

The work and responsibilities of school leaders can vary greatly from elementary to middle to secondary, from region to region, and from school to school.

A Day in the Life offers a snapshot of BCPVPA members in their roles, and shares their thoughts on their path, their practice and why they love what they do.

In our sixth installment of the series, we meet Brad Kuhn, Principal of Ellison Elementary in Kelowna in SD 23, a K-5 school nurturing a population of approximately 200 students.

Brad Kuhn knew on the first day of his practicum that he wanted to be an educator. But leading up to that, he selected a double-degree program at the University of Alberta – a science degree and an education degree. “I knew that the maths and sciences were my areas of strength,” Brad recalls, “I thought that I would like to be a teacher – but I wasn’t 100% sure. With a lot of education programs, you do one degree, and then you go and complete your education component. This program got me into schools in the very first semester. I wanted to find out if this was going to be the right path.”

“From the time that I went into my first middle school, and experienced being there with the kids, I was hooked. And I hadn’t been sure. I was 19 years old, and I needed to decide. In my first practicum, when I was learning alongside kids and experiencing their enthusiasm and excitement, I knew that this would be a happy way to spend my days for 30 or 40 years.”

Brad returned to BC the day he wrote his final test, and started as a TTOC (Teacher Teaching On-Call) before he was hired as a math teacher at his old high school, Vernon Secondary School. In 2010, he met his wife and joined her in Kelowna. He spent some time regaining seniority in his new school district, with opportunities to teach math and some elementary school at the grade five and six level. In 2015,

A Day in the Life

of a
New
Elementary
School
Principal

"From the time that I went into my first middle school, and experienced being there with the kids, I was hooked."

- Brad Kuhn



Student Lincoln Spelay with Principal Brad Kuhn

Photo - Graham Johnson

drawn by the complexity and intrigue of the work, Brad was successful in achieving a Vice-Principal role, first at Watson Road Elementary and then at Mount Boucherie Secondary.

"The challenge is really my favourite part of the job. I can plan how I think my day is going to go, and who I'm going to meet with. I don't know if I've ever had a day as a school leader where it went the way I thought it would; there's always something that gets thrown my

way that I get to work through, to fix, to solve and to support. I love the influence that I have in supporting kids; I knew that as a teacher, I really got to make an impact with the kids that were in my room. And when I worked together with colleagues, maybe my influence would go beyond that, to some other rooms, but the opportunity within this role to support people and the impact that it can have for more and more kids is something I really relish. The favorite piece of my role is carving out those times for instructional leadership

where I can learn alongside educators and find ways to support them with their learning. I absolutely love to do that.”

The passion to learn and to have an impact led Brad in an unanticipated direction when he arrived at Mount Boucherie, when he took on the Indigenous Education portfolio at the school. The Vice-Principal who had been engaged with that work had moved on, and there was a new Principal at the school. Brad put his own name forward as he had begun his journey of learning, and had joined the district’s Truth and Reconciliation District Committee.

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“My story is really not a clear cut path. Four years ago I had almost no experience with Indigenous Education, the *First Peoples’ Principles of Learning*, or an understanding around Truth and Reconciliation. When I arrived at Mount Boucherie, it was very striking to me that my area of learning needed to be around that piece, and I set up a professional learning goal for myself for the next year, with the idea of learning alongside my colleagues, and learning from them and from the kids in our Academy of Indigenous Studies.”

“Taking the Massive Online Open Course on Truth and Reconciliation through UBC was a huge jumpstart for me, as I started searching out what I

needed to read on my pathway. I went to the library, and our Academy teachers and I started reading all the books that our English First Peoples’ courses were offering. I spent as much time as I could in classrooms in our Academy, learning alongside kids and asking questions. I also tried to attend anything that was happening in the community. I remember that our students held a 24 hour Drum-A-Thon, and I took my family. My little guy was pretty young at the time, and they gave him a drumstick and he joined in with some of the drumming. It was a wonderful experience for our family, and I wanted our community to know that I was going to be as involved as I could be, and be a learner within the community.”

“I was blessed with really great colleagues who welcomed me in, accepted me as a learner, and supported me in my learning journey around Truth and Reconciliation. I was able to set up learning opportunities that strengthened the Academy, where we could work together. My biggest message in this would be that I came in with zero, I made it my learning goal, and at the end of that work, the fact that our Academy and the Indigenous leaders in our school district named me — and I want to be careful with my wording here, because I don’t call myself an ally – but they called me an ally, in that work. It was an honour.”

As Brad’s time at Mount Boucherie drew to an end, he accepted an invitation to lunch. “During my second-to-last week, the Academy teachers and advocates asked me come and have lunch with them. They wanted to congratulate me in moving forward to becoming a Principal. My immediate reaction was that I’m uncomfortable with it being about me, but really excited to get together with the group before I leave.”

“As I walked into the room, they let me know we were going to our little outdoor courtyard – it’s a place where our Academy meets often to be outside and to smudge. I thought okay, that’s really nice, we’re going to do a smudging ceremony together, a cleansing to honour the past and look to the future. And then when I saw the blanket there, and I realized what was



Brad Kuhn with Academy teachers Mary Redfearn (L) & Bailey Nerbus (R)

"... when I saw the blanket there, and I realized what was happening, it was hard to control the emotions."



Brad Kuhn with counselor Karen Gilbert (L) & advocate Nicole Rishaug (R)

"For some time, I had been the person asking all the questions, so it was quite an experience to support new members of our team, to both mentor them and learn from them."

happening, it was hard to control the emotions. They made a statement around the learning that I had done, and the support that I had provided to the Academy within the role. It went around in the circle and we all smudged in, and they honoured me in the ceremony. My wife is a teacher at Mount Boucherie, so they had invited her to come, as well as the counselor that I worked with in team there and the members of the Academy. We had become very close in the work that we were doing. That honour of the blanketing ceremony was a really important moment for me."

Brad's move from Mount Boucherie signaled the next stage of his leadership as he became a Principal in February 2021. The decision to apply for the new role was a natural next step along Brad's path. "When we had a significant turnover in school leadership at Mount Boucherie a couple of years ago, I took on more of a role in honouring the strengths of the teammates that came in, and trying to make sure that I supported them in the great things that they brought to our team. My other two Vice-Principal partners were coming in from teaching roles. So I worked to honour their strengths, and to learn from them because they're amazing leaders, and to answer all of the new questions that come along with being a brand new Vice-Principal.

"For some time, I had been the person asking all the questions, so it was quite an experience to support new members of our team, to both mentor them and

learn from them. I think over that time, in answering those questions and working through different problems and issues, it became apparent to me that I was ready to seek out that next step. I was doing okay, and I was ready. I wasn't willing to mention that to anybody, to be honest, until my mentors came to me and said, okay: the time is now. I thought I was getting close. I'd say the impetus behind my decision was that we had experienced a lot of change, I was feeling more and more comfortable with where I was in my role and how I was supporting staff and students and families, and I was ready for that next challenge."

Brad's connection to his mentors has been a powerful point of navigation in his career. "I heard a piece of advice from our deputy superintendent Terry-Lee Beaudry, who said you should always be in a situation where you're mentoring school leaders and staff, and you should also be in a capacity where you're being mentored. I had that opportunity with some new Vice-Principals and over the last couple of years we've had successful applicants from our staff at Mount Boucherie who've become Vice-Principals, and so it was easy to support them."

"It's important to me that I stay well connected to those folks who have been key to my development. Central Okanagan Public Schools in Kelowna is really good at establishing support networks, and as soon as I became a Principal I automatically become a part of our New Principal Network in the school district. We meet once a month, and that so that's so empowering and critical in our context, and in our role."

"I'm well connected to the Principals that I've worked for as a Vice-Principal, and I have been fortunate to keep them as my mentors. My very first Principal was Sylvain Guignard, and I call him often. He's a very strong elementary school Principal and now, being back in an elementary school, I can give him a shout and make sure that I'm in line with my thinking, and with the elementary school programming and pedagogy. And my first Principal at Mount Boucherie was Raquel Steen, and she was named as one of our new district assistant superintendents in March 2021.

I'm proud to call her my mentor, and we connect all the time."

"I think, in our roles, we need those folks. It's been critical for me coming here, where I'm used to being on a team of four. When we made decisions, we walked into each other's offices, we checked things and we mulled it over, we had a debate. When I'm here, I'm a Principal of a school of 220, and it's just me. You make those networks with staff, but sometimes you need to run things past somebody who's also in a formal school leadership role, so I'll often call Sylvain or Raquel, or Scott Sieben who was my other Principal at Boucherie, and coincidentally was Principal here at Ellison Elementary."

Brad moved into his new role as Principal as the first full year of the global pandemic was about to be marked. With health and safety protocols in effect, the experience of immersion in a new school community was understandably different.

"The first thing is that you get to know the kids and staff as quickly as you can. It's so much harder to get to know the community when every time they see me I'm wearing a mask, and they're not invited into the school right now. I'm doing my best to be out in front of the school every morning and every day after school; even though I'm masked up, I hope they can see my smile. I'm trying to connect as much as I can, and to be as thoughtful as I can with the newsletters I'm sending out. I made a very conscious choice about connection: we have ten divisions here at Ellison, and I'm in every single one of those ten divisions every day, trying to make sure that I connect with every teacher and every one of our classrooms every single day. Sometimes that's a quick check-in, and other times I can stick around and read with the kids or help support in other ways. At the start, it's really building the relationships, and trying to be really thoughtful about that. My role doesn't have any teaching time assigned to it, but my goal is that once I'm more settled in, that I'll be able to team with them and come into classrooms to do some team teaching."

"Ellison Elementary is this tucked-away little hidden gem, a beautiful little learning community that everybody here is so proud of, and it comes with lots of kids who need our support and our help. Our staff is proud to be from Ellison Elementary and proud to work with these great kids that families send us every day. That's what gives me energy, that the staff is just thrilled to be here, wants to show off our great school culture and what we learn here together. They have been excited to showcase that for me, and for our kids and families. The hardest part of COVID-19 at our school has been around the fact that this is such a community school, we have community events and volunteers, and families that really feel comfortable here. I think the community is really reeling from not being in the school, not being able to directly support the kids. My understanding of our building is that we would usually have parent volunteers coming in and reading with kids, and running play days, and doing all those kinds of things. So it's really hard right now, because they're not invited in."

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As Brad moves towards the end of his first year as Principal, he can reflect on what he has learned as a teacher and Vice-Principal, and what has served him well as he continues his leadership journey.

"That day of the blanket ceremony was a moving moment for me. I brought no Indigenous knowledge base to that group. I became a leader who learned alongside, and supported their journey. As I continued my learning, I was able to work with them and support them in continuing theirs: that's the whole beauty of learning alongside one another. It didn't matter that I was the Vice-Principal and they were an advocate, or a teacher, or a student. We all learned together and supported one another. I would say in my career,

being acknowledged as someone who supports learning, supports teachers, supports moving student learning forward, that's something that drives me, and those are probably the proudest moments, when teachers and community, and staff and kiddos would say that.

"Another source of pride for me is that I believe we can really judge how we're doing as a school learning community based on how we support and help the members of our community who need that help the most. I work hard to connect with those kids and families, and find ways of supporting them."

"Part of that connection, particularly for new leaders

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or those in new roles, is to take the time to get to know everybody, and go slow at the start, so that you can go fast later on. Build the relationships so that everybody can get to know you." Brad smiles. "I'm not necessarily built like that, I like coming in, getting going and doing the things, so if I'm being honest I don't always follow my own advice that well. But the main thing is that you want to support everyone, and build that trust."

"For anyone who is considering moving into a school leadership role, I would recommend that you find a really good mentor who's willing to work with you and to talk to you about the challenges of the job and what the role is really like. It's critical to find someone who will be honest with you about the role. The second thing would be to make sure that the role is going to fit for you, and your life, and your family. That it's a family decision that everyone is together on, and not a solo decision. My wife and I are on the same page, and our goal is to be there each night for dinner with the kids. That's a big goal for us."

"I would also say that what's supported me in this role has been to continue to view myself as a learner. Every year, I have been involved in formal learning as well as the work that I'm doing as a school leader. I've attended courses like BCPVPA's Short Course, the UBC Massive Online Open Course on Truth and Reconciliation, and the Transformative Educational Leadership

Program through UBC last year with Linda (Kaser) and Judy (Halbert). We have a group of school leaders here in Kelowna that are often engaged in taking some of the Harvard courses, and then we get together in networks and talk about our learning. When I'm learning, my staff sees that, and they're excited to ask me, "Well, what are you learning now, what courses are you taking, and how can you possibly fit all that in?" I continue to learn about education; I'll never really call myself an administrator – I don't think that's my job or my role, I don't like that title. You'll hear me use the term school leader all the time, learner. And I'm always learning. And such a big part of that is the networks that we involve ourselves in as well."

"The Principal role is what I expected it to be, but I have to say that the jump from teacher to Vice-Principal – to formal school leadership – was probably much more eye-opening than the transition from Vice-Principal to Principal. I also think that there is more going on for kids and families, more things in schools, than I ever imagined as a teacher. I think the reason why I love my job is because I get to support and help with those things, and really try and make an impact where it's needed the most."



@kuhner15

A Day in the Life of a New Elementary School Principal

6:30 am Check emails during breakfast

6:50 am Leave for school

7:20 am At school, check absences and connect with staff

8:10 am Support supervision outside

8:30 am Ensure that everyone is in the building. Support any students struggling, and help Kindergarten students

8:40 am Announcements

8:45 am Support learning in classrooms

9:30 am Classroom performance appraisal observation

10:30 am Connect with head secretary about any calls, or anything that has come up

11:00 am Supervision for lunch

I generally check emails while eating breakfast in the morning. It gives me a chance before I get to school to see if anything has popped up through the night or that morning. I can think about it on the drive in.

I leave home just before 7:00 am and I'm here by about 7:20am. Once I arrive, I check on our absences for the day, and prepare for any TTOCs that we have, or CEA (Certified Education Assistant) coverage. I'm finishing any tasks that I've got going on, and I'm connecting with staff as they're coming in, getting ready for the day and answering their questions. It's really important to me that the doors open, and that I'm connecting with everyone as they're as they're coming in.

By 8:15 am, I'm outside to help support with supervision for the morning. And then at 8:30am I'm ensuring that everyone has made it into the building, and supporting any students who are struggling and may not want to let their parents go.

Once we're in, I make sure that I'm checking in with our primary classes right away, helping any of our kindergarten kids, and at 8:40 am I make the announcements.

I try to spend as much of my morning as I can in classrooms. I'll deal with anything as it comes up in the office, of course, but it's important to me to get into classrooms as much as I can throughout the morning.

I'll return to the office just before lunch, and make phone calls or deal with anything that's come through in the office, and I can help my head secretary, Tracy, out with anything. And then I'm outside for lunch with the kids from 11:00 am to 12 noon.

At the end of lunch, I'm dealing with anything that may have come up, behaviourally, over lunch. I find that the more that I'm out there, the less I have to do after lunch, and that helps support our team. I eat my lunch after lunch and for the afternoon, I'm working on a variety of tasks, following up with any parents, following up with teachers who've asked questions or need support, and answering my emails. I'm back outside for recess supervision from 1:30 pm to 1:45 pm,

A Day in the Life of a New Elementary School Principal

and then there are the end-of-day announcements at 2:25 pm and supervision after school until 2:45 pm.

Most days, I'll try and schedule meetings at 2:45 pm to help prepare for what may be coming up, or to review something that's occurred, so that could be co-planning something with teachers, prepping for staff meetings, going to network meetings, or doing my own reading and coursework.

I really think it's kind of a team family decision when you decide to enter into a job like this. My family goal in taking on this role, and the agreement that I have, is to do my best to be home for dinner at 5:30 pm. I'm not always successful, but the effort is always there. Once the kids have gone to bed – I have a seven year old and a five year old, so grade one, and my little guy will enter kindergarten next year – I finish off emails. I average an hour of work each night. Sometimes that 5:30 pm doesn't happen: once or twice a week, I have something that will take me well beyond that time.

We have ten divisions, so I'm connecting with all of the teaching staff often. Our Student Support Services team is critical in how we support all ten of those rooms, the kids, and the members of those teams. We have a learning assistance teacher, an advocate, and a counselor, and they all work Tuesdays and Thursdays, so we connect often on those days. Every Tuesday afternoon, we have a school-based team meeting where we make sure that all classrooms are supported, and that the learning needs for all kids are being met.

The head secretary in a school is critical in ensuring that everything's running well. So Tracy Csuka is my teammate there. At a small school like this, there isn't just one person that I'm going to be leaning on. I'm very fortunate to have a staff of ten classroom teachers, seven CEAs, and our clerical staff: on any given day we're in the range of 25 staff, but we go above that with our noon hour supervisors and custodial staff; I feel very fortunate that I get to connect every day with every single member that comes into our school.

12:00 pm	Support any behavioural issues, or first aid requirements, from lunch
12:15 pm	Eat lunch at my desk, checking emails
12:45 pm	Call parents, and write and respond to emails
1:30 pm	Supervision
1:45 pm	Continue to support learning in classrooms
2:25 pm	End of day announcements
2:30 pm	Supervision
2:45 pm	Scheduled meetings, preparation for staff meeting, network meetings, reading and course work
4:30 pm	Connect with mentor
5:00 pm	Leave school to be home for family dinner at 5:30 pm
8:00 pm	Work with unfinished emails from the day

Committees

bcp vpa



CONNECTING LEADERS
Leading for Equity
October 21 - 22, 2021

How does a conference come together?

How does it hit the mark, and feed the need? Like many successful ventures, a great conference flows from the work of a dedicated committee that understands the needs of the attendees, presenters, and keynotes, and has a vision for an event that will stand out in the moment, and be memorable in the weeks and months to follow.

The 2021 Connecting Leaders Conference is hosted by the Metro Region Chapters of the BCPVPA; co-chairs Rosa Fazio (SD 39), Peter Johnston (SD 36) and Andrea McComb (SD 43) talk about the committee experience, and why the 2021 Conference is a hot ticket.

by

Rosa Fazio, Principal, SD 39

Peter Johnston, Principal, SD 36

Andrea McComb, District Principal, SD 43



1. Deciding to Get Involved



Peter

I was part of the Professional Learning and Development (PLD) Advisory Committee, and there was a call in the Spring of 2019 for a Metro Chair for the 2021 Connecting Leaders Conference. Recognizing that it was a monumental task, we thought it would make sense to have Co-Chairs. So, with that in mind, I signed up. I am honoured to be part of this fantastic team, putting together this unique conference. The pandemic has sent us all a curveball, and has forced us to think out of the 'traditional conference' box. Knowing that I am working alongside Andrea and Rosa as Co-Chairs, and Liz, Jess, and Amorie as BCPVPA staff, also makes the work much more enjoyable.



Andrea

The Coquitlam Chapter always plans their conference on the same date as BCPVPA's Connecting Leaders. As a PLD Rep, I was exposed to the excitement when the Island planned the first regional conference in 2018, and I was watching Prince George build momentum for the 2020 conference. By hosting the conferences regionally, it seemed to highlight leadership all across the province. I attended Prince George's online Connecting Leaders Conference in October 2020, and left feeling very proud of my colleagues. I saw participating as a Co-Chair as a way of representing the Coquitlam Chapter in the Metro conference. Being part of growing a conference also builds your leadership network and connections beyond your own district. At the root, to be honest, I love being part of a team that continually learns and grows.



Rosa

The Vancouver district has had a long-standing history of an annual October Whistler conference held at the same time as Connecting Leaders. We thoroughly enjoy connecting with our Chapter members and district staff annually, yet recognize that we are not able to learn from the amazing speakers and provincial colleagues who are attending the BCPVPA conference concurrently. As the PLD Rep for the Vancouver Elementary Chapter for a number of years, I had the opportunity to connect with other Chapter PLD Reps and recognize the privilege that affords. Sharing experiences amongst districts is invaluable. Knowing that the BCPVPA wanted to organize a Metro-hosted 2021 Connecting Leaders Conference provided the perfect opportunity to unite leadership and learning across districts through a common lens. I am delighted that we landed on Leading for Equity. This conference is two years in the making, and it's been an honour and wonderful professional growth opportunity engaging in meaning-making discussions and broadening my perspectives. Co-chairing has been a gift.

2. Defining the Focus

Educational leadership is complex, with many moving parts. As school leaders, it's hard to know where to begin but it's easy to understand that our decisions must always be made in the best interest of all students.

Deciding on the theme – Leading for Equity – came relatively easily to the committee since issues of equity are part of a national conversation and a primary issue faced during the pandemic, thus becoming a priority in schools.

This past year, we have witnessed many racist acts, and many of us have confronted our own blindness and bias. As we learn to become allies, we need to embrace discomfort in order to be better equipped to have courageous conversations for the sake of all learners.

Truth and reconciliation brought us a call to action. Education is an historic tool of oppression, and we must ask ourselves how to create change so that education becomes a tool for equity. We hope Connecting Leaders 2021 will be one such tool for our members.

3. Determining the Speakers

We researched different speakers by combing through YouTube videos, Ted Talks and articles, and brainstorming together about who most inspired us. It was important to us to bring to our members a Canadian perspective, with Canadian presenters. We chose three top-notch Canadian speakers, ensuring representation from the BIPOC and LGBTQ communities, with insights on leadership and listening.

Meet the 2021 Keynotes:



Candy Palmater is a renowned Canadian orator, actor, writer, activist and multiple award-winning TV and radio personality who has executive produced three films on Mi'kmaw culture.



Anna Maria Tremonti is a masterful storyteller who hosted CBC's *The Current* for 17 years. This two-time Gemini Award winner is now producing original podcasts that illuminate, challenge and surprise.



Nouman Ashraf is an Assistant Professor, Teaching Stream, within the Organizational Behavior area, and the Director of Diversity and Inclusion initiatives at the Rotman School of Management.

4. Overcoming the Uncertainty of the Times

We want to thank the Prince George CL 2020 Committee for their outstanding work in mounting their virtual conference: we learned a lot from them. We also want to thank the BCPVPA PLD team who have been indispensable as we plan the detailed logistics of producing such a massive event during these uncertain times.

While we had hopes that the global pandemic would be over, and that everyone would be vaccinated by October 2021, we know that the future is unpredictable and that masking-up, social distancing, and small numbers for gathering may

all still be in place this Fall. It is important to us to ensure that BC's Principals and Vice-Principals are continuing to set the standard and ensure compliance with the health and safety protocols. We delayed our decision-making on what the conference will 'look like' until the very last moment, but we believe we have come up with an exciting hybrid model that will serve us well in October and beyond.

5. Delivering the Conference

For 2021, in keeping with health protocols, colleagues can choose to attend as individuals, or to gather safely in small local 'HUBs' to participate in the virtually-accessible Conference.

HUBs are a gathering of multiple participants in a face-to-face large-room setting that is focused around the presentation broadcast through the virtual platform, and utilizes table discussion groups. Individual delegates who are joining on individual computers will participate in the Conference through the virtual platform, and will be part of virtual breakout rooms with other colleagues for discussions.

6. Drawing Upon What We've Experienced

Nothing can ever replace sitting in a conference with your colleagues while you listen to an engaging speaker. However, with the swift advancements in technology for conferencing and the HUB format, we hope our model does offer attendees that same opportunity. With a laptop, projector, and screen, you can sit with your colleagues at your local HUB, listen together to the speaker, and collaborate with your colleagues. Or, you can watch and listen on your laptop and join collaborative breakout groups with colleagues from around the province. We believe that in opening up the conference to a truly BC-wide audience of members and friends, we are combining the best of both worlds.

We are delighted to present BCPVPA Connecting Leaders 2021: Leading for Equity. The speakers will offer insightful perspectives that show what is possible when equity can be achieved. It will be inspiring, and we hope that it brings further unity to the work undertaken by the BCPVPA in support of all learners.

Andrea, Peter and Rosa

Co-Chairs, BCPVPA 2021 Connecting Leaders Conference



CONNECTING LEADERS
Leading for Equity

Thursday October 21, 7 pm
Friday October 22, 9 am

Register
bit.ly/BCPVPA_CL2021

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