vision for education. As schools attempt to reform teaching and learning to match the needs of the 21st century, the agreement of a shared vision and goals of education within this community of stakeholders is of the utmost importance. Teachers are anxious about the changes being implemented and the amount of support they will receive from the Ministry and their school leadership team. Furthermore, there are still a lot of unanswered questions and concerns about the rollout of the new curriculum, the expectations of teachers and students, the organization of the school community, as well as how schools operate. Some areas of concern for teachers are: the amount of resources that will be available to support the integration of new curriculum, how much time they will be given to collaborate and grow their teaching practice, and how the new curriculum and new assessment requirements will meet the university academic requirements. These changes have created a need for the principal to no longer be simply responsible for maintaining the status quo. In his book *Change Forces: Probing the Depths of Educational Reform*, Fullan (1993) stated that the study of educational change "has brought us to the beginning of a new phase which will represent a quantum leap – a paradigm breakthrough – in how we think about and act in relation to change" (p. vii).   Fullan recognized that with reaching this breaking point within education comes the need for leadership capable of dealing with change. Changes of this magnitude require new models of leadership, as the old models that are

hierarchical are not effective anymore. Top down leadership models are no longer effective ways to run a school, especially during times of great reform.

Transformational Leadership Model

Principals will need new approaches to leading in order to serve the needs of the various stakeholders effectively. The principal is given the difficult task of ensuring the interests of the stakeholders align as these changes are implemented within the education system. Although the characteristics and dimensions of other models of leadership share and overlap with some of the dimensions of Transformational Leadership, Transformational Leadership is the model that stands out for use in times of reform. Transformational leadership has the potential for building a high level of commitment in teachers in relation to the complex and uncertain nature of the school reform agenda as well as fostering the capacities teachers need to respond positively to this agenda (Abu-Tineh, Khasawneh, & Al-Omari, 2008, p. 266). Transformational leaders also support the development of schools as learning organizations, and find more in common with collaborative approaches in which teachers are viewed as partners ((H. C. Silins, Mulford, & Zarins, 2002). Leithwood, Jantzi and Steinbach (1999) suggest that Transformational Leadership is the ideal leadership style for principals of schools considering substantial reform, as change management is a strength of transformational leaders. Transformational leaders recognize the need to develop a shared vision, a shared commitment to school change, and also support the development of changes in teaching and learning (Kurland, Peretz, & Hertz-Lazarowitz, 2010). Principals are also able to play a vital role in instructional leadership by providing inspiration, guidance, support and supervision for teachers as they make

changes to their teaching practice. This will be an important role of the principal as teachers will be required to put in more time and energy into their teaching practice and go above and beyond in order to implement the changes of required within the new curriculum in BC.

Statement of the Problem

Education is changing to align with the demands of the 21st century, and therefore our teachers and the leadership within our schools must change. Principals need new approaches to leading, as research shows problems with older leadership styles that utilize a top-down approach.   Principals continue to struggle with creating a positive school culture for staff and students, that will support and enable change, and that will develop their organization into a high-performing school. In times of change a leader cannot rely on maintaining the status quo, but rather must push the boundaries of the classroom in order to implement the new curriculum and find ways to motivate staff, students, and the stakeholders.

It is currently not mandatory for principals in BC to have completed a principal preparation program, therefore all principals in the school districts are not necessarily prepared with the leadership practices or skills needed to be successful as the leader of a school undergoing reform. Furthermore, studies have shown that Universities and principal preparation programs are not preparing school leaders with the leadership practices or skills necessary to be successful in the school setting (Quin, Deris, Bischoff, & Johnson, 2015, p. 75).   Universities must teach principals practices to prepare them to use achievement data to drive instruction, serve as an instructional coach, challenge the status quo, motivate and mentor staff, manage personnel, handle

disruptions in and out of the school, and understand the effects of economic, social, technological, and global change on schooling (Sadeghi, 2012).

Purpose of the Study

The purpose of this study is to outline the various dimensions of Transformational Leadership, and to substantiate whether or not it should be the preferred model of leadership for principals in British Columbia. Education is rapidly changing to meet the needs of the learner and our society in the 21st century. It is important that principals are using a type of leadership that is impactful during times of change and is specific to the contexts of where that change is occurring. Principals are responsible for changes within schools such as implementing new curriculum, creating a school climate and culture that is open to change, and motivating staff, students and parents to value these changes and be willing and excited to make changes to their learning and practice both inside and outside of the classroom. Principals will need to rally the stakeholders around a shared vision of what the aims of education are. The various dimensions of Transformational Leadership provide a solid foundation for principal prep programs and school districts to base their programs and their hiring protocols on. The study will also aim to create recommendations for principal preparation programs and school district hiring protocols to ensure the right people are placed into leadership positions within the province.

Statement of Research Question

The underlying question in this paper is: Will transformational leadership serve as an effective model of leadership for principals in British Columbia, allowing them to

serve the various stakeholders most effectively (students, staff, parents, other administrators, other educational stakeholders in the community)?

Importance of the Study

Education in British Columbia is undergoing a major reform in order to ensure schools are meeting the needs of society in the 21st century. Implementing the changes necessary to reform schools across the province is a difficult task and places a lot of pressure on teachers, staff, students and schools. These changing times and contexts require different and new models of leadership. Fullan (1993) states that successful reform efforts have focused on leadership as an organizational solution to improve student learning and teacher professional development. Since there is no clear path determined for school restructuring, or creating schools that are more responsive to the demands of the 21st century, "commitment" rather than "control" strategies are called for (Leithwood, 1994, p. 500).

It is vitally important that the leadership teams help shape the learning communities in schools to be able to meet the needs of students, staff, and others in an adaptive, responsive, relational fashion. Principals who are transformational leaders are able to identify and articulate a school vision, motivate others through example, support a culture of intellectual stimulation, and provide support and development to individual staff members (Leithwood, 1994; Robinson, Lloyd, & Rowe, 2008).   Silins, Mulford and Zarin's (2002) found that common themes are emerging about secondary schools in particular, which are successfully restructuring for change. "These themes include a school's commitment to, and ownership of, transparent, inclusive, collaborative efforts that include greater use of distributed leadership; taking the

initiative rather than always reacting; focusing on the learning needs of all students; and recognizing and acting on the need for all staff to be continuously learning" (p. 617). These themes are in alignment with the Transformational Leadership model. Furthermore, transformational leadership has been positively associated with a principal's effectiveness in implementing a reform agenda (Abu-Tineh et al., 2008).

Definitions of Terms

Transformational leadership: Transformational leadership is a model of leadership that causes change in individuals and social systems. It has a focus on improving organizational qualities, dimensions, and effectiveness (Burns 1978, p.426). It creates valuable and positive change in the followers with the end goal of developing followers into leaders. Burns states "it occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality (1978, p. 20).   Transformational leaders maximize their team's capability and capacity, and look to find new solutions rather than follow old patterns of solving challenges.

Transformative leadership: Transformative leadership is a model of leadership, similar to Transformational Leadership, where change is at the heart of the theory; however, it also focuses on social justice and democracy by challenging inappropriate uses of power and privilege that create or perpetuate inequity and injustice" (Shields, 2010, p. 564). This type of leader has been described as being able to "reach the souls of others in a fashion which raises human consciousness, builds meanings, and inspires human intent that is the source of power" (Bennis, 1986, p. 70).

Transactional leadership: Transactional leadership is a model of leadership where the leaders work within the system. They find solutions to problems by following a known pattern. They typically motivate by offering rewards, or exchanging one thing for another. The values of a transactional leader are honesty, responsibility, fairness, and honouring commitments (Burns, 1978, p. 426). Transactional leaders "clarify role and task requirements, and provide followers positive and negative rewards contingent on successful performance" (Antonakis & House, 2013, p. 9).

Instructional leadership: Instructional leadership is a model of leadership where a principal focuses on the management of curriculum and instruction. Hallinger (2003) developed a specific conceptualization of instructional leadership consisting of three goals 1) defining the school's mission, (2) managing the instructional program, and (3) promoting a positive school learning climate. Further to that, Hallinger has outlined ten functions of an instructional leader.

Stakeholders: refers to anyone who is invested in the welfare and success of a school and its students. This includes, administrators, teachers, staff members, students, parents, families, community members, local business leaders, and elected officials such as school board members, city council and provincial representatives.

21st century learning: a term used to refer to certain core competencies such as collaboration, digital literacy, critical thinking, and problem-solving that advocates

believe schools need to teach in order to help students thrive in today's digital, rapidly changing world.

Scope of the Study

This study is a review of the literature on leadership theories that are effective during times of change and reform, with a particular focus on transformational leadership. The focus is on contexts in British Columbia in the present time and not all findings and recommendations will be applicable to other times and contexts. The research process I will use to complete this analysis will involve a continuation of the research I have already done on the area of change management and transformational leadership, including the characteristics, personality traits, and behaviors found in great transformational leaders.

Chapter 1 Summary

The role of education around the globe is changing now that we are into the 21st century. The education system in the province of British Columbia is undergoing major reform. The physical settings within schools are changing to have more common areas to collaborate and socialize, classrooms are changing, teaching is changing, and finally a new curriculum is being implemented in all schools within the province. The vision of the new BC Education Plan is "to provide an education system that better engages students in their own learning and that fosters the skills and competencies they will need to succeed in the outside world" (B.C. Ministry of Education, 2015a, p. 4). This requires students to develop competencies such as critical thinking and problem solving, collaboration and leadership, communication and digital literacy, personal and

social responsibility, creativity and innovation, and have a global and cultural understanding (B.C. Ministry of Education, 2015a).   The new curriculum aims to get students to apply their skills and knowledge in real-world settings. Change of this magnitude puts an enormous amount of pressure on students, parents, teachers, school leaders, and the rest of the stakeholders in the education system. In order for teachers to have the motivation and passion to do the work involved in making this shift in their teaching to align with the core competencies of the new curriculum, they will need to be supported by great leadership. A top-down approach, mandating teachers to change their practice, will not lead to a successful implementation of this education plan. These changes to the curriculum, classroom instruction, and schools have created a need for the principal to no longer be simply responsible for maintaining the status quo.

The essential question of this paper remains: "Will transformational leadership serve as an effective model of leadership for principals in British Columbia, allowing them to serve the various stakeholders most effectively (students, staff, parents, other administrators, other educational stakeholders in the community)? It has been suggested that transformational leadership is the ideal leadership style for principals of schools considering substantial reform, as change management is a strength of transformational leaders (Fullan, 1993; Leithwood et al., 1999). And, if the Transformational Leadership model is the best choice for principals within British Columbia, then how do we ensure all principals in British Columbia are educated on the dimensions of being a Transformational leader?

Outline for the Remainder of the Paper

In my literature review, first I will summarize a few of the popular leadership models currently used in education. Then I will explore the various dimensions of a Transformational Leader. Next I will review research findings on the impacts and benefits of Transformational Leadership. This will then transition into my third chapter where I will first discuss the implications of having a transformational principal, particularly in certain contexts. Then I will offer my conclusions as to whether Transformational Leadership is the most effective model of leadership at this time. And finally I will offer my recommendations on what is needed within the principal preparation programs in order to prepare future and current leaders in education. I will close by offering my concluding thoughts.

Chapter 2: Literature Review

Introduction

The review of the literature begins with a conceptual analysis of the various

leadership models that are present and used within education today, extending from the

brief definitions I offered in the introduction. Defining any terms and concepts that

require clarification or further explanation will follow this. The chapter will then focus on

my dimensions of Transformational Leadership. These dimensions include: building

trust, creating a vision, instructional leadership support and supervision, distributed

leadership, developing community members, re-designing the school organization,

commitment to change; and, finally, I will take a look at the characteristics of a

transformational leader. This will be followed by a look at how these dimensions of

Transformational Leadership compare to the Leadership Standards for Principals and

Vice Principals of British Columbia that are used as the guiding principles for

administrators in B.C. Finally, the literature review will conclude with a look at the

research findings on the positive effects of transformational leadership with respect to

the impact of transformational principals, and the effects of transformational leadership

on teachers and students.

Leadership Models in Education: An Overview of Similarities and Differences

As the province undergoes major changes within education and rolls out a new

curriculum as part of a new education plan, it is more important than ever for school

districts to hire the right people to lead schools through this period of change. While the

research in this study is focused on Transformational Leadership as the leadership

model of choice for schools during times of change and reform in education, it is

important to provide some insight into how transformational leadership differs from the other leadership models being studied and used within education.

Instructional leadership and transformational leadership have emerged as two of the most frequently studied models of school leadership (Hallinger & Heck, 1998). Although they have many similarities, such as establishing and communicating a clear vision and purpose in the school, developing a climate of high expectations and a school culture focused on the improvement of teaching and learning, promoting activities aimed at intellectual stimulation and development of staff, and modelling the values that are identified as important in the school (Hallinger, 2003), they also have some significant differences. Instructional leadership models focus heavily on the principal as the expert and powerful authority (Hallinger, 2003), making it a top-down, directive approach to leadership. In contrast, transformational leadership is often considered a type of shared or distributed leadership as it focuses on developing a shared vision and shared commitment to school change (Hallinger, 2003).   Rather than the principal coordinating and controlling from above, transformational leadership focuses on stimulating change through bottom-up participation (Harris & Day, 2003).

Another way in which these models differ is in the extent to which the principal emphasises a coordination and control strategy versus 'empowerment' strategy. While the instructional leader "focuses on management of existing relationships and maintenance of the status quo," the transformational leader acts as an organizational catalyst empowering the teachers under her or his care, encouraging growth and development of learning communities, and promoting progress and improvement within the school (Honingh & Hooge, 2014).   "The transforming leader provides followers with

a cause around which they can rally" (Bass, 1995, p. 467) and develops and builds the capacity of the building rather than the individual. The instructional leadership model is lacking in motivating staff, and follows a more top-down approach, where the principal is the expert. This can be damaging to staff and tends to be unsuccessful during periods of change. This ability of the transformational leader to motivate and inspire through creating a shared vision that aligns with the personal interests and values of the followers is very different from the methods of a transactional and instructional leader.

One final distinction we can make between instructional leadership and transformational leadership is the means through which leadership achieves its effects – through first-order or second order changes in the school. Instructional leadership has a first-order effect on change since the principal influences conditions that directly impact the quality of curriculum and instruction. The leader is involved first-hand in direct supervision of teaching and instruction, and with managing and implementing the curriculum (Hallinger, 2003). Alternatively, transformational leaders have an indirect or second-order effect on change, as they lead by increasing the capacity of others in the school to produce first-order effects on learning (Lambert, 2002). For example, transformational leaders work with staff to identify personal goals and then link these to the big picture goals of the organization in order to increase commitment of the staff, who then go on to work towards the improvement of the school.

Leithwood (1994) has done extensive research on transformational leadership and he highlights 'people effects' as a cornerstone of the transformational leadership model. Within the model proposed by Leithwood and colleagues, many of the outcomes of interest in terms of restructuring schools are teacher effects (e.g., changes of

behaviour, adoption of new programs, teaching techniques). Thus, as suggested above, the principal's efforts become apparent in the school conditions that produce changes in people rather than in promoting specific instructional practices (Hallinger, 2003).

Dimensions of Transformational Leadership

The following dimensions of transformational leadership consider the original work of Burns (1978), followed by the work of Bass, where he presented a formal theory of transformational and transactional leadership, as well as the Full Range Leadership model of Bass and Avolio (1994), which contains the seven components of leadership behavior. In addition to this groundwork, transformational leadership has also been re-defined by Leithwood (1994) as well as by Kouzes and Posner (2010), who identified what they call exemplary leadership for producing the leader-follower trust that is central for transformational leadership.

1. Creating a shared vision.

One of the key dimensions of transformational leadership is setting a clear vision and direction. It is important that a direction is set for the organization, and that the vision reflects the will of the people who are affected by it. Any vision set for a school requires the buy-in of the teachers, staff, and students in order to be successful. Barnett and McCormick (2003) concluded that building a shared vision "helped to bind people together and establish group ownership" and "consensus and commitment to school vision were developed through leadership practices such as communication, leader credibility and the involvement of the school community in collaborative processes" (p.68). Furthermore, Leithwood's (1994) research found "quantitative studies show that the influence of transformational leadership practices on most outcomes included in

their research is most strongly accounted for by vision building and by practices fostering commitment to group goals" (p.509).

One of Bass's original five dimensions of transformational leadership referred to creating a shared vision. The dimension "Idealized Behavior" involves the leader having a vision and a strong sense of mission that is shared with subordinates, as well as engaging in high standards of moral and ethical acts (Bass, 1999). Because the followers admire this type of leader, they can identify with them and they try and emulate him or her and serve the initiative he/she is trying to implement. It is important that followers not only believe in the vision, but they also need to respect the leader enough to try and implement the vision. This process of setting the vision and creating an organization where everyone is working towards accomplishing the mission and vision is where transformational leaders are successful.

In research done by Quin et al. (2015), they found the greatest difference that occurred in leadership practices between principals of high performing schools versus low performing schools was with inspiring a shared vision and challenging the process. They are referring to two of Kouzes and Posner's Five Practices of exemplary leadership. 'Inspiring a Shared Vision' refers to exemplary leaders being forward-thinking. They state "you have to spend more of today thinking about tomorrow if your future is going to be an improvement over the present (2010, p. 113)." In order to set a vision for a school that is relevant and meaningful the leader has to be able to "challenge the process" and challenge the status quo so that the vision involves growing the organization to achieve something better.

Kouzes and Posner (2009) affirmed effective school leaders create a shared vision with the stakeholders in order to energize followers, develop a standard of excellence, and foster a commitment to academic excellence. They found that aside from honesty, the ability to envision the future and be forward-looking was the most sought after quality in a leader in their study. They further explain that constituents don't want a prediction of the future but rather they want to know how their dreams will come true and their hopes will be fulfilled. They state that one way to be more effective at inspiring a shared vision is to "help the team to understand how you got to your vision. We want to walk with you while you create the goals and vision so we all get to the end vision together" (p.1). In addition, Senge notes that a joint vision will encourage the stakeholders to buy into change efforts (2008), which is important when you are embarking on a reform of education.

2. Developing trust.

Trustworthy leaders create a culture of trust in their buildings; this trust is at the heart of successful schools (Tschannen-Moran, 2013). Building trust between a principal and the staff provides the foundation for achieving an effective school. The Ministry of Education in B.C. is asking teachers to redefine their teaching practices in order to implement new curriculum in their classrooms. New teachers will not be willing to put in this extra time and energy if they are not supported by an administration that they trust. "Even when school leaders work to build a common vision and foster acceptance of group goals, without trust these leaders do not inspire their constituencies to go beyond minimum requirements" (Tschannen-Moran, 2013, p. 40). Transformational leaders are known for igniting change from the bottom up, and one of

the ways this is accomplished is by building trusting relationships with staff. They are able to distribute responsibilities to teachers within the school, so that the decision-making is not just the responsibility of the administration. By developing staff members into leaders, transformational principals are creating a network of leaders within the school. This distributed leadership would not be possible if there was not a foundation of trust established and time spent building respectful relationships within the school (Cherkowski & Brown, 2013).

In their book *The Leadership Challenge* (2010), one of the five practices of exemplary leadership identified by Kouzes and Posner is "Model the Way." This dimension explains how fundamental it is that leaders earn and sustain credibility by doing what they say they will do.   In order to model the way, leaders have to first have a clearly defined set of beliefs and values for themselves, and second they have to set the example and live and lead by those values and beliefs. The message of what you believe is not in what you say, but in what you do (Kouzes & Posner, 2010).   If the principal doesn't believe in the province's change initiatives, and educate themselves on the areas of reform needed, then they will be unable to support the school undergoing change. They won't be supportive to the teachers reforming their practice, challenging themselves, and taking risks to better their teaching practice. Furthermore, principals won't be able to effectively communicate the vision for these changes to the parents and the wider school community. In addition, "many principals face a multicultural society with diverse values, which makes the cultivation of trust a significant challenge" (Tschannen-Moran, 2013, p. 41). Hargreaves and Fink assert that "trust is an

indispensable resource for improvement," the "social glue" necessary to develop school-based professional community (as cited in Marzano, Waters, & McNulty, 2005, p. 45).

Avolio and Bass (1994) identified five dimensions of transformational leadership, and the one that incorporates trust is called 'Idealized Influence.' This refers to the situation where the leader uses behaviors such as considering the needs of others over his/her own needs in order to inspire trust, respect, and admiration from followers. Teachers and principals are both leaders in the building according to students, and they need to model relationships of trust so that students can sense what trust looks like. Students are being asked to engage in activities such as cooperative learning and project-based learning within the classroom. These strategies will contribute to improving student's communication skills, and developing their problem-solving strategies, which are both core competencies within the new curriculum; however, both of these instructional strategies require a classroom and a school where trust is established.

3. Instructional leadership, support and supervision.

The role of the principal in providing support, supervision, and instructional leadership is changing. While these elements of leadership remain important to the improvement of school effectiveness, it is no longer believed that one administrator can serve as the instructional leader for an entire school without substantial participation of other educators (Lambert, 2002) – the days of the principal as the lone instructional leader are over. Rather than focusing specifically on direct coordination, control, and supervision of curriculum and instruction, transformational leaders seek to build the organization's capacity. Transformational leaders "are 'people oriented'; rather than

focus on tasks and performance, they build up relationships and help followers develop goals and identify strategies for their own accomplishments" (Mitchell & Tucker, 1992, p. 32). Transformational leaders are able to employ strategies that help teachers appreciate the purpose for change, which then drives their commitment to developing, trying out, and refining new practices until those purposes and the changes are accomplished (Leithwood, 1994).   A principal will benefit from appreciating the uniqueness of each individual teacher, and determining what they are motivated by, when it comes to monitoring and encouraging a teacher's growth and development.

The dimensions defined by Bass and Avolio (1994) that relate to instructional leadership are 'Inspirational Motivation' and 'Individualized Consideration'. Inspirational Motivation involves the leader behaving in a way that provides meaning and challenge to the employees work. The leader must make sure they clearly communicate the expectations of teachers, and that they motivate the employees to strive to meet these expectations (Mahalinga Shiva & Suar, 2012).   In addition, Individualized Consideration involves the leader paying special attention to the growth of each subordinate by acting as a mentor (Avolio, Bass, & Jung, 1999). The leader is responsible for determining the areas of growth required for each individual teacher, and addressing these areas of concern through the use of training, coaching, and counseling strategies. They state the leader must also involve the teachers in goal-setting, problem-solving, and decision-making (Mahalinga Shiva & Suar, 2012). In the transformational leadership model this coaching and mentorship role of the principal could involve connecting them with other professional learning communities who share a common interest or area that requires growth, rather than the leader providing all the answers.

It is important to note that any intention to provide instructional leadership, especially in secondary schools, is complicated by the fact that in many cases principals have less expertise than the teachers whom they supervise (Hallinger, 2003; Lambert, 2002). Furthermore, "the size of secondary schools challenges the feasibility of principals exercising the sort of direct influence on classroom practice envisioned in early views of instructional leadership. There are too many teachers and classrooms for the time available" (Leithwood, 1994, p. 501). In addition, the complexity of the curriculum makes it difficult for a principal to have the pedagogical content knowledge required for expert teaching, and to perform valid direct teacher supervision. Considering these concerns regarding the principal providing instructional supervision, the logical evolution would be for teachers to take on this role. It's time for leaders to recognize the wealth of knowledge and expertise within their teaching staff. They need to trust the brilliance of the great teachers and learn from and with them. Elmore (2000) agrees that the solution to the unlikeliness of a principal having the time, energy or ability to master the extant of knowledge to provide guidance on curriculum, instruction, and assessment is to distribute the leadership. Through opportunities like collaboration, professional development, professional learning communities, and having a strong motivation and desire to evolve and develop teaching practice to meet the needs of the 21st century learner, some of this responsibility should fall to the teachers. Leithwood (1994) states that "the professionalism of teaching is a centerpiece of the school restructuring agenda" (p. 501). He continues that under the transformational leadership model, teachers have the opportunity to showcase their professionalism and take on a non-teaching leadership role, as they are the candidates that have the high levels of

pedagogical expertise in the classroom and can become mentors and provide support

for their colleagues that are struggling or have areas of growth. Through distributed

leadership, as one of the dimensions of transformational leadership, the involvement of

teachers in supporting and developing instruction is possible.

    4. Distributed leadership.

Transformational leadership focuses on fostering "an organizational culture that

values the development of beneficiaries, teamwork, and participative decision-making"

(Mahalinga Shiva & Suar, 2012, p. 704). Deliberation and collaborative decision-

making are not optional but essential for educational organizations in the twenty-first

century.   Harris and Day found that although "all 'heads' of schools adopted autocratic

and 'top-down' leadership approaches at critical times in their school's development,

they all agreed that this leadership approach was the least likely to lead to generate, or

sustain school improvement." (2003, p. 93). In order for effective change to take place,

teachers as well as the administration have to become change agents. Chernowski and

Brown (2013) found that "principals can be essential in establishing a culture that

encourages teachers to take on more leadership roles" (p. 25).   Furthermore, if the

change process is to be successful you cannot focus only on the principal's role, as it

doesn't adequately describe the learning community that is needed to lead effective

change in an organization. Learning communities are "built around shared visions,

values, and goals, have a collaborative work culture, are places where collective

learning and shared understanding exist, focus on reflective practice, and are sustained

through creating environments that are rich in leaders at all levels of the school"

(Cherkowski & Brown, 2013, p. 27). In order to accomplish the changes necessary

within our schools to meet the needs of the global shift in learning and educating, and to ensure these changes are sustainable, our schools must become learning communities. This requires leaders to develop leadership capacity at many levels of the school (Fullan, 2002).

Support for the importance of distributing leadership can be found in Bass's fifth dimension of transformational leadership—Intellectual Stimulation. Intellectual Stimulation is where employees are encouraged to question the status quo and become creative problem solvers (Bass, 1999). By involving staff in the problem-solving process and developing their problem solving skills, Bass identified that these skills will enable the followers to share in the responsibility of making decisions. Kouzes and Posner (2010) identify 'Enabling Others to Act' as the practice of exemplary leadership involved in distributing leadership. This is accomplished through fostering collaboration by generating a strong sense of shared creation and shared responsibility. They expand and state that in order for transformational leaders to do this they must be able to create a climate of trust and facilitate relationships (Kouzes & Posner, 2010).

In order to distribute leadership effectively, relationships built on trust and respect have to have been developed within an organization. van Oord states that "leadership does not reside in an individual but in the relationship between individuals, which emphasizes that the quality of interpersonal relationships within an organization is as important in determining successful leadership as the particular skills and traits of the individual leader" (2013, p. 421).   The transformational leader must maintain positive working relationships with staff. Cherkowski and Brown's (2013) study reiterated that when principals build respectful relationships with staff they are better able to recognize

the strengths of their staff and find ways to develop their leadership. The principal also has to create a safe and trusting environment, and must work to develop a culture of trust and respect in order for teachers to develop their leadership voice (Leithwood et al., 2007). Finally, van Oord found that "leadership is the action of gathering knowledge from different points of view, the careful critique and evaluation of this knowledge, followed by a shared decision-making process" (2013, p. 423). There is a need for a paradigm shift in conceptions of leadership, "which start not from the basis of power and control but from the ability to act with others and to enable others to act" (Harris & Day, 2003, p. 97).

The many changes being implemented alongside the B.C. Education plan are bringing about more changes in a school than one administrator is able to handle alone. "To cope with the unprecedented rate of change in education requires not only challenging the current orthodoxy of school leadership and relinquishing models suited to a previous age, but also establishing new models of leadership that locate power with the many rather than the few" (Harris & Day, 2003, p. 97). It would be ideal to have already developed leaders and distributed the leadership within a school, so that when the time comes to implement changes and school reform the right people and teams are in place to lead the change initiatives. Leaders should also remember that "the main mark of a school principal at the end of his or her tenure is not just that individual's impact on student achievement, but rather how many leaders are left behind who can go even further" (Fullan, 2005, p. 57).

5. Developing community members: Supporting the well-being of all school members.

In addition to the previously mentioned dimensions of transformational leadership, it is important for principals to support the well being of staff and students. By recognizing and supporting the intellectual, emotional, physical, moral and spiritual well being of staff, the principal will be able to establish a personal connection with teachers. This connection will enable the formation of positive relationships, which are essential for change management within a school community. Jacobson, Johnson, Ylimaki, & Giles (2005) found that the ability of the principals in their study to develop and influence people was enhanced by the caring relationships they created with faculty, students and parents. For example, one principal was able to win over their staff by reminding them at a staff meeting that family comes first, not the job. In saying this, she showed them that she valued and cared about them as people. Relationships are the key to building trust, establishing distributed leadership, providing successful mentorship and instructional supervision, and creating a genuinely shared vision with staff. When a leader respects the whole person, community members feel valued and supported. They are more willing to contribute their ideas and become more involved in the decision making process.

The education system in B.C. is focusing on personalized learning to help students from various cultural backgrounds, with different interests, aspirations, and learning needs connect to their learning. This is also true for adult learners. Teachers require different growth plans, educational programs, learning experiences, and support to personalize their learning. Poplin (Leithwood & Poplin, 1992) states, "To promote

teacher growth, leaders must first come to know who teachers are" (p. 11). The same way we are implementing personalized learning for students to guide their growth and base their learning on their own personal interests, we must do the same for teachers. A principal needs to have an understanding of what motivates a teacher in order to organize opportunities for growth in the teacher's area of interest. This will enable the teacher to develop his/her instruction and best practice in areas of innovation that interest them. The idea of getting close to people in order to determine what motivates them, and what's important to them was also evident in Bass's work. Bass (1999) defined 'Individualized Consideration' as a component of transformational leadership where leaders pay attention to the needs and the potential for developing others. He describes transformational leaders as establishing a supportive climate where individual differences are respected, and where leaders are aware of individual concerns.

In complex times, emotional intelligence in a leader is a must (Fullan, 2002). Emotional intelligence encompasses competencies of how we relate to ourselves, through self-awareness and self-management, and how we related to others, through social awareness and relationship management (Goleman, Boyatzis, & McKee, 2002). Emotionally intelligent leaders are able to build relationships because they are aware of their own emotional makeup and are sensitive and inspiring to others. Building relationships and teams is one of the most difficult skills for a leader, but "well-established relationships are the resource that keeps on giving" (Fullan, 2002, p. 18). By learning empathy, a leader will be better able to relate to others and show genuine care of the well being of their staff. As Collins (2001) states, "Good companies don't motivate their people, their people are self-motivated." It's important as a leader to build

and develop personal relationships with teachers in order to find out what they are

motivated by. Learning the concerns, opinions, strengths, weaknesses, and passions of

a teacher will enable a leader to provide the supports, resources and guidance to grow

this passion into actions that improve teaching practice. "Leaders who are adept at

cultivating people's abilities show a genuine interest in those they are helping along,

understanding their goals, strengths, and weaknesses. These leaders can give timely

and constructive feedback and are natural mentors or coaches" (Goleman et al., 2002,

p. 253).   Transformational leaders must take an active interest in the individual person

in order to provide meaningful feedback and mentoring, and in order to establish

relationships that facilitate change.

6. Re-designing the school organization.

 Both our school and community environments are becoming more and more

complex; therefore, we need organizations that are flexible and adaptable. Leithwood

and Poplin (1992) confirm that schools are complex systems made up of parts with

greater interdependencies than we earlier believed, and that this complexity is a major

reason for the predictable failure of educational reform.   Because we live in webs of

interdependence (IBM Social Media, 2011) that are becoming more and more unstable,

it is important for our school organizations to acquire greater capabilities of adapting.

This ability to adapt must involve creating a school culture capable of continuous

change and learning (Fillion, Koffi, & Ekionea, 2015). Re-designing the organisation

involves building collaborative cultures, as well as restructuring and re-culturing the

organization. (Leithwood, Harris, & Hopkins, 2008). Our schools need to be re-

designed to become learning organizations where leaders have an understanding of

systems thinking. A learning organization understands how everything is interconnected. The people, the ideas, the context, history, the goals are all connected, and a change in one area is able to cause ripples of change (often unexpected) in reaction somewhere else.

Schools often function as very individualistic entities rather than as collaborative organizations. "A good school … is a place where everyone is teaching and everyone is learning—simultaneously, under the same roof" (Barth, 1990, p. 163). Schools need be re-designed to become learning organizations in order to facilitate collaboration and attain collective smartness. "Schools that function as learning organizations in a context of rapid global change are those that have systems and structures in place that enable staff at all levels to collaboratively and continuously learn and put new learnings to use" (H. C. Silins et al., 2002, p. 616). Learning organizations apply the principle called the synergy effect, also termed the "2 + 2 = 5 effect," which is where two people working together produce a combined effect that is greater than the sum of their individual effects. Peter Senge (2013) states that "the organizations that will truly succeed in the future will be the organizations that discover how to tap people's commitment and capacity to learn at all levels in an organization" (p.4).   He defines a learning organization as being "where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together" (p.3). Senge outlines that creating learning organizations is centered on five fundamental disciplines: systems thinking, personal mastery, mental models, shared vision, and team learning.

Senge's five disciplines (2013), when practiced together, create the conditions needed to be an effective learning organization. The discipline of *Personal Mastery* refers to one's ability to continually practice honest reflection and evaluation in order to identify and deepen a personal vision. This personal vision contributes to the achievement of personal and professional development and ideally the goals of the organization, as well. This concept would apply to the leader's role in providing instructional support and mentorship to teachers to enable their personal growth. In order to succeed at this goal every member of the organization has to be a lifelong learner.   The discipline of *Shared Vision* involves having a common understanding of a desired future. When the individual and personal goals align within an organization it can be a strong motivator of change. Shared vision is also one of the dimensions of transformational leadership previously outlined in this paper. The discipline of *Team Learning* involves the practice of collaboration and support and developing the capacity of everyone in the organization. Individuals learn more quickly and effectively as a focused group than they would on their own. When teams are learning together "they are able to produce extraordinary results and the individual members are growing more rapidly than could have occurred otherwise" (Senge, 2013, p. 9). The discipline of *Mental Models* involves challenging and scrutinizing the mental models that are "deeply ingrained assumptions, generalizations, or even pictures or images that influence how we understand the world and how we take action" (p. 8). Having an awareness of our own biases and assumptions helps us be more honest about what we are experiencing and more accurate in identifying underlying issues. Practicing this discipline in a school would help the leader to challenge staff to breakdown the many barriers that are in the

way of change. It is difficult to remove assumptions when an organization, such as education, has remained relatively the same for a century. *Systems Thinking* is the fifth discipline and it involves integrating all the disciplines together.

Systems Thinking as the fifth discipline "integrates the disciplines, fusing them into a coherent body of theory and practice" (Senge, 2013, p. 11). Systems Thinking appreciates that individuals, policies, organizations, decisions, and relationships are all interconnected elements in a larger context.   "By enhancing each of the other disciplines, it continually reminds us that the whole can exceed the sum of its parts" (Fillion et al., 2015, p. 77).   It is important to note that the disciplines must all be developed together, at the same time, in order to achieve success. Senge (IBM Social Media, 2011) highlights three characteristics of a systems thinking approach. One is a very deep and persistent commitment to 'real learning,' two is being prepared to be wrong and change your own mental models, and three is the need to triangulate. To triangulate, you need to get different people, from different points of view, who are seeing different parts of the system to come together and collectively start to see something that individually none of them see. This ability to triangulate is important for a transformational leader and is an extremely important ability of a principal. It is a way to utilize the effective relationships they have built, using good communication and collaboration, as ways to better understand systems thinking within their school. Systems thinking gives leaders the ability to determine why problems come about, and helps them gain the various perspectives to see these problems with a new understanding in order to gain some leverage in dealing with the problems as they arise.   Senge explains that by questioning our assumptions and values and beliefs as

to why we do what we do, we can change the strategies and techniques used in order to get different results (Fillion et al., 2015).

7. Commitment to change and adapting to local and global contexts.

A leader needs to be foreword thinking and should continuously seek out ways to improve their organization. They need to look outside of their school and school district and find ways to collaborate with other educators, leaders, and organizations. Principals need to be aware of local and global trends in education, should have a commitment to making improvements and bettering the school, and should also aim to accomplish sustainable change. In order to accomplish this, principals need to understand the importance of 'change processes' (Bergeson, Shannon, & Ed, 2007; Fullan, 2002). In order to be a change agent, leaders must stimulate change within their organization. They can accomplish this by analyzing the organization's need for change, finding problems that need to be solved, removing barriers that work against change, creating a sense of urgency around implementing change, and by putting plans and structures in place that enable change (Marzano et al., 2005).   Fullan (2002) reminds us that having innovative ideas and understanding change process is not the same thing. He defines understanding change as "innovating selectively with coherence" (p. 17), and says you have to appreciate the "implementation dip" (p.17) that is inevitable with trying something new. Being a change agent involves getting commitment from others who might not like one's ideas. Fullan (2005) states "the change process is about establishing the condition for continuous improvement in order to persist and overcome inevitable barriers to reform" (p. 55).

The responsibility of the school principal extends beyond the walls of the school they are leading.   It is important for principals to have a commitment to changing and improving education within their school, within the district and in the province. "Large-scale success cannot be achieved if districts continue to act independently of each other" (Hargreaves & Ainscow, 2015, p. 47) It appears that many principals are competing with each other rather than collaborating. This competition "prevents schools from learning from one another and has a negative effect on student achievement results" (Hargreaves, Shirley, Harris, & Boyle, 2010, p. 18). Hargreaves and Boyle (2015) describe a story of education reform in the town of Hackney, where the reform of their education system began with the principal's each viewing every student in their community as a collective responsibility. They realized that "combining competition with collaboration creates more uplift" (p.46). The leadership model Hargreaves and Boyle described was deemed Uplifting Leadership, which they defined as "raising the spirits, hopes, and performance of the professionals and other adults in a community so that they will uplift all those they serve" (p.44). According to Fullan (2002), the moral purpose of principals is social responsibility to others and the environment. They need to act with the intention of making a positive difference in their own schools as well as improving the environment in other district schools. Hargreaves and Ainscow (2015) state "leading from the middle can use the power of local solutions to diverse problems in an environment where schools work with schools and districts work with districts as they exercise collective initiative and responsibility for all students success" (p. 47). This is especially important in British Columbia where Principals and Vice-Principals are moved every 3-5 years to a different school. This mandatory movement should help

develop a sense of ownership over all the schools within the school district, and a

connection to the successes and failures within each school. Developing principals who

have the time and energy to care beyond their own school is not an easy task.

Transformational leaders must see the big picture of education reform, and the impact

that education has within their community, province, and country. Sustained

improvement of schools is not possible unless the whole system is moving forward

(Fullan, 2002). It is the collective responsibility of educators to drive education forward

and "when leaders help other leaders they strengthen the capacity within themselves

and among those they lead" (Hargreaves et al., 2010, p. 19).

       Having a collaborative edge as an organization has been shown to be

advantageous in both business and education organizations around the world

(Hargreaves et al., 2010).   By taking on the view of "success for all", schools and

educators in places such as Finland and England are able to collaborate for the benefit

of the cities and communities they serve. In Finland there is a lot of confidence placed

in teachers and principals as professionals, which enables them to "bring together

government policy, professional involvement, and public engagement around an

inspiring social and educational vision of prosperity, opportunity, and creativity in a

world of greater inclusiveness, security, and humanity" (Hargreaves & Shirley, 2012a, p.

71). In England, performance federations were created to enable schools to learn from

a 'mentor' school, which is another school that has achieved higher results with similar

student demographics. Resources for improvement were distributed to the schools

themselves so they could assist one another, rather than going through the district office

(Hargreaves et al., 2010).   Globalization has increased the ability of people, ideas, and

resources to travel. It is more important than ever for teachers and principals to look outside of their community for ideas and inspiration. As Kouzes and Posner (2010) explained as part of 'Challenging The Process,' leaders have to search for opportunities to innovate, grow and improve. They need to look outside of themselves and the organization for new processes and ideas. By collaborating with other principals within the same school district, or province they will establish a community that is all working towards the same thing – improved learning for students.

Another thing high performing systems do is successfully combine improvement and innovation. "Innovation is not looked at as a luxury to follow basic improvement, but as something that must accompany improvement in a disciplined way if incipient decline is to be averted" (Hargreaves & Shirley, 2012b, p. 12). In Alberta, they instituted a program called Alberta's Initiative for School Improvement (AISI). AISI's mission was to fund teachers, principals, students, and community member's innovation projects that were unique to the local needs of their schools. Since the local needs vary from school to school and between districts within the province, schools and districts are able to develop their own improvements and innovations that are unique to their local context. The program included both teachers and principals in the change initiatives, which helped build a collaborative network within schools and between schools and districts around the province. The province spends approximately two percent of the provincial education budget on these innovations, and the impact on student learning must be documented.   Providing the opportunity and funding for both teachers and principals to get involved in innovation ensures that the whole system is moving forward, and utilizes the creative powers of the professionals at the grassroots level.

According to Hargreaves and Fink (2006), "Change in education is easy to propose, hard to implement, and extraordinarily difficult to sustain" (p. 1). Fullan (2002) states that the "principal of the future must be attuned to the big picture, a sophisticated conceptual thinker who transforms the organization through people and teams" (p.17). One of the five essential components he proposes that leaders have is an understanding of the change process. He further explains that in order to accomplish deep and lasting, sustainable change, a leader must transform culture by "changing what people in the organization value and how they work together to accomplish it" (p.18). Furthermore, sustaining change also requires planning for turnover in leadership. The hiring of new leaders, including school board representatives such as superintendents, principals, and even teachers can make or break reform efforts. In school districts where there is a pattern of moving leaders from one school to another every few years, it is extremely important that the district considers the various reform efforts happening in each school when appointing these changes in leadership. This constant shuffling can be damaging to change initiatives, as it takes time for a principal to develop trust in their staff, inspire a shared vision, build a team of great leaders, accomplish the reform initiatives they set out to change, and ensure any changes made are sustainable. We need to hire leaders who have the capacity to develop other leaders, as "the main mark of a school principal at the end of his or her tenure is not just their impact on student achievement, but rather how many leaders are left behind" (Fullan, 2005, p. 57).

8. Modeling the 15 characteristics of a transformational leader.

There are many personality traits, characteristics, and behaviors discussed in the

literature with respect to leadership. First, it is worthwhile to differentiate between a characteristic and a personality trait. A characteristic is a feature or quality belonging to a person or thing ("characteristic," 2017), whereas a trait can be defined as habitual patterns of behavior, thought and emotion.   A personality trait can be explained as either something a person has or doesn't have, or as a dimension which each person rates somewhere along a spectrum (Cutler, 2014). For example, people can be viewed as possessing the trait of extroversion or introversion, or they can be considered as falling somewhere on the spectrum of extraversion versus introversion. Furthermore, "one of the biggest problems in past research relating personality to leadership is the lack of a structure in describing personality, leading to a wide range of traits being investigated under different labels" (Judge, Bono, Ilies, & Gerhardt, 2002, p. 766). For the purpose of this discussion, characteristics and traits will be defined as qualities a person possesses that influence their behavior.

It continues to be debated whether the characteristics of a leader can be developed through management and leadership training courses or whether they are innate in a leader. In addition it has been argued that although "traits do not ensure leadership success, some traits do distinguish effective leaders" (van Eeden, Cilliers, & van Deventer, 2008, p. 254). The many characteristics of a leader that are listed and explored within the research are not likely to be found within one individual. Rather, they are characteristics not so much of the leader, but of leadership (Hallinger, 2003, p. 340). In order to identify which characteristics are foundational to transformational leadership I considered the previous seven dimensions outlined in this paper. The

following fifteen characteristics are the ones I feel are the most important for a transformational leader to possess.

In order to ensure a strong vision is created and shared by staff it's important for the leader to have a strong set of ***ideals and beliefs***, and a clear ***purpose*** for schooling and education. Marzano, Waters, and McNulty (2005) defined 21 leadership attributes that they found to have a positive effect on student learning, and 'focus,' 'ideals and beliefs' were on this list.   A leader has to have ***self-confidence*** in order to stand firm behind their values and beliefs, and in order to guide the creation of a shared vision. In a study done by Judge, Bono, Ilies, and Gerhardt (2002) they compared past reviews of the traits of effective and emergent leaders, and found that self-confidence was the only trait that appeared consistently in the majority of the reviews. Another trait important to vision setting is ***communication.*** The transformational leader must establish strong lines of communication with staff, students and parents in order to ensure the stakeholder's voices are all heard in the process of establishing consensus around a shared vision.

Trust was the second dimension of transformational leadership. The characteristics of a transformational leader that I feel are inherent to developing trust are ***integrity,*** and ***competence***. In order to form trusting relationships principals have to be honest in their interactions with teachers, where "honesty refers not only to the conventional sense of telling the truth, but it also includes a sense of integrity" (Tschannen-moran & Gareis, 2015, p. 69). Staff and students have to believe that the principal will do the right thing even when nobody is watching.   The other characteristic important to establishing trust is competence. In order to create a trusting school

culture the leader must be competent, and reassure the staff and students through their actions that they are capable of doing their job. These two character traits are in line with the work done by Tschannen-Moran (2013), as she outlines that the five qualities of relational trust are benevolence, honesty, openness, reliability and competence. When trusting relationships are established they enable school improvement initiatives by enabling innovation and facilitating public problem solving (Bergeson et al., 2007).

The third dimension of a transformational leader is the ability to provide instructional leadership, support, and supervision.   While leaders have to have the ability to create professional relationships, establish trust, and communicate effectively in order to successfully mentor and guide teacher development and professional growth, they also must be ***knowledgeable.*** Transformational leaders don't necessarily have to be involved in the actions of curriculum, instruction and assessment but they must be aware of best practices. They must have knowledge in these areas in order to provide guidance to teachers, create and invite staff into having conversations around hot topics in curriculum, instruction and assessment as well as any other areas of reform within education.   They then have to use their knowledge to ***engage*** the faculty and staff, and provide intellectual stimulation around current theories and practices surrounding effective schooling. The principal can engage staff by providing current research, time, and resources to support and encourage teacher's development around areas of innovation. Intellectual stimulation has also been linked to the change process, as "deep changes require deep learning" (Marzano et al., 2005, p. 53). Furthermore, if the leader has the knowledge and is able to intellectually stimulate their staff, then in order to put this knowledge and intellectual thinking into action they have to set and

uphold high-performance expectations of staff and students. They have to expect staff

to be innovative, hardworking and professional, and they have to provide opportunity to

nourish creativity. They also have to use their expectations to change the attitudes and

behavior of staff ((Bergeson et al., 2007).

To support the dimension of distributed leadership, principals must be

collaborative (Leithwood, 1994; Marzano et al., 2005). They have to model the

behaviours that inspire people and teams to make collaboration a competitive

advantage (Ricci & Wiese, 2011). In order to build a collaborative team, leaders must

be **authentic** and **transparent**. Authentic leadership involves a leader's ability to follow

through on commitments, to do what they say they will do, and model their values and

beliefs. This was also important under Kouzes and Posner's (2010) work and was

described in their dimension of Modelling the Way. In order for collaboration to succeed

leaders need to operate with transparency; they must "relentlessly pursue transparent

decision making" (Tumin & Bratton, 2012). By clearly communicating the thought

process behind making decisions, and the guiding principles of the decision making,

staff will learn the challenges involved and will spend less time questioning how or why

a decision was made (Ricci & Wiese, 2011). Another way leaders can show

transparency is by having a common approach to assessing and communicating the

distribution of resources. Creating a shared vision enables a leader to then use this

vision to guide the decisions around budget and resource allocations, and enables staff

to understand these decisions. The more transparent a leader is, the more information

staff has access to. Principals must provide opportunities for staff to be involved in the

development of school policies, and in important decisions. If principals want to engage

teachers in problem solving and leadership roles within a school, then they need to share information with staff and involve them in the decision making process.

The dimension of transformational leadership focused on supporting the well being of all school members requires a leader that values relationships. Although this characteristic is important to almost every dimension of a transformational leader, it is of the utmost importance to developing and supporting the well being staff and students – principals must be *relational*.   At the heart of the transformational leadership model is the importance of building strong relationships. Hogan emphasises social and interpersonal skills as present in transformational leaders. (as cited in van Eeden et al., 2008). The principal has to take a genuine interest in the individual person as well as the professional person in order to develop trusting relationships. Bryk and Schneider found that the quality of social relationships had a "powerful role" in successful school improvement efforts in the schools they studied (as cited in Marzano et al., 2005). They have to maintain professional relationships with staff in order to develop a mentoring relationship where they can encourage staff.   Principals need to model being the learner so that they can discuss self-reflection practices and professional growth plans with staff in an authentic way. By investing in these relationships principals will be able to encourage teacher's to take risks and try new things.

In order to succeed in re-designing the organization, leaders have to exercise many of the characteristics previously mentioned. They have to be *collaborative* in order to develop a shared vision, distribute leadership effectively, and utilize the talent and knowledge of expert teachers to provide instructional support and supervision, as the principal cannot service as the only knowledge and expert within the building.

Collaboration is also essential for creating a learning organization. They have to create, organize and lead ways to collaborate that result in the teams learning, and therefore the organization learning. Principals have to redesign the school culture around learning by providing opportunities, relevant and cutting edge research, and the resources needed.

The second trait that is required to re-design the school organization into a learning organization is the leader must practice *lifelong learning*. Committing to lifelong learning is important to being an effective agent of change. Principals must model the way and show staff that there are always ways to improve and better ones self and the organization. "The more you learn, the more acutely aware you become of your ignorance" (Senge, 2013, p. 10). Engaging in lifelong learning themselves will inspire others, which will change the culture of a school. Senge (2013) states that "to practice a discipline is to be a lifelong learner" (p. 10). Therefore, an organization is always in the state of practicing the disciplines of learning and becoming better, they have never arrived at perfection.

In order to show their commitment to change and be capable of adapting to the changing local and global contexts, the next dimension of transformational leadership, a leader must be a *change agent*. They should be willing to challenge the status quo and "temporarily upset the school's equilibrium" (Marzano et al., 2005, p. 44). According to Silins, Mulford, and Zarins, effective change agents are leaders who protect those who take risks, and they enable staff to feel empowered to make decisions and experiment with taking risks (as cited in Marzano et al., 2005). Transformational leaders are found to focus on organizational change, use more future

planning, and use innovative problem solving (van Eeden et al., 2008, p. 254). They

should be willing to lead change initiatives with uncertain outcomes, and always be

systematically considering new and better ways of doing things. The transformational

principal also must be *flexible*. Flexibility enables the leader to adapt their behavior to

the needs of the current situation (Marzano et al., 2005).   As leadership becomes more

distributed within the school, uncertainty may increase rather than decrease. This is a

result of more 'voices' (administrators, teachers, parents, staff, students) engaging in

the process of providing leadership for school improvement. "Transformational

leadership requires a higher tolerance for ambiguity and uncertainty from the principal,

and an ability to live with the messy process of change" (Hallinger, 2003, p. 340).

Finally, it is important to note that although earlier research on the characteristics

of a transformational leader highlighted charisma as a mandatory trait (Bass & Avolio,

1994), it appears that charismatic leaders are actually a liability for sustained

improvement. Collins (2001) found that charismatic leaders were negatively associated

with change sustainability. He stated that leaders of the "great" organizations were

characterized as having "deep personal humility" and "intense professional will" (Fullan,

2005, p. 57). If a leader is charismatic there is a greater chance that any change

initiatives will be the result of the leader's involvement rather than because people were

inspired by the vision, which is more likely to lead to a collapse in the change movement

when the leader leaves the organization. In order for leadership to be effective, the

reform must spread throughout the organization and be sustained in the absence of the

leader. Furthermore, "If sustainability depends on having many great leaders then the

qualities of leadership must be attainable by many, not just a few" (Fullan, 2002, p. 20).

The 15 characteristics and traits outlined above are the ones I feel are essential for a transformational leader to possess.

How Transformational Leadership Relates to the Leadership Standards of the B.C. Principal and Vice-Principal Association (BCPVPA)

In determining which type of leader would be best suited to lead schools in British Columbia through this period of reform and change, it was important to look at the current standards that have been set. In 2007, a set of standards called "the Leadership Standards for Principals and Vice-Principals in British Columbia" was developed collaboratively, and was distributed throughout the province. These standards were revised as of 2012, and have been written to describe what competent principals do. The standards are "intended to provide direction for the design of district and provincial leadership development programs, and assist in providing a learning framework for aspiring administrators, administrators in transition and administrators seeking continual renewal" (BCPVPA Standards Committee, 2013, p. 4). It is important to note that these standards serve as a self-assessment tool for the professional growth of principals and vice-principals, and not an evaluative tool.

Upon comparing the dimensions of transformational leadership with the BCPVPA standards there appear to be many similarities. In the BCPVPA Standards there are four organizing domains – Moral Stewardship, Instructional Leadership, Organizational Leadership, and Relational Leadership. These domains were identified as the most important dimensions of the role of the principal and vice-principal. These four domains are further broken down into nine leadership standards, which are all designed to

support the learning and achievement of students. These domains and standards incorporate most of the dimensions of transformational leadership.

The first domain, Moral Stewardship, relates to both developing and implementing a common vision, as well as the importance of ethical decision-making. The standards within this domain highlight the importance of leading with character and integrity. The standards also focus on the importance of a collaborative process. Cherkowski and Brown (2013) identified three themes linked to the Moral Stewardship and Relational Leadership domains: "the importance of (a) a shared vision for distributed leadership, (b) leading with character and integrity, and (c) helping others find their leadership voices" (p. 30).

The domain of Relational Leadership in the BCPVPA standards focuses on developing trusting, professional relationships, as well as effective working and learning communities. The standards within this domain focus on the leader having and developing self-knowledge and personal qualities that support building positive relationship, as well as the ability to form effective working relationships. Further to the development of a leader's intrapersonal capacity, the standards include developing the interpersonal capacity of a leader which highlights building a collaborative team, fostering leadership capacity in others, the importance of effective communication, and creating an environment that supports creative thinking, innovative practice, and problem solving. These standards are included within the transformational leadership dimensions of building trust, establishing a clear vision, and distributing leadership. Developing trusting, positive, professional relationships, and leading with character and integrity provide the foundation needed for effectively distributing leadership.

The domain of Instructional Leadership in the BCPVPA Leadership Standards has four standards within it. It aligns very closely with the Transformational Leadership dimension of Instructional Leadership for Support and Supervision. This domain focuses on the curriculum for instruction, the supervision of instruction, and assessment practices that maximize student development, engagement, and learning. As suggested within the domain of Instructional supervision, a transformational leader provides meaning to the work, challenges employees, sets high expectations and engages in professional conversation around best practice. They use the trusting relationship that is already established to ensure the supervision involves engaging conversations that foster learning and are reflective in nature. The new curriculum in B.C. has a shift in focus to personalized learning. It will be up to the Principals and Vice-principals to work with teachers on developing a best practice around this type of instruction and learning. Because this is somewhat unchartered territory, the new curriculum implementation will require administrators to help staff attempt changes that might fail. The Principal's and Vice-Principals will not likely be the experts, and will not have all the answers, but rather will be needed to apply their understanding of change theory in order to support a culture and climate that fosters both student and adult learning. Teachers will need help at failing in their new initiatives, and will need to be reminded of what the common vision and goals are. Administrators will need to put in place structures and supports such as short-term goals, collaboration time, team building, as well as promote self-reflection and dialogue about effective teaching practice. The role of the Principal must evolve into someone who is not an expert at

instruction but rather someone who can facilitate learning within a staff, support collaboration, and build a community working towards a common goal.

The final domain in the BCPVPA Leadership Standards (2013) is Organizational Leadership. This domain focuses on the leader's ability to strategically plan and strengthen the school's capacity to support student development, engagement and learning. The components of this standard relate very closely to the transformational leadership dimensions: "Re-designing the School Organization" and "Commitment to Change and Adapting to Local and Global Contexts," mentioned above. To facilitate effective school improvement processes, leaders must build collaborative teams, and they "must lead with a systems thinking perspective" (BCPVPA Standards Committee, 2013, p. 29) in order to promote and guide organizational change. The ability to develop school processes that support collaboration, and align financial, personnel, and curricular resources with the shared vision of the school will require an understanding of systems thinking. The other concept that is common between both models is the focus on community building. The BCPVPA standard of community building, refers to "liaising with external agencies, community agencies and organizations to strengthen learning opportunities" (p. 30) for students. This aligns with the transformational leadership model, as it shares the idea of principals collaborating with other schools, districts, and provinces to pursue changes in their schools and school district that reflect trends in global education. To conclude, there are many parallels between the BCPVP Association's Leadership Standards and the eight dimensions of transformational leadership outlined in this paper.

Research Findings on the Effects of Transformational Leadership

"Whilst the quality of teaching has a powerful influence upon pupil motivation and achievement, the quality of leadership determines the motivation of teachers and the quality of teaching in the classroom" (Harris & Day, 2003, p. 89). The principal has been found to exercise a "measurable, though indirect, effect on school effectiveness and student achievement by Hallinger & Heck (1998, p. 186) and a direct effect on school effectiveness and on student achievement (Sun & Leithwood, 2012). Although there is much debate about the direct versus indirect effects of the principal on student achievement, this is largely due to the lack of consensus around the specific dimensions of transformational leadership. It is likely "that the influence of different leadership practices travel different routes in order to improve student outcomes" (Sun & Leithwood, 2012, p. 441).

The importance of creating a learning organization was discussed with respect to the dimensions of transformational leadership. A study done by Leithwood, Jantzi and Steinbach (1999) looked at six Canadian schools that were considered promising sites of organisational learning, and sought to link leadership and other conditions that fostered organisational learning. They found that school leadership practices had among the strongest direct and indirect influences on organisational learning. The practices they studied included "identifying and articulating a vision, fostering the acceptance of group goals, structuring the school to enhance participation in decisions, providing intellectual stimulation, and conveying high expectations" (H. Silins & Mulford, 2002, p. 9). These practices, which are all associated with the transformational leadership model of leadership, made a positive contribution to organisational learning.

The effect of transformational leadership on teachers.

The leadership style of the principal affects teacher's engagement and job satisfaction. The leadership style preferred by teachers, according to Hauserman and Stick (2013), is a principal who demonstrates highly transformational leadership characteristics. Some aspects of transformational leadership that teachers appreciate in a principal are someone who gives them personal attention, who encourages them to look at problems and issues in a new way, and someone who shares responsibilities with the team (Kurland et al., 2010).   In addition, according to Walsh (2005), there is an emerging body of literature that is focusing on the importance of principal-teacher relationships, rather than merely leadership styles or behaviours.

Transformational leadership has been found to have a strong direct effect on teacher motivation, teacher commitment, and on teacher self-efficacy (Leithwood & Jantzi, 2006; Shatzer, Caldarella, Hallam, & Brown, 2013).   Furthermore, the positive effect of transformational leadership on employee motivation and commitment has also been found to lead to the kind of extra effort required for significant change (Geijsel et al., 2006; Leithwood & Jantzi, 2006; Leithwood, Louis, Anderson, & Wahlstrom, 2004). The transformational leadership dimensions of vision building and intellectual stimulation were found to have the greatest effect on teacher commitment and extra effort (Geijsel et al., 2006, p. 234). Ross and Gray found that the more transformational the leader, the more teacher commitment to the school mission, to the school as a professional community, and to community partnerships (Ross & Gray, 2016). The transformational leader cultivates a commitment from teachers, which enables staff to appreciate the purpose for change and fosters their commitment to developing, trying

out, and refining new practices until those purposes are accomplished (Leithwood, 1994).

A significant positive relationship was also found between collective teacher efficacy, and student achievement (Leithwood, Patten, & Jantzi, 2010). Collective teacher efficacy is defined as the level of confidence a group of teachers feels about their ability to organize and implement whatever educational initiatives are required in order for students to reach high standards of achievement. According to Bandura (1997), some conditions that influence the collective efficacy of a group are providing opportunities to master skills needed to do the job, experiencing secondhand others performing the job well, and beliefs about how supportive their working environment is. Leaders are able to influence all of these conditions, for example, by organizing meaningful professional development activities, encouraging staff to network with others facing similar challenges to learn from their experiences, and structuring schools to allow for collaborative work among staff. (Leithwood et al., 2010, p. 677).

The role of the principal has shifted and an emphasis has been placed on principal relationships within the school, collaboration, and shared decision-making (Hauserman & Stick, 2013). Teachers appreciate the collaborative approach to growth and development. Bogler (2001) found that allowing teachers to participate in determining school practices contributed to their job satisfaction. They would rather a distributed leadership model compared to a top down approach. Furthermore, a study done by Rhodes, Camic, Milburn and Lowe (2009) determined that involving teachers in the change process, through a collaborative approach to decision-making, had a positive impact on principal-teacher relationships, school climate, and teacher

satisfaction. Understanding the role of collaboration is essential for implementing change (Whitaker, 2003), and therefore it is important that administrators model a leadership style that facilitates these integral working relationships.   Top down leadership approaches, which often lack these collaborative relationships, can have a negative effect on school culture, teacher commitment, teacher collegiality, teacher efficacy and also student achievement (Rhodes et al., 2009). Under the current situation in education where schools are trying to reform in order to meet the needs of students in the 21st century, "commitment rather than control strategies are called for" (Leithwood et al., 2004, p. 500). Transformational leadership proposes a more distributed or bottom-up approach, as opposed to instructional leadership which functions more from the top down (Hallinger, 2003; Shatzer et al., 2013).

The effect of transformational leadership on students.

School leaders are capable of having significant positive effects on student learning and other important outcomes (Waters, Marzano, & McNulty, 2003). Specifically, Transformational Leadership has been found to have a positive, significant effect on student achievement. Leithwood and Jantzi (2005) looked at a variety of studies measuring the connection between transformational leadership and student achievement. Their review determined that "six of nine studies reported significant relationships between transformational leadership and some measure of academic achievement" (p. 192).

Specific areas of study that have been found to have an indirect or direct effect on increasing student achievements are teacher commitment, principal-teacher relationships, teacher efficacy, teacher collaboration, professional development, student

engagement, a positive school climate, and distributed leadership. Leithwood and Sun (2012) found that "collective teacher efficacy and teacher commitment were positively and significantly related to student achievement" (p. 436). The more committed the teacher is, the more motivated they are to improve their classroom and teaching practice in an attempt at improving student learning. They also found that of the transformational leadership dimensions they looked at, building collaborative structures and providing individualized consideration made the largest contribution to student achievement. Teacher collaboration and professional development were also found to have a positive impact on student achievement. A direct association between professional learning communities (PLC's) and student achievement have also been discovered (Leithwood et al., 2010).

There is evidence that suggests student engagement and participation in school is a strong predictor of student achievement. Greater participation, defined as students being involved in classroom work, participating in extra-curricular activities, setting their goals and maintaining attendance, is a significant predictor of students developing engagement with school (H. Silins & Mulford, 2002). "Student engagement with school is a predictor of student achievement and is important for learning that requires committed effort by each student" (H. C. Silins et al., 2002, p. 624). Furthermore, the results from various studies on the effects of transformational leadership on student engagement showed significant positive effects, according to Leithwood and Jantzi (2005). "Schools that introduce programs that focus on non-academic outcomes such as involving students in the activities of the school and the classroom, encouraging students to be more active participants in their experience of the educational process,

improving student-teacher relationships and promoting student identification with school are more likely to achieve higher academically" (H. Silins & Mulford, 2002, p. 30). Voelkl (1995), found that student perceptions of school warmth, defined as the degree of teacher warmth, caring, and supportiveness as perceived by the student, was significantly related to academic achievement and participation. She found that when considering the effect of school warmth on participation, it has the ability to foster high achievement. She states this is likely because students may be more encouraged, like school better, and become more engaged, and the increased engagement may in turn stimulate them to work harder, thus fostering higher achievement.

Furthermore, research by Silins and Mulford (2002) has shown that student outcomes are more likely to improve where leadership sources are distributed throughout the school community and where teachers are empowered in areas of importance to them. "Empowering teachers in this way and providing them with opportunities to lead, they suggest, is based on the simple but profound idea that, if schools are to become better at providing learning for students, then they must also become better at providing opportunities for teachers to innovate, develop and learn together (Harris & Day, 2003, p. 96).   In order to build the relationships with teachers to enable collaboration and distributed learning, principals must develop strong principal-teacher relationships. Walsh (2005) found that these relationships can very greatly among schools, and among teachers at the same school, and that these relationships affected student achievement.

Chapter 3: Implications, Conclusions and Recommendations

Implications

Implications for stakeholders

The province of B.C. has a long way to go to implement the changes needed within education. The Ministry of Education needs to ensure they have the right leaders in place in their school districts and schools to implement the many changes that are coming to instruction, curriculum, the school as a learning organization, the operations within schools and the pedagogy. It's important that the Ministry realizes these changes need to happen both from the top-down and the bottom-up in order for this reform of education to be successful. This will require that all the stakeholders, including the students, parents, teachers, administrators, and the community, buy into the proposed changes. Without having the majority of the stakeholders on board with the changes, and sharing a unified vision of what education in the 21st century should look like, the province will hit resistance and the change process will be slowed down. Leadership teams in schools need to reassure and educate teachers, so that the teachers can reassure and educate the students and parents in the school community. If teachers are active participants in all aspects of school functioning, and are involved in activities such as forming policy, reviewing current practices, and establishing the future direction of the school, they will have a better understanding of school values and mission and will be better able to speak to it with the parent community. Transformational leaders are able to strengthen leadership at the grassroots level by distributing the leadership, creating trusting relationships, supporting instruction, and re-designing the school organization. Silins, Mulford and Zarins (2002), found "leadership that is empowering,

sensitive to local community aspirations, supportive of followers, building collaborative school cultures, and emphasising the importance of developing a shared vision" (p. 619) are aspects common to successful leadership. Successful change in schools will only happen when schools are transformed into learning organizations where everyone acknowledges that the organization together has to keep learning, improving and growing. All stakeholders must be involved and invested in the change process, in bettering schools, and in achieving greater success for students.

Teachers directly benefit from having a transformational principal. In these current and future times of change and reform in education, teachers need to be supported and inspired. Change requires them to have energy and an openness to new systems, structures and operations. As schools are transformed into learning organizations, more will be expected of teachers. In order for them to find this additional work personally satisfying and rewarding they will need to buy into the vision for the future of education, and feel that it somewhat aligns with their personal vision for education. The transformational conception of leadership includes "developing a mission and vision for the school and maintaining its relevance for all concerned, developing and maintaining a school culture supportive of the school's mission and the work required to achieve that mission, and nurturing the capacity and commitment of staff" (H. C. Silins et al., 2002, p. 619). By finding the passion for educating that exists within each individual teacher, a transformational leader will motivate and inspire him or her to challenge their current teaching practice. It will be important for the government and the ministry of education to support teachers by increasing funding to education. The Nine Characteristics of High Performing Schools (Bergeson et al., 2007) recognizes

the importance of student-teacher connections, where instruction is personalized and the learning environments are small enough to increase student contact with teachers. Silins, Mulford and Zarins (2002) found that teacher's work had the strongest direct influence on student engagement. In order for teachers to create meaningful relationships with students and personalize their learning, class sizes and classroom distribution must be manageable. Furthermore, if teachers are to have the time and energy to improve their teaching practice, collaborate, contribute to the learning organization, and take on a greater leadership role, then increased collaborative and instruction-free time will need to be accessible to teachers. It will be up to the leaders of the school to fight alongside the teachers for improved classroom conditions and learning opportunities for teachers. Silins, Mulford and Zarins (2002) confirmed the "pivotal role of teachers in any restructuring initiative that aims to affect the development of the students" (p. 636).

Research has shown that students will benefit from a principal who is a transformational leader. The transformational leader builds a school environment that generates teachers who are more engaged and motivated in the classroom. Research shows that student engagement in school is a predictor of student achievement, and that engagement is important when for learning that requires committed effort by each student (Leithwood et al., 1999; H. C. Silins et al., 2002). This explains why maintaining a positive school culture with a highly invested leadership team, and teachers that meet the needs of the whole student, will achieve greater academic results. Having a leader who truly cares about the well being of staff and students will help to build trusting relationships, and ensure the school culture is positive and the school environment is

safe and supportive of both student and teacher learning.   Creating a school that is safe, where students feel respected and connected with the staff, and where students are engaged in their learning is important for student success.

Parent and community involvement in a school is a key component of high performing schools.   By involving the community at large in creating a shared vision for the school and education, the stakeholders will be more involved. There is also a need to distribute the responsibility of educating students to include parents and the community (businesses, colleges, social service agencies) rather than just teachers and school staff. In order to educate the whole student, their mental, emotional, physical, spiritual well being, and develop their ability to contribute to the global society, we will need to consider their well being at home, school, in their workplace, and in the community. Furthermore if school leadership teams and teachers show parents that they care about a student's well-being, parents are going to be more willing to collaborate and work with the schools and play a role in their child's education.

Practicing the eight dimensions of transformational leadership enables a leader to respond to the various contexts and unique demands of each individual school. The transformational leadership model should work regardless of the school climate, school size, the staff morale, socioeconomic challenges, a variety of cultural backgrounds and diversity in the student population, challenging parents, monetary challenges, and any other specific issues present and unique to a school community. These leaders are able to form relationships based on trust in order to win over the difficult stakeholders and naysayers.

Implications of the Fifteen characteristics of a transformational leader

The 15 characteristics and traits that are important for a leader to encompass and develop in order to model the dimensions of transformational leadership are: have clear ideals and beliefs, a clear purpose, self-confidence, effective communication skills, integrity, competence, knowledge, be engaging, be authentic, show transparency, be relational, collaborative, a lifelong learner, a change agent and flexible. Although these are the ideal characteristics for a transformational leader to possess, it is recognized that this is the end goal. There will be many great leaders who have the majority of these characteristics in some capacity, but to find someone exhibiting all of these characteristics to a satisfactory degree might be unlikely.   The traits of a leader must be achievable by many, rather than a few, in order to fill the many leadership positions needed in education. What school districts will need to look for in their hiring processes are leaders who value these traits. If all current and potential leaders within education agree on the importance of these characteristics, and are willing to improve and work on the areas of themselves where growth is necessary, then we will see these characteristics become prominent within educational leaders. These characteristics can all be improved upon, as we are capable of changing our behaviors.

Furthermore, the degree to which these leadership traits and characteristics are needed in the various leadership roles will be somewhat dependent on the school context. Different schools will require different characteristics in their leader, based on factors such as socioeconomic challenges, students' cultural diversity, the school climate, staff morale, school size. "Leadership must be conceptualized as a mutual influence process, rather than as a one-way process in which leaders influence others.

Effective leaders respond to the changing needs of their context. Indeed, in a very real sense the leader's behaviours are shaped by the school context" (Hallinger, 2003, p. 346).   For example, a smaller school might find collaboration amongst the staff easier to accomplish than a larger school. Furthermore, the school district will benefit from knowing the strengths and weaknesses of their pool of principals and vice-principals, and should consider these characteristics in determining principal placements, as well as the types of leaders they are looking to hire or promote.

Conclusions

The underlying question in this paper was whether or not the model of transformational leadership is an effective model of leadership for principals in British Columbia, allowing them to effectively serve the various stakeholders. The extensive research done within this paper draws the conclusion that this is true. When practiced and implemented in their entirety, the eight dimensions of transformational leadership mentioned within this paper support creating a school culture that is capable of change. Transformational principals have an ability to create and establish an environment of trust and develop relationships with staff that enable them to raise their professionalism to meet the highly set expectations around best practice and pedagogy. They are able to create a shared vision that becomes the guide to all the decision-making in the organization. These leaders realize the importance of practicing distributed leadership and are able to develop teachers into leaders. Transformational leaders realize the importance of building leadership capacity in staff and how important autonomy and self-direction are in motivation for change and sustaining change (Fullan, 2002; Leithwood & Poplin, 1992; Pink, 2009). To do this, transformational leaders utilize

systems thinking to build learning organizations. The transformational leader is able to develop learning organizations that "promote an atmosphere of caring and trust among staff, sets a respectful tone for interaction with students, and demonstrates a willingness to change his or her practices in light of new understandings" (H. C. Silins et al., 2002, p. 621). Learning organizations are able to focus on a shared goal and vision, which ignites a passion in teachers to go above and beyond to achieve the communal goal. The school as a learning organization empowers teachers to realize that as a team they can achieve more than they could by working alone.   These leaders tap into communities outside of their own school, district, and province to ensure they are collaborating with others in the attempt at innovating in order to maximize student learning. The transformational leader must encompass all the dimensions required to be an effective agent of change. By putting these leadership practices into action, principals will be able to lead effective reform in their schools.

In addition to the research on transformational leadership, the BCPVPA leadership standards also support using a transformational leadership model in B.C. The BCPVPA standards are very closely aligned with the eight dimensions of transformational leadership outlined in this paper.   This is an indication that the province has already adapted a preferred model of leadership for principals - transformational leadership; in Standard Seven—Cultural Leadership—we find the following: "Provide opportunities and participates in dialogue on transformational change" (BCPVPA Standards Committee, 2013, p. 25). This also supports the claim that the leadership dimensions within this paper and the BCPVP Standards are what the province wants in their school leaders, and therefore the province should be seeking out

transformational leaders to fill the leadership positions in their schools. If this is the direction of leadership in B.C., then it is imperative that the Master's of Education in Leadership University programs teach this model of leadership. It is also important that future leaders complete a program that is specific to teaching leadership.

The Transformational Leadership model must continue to evolve in order to adequately respond to the changing needs of schools in the context of educational accountability and school reform. To some degree, it is difficult to acquire data on the effectiveness of a transformational leader given that the context of the school is important for understanding the effectiveness of the leader. "The context of the school considers the constraints, resources, and opportunities that the principal must understand and address in order to lead" (Hallinger, 2003, p. 346). For example, student background, community, organizational structure, school culture, teacher experience and competence, financial resources, school size, and governmental and labour organizations will all effect how a principal leads. It is difficult to measure these contexts in relation to the leadership models on a large scale, as data of this nature is difficult to acquire and analyze. Each school is so unique that it can be dangerous to try and group them together based on one or two similar contexts. For example, a school with low socioeconomic status may have very effective distributed leadership practices and may be a successful learning organization. One context does not determine another. Conger (1999) believes that "the dominance of survey/quantitative methods in the research to date, may be hindering our ability to discern contextual variables as well as differences between contexts" (p 15). Furthermore, he proposes that transformational leadership is most important during the birth, growth, and revitalization

stages of an organization. "Leadership only manifests itself in the context of change, and the nature of that change is a crucial determinant of the forms of leadership that will prove to be helpful" (Leithwood 1994, p. 499). Once a school has undergone a period of reform it might make sense to re-consider other models of leadership that could be effective; however, at the rate our world is changing who knows how long it will be before education is not in a period of reform.

There will likely be challenges for some school districts to implement the Transformational Leadership model within their schools. Some school districts are likely already implementing this model as it aligns closely with the BCPVPA standards of leadership. One challenge many districts will face is that many of the administrators currently working in their district have not received any formal leadership training. They are simply teachers that have promoted to managing and leading a school. In the past many have learned on the job, rather than completing proper training in leadership. In order to overcome this hurdle there will need to be more resources allocated to principal training and education for administrators already in leadership positions. One of the roles of the BCPVPA is to help struggling principals, however they are a great resource for all principals who want to grow in their professional capacity. There is a huge opportunity for school districts to mandate the use of this resource by all their principals, in order to draw attention away from which leaders need this help, and to create collaboration among school leaders. If all leaders are working on improving their leadership abilities, it provides the opportunity and the framework to change to a Transformational Leadership model.

One challenge for administrators who are practicing transformational leadership or wanting to become a transformational leader will be that, like Senge's principles of the learning organization, the dimensions of transformational leadership must also be practiced in unison. It can be argued that you need to practice all the dimensions of transformational leadership in order to differentiate this model from other leadership models. Leithwood (1994) found that "The substantial effects of transformational leadership found seem attributable to the comprehensive application of all these dimensions: perseverating on one or several dimensions of leadership and ignoring the remainder will not get the job done" (p.514). Although it is difficult to implement and execute effectively all the dimensions of transformational leadership, it is valuable that each dimension contains specific practices that vary widely. This means that in order to implement a transformational approach to school leadership, it "does not entail a specific, uniform, or rigid set of leadership behaviours" (Leithwood, 1994, p. 515)

Recommendations

There is a lack of research on where principals should focus their efforts, or where to start when attempting to learn and develop transformational leadership skills. Building an awareness of the eight dimensions is important to enabling a principal to determine what areas they are stronger in, and where they require growth. Focusing on the characteristics and traits of a transformational leader might be a great dimension to start with as the leader will be able to recognize which traits they possess and which ones they will need to develop. A leader may be overwhelmed in attempting to focus on all the dimensions of transformational leadership at the same time; however it is important to acknowledge that while they need to be aware of all the dimensions and

how they relate with each other, they only need to focus on making a change in one area at a time.

The BCPVPA leadership standards parallel and overlap with the eight dimensions outlined for transformational leadership. This supports the claim that if the leadership standards are what the province wants in their school leaders, then the province of B.C. should be seeking out transformational leaders to fill the leadership positions in their schools. These guiding leadership standards have been around since 2007 but it is yet to be determined if they are effective in guiding and developing current practice of principals and vice-principals. It would be worthwhile for the school districts to use the proposed dimensions of a transformational leader outlined in this paper, as well as the BCPVPA standards when determining their hiring requirements. Furthermore, in order to find leaders who will develop and grow their leadership practice in the areas described by these dimensions, it is important to look at the curriculum of the University programs that are responsible for training future leaders in education.

Research shows that training principals to be instructional leaders is an easier task than training them to be transformational leaders, as there are personal capacities associated with transformational leadership that may be more difficult to cultivate through training (Hallinger, 2003, p. 342).   It has been noted that there are "specific practices that a principal can understand and implement for transactional leadership" (Shatzer et al., 2013, p. 456), which is not the case for transformational leadership. Furthermore, with respect to training a transformational leader, Bass (1999) states that: "Intuitively, teaching and learning about how to be more or less constructive and corrective as a transactional leader should not be too difficult. More difficult is

developing both the willingness and ability to be more transformational" (p. 15). Whether or not this research holds true, this is not an acceptable reason for only including transactional leadership skills in leadership development programs. This research simply substantiates the argument for the importance of teaching the dimensions of transformational leadership in principal prep programs. If it is more difficult to learn transformational leadership, then it is more important to spend the time to teach. In the past, the dimensions of transactional leadership were easily taught on the job, through experience, and without prior leadership training. In the province of B.C., a teacher is not required to have a Master's Degree in Leadership to become an administrator; any Master's degree qualifies them. School districts will need to re-visit their hiring processes if they want to find quality leaders that are capable of leading reform in education. The on-the-job leadership training that worked in the past will no longer suffice in meeting the demands placed on the current school leader, as our schools are undergoing major change and reform. This lack of training could be one of the causes contributing to the increased burnout in school administrators.

An expectation must be established for principal preparation programs based on the specific leadership needs within our schools. These programs need to focus on developing the dimensions of transformational leadership in order to graduate future leaders that will be effective in schools. Universities and alternative preparation programs must teach principals transformational leadership practices "to prepare them to use accountability and achievement data to drive instruction, serve as an instructional coach, challenge the status quo, motivate and mentor staff, manage personnel, handle disruptions in and out of the school, and understand economic, social, technological,

and global change on schooling" (Quin et al., 2015, p. 73). Programs should look at the different models of leadership in order to teach future leaders why transformational leadership is a good fit for education in the 21st Century. The key elements of a leadership program must include: "a rigorous admission process, development of core leadership practices or skills, an evaluation process, development of leaders who can generate organizational change, alignment of leadership theory with practice, and effective internships with skilled supervision" (Quin et al., 2015, p. 72). If programs can establish transformational leadership as the most effective leadership model for leading schools, then school districts will have an easier time finding principals and vice-principals whose values and vision for leadership aligns with this model.

In addition to the previous recommendations for principal prep programs, it is also recommended that in order to develop effective leadership in schools a principal mentorship program should be initiated within B.C. This would enable and encourage collaboration between principals both within and outside of their school district. This would also support principal growth and development and would provide both a support system and some accountability for principals and leaders in education. This will also strengthen the success for all approach within a school district and within the province.

Finally, based on my findings, one other area for future research is to determine which principal prep schools and programs are currently teaching a transformational model of leadership. The City University of Seattle Program in Educational Leadership aligns very nicely with the Transformational Leadership model, as it focuses on many of the dimensions mentioned in this paper. The study could also look at how to reform

these programs to match what the province of British Columbia wants in their future

hiring of principals and vice-principals.

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