

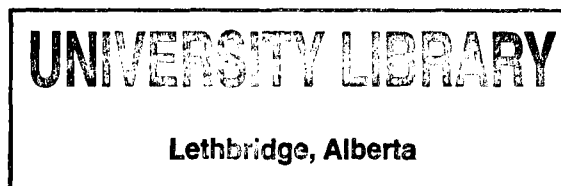
**FINDING THE MAGIC:
LEADERSHIP AND SCHOOL CLIMATE**

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Dedication

To my mother, Rowena Margaret McPhee, with love and gratitude.

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I would like to acknowledge and thank Dr. Cynthia Chambers for her patience and encouragement. She taught me that “everything is curriculum” and “every person is a rich and wonderful being, worthy of knowing.” She also taught me that getting there is the important thing, no matter how long the journey takes or how difficult it may sometimes be. A lesson I had learned from my mother, but I needed reminding.

A special thank you to Dr. David Townsend for introducing me to so many different ways of looking at leadership, and for allowing me to discover leadership as a creative journey, not merely as a prescription or recipe to be followed.

Thank you to the former staff and students of Grandview School, whose time and assistance, so graciously given, has helped me to examine the leadership and culture of a very special place and time.

And finally, a special thanks to Julian Kucher: delegator, diplomat, mediator, and mentor. You were a worthy example for all of us. Thank you.

Abstract

This study examines the role of leadership in the development of positive school climate, with particular reference to the role of the principal as a leader in the school. The research began with a look at the literature on both school climate and leadership styles. It then looks at school climate and leadership through the lens of an historical case study of Grandview School - a school that had an incredibly positive school climate. For the case study, fifteen former students, five teachers, and the principal were interviewed. The basic premise was that there was a style of leadership that, when adopted and followed, would invariably lead to a good school climate. In the case of Grandview School, that did not prove to be the case. The relationship between leadership and school climate is complex and cannot be reduced to a formula or prescription. There is no magic checklist for the kind of leadership that leads to positive school climate. There are, instead, qualities of leadership that, when developed, allow a person to become that kind of leader.

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Introduction

In 1980, I applied for a position as teacher-librarian at Grandview Elementary. It was a K-7 city school with between 400 and 500 students. Grandview first opened in 1955 and was closed in June of 1988. The school was located in Dawson Creek, British Columbia, a town of approximately ten thousand people located in a largely agricultural area in the northeastern area of the province. The school had a good reputation with both parents and staff as a “good” place to send your children and a “good” place to work. There were not a lot of transient students and staff turnover was low. Part of the application process was an interview with the school principal. I expected this to be a traditional interview with the principal, Julian, asking me the traditional questions about my background, my education, my beliefs, and what I could offer the school. To my surprise, it was nothing like that at all. He introduced himself, showed me around the school and introduced me to everyone we met on our tour.

After having a good look around and finally ending up in the library, he suggested that we sit and chat for a few minutes. “Okay,” I thought, “here come the questions.” But I was surprised again. He really only had two questions. “Linda, here at Grandview we believe in solving our problems here at Grandview. We don’t air our dirty linen in public. We don’t complain to outsiders about problems or concerns we have here. We work together to solve our own problems. Can you live with that?” Yes, I definitely could live and work in a place where people were committed to solving their own problems! His second question was, “Do you have any questions?” At that point I really didn’t. Julian smiled, shook my hand, and said, “Welcome to Grandview.” I was hired!

I worked at Grandview Elementary School for eight years with Julian as my supervising principal. Despite problems in my personal life, I really enjoyed my job. The school was a warm, friendly and inviting place to be. It was comfortable there, but exciting, too. I felt 'at home' but never bored. There was always something going on. Students and staff were involved, but not overwhelmed. We all seemed to be very busy doing things that were of interest to us, and that were supported by Julian. An example of this was the automation of our school library circulation system. I went away to an automation workshop and came back excited about getting our circulation system automated. Julian listened, nodded, encouraged, asked me how much it would cost to get up and going.... Wonderful idea, yes. Before I really understood what was happening, it was happening.

I don't know where Julian found the money in our already tight budget, but he did. I was sent out to the high school in Fort St. John that already had an operational automated system so that I could work with it for a few days and really understand how it worked. The computer I needed appeared; the program appeared; the supplies appeared. Was I happy? I was ecstatic. There was no support staff to help me enter the data. I didn't care. I worked nights, weekends, and one entire summer to get the data entered. I didn't mind. Because my idea had been valued and supported, I was prepared to do the work. Grandview had the first automated library system in Peace River South. Julian and I were both happy.

As he did for me, Julian supported the dreams of other staff members as well. Because he supported us, we supported each other. We were a team.

I've taught for twenty-nine years in a variety of different schools. To this day, Julian Kucher was the best administrator I have ever worked with and Grandview was the best school I ever worked at. I believe that Julian's leadership was largely responsible for this. He modeled good leadership and his example was effective. More formal leaders came out of his school than from any other school in the district. There are currently still four principals in the district that previously worked as teachers on his staff. Another teacher is currently a superintendent in a different district and still another has become assistant dean of a college. One retired former Grandview teacher has ended his career in school administration and has since been elected as a school trustee. In less formal leadership roles, many Grandview teachers went on to become district helping teachers, professional development coordinators, and union leaders.

Grandview had the reputation of being a great school with a dedicated, loyal and hardworking staff. It was popular with students as well and many students who had difficulty in other schools transferred into Grandview and stayed. Students were both disciplined and supported. Most of the parents seemed relatively happy most of the time. In fact, the community support we got for the school was awesome. When the Board decided to close the school in order to facilitate the expansion of the French immersion school and the creation of a middle school, our parents turned out en masse to support keeping it open.

How did this school come to be? Why did it work so well? What made it such a positive place to be? I wanted to find the magic that was there in the hope that it could be recreated in other schools.

Research Questions

The questions I asked were:

What worked well at Grandview and why did it work so well?

Can this climate be created in other schools?

Rationale

Why did I choose to study the role of leadership in the development of positive school climate? I believe it is because I was fortunate to work in a school with that kind of climate for eight years and it had a profound effect on my teaching and my career. Though I have taught on other staffs and in other schools, there has never been another school like it, although some of the schools where Grandview teachers have gone on to become principals have exhibited some of the same characteristics. I wanted to find out if I was seeing Grandview and my experience there through rose coloured glasses, a Camelot that when truly examined turns out to be less than it seemed?

Grandview School was closed by the district in June of 1988. Several reasons for the closure were given by the Board. First, the Board was consolidating schools. The school that had housed the French Immersion program was too small and they needed more space. They moved those students to Frank Ross, which had previously been a junior secondary school. However, there were not enough Immersion students to fill the new site. The Board decided to move most of the Grandview students into the Frank Ross building, which was just a few blocks away. Another reason the Board gave for the move was the fact that the Grandview building was old and in need of extensive repairs, including a new roof, while the Frank Ross building was much newer and in better condition.

A school that had become a real community for everyone, both in the school itself and in the neighborhood, was closed. The building became a performing arts centre, a function it still fulfills today. The teachers and students were transferred to other schools. Within two years Julian retired. Now, eighteen years after it was closed, teachers who taught there still remember the “good old Grandview days.” Ex-students I meet still say it was the best school they ever went to. I know it was the best school I ever taught at. Those of us who were teachers there took with us the vision of what a school could be. I took from Julian the model of the kind of leader I wanted to be. That is the power and the legacy of positive school climate.

While the feelings about Grandview are warm and fuzzy, and still very strong after eighteen years, they are, however, feelings. Talking with ex-Grandview folk, whether staff or students, always brings a response that is essentially emotional. We all know that as a school Grandview worked. What I want to know is why. I want to examine Julian as a leader. What style of leadership did he exemplify? What aspects of that leadership affected the climate of the school in a positive way?

Chapter 1: School Climate

What is school climate? There is considerable opinion about what constitutes a good school climate, and almost as much about what constitutes a bad climate. School climate is almost always discussed in relationship to the effective schools movement. It is also usually discussed in relationship to school culture but, although there are many attempts made to define school culture, defining exactly what school climate is seems to be trickier. In fact, Glatthorn (1992) describes climate as a “slippery term.” He finally defines it as “...the shared perceptions that you and all others in the school have about the policies, practices, and procedures of the school” (p. 151). He then expands this to say that “climate is the all-encompassing ‘weather’ that makes the organization attractive or unattractive to members” (p. 151).

Howard, Howell and Brainard (1987) describe a school’s climate as “...its atmosphere for learning” (p. 5). They say this includes the feelings people have about the school and whether or not it is a place where learning could occur. “A positive climate makes a school a place where both staff and students want to spend a substantial portion of their time; it is a good place to be” (p. 5).

I do not think it is possible to discuss school climate without also considering school culture. If school climate includes “everything that makes a school both a learning environment and a good place to be,” it must, by definition, include school culture, which has been most commonly defined as “...a group of people with a shared belief system

and common rituals, practices and customs” (Allington & Cunningham, 2002, p. 274). Certainly school culture is a significant part of the environment or climate in any school.

In addition to these expansive definitions, what else can be included in a discussion of school climate? Glatthorn (1992) describes a desirable school climate as one that is: safe and orderly, considerate and caring, optimistic and forward-looking, respectful and trusting, collaborative and cooperative, productive and growth oriented. All of these aspects of school climate apply to all the members of the school organization, students and staff, not just students.

Howard, et al. (1987) describe some basic human needs that school climate must address. They include: physiological needs, safety needs, acceptance and friendship needs, achievement and recognition needs, and needs to maximize one’s potential. This list is also applicable to staff. In fact, “no school has a wholesome climate unless it is providing its students and faculty with these essentials (Howard, et al., 1987, p. 6, emphasis added).

These two descriptions of the elements of positive school climate have much in common and could be combined to provide a useful model and guide for recognizing it where it occurs and developing it where it does not. This proposed combined model uses the five areas of need described by Howard, et. al., (1987) and incorporates within them the desirable elements described by Glatthorn (1992).

1. Physiological needs.

This pertains to the school’s physical plant and includes things such as heat, light, and a reasonable amount of space to move about. This would include the orderly environment that Glatthorn (1992) sees as being necessary.

2. Safety needs.

These needs include safety from fire and other natural disasters. They also include security from physical or psychological abuse and security from assault. This would also include the need Glatthorn (1992) expressed that people 'feel safe.'

3. Acceptance and friendship needs.

This area of needs embraces the whole concept that education is about relationships. Students need positive relationships with other students, with teachers and with other staff members and administrators. Staff, also, need good relationships with students. Of equal importance are good relationships with other staff members and administration. It is here we can incorporate Glatthorn's (1992) elements of collaboration and cooperation. Goals are better accomplished when people work together.

People cannot work well together unless their relationship is characterized by Glatthorn's (1992) elements of respect and trust. When the principle of trust is violated, respect is lost and the relationship is not just destroyed but transformed – from positive to negative. Negative relationships will eventually destroy an otherwise positive environment. "A foundation of negative or ambivalent relationships can foster negative self-concepts, negative attitudes, and ultimately, lower performance" (Houlihan, 1988, p. 22).

This area includes Glatthorn's (1992) elements of consideration and caring. Everyone needs to be important to somebody -- to know that somebody else really cares. Students learn best when they are cared about and teachers teach best when they are appreciated. "...it seems reasonable to argue that dissatisfied teachers are less likely to produce student achievement gains than those who feel good about their work" (Duke,

1986, p. 16). Roland Barth went so far as to say that “principals should regard one of their main tasks as the creation of supportive environments within which teachers can work” (as cited in Duke, 1986, p. 16).

4. Achievement and recognition needs.

People need to have their successful endeavors recognized by others. Perhaps teacher appreciation would fit here as well as under the category of ‘caring.’ Appreciation is a form of caring about the person. Appreciation also includes recognition for work well done.

5. Needs to maximize one’s potential.

This area is characterized by the attitude that all -- both students and staff -- are there to learn and grow. This would incorporate Glatthorn’s (1992) elements of productivity and his orientation to growth. Students and staff are challenged to set goals at the highest possible level and to work to achieve those goals.

Given this expansive definition and description, how important is the development of positive school climate? Sergiovanni says, “a positive school climate does not guarantee school effectiveness, but it is a necessary ingredient of effective schools” (Sergiovanni, 1987, as cited in Glatthorn, 1992, p. 152).

Chapter 2: The Role of the Principal

To act in harmony with the combined model of positive school climate, what leadership role will the school principal need to play in the development of that positive climate?

Whenever “two or more people interact for a common purpose, a social organization is formed. Thus a social organization can be a classroom, school, or school district” (Houlihan, 1988, p. 18). Common sense, though not necessarily a common commodity, should suggest that a teacher will have a strong leadership role in the development of a positive climate in his or her classroom, but the principal -- as the leader of the school -- will be in the best position to influence the climate of the school. Research supports this premise. Houlihan (1988), when reviewing the research data on effective schools, found that “strong instructional leadership from the principal”... was the most important element for developing effective schools. He described positive school climate as a correlate of that. He also found that the development of positive relationships, so essential to positive school climate, ... “began first and foremost with the principal” (Houlihan, 1988, p. 54).

Throughout the recent research on effective schools, “[p]rincipals were cited as the most significant individuals in a school building. This research reveals over and over again that the leadership capability of school principals determines whether or not a school fails or succeeds” (Jones, 2000, p. 156). Certainly the principal plays the key role in the development of school climate. How he or she chooses to play that role, and the

type of leadership he or she provides, will influence whether that climate will be a positive or a negative one. The bottom line is that there will be a climate.

Sergiovanni (1984) says that the leader contributes to setting the tone or climate of the school through something called “administrative attention.” This administrative attention is what the leader “communicates to others as being important” (p. 110). This communication takes the form of time. What the administrator spends time on will be seen as the events and activities that the administrator values. As others see what is valued, they are also likely to give it their attention. According to Leithwood, Jantzi, and Steinbach (1999), a leader models important values and practices. Definitely as true in a school as it is in the world, what you do speaks far louder than what you say.

How important is the role of the principal in the development of positive school climate? Research indicates that the principal plays the key leadership role. The question then is what kind of leadership is most likely to create and nurture a positive school climate?

Chapter 3: Leadership

A Personal Look at Leadership

What is leadership?

lead er ship `le der ship *n.* (1821) **1:** the office or position of a leader **2:** capacity to lead **3:** the act or an instance of leading **4:** LEADERS (Merriam Webster, 1994).

The dictionary defines leadership in four ways. First, it is a *position* or office.

Leadership is conferred upon a person who holds an office or a position that involves the person in a leadership role. Achieving this position may or may not have involved some sort of selection process. The person may have been selected by someone for his or her skills, *ability* or past performance and experience, by someone in a higher leadership position; or, the person may have simply assumed the position because there was a need for leadership and no one else moved forward to assume the leadership position.

The second definition refers to ability, either innate or acquired. It could be assumed from this that a person could have the capacity to lead -- all the skills and abilities required to be a leader -- and never fill the role. To have the capacity for leadership does not necessarily require the person to actually lead.

The third definition requires *action*. The person fills a leadership role by actually doing something; by leading. The person may have been elected or appointed to a position of leadership, or may have assumed that role due to circumstances. However he or she has acquired the position, the person has acted as a leader.

The fourth definition simply refers to LEADERS. What leaders do, when they are acting as leaders, is leadership. **lead er** ˈled der *n.* (14)c **1:** something that leads...
2: a person who leads: as **b(2)** a person who has commanding authority or influence (Merriam Webster, 1994). **lead er** ˈli:de(r) *n.* **1** a person or thing that leads. **b** a person followed by others (Oxford, 1996).

From these definitions it would appear that a leader is a person who leads because he or she has commanding authority or influence. Further, it would appear that a person, to be a leader, must be followed by others. To lead, one must be followed.

“Leader... a person followed by others.” Why do others follow? Sometimes it is because they choose to follow. The key word here is *influence*. These are the leaders who inspire others by their knowledge or experience. It is their *example* that draws followers to them. Sometimes others follow because they have no choice. If a person has the capacity to lead, and leads in a direction deemed by others to be toward a worthwhile goal, then people follow through choice. Sometimes, however, a person is given power over others. Perhaps this leader controls the employment, safety, security or even the lives of others. The key words here are *power* and *control*.

My stepfather was a perfect example of one who led largely through power and control rather than by influence and example. Spencer had been a pilot during World War II. He loved to fly and, as soon as the war broke out, he flew over to Britain and enlisted

in the Royal Air Force. He didn't really care what he had to do and where he had to go as long as they would let him fly. They did.

He already knew how to fly. Although very young, he owned his own small plane at home and had been free to fly almost as much as he liked. He was a fearless pilot on the southern Alberta prairies and took that same attitude and reckless courage with him when he went to Europe. The son of a strong-willed, determined and often autocratic father, Spencer knew how to take orders, though he definitely could and did think for himself, and often acted on his own initiative. He was just the kind of young pilot the Air Force needed: a pilot with the guts to go wherever he was sent; do what he was ordered to do; and with enough brains and initiative to get himself and his plane safely out of any tricky situations they might find themselves in. He flew a lot of very successful missions. He became an officer and was quickly promoted. In the Air Force, he also learned how to give orders.

I think Spencer would have happily lived out the rest of his life in the military if the war had never ended and if they had kept giving him planes to fly. While he flew all kinds of planes and all kinds of missions, his special talent seemed to be flying bombers. His past history of shooting coyotes on the prairies from a small plane translated into the kinds of skills that enabled him to hit his wartime targets with uncanny accuracy. His lack of fear caused him to be sent on rescue missions to retrieve Allied pilots who had been

shot down behind enemy lines. When Canada entered the war, Spencer was transferred to the RCAF, then assigned back to the RAF. Still flying rescue missions, his luck finally ran out and he was shot down.

Life changed dramatically. Due to his injuries, he was effectively grounded. They sent him back to England to train pilots, but it wasn't the same. The war was over.

Spencer came back to Canada with a box full of medals and a medical discharge. He was a hero, but he was beginning to become a very bitter man. He just wanted to fly. He couldn't do that anymore, through no fault of his own, and it just wasn't fair.

I think military heroes, especially bitter ones, make rotten husbands and fathers as a rule. Spencer certainly did. I don't remember him ever "asking" my mother or me to do anything. It was always an order, meant to be obeyed, and meant to be obeyed now. If I made mistakes, and of course I did, my punishment usually involved two parts. First, the military dressing down. I would be forced to stand in front of him, while he sat, and would be forced to listen to him list and describe everything I had done wrong. The list was not limited to the current crime. He had a phenomenal memory and could remember everything I had ever done wrong! These sessions could be short, a matter of a few minutes, or long, lasting several hours. I was not allowed to sit, look away, cry, or speak in my own defense.

The second part of my punishment always involved the loss of something--

privileges or things. When I got into trouble for threatening another kid with a gun because he was beating up my dog, the punishment for me was to lose my dogs. I don't know what Spencer did with them, but he took both Trixie and Perky away and I never saw them again. When I broke my bike by riding it too fast down a steep hill and hitting a rock, I lost the bike. He didn't fix it and he wouldn't replace it. I was thirteen at the time. I never owned a bike again until I was an adult and married. Then I got a bicycle so I could go riding with the kids.

Yes, I rebelled. In my heart and in my mind. Outwardly, I obeyed to the best of my ability. It was too dangerous not to.

I was taught obedience and "respect." I addressed all adults, including my stepfather, as sir or ma'am. It was never just "yes," it was "Yes, sir." The outward aspects of respect were given because they were demanded. I had no real respect for him. That kind of respect has to be earned.

I have worked part-time as a paramedic for the B.C. Ambulance Service for almost twenty-three years. It's a provincial service and is quasi military in its organization and in many of its policies and procedures. Several of the Unit Chiefs I worked under in the old days were ex-military and used to accuse me of having "no respect for authority." I guess that's at least partially true. I have no respect for authority if it comes solely out of the power and control resulting from the position the person

holds. Respect is earned. And I have zero tolerance for leaders who abuse power in any way.

I often heard my stepfather described as a “leader” and as a “leader of men.” He was one of the first examples of leadership in my life. I became interested in leadership very early. What was it? How did it work? How did one survive it? To this day, I do not know exactly how Spencer maintained the power and control he had over us. I honestly do not know what he would have done if I had openly defied him. I do not believe I was a coward. I only know that I was too terrified to defy him. At fifteen, when I couldn’t take it anymore, and I was ready to run, my wise mother sent me back to Canada to visit family. My parents divorced. Though I never saw my stepfather again, he and his leadership style had a profound influence on my life.

Although I was not aware of it at the time, my early life was also influenced by another leadership style, that of influence and example. My mother was a quiet lady. She didn’t talk a lot, but when she had something to say, you listened. She had a quiet inner strength that was not obvious to me at the time. Like me, she obeyed my stepfather. If she ever rebelled, I never saw it. Only in later years did I come to understand her as a person -- as much as we can ever truly see our mothers as women, separate and apart from their role as our mothers. Mother was very conscious of her responsibility for me and of her need to provide for me. She had no formal education beyond high school and no

specialized training. She was far from home and had, I suspect, too much pride to admit to her family that her marriage was a mistake and to ask for their help. She had made mistakes before. I don't think she cared to go home that way again.

Whatever her reasons for choosing to stay with Spencer as long as she did, she provided a foundation for me on which I could build my life. She provided an example to follow. Hers was the soft answer that turned away wrath, the perception to see the needs of others, the kind and caring heart that sought to meet those needs. She was a peacemaker. She had strong values and she lived by them. She worked hard. She was generous and one of the most unselfish people I have ever met.

She encouraged me, and others, to always be the best that we could be. She valued education. She had not had the opportunity for post secondary education herself but she decided that I would go to university. I would have the opportunity that she had not had. Did I receive lengthy lectures on the importance of getting a university education or other post secondary training? No, I did not. She just "expected" me to go. The power of other people's expectations for us is complex and not easily understood but, if we respect them, then we seem to have this innate desire to please them by meeting, or at least striving to meet, those expectations. She never "told" me that I had to go. "When you go..." she would say. "What do you think you would like to do? What do you want to study? Where do you want to go?" The one word I never heard in connection

with my education was “if.” “If” was not an option.

Another gift I received from my mother was her trust and her faith in me. She trusted me. When she had a job for me to do, she trusted me to do it. On those rare occasions when I did not live up to that trust, she was very disappointed in me. A simple example... if I was asked to do the dishes and I procrastinated -- a bad habit of mine -- she did not nag. She simply went and started doing them herself. I would then leave my book, or whatever other activity I had been involved in, and go out to help do the dishes. But my help at that point would not be accepted. “No,” she would say, “I asked you before. You chose not to do what I asked.” It hurt to see her disappointed in me. I tried not to disappoint her.

My last year of university was a very tough one. Life got in the way and there were times that I was not sure I could make it. The thought of not graduating and so disappointing my mother was unbearable. I made the sacrifices necessary and carried on. My mother flew to Texas for my graduation. At the end of the ceremony, I presented her with my degree. “It’s yours,” I told her. “I couldn’t have done it without you. You are the one who really earned it.” She accepted it, and kept it until she died.

As we grow into leadership roles in our own lives, we are strongly influenced by the leadership styles around us -- our parents, our teachers, others who have authority over us. We often adopt these styles, or aspects of them, unconsciously and incorporate

them into our own leadership style. We often slip back into the styles and habits we know the best. While I would never consciously choose my stepfather's style, it was disturbing the number of times I had to stop myself from saying to my children some of the things Spencer had said to me. And one day, when I was trying to get to the bottom of 'who had done what' and I had all four of them lined up in front of me for 'questioning,' I came to the horrible realization that I was doing the same thing to my children as he had done to me! The very thing that I'd vowed never to do!

As a leader -- in my home, in my community, in my work -- I have tried not to fall into that trap. I have looked at leadership from many different views. I have searched for a leadership style for myself. In doing that, I have read, I have observed, I have analysed.

Bennis (1959) said, "Probably more has been written and less is known about leadership than any other topic in the behavioral sciences" (Bennis, 1959, as cited in Sergiovanni, 1992, p. 2). Truer words were probably never spoken.

The Qualities of Leadership

Books and theories on leadership are everywhere. Some describe different types of leadership or leadership models. Others try to identify leadership traits that lead to success. Still others take the 'recipe' approach to leadership: do this, do that, or add this. The bottom line seems to be that anyone can be a leader if he or she will just develop certain character traits or follow prescribed directions.

Kouzes and Posner (1987) describe five practices that they have found to be common to extraordinary leaders. These leaders: challenge the process, inspire a shared vision, enable others to act, model the way, and encourage the heart. (Kouzes & Posner, 1987, p. 8).

They see leaders as people who are pioneers and who are willing to risk the unknown. While they may not always be the ones who actually invent the product or create the ideas, they are willing to use those creations to challenge the status quo. The leader's prime role may be to recognize and support the good ideas of others.

Leaders spend considerable effort gazing across the horizon of time, imagining... Some call it vision; ... purpose, mission, goal, even personal agenda. Regardless of what we call it, there is a desire to make something happen, to change the way things are. (Kouzes & Posner, 1987, p. 9).

Once seen, the vision must be shared with others and accepted by them. "A person with no followers is not a leader, and people will not become followers until they accept a vision as their own. You cannot command commitment, you can only inspire it" (Kouzes & Posner, 1987, p. 9).

Enabling others to act is essential for success. Kouzes and Posner (1987) studied over five hundred successful leaders. “A one-word test for differentiating between leaders and managers that came through loud and clear...was the use of *we* versus *I*” (Kouzes & Posner, 1987, p. 133). These leaders involved everyone who was needed to make the project work and included anyone who would have to live with the results. They recognized that “...teamwork and collaboration were essential” (Kouzes & Posner, 1987, p. 10).

Modeling, or leading by example, gives a leader credibility. According to John Gardner, the challenge “...is not to find better values but to be faithful to those we profess” (Kouzes & Posner, 1987, p. 197). If leaders are true to the principles and values that they profess, they show integrity and inspire trust in others. Shakespeare (1987) said it better than anyone, before or since, when he said, “To thine own self be true, and it must follow as the night the day, thou canst not then be false to any man” (p. 52).

Encouraging the heart means valuing and celebrating the accomplishments of both the individual and the organization. Kouzes and Posner (1987) caution that these celebrations must be genuine, celebrate real accomplishments and include the leader’s personal involvement. The Latin word *cor*, which means *heart*, is a root of the word *encouragement*. “When leaders encourage others, through recognition and celebration, they inspire them with courage – with heart. When we encourage others, we give them heart. And when we give heart to others, we give love” (Kouzes & Posner, 1987, p. 270).

It seems unusual to find the word *love* in a how-to book on leadership, particularly one with a business focus rather than an educational one. The more I thought about it, however, the more sense it made. Vince Lombardi, coach of the Green Bay

Packers, said, “I don’t necessarily have to like my associates, but as a person I must love them. Love is loyalty. Love is teamwork. Love respects the dignity of the individual. Heartpower is the strength of your corporation” (Kouzes & Posner, 1987, p. 271).

Harold B. Lee (1996) examined effective leadership and developed some ‘Commandments for a Good Leader.’ While his ‘commandments’ number more than ten, the ten that follow are particularly applicable to schools and school leadership.

1. “To be a leader, you have to be moving. I cannot conceive of anybody following a leader who isn’t going anywhere” (p. 505).
2. “Leadership demands that you live as you teach” (p. 505). “Leaders must be examples” (p. 508).
3. “Leaders need discernment... Avoid hasty judgment” (p. 507).
4. “Effective leadership requires hard work” (p. 505).
5. “Leaders should serve unselfishly” (p. 506).
6. “The most dangerous leader is the one who betrays his trust... Loyalty is important at all levels.” (p. 506).
7. “A mark of true leadership is to praise the efforts of those you lead” (p. 504).
8. “Leadership requires a Ph.D. in people. Leaders show concern for the total individual” (p. 508).
9. “Don’t lose yourself in the mechanics of leadership” (p. 507).
10. “Teach people to govern themselves” (p. 514).

While these ‘commandments’ are not really a ‘recipe’ for leadership success, they are personal qualities that, if developed and enfolded into a person’s life, will certainly create the kind of person that is capable of being a great leader. They incorporate the positive

principles and qualities of leadership.

The practices of Kouzes and Posner (1987) and the “commandments” of Harold B. Lee (1996) have much in common. Both emphasize challenging the status quo and actually moving and going somewhere. That ties in with having a vision of where you, as a leader, wish your organization to go. Both talk about enabling others to act. Kouzes and Posner (1987) see enabling others through teamwork and collaboration. Lee (1996) sees enabling others through giving them the opportunity to accept responsibility and teaching them to govern themselves. Kouzes and Posner (1987) state the importance of modeling and leading by example. Lee (1996) also states that “leaders must be examples” (p. 508). Finally, Kouzes and Posner (1987) talk about the importance of “encouraging the heart” (p. 270) and giving love. Lee (1996) stresses the importance of serving unselfishly, being loyal, and praising the efforts of those you lead; other ways of showing love and putting the heart into leadership.

These practices and principles of leadership, together with the definition and descriptions of positive school climate, were used to craft the interview questions for the Grandview School case study.

Chapter 4: Methodology -- An Historical Case Study

This research began with a review of the literature on leadership and leadership styles as well as a review of the literature on positive school climate. From my Grandview experience and my personal reflections upon it, I saw Grandview as a school with a very positive climate. It was a pleasant place to be; I enjoyed going to work there; I was not in a hurry to leave at the end of the day; I felt challenged to go the extra mile; and I felt that the work I did was appreciated. Furthermore, I believed that most of the other teachers felt the same way. These feelings fit closely with Howard, Howell and Brainard's (1987) description of a positive climate as a school where people want to be, and with Glatthorn's (1992) description of a desirable climate as one that is safe, considerate, caring, respectful, trusting, collaborative and growth oriented.

Good leadership is an essential component of positive school climate. Houlihan (1988) found that the development of positive relationships was essential to the development of positive school climate, and that development began with the principal (p. 54). Jones (2000) found that the leadership of the principal determined the ultimate success or failure of a school (p. 156). Sergiovanni (1984) said that "leadership and its organizational context are inseparable and thus it is difficult to understand one without the other" (p. 115). He views organizations as cultural entities. Leadership, then, must be studied within the cultural context of the organization; in this case, the school. And within that cultural context, the leader also contributes to setting the tone or climate of the school (p. 110).

I focused on leadership and positive climate through the lens of Grandview School. My study was qualitative since that type of research best suited the reflective investigation process that I intended to follow. It is an historical case study based on oral histories, “first-person narratives that the researcher collects using extensive interviewing of a single individual” (Borg & Gall, 1983, p. 489).

In historical research, the researcher does not have the ability to create new data but must work with what already exists. The challenge is to look at all that can be found and to find within it that which is not yet known.

The method of collecting data for the case study was recorded interviews. By interviewing people who worked at or attended Grandview, I was able to access primary sources for my research. Primary sources for historical research are considered to be more credible than secondary sources since primary sources are those “... in which the individual describing the event was present when it occurred” (Borg & Gall, 1983, p. 807).

Credibility and bias always seem to be more of an issue for qualitative research than for quantitative studies. It is perceived by many that collecting quantitative data and dealing with it mathematically is a more scientific method of doing research. However, bias and prejudice can occur just as easily in quantitative research.

A bias or prejudice is a set to perceive events in such a way that certain types of facts are habitually overlooked, distorted, or falsified. The person who has an axe to grind or who has strong motives for wanting a particular version of a described event to be accepted can usually be expected to produce biased information. (Borg & Gall, 1983, p. 818).

Because the bias or prejudice is in the researcher and not inherent in the method, an historical study can still be both subjective and unbiased.

In this study, I sincerely wanted to find answers to my research questions. I tried to make the interview questions as open as possible, while still covering the areas that my research had shown could be linked to the relationship between climate and leadership. No one being interviewed had anything to gain or lose by answering the questions.

The interviews were done in person and were recorded on audio tape because I wished to be able to focus on the questions, answers and discussion without being distracted by the need to take notes. Recording them also allowed me to review the complete interviews later for information I may have missed initially.

Grandview school had a small staff and very low staff turn-over so the staff sample was small. According to Borg and Gall (1983), small samples are often more appropriate than large samples. "A study that probes deeply into the characteristics of a small sample often provides more knowledge than a study that attacks the same problem by collecting only shallow information on a large sample" (Borg & Gall, 1983, p. 261).

I planned to interview Julian Kucher, the principal, as well as teachers and students who were there during the last eight years that the school was open. I contacted five teachers and fifteen students who were willing to be interviewed.

I hoped that by asking the right people the right questions, and by interviewing people at different levels, my results would be credible. This meant not limiting my questions just to teachers but also interviewing students and the principal. It also meant asking questions specific to the needs of each of these groups. I chose students who had spent at least one year at Grandview. From the students available, I selected some

students who had gone on to professional education, into the trades, and directly into the workforce. I chose teachers at different levels of experience – new teachers, teachers in the middle of their careers, and teachers nearing retirement. With both teachers and students, I managed to achieve close gender balance: three out of five teachers were female; eight out of fifteen students were female. Choosing these parameters gave me a very broad cross section of the Grandview population over an eight-year period of time. This was important because I needed to know what the school climate was like for as many people in the school as possible, while still basing my research on in-depth interviews with a relatively small sample.

The interviews were semi-structured; an appropriate method for educational research (Borg & Gall, 1989, p. 452). It is particularly suitable for qualitative studies because, while there was a list of prescribed questions, there was flexibility to allow for open responses that sometimes resulted in unanticipated ideas or experiences. The list included not only “how” and “what,” but also “why” and “what do you think” kinds of questions. The open-endedness of many of the questions often led to interesting stories that were used as examples, which in turn led to other stories. The average teacher interview lasted between one and a half to two and a half hours. While I had initially told participants that I would only take about an hour of their time, no one seemed to mind the extra time involved. A couple of teachers even called afterward with more things they had “remembered.” Another teacher came to see me after the interview with additional memories to share. Student interviews were shorter and some students chose to respond to the questions by email rather than by meeting in person.

Because the teachers' memories and reflections were so rich in qualitative data, their complete interviews were transcribed. The students' answers were summarized, with the exception of three students who gave very thoughtful and reflective responses. The responses of those three students were transcribed in their entirety.

The data collected during the interviews were analyzed in an attempt to identify common themes. This was done manually. I then examined those commonalities with reference to the research on both leadership and positive school climate. From this I have attempted to identify what worked well at Grandview and why it worked.

Chapter 5: Grandview School – The Students

Twelve former students were interviewed in person and three chose to answer the interview questions by email. Interviews were done at their homes or in the library of the school where I now work. All interviews were recorded on audio tape. The average student interview lasted between forty-five minutes and an hour. Students' answers were summarized, with the exception of three students who gave quite thoughtful and reflective responses. The answers from these three students are given in more detail.

The first interview question asked students to reflect upon Grandview School and talk about what came to mind when they thought about it. Some words common to many students were “fun,” “a great place to be,” “OK place,” “busy,” and “always lots to do.” Other students remembered favorite teachers, or playing on a team or singing in the choir. Many spoke about the grade-seven trip. The grade-seven class worked on planning and fundraising all year. Then, in the first part of June, the entire grade seven class traveled by bus to Vancouver and the Lower Mainland of B.C. The trip included tours of various educational and cultural sites. This annual trip was a culminating activity for grade seven and, given the number of students who remembered it vividly, it was obviously a highlight in the school lives of the students.

All of the responses to this question were positive but one stands out. One student used the words “peace” and “trust” when she remembered Grandview. This student had been bullied by both staff and students at her previous school. She recalled that she had been called “stupid” by her teacher. She had been told by a couple of her teachers that she was “not smart enough to finish school.” She had also been teased and harassed by other

students and she said the staff did nothing to stop it. In contrast, she found Grandview School to be a “safe haven.” Her first words about Grandview were, “Peace, it was a school that I knew I could trust the adults around me.” She said that her previous school had given her a “self-defeating outlook on life.” But, “the teacher in Grandview would not accept ‘I can not do it’ as a reason not to try.” Attending Grandview was a turning point in the life of this student. She said, “The peace I found in Grandview started me toward finishing school, something teachers had told me, and would later tell me, I was not able to do. I did finish, despite those who thought I was unable to.”

Another student remembered Grandview as a good place to learn. She said, “I feel that Grandview was a good learning environment -- one in which I would love for my child to learn in.” And finally, there was the student who was supposed to go to another school but said, “I liked it. I went out of my way to go to that school!”

All of these initial responses were positive. For a variety of reasons, all previous students who were interviewed remembered Grandview as a good place to be.

Group Atmosphere

The next questions that were asked referred to the atmosphere in the school. Glatthorn (1992) describes a desirable school climate as one that is safe, considerate and caring. Did students feel that they were cared about and did they feel safe? All of the answers were positive. One response was, “I think that Grandview had installed an anti-bullying rule long before it became politically correct to do so.” Another student said, “Very much so. I was always comfortable at the school even though I didn’t have a lot of friends and I always felt safe because of the support from my teachers.” And finally, “Yes. I think so. Definitely. My teachers cared about me.”

When asked if their teachers were sensitive and responsive to the needs of students, all responses were positive, although some were more positive than others. Some students said, “most of the time,” and “pretty good.” A few students said some teachers were more responsive than others. They mentioned some teachers by name. One comment about a teacher was, “I think he took more of a ‘tough love’ way toward his students, but he was able to see a need and work at trying to fix it.” Several students mentioned “respect.” Teachers were “respectful to us and we had to be respectful to them.” Another student, when asked about teachers caring and responding to the needs of students, said, “Very much so. The teachers treated the students as though they were their own children, even if they themselves did not have children.”

A related question regarding the principal’s sensitivity and responsiveness to the needs of students yielded similar responses. One student described one of her experiences with the principal:

I only had one run-in that had me in his office. I had gotten in an on-going fight with one other student that needed both of us in his office. He made us pick up garbage together -- one holding the bag and the other picking up. We had to fill the bag before coming back. It took about two hours to fill the bag but we talked through the on-going feud and decided we did not want to pick garbage up together again. It was hard to find enough garbage. I think this form of discipline kept our schoolyard clean. He also knew every kid and their story in life. He knew you and what you needed: a firm hand to head you right or just some time to think while picking garbage.

Another student remembered the principal this way...

He was very much like a father figure in the school, and for those of us without a father figure at home, that was very positive. He showed a tremendous amount of respect and cared for each of the students in the school. He learned about the individual students, what his or her likes were, and what each of them cared about. He had a gentle but firm way of disciplining the students, as well.

Another student explained that she didn't have a lot of dealings with the principal but she always enjoyed him because he remembered her mom, who had also been a Grandview student. Her feelings about him were positive and she really liked him. Other students described the principal as "OK," "a fun guy," and "he liked us but sometimes he was tough."

The next questions dealt with Grandview as a community. Was there a sense of togetherness in the school? Most, (fourteen out of fifteen), students said 'yes.' They felt like they belonged. The grade-seven trip was mentioned by several students. One said,

I think we spent more time together than you would in any other grade, especially getting ready for the trip to Vancouver. I chose not to go on this trip but I attended the fund raisers and outings getting ready. I think the class all kind of stuck up for each other.

Another student said, "Definitely. The school was my home away from home." Other comments were: "Togetherness, yeah. It was like a big family. I felt like I belonged," and "I didn't have any real friends but the school was OK."

Only one student did not feel the sense of togetherness. She said,

That's a hard question for me to answer because I was from out of town so... I never did any after school activities or anything because I had to catch a bus... so

for a sense of the community, I wasn't really part of the community.

Human Relations

The next interview questions dealt with 'being cared about,' not only as a student but also as a person. I also asked the students to describe what the teacher or principal did to show that he or she cared.

One student, who had had quite a bit of difficulty at her previous school, related the following...

By the time I got to Mr. M, I had no self worth, no love for myself and the belief I was retarded or at least too slow to ever do regular school work. Where other teachers would assign the class work and then assign me work and send me to the mud room or stage with another student, Mr. M expected me to do the same as everyone else. He did not lower his standard for me. I now think he cared that I find my strengths and build on them, and strengthen my weaknesses. When I told him I could not do something, he told me that meant I did not want to try. At the time I hated him for that, but today I would thank him for seeing in me something I didn't see.

Another student said, "I believe that my teachers cared. If I needed to talk to them, they were always attentive and seemed to genuinely care what I had to say."

Several students remembered that their teachers always seemed to have time for them, that "teachers did a lot of stuff with us," and "most of them really listened to us." One student summed it up nicely when he said, "Sometimes you could just hang out at school and it was OK with them."

When students were asked about the positive and negative feedback that they received from their teachers, their responses were mixed. Some remembered the positive, some the negative, and some remembered a little bit of both. Their answers, however, revealed some interesting stories about teachers and how they dealt with different students.

One student had this to say about her teacher...

He was firm and fair, but he was loud and I did not want to see him mad because he was intimidating to me. So, I did not experience discipline from him. I did, however, see him deal with another classmate that was suffering from mental instability. She would get so upset he would catch a chair, book, desk whatever it was she had at hand to throw. He never belittled her or spoke badly of her. He would speak in a softer tone than the rest of the time and talk her back to the assigned work at hand. Where it would have been easier to belittle her, kick her out, or just get mad, he never did. He would also, if he heard some one getting belittled by another, deal with it. He would stop it if he knew about it.

Another student remembered, "Both of my teachers used positive reinforcement with me. That is how I respond best. Both teachers seemed to change their tactics depending on the student with whom they were dealing."

One student, who remembered both positive and negative reinforcement, described the reinforcement in such a way that what initially seemed to be negative led to positive results over time. She rambles a bit, but her answer gives a panorama of reinforcement across the years.

In the younger grades, I think there was some positive reinforcement there

because I never felt threatened with my... like I had trouble reading. I remember going to Mrs. N, and stuff like that, but I don't remember feeling stupid or anything like that. But I think in grade seven they pushed you a little harder. I remember having trouble with my handwriting and every teacher up until grade seven was like... you have to figure out your handwriting and either slant it this way or that way, and that was mostly negative. I mean there was a lot of positive because we had journals and if I did a good job with my writing, it was definitely reinforced. But it made me work. It was effective. There was not a lot of negative. I don't remember a lot of negative. And there was positive because if you did do it right it was reinforced. I found those journals when we were moving a few years ago. They meant something... and the handwriting too, to see those little comments in there...

Another student talked about what was, for her, a negative experience.

As far as physical activity, it was challenging for me, and they always had that - golds and silvers and bronzes... (Canada Fitness Tests). I found that tough to do. I would get bronzes and silvers, or whatever, but I just found it almost demeaning at that time to do that in front of everybody. You had to... if you couldn't do a chin up, you know...

Other comments about negative reinforcement included report cards. If students were having difficulty academically, they tended to see report cards in a negative way. They also saw negative reinforcement when their behavior was considered unacceptable and when they broke the rules. "Yeah," one student said, "definitely negative when you got in trouble!" Over all, students reported that reinforcement was sometimes positive,

sometimes negative. It depended on what it was, but it was mostly positive and there was always lots of encouragement.

Expectations

Students were asked if their teachers had high expectations for their performance.

All students said “yes” in response to this question.

One student described it this way:

Yes. It was my first year that I did schooling that was not at a modified level and he held me accountable to the work the same as he did the rest of his students that did not struggle. When I had done well, he let the whole class know it, but did not humiliate me when I did poorly. Instead he had me redo it with help from someone else in the class. He often partnered me with one of the other students.

The comments of this student not only reveal her teachers expectations for her, but also his care and concern for her feelings and her image of herself in the class.

Another student said, “I think that the teaching staff as a whole had high expectations for the performance of all the students. The teachers believed in the students and I think that made our school invincible.” I think the student’s choice of the word “invincible” was interesting. Had this student used this word when she was still a student, instead of as an adult looking back, I would have suspected that she was just using a word she didn’t understand. Because she did know the meaning of the word and she chose to use it in this way, it reveals a feeling of strength and power. This feeling was expressed by other students as well. Because teachers’ expectations were high throughout the school, students knew that not only were they expected to do well, but also that teachers had confidence in their ability to do well. That combination of expectations and confidence

empowered the students. Another student said, “We were expected to try hard even if we didn’t always do well. They expected us to work hard.”

While all the students were very clear about the expectations of their teachers, there was less clarity when they were asked to describe how those expectations were communicated to them. One student said, “He did not allow me to ‘poor me’ my way out of working on assignments.” Another said, “My teachers and coaches supplied constant encouragement in all that I attempted.”

And another, “They made sure you did your homework. They got you help if you needed help, like Mrs. N. The program there to help with reading was my thing.”

Another student said, “He made me keep working on things until I got them right.”

While these comments reveal some of the methods the teachers used to help students meet their expectations, they do not really show how those expectations were communicated to the students. Most students said, “I don’t know,” or “I don’t really remember.” One student probably came closest to the truth when he said, “We knew we were supposed to do well because we were from Grandview.” There was a culture of high expectations, built up over the years and passed on to succeeding classes, that if you were a Grandview student you were not only expected to work hard and do well, but also knew that you could do well.

When asked if students were given opportunities to show that they were responsible, all students replied that they were. While some said that they did not always appreciate it at the time, in retrospect they agreed that it had been good and most agreed that they had enjoyed the opportunities they had been given. Students were given

responsibility in a variety of ways and they were expected to be more responsible as they got older and moved up through the grades.

One student, for personal reasons, decided not to go on the grade-seven trip to Vancouver. She was given other things to do in the school that proved to be very rewarding for her.

Yes, when I decided not to go to Vancouver, I got to do something that was wonderful. I got to go and work with the handicapped class. I felt of great worth during this week. I got to see that I was good with kids. I learned that I was able to communicate and be a positive force in others' lives. I learned a great deal about my abilities that week. The teacher I worked with was wonderful. She reinforced my worth.

Another student said, "There were lots of opportunities to show how responsible we were. Older students were tasked to monitor younger ones and help out with supervision. Older students were able to help out with younger students sports events among many other opportunities." Several students mentioned hot dog days, which were held every Friday. One student said, "It was actually kind of funny because grade sevens were in charge of hot dog day. We would cook hot dogs, usually without supervision. Oh, they would come and check on you and stuff, but we did stuff like that." Another student who recalled hot dog days said, "Oh, yes. We did hot dogs and we were responsible for everything from taking orders to cooking and delivery to the rooms. We even counted the money and got it ready to go to the bank."

Another student remembered the school 'reading buddy program.'

We had a reading program that we helped the grade threes with, and if we were

having any trouble, that definitely helped us. When you become the teacher, you really learn. They would just set us loose... you go down, you find your reading partner, and you sit out in the hallway with this child, and you read to them, on your own, and they read back to you. Nobody supervised. You were just expected to do that. I remember meeting those kids years later, downtown. They remembered me for a lot of years. Neat. I remembered the kids being so proud when they saw their grade sevens.

Another student remembered, “Also we had lunch monitors. Two intermediate students would go to each primary class at lunch to help out and supervise the younger kids.”

Other responsibilities they remembered included radio programs produced by students, group art projects, helping out at track meets, planning trips to Gwillim Lake – even figuring out the food and planning activities. Students helped write and produce the Christmas play and, always, the older students helped out the younger students. “When you’re in the older grades you help the younger grades.” One former student said it simply, “We had to be responsible for lots of stuff.”

Students felt trusted and responsible. Several students mentioned that they believed they were given more responsibility at Grandview than their children are given in schools today.

Discipline

When asked if they had felt safe at school, all students answered positively about their own experiences. No students could remember a time they had felt unsafe at that

school. One student compared her experiences at a previous school with her Grandview experience:

Yes, I felt safe. I had not felt safe at school in the early years of my schooling. I was not sure if my teachers were going to hit me or belittle me. They also stood by while I was called 'Pissy,' a nickname I got for wetting my pants in class because the teacher would not allow me to use the washroom. I was in grade two when this happened. This name followed me to Grandview and the ones that wished to call me by this name were dealt with if teachers heard it being used.

Other responses were: "completely," "totally safe," "definitely," and "most of the time." Several students mentioned fighting. One said, "Fighting was not allowed. Fighting was something you could get in big trouble for." Another said, "Sometimes there was fighting, but not much and if you got caught fighting you were in big trouble. I don't think there was as much bullying at school then as there is now." When questioned about the "big trouble" these students were not too sure just what "big trouble" really was. They just knew it was serious and there were definitely unpleasant consequences.

One student did speak about someone who was picked on. She said, "We had one boy I remember, TM. I remember everybody calling him a 'fleabag' and being really rude to him. I don't remember anybody sticking up for him too much. I wasn't one to pick on people, so... I don't think he felt safe. I remember him being a very picked-on child."

I was not able to find TM for an interview.

When asked if student safety was a concern, all students said “no” or “not really.” One student said, “I got my nose broken playing basketball, but mostly it was safe.” Another said, “We were always supervised when we did sports so it was pretty safe.”

When asked to describe the discipline policy at the school, no one could seem to pin it down. One said, “I am not sure, but it was fair and was kind.” Another said, I think you got sent to the principal’s office. I never ever got there. I don’t remember ever visiting him. But I think talking back and things like that. I think they’d send you out in the hallway sometimes just to be alone with yourself. Most students admitted that they really didn’t remember what the discipline policy was. They said things like “no fighting” and “be respectful.” One student summed it up succinctly: “The school was ruled with an ‘iron mitten.’ There was compassion and firmness, and respect was abundant.”

Just as the students had difficulty remembering exactly what the discipline policy was, they had equal difficulty remembering who determined what the policy would be. Some just said they didn’t know. Most stated that “any necessary discipline was probably organized by the administration and the teachers.”

Students’ answers were much clearer when they were asked ‘if’ and ‘by whom’ the discipline policy was enforced. All agreed that whatever ‘it’ was, it was enforced. One said,

I am not sure of the discipline policy but I know it was enforced by all the staff at the school. If it needed to be brought to Mr. Kucher's attention, it would have been dealt with in a dignified way.

Another said, “The discipline policy was enforced by the teachers and administrator, and the administrator always supported his teachers.” One student summed it up for most of the others when he said, “The teachers if it was little stuff and the principal if it was big stuff.” He also said, “I remember there being rumors about getting the strap and stuff like that, but that never happened as far as I know. I think the kids thought it did because of their parents going to school...”

Decision-Making

Students were asked: Were students involved in any decision-making in the school? Responses to this question varied from “sometimes” to “lots of things.” One student said, “I don’t know if the students were directly involved in the decision-making, but we were given the opportunity to provide input if it included us.” Another said,

There were many decisions during the year and everyone that the situation would affect had a say in every matter. We went caroling at Christmas. We had to make a decision as to what we would use the money raised for. All the ideas were put on the board and we learned how a voting process worked. We ended up getting a rocking Chair for the old folks’ lodge.

Another student mentioned making decisions about fundraising and planning the itinerary for the grade seven trip. Other activities they remembered making decisions about included outdoor education trips to Gwillim Lake where they were expected to decide on everything from menus to outdoor activities. Students also remembered making decisions about track meets and Christmas concerts.

How were these decisions made? Some students didn’t remember. Those who did described a variety of decision making models that included “by a vote,” and “consensus,

sometimes.” All students remembered considerable “discussion” taking place in groups and in classroom meetings.

Dealing With Conflict

Students were asked, “if you needed to tell your teacher something in confidence, did you trust him/her to keep it?” Comments ranged from “Yes, I believe he had integrity,” to “Yes. I always felt that I could confide in them.” One comment that held a hint of negativity was from one student who said, “Most of the time.” Students’ trust in their teachers was strong.

Students were asked if their teacher(s) showed favoritism showed favoritism to some students over others? There were ‘yes’ and ‘no’ responses, but many students replied “sometimes.” One student’s response was particularly insightful. She said,

Yes, he had a few students you knew he liked best, but he tried not to do anything unfair to us as a class. He was dating the mother of one of the girls in our class, who also worked at the school.

Students were asked if they felt supported by their teachers, even when they were wrong, and then were asked to describe how they were supported. All students said they felt supported, though there was some confusion with the question. If I were to use this question again, I would separate the part about support ‘when you were wrong.’ Answers varied from “I am not sure” to “I always felt that I was supported even if I was wrong. My teachers always gave me the opportunity to explain why I thought the way I did, and I was always given time to substantiate a situation.” One student spoke for most of the others when he said, “Supported? no, not if I was wrong. I felt they still liked me even if I was wrong. If we were wrong, we were expected to change our behavior.”

Motivation, Trust and Openness

Students were asked, "How did your teacher(s) motivate you?" While all students agreed that their teachers did, indeed, motivate them, most could not remember exactly how they did it. One said, "By letting me know he thought I was perfectly capable to do something." Another said, "I was given encouragement when I was participating in sports, and my teachers encouraged me to go the extra mile because they had confidence in me." The most common response was, "They expected us to do well. It was expected."

Students were asked if they thought their teacher(s) trusted them and they were asked to give some evidence to support this. One said, "Yes. He had me work on hot dog day: dealing with money, making hot dogs and handing them out." Another said,

I think that my teachers trusted me. I was given different after school tasks that not too many students were asked to perform. I was given special tasks when I helped out in the Special Ed Room and I considered that a privilege.

One student's response was interesting and perhaps very indicative of the way things worked at Grandview. She said, "Totally. We drank the cooking sherry in the kitchen and I don't think they knew. We were doing hot dogs. We got really sick. Maybe they knew and just thought the consequences were punishment enough." Other responses ranged from "I think so," to "Yes, even when they probably shouldn't have." And, finally, "Most of the time. They trusted you until you showed them that you couldn't be trusted."

Conversely, did students trust their teachers? Most did, most of the time. Some teachers were trusted more than others but there was a general feeling of trust. One student said, "I trusted him because I was given trust by him, and he gave me no reason

to not trust him.” Another said, “I always trusted my teachers. They showed concern and were always sincere in listening to me.”

Did students trust each other? Some did, some didn't. One said, “No. I had decided long before attending Grandview that it was easier to not trust than it was to trust and get hurt. I did not have friends at Grandview; I had acquaintances.”

Another said, “I was there from grade one on. I knew everybody. It was like a home away from home.” Most students said that it depended on the person. They trusted their friends. Other than that, most said that the other students were ‘OK’ but trust was a very personal thing when it came to trusting other students.

Students were asked if they knew of any incidents where any of their teachers ever gossiped about them or about other students? They were asked to describe any incidents that they could remember. No student could remember any incident where teachers gossiped about them or other students. One student's comment was representative for the others when she said, “Not that I remember. I don't think they talked about us like that.”

Students were asked, “When making decisions about incidents or situations, did your principal listen to both sides of the story? Most students didn't remember, though some said “yes,” “usually” and “always.” All students agreed that he always seemed to evaluate situations carefully and that he was “fair.”

Students were then asked, “When making decisions about incidents or situations, did your teacher(s) listen to both sides of the story and did they evaluate situations carefully?” Answers varied. Some said “usually,” “depends on the teacher,” and “most of the time.” All agreed that “they tried to be fair.”

Parent Involvement

Parental involvement in the school varied greatly. Some parents were very involved; others were involved only minimally. Involvement included fundraising for the grade seven trip, helping with track meets, helping with the Arts Festival, being a parent supervisor on field trips, helping in the library and helping supervise games. When asked why they thought their parents were not more involved, the two most common answers were: “we lived out of town” and “my parent(s) worked.” These students expressed the feeling that their parents were interested in the school and what went on there, but that time and distance prevented them from being more involved. Almost all parents came to school activities like the Christmas Concert. The gym was always packed for that event.

How did the school communicate with parents? Students remembered notes home from teachers, phone calls, newsletters from the school, parent-teacher interviews and report cards. They all agreed that everyone seemed to know what was going on at the school.

Special Memories

At the end of the interview, students were asked if there were any special memories about Grandview that they wanted to share? One student remembered, ‘O Canada’ and the Lord’s Prayer every morning,” and “I remember a certain librarian reading us a book about what we wanted to be when we grew up... and helping us find books we liked.”

Another remembered:

We always had a Christmas concert. Schools don’t do that anymore. But the

Christmas concert thing. That was a big deal for us. Most people got a little line – got to say something on their own. Everybody got a little part and the higher grades got bigger parts. It was all children. Every Grandview Christmas concert ended with the same song, “Let there be peace on earth, and let it begin with me.” Others remembered the grade seven trip, outdoor education trips to Gwillim Lake and getting to play on school teams. “Getting to play on the team was great... in my other school, I never got picked for anything. I liked being there.” Several students said that “school was fun then. There was always something going on and lots to do.” Other comments were: “It was a great school,” and “It was a happy place.”

Glatthorn (1992) described a desirable school climate as one where students felt safe and cared about. He used words like “respect,” “trust” and “growth oriented.” Howard, Howell and Brainard (1987) stated that a school with a positive climate would be a place where people chose to be even when they didn’t have to be there (p. 5). They also identified other needs that must be met in a positive climate: acceptance, friendship, achievement and recognition of that achievement, and a need for opportunity to maximize potential (p. 6).

For the students interviewed, Grandview met these criteria for positive school climate. The picture of Grandview emerges as a school where students felt welcome, safe and cared for, where they could trust and be trusted, and where they were given both the opportunity to be responsible and the support needed to be successful.

Chapter 6: Grandview School -- The Teachers

Five former Grandview teachers were interviewed in person. All interviews took place in the teachers' homes and all interviews were recorded on audiotape. The average interview lasted one and a half to two and a half hours. All interviews were transcribed. Many of the teachers' answers are included in detail because, while they often say many of the same things and reach similar conclusions about the school, they see Grandview from individual, unique perspectives that are reflective of their own experiences and personalities. Teaching at Grandview was, as one teacher said, a very "personal experience." Sharing their actual words, instead of simply summarizing them, reveals that personal involvement more clearly. The stories and personal anecdotes included in their responses also add a richness and depth to the tapestry that was Grandview School.

The first interview question asked teachers to reflect upon Grandview School and talk about what came to mind when they thought about it. One teacher compared the school to a family.

Well, Grandview School had just a definite family feel about it. The staff seemed to be like parents and the kids seemed to be like kids, and Julian was kind of like the person who oversaw everybody and let them do their thing.

A teacher who did her student teaching there said,

There are good memories. I did my student teaching there and that's probably my first memory... when you are a student teacher you have nothing to compare it to.

So it was good. Very, very supportive, especially with VK and SP.

Teachers remembered teaching being fun:

The rest of the staff, I remember a few of them making it lots of fun. Not like in parties but coming in and bugging you, halfway through the day or during a lesson and getting the kids riled up. It wasn't formal but it was a way of feeling included. It was really comfortable.

A young, relatively inexperienced teacher remembered:

I had come from another school where I was for my first three years. It was very We had a principal who led us through lots of things. He was very into curriculum and that sort of stuff... and there wasn't that at Grandview. I was glad that I had some experience under my belt because there was nobody telling me what to do. And I had a feeling like... who's in charge here? Who's telling us what to do, because there wasn't that. Whereas in the smaller school there was lots of that.

For this young teacher, the apparent lack of direction caused her some initial concern.

Coming from a school where there was a lot of direction from administration to a school where there appeared to be no direction from the top was a dramatic change for her. She said that she did find support on the staff, particularly from the more experienced teachers, but she could see where a brand new teacher with no previous experience might feel insecure and unsupported.

Another young teacher, starting his career at Grandview, viewed the apparent freedom and lack of direction in a much different way:

As my first experience as a teacher, I found it very welcoming, very supportive. It had a mixture of very experienced teachers, VK and MM, and it had a bunch of younger folks, with the energy... and I think the older ones sort of kept you in

line, “you can’t do that.” And, “no...OK.” It was a combination... the staff was very supportive and very sort of together.

Another teacher remembered:

Atmosphere. Camaraderie. Freedom. Not just freedom to do whatever you wanted, but the freedom to approach the administration with different ideas and to have them heard and... sometimes dismissed, but more often than not accepted, or tweaked a little bit so that it did fit into our school.

His comments provided not only a picture of the climate of the school but also a glimpse of the leadership style of its administrator. Teachers interviewed felt listened to and that their ideas were validated. If the ideas were good, they were used. If they could be adapted, they were used. If they didn’t work, at least the teacher had been heard and could feel confident that he or she could come back again with other ideas.

Another teacher shared fond memories:

First of all, it was a great place to work. I enjoyed going to work every day. I liked and respected the people around me that I was working with. I knew from comments I heard from parents they wanted their kids to be going to Grandview School because of who we were and how we operated. I was going to say there was a light heartedness, but I don’t really think it was a light heartedness, but we were able to see humor in the life we were leading as a team of people.

Several clues about the climate of the school are found in this teacher’s words. She enjoyed going to work, she liked and respected the people she worked with, and she described the staff as a team. When she talked about the staff and the school, it was with pride and as a member of a team not as an individual. She used the words, “who we were

and how we operated.” There were common goals and common practices that united the staff.

Several former students (see Chapter 4) mentioned their positive experiences working with the special needs class. This was before “inclusion” became school district policy and Grandview did have a special needs class. While it was definitely a separate class, the students were included in class and school activities whenever possible. One teacher had special memories of that class:

When LN took on having special needs children at the school, I think that moved us to a higher level in terms of our understanding of the needs of people. And that we needed to meet their needs, not our needs. And yet still, as a group of adults in the building, we had our needs. I mean we partied together, we curled together, we spent time after school. Nobody was in a hurry to go home at the end of the day, because we liked our worksite and we liked where we worked.

Understanding and meeting the needs of people, both students and staff, was important.

When asked how they felt about Grandview, all teachers responded with positive comments. They said “it was always a pleasant place to work,” and “it was a just a good experience.” Several teachers mentioned that it was “fun.” One said, “Sometimes we got carried away with having too much fun, but the kids enjoyed it too.” Another comment was “...to tell you the truth, I might very well still be there if they hadn’t shut the school down.” One teacher seemed to sum it up nicely when she said, “It was a time when kids were more important than curriculum and I think that was one of the most important things about it.”

Mission Statement (Vision)

For many years, the school district where Grandview was located has stressed the importance of a mission statement or stated vision for schools. The theory is that, in order to be successful, every school must have a mission statement that is determined by the staff, displayed in a prominent place within the school, and reviewed by staff on a regular basis. So, what was the mission statement for Grandview? None of the teachers could remember an official mission statement. They struggled to remember and came up with a variety of responses. One said,

I don't know if there was an official mission statement. I think there was an underlying thought of ... it's a good place to work, therefore we're going to make it the best for kids. And we'll be active. Active in your classroom, active in the other stuff you do. And I think it was a very active school... There was lots of stuff going on. So I think it was the idea that it would be an active school and that activity would embrace the kids in that school.

Another teacher said she didn't remember a mission statement but "I do remember Julian's main thing was, 'Is it reasonable?' and that's the way we operated. But I do not know what the mission statement was. I know we must have had one. It worked for us, whatever it was. Yes, it did."

A teacher who could not remember anybody even talking about a mission statement said,

I do know that kids were first. That we were in there for the kids. But as far as a mission statement, was there one? I don't know. I can imagine it must have had something to do with kids and making sure they are first... I have no idea. It certainly wasn't posted or memorized.

Another teacher thought we must have had a mission statement because we went through accreditation. While she couldn't remember the mission statement, she did remember the accreditation and how it impacted on her in a very negative way. She said,

When you mention mission statements, there was one thing that happened at Grandview that devastated me, intellectually and personally, and that was when we had the external accreditation and it came back so negative. I'd been there for three, four years at that point, I guess, and I knew that we were doing so many good things for children and so many good things for adults, like how could we come away with such a negative accreditation?

And from that, I think I started to look at the questions that we ask ourselves to be accountable for student learning. That in those accreditations, the right questions weren't being asked. And the questions that were being asked, didn't connect to how we were doing, what we were doing. Because, I knew we were doing good things for kids and they were learning. And that was a very, very, very hard thing for me.

They didn't ask the right questions and sometimes they still don't. I've been involved in a lot of accreditations, probably twelve, maybe. And the questions did change over time, and I think they became better questions. But it does bring into your consciousness how we assess what we do in education and what is truly effective assessment... of kids learning and of the education system.

It's very hard to quantify it. It's very complicated.

Grandview got a negative report from the external accreditation team, which led this teacher to question the whole accreditation process. She did not see the school in a

negative light because she knew the good things that were happening there. Instead, she questioned the process that could ask so many questions and still fail to recognize the positive things that were happening in the school.

Group Atmosphere

Teachers were asked if the feeling that people cared about each other was present in the school? All teachers agreed that it was. Several interesting stories and recollections came as a result of this question. One teacher recalled:

Oh, most definitely. Everybody, yeah... Julian was always there and everybody was there, but you were allowed to do your own thing. I remember one incident where I had a very angry parent that came into the room... it was a totally ignorant person. I mean the whole staff was totally supportive. I think I got the rest of the day off.

Another teacher said,

Oh yes. And I think it was evident in the whole thing of -- we didn't want to go home at the end of the day. We wanted to be with each other and sharing and the number of new projects that people took on with colleagues, not with people from other schools. With colleagues. They wanted to be a team with other people on site.

About people caring, the whole culture thing, you have to remember when I went to Grandview School, I had my pick of which school in the district I wanted to go to when I went back into the classroom, and I picked Grandview. Because in my interactions there, I found on going into the school, I liked the feel of the school. School culture means a lot to me. I believe that we have to enjoy

the place that we work. We have to respect the place that we work. And the culture is very, very important. And from having the choice of every school in the district, I picked Grandview. So, I certainly saw something as the outsider coming in all around the whole school culture thing.

Another teacher remembered,

Oh yeah. Big time. Big time. In fact, the majority of the people cared very much about each other. A lot of social times were spent... a lot of heart-to-heart talks between staff members happened... uhm ... In the seven to nine years I was there I don't think there was any disagreement that we couldn't actually solve on our own without having outside interference. So, that's uncommon nowadays. Often times grievances are lodged quite readily now.

And, finally,

Oh, yeah. I think it was just sort of a whole togetherness. It didn't matter if you came into the staffroom who was there, you... there may have been somewhat a bit of a clique among the guys because we all played sports, but I think the staff as a whole... you could sit down and talk to anyone, ask anyone... especially some of the older ones... you know, 'I need some help here or some help there.' And it wasn't just the teaching staff. I remember HE, the custodian, you know W's dad, was our custodian. We had secretaries like LS and JD.

And I think there were parents that were really involved in the school. I talked to a lady just the other day, Mrs. L. She said something about the school. Her grandkids now go to Frank Ross. She still lives in the Grandview area. After

all these years of being closed, it's still called the Grandview area, not the Frank Ross area.

It is significant that, eighteen years after the school closed, the neighborhood is still referred to as the Grandview area and parents still remember and talk about the school.

When teachers were asked if they felt that teachers were sensitive and responsive to the needs of students, all responded with a definite 'yes.' One remembered a couple of teachers rescuing children in the middle of the night when parents weren't there. She couldn't remember if the students had called them or if social services had. She just remembered that the teachers had been there for the students when they were needed. Another said,

It was just a given. It was just a given to respond to the needs of kids. I do recall D..., Tall skinny blond kid. Drove teachers up the wall. Ended up with me in grade 6. I do remember talking briefly to his mom and saying that we needed to get this kid tested, which we did and almost immediately and thereafter, he was in the gifted program.

Sometimes we just needed to look at alternatives... Lots of times we looked at alternatives that we wouldn't have if we hadn't had input from other teachers.

Several teachers mentioned that Grandview received 'problem' students from other schools. The problems were usually behavioral rather than academic.

When I think of the students that we got from other schools... Parents moved them there for that reason, because they had heard that the people at Grandview

worked with the kid. I think of the little guy, W...he was just like a little animal and he crawled over equipment and they kicked him out of the C school, and he was kicked out of every school in town. And he wasn't the only one we got like that. We knew that we addressed the needs of children and I think that our public knew that we addressed the needs of children.

How did they know that? They must have known it through their kids. I mean that's the only way really parents have of knowing that. And word got around...and for whatever reason, if the kid had to go to school, they were happy that they were there. There were lots of things going on in terms of drama, and in terms of sports, and trips and things that keep kids interested. I mean, we'd like to think that they are interested for the sake of academics. In reality, they're there for the experience. Kids are at school for the experience. And so parents had to have got it through their kids.

Another indicator of the popularity of the school with parents was the fact that although the catchment area for the school was not large, the classes were always full, and the school had a waiting list.

Another teacher, talking about the feelings of togetherness and caring in the school said:

Oh yeah, big time. I think that's one reason that even now so many of the students that are adults now, that went to Grandview, they tend to identify with Grandview School even more so than with the middle school or the high school that they went to. The idea that students that I taught at Grandview, when they come back for their reunion...they'll call me up and invite me out for a couple drinks and

that... It's just too unusual to be inviting your grade seven teacher, rather than a teacher you may have had in high school..

Teachers were asked if the principal was sensitive and responsive to the needs of teachers. All said 'yes' and most had stories or recollections to share as evidence to support that. One teacher recalled,

The first time that I met with Julian, the August before school started, and I introduced myself to him and he sat me down in his office and basically said, 'You know not all the days are going to be good and sometimes if you need to come in here you just come in here and sit here and light up a cigarette, if you smoke, and take a break and then we'll deal with whatever the problem is.'

I don't know that that is common among administrators, but it certainly worked for Julian. And I think, if you wanted to come into his office and talk about just about anything you could. And if you didn't want to talk, he'd just sit there and let you stew if you wanted to, until you were ready to deal with the problem. I can only speak for myself because I don't know how he dealt with other people.

Another teacher recalled:

Well, I think Julian was a very good judge of people and he had excellent choices in terms of the teachers that he picked. Then, once you became a teacher for Julian, I found he supported you in everything you wanted to do. It was always, "OK, what is it you want to do? How are you going to do it? Yeah, OK, sure, try it. You know, try it." There was a safety coming through Julian in terms of us being competent professionals and he backed us.

Most teachers defined the principal's sensitivity and response to their needs in terms of the support he gave them, particularly with students and parents.

He also told me that, you know this is your classroom and you're in charge. And if you... and he was really good about backing people up... I don't think he ever said exactly, that 'I'll be behind you no matter what you do,' but he was really good at supporting his teachers.

Another teacher talked about Julian's ability to build relationships. He said:

Like Julian had his weaknesses as far as curriculum development and that but as far as developing relationships and gaining trust with the teachers... he had that big time. In fact, he probably carried that right over to the students as well as the parents. There were very few issues as far as parents coming in and doing a rant on Julian. I don't think I saw that happen more than once or twice.

Not all teachers who came to the school were comfortable with Julian's style. One teacher, who personally found Julian to be supportive, described some people who didn't.

I always found Julian to be very encouraging, very supportive. I think one of the knacks was he seemed to be able to find people to fit into the niche that was there. I do remember a couple of times some people came on board that really didn't want to be sort of working together. Yeah, 'cause we seemed to do some things by the seat of our pants, so okay we've got to do this today or do that, and some people had a hard time with doing that. There was a lady that was related to one of the lawyers in town, and came in and had a hard time with that. And the guy that came from Toronto and replaced DP had a hard time with that. But, I think there was a sense of doing lots of things together.

Teachers were asked if there was a feeling of togetherness and community in the school. All responses were positive. One teacher remembered:

Well that was just an ongoing thing. We had staff parties and most staff lunches and more Friday afternoons at the bar whether you drank or not, and staff volleyball games... Chasing people around with water pistols when firemen from the Board office were coming around, that we didn't know about. Uhm... well lots of good clean fun and lots of outside of school time spent with your friends who happened to also be your colleagues.

Another teacher came up with other examples:

Well community, I guess the time that we put a hundred kids in Julian's office while he was out for lunch. I guess the tricks that we played on each other, and we did. And they were all meant for the best of reasons. They weren't meant to be mean things. We did it because we knew the other person would enjoy that. But I mean look at the potluck lunches that we used to have. And the fact that we wanted to do things, like I say, with colleagues. Often people want to take off on a new project but they want to do it with someone from another school, whereas we did it with each other.

This teacher went on to give an example of working on Project Read with another teacher on staff.

We never knew each other before Grandview. I remember when DF came to us about starting up Project Read and the criteria that they had coming out of Minneapolis was you had to have the Learning Assistance teacher, the classroom teacher, and administration had to be all members of the training team. She

wanted to get something like that started because of her connection to the resource centre and so she was willing to be the administrator and then the other four of us got into Project Read. But in the case of Julian, and supporting us... he would never get in the way of anything like that. If you could justify what you thought was going to have a positive spin-off for kids, you really had a free rein to do that.

But I think what was important there was that DF, from the district, recognized that we had a team of people at Grandview School that cared enough about how we taught children to read, to really dig deeply and try something that was new, and make it work. She could have gone to any school in the school district and she came to Grandview. It was the pilot. And so, obviously, she knew about the sense of teamwork that went on there.

Teachers agreed that there was a strong sense of community that also included parents.

When you talk about community, I really think you have to think about the relationship the you have with administration, the staff, students, parents. And it was all there. Parents felt very comfortable coming into the school. Coming in and pouring themselves a cup of coffee in the staffroom... There wasn't any of the... this is a taboo area, you shouldn't really be in here. Ah everyone felt open; that if you had a concern it could be brought up. There was a comfort level...

In fact, one of the downfalls of the system was that we often didn't have regularly scheduled staff meetings. We often didn't feel that there was a need to have them. Was that an advantage or a disadvantage? It was an advantage for the ones who had been there a long time. It was a disadvantage for any new staff that

came in because oftentimes there would be assumptions made that these people should know what's happening at the school but oftentimes that wasn't the case. You'd get a new teacher and everyone was so comfortable doing... in their role and with other people that new people were just kind of left on their own to find out stuff, or they were mentored by one or two teachers.

Another teacher remembered:

The school did lots of things together. There was always lots of support. We did track meets, we did a fashion show one time. The focus was often the grade seven trip. Often people would say 'that's a grade seven thing only,' but it created an atmosphere in the school that you expected the grade sevens to do something, that ran down into the other grades, and they sort of looked forward to that. Eventually they were going to get there because it wasn't as transient as it probably is now. And the parents were involved and so they were coming along. There was a focus there. There was always lots of things going on in that sense. It was busy. And I think the spin off of that was ... what happened in class, in the academics, benefited from that.

The key, though, is the teacher in the classroom. You know, I've seen all kinds of good programs in schools, but I also know that the key still is that person in the classroom and how they relate to the kids. Now, other things have to fall in place and I think at Grandview they did. You had good support from your colleagues, you had good administrator support, rarely did you see the Board office. I don't know if that's a good thing or a bad thing, but rarely, seldom, did

you ever see the superintendent or the director of instruction. We would know who they were but ... you had that freedom to do some stuff on your own.

Human Relations

Teachers were asked to describe how the principal interacted with the staff. One teacher described him as:

Julian was just sort of like everybody's big brother. He had lots of power but he didn't wield it. He kind of did the kid glove thing. If he needed to talk to people, he didn't go in and say "This is how you are going to do it."

I always felt that Julian was more like a an equal that had more power and could make the decision and tell me how to do something but he never did. He always had a good way of going about how to deal with things.

She also gave a different perspective on staff meetings.

I loved the way he ran staff meetings. Short. Anybody who wanted to say anything could say them, and also we had... A lot of things were decided sort of informally. You know they may have been staff meetings but they weren't really staff meetings. It was, you know, the staffroom chit chat.

Another teacher found his interaction with staff to be very professional. He said:

Ah, professionally. He basically gave teachers a lot of leeway. I think maybe his philosophy was that you are allowed to do things until you show me that you can't rather than you have to prove yourself first and then I'll give you the... let go of the leash a bit. I think Julian went the other way. You were allowed to take risks and uh if you screwed up he pulled the leash in a bit and went over with you how you could have done things differently.

Teachers were asked if they thought Julian cared about them, both personally and as a staff member, and also how he demonstrated that caring. Here again, all responded positively. Everyone felt personally cared about, although the degree of closeness in the relationships varied. One teacher said:

He still does. We still do hugs in the grocery store or in the middle of the parking lot when we run into each other. I think he cared about all of his staff. He opened his home to us to play and he went with us to social events, and he went on school trips. I guess that wasn't necessarily as an individual support to the staff but it was, it was a support for the school.

A teacher remembered one specific incident that demonstrated that caring to her.

I think of that one incident when that parent came in and threatened me and threatened, verbally threatened Julian. I mean Julian wasn't there so I took the brunt of it, of course. And if it hadn't been for the back up of Julian that would have been a case... it wasn't often that you saw Julian loud... but there was no way that person was coming back into the school and that sort of stuff. There was no way that anyone threatened Julian or his staff or his kids. It just wasn't done.

Another teacher said, "Oh, yeah. We're still friends. Like, even now I haven't seen Julian in a year. I can still call him up and we can talk."

How Julian handled the balance between a friendship and a professional relationship is nicely illustrated by the teacher who recalled the following story:

I would say so. I might be a little bit different because I lived three houses away from Julian, and of course I played ball with him and stuff like that, so in a sense, although he was principal, I was teacher, I think we had a friendship that was

probably outside of school. But I thought he had a pretty good relationship with most people in the school. Although he got mad at me a couple of times. I got mad at him because I was upset that he had put someone in my class and he hadn't consulted with me. He did remind me what the sign on his door said. And the sign said, 'Principal.'

Teachers were asked to describe Julian's communication skills. One teacher described him as usually being 'very low key.'

His body language...didn't get excited or didn't show that he was excited. He had various routines for kids who got in trouble and he used them ... depending on how serious the offense was and which kid it was, whether they needed to be hollered at or commiserated with or whatever. So, they were always suited to the situation. As far as his communication skills with the staff, he was pretty straightforward.

Another found that, "He used humor well. He didn't abuse humor, but he used it well." She also said:

I don't ever recall, in all the years I worked there, Julian in any way embarrassing another person, at a staff meeting or anything that you could deem public. If he needed to talk to you about something, he talked to you one on one, after school, and so he kept – not necessarily confidential, although I assume that it was - but you were never subjected to anything like that where other people could see what was going on. And I appreciated that, because it's pretty easy at a staff meeting to make comments to individual people regarding something that's gone on. He would never do that.

One teacher described his communication as, “Open. He was very honest with you, but he was also a communicator in that when he spoke to you he gave it some thought and he was able to critique you, but in a way that it wasn’t critical.”

Another said:

With me, he tended to not be confrontational. He tended to be informative. If you needed to know something, and you went and saw him, he would inform what it was. He let you do a lot of stuff on your own, so in a sense you learned from your mistakes. If I was looking at what more he could have done, maybe he could have given us a bit more direction in some of the pedagogy but ... he tended to let you feel your way through it and, if you made a mistake you made a mistake, ...but he never really jumped all over you for that.

When asked if Julian provided positive or negative reinforcement to staff and students, teachers felt that feedback was mostly positive. About negative reinforcement, one teacher said, “I never heard him...of course if he was going to say anything negative, he wouldn’t have said it in front of anybody anyway.”

Another teacher said, “It must have been positive because there weren’t people that left. I mean people stayed there for a long time. It wasn’t that they were gone in two years, unless people went on to other things.”

One teacher remembered that:

Positive was usually public, but I don’t recall him ever embarrassing anybody.

Back to your earlier question about people caring. To me that’s an example of caring about that person, that you approach them in terms of never embarrassing

them – whether it is positive or negative – but never embarrassing them in front of their peers.

Another said:

Most of the reinforcement he used was positive. Very rarely did I see him use negative reinforcement. Very rarely. Nothing comes to mind. With his kind of reinforcement basically he looked at what can you do to change or what can we do as a staff do to change that will have an impact on students. And there wasn't... you're doing this wrong and you need to change this. I don't think I ever saw him do that. It was always on the positive note.

While another teacher could remember some difficulties with certain staff members, he could not remember any negative reinforcement given to staff. He said:

I don't remember him being negative to the staff. I know he had some concerns about some folks. There was a man teacher we had there who drank quite a bit. I know he was concerned about that and he was concerned about what happened in that class, but we never heard about that. We were aware of some stuff but I don't know how he dealt with that person. It wasn't shared with anyone and whatever he was doing with that person was their business.

Most staff meetings he always said something like, 'Way to go guys.' 'You're doing this good.' 'We've got to do this but I know you can do it.' ...type of thing.

Teachers were asked if the principal supported them when parents were involved, and they were asked to describe how he did or did not do that. All teachers reported that they felt supported by Julian when they were dealing with parents. One said, "Julian was

100% supportive. If there were parents involved, he backed his teachers to the hilt. In the cases I know about anyway. And being at Grandview, we rarely ever had any conflicts with parents.” When asked, “Why do you suppose that was?” She replied:

I don’t know if it was the neighborhood or if it was the school. We had kids there whose parents had gone to Grandview. I remember DD saying, ‘And I taught this kid’s dad in kindergarten.’ There wasn’t a very high staff turnover, at least not in our days.

Another teacher said:

Julian supported me all of the time. I can’t ever remember any incident that came up where I didn’t have Julian’s support. So, yes. And we had some negative parent things. I mean, it’s going to happen. But he really trusted his staff. Trusted us to be professional.

One teacher said:

He supported teachers in the way that teachers were not in the backseat. Teachers were able to speak to parents and Julian was basically in the backseat and he supported you when you needed it. He didn’t take over the teacher’s responsibility of communication with parents.

Another recalled:

He was very supportive when you were dealing with parents. If you needed some help with a parent, he was very good at that. Or kids. In those days again it was a little different about, you know, when do you send kids home and when you don’t send kids home. And how do you deal with them when they are outside your classroom. I always found him very supportive in that way.

Instructional Leadership

Teachers were asked how the principal knew what was going on in their classrooms. One teacher explained that her classroom was right by the office and he could certainly hear what was going on there. She also said:

He did management by walking around. He was in everybody's classroom...

That was another neat thing about Grandview. You could leave your doors open and, at least in the intermediate end, teachers were in and out of everybody's classrooms all the time and it wasn't a threatening thing at all. It was kind of like, either to borrow something or to check with a kid or to just hang out. But Julian knew what was going on everywhere, I think.

Another teacher said:

I think he knew. He'd been there so long that he knew all the kids that were coming and going and I think he would have listened to parents. I think he was around in the hallway, so that he knew what was going on in the classroom just through being around in the school. I mean, he was always in the school. He wasn't away for meetings that I recall. Did he know who the kids were? Yeah.

How did he know? I have no idea.

A teacher remembered that he was seldom in her class so she wasn't sure how he knew what was going on in her classroom. She said:

He was not a person who hung out in the back of the classroom. He might wander by but not that you would notice frequently. So I'm not positive, other than overhearing conversations, maybe... Maybe parental comments in terms of what our kids were doing well, or maybe not doing well. But he didn't directly sit me

down and say, “OK, what’s happening here?” I mean that was just at the beginning when we were starting to turn in term plans and whatnot. And, in the case of Julian, he really just wanted the core of what was going on. You didn’t need to embellish anything for Julian. He wanted to know what you intended to do and that was it. And so, possibly, he got it from there. But I don’t recall him ever taking those plans and saying, ‘Okay, let’s have a conversation about this.’ If he did, he put it into a conversation, but it wasn’t formalized as far as I understood it to be.

Another teacher remembered him wandering.

He wandered. He wandered in and out. Sometimes it was very casual. He just kind of walked in. He might have come in and said, ‘I need something from you,’ or ‘just looking around.’ Very casual... just a walkabout, is what he did.

He did the formal observations that were mandated by the district, but he never really did those formal observations unless he saw a need for them.

One teacher who remembered Julian’s ‘wandering’ well, and who also recalled that he used to ask questions, said:

Oh, you always saw Julian. He was always wandering through the room . He would ask you how things were going. He was good at ... “you know, I’ve got an extra ten minutes, I’ll cover your class for you.” So I would assume, too, he would also know what kids were doing. I think he also got good feedback from parents, because he had a very good rapport with the parents in the school. I think he knew from that how people were doing in their classroom.

And if somebody did have a concern, he would say, 'You know Mrs. So and So had a concern that ...' And you would say, 'Oh, okay, I didn't realize I was doing that, or something.' It's one of those things I learned. You know you can be teasing or in jest with kids and sometimes they see that in a different way than you do. And I didn't realize that this particular young fellow saw it that way. And the mom came in and saw Julian and Julian came down and said, 'Are you doing that?' And I said, 'Yeah, I am.' You've got to see where the kid's coming from. So, yeah.

With all the wandering the principal did, teachers were asked if he frequently interrupted their teaching. One teacher did not consider his coming and going an interruption. She said, "He didn't interrupt teaching at all. If he came in, he either had a purpose or he was just there to show the flag, or whatever you call it when principals do it." Another teacher said it was an interruption, but in a good way. He said:

Julian was a great storyteller. He would come in and he'd have a joke. Of course he'd have to share with the whole class. Those kind of interruptions were okay because... they've actually found that things like that can reinforce learning. For example, when kids can identify a particular learning event to a particular moment – and the principal coming in and telling a joke at that particular moment, can be like oh that's the time we were doing 'exponents.' He interrupted but his interruptions were welcome most times. His jokes were awful, mind you.

Teachers were asked if Julian was knowledgeable about the curriculum. Teachers were divided in their opinions on this issue. One said, "There was a lot of it he knew way more about it than I did." Another teacher thought that his general knowledge was

probably pretty good but she wasn't sure about the specifics. On the other hand, she wasn't sure how important the specifics were in those days:

At that time, were we as concerned about the specifics of curriculum? We weren't. We taught the grade four program or the grade five program. That was a textbook program and that's how we all taught. And we had good writers and we had good mathematicians, and so some of them weren't as good as others but we followed that and we weren't asked to write learning plans. Would he have known the specifics? I'm guessing not. But that was okay. Because the grade fours did grade four work and the grade fives did grade five work...

So you were trusted as a professional to know what your job was.

Another said, "I have a feeling that he knew. I bet he could teach any of those things."

One teacher saw knowledge of curriculum as one of Julian's weaknesses. He said,

Probably one of his weaknesses. Julian, especially near the end of his career, he really wasn't open to a huge amount of change. I think the thing that scared him the most was the change in technology that was happening. Suddenly we had these computers coming out... and the computers weren't like they are now that you can basically open up a box and you have three instructions to get them going. There was quite a bit to learn with these computers and I think that was the part that really scared him. And, ah, some of the curriculum that he saw as 'the flavor of the month.' He didn't always buy into those.

Another teacher wasn't sure what he knew, but she also wasn't sure how much it mattered.

I'm not positive about his knowledge of curriculum. I don't know that he didn't know it. But I always had the feeling that he picked the right people; that he trusted them to be professional and teach the curriculum. But what his personal knowledge of the curriculum was, I would be guessing.

Teachers were then asked about Julian's knowledge of instructional strategies. All teachers thought he knew instructional strategies well, although one teacher said he was not really up on the exact terminology.

I'm pretty sure that he knew a lot about it. He may not have known all the terminology, or even cared to know, but he sure knew, and he knew that not everybody could do the same thing the same way. He was quite willing to let us each do our own thing.

Another teacher said:

I think he thought that his teachers were professionals and that they knew how to find out things without him telling them. I know there were times when the edict probably came from the ministry to the board office, to the school that you have to do this or you have to have a day's workshop about this, or you have to go to some general meeting to learn about ... the goals and objectives had already happened and there were new things and, he didn't come and lay it down and say, 'you will do it, and you will do it this way, and do it when...' If it had to be done, we all agreed that we may or may not want to do it, but it was something we had to do so let's just get it over with.

One teacher said:

I think his knowledge of instructional strategies came from the strategies he had seen in play, in his experience, rather than reading about different teaching strategies and then giving workshops to teachers on how to implement them. He was more of ‘Okay, what could you have done now? How would you teach this?’ Based on what he’d seen with a lot of teachers before.

Another teacher felt that he was “As current as the day would be, I would think.”

Teachers were asked: When you went to Julian with a problem or concern, how did he usually react or respond? Their responses reveal Julian’s problem solving style and give examples of his way of empowering teachers. One teacher said:

That’s a good one because he gave so many people the power to be in charge of their classroom, their kids; to deal with it effectively, how it worked for them, that you rarely had to go to Julian with a problem. At least that’s how I remember it. I wasn’t... you know in 11 or 12 years, however long I was there, I don’t even remember going with an individual concern. Sometimes I went with somebody else if we had a concern for all of the kids in these two classrooms, or we wanted to do an event, and those kinds of things. He knew how to ask questions that would make you solve the problem yourself.

Another teacher said:

In those days it was more a case of ‘fix it.’ I think I have to say, if it was in his power to ‘fix it,’ he would have. But I’m guessing, and again this is just a gut feeling I have, I’m guessing that he, in fact, coached me through solving the problem. I don’t recall him having to come down hard on parents or kids or anything like that. With the personal experience I have now of coaching, I would

guess that he was already coaching me back then and I didn't even know it. Because he was so high on interpersonal skills...and so it wasn't obvious. It wasn't a case of paraphrase, or anything formal like that. But looking back, I'd say that's what it was. He coached me to a solution.

Another teacher remembered:

I'd be pretty upset... I'd say, 'I have a problem.' And Julian would listen and then say, 'Well, how do you think you're going to handle this?' So, he laid it back on me to come up with options. And then he'd say, 'Okay, maybe that will work, maybe this will work. Think this one through. What are some of the ramifications if you go this way?'

And finally:

He was always a listener. You know, 'If you have an issue, you come and see me.' You know, I think Julian let you solve a lot of those yourself. He would listen to you, and you know maybe draw out something here or there, but I don't think he intervened much. Oh, the odd time maybe with a parent, or something like that, you know, like when we were doing other stuff outside of the classroom, he kind of let you run with it.

I know there was a family in town whose one child's trip had got cancelled. It was a pretty serious thing. There was some money stolen and stuff. We ended up canceling the whole trip. And the one family's child never got to go. And then the following year the trip was back on and they wouldn't allow their daughter to go and I thought they should have. But Julian said, 'We have to

understand their point of view and they're looking to keep their kids the same and that's the way it is.' They were an influential family, by the way.

Which led to the question: "Did he treat influential families differently?" And the answer:

No. I think he was so well known that most of the community around there tended to be that sort of middle class kind of folks, working folks and he knew a lot of them from the stuff he did within the community, and I don't think he treated anyone really differently. And we also had some families that were pretty impoverished, too, at the time and troublesome, but I don't think he had any trouble with them, so...

I remember a time when a young fellow came in and his legs were all bruised and we were all concerned about abuse. Julian was very cautious and said, 'You know, I don't know if this kid has been abused. He's a pretty active little guy.' But we did proceed and follow the procedure. And as it turned out he was just a normal ten-year-old boy who rode bikes and fell off of things. He did follow through with it, but he wasn't ready to condemn the parents for being abusive or anything like that.

Teachers were asked if the principal held people accountable and, if so, to describe how he did this. One teacher said:

I think he did. And I think he did it again by giving you the power to make your own decisions, and deal with them accordingly. And if you did something that didn't work, then you knew in a hurry it didn't work and you didn't do that again.

One teacher couldn't really remember. She said, "That's a hard question for me because I've always been accountable and so I wasn't a person that you'd have to come down on about accountability."

Another teacher said:

Oh yeah. If there was something that... if a teacher did something that, for example, was injurious to kids, he would be in his face pretty quickly. And then say, 'Think this through. What could you have done? What are the consequences of these actions?' So, again, he made you think about this. He made you accountable – by turning it back onto you and letting you come up with a solution.

Teachers were asked if Julian provided feedback on their teaching and, if so, could they describe how he did that. One teacher said, "Well, he had to write reports, and oftentimes he would just mention that 'I saw so and so's work about this,' or 'I liked this.' It was mostly informal." Another teacher could not really remember any specific instances. She said:

However, I knew that Julian respected me as a teacher and I knew that he believed in what I was doing and he always backed me, so by inference I knew. But I'm not sure that I ever got direct feedback – you know for him coming in and saying, 'you know, the grade twos did really, really well on this S. Thanks for what you did.' Or, 'I noticed you doing this.' I can't think of anything direct. But I knew that, in my gut and in my heart, I knew that he respected what I did and that I was valued as a teacher. But he did it subtly rather than overtly.

Another teacher said:

I don't remember Julian doing a formal report on me. I don't remember Julian ever doing that sort of supervision of instruction that is common now. Not necessarily the evaluation but just supervision of instruction. I don't remember that happening in any sort of formal sense. I think if you were having troubles he would have come to see you. But I don't remember him talking to me about any of my teaching.

Teachers were asked if Julian insured that they had adequate materials and supplies. While one teacher felt that there could always be more and that "elementary teachers never have adequate supplies or materials and they're always spending their own money," she did agree that what they had was "adequate." Though "there could always be more." Another teacher said:

Yes. I can't say we ever wanted for anything. You remember, we were one of the first schools that got computers. You remember us doing the turtle thing or whatever – the Commodore Pets – exactly. And in those days schools were well stocked in terms of pencils, paper, all of that kind of stuff. I can't recall wanting for anything.

Expectations

Teachers were asked if they believed that Julian had high expectations for their performance as teachers? All teachers agreed that he did, although some were not sure exactly how they knew that. One teacher said:

Yes, Julian had high expectations for every teacher in his school. And back then he could kind of pick and choose who he had for a teacher. That was kind of a nice thing at that time. He knew how... he seemed to be able to pick people who

could work together. There didn't seem to be any major personality conflicts anywhere on the staff. We had a wide variety of personalities, and abilities and skills levels of different, you know everything from the super jock to the person who probably couldn't run a twenty-yard dash.

Another said:

I think he did. I guess I had high expectations for myself. So, he must have. He never questioned what I taught. He would have had high expectations. He surrounded himself with good people is what he did. And then he let us do all the work. And so he'd done his homework before is probably what happened. So, once we were at his school... I don't know. There may have been a few people he didn't like but they didn't stay there long. Perhaps that's the trick of it. I think he surrounded himself with people who were competent, then we found support in each other, and we could go to him, too.

Another teacher said:

We presumed high expectations. Whether that came from Julian... I can't recall him cracking the whip at us at a staff meeting because of FSA results – they were called differently then but – like I don't recall that coming up. But we did have high expectations. I'd be lying if I said I could recall ever hearing Julian say, 'This is the bar; this is what we need to attain, everybody.'

Another said:

I think he did and that came out in how he recruited people. In those days you could recruit... you can come to my school. They would have their little meeting

down at the Board office and he would try to... he had a sense of people who were doers.

This teacher, who had also spent many years as an administrator, was then asked, "How important do you think it is to be able to pick your staff?" He replied:

If you know the climate of your school, if you have an understanding of the climate and the purpose of the school... and if I was recruiting, I think I always looked for experience, if I could find someone that had some experience, I'd like to make sure I had a few of those people there. I wanted the raw rookie because they made mistakes but they were energetic. I wanted balance of female and male. Because you needed that balance to make sure that everyone was addressed within the school.

Teachers were asked how Julian communicated those expectations to them. One teacher said:

Basically he just did. He gave you the little speech when you first... at least for me he gave me the little speech when I first met him. What goes on in your classroom was your responsibility and you will, you know I expect you to do it to the best of your ability. And we did.

Another teacher said:

Well, there was honest dialogue between us. I think the results from that school... Grandview had a very good reputation, as for turning out good students. In fact, a lot of the kids that came out of Grandview are now teachers. Some in our own district.

Another said:

I don't think that was ever articulated, in 'Come on folks, we've got to do this.' I think it always was, 'Grandview is the best school,' and we will work that way. I think that was sort of an undertone, that we were better than, ... whether we were or not, it was always, 'we're Grandview.' I think he promoted that kind of image. We're the best school and we do this...and then some of the things he encouraged ...participation in the Arts Festival and then recognized the kids when they did well. Some of the others -- spelling bees and other things that were district wide, he would say, 'well, Grandview should do pretty good at this.' So, I think that's how that came out, rather than, you know, 'we've got to work to bring the kids up.' We used to do some Gates McGinity testing, for whatever that was worth. But there was a sense, gee, these kids are up there. And if they're not, what are you going to do to help them get there?

These teachers seemed to feel that just being recruited to teach at Grandview School was an honor. With that honor came high expectations. The principal enhanced those expectations by promoting the image of Grandview as an exceptional school. This carried over into teachers' expectations for their students. When asked if teachers had high expectations for student performance, all the teachers agreed that they did. One said, "We were always trying to get them to do their best. And maybe try things that they didn't think that they could do. I think that's a teacher thing." Another said:

It always bothered me when one of my kids failed. I would want to know why. Why did that happen? What do I need to do different to help them? And I don't think I was any different than somebody like MM, who was a little more traditional than I was, talking about the kid. Maybe we need to switch kids for

awhile, maybe you take one of mine and I'll take one of yours. Maybe the change will help them. Maybe they need someone that's got a little more structure, or whatnot.

Another teacher recalled:

Again the spin off was, 'You know, you've got to behave to be able to do this. You've got to have your work done to be able to do this.' And, other than like any school, five percent of kids never learn that. You know, every school has them and you know you work with them, but. ..You know, very seldom did we ever kick anybody out of school, as far as I know. Even a kid that murdered someone...not at school, but later on. He was a bad guy but we kept him. That was an expectation I think Julian had too was that everyone had to take their share of different types of kids: good kids, bad kids. And not bad kids, but you know what I mean – troubled kids. And if I got one, then you got one, sort of thing. I think he didn't play any favorites when it came to that.

Underlying this was the obvious expectation that Grandview kept the students that it got, whatever their problems. Troubled students were welcomed at Grandview and the staff, especially the teaching staff, were expected to look for solutions and practices that would work with those students as well.

Teacher were asked if teachers and students were given opportunities to show that they were responsible. Examples varied, but all teachers agreed that both students and staff had ample opportunities to accept responsibility. One said:

Yes. There was the buddy reading thing. It wasn't anything new but it did work.

The kids from grade five and up would go and read with the younger kids. The

kids that needed practice reading out loud would go and read to the kindergarten kids, and things like that. Whether it was silent reading time or other reading time, we always had groups of kids participating. The grade sevens did their weekly hot dog sale. There was fund raising, bake sales, the BBQ on the patio....

Another recalled:

The grade sixes and sevens...I guess it was really the grade sevens, always had the field trip. And they certainly did the fundraising and what not for them. Ah, we had the TMR, the 'trainable mentally retarded', I think they called them, and they were certainly a part of school and mixed with the regular kids so there was certainly responsibility there. I mean that was before mainstreaming yet they went out on the playground with all the other kids.

Another said:

Yeah, all the time. All the time. There were things that the kids did then that aren't even allowed anymore. Things like looking after food orders. I mean now you have to have the Food Safe Course. Of course then they did it under the direction of teachers, mind you, but the kids still did all the work. There was a lot of responsibility on kids and on teachers.

And the teachers took things on their own. We had no lack of coaches, no lack of teachers on... they weren't called leadership teams then – they were called LSAs, weren't they? It was more of a ... he (Julian) developed in teachers an intrinsic motivation rather than having to be the extrinsic motivator all the time.

When asked, "Any idea how he did that?" he replied, "No. He kind of fooled me with all of the stuff he did. He kind of lulled us into a sense of responsibility."

Another teacher remembered:

I think that was done through the individual teachers. We ran a radio program for awhile with CJDC. Grade sevens did the hot dog days. It was the responsibility of one of the classes to get them done and get them to the primary classes. There were different other things that went on that showed that, in a sense ... I'm never sure how to take student leadership at a young level, but it was encouraged for kids to do things. JR wrote a Christmas concert one time. She was in grade seven and she wrote the concert. (JR is now a secondary school Vice-Principal.) And there were other things like that that the grade sevens or grade sixes were expected to take the lead in some of the stuff going on.

Control

When teachers were asked, "Did Julian delegate responsibility or did he maintain control?" the one word that was common to all responses was "delegate." One teacher laughed as she said, "That's a good one. He was wonderful at delegating." What kinds of things did he delegate? What kinds of things did he personally control? Another teacher said:

He must have made delegating an art. It was what teachers wanted to do. I mean, he never once said, "Thou shalt have a grade seven trip." As far as sports days and outside events, I can't remember who ran those. I imagine the jocks and the grade sevens kind of looked after those. I think people just took it on as their role. Like they were lifelong teachers. The long term staff there were lifelong teachers. They took it on for the school.

Another teacher said, “Julian was a terrific delegator. Very rarely did he do anything on his own.” And one teacher remembered:

He controlled the budget most of the time. As far as everyday activities in the school, well he or someone in the office made the chart for who had yard duty when. It was always negotiable if you wanted to trade with somebody.

What kinds of things did he delegate? I just really don’t know. It was kind of like a well oiled machine. You know, if you wanted something done you either did it yourself, or you got somebody to do it, or you went to Julian and said, ‘can we do...?’ And if you got that far, then you did it. Whenever we did clay work, he personally was the only one to put things in and out of the kiln, which was a really good thing, safety wise. But there was never any problem. If you wanted your stuff done, it got done. What kinds of things did he personally control? I think probably he’s the only one who knows that.

And finally, this teacher’s comments are quoted in their entirety because they give a broad overview of Julian’s leadership in the school.

He certainly delegated committee things. He delegated professionalism, if you can do that. He allowed you to be professional and he presumed you would be a professional.

I’d say, having been an administrator for as long as I was, that lots of things happened that we never even knew about. They didn’t even get to us. They were dealt with over the phone or with a parent coming in and talking to him. And as long as he was able to solve it, he wouldn’t upset a teacher. Because I know

how many things come to an administrator, and so I would say what he kept control of was anything that was going to upset the applecart.

He wanted a school that was running, not so much smoothly as collaboratively, in those days. He wanted the school to continue running. I remember when we had the strikes. There was nobody more devastated than Julian when the strikes happened. And there was the whole thing about separating the administrators and the teachers and that just tore at his heart. It just tore him apart, because he wanted school to be a safe place and provide a continuity for kids. And he didn't like it when things upset that norm.

So I'm sure that he did lots of little manipulating in the background that we didn't even know about. Manipulating in a good sense, by the way. In other words, keeping the place running. But in terms of responsibility, he easily delegated that. He encouraged us to sit on district committees. He encouraged us to take on new projects. When you think of your library project, or when BJ and I wrote curriculum... when Ginn 720 was first coming in and DF wanted it set up so that there was ah, the basic lesson, there was reinforcement for those that were struggling, and there was enrichment for those who didn't need anything extra. And all DF had to do was ask and Julian would say, 'Oh, sure.' He would make it happen. There was never any discussion over... 'Is there enough sub time available or can we even get sub time?' If you needed it, it just happened. So, he kept control of all of that kind of stuff.

While discussing those areas where Julian maintained control, another teacher brought up 'hiring.'

Back in those days it wasn't the union, so a lot of times they could actually pick and choose which people were hired for that school. I think that was one of the great skills that he had, that he had developed a certain culture in the school and that he could maintain that culture by taking a look at the pool of talent that was out there and drafting certain types of personalities and strengths that would fit into the school.

He was then asked, "And you think that is an important thing to have?"

Well, I think when you talk about culture, culture can be disrupted quite easily and I think the culture in a building is very important. Because the culture brings in that whole community piece. The community is part of the culture. You can't control the community but what you can control is the staffing part of that whole culture.

Another teacher remembered:

You definitely knew that he was principal and that there were certain things that had to be done. On the other hand he was pretty flexible in some of the things. I remember -- it was a long time before contracts -- DP and I were going to a hockey game, and he let us go two hours early. He covered our classes for us because we had to drive to Fort St. John to catch a plane, and he would do that. It was sort of, you know, I'll do that for you but you somehow pay me back at some point in time, by doing extracurricular or doing something else. You would think, hey I've got to do this, but he would never come and say, 'You owe me.'

Teachers were asked about Julian's attitude toward paperwork. One said:

I think he thought it was a necessary evil. That was the paperwork he had to do. The paperwork we had to do – it better be done right the first time. Well, it should be done right the first time, anyway. But I don't remember him ever giving anything back and saying, 'Do it over.' Or piling lots of it on us.

Another said:

He wasn't an administrator that required what I would consider unreasonable paperwork. We were just getting started then into long-term planning and if you could do it on one page, that was fine with Julian. So, he didn't superimpose what might have been deemed unnecessary paperwork.

I'm guessing, though, that he was pretty efficient with paperwork in terms of the office. I think he would be a guy that would be doing the paperwork, it would be in one time. He would delegate to JD because he had lots of confidence in her as well.

Another teacher said:

He hated it. He hated paperwork. I think the only time you saw Julian kind of tense at school was when he had to have his budget done or his year-end reports done, or register day at the end of the month. Remember when we had to do those by hand and they had to balance? Exactly.

Another said:

We had to do what we needed to do and that was to make sure that we had our 'planning documents' as they were called at that time. You had to have those done and he did look at them. And I don't know how much he put into them but, 'have you got them done?' And it was pretty emphatic that you had to have your

register done and it had to be accurate. So, in that sense paperwork was done.

...compared to today, I don't remember doing a lot of paperwork.

Teachers were asked, "Did Julian tend to use the words 'I' and 'my' or 'we' and 'our' when discussing teachers or the school?" While some teachers couldn't remember, they guessed that he would have used "we" and "our". Those who could remember said Julian was definitely a "we" and "our" person. One said, "It was always 'we.' It was always a team effort." Another said, "He was a 'we' and 'our' kind of guy."

Discipline

Teachers were asked if student safety was a problem. Most said 'no,' although one teacher remembered that she worried about the students. She said,

Out on the playground, we worried incessantly about them. There were just a bunch of teachers out there on duty with those kids. Did we have safety meetings?
No.

Another teacher said:

No. Student safety was never an issue except... I remember LS coming in and having a temper tantrum because there was a broken bottle in the kitchen ... and of course by the annual wintertime kids sticking their tongue on metal. But as far as just general student safety, no it wasn't a problem, and we had the lumpiest field in the west. But the students were well supervised.

Another teacher said:

I can't think of anything where student safety was an issue. I mean, all of the playground equipment was always in good repair and all of that. And again, he (Julian) trusted the common sense of the staff. We wanted to walk down to Rotary

Lake or Rotary Park for a picnic in June, he would not have said, ‘how many children, how many supervisors, how many lifeguards?’ He would assume that we had checked that out and that we were being accountable ourselves for it. So I can’t say that school safety was even an issue. And it wasn’t like we had a lot of accidents or anything because we didn’t.

Another teacher recalled:

No. Not really. I think really, as far as safety with the equipment around the school, there was always respect. You can’t protect the kids all the time but you can minimize the risk. The injuries that happened to kids were basically the injuries that happen in the course of business. For example, kids falling off equipment. Ah, the injuries that happened in the gym sometimes. Nothing that I feel could have been foreseen and prevented.

And finally:

I don’t think so. I think Julian was the leader in that, and if you had issues with students over some bullying kinds of behavior or roughhousing, then he would certainly help you out. But I think the staff handled a lot of stuff on their own and they were very capable of doing that. But any of the things you had to do, you would ensure the child’s safety. It was important.

Teachers were asked, “What was the discipline policy at the school?” Responses were interesting and revealing, but no one could remember a written school discipline policy. One teacher said:

Hey! We had one? I don’t remember there being a discipline policy but I’m sure there was. In the individual classrooms, each teacher had their own ways of doing

things and getting kids to do things. Of course not everybody followed all of the rules but most of the kids followed most of the rules most of the time. And I think that the only thing that was an almost unforgivable sin was fighting.

What was the discipline policy? I have no clue. It was, 'is it reasonable?' That was the main policy of everything.

Another teacher said:

I don't have a clue what the written discipline policy was, if there was a written one. I'd say the unwritten discipline policy was, if the teacher had gotten to the end of their tether, and wasn't able to deal with the issue, Julian would step in and back you up. So, if I had gone to him saying 'Johnny has had it. I've done this, this, this and this. We need to phone the parents and bring them in,' he'd say, 'Fine.' We'd phone the parents and bring them in. But as long I could deal with it as a classroom teacher, he would never interfere. Nor did we have to have anything like a written policy that said, you know, this is strike one, this is strike two, this is strike three. Nothing like that. So, I think I'd have to say it was based on the individual teacher's ability to deal with the students, and then supporting the teacher if it got beyond that, in whatever way he could. But not an overbearing policy nor a policy of interference of any kind.

Another teacher remembered:

The discipline policy was basically -- a lot of times the ad hoc vice-principal handled it. Actually, even before that, there were very few kids sent to the office. One of the things that happened was the teachers handled their own discipline problems. That was the expectation of Julian that that happen. And on those

occasions that he had to handle it, it usually went through the ad hoc vice-principal, then Julian. But, because of the relationship that was built with the community and the trust that he got with that community, there were very few issues as far as discipline because the kids knew if they had trouble at school they were probably in a lot more trouble at home. So, there wasn't the same kind of idea where now, ah... 'My kid didn't do any wrong!' or 'Who caused my kid to do this?' There wasn't that attitude.

This teacher was then asked, "Do you think that's a society thing or...?" He replied:

I think it's partly a society thing and it was also partly the relationship that was built in that school. There was still that trust. 'Okay, these guys at the school, they know what they are doing and we respect that.' And they allowed the school to take charge of a lot of the discipline issues there... and backed up by family. And society, yeah. There are all these different ideas about parenting that have come...

Another teacher said:

That is interesting because I don't remember having a discipline policy. I think you had your classroom conditions or rules. But I think he... the one rule... if Julian had a rule, I think it was... is it fair? is it safe? I can remember him saying to somebody, 'Is it safe? Are kids going to be hurt?' 'Okay, you can do it.' Like playing 'king of the hill.' 'Is it under control? Is it reasonable?' So I think those were kind of the rules of the school. I don't remember seeing any document, 'Thou shalt not do this, this or this.' I'm sure the Board had some issues that 'if you fight this will happen,' and so on. But I remember kids fighting and we never

suspended them. We dealt with them and they had detentions. They had parent contact. And again that rule...is it reasonable, is it safe, is it fair?

Teachers were then asked who determined what the discipline policy would be. One said, "Probably Julian did, but the probably teachers thought they got together and did it." Another teacher said:

Classroom teachers -- we had our own set of rules, and we must have had written or had unwritten policies because we all did supervision. There must have been some sort of an agreement as to what would be acceptable and what wasn't. But I don't recall what that written policy would be.

Like now you need a written handbook that says this, this, this and this, and then it'll go to the board. We didn't have anything like that. He had it as back-up, in terms of suspensions and whatnot, but I don't recall us sitting down and saying okay, this is it. However we must have done something, either at staff meetings or somehow we agreed on at least what was acceptable school wide. And I think in our own classrooms, that was personal choice.

One teacher said:

The discipline policy was developed by the staff. Again, Julian was a great delegator. And the teachers handled most of the problems on their own. And it wasn't anything that he said. It wasn't any directive that he put out that said, 'You handle all the discipline problems within your class.' It just happened that way. I think it happened because the expectation was that you take responsibility for your class.

And there was good teamwork. If a teacher saw something happening with another person -- a student from another class -- that teacher wouldn't ignore it. They would deal with it. The two teachers would get together and handle it. There wasn't 'that's not my kid' or passing the buck.

Another one said:

I think there were discussions, though. Like if things started to get too wild, like the lineups coming in, that we needed to calm things down. As a staff, that may have come up in the staff meeting, you know, somebody may have said, 'I was on supervision and the intermediate line up was getting pretty unruly.' Or 'I'm having some trouble here. Can you come out and help me.' So, I think in that sense the culture, the climate was that we supported each other. But I don't think anyone sat down and made that black-and-white discipline policy.

Next, teachers were asked if the policy was enforced and, if so, by whom. The answers were predictable. Teachers dealt with classroom issues and other situations that occurred when they were supervising or working with students. If the teacher needed support or the issue was considered very serious, then the matter was referred to Julian. One teacher summed it up nicely:

Well mostly what happened was, unless it was something really flagrant like peeing on the bathroom floor on purpose or getting in a fight outside, or in the hallway, fisticuffs... Teachers enforced in their own classrooms by whatever means, you know, whether it was you write lines or clean the chalk brushes or sit on your hands for five minutes, or something. I don't know. If there was

something really flagrant, like the fighting issue, or somebody got into some booze -- then Julian dealt with those issues.

Teachers were asked to describe Julian's approach to discipline. One teacher said, "It was, 'Is it reasonable?' It was what's going to work best for this kid in this situation."

Another said:

I don't remember. I didn't send kids to him often. I mean, I look at some of my most difficult kids, and if I think of MG being one of them. He had really supportive parents. I mean the family was a bit mixed up but... Another kid that was a big problem was RC, BV's grandson. She was in regularly and I'd phone her up. I mean, she was a grandma raising this kid and he was a problem. There were a few kids that would come and go and they would be a little more rangy. But, I don't remember feeling the frustration that some people might feel now.

One teacher said:

You know, I don't remember sitting around and coming up with discipline policies. Maybe I just don't remember. What would the rules have been? They would have been pretty basic rules, I would think. Respect. Did we have assemblies where we talked about the rules? I don't remember. We talked about classroom rules. Yeah, it's kind of interesting. I mean, some of it just happened. Whereas now we have these yearly meetings on whatever -- school plans and social responsibility and -- did we talk about those things? No, we just did it.

Another teacher remembered Julian as being very firm. He said:

In the classroom, he expected order within the classroom in those days. There wasn't a lot of movement and noise in classrooms. It was pretty moderate

compared to what we see, because teaching styles have changed and activities have changed. There was a tone that you were expected to have in your classroom. If it seemed to be too far out of line you were more likely to have a colleague say something to you than have Julian say something to you. Sometimes if you were doing things and it was really, really noisy, like music, for instance, I think people would say, 'Yeah, your classroom was a bit loud and it was kind of disturbing my guys.' 'Oh, sorry about that.'

I think teachers took a big leadership role in doing stuff. People weren't afraid to do that because they weren't going to be reprimanded for it. Right. Yeah, you could do those things.

Decision-Making

Much research has been done on the importance of decision-making, particularly with reference to the degree of involvement teachers have in decision-making in the school. Sergiovanni (2000) says that teacher-participation in decision-making is a characteristic of good schools. "Good schools also foster collegial interaction by creating professional environments that facilitate the work of teachers. Teachers participate in making decisions affecting their work." Good schools "practice a shared leadership by respecting teachers as professionals" (p. 96).

Teachers were asked if Julian involved them in decision-making in the school. If so, they were asked to describe the decision-making process. All teachers felt that they were involved in the decision-making in the school, but several teachers had difficulty describing exactly how those decisions were made. One teacher said:

It seems to me that almost all decisions were made by staff, whether it was staff committee or staff in group or staff in the staff room. Julian didn't impose anything as far as I know. Decision-making process? Mostly informal but once in awhile we voted on stuff.

Another teacher said:

I don't remember. I can remember when WC, you know when they were starting to do those school evaluations and I can remember him saying, 'I think we have to come up with a plan, or something.' We decided the staff room was too small and maybe we should put a patio out in the front. That was even written down. And I think he, (WC), got pretty upset with us, but...

Another said:

Yes. In fact I would say most decisions were collegially made. There were fewer decisions then. School was easier then. It truly was; for teachers, for administrators, for kids. But I'd say, if there was a decision to be made – about organizational things, like deadlines... I'm not sure that we contributed to that. However, if we had a problem with any of those deadlines it wouldn't have been an issue. So I would think he just went ahead and did that, the organizational part of it.

But in terms of decision-making, for example for the Christmas concert or taking on projects, or anything like that, that would be done openly at a staff meeting.

And another said:

I would say there were certain things that people got involved in to make decisions. They tended to be more extracurricular kinds of things like, what are we going to do about the Christmas concert, what are we going to do about track meet, what are we going to do about this... But I think in the kind of decisions like, we need to do this or there's an in-service, or what are we going to focus on... would come from the group through Julian.

When teachers were involved in making decisions, how were those decisions made? One teacher summed up the responses nicely when she said, "Usually with some pretty good discussions and then, if needed be, sometimes there was a vote. Sometimes there was just consensus."

Students were also given opportunities to be involved in decision-making in the school. One teacher said:

I know we had students involved in decision making. I think it was some of the older kids. Like when it was time for Arts Festival or whatever. There were some -- we made them enter some things, like the square dancing or the folk dancing, but they got to choose if they wanted to do other things.

I had a group of girls come to me one year that wanted to do recorders, so we did recorders, because they had done recorders with me in grade five and they wanted to continue and have a recorder band. So we did that. They initiated that. There was a group of girls who wanted to sing and so we did singing. They did it for the Arts Festival and then they were invited to sing at a wedding. That was kind of cool.

We didn't really do student government kinds of things. We did have -- again with the older kids -- they decided who was going to do what jobs when we were doing a dinner. We did dinners for the administration sometimes to earn money. And they decided who was going to go with who when we did other fundraising activities.

The younger kids made some decisions, too, but they weren't quite as... important. They got to choose which free time activities they got to do after they finished their work. Or, if we were going to do a recipe, they got to decide who was going to bring what things or who was... So, they got to make some decisions but it wasn't... I guess it was age appropriate.

And we provided directions for them but we didn't tell them a whole lot. We might say, 'Okay, you need ten people to do this. You guys get together and decide which ten people are going to do this and which ten people are going to do that.' And I'm sure other people did it differently but that's what I did with my class.

Dealing With Conflict

Teachers were asked if Julian was able to keep confidences. All agreed that he could and did. One teacher summed it up for all of them when he said, "Yeah. He was pretty closed mouthed about a lot of things. If you had a personal concern you could just go to Julian and talk to him and you knew it was kept confidential." Another teacher elaborated:

Oh, I would say yes. When I think about the teacher that had trouble with the alcohol, other than us being aware of certain things, I don't think we really knew

what level that went to or what happened with that. We knew there were some other folks who had some relationships issues. We never heard about them from Julian. And you never heard about teachers if they were struggling. You know, gee, this so and so is having a lot of trouble...we need to get rid of him. Instead, he would deal with that.

Again, there were some pretty strong individuals, in both ends of the school. They all had strengths and Julian respected people for those.

Teachers were asked what Julian's relationship was with his superiors. A couple of them said they did not know. One said she had heard negative rumblings after she left the school. She attributed that to the fact that the school had received negative comments as a result of an accreditation external team. She also went on to say that she had not agreed with the questions asked by that team. She said:

Truthfully it would have been around whether he ran the school to a level, for example, that was required by the accreditation process. Whether he was an educator or a manager. It would have been around that issue. Everybody liked him. That wasn't an issue. Everybody liked Julian.

Another teacher expressed both positive and negative feelings about the relationship:

I'd just come into administration during Julian's last years... I believe in those times when Julian spoke, he was listened to, experience wise. I believe that he was recognized as being a veteran administrator, especially by us young guys in those days. He'd been through a lot of the stuff, though, a lot of things were changing... but I think at the end he was banging heads pretty good with those

folks over the closure of the school. I think that really affected Julian and how he felt about the district. But I think up until then, I don't know...

I don't know if you can use the word, but I think Julian protected us from the Board office people, but you certainly never felt that they were there, dropping in on you and doing stuff. You know he would get called to meetings sometimes but he always seemed to come out with what he wanted, so, you know... you don't do that if you're pushing the wrong buttons.

Another teacher's perceptive comment was, "Probably not wonderful, would be my guess. Because I don't know that he was a company man. He was a Grandview man."

Teachers were asked, "Did Julian 'pass the buck' or did he 'deal with situations?'"

They were also asked to explain or to give examples. One teacher said:

I think he dealt with situations. I don't remember him passing the buck. He might... I think there were times when he kind of gave the problem back to the person who's problem it was, to see how they would deal with it. But he did support them.

Another teacher said:

I can't recall any incidences where I would say he passed the buck. I think he dealt with stuff face to face. If anything it may have been the reverse. Like I said, I bet he dealt with things that never, ever got to the classroom, to the teacher level. Because he got rid of it before it got there. But that's just a gut feeling I have.

Another said, "He dealt with it when his team members didn't. Most of the issues were dealt with before they even got to him. But when they got to him, he dealt with them."

And finally, “He dealt with situations. Yeah. If it needed to be dealt with, he dealt with it.”

Responses were equally positive when teachers were asked if Julian showed any partiality when dealing with influential parents. None of the teachers could remember any incidents where parents were treated with partiality.

Teachers were asked if Julian showed favoritism to some teachers or staff members. Perceptions varied. There were some strong feelings that Julian perhaps favored the men on staff. Those perceptions were held by the men. Even they felt that he tried to be impartial. One said,

I guess, in retrospect, there probably was a little favoritism to some of the men teachers. I thought there might be a perception... male teachers on staff and then playing ball together... that may be seen as favoritism. But I remember having a concern and going to see him, and I didn't get what I wanted. So, I think he was as impartial as he could be. That's perception.

Another teacher felt that there was perhaps some favoritism shown to older teachers who had been on Julian's staff for a long time. She said:

Oh, he probably did. I think there were people that he really respected and knew best over time. Did it bother me? No. They'd been with him a long time and they knew him. Was it hurtful? No. You just knew that some people were closer to other people.

One teacher felt that she might have been perceived by others to have been a 'favorite,' although she didn't believe she was. She said:

I'm in a bit of a difficult position there because I was assertive and I tended to get what I wanted. You know if I needed something, or if I wanted to try something out, he supported me all the time. Whether there were other staff members that felt I got favoritism, that would be a different issue. I don't know. At that time I wasn't conscious of that happening.

Favoritism wasn't an issue for another teacher who said:

I suppose if you didn't get your way for three seconds, you certainly thought so but I certainly don't recall that happening. But I also know that I have rose-colored glasses and there are some things that I just don't notice.

Teachers were asked if Julian supported them, as staff members, even when they were wrong. They were asked to give examples of how he did this. And if he did not support them, to describe how they felt about it. Two teachers really could not remember. One said, "I mean really, he supported people. I'd have to say 'yes' because I never really heard of him hanging anyone out to dry." Another teacher said:

No. No. If we were wrong, we had to deal with it. Julian was a mediator. If a parent came in and he was really upset... we would meet and a resolution would be accomplished. And if the teacher was wrong, the teacher was wrong. All the teacher had to say was, you know what, I screwed up, and apologize, and we moved on.

Another said:

We're never wrong. (Laugh.) I think he would let you know you were wrong, but he never hung you out to dry. I was wrong with that student, you know. So, he didn't reprimand me and all that. He just said, 'You know, that's not very good

practice and you know you need to change that.’ And, if you were wise enough you did, right? I don’t think he ever left you out to dry. I know the other time the big discussion was the cancellation of the trip and although some of us were adamant that it went on, he was firm in that decision. But he never held it against you. You could disagree.

The teachers who felt he did not support them when they were wrong were not upset about it. They did not feel hurt by it, or even really unsupported. What came through clearly from their comments was the fact that they knew Julian would never embarrass or humiliate them in any way, and especially not in front of students, parents or other staff.

Motivation, Trust and Openness

Teachers were asked to describe how Julian motivated staff and students. While all the teachers agreed that he did, indeed, motivate staff and students, no one was really sure exactly how he did it. One said, “He mostly led by example. With students he used his charm and his little routines he had, but with staff he pretty much let us decide that whatever it was, it was our idea.” Another teacher said, “His personality was one that really hooked kids.” And finally, “I’m not sure. I don’t know if he did it anything consciously to motivate. I think the motivation came from the idea that you didn’t want to disappoint him.”

Teachers were asked, “Do you think Julian trusted you?” All teachers said “Yes.” One teacher elaborated:

Oh yes. I think, because of the way he selected his people, he had good trust in them and I think he was observant enough in the beginning to understand... and by doing the stuff he did on walkabouts and so on, he kind of had a pretty good

feeling of where you were coming from. So, I think he had trust in all of us, as being professionals. Those that had trouble with that kind of climate, he... I don't ever remember him saying, at that time of year when teachers change, 'oh, he's got to go' or 'she's got to go.' It was, you know, 'we keep our people.' So, I think he had a lot of trust in his people.

Teachers were then asked if they trusted Julian. Every teacher answered with an unqualified "Yes."

Did teachers find it easy to trust other staff members? One teacher said, "99%. There's always one or two that you weren't quite sure of." Another summed it up for the rest when she said, "I never really thought about that. It was just a given. Really it depended on what staff members you were working with, but any of the ones I had anything to do with, yeah."

When asked if Julian ever gossiped about other teachers or administrators, no one could remember him ever doing anything like that. Answers ranged from "no, never" to "he just wouldn't do that."

Teachers were asked about Julian's decisions and how he made them. One teacher said:

As far as I know, especially if it was a conflict between students, it was his way to listen to what everybody had to say and then sort it out. And maybe set up a follow-up meeting. But I don't have any personal experience with staff members.

Another teacher said:

I think they (the decisions) were very human and very mature. As I say, the only time that I really recall involving him was when I had that idiot parent in there.

He was just one hundred percent supportive of what I was doing. Of course I thought it was fair because these people were jerks. They deserved the wrath of Julian! Not too many people ever saw the wrath of Julian. He was right ticked off that anybody would come in and harass a teacher, and, number two threaten... make me feel so uncomfortable that I was in tears after the event.

Another teacher remembered, "He was a listener. And ah, he was very good at putting out fires. He worked things out pretty good in his head. And he mediated. He mediated the problems."

One teacher recalled the following incident:

He was thorough in going through stuff. There was an incident where one little girl lost her eye. Investigation was pretty thorough. It happened in school. There was a law case over it. Turned out it was the doctor's fault. She got cut across the eye. We did what we needed to do, but the doctor decided there was nothing wrong and sent her back home. Turned out there was more and there was swelling and the parents ended up driving her to Edmonton and she ended up losing the sight in that eye. So Julian supported the teachers in this. She got hit with a floor hockey stick. But the teacher was there and did what she needed to do.

Parent Involvement

Duttweiler (1990), as quoted by Sergiovanni (2000), "found that good schools involve parents in the life of the school" (p. 96). How were parents involved in the life of Grandview School?

Teachers were asked if parents were recruited to serve as volunteers in the school? There did not appear to be any formal recruitment process. One teacher said, "I

don't know if they were recruited, but they were there. I think that the teachers who were doing kindergarten had parents there, on a rotating basis, just about every day." Another said, "I had lots of discussions with parents after school. They'd come to pick up their kids or drop their kids off. I think we had good relationships with parents." A teacher remembered:

Well, in those days we had things like fun days and track meet days and we recruited more on an individual teacher basis. If we were going somewhere and we needed people, but a school-wide parent recruitment thing as parent helpers in the school -- that really wasn't there.

Another teacher said, "They came in on their own. We didn't really have to do a whole lot of recruiting. That was back in the days when often times there wasn't both parents working, so parents were more actively involved anyway." And another said:

When you think about Grandview, the term community school... which has a little different connotation now... but Grandview was in every sense a community school. There was lots and lots of parent involvement there, even in the lower grades there was lots of parent involvement. But the grade seven trip really promoted that, both at the grade six and grade seven level. That whole thing, you had lots of parents around, and it wasn't just the fundraising. If there were things going on, like track meets and stuff, we always had lots of parents.

This teacher was then asked, "How come we always had lots of parents?" He replied:

A lot of times people just knew that things were coming up and offered. But I do believe there were newsletters that went home that said we could use a little help

and people would come out. It never seemed to be an issue to get people to help, to go to Gwillim Lake, or going to track meets...

Teachers were asked if volunteers who participated in the school were recognized for their efforts, and if so, how were they recognized? One teacher said, "You know what... I don't know. I think individual teachers did the thank you gift thing, or the kids (class) did a little 'thank you' party at the end of the year." Another teacher said, "Well, we had wrap-up dinners. One of the things we often did after a Vancouver field trip -- at the end we'd have a big banquet and all the parents would come." Another teacher also remembered the parent dinner. He said, "We did it to culminate the trip and we did a display and parents came to that, and it was an open house kind of thing."

How did the school communicate with parents? Several teachers mentioned newsletters, telephone calls, interviews and report cards. One teacher said:

It was a school where parents often came. And the school communicated. If the kids were really, really little, they got notes pinned on them. Sometimes you met them at the grocery store, or at the bank, or ... for the grade sevens we always had parent meetings three or four times a year, or more. Sometimes a note would go home. Sometimes we'd just tell the kids and they'd tell the parents. Report cards were sent home with the kids. It seems to me there were notes that were sent home. In the class, one year I know we had 'news' every day -- I'd make a synopsis of everybody's news of the day and all of the kids each got a copy, and most of those went home.

Another teacher said, "Newsletters. That was the biggest way to communicate.

Assemblies. Near the end of Grandview's life, they had quite a few public forums."

When asked if this communication was done on a regular basis, teachers were divided. Some said “regular,” but “informal.” Others felt that the newsletters, particularly, went home on a fairly regular basis.

Teachers were asked, “How easy was it for parents to find out how their children were doing?” They all agreed that it was very easy for parents to keep track of their children’s progress. One said:

Pretty easy, I think. If parents came to the school to find out, or from the report cards. The kids usually knew how they were doing. We had the two parent/teacher days. There was the big, long list that went around the staff... and we’d meet. OK, there’s five kids in this family, how are we going to do this one so we can all meet with them... It worked.

Another teacher said:

Very easy. It was an open-door policy. They just had to come and pick their kid up at the end of the day and ask a teacher. And I think on the whole, parents were relatively comfortable at the school. In that there is a hesitancy in all parents, or most parents, to be at a school, but I never felt that parents were uncomfortable being at the school. I can’t think of a teacher that wouldn’t have had an open door policy for a parent that came to speak to them.

Another teacher said, “All they had to do was phone the teacher... come in and see the teacher. Very open door.” One teacher remembered a fellow teacher who sent weekly reports to parents.

The guy that was really regular was BW – weekly reports to parents. The kids decorated them. My son, R, just loved him as a teacher. I had a couple of

interviews with him as a parent. He really knew R's strengths and weaknesses, worked really hard with him on his reading. R was weak in reading. He did really well. And reporting, when you talk about reporting, that's what we noticed.

Special Memories

At the end of the formal interview questions, teachers were asked if there were any special memories of Grandview that they wanted to share. There were many! A few are included. One teacher said:

It was an awesome place. We managed to get together with Grandview people and talk about the olden days when we were there, even after the school closed. It was amazing the things that went on at Grandview that I didn't even know about! It was just a really... a warm fuzzy feeling. I can't think of any negative stuff. At Grandview I really enjoyed going to school every day.

Are there still schools like that? I don't know if there can be. There is so much regimentation now. And the report cards are so awful. I've heard parents say they don't want to read all that stuff, they just want to know how little Johnny's doing. A lot of time is spent doing that kind of stuff that could be spent with kids.

There were a few people who left. I don't know if it was because we didn't make them feel welcome, or if they just had different expectations. But most of us stayed. We often took kids that other schools didn't want... and teachers.

Remember when BW came. People were in a bit of a panic because he was coming back to teaching after being an administrator... but Julian just said, 'He's coming here. Does anyone have a problem with that?' We really didn't and it was

okay. A lot of people might have felt threatened by that but Julian wasn't. Imagine stepping from being a principal to being a grade four teacher... and yet BW fit in and got along just fine.

I always like talking about Grandview... but there's an awful lot of people who don't want to hear about Grandview ever again... (laughing), and when are we ever going to get rid of these Grandview people?

It was really easy to go from Grandview to teach the alternate program. You've got this whole pile of kids with individual needs and wants, with can do's and can't do's. It was the same thing. We kind of made ourselves special within ourselves. My experience at Grandview was really helpful.

A teacher remembered:

I remember people just having a lot of fun. The staff just really getting along. I remember somebody raising SM's pantyhose to the top of the flag pole. Do you remember that? I won't say who I think it was... And I think people felt comfortable with each other. We had our odd people, I mean everybody was just a little bit different, but I think the staff worked well together, and they were supportive of each other. There wasn't somebody who clawed their way to the top, and in doing so knocked other people down.

You could spend as much time there as you wanted.

In those days we didn't have computers, we didn't have a whole bunch of detailed report cards but I think the letter grades and the couple of sentences that we wrote definitely got the point across.

Looking back at it, I think it was just a comfortable time.

Julian... I think he surrounded himself with good people. I remember the Christmas concerts. I believe there was an intermediate one and there was a primary one. It was always a top-notch show and each teacher was responsible for their own portion of the Christmas concert and at the end there would be the grand finale. You know, 'Let There Be Peace on Earth', I think was the song there. Every Christmas concert had that, so there was all that traditional stuff that you could carry on and predict, year after year. And then there were people doing their own thing.

And Julian... He genuinely liked kids. He had a happy face most of the time. I think he had a good team, and I think a good leader always... a good leader doesn't make a team like he's leading; a good leader makes us think we are doing all these things on our own. And, I think the people there liked kids.

Another teacher remembered:

There was a lot of humor at Grandview. There really was. And I think we knew each other quite well as people. Not just as colleagues that just worked on the same staff. We knew each other as people. There was a lot of humor that went along with that. up...

There were a lot of assertive people on that staff as evidenced by the number that went on actually into administration or union leadership or whatever. There is an internal assertiveness that goes along with that. As a result, quiet people may have been intimidated, like shy people may have been intimidated to be there. Are you interviewing SG? Because she would have been one of those quiet people that came to the staff. And, it's kind of like a family of twelve kids

where seven or eight of them are aggressive or assertive and four are not. The seven or eight may not even know that the four are not. The whole consciousness issue... and so it would be interesting to see someone like SG felt intimidated or overpowered or felt that there was favoritism that happened there. (SG was, indeed, interviewed. Although a quiet person, she stated that she did not feel intimidated by the staff.) Because there were a lot of confident, powerful people there, knowledgeable people. We always had someone that was big in the union that was there, so we were knowledgeable in that respect, and we always had people working on degrees. I think it was a powerful staff.

Another teacher recalled:

You know, as I reflect back, there was kind of mentoring that went on there that was a subtle mentoring. I think people worked with you without you really... without them really coming in and doing stuff. I mean you were free to go into anyone's room at any time. I remember going into SP's room – “Hey S, that's kind of neat! What are you doing?”

I think that was just because of the chemistry of the staff, which I think Julian created, as in those days you could certainly create, that you had that... mentoring that went on and you had the freedom to do what you did.

And you had the kind of people you did, who didn't often make mistakes, either. There was no major crisis that ever seemed to go on at that school. Not that was off the wall, so bad that you just had better do something about it. It always seemed to be a welcoming place. As a teacher, that was ideal. And look at where

some of those people have gone. The roles they have gone into. So, I see it as being such a welcoming... community, that's what I see.

Summary

“A positive climate makes a school a place where both staff and students want to spend a substantial portion of their time; it is a good place to be.” (Howard, Howell & Brainard, 1987, p. 5). Grandview School was a place where teachers wanted to be. Several teachers talked about the school as having “a family feel” about it. Others mentioned that they were not in a hurry to go home at the end of the day, that they enjoyed working with their colleagues on professional projects, and that they often chose to socialize with colleagues on their own time.

Glatthorn (1992) describes a desirable school climate as one that is safe, where people feel secure. Teachers felt secure at Grandview; not only physically but professionally. All the teachers interviewed stated that they felt secure enough in their position and in the school to take risks, to try new things, even if it meant that sometimes they would make mistakes, sometimes even fail. Covey (1993) said, “it's best to practice in an environment that makes it easy and rewarding to learn from mistakes” (p. 110). The freedom to fail, to pick up the pieces and try again, having learned from one's mistakes, requires a very secure and safe professional environment. For the teachers interviewed in this study, Grandview School provided that environment.

Teaching is about relationships. Teachers need good relationships with students, with other staff and with administration. Howard, et. al. (1987) talked about acceptance and friendship needs. Glatthorn (1992) talked about the importance of collaboration and cooperation. All the teachers interviewed told stories about feeling accepted, making

friends on staff, and working together with other teachers on staff on projects where they could just as easily have worked with teachers from other schools. Three out of the five teachers interviewed have remained good friends with each other and with Julian. All five teachers mentioned other former Grandview teachers with whom they have maintained friendships over the years since the school closed.

Glatthorn (1992) stated that for people to work well together, their relationships must be characterized by respect and trust. In response to the interview questions about respect and trust, all teachers responded positively. All felt respected and trusted by their administrator, and all respected and trusted him in return. One teacher mentioned that there were differing levels of trust with other staff members, depending on the person. Some fellow teachers were trusted more than others but, on the whole, there was an atmosphere of respect and trust in the school.

Glatthorn (1992) stressed the importance of consideration and caring. All the teachers interviewed felt that those elements were there. Teachers cared about the students and about each other. They also felt strongly that Julian cared about them, not just as teachers on his staff but also as people. Kouzes and Posner (2002) found that “Most people rate ‘having a caring boss’ even higher than they value money or fringe benefits” (p. 317). There was no question in the minds of these teachers: Julian definitely cared.

Appreciation, and showing that appreciation, is a form of caring. Kouzes and Posner (2002) said, “One important way that leaders give heart to others is by recognizing individual contributions” (p. 317). And, “...recognition is about acknowledging good results and reinforcing positive performance. It’s about shaping an

environment in which everyone's contributions are noticed and appreciated" (p. 316). All the teachers interviewed felt that their work was valued and appreciated, although they were not always clear about exactly how that appreciation was expressed. One remembered Julian saying things like "Good job, guys," at staff meetings. Others thought it came through in Julian's support of them and trust in them as professionals; and through his expectations that they would always do their best. "The expectations that successful leaders hold provide the framework into which people fit their own realities. These frameworks play an important role in developing people" (Kouzes & Posner, 2002, p. 323). All the former Grandview teachers interviewed for this study agreed that Julian's expectations for them were high.

Howard, et. al. (1987) talked about the "need to maximize one's potential" (p. 6). Related to that is Glatthorn's (1992) description of a desirable school climate being one that is "productive and growth oriented" (p. 151). The teachers interviewed all indicated that Grandview School provided an environment where they felt secure enough to be innovative, to try new things, to learn and grow professionally. They all expressed the feelings they had that they were encouraged to accept responsibility and that they were supported, by both Julian and their teaching colleagues, when they "took something on."

Teacher responses indicate that the teachers interviewed found Grandview School to be a safe, enjoyable and rewarding work environment, where both students and teachers had the opportunity to learn and grow. Sergiovanni (1996) said, "...what is good for teachers usually winds up being good for students, the positive effects multiply" (p. 109).

Chapter 7: Grandview School -- The Principal

When Grandview School closed in June of 1988, Julian Kucher had been its principal for twenty-five years. He had also been its head and its heart. No one remembers Grandview without also remembering Julian. When asked what first came to mind when he thought of Grandview School, Julian did not hesitate. “The people,” he said. “We had good people at Grandview.” Julian was, first and foremost, a ‘people’ person. He genuinely liked people and enjoyed being with them and working with them.

Like the teachers, Julian could not remember the formal mission statement either: “I don’t remember the formal one. In the last few years, we had to have one... the district wanted it. Fancy. Framed. But really, it was all about kids. Kids came first. They were the reason we were there.”

He also remembered that people really cared about each other there. He said, “We did things together at school and out of school. There were friendships there.”

Julian felt that he was sensitive to the needs of teachers. He said, “I tried to see what they needed. They would come to me with things they wanted, or things they wanted to do. If I could, I’d get them what they needed, or encourage and support them in what they wanted to do. It was good for them professionally, and that was good for the school.”

When asked if there was a feeling of togetherness and community at the school, he responded,

“Oh, yes. People worked together. They were interested in each other. I didn’t tell them they had to work together, but they did. Of course I encouraged them to do

that, but they were professionals. They had a lot to offer each other. They were also active, involved people outside of school.

When asked if he cared about the staff members as individual people as well as staff members, he said, “Oh, yes. Some are still good friends. You have to care about people and support them when they need it. Personally and professionally. What happens in people’s lives outside the school affects their lives at the school.”

Julian was asked if he used positive or negative reinforcement with the staff and students. He laughed and said,

Oh, positive. And negative. Sometimes you had to say ‘no.’ Or, ‘you have made a mistake here.’ With the teachers, that was usually enough. They were all professionals. You’d ask them to correct something, or do it differently. There was a reason. They would see that and that was that.

With the kids, sometimes you had to get tough. The VP and I, sometimes we would do the ‘good cop, bad cop’ routine with them. That usually worked. In the old days, when we had the strap, sometimes I would just set it on the desk and let them look at it while we talked. That was enough. You didn’t have to use it. But mostly it was positive. People do more, work harder, if you are positive, ... if the school is positive.

When asked if he supported his teachers when parents were involved, he said,

Yes, usually. Sometimes teachers were wrong. I would say to them, ‘do you know what’s going on here? Do you understand why the parent is upset? Can you think of a better way to handle this?’ Then they could meet, the parent and the teacher, in my office to work it out. That usually worked. Sometimes the parent was

wrong. I would explain what the teacher was trying to do. Teachers are people. They do things differently. Not all teachers teach the same or work with kids the same way. I would deal with the parents. The teachers didn't need to be bothered with things like that.

In response to the question, "How did you know what was going on in the classrooms?" Julian said,

I was in the school, in the classrooms. I listened... to teachers, to the kids. To the parents. There was always a lot going on in the school... lots for kids to do. I taught art in some classes. And we had the woodworking shop. I worked with kids there. It was pretty open. You could see what kids were doing. What the teachers were doing.

When asked about his knowledge of the curriculum and instructional strategies, Julian answered that he was knowledgeable about curriculum in a general way – as much as he felt he needed to be. "The teachers needed to know all the details, and they did. That was their responsibility as professionals. I didn't need to know all the little bits and parts... just to know that they did. They were up on things." About strategies, he said,

Strategies? Different strategies work for different people. The newest things aren't always the best. For strategies... it isn't a one size fits all thing. The important thing is what works... for the teacher and the kids. They were professionals. It was up to them to decide what worked best in their classrooms.

Julian was asked, "When teachers came to you with a problem or a concern, how did you respond?" He replied,

Depends... on the problem. Sometimes all you had to do was listen and they would work it out for themselves. Sometimes you just needed a word or two... a suggestion that they might want to... well, from that they could usually come up with some things to try. Sometimes they just needed to blow off steam... to have somebody listen to them and they would go away feeling better. Other times, you just needed to give them some support.

When asked what kind of support that might be, he said,

Oh, it could be ... time. One teacher had a kid in trouble. She needed to go to court with him. Wanted to be there. I said, 'Go, you need to be there.' We would cover. And we did. We didn't have all the leaves in those days. Sometimes the leaves didn't fit the problem. Sometimes it was simpler to just give them the time they needed. They would work it out. Then, when they came back – not a long time – just a few hours or a day – when they came back, their heart would be there, in the school again.

When asked if he held teachers accountable, he said:

Oh, yes. Definitely. For those things that they could be accountable for. Teachers were accountable for what went on in their classrooms. That was their responsibility. If they needed help, okay. But they were responsible for their classes and their kids... and their teaching. They had authority in their classrooms.

When asked if he trusted his teachers, he said, with absolutely no hesitation, "Yes.

Most of them were very good. You trust them unless they give you a reason not to."

Julian was asked if he provided feedback to teachers on their teaching and if so, to describe how he did that. He said:

Yes. We did principal's reports. They were pretty formal, I guess. You were supposed to do them in a certain way. Every so many years. But, I'm not sure that was the best way. Just to know what they were doing... to say, 'hey, that worked well,' or, 'The kids got a lot out of that,' ...or, to let them know that our kids did well in the district tests... They were doing a good job. They knew that.

Neither the teachers nor Julian were very clear on exactly how he gave feedback to teachers. He thought they were doing a good job and they knew he thought they were doing a good job. How they 'knew that' is not exactly clear. It seemed that his informal comments about what 'worked well' and how well their students were doing carried his approval and appreciation.

When asked how he ensured that teachers had adequate materials and supplies, he replied:

Well, we had the budget. There was different money for different programs.

Sometimes there was a bit extra. Teachers would tell me what they needed, what they wanted to do. It was my job to find the money, or find a program to fit it into.

Depending on what it was, we could usually find the money somewhere.

Sometimes you had to go to the Board office and say, we need...

When asked if he had high expectations for teacher performance, Julian said, "Oh, yes. I picked the best teachers I could get and then I gave them the support and the freedom to do the job. And they did." He was then asked, "How important do you think it was to be able to pick your staff?" He said,

Oh, I'd say it was very important. You want the best you can get. You want talented, creative, energetic people who are dedicated to teaching and to kids. You want teachers who know what they are doing. You didn't get to pick all your teachers. There were transfers... or sometimes the superintendent would say, okay, this teacher is coming to your school... but if they really didn't fit in, if they weren't comfortable there, they didn't stay long. The other teachers had an effect on them too.

Julian was asked, "How important was philosophy when you were picking teachers for your school? Was it important for them to all share the same philosophy?"

He said:

Philosophy? No. They were all different people with different ideas and different ways of doing things. I wanted good teachers who could teach and who cared about kids. Everybody thinking the same thing... how boring that would be. Not a very stimulating environment for anybody.

When asked if teachers were given opportunities to show that they were responsible, Julian replied, "Opportunities to show...? They were responsible... for their kids and their classes. For any projects they took on. They were responsible."

Julian was asked about his attitude toward paperwork. He said:

There wasn't as much then as there seems to be now. If it was necessary, we would do it. Like report cards, or registers, attendance registers. Teachers had to keep records of marks and attendance. Unnecessary paperwork -- I didn't ask teachers to do unnecessary paperwork. Their time was better spent with kids. Sometimes I did it, or the secretary did it if the Board office wanted extra stuff.

He was then asked if he read the report cards before they went out and if he ever sent them back to the teachers.

Sometimes. I remember a few I had to send back. If you are in business and you make a few typos, it's OK. But not in a school. Typos, grammar mistakes... you make one mistake and everybody says, "What kind of school is that?" That reflects back on all of us. The secretary and I would have dictionaries right on our desks. If you're not sure about something, look it up. It doesn't take a minute. And do it right. If you're a school, you've got to do it right.

Julian was asked if student safety was a problem. He said:

No. It was important. We were always concerned that the kids be safe. We had good supervision and good planning. Sure, sometimes kids got hurt. They were kids. I remember one kid breaking an arm on the playground. Grade seven girls, they seemed accident prone. But no, we kept them as safe as we could. Our supervision was good. And in the shop, they had to listen and do what they were told or they were not there.

Julian was asked what the discipline policy was and if it was written and posted in the school. He said, "Respect. No written one. Basically respect, for others and for yourself. It depended on the situation and who was involved." When he was asked if it was situational, then, he said:

Well, there were rules. The rules were for everybody. But when they broke them, the consequences might be different for different situations. Like fighting. Fighting was not allowed. But, what was the situation? Why did it happen? Who was responsible? How serious was it? That would determine the consequences,

the punishment. It had to be fair. The same punishment would not be fair in every situation.

Julian was then asked who enforced the discipline policy. He said:

The teachers made the rules in the classroom. They enforced them. If it was on the playground, the teacher on supervision enforced them. If it was serious, or if the teacher needed support, they came to me or the VP. Then we would deal with it.

How did the school communicate with parents? Was there a regular newsletter?

Julian did not remember a regular newsletter but recalled that they were sent out on an 'as needed' basis when news needed to go home. He said, "Kids got me at home for various things. And parents who came in, quite a few came in. We'd talk about kids, what we were going to do... about certain subjects..." There was a strong parent presence in the school. Was there an official parent group at that time? Julian said:

Not officially, no. But we had quite a few parents who came in quite regularly. I had, the reason for that... we had a PTA when I was teaching in Salmon Arm and that was, people would come in there and all they were there for was a gripe session. All they would do is complain, complain, complain, complain. And I thought that was the wrong thing. And, of course, the bad mood... they came voluntarily and we had to listen. I wasn't the principal there, just the vice, and I thought that's useless. Those meetings, all they were were bitch sessions. Nothing good came of it. I thought, if I was going to have something like that, a parent group of some sort, then I'd want some ownership in that too. Here are some of the things we can discuss and here are some of the things to leave out. But, if

you've got a gripe bring it to me one on one and I'll discuss it but not as a group. They'd say, how come this teacher does that and that one doesn't? I'd say, well, they all have their own little ways and their own strengths. Very strange, some of those people.

He told another story to illustrate his points about parents.

When I was still playing Old Timer hockey, the Flying Fathers played hockey here and I got to know one of them quite well - Les Costello – and he found out I was a school principal. He said, 'Hey, do you want some entertainment?' I said, 'Sure, what kind?' Well, some of them were going to Notre Dame, the Catholic school, but ... 'we've got two or three guys who could come up to your school.' I said, 'Great, I'll call an assembly.' So they came up and I said, 'Not religion, okay, just entertainment.' They said, 'Okay, we understand that.' So, for an hour or so they sang, played guitars... the kids loved it. Then a couple of parents came in there ... 'What the H- is going on in here? A -- Catholic school? How come you got the priests in here?' I said, 'They're here to entertain, not teaching religion or anything.' Well, they didn't want to see that.

And another story about parents...

We used to have the 'Flight to India'. (Grade 5). We'd arrange the desks like on a plane and all the girls got saris, and they had the Hindi names and they had Hindi food that SP and the kids would prepare. I had complaints about that. 'I thought the second language here was French, not that --- --- Paki stuff!' I said, 'But aren't we lucky to have someone that shares their culture with us, something different?' 'No. Should be French, not that Paki stuff.'

Julian wasn't against parents and he certainly wasn't against them being in the school and involved in the activities there, as long as their involvement was positive for the school. He welcomed their feedback and their ideas. The bottom line was that he was not prepared to give them control of the school.

When asked if he actively recruited parent volunteers, he said, "No. Most of that was instigated by teachers. Some would come to me and I would say to the teachers, I've got somebody that wants to come in, can you use their help?" How did the school show its appreciation to those parents who did volunteer? Julian felt that appreciation was shown by the students themselves and by the teachers they worked with. He also felt that the school had a welcoming open door policy toward parents which made them feel that it really was their school too. He said:

If they were there, at lunchtime or whenever, they were always invited into the staffroom. Come on in. They were always welcome there. Some would say, 'But the teachers want to talk teacher talk.' No, they don't. You are always welcome here, anytime. There was an administrator here, a school principal, who spouted off, 'You can always tell if it's a good school or not by what's discussed in the staff room. If they're talking about politics or important world affairs and things like that, that's good.' And I disagreed totally. What the heck is a staffroom for? It's there to blow off steam. You tell dumb jokes or play little tricks on each other, whatever. Discuss recipes, or some project you are doing at home or something. We were alive.

Julian's responses about decision-making in the school confirmed what the teachers had said. He was asked what he controlled, what decisions he made, and what

decisions he allowed teachers to make. He said, “I think, well, DD said one day, ‘You had that in mind all the time didn’t you? But when it came up in the staff meeting, you made it sound like we picked it.’

When asked how he did that, he replied:

Well, it took a little doing. Plant the seed – before the meeting – in a few places. And then let ... hey, why not... someone else suggests it. Great! I’m all for that. It wasn’t really conning them but, in a way, yes. When people share in something, they buy into it. They own it. If it’s your idea its always easier to own than if it’s somebody else’s. That’s my idea all the way through from the beginning and you say it. That’s good... good stuff. So, if you want something done you spread it around... If you can. Sometimes it doesn’t work. Sometimes you have to take the bull by the horns and say, ‘Yeah, that’s what we have to do,’ because this is not working, or for some other reason.

Julian agreed that the budget was his department but his comments about it also reveal some insights into how he got things done.

It was related to the particular programs and you had to work it out to get the best you could for each program. The worst thing that I found was the textbooks at the end of the year. All the ones that needed to be replaced... all the ones that needed to be rebound. The ones which needed to be destroyed. The secretary got stuck with most of that. I’d help a bit, but then I’d find excuses... (laughs)...and do something else. So, I’d take her out for lunch, a day or two later. I’d say, we’re going out for lunch today. You pick – whatever and where ever you want.

There were jobs he liked and jobs he didn't care for. When he delegated those he didn't care for, he gave the job to someone he knew would do it right, then did something that showed his appreciation.

When asked if he had anything else to share, Julian summed up his philosophy of leadership in typical Julian fashion – simply.

You treat people right and they will do the job. Pick your staff carefully and then for heaven's sake leave them alone so they can do their job. You don't need to be monitoring everything. My monitoring was usually just walking in one door and out the other... once a week, twice a week, going through any and all rooms.

There was always a reason... not just to snoop but to take something, bring something, or be a part of what was going on. The rooms were always interesting; they had neat things in them. So many things we did then, you didn't really think about, you just did them. They were interesting for the kids and for teachers, so why not...

Yes, indeed, why not? As Julian said to me once before, many years ago, "I pick the best people I can, and then I give them the freedom and the support they need to do the job."

While that simple statement may summarize Julian's own perception of his leadership style, how does that fit into the overall picture of school climate? What role did Julian personally play in the creation and maintenance of a positive school climate?

First, he admitted that he picked the best people he could get. The element of being able to choose the majority of his staff members was important. Glatthorn (1992) emphasized the importance of school based control over staffing. While he mentions this primarily in relation to developing a school vision and mission statement, he also relates

it to staff cohesiveness. He said, “If the principal and the teachers cannot control who joins them, it becomes very difficult to maintain a shared vision” (p. 156). While Julian had some control over his choice of staff, it was not absolute. He was often assigned staff that he did not choose. When that happened they became part of the Grandview team. If they didn’t feel comfortable there, they left. The vision, the mission of the school, as articulated by both Julian and the teachers, seemed to be a balance between “respect for all” and “students come first”. That was understood, a given. Teachers who came and were uncomfortable with that did not stay. Julian was asked specifically if he chose teachers who shared the school’s philosophy. He said “no”. He chose people who were “good teachers”. That may not be a contradiction since good teachers, by Julian’s definition, were probably those who placed their students first and treated others, both colleagues and students, with respect.

Trust is important in the development and maintenance of a positive environment. Kouzes and Posner (2002) said, “If leaders want the higher levels of performance that come with trust and collaboration, then they must demonstrate their trust *in* others before asking for trust *from* others...when it comes to trust, leaders ante up first” (p. 331). Julian definitely anted up first. He said he trusted his teachers. They said they felt trusted by him, and that they also trusted him.

While he trusted his teachers to be professionals, Julian did not leave them totally unsupervised. Kouzes and Posner (2002) described Julian’s style of supervision perfectly.

Leaders are out and about all the time. Being mobile goes with the territory. In fact, at its root the word *lead* comes from an Old English word that means “go, travel, guide”. This is not purposeless wandering. Leaders are out there for a

reason. One of the reasons, we would maintain, is to show that you care. One way of showing you care is to pay *attention* to people, to what they are doing, and to how they are feeling (p. 327).

Sergiovanni (1984) described this as “administrative attention” (p. 110). What it all boils down to is “time.” What a person spends his or her time on reveals what he or she values. Julian chose to spend his time with students and teachers. It was purposeful time. As a result, they knew he cared about them and that they were valued.

Another way Julian used time was to provide it for teachers when they needed it for professional or personal reasons. Teachers who needed meeting time for projects or committees found that, somehow, the time was provided. The teachers who needed to catch an early plane found coverage was provided, often by Julian covering their classes himself. The teacher who needed to go to court with her son was able to go, although there were no leave provisions to cover that in the contract at that time. Julian gave liberally of his time in support of his staff.

He also gave generously of his time to students. He helped out in the classrooms with projects, especially anything to do with art. He fired all the ceramics projects for the school, organized the decoration of the gym for the Christmas concert, and personally taught students how to make all sorts of things in the school shop. He was fully involved in the daily life of the school.

Julian encouraged both students and staff to accept responsibility. Once they accepted that responsibility, he supported them in any way he could but he allowed them to be responsible, to do the job. Covey (1993) said:

When we step in and do the neglected work ourselves or have someone else do it; when we trounce someone for taking some initiative for doing it differently; when we double check everything and insist all decisions must be cleared; when we meticulously spell out every duty; when we overrule “their” decisions pertaining to “their” expected results; when we get rid of responsible yet independent thinkers and decision makers; when we multiply policies and procedures and rules – we take back responsibility (p. 105).

Julian did not “take back responsibility.” Once it was accepted, by student or teacher, he expected them to follow through. He provided them with support, but not with the opportunity to abdicate the responsibility they had accepted.

Shared decision-making is considered to be important in creating a positive climate. Covey (1993) said that “projects take on meaning when people are involved in the planning and thinking processes” (p. 133). Sergiovanni (1999) said: “Though school leaders may be in charge, the best of them are aware that often the teachers they supervise know more about what needs to be done and how to do it than they do” (p. 166). Julian was aware of the strengths of his teachers. He gave them responsibility for their classrooms, the curriculum they taught, and the strategies they used to teach it. He gave them input into decisions made at the school level that affected them. He respected their knowledge and their professionalism. But Julian also had issues that were important to him. Sometimes he “planted seeds” and heard his ideas brought up and promoted by others. At other times, when decisions needed to be made, he made them. As one teacher remembered, “He reminded me what the sign on his door said. It said ‘principal.’”

The fundamental principle upon which Julian based his leadership was a sincere caring. Julian really cared about the students, the staff and the school. Covey (1993) said, “Far and away the most important factor in leadership is the depth of sincere care in the leader. If we don’t really care, all the latest techniques and leadership formulas will bring failure” (p. 113). Kouzes and Posner (2002) said, “Leadership is not an affair of the head. Leadership is an affair of the heart” (p. 399).

Chapter 8: Findings and Observations

Was the climate at Grandview School a positive one? Using the combined model developed from the work of Howard, et. al, (1987) and Glatthorn (1992), the evidence supports that conclusion.

The school was safe and both students and staff felt safe there. One student mentioned that the school seemed to have an anti-bullying policy long before that became a popular issue for schools. There was no reported abuse of students by staff or other students. There was no reported abuse of staff by administration. Nor were students allowed to be abusive or rude toward staff members. Respect for self and others was the foundation for behavior at the school. Glatthorn's (1992) requirement that people 'feel safe' was certainly met there.

Acceptance and friendship needs (Howard, et. al., 1987, p. 6) were met for most, if not all, of the staff. Teachers maintained positive relationships with each other. They worked together, collaborated on projects and programs, felt like they were part of a team, and enjoyed spending time together outside of school time. Several mentioned the social aspects of the school and stated that they enjoyed coming to work in the morning and were not in a great rush to leave after school. These are signs that the school was a positive place to be. Several teachers described it as a "fun place to be." Others said it was "pleasant," "homey," "welcoming" and "supportive."

Not all students made friends there but all the students interviewed felt accepted there. Even former students who were not particularly successful as students and whose behavior was often far from impeccable felt that they were still accepted for who they

were. One former student, who said she had few friends there, told me that she went out of her way to go to Grandview. She was supposed to go to a different school but she chose Grandview. In spite of the lack of friends, she felt comfortable there. Another student described the school as a “home away from home.”

Needs for consideration and caring (Glatthorn, 1992, p. 151) were met. Teachers felt that Julian cared about them, not just as teachers that he valued but as people that he genuinely liked. He showed that caring and consideration by listening to their concerns and by encouraging them in the things they wanted to do. Most importantly, by giving them his time, he let them know that they were important to him and to the school. All the teachers interviewed felt that Julian really cared about them.

Students felt cared for by their teachers. One student said that teachers treated the students as though they were their own children. Another described the teacher’s attitude as “tough love.” Still another said, “I believe that my teachers cared. If I needed to talk to them, they were always attentive and seemed to genuinely care what I had to say.” As Julian showed care and consideration for teachers by giving liberally of his time, so teachers followed his example in their dealings with their students. The elements of consideration and caring were present in the school.

Achievement and recognition needs (Howard, et. al., 1987, p. 6) were met but in a more subtle way. Both staff and students were expected to do their best at whatever they attempted to do because that’s what you did when you were at Grandview. Grandview was special; it was simply ‘the best’. Because you were part of Grandview, you were special too. We all knew that. The mystery that still remains is how we knew that. Even Julian, the principal, was unable to explain just exactly how his expectations were

conveyed to staff, and from staff to students. About the power of expectation, Covey (1993) says, “Each individual person is many things and many dimensions, many potentials, some in evidence, most still dormant. He’s a compound of many facts – even contradictory facts. He tends to react to how we treat him, what we believe about him (p. 43).” Julian believed in his staff. Perhaps it was that simple.

Covey (1993) also said, “Far and away the most important factor in leadership is the depth of care in the leader. If we don’t really care, all the latest techniques and leadership formulas will bring failure” (p. 113). The depth of care was there. The opportunities for staff and students to maximize their potential were definitely there. And he encouraged and expected us to do just that.

Some things were not there. While much of the research says that there must be a shared vision and that vision should be clearly articulated, that did not appear to be the case at Grandview. There was no published vision or mission statement in the early days of the school. When having a written mission statement became a district requirement, there suddenly was one. No one interviewed remembered it. It appears from this research that there was a shared vision. Students came first. How much simpler could it be? Is it good for students? Is it reasonable? Is it safe? And if it was, then that’s what we did. It was something we all understood.

No one at Grandview could remember a written discipline policy. No one was even sure who developed the policy. For the classroom, it was definitely the teacher. For the school, the interviews suggest it was Julian. Although it was not written anywhere, all teachers understood it. Even the students understood it. Some behavior was just not tolerated. There was discipline. One student described it as ‘tough’ but ‘fair.’ Another

said it was 'kind' and 'fair.' The difference between 'kind' and 'tough' was undoubtedly related to the nature of the behavior. The 'fair' was common to both.

Communication is important to a positive school climate. According to Howard, et. al. (1987) "In studies of effective schools, researchers found that when there was effective communication between teachers and principals, teachers were more satisfied with their working relationships with their principals and had more opportunities for staff input in decision-making" (p. 10). Lindsay Levin, one of the successful leaders studied by Kouzes and Posner (2002) stressed the fact "that you can never stop communicating, nor do enough communicating with people. To succeed you've got to keep persevering and going back" (p. 5). As a leader, "you have to open up your heart and let people know what you really think and believe" (p. 6). "When it comes to sending a message throughout the organization, nothing communicates more clearly than what the leaders do" (p. 368). Julian communicated his thoughts, beliefs and values on a regular basis through what he said and what he did.

Lines of communication should be clear and communication with all persons involved should be an ongoing process. There was communication at Grandview and it was ongoing at all levels. There were report cards and there were parent-teacher interviews. Those were the required and regularly scheduled methods of communication. There were occasional newsletters, as needed but not regularly scheduled. Then, there were phone calls home and notes sent home with students -- not because they were required but because the teachers felt both a need and desire to communicate with parents. One teacher sent home a little illustrated report card with his students each week. The students did the illustrations and evaluated their own work for the week. On

Thursday night, the teacher added a comment or two to each report. On Fridays the students took them home. This was a grade four/five class and those parents were well informed about how their children were doing all the time. The students knew, too. This teacher was teaching his students self-assessment skills long before it became “the thing to do.” And he was doing it voluntarily. It was never mandated, but it worked and was an example others followed on a less formal and less frequent basis.

Finally, there were the informal meetings with parents in the hallways after school, at the mall, at the farmers’ market on Saturday morning, at social events. Things like, “Billy’s report was really great,” or “Sally’s science fair project is most interesting,” or, “Thank you for helping Joey with his reading. I am really noticing an improvement when he reads in class.” But only the positive things were shared publicly or in a public place. If there were problems, there was the phone call home and the meeting at the school. There was communication, at all levels and continuously, but it was not a formalized, rigidly structured or mandated process. It was a natural result of caring about students and putting that caring into action.

Grandview School wasn’t just any school. It was a strong community within itself, supported by the community around it. It was a place where risks could be taken; where collegial support was regularly given; where professional teachers could feel part of a team but still have the freedom to be an individual. It was a unique environment and a wonderful place to work.

Chapter 9: Finding the Magic

I found the magic in the leadership.

What made Julian the kind of leader that inspired respect, loyalty and even affection from just about everyone who ever worked with him? What qualities of leadership did he possess? If we go back to Harold B. Lee's ten commandments for effective leadership, how did Julian measure up?

“To be a leader, you have to be moving. I cannot conceive of anybody following a leader who isn't going anywhere” (Lee, 1996, p. 505). Julian was constantly moving. His goal was to have a school that was good for students, that helped them to maximize their potential and to become the best that they could be. He understood that to do that he also needed teachers who were maximizing their potential, as well, and becoming all they could be. He never stopped moving toward that goal or that vision.

“Leadership demands that you live as you teach. Leaders must be examples” (Lee, 1996, p. 505, 508). Julian was an example. You knew the students and the school were important to him because he committed his time and his energy to them. He served. Whether it was teaching art in a classroom, coming back after hours to fire the pottery in the kiln, building sets for plays, decorating the gym for the Christmas concert... Julian was there and he was busy doing things for the school. The school, for Julian, was not just a place, it was a community. Julian served that community.

He was an example in other ways as well. He treated others with respect. He treated all of us the way he expected us to treat others.

“Leaders need discernment. Avoid hasty judgments” (Lee, 1996, p. 507). Both students and teachers saw Julian as a leader who considered the facts and both sides of

the issue before reaching a decision or deciding upon a consequence. When the decision involved a request, Julian considered it carefully. One teacher said that he didn't always get what he wanted but, if he didn't, he always understood why. When it came to discipline, the students saw him as "kind, tough and fair." Always fair. Julian avoided hasty judgments.

"Effective leadership requires hard work" (Lee, 1996, p. 505) and "Leaders should serve unselfishly" (Lee, 1996, p. 506). Julian worked hard. He was busy and involved everywhere in the school. One teacher said, "I'm not really sure what he actually did, but he was everywhere." He served unselfishly. He did not require a lot of praise, recognition or credit for the things that he did or the ideas that he had. It was enough for him that they got done, that they happened. Harold B. Lee also quoted the anonymous but true statement, "There is no end to the amount of good we can do if we don't care who gets the credit for it" (Lee, 1996, p. 511). Julian didn't need the credit; he just needed the work to get done.

"The most dangerous leader is the one who betrays his trust. Loyalty is important at all levels" (Lee, 1996, p. 506). As Julian said when I first joined his staff, "We believe in solving Grandview problems at Grandview. We don't air our dirty linen in public." While none of the staff could really remember any "dirty linen," we all knew that problems in the school got solved in the school. No one could ever remember hearing Julian criticize his staff in any way in public. Julian was loyal to his staff and students. Teachers could count on that loyalty, and we trusted him.

"Leadership requires a Ph.D. in people. Leaders show concern for the total individual" (Lee, 1996, p. 508). Julian's people skills were excellent. He was a

communicator. Sometimes seriously, but often with humor, Julian was always touching base with people, expressing interest in their work, their interests and their lives. He knew us as teachers and as people. And he cared about the total individual.

“Don’t lose yourself in the mechanics of leadership” (Lee, 1996, p. 507).

When a leader gets lost in the mechanics of leadership, the process becomes the most important thing. The focus is on policies and procedures, rules and regulations, and directions from “above,” which must be followed regardless of the situation. “Consistent enforcement... is a cardinal principle of good management. Rules must be universally applicable and consistently enforced with the same consequences” (Sergiovanni, 1996, p. 46). While this may be a basic principle of good management, it is not a reflection of good leadership. When this happens, somewhere the people get left out. For Julian, the people were always more important than the process. He carefully evaluated the situations and made decisions that met the needs of both the school and the people involved. He genuinely cared about and valued people. All of the teachers interviewed stated that they felt valued, both as people and as professionals. Julian never got lost in the process.

“Teach people to govern themselves” (Lee, 1996, p. 514). Julian was a great delegator. ‘Delegator’ was a word I could not find in the dictionary, but it was a word several teachers used to describe Julian’s leadership style. Harold B. Lee (1996) said, “I think therein is the secret of growth, to fix responsibility and then teach... people how to carry that responsibility... It is a wise leader who does not make ... (people) depend upon him for too much or for too much of the time” (p. 515). Julian encouraged people to take risks, to try their wings, to fly. He expected teachers to accept responsibility for the things

that we chose to do and so perhaps it was not coincidence that so many leaders came from Grandview School. Whether students or staff, Julian taught people to accept responsibility and gave them the opportunity to govern themselves.

There is no recipe or prescription for leadership that, followed to the letter, will always lead to success, but there are personal qualities a person can develop that will lead to success in both leadership and life. And yet, there are a lot of people who have developed many of these qualities but they do not stand out as leaders. Coupled with the qualities of leadership there must be a commitment to be a leader; to do all that needs to be done and to make whatever sacrifices are required to do the job.

Casual observation might lead you to believe that Julian was a *laissez faire* type of leader -- one who deliberately chose not to interfere and to allow maximum individual freedom of choice; one who was pretty easy going and just let things happen or take their course. (Webster's, 1981, p. 1265). Many people made that mistake. I learned that was not true when I was taking a course in Group Dynamics and Leadership Style. One of the assignments was to research a leader and identify his or her leadership style. I decided to do my research on Julian, with his permission, of course. His only qualification was the request that I give him a copy of the report when I finished it.

The rest of the staff had to give me permission too because, as part of my research, I wanted to tape some of our staff meetings. They all quite cheerfully said it was fine with them. No one refused or even expressed reservations, other than for a few tongue-in-cheek side comments about keeping the jokes clean, and no racist remarks please -- that from our teacher of Chinese-Canadian ancestry, addressed to our teacher of East-Indian ancestry -- the two teachers on staff most often making teasing, but

affectionate, racist remarks to each other. The fact that taping the staff meetings did not seem to restrict the teachers' comments, questions and even arguments in any way seemed to be evidence of a high level of emotional and professional security on the part of the staff.

As well as taping staff meetings, I also charted where everyone sat for each meeting and recorded who talked to whom, who questioned, who answered, who argued, and the length of time each interchange took. I also noted who originated ideas, who was pro and who was con, who was swayed by discussion and changed their point of view, and whether or not the original idea ever resulted in a decision or an action. It was a mega project and the results were absolutely fascinating.

When all my observations were complete, the results were both surprising and enlightening. I not only knew that Julian was far more in control of that school than any of us had ever dreamed; I also was beginning to understand a little bit about how he did it. During every staff meeting, Julian talked to, or with, every person there at least once. Teachers who did not volunteer a question or a comment were addressed by Julian. He would ask them a question, or for their opinion. Everyone was drawn skillfully into the discussion in some way at least once during every meeting. And their responses were listened to with respect.

A surprisingly large number of the ideas originated with Julian, but they were so thoroughly discussed, re-worked, added to, that by the time they were adopted or became part of a plan or program, everyone else had really forgotten where they originated and the staff had acquired ownership. I never heard Julian comment that it was 'his' idea. Julian never seemed to need to 'take credit' for anything.

How else did Julian build that kind of school? He supported his teachers: with students, with parents, and with the Board. He supported down and challenged up. I seem to be the only one who remembers how we got our 'mission statement,' though even I cannot remember what that statement was. I remember Julian telling us that the Board had decided that each staff must meet and write a mission statement for their school. He asked us how we wished to do that. We could set up a meeting after school and work through it. Or we could ask him to put together some ideas and bring them back to us at the next staff meeting. Of course we decided that would be a great job for Julian. I remember thinking then that he was saving us a great deal of work and a great deal of time. He was. His choice, and ours, reflected the true mission statement for the school: kids come first and our time was best spent working with them. Would the Board office have accepted something so simply stated? I doubt it. They liked what Julian wrote for them, profoundly stated and properly expressed in the right, educationally accepted terms. It was duly framed and hung in the hallway of the school. No one remembers it today. The teachers interviewed and I all remember that students came first and we were there to help them become the best that they could be. That mission statement was imprinted in our hearts.

When I presented a copy of my leadership research report to Julian so many years ago, he read it with interest and smiled at my conclusion. What was my conclusion? Far from being a *laissez-faire* leader, I saw him more as the iron fist in the velvet glove when necessary, the benevolent dictator, the supportive facilitator, but always, too, the captain of his ship.

“Tell me,” Julian asked, “Did you really believe this school just ran itself? That all these things just happened? Linda, I pick the best people I can get to do the job. Then I give them the freedom and the support to do it well. Schools like this don’t just happen!” And they don’t. During our recent interview, Julian said, “I trusted my teachers. I trusted them to be professionals. And they were.”

The final question is, can a school like this happen again? I believe it can. Yes, things have changed over the years since Grandview closed its doors for the last time. Education may have changed. According to Conley (1999), during the 1990’s it is the business community that has led the movement for basic reforms in schools and “rather than the educators attempting to change society, it is society (in the form of business and government) that is attempting to change schools” (p. 28). This has led to more bureaucracy, more written performance standards, more data collection, more demands for accountability, more, more and more... But all this ‘more’ will not re-create the kind of school that Grandview was; because there is also ‘less.’

Because of the increased focus on accountability, on data collection and particularly on quantitative data and its analysis, there is a decreased value placed on the work of teachers. Teachers are not trusted to evaluate students’ learning. There is an increased focus on standardized tests and provincial examinations. Provincial examinations in British Columbia now start at the grade ten level. Standardized tests begin as low as grade four. The success of a teacher and the success of a school are measured by how much improvement there is on the tests this year over the results of the tests given last year. Teachers must, if they wish their students to be successful, teach to the tests the students will be required to take. The whole concept of professional

autonomy and professional responsibility is being challenged by these current trends in education. “Educational administration... has aligned itself with management studies and industrial psychology and sociology” (Reynolds & Young, 1995, p. xvi). As a result, there is less trust in teachers; there is less respect for them as professionals; there is less support for teachers to take risks; there is more emphasis on the mechanics of leadership, on the process, and less on the people.

When we turn that around, there can be schools like Grandview again. And there need to be schools like that because their influence has no end. Just a few days ago, I walked into the office of our new Vice-Principal, just to say “hi” and to welcome her to our school. And we both took a moment to remember when she, as a grade seven student, wrote the play for the Christmas concert at Grandview School. Like dropping a pebble in a pond that creates ripples that go in ever widening circles...

The principle that underlies the magic of leadership is based on “the power of love, not the love of power” (Moore, 1992).

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Appendix 1

GENERAL QUESTIONS FOR EVERYONE

To be asked at the beginning...

When you think of Grandview School, what comes to mind?

How did you feel about Grandview?

To be asked at the end...

Are there any special memories about Grandview that you would like to share?

QUESTIONS FOR DISCUSSION: THE STUDENTS

Group Atmosphere

1. *Was the feeling that people cared about each other present in the school?*
2. *Were teachers, as a rule, sensitive and responsive to the needs of students?*
3. *Was the principal sensitive and responsive to the needs of students?*
4. *Was there a feeling of togetherness/community at this school?*

Human Relations

1. *Do you think that your teachers cared about you? Explain why you think that.*
 - *Personally? As a student?*
 - *How did he/she demonstrate this caring attitude*
2. *Did your teacher(s) provide positive or negative reinforcement to you?
How did he/she do this?*

Expectations

1. *Do you believe your teacher(s) had high expectations for your performance as a student?*
2. *How did he/she communicate those expectations to you?*
3. *Were teachers/students given opportunities to show that they were responsible?*

Discipline

1. *Did you feel safe at school?*
2. *Was student safety a problem?*
3. *What was the discipline policy at the school?*
4. *Who determined what the discipline policy would be?*
5. *Was the policy enforced? If so, by whom was it enforced?*

Decision-Making

1. *Were students involved in any decision-making in the school?*
 - *If yes, what kinds of decisions?*
2. *How were these decisions made?*

Dealing With Conflict

1. *If you needed to tell your teacher something in confidence, did you trust him/her to keep it?*
2. *Did your teacher(s) show favoritism to some students over others?*
3. *Did you feel supported by your teacher(s) even when you were wrong? If so, how?*

Group Trust & Openness

1. *How did your teacher(s) motivate you?*
2. *Do you think your teacher(s) trusted you? Explain or give some evidence to support this.*
3. *Did you trust your teacher(s) Why? Why not?*
4. *Did you find it easy to trust other students? Why? or Why not?*

5. *To your knowledge, did any of your teachers ever gossip about you or other students? If so, can you describe any incidents that you can remember.*
6. *When making decisions about incidents or situations, did your principal:*
 - *listen to both sides of the story?*
 - *evaluate situations carefully?*
 - *make “snap” decisions?*
 - *base evaluations on short observations?*
7. *When making decisions about incidents or situations, did your teacher(s):*
 - *listen to both sides of the story?*
 - *evaluate situations carefully?*
 - *make “snap” decisions?*
 - *base evaluations on short observations?*

Parent Involvement

1. *Were your parents involved in the school?*
2. *If so, what were they involved with?*
3. *If not, why did they choose not to be involved?*
4. *How did the school communicate with your parents about you?*
5. *.About school activities?*

Appendix 2

QUESTIONS FOR DISCUSSION: THE TEACHERSMission Statement (Vision)

1. *What was the mission statement/vision for the school?*
2. *How was the staff involved in the creation of the mission statement or vision for the school?*
3. *Did you agree with the mission statement/vision?*

Group Atmosphere

1. *Was the feeling that people cared about each other present in the school?*
2. *Were teachers, as a rule, sensitive and responsive to the needs of students?*
3. *Was administration, (Julian), sensitive and responsive to the needs of teachers?*
4. *Was there a feeling of togetherness/community at this school?*

Human Relations

1. *How did Julian interact with the staff?*
2. *Do you think Julian cared about you?*
 - *Personally? As a staff member?*
 - *How did he demonstrate this caring attitude?*
3. *Describe Julian's communication skills.*
4. *Did Julian provide positive or negative reinforcement to staff? To students?*
 - *How did he do this?*
 - *Did Julian support you when parents were involved? Please describe he did/did not do that.*

Instructional Leadership

1. *How did Julian know what was going on in your classroom?*
2. *Did Julian interrupt your teaching frequently?*
3. *Was Julian knowledgeable about:*
 - *the curriculum?*
 - *instructional strategies?*
 - *How did you know this?*
4. *When you went to Julian with a problem or concern, how did he usually react or respond?*
5. *Did Julian hold people accountable? If so, can you describe how he did this? If not, can you give some examples to illustrate this?*
6. *Did Julian provide feedback regarding your teaching? Can you describe how he did this?*
7. *Did Julian ensure that you had adequate materials and supplies?*

Expectations

1. *Do you believe Julian had high expectations for your performance as a teacher?*
2. *How did he communicate those expectations to you?*
3. *Did teachers have high expectations for student performance?*
4. *Were teachers/students given opportunities to show that they were responsible?*

Control

1. *Did Julian delegate responsibility or did he maintain control?*
 - *What kinds of things did he delegate?*
 - *What kinds of things did he personally control?*
2. *What was Julian's attitude toward paperwork?*

3. *Did Julian tend to use the words “I” and “my” or “we” and “our” when discussing teachers or the school?*

Discipline

1. *Was student safety a problem?*
2. *What was the discipline policy at the school?*
3. *Who determined what the discipline policy would be?*
4. *Was the policy enforced? If so, by whom was it enforced?*
5. *What was Julian’s approach to discipline?*

Decision-Making

1. *Did Julian involve you and / or other staff in decision-making in the school?*
 - *If yes, how were these decisions made? (Describe the decision-making process.)*
2. *Were students involved in any decision-making in the school?*
 - *If yes, what kinds of decisions?*
 - *How were these decisions made?*

Dealing With Conflict

1. *Was Julian able to keep confidences?*
2. *What was Julian’s relationship with his superiors?*
3. *Did Julian “pass the buck” or did he “deal with situations”? Explain or give examples.*
4. *Did Julian show partiality when dealing with influential parents?*
5. *Did Julian show favoritism to some teachers or staff members?*
6. *Did Julian support you, (or other staff), even if you were wrong? If so, how? If not, how did you feel about it?*

Group Trust & Openness

1. *How did Julian motivate staff and students?*
2. *Do you think Julian trusted you?*
3. *Did you trust him? Why? Why not?*
4. *Did you find it easy to trust other staff members? Why? or Why not?*
5. *To your knowledge, did Julian ever gossip about other teachers or administrators? If so, can you describe any incidents that you can remember.*
6. *When making decisions about incidents or situations, did Julian:*
 - *listen to both sides of the story?*
 - *evaluate situations carefully?*
 - *make “snap” decisions?*
 - *base evaluations on short observations?*

Parent Involvement

1. *Were parents recruited to serve as volunteers in the school?*
2. *Were volunteers who participated in the school recognized for their efforts? If so, how were they recognized?*
3. *How did the school communicate with parents?*
4. *Was this communication done on a regular basis?*
5. *How easy was it for parents to find out how their children were doing?*

Appendix 3

QUESTIONS FOR DISCUSSION: THE PRINCIPALMission Statement (Vision)

1. *What was the mission statement/vision for the school?*
2. *How was the staff involved in the creation of the mission statement or vision for the school?*
3. *Did you agree with the mission statement/vision?*

Group Atmosphere

1. *Was the feeling that people cared about each other present in the school?*
2. *Were teachers, as a rule, sensitive and responsive to the needs of students?*
3. *Do you feel that you, as the principal, were sensitive and responsive to the needs of teachers?*
4. *Was there a feeling of togetherness/community at this school?*

Human Relations

1. *Did you care about your staff members? Personally? As staff members?*
2. *How did you demonstrate this caring attitude?*
3. *Did you provide positive or negative reinforcement to staff? To students? How did you do this?*
4. *Did you support teachers when parents were involved? Please describe how you did / did not do that.*

Instructional Leadership

1. *How did you know what was going on in the classrooms?*
2. *Do you feel that you were knowledgeable about:*
 - *the curriculum?*
 - *instructional strategies?*

3. *Did you hold people accountable? If so, how did you do this? If not, why not?*
4. *Did you provide teachers with feedback regarding their teaching? How did you do this?*
5. *What did you do to ensure that your teachers had adequate materials and supplies?*

Expectations

1. *Did you have high expectations for teachers' performance?*
2. *How did you communicate those expectations to them?*
3. *Did teachers have high expectations for student performance?*
4. *How were teachers/students given opportunities to show that they were responsible?*

Control

1. *Did you delegate responsibility or did you maintain control?*
 - *What kinds of things did you delegate?*
 - *What kinds of things did you personally control?*
2. *What was your attitude toward paperwork?*

Discipline

1. *Was student safety a problem?*
2. *What was the discipline policy at the school?*
3. *Who determined what the discipline policy would be?*
4. *Was the policy enforced? If so, by whom was it enforced?*
5. *What was your personal approach to discipline?*

Decision-Making

1. *Did you involve teachers and/or other staff in decision-making in the school?*

- *If yes, how were these decisions made? (Describe the decision-making process.)*
2. *Were students involved in any decision-making in the school?*
 - *If yes, what kinds of decisions?*
 - *How were these decisions made?*

Dealing With Conflict

1. *What was your relationship with your superiors?*
2. *Did you support teachers, (or other staff), even if they were wrong? If so, how? If not, why not?*

Group Trust & Openness

1. *How did you motivate staff and students?*
2. *Did you trust your teachers?*
3. *Do you think your staff trusted you? Why? Why not?*
4. *When making decisions about incidents or situations, did you:*
 - *listen to both sides of the story?*
 - *evaluate situations carefully?*
 - *make “snap” decisions?*
 - *base evaluations on short observations?*

Parent Involvement

1. *Were parents recruited to serve as volunteers in the school?*
2. *Were volunteers who participated in the school recognized for their efforts? If so, how were they recognized?*
3. *How did the school communicate with parents?*
4. *Was this communication done on a regular basis?*
5. *How easy was it for parents to find out how their children were doing?*