

Running head: BULLYING IN THE EDUCATIONAL WORKPLACE

Bullying in the Educational Workplace: Fictionalized Case Studies

Anna Margaret Elizabeth Hipwell

Mount Saint Vincent University

A thesis

submitted to the Department of Education

in partial fulfillment of the requirements for the degree of

Master of Arts in Education

May, 2006

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Your file *Votre référence*
ISBN: 978-0-494-34573-3
Our file *Notre référence*
ISBN: 978-0-494-34573-3

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Abstract

The purpose of this thesis is to examine bullying in workplace relationships in educational settings. Through the use of five fictionalized case studies, this thesis illustrates the following relationships: teacher/student, teacher/teacher, caretaker/teacher, family/teacher, and principal/teacher. By re-creating realistic, but fictional descriptions of the day-to-day realities of bullying in the workplace, I aim, as the researcher, to bring to light the issues, themes, and conflicts that arise when bullying behaviour is present in the educational workplace. By illustrating the actions and consequences of this behaviour, I hope to provide insight into conditions enabling the bullying behaviour to continue.

The data for this research has been assembled from the following sources: research articles, articles from the popular press, publicly available media interviews, and personal experience during twenty years of teaching in educational settings. Because all of the data were either publicly available or fictionalized from my own experience or from publicly-sourced material, the risk to any individual, living or dead, is non-existent. No ethical concerns are related to this study. Because of the danger posed to targets of bullying, extraordinary measures were taken in the writing to ensure that, while demonstrations of bullying behaviour appear authentic in kind, they have no relation to any actual person or situation.

The research was undertaken using the following procedure: creation of fictional narrative case studies to illustrate lived examples of bullying behaviour; research into

contemporary studies and theories about bullying, and finally, analysis of the narrative case studies for common themes and patterns and parallels to current literature in the field.

The study concludes with recommendations to create awareness about bullying, to address the effects of bullying, and to advocate for the introduction of policies and procedures to protect the target. The development of programs to promote the identification and handling of workplace bullying in educational settings is also advocated.

Acknowledgements

I wish to extend a huge thank you to Dr. Lorri Neilsen, my thesis advisor, for her constant encouragement, prompt replies to my questions, and on-going suggestions in helping me conceptualize and formulate my ideas during the gestation period of this work. Lorri's unfailing support eased the labour pains of the birthing process as I worked through the contractions and delivery of my thesis.

Thank you to my committee members, Dr. Allan Neilsen and Hetty Van Gorp for their valuable insights and thought provoking questions during the various stages of the thesis process.

I also want to say a loud thank you to Gaby Roughneen and other members of the staff at Mount Saint Vincent University Library who went the extra mile to assist me in locating material for my thesis.

Of course my list would not be complete without a special note of gratitude to my friends who assisted me while I was bullied in the workplace.

Above all, my heart felt appreciation goes out to my family for their unwavering commitment to helping me in every way imaginable, including relief from household duties, keeping my car topped up with gas, and technical assistance.

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1.0 Introduction

1.1 Overview

Little research exists on workplace bullying relationships in educational settings. To date, only one study has been devoted to this topic: *Breaking the Silence: Overcoming the Problem of Principal Mistreatment of Teachers* by Blasé and Blasé (2003).

Most of the research to date has been devoted to workplace bullying in general. In these studies, examination of the common behaviour of the bully and the effects on the target has been well documented.

The purpose of this thesis is to examine workplace bullying in educational settings, using material that is grounded in my own and others' classroom experiences, and then fictionalized and developed as case studies.

In the literature, workplace bullying has been conceptualized as violence (Jackson et al., 2002), misalignment (Dobrich, Dranoff & Maatman, 2002), mistreatment (Blasé & Blasé, 2003), incivility (Waggoner, 2003), invalidation (Carter, 2003), peer abuse and victimization (Olweus, 2003), and rankism (Fuller, 2003). Despite the variety of descriptors used for workplace bullying the terms are "defined synonymously in all the related research and theoretical literature" (Blasé & Blasé, 2003).

Workplace bullying is all about power and control (A. Adams, 1992; Field, 1996; Field, 2002c; Namie & Namie, 2003; Needham, 2003). There are subtle differences in the

shades of meaning between the terms bullying and harassment. Bullying is behind all forms of harassment, discrimination, prejudice, abuse, conflict, and violence (Field, 1996, p. 34 – 39). Harassment focuses on a trait that cannot be changed such as gender, race, colour, or disability, whereas workplace bullying focuses on any item or characteristic that challenges the workplace bully (Needham, 2003). Workplace bullying begins with one-to-one harassment; if this behaviour is left unchecked it escalates to bullying and the creation of hostile workplace relationships that can pollute the work environment or the entire organization (Namie & Namie, 2003). All harassment is bullying if the actions or words hurt the target; without harm being felt, the act is not bullying (Carter, 2003; Field, 1996; Namie & Namie, 2003). Workplace bullying is conducted primarily at the psychological level where the injuries are invisible, there are few witnesses, and no recorded evidence is kept (A. Adams, 1992; Field, 1996; Needham, 2003). Workplace bullies often experiment with a number of colleagues simultaneously, to identify those who are most susceptible and vulnerable to their attacks (Jennifer et al., 2003). The consequences of workplace bullying are so destructive and injurious (Field, 1996) that they undermine the individual's dignity (Eardly, 2002).

In the literature, academics use both *victim* and *target* to describe the recipient of the bullying behaviour. Namie and Namie (2003) use *target* throughout their work, capitalizing the term wherever it appears. Field (2005e) prefers to use *target*, citing that *victim* conjures images of “victimhood” which suggest that the problems are caused by and the fault of the receiver. Over time the target sustains harm and becomes the victim, though not in the sense of being at fault or the cause of their outcome. Both terms are

valid and useful, but in my opinion, the term *target* more accurately captures the situations and behaviours that emerge from the case studies. Throughout this document I will use the term *target* to describe the recipient of the bully's behaviour.

The five case studies will explore bullying in the following relationships: teacher/student; teacher/teacher; caretaker/teacher; parent and student/teacher; principal/teacher. Primarily the case studies will focus on adult bullying behaviours and relationships, but bullying involving elementary school children will be included in two of the studies.

Through an analysis of each fictionalized case study, the themes and techniques of bullying will be highlighted and connected to the published literature in order to explore the ways workplace bullying in educational settings parallels workplace bullying in general.

This study examines only a few educational relationships. It is limited to my five case studies and my literature review. It is subject to my interpretation and biases. Others, such as the relationships that exist among all employees, staff and professionals in educational settings (secretary, school board member, board administrator, for example) are not included here. The fictionalized case studies presented are meant to be representative, not exhaustive.

This thesis will be organized using the following structure:

Chapter Two will provide a review of the contemporary literature on bullying in the workplace.

Chapter Three describes the methodology and the method of conducting the research.

Chapter Four is divided into five sections, each of which includes two parts: a narrative case study, and an analysis of the case study immediately following it.

Chapter Five provides a summary of the findings in the case studies.

Chapter Six offers a discussion and conclusion that highlights the themes and patterns related to bullying behaviour as illustrated in the case studies; it concludes with recommendations.

1.2 Personal Perspective:

The seeds of this thesis were sown as I sat in Master MacBride's classroom in grade four, in a two-room school house, in Ireland. Mr. MacBride was a great big man who spilled over the steering wheel of his volkswagen car. Other than eyebrows and lashes, and a few tufts of hair that protruded from his ears and nose, this man's head and face were hairless. On the school ground he never acknowledged his students; we were just there like trees

or pillars of the gate. In the classroom, Kitty Smith, one of the grade six students was his target. Daily, Kitty was ridiculed and physically assaulted by this teacher. Kitty had a stammer. When she tried to answer a question, especially in Irish, she had difficulty getting her sentence started. As she gasped to catch her breath, her nostrils flapped open, and shut rapidly. It was then that the attack began. With closed fist, Mr. MacBride punched Kitty between her hip bone and the bottom of her rib cage. He shouted “get the words out” to the rhythm of his thumps. The more Kitty tried to catch her breath amidst sobs and punches, the more silent the class grew. Her cries filled the room. We were petrified. Later, in secondary school, I sat in classrooms where students were undermined and criticised daily. Here in Nova Scotia, I watched adults humiliate and embarrass others in staffrooms. As I worked in schools I experienced bullying first hand. So for years, I’ve questioned why some adults feel such a need to control other people, why some adults have to put others down to make themselves feel good, and why these adults go to such lengths to accomplish their goals. This thesis is the harvest of my research and my understanding of the Mr. MacBrides and Kittys in educational settings.

2.0 Literature Review

The issue of workplace bullying was first brought to the public's attention in June 1989, on BBC Radio 4 (A. Adams, 1992). Workplace bullying is a new phenomenon of study (Blasé & Blasé, 2003; Einarsen, S., Hoel, H., Zapf, D., & Cooper, C. L., 2003; Field, 1996; Jennifer, D., Cowie, H., & Ananiadou, K., 2003). Workplace bullying has become the focus of scholars and theorists (Davenport, N., Schwartz, R.D., & Elliott, G. P., 2002; Namie & Namie, 2003; Needham, 2003; Olweus, 2003; Smith, 1997) and sundry writers (Rigby, 2002) such as Beane, 1999; Brinkman and Kirschner, 1994; Byrne, Maguire, and Byrne, 2004; Middleton-Moz and Zawadski, 2002; Paulson, 1991; Stone, D., Patton, B., & Heen, S., 2000.

2.1 Definitions

Some academics regard workplace bullying as the systemic abuse of power (Craig & Pepler, 2003; Lewis & Orford, 2005; Lipman, 2003; Rigby, 2002). Horn (2002) defines a bully as "someone who knowingly abuses the rights of others to gain control of the situation and the individuals involved; bullies deliberately and personally use intimidation and manipulation to get their way" (p.3).

A. Adams (1992) maintains that bullying at work

is like a malignant cancer. It creeps up on you long before you ... are able to appreciate what it is that is making you feel the ill effects. The disturbing manifestations of adult bullying [at work] are widely dismissed (p. 9).

Lipman (Oct., 2003) in the *Canadian Journal of Psychiatry* states:

bullying can occur in many forms across the lifespan, from playground interaction to dating violence, workplace harassment, and elder abuse...patterns of peer interaction learned in childhood generalize to other relationships throughout the lifespan. Bullying, a form of interpersonal violence, is emerging as an important public health issue... It is characterized by repeated physical or verbal interactions that are meant to be hostile, cause distress, and involve a power differential between bully and victim. ...These individuals have associated impairments that may persist, and there are substantial costs associated with bullying and victimization in multiple domains ...the health care system and the judicial system... Bullying is a systemic problem (Lipman, Oct. 2003, p. 575).

Peyton (2003) uses the definition of bullying as set out by the Manufacturing Science and Finance (MSF) Union:

Persistent, offensive, abusive, intimidating, malicious or insulting behaviour, abuse of power or unfair penal sanctions, which makes the recipient feel upset, threatened, humiliated or vulnerable, which undermines their self-confidence and which may cause them to suffer stress (p. 38).

Field, who is held in high regard as an expert in the field of anti-bullying (Rigby, 2002), uses the internet to create awareness and to offer resources related to workplace bullying.

Field's (2005d) website includes the following definition of workplace bullying:

Bullying is a compulsive need to displace aggression and is achieved by the expression of inadequacy (social, personal, interpersonal, behavioural, and professional) by projection of that inadequacy onto others through control and subjugation (criticism, exclusion, isolation etc). Bullying is sustained by abdication of responsibility (denial, counter-accusation, pretence of victimhood) and perpetuated by a climate of fear, ignorance,

indifference, silence, denial, disbelief, deception, evasion of accountability, tolerance and reward (e.g. promotion) for the bully.

To date, there is no universally accepted definition of workplace bullying (Blasé & Blasé, 2003; Ireland & Ireland, 2003; Lewis & Orford, 2005). While the people, places and jobs may vary, in most cases the profile, behaviour and dynamics of the workplace bully as well as the outcomes of bullying are the same (Field, 1996; Field, 2002b; Namie & Namie, 2003), and “abusive principals, like abusive bosses in general, engage in similar behaviours ... and abused teachers experience the same devastating effects [as targets in general]” (Blasé & Blasé, 2003; p.140).

2.2 Bullying in the workplace

At least 20% of employees report to work for brutal bosses on any given day, and 90% of workers will experience some brutality from their bosses at some point in their work life (Gates, 2004; Hornstein, 1996). Although there is an increased awareness of the impact of workplace bullying on the target’s physical and emotional health (Blasé & Blasé, 2003; Davenport et al., 2002; Field, 2005; Henry, 2004; Lewis & Orford, 2005; Lubit, 2004; Namie & Namie, 2003) and of the social and economic consequences of workplace bullying (Field, 2005; Hornstein, 1996; Lipman, 2003; Needham, 2003), workplace bullying continues largely unabated (Peyton, 2003).

A clear overlap exists between bullying actions that are evident among school children and bullying actions carried out in the workplace; typical tactics include slandering, spreading rumours, deliberately excluding members from the group and manipulating

friendship relationships (Field, 1996; Ireland & Ireland 2003; Namie & Namie, 2003; Needham, 2003; Olweus, 2003; Rigby, 200; Smith, 1997).

Researchers also point to a direct link between intergenerational continuities in bullying tendencies outside the home; children respond to stressful situations, employing similar behaviours of bullying, abuse and aggression as their dominant caregiver demonstrates in the home (Henry, 2004; Olweus, 2003).

Targets of workplace bullying share many similarities with victims of domestic violence (Needham, 2003). In workplace bullying as in domestic violence, the bullying acts of undermining, exclusion and isolation of the target are repeated, the target's self-confidence diminishes leaving the person less assertive, and the target's preoccupation to satisfy the bully's demands, outbursts, nitpicking and criticism deflects the target's attention from the primary goal of the bully, which is to control the target (Blasé & Blasé, 2003; Davenport et al., 2002; Field, 1996; Fuller, 2003; Namie & Namie, 2003; Needham, 2003).

Targets often believe that it is only their performance that provokes the bully's attacks; hence, this mind set ensures sympathy for the bully and silence and cooperation from the targets (Lubit, 2004; Needham, 2003). Within the home and work environments, the target feels inadequate and tries to improve, but eventually becomes emotionally exhausted (Field, 1996; Hornstein, 1996; Lubit, 2004; Namie & Namie, 2003; Needham, 2003).

Workplace bullying is not a gendered issue but bullies prefer a same-sex target on the basis that one knows one's own gender best, especially their weak spots (A. Adams, 1992; Blasé & Blasé, 2003; Field, 1996; Hornstein, 1996; Lubit, 2004; Namie & Namie, 2003; Needham, 2003). Workplace bullying occurs most frequently during leadership change and in institutions with a hierarchical structure such as in teaching and nursing (Blasé & Blasé, 2003; Field, 1996; Needham, 2003).

Research shows that most people are bullied by one person who is a known serial bully (Field, 1996; Hornstein, 1996). The workplace bully is usually in a senior position, and management knows the history of that workplace bully but refuses to address the issue (Blasé & Blasé, 2003; Field, 1996; Gates, 2004; Jackson, D., Clarke, J., & Mannix, J., 2002; Lubit, 2004; Namie & Namie, 2003; Needham, 2003; Rigby, 2002; Vaknin, 2002).

The workplace bully typically resorts to vindictive, malicious, humiliating, cruel and unpredictable treatment of their target (A. Adams, 1992; Blasé & Blasé, 2003; Carter, 2003; Davenport et al., 2002; Eardly, 2002; Field, 1996; Field, 2005a; Field, 2002c; Gates, 2004; Graves, 2002; Hornstein, 1996; Jackson, et al., 2002; Jennifer et al., 2003; Lewis & Orford, 2002; Maguire, 2001; Namie & Namie, 2003; Needham, 2003; Vaknin, 2002). This behaviour creates an atmosphere of fear in the workplace and leaves most feeling vulnerable and in dread of the next outburst; targets are harmed in body, mind, spirit, and in their ability to work (Hornstein, 1996; Lewis & Orford, 2004; Zirkel, 2002).

Workplace bullies obtain a perverse pleasure by intimidating others and, they are energized by their target's admission of pain or discomfort (Field, 1996; Lubit, 2004). Due to their lack of connections to people, workplace bullies often use new employees to betray old ones (A. Adams, 1992; Blasé & Blasé, 2003; Field, 1996; Fuller, 2003; Horn, 2002; Hornstein, 1996; Lubit, 2004; Needham, 2003).

Every workplace bullying situation begins with either the workplace bully or the target being new to the other person (Namie & Namie, 2003; Needham, 2003). Researchers agree that targets are selected by the workplace bully because of their virtues - competencies and dedication to their work, leadership and networking abilities, popularity and a deep sense of social justice (A. Adams, 1992; Blasé & Blasé, 2003; Field, 1996; Hornstein, 1996; Jennifer et al., 2003; Lewis & Orford, 2005; Lubit, 2004; Maguire, 2001; Namie & Namie, 2003; Needham, 2003).

Once the workplace bully perceives the target as being superior, the target is identified as a threat and must be controlled (A. Adams, 1992; Blasé & Blasé, 2003; Carter, 2003; Davenport et al., 2002; Einarsen et al., 2003; Field, 1996; Lubit, 2004; Namie & Namie, 2003; Needham, 2003; Rigby, 2002). Workplace bullies' emotions of anger, fear, and resentment exhibit themselves in the workplace through jealousy and envy directed towards the target (Blasé & Blasé, 2003; Field, 1996; Lubit, 2004; Namie & Namie, 2003; Needham, 2003; Vakin, 2002).

Over time, with the culmination of criticism and intensification of isolating tactics, the target experiences a loss of self-confidence, declining productivity, deteriorating health, and the target's state of mind alters (A. Adams, 1992; Blasé & Blasé, 2003; Carter, 2003; Einarsen et al., 2003; Field, 1996; Hornstein, 1996; Jennifer et al., 2003; Lewis & Orford, 2005; Lubit, 2004; Namie & Namie, 2003; Needham, 2003). The target no longer knows who can be trusted (Davenport et al., 2003). Workplace bullying has been identified as a major source of damage to employees' mental and physical health which can lead to depression and signs of post traumatic stress disorder (Blasé & Blasé, 2003; Field, 1996; Hornstein, 1996; Jackson, 2002; Lewis & Orford, 2005; Lubit, 2004; Namie & Namie, 2003; Needham, 2003).

Workplace bullying affects everyone (A. Adams, 1992; Davenport et al., 2003; Eardly, 2002; Field, 1996; Graves, 2002; Lubit, 2004; Namie & Namie, 2003; Needham, 2004), through costs associated with absenteeism, overtime and replacement costs (Humphreys, 2005).

In the workplace there is little support for the target of the workplace bully, for Human Resources (HR), trade unions and managers are likely to collude with each other to silence the target and to keep bullying inside the workplace quiet to protect themselves and their personal or institutional interests (Blasé & Blasé, 2003; Field, 1996; Lewis & Orford, 2005; Namie & Namie, 2003; Needham, 2004).

When denial (Davenport et al., 2003; Einarsen et al., 2003; Field, 1996; Fuller, 2003; Hornstein, 1996) of workplace bullying is the response to targets by management, unions, and HR, any respect or credibility by staff in the adequacy of the internal complaints process is lost (Field, 1996; Graves, 2002; Waggoner, 2003). Moving to another position within the organization or institution is the best long-term strategy for the target (Lubit, 2004), but according to Field (1996) the best solution is to leave that workplace.

Often management lacks the skills required individually or collectively to address the workplace bully (Blasé & Blasé, 2003; Davenport et al., 2002; Dobrich, W., Dranoff, S., & Maatman, G., 2002; Field, 1996; Fuller, 2003; Hornstein 1996; Lewis & Orford, 2005; Namie & Namie, 2003; Needham, 2003).

2.3 Bullying in Educational Settings

Bullying in educational settings can occur in relationships such as teacher/student, teacher/teacher, caretaker/teacher, parent and student/teacher, and principal/teacher as well as in all relationships that exist among all employees, staff and professionals in educational settings such as secretary, school board member, and board administrator.

Until relatively recently there has been a “silence” with regard to staffroom bullying (Maguire, 2001; Blasé & Blasé, 2003; Smith, 1997). Within school settings workplace bullying may be regarded as a group phenomenon in which most group members have a defined participant role (Jennifer, et al., 2003; Maguire, 2001). The level of bullying in a school can be gauged by measuring staff turnover, sick leave, supply staff, stress

breakdowns, ill-health and early retirements, grievances, dismissals and employment tribunals (Blasé & Blasé, 2003; Field, March, 2002). A straight analogy to workplace bullying is bullying of students by teachers (Smith, 1997).

In schools, bullying managers set targets up to fail by contriving to stack the class with the most challenging students and demanding parents, arranging the timetable in the least efficient manner, providing the fewest resources, and micromanaging the targeted teacher (Blasé & Blasé, 2003; Field, June 2002).

University-based programs in educational leadership and teacher preparation programs fail to equip student-teachers to understand or deal with workplace bullying (Blasé & Blasé, 2003). Without protective policies and procedures, teachers subjected to bullying by school principals have little recourse (Blasé & Blasé, 2003; Davenport et al., 2002; Namie & Namie, 2003).

2.4 Workplace Bullying - Research and Legislation

Workplace bullying can only be addressed when a clear statement of employer policy is adopted, implemented and followed by all (Field, 1996), for the subtlety of the workplace bully's behaviour and psychological terror attacks can never be under estimated (Needham, 2003).

Today, research on workplace bullying is being conducted in USA, Canada, Australia, New Zealand, Ireland, England, Finland, the Netherlands, Belgium, Germany, Italy,

Spain, and Portugal (Field, 2005; Lipman, 2003; Lipton, 2003; Namie & Namie, 2003; Smith, 1997). In Ireland, during March 2002 a Code of Practice on Workplace Bullying came into effect (Eardly, 2002). The prevention of workplace bullying is a specific objective of the European Commission in its new Health and Safety strategy (Eardly, 2002). In June, 2004 the first anti-bullying law in North America came into effect in Quebec (Canada Safety Council, 2005). Currently a Private Member's Bill, Bill No. 181, is before the Nova Scotia House of Assembly to amend the Occupational Health and Safety Act to ... "establish and implement a policy to prevent bullying in the workplace" (MacDonald, 2005). Since 1996, Sweden has legislation in place to address workplace bullying (Needham, 2003).

3.0 Methodology and Method

3.1 Methodology

This study examines bullying that occurs in several relationships in educational settings: teacher to student, teacher to teacher, caretaker to teacher, parent and student to teacher, administrator to teacher. The methodology I have chosen to use to study bullying in these relationships is the fictionalized bricolage case study.

The study of local particulars of a social phenomenon has deep roots in qualitative research (Geertz, 2002). The case study, through close examination of context of a given phenomenon – in this case, bullying – allows the researcher to document the complexity of human experience of a phenomenon in order to gain insight into some of the factors that may give rise to it (Dyson & Genishi, 2005). In these case studies of bullying, common issues define the relationships: the degree of familiarity between bully and target; the behaviour used to control and humiliate; and the course of action taken by the target. In spite of these common features, each case is particular in its illustration of the issues that transpire between bully and target.

While the case study is a common approach in qualitative research in education, the fictionalized bricolage is relatively new. Dunlop's (1999) doctoral study, a fictionalized account of teachers' lives, was written as a novel. Many works since have used fiction to report qualitative data for several reasons, the most important of which, for this study, are the ethical implications (Neilsen, Cole and Knowles, 2001). By fictionalizing the

circumstances, names, and details of my observations of bullying in educational contexts, I am not likely to put any individual at risk of exposure or further bullying.

These studies not only fictionalize information, they also form a bricolage of material: the information is mixed and distributed among the cases so that no single case of bullying can be identified by any member of the local educational community (Denzin and Lincoln, 1994).

3.2 Method

Over the course of the last five years, I have gathered in journals, notebooks, articles and research studies, instances of bullying that mark educational contexts. The sources for these examples of the phenomenon are the following:

1. My experience of being bullied — over a two-year period working in a local school, I experienced bullying from my administrator, bullying from another teacher, bullying from a caretaker, bullying from a parent and student, and observed a teacher bullying a student.
2. Others' stated experiences of bullying discussed in everyday conversations or as expressed by colleagues.
3. Examples of bullying in articles in mainstream media including newspapers, radio, and magazines.
4. Examples of bullying described in research studies.

The research method I used for this study was the following:

1. Journal-keeping
2. Accumulation of articles (mainstream and research)
3. Writing as research (Richardson, 1994) in which I used writing as a means of understanding the relationships among the ideas, examples, and theory.
4. Analysis of theoretical and anecdotal material.

Because of my decision to use a fictionalized bricolage to write the case studies, I did not require informed consent from individuals (their situations have been changed dramatically in the writing in order to ensure their anonymity), nor did I require ethical approval for the study. Given the approach taken, this study, like many arts-based studies, involved a research process that was cumulative and in which analysis, through writing of the studies, was an integral element of the process. As a result, while the case studies which follow describe particular people in particular circumstances (all fictionalized), the “findings” of the study are embedded in the studies themselves as illustrations of the phenomenon of bullying.

At the outset of preparing this thesis I began with the writing of the case studies and later, through my reading and research I noticed similarities in the way workplace bullying is conducted. I returned to my case studies and recognized that the workplace bullies that I encountered accurately reflected what was found in the literature. A reciprocal

relationship developed between the readings and my writing; the research helped me to interpret what I had written and informed my understanding of the concept of workplace bullying. My case studies deal with a selected number of workplace bullying relationships in educational settings and, so do not span the full range of workplace bullying in educational settings.

A chapter following the case studies and their analyses outlines the features of bullying that are common among the case studies and highlights behaviours of bullies and their targets.

The final chapter provides a discussion, conclusions and recommendations.

4.0 Case Studies

Each case study will be followed by a brief analysis.

4.1 Teacher Bullies Student

Islandview

Islandview is a beautiful new elementary school in the south end of Halifax, Nova Scotia. Its student population of almost five hundred arrives from upscale, mainstream, double income households. Ownership of summer cottages, yachts and pure bred dogs is the norm. Lines of sport utility vehicles and new cars, driven by impeccably-dressed parents on their way to work compete with teachers and staff on the driveway to the school. From Islandview the landscape of MacNabs' and George's Islands is serene. Further across the harbour, the city of Dartmouth graces the shoreline with its modest homes and coves of pleasure crafts.

At Islandview, an out-of-boundary waiting list of almost a hundred students sits on the secretary's desk, beside the two-metre aquarium of exotic fish. Islandview, with its floor to ceiling windows, air conditioning and two elevators is a truly modern facility. Brightly coloured classrooms that seem almost half the size of a soccer pitch are furnished with an assortment of tables, desks and couches. Lighting is state of the art. Maps of the different continents and pictures of authors and famous people add a worldly touch to the classrooms. A library and a dozen computers with instant access to the internet are standard in each room.

Ms. Reid, the teacher-librarian, assists teachers in developing their programs as she embraces the full use of the technology throughout the curriculum. Daily, Mr. Ward, the librarian's assistant, visits several classrooms and reads aloud to the children. His trolley, with its banners proclaiming that "those who read lead" on one side and "knowledge is power" on the other, is packed with a range of fiction, non-fiction and picture books. Students read for pleasure and information, and following Mr. Ward's read aloud session, they confidently explore his variety of books as they talk passionately, recommending or offering their review of particular publications to their friends. Mr. Ward's selection, which is approved by Ms. Reid, satisfies the most discriminating tastes in reading material. Since its opening ten years ago, Islandview has led the province in its scores in the Department of Education's Math and Language Arts assessments.

Ms. Brown's artistic flair and infectious enthusiasm coax a flourish of creativity from even the most reluctant amateur. Solo works and murals of children's master pieces embellish the hallways and stairwells. Enhancing the visual arts are the strains of singing voices and sounds of musical instruments. And as Mr. Stein stirs magic among the strings on his violin, his students pick up the rhythm and together they cause those within earshot to step lightly to the beat of the rousing renditions. It is little wonder that so many parents wish to have their child attend Islandview.

Only a handful of parents enter this building. Generally, these parents are volunteers who assist with organizing displays in the hallways, re-shelving books in the library, or supervising the lunch program; parents rarely visit classrooms during the day. Four

parents take responsibility for the safe arrival program; they contact the family of absent children. Safety of students at Islandview is very important.

Typically, communication between school and home is conducted over the internet. Newsletters, bulletins from the School Board and Homework are posted on the school's web page. Homework is accessible on the school's homework hot line. Islandview prides itself on its technological connections between home and school.

It is not that the parents of Islandview feel unwelcome at their school; most parents take it for granted that the school works in the best interest of their children. Few seem to have time to observe what happens within the classroom and fewer still seem to have space in their day to talk with their children about the behaviours, learning and activities occurring in the school. Many students accept the treatment that is served out to them by their teachers as normal, acceptable practice.

Islandview has an enthusiastic administration that supports its teachers. Those wishing to experiment with new approaches to learning, such as developing book clubs in their classroom, are given a budget of between five and seven hundred dollars to purchase novels. Funds are provided to pay for workshops by visiting authors and artists. Teachers are encouraged to participate in professional development and to attend at least one conference annually.

It is never an inconvenience to the administration to attend a parent teacher meeting; there, they support their staff and offer constructive suggestions. Like the teachers, the administration participates in recess and lunch time supervision of students. It is common practice for the principal or vice principal to cover teachers' classes when they must leave early to attend meetings or appointments. This is a fabulous administration to work with.

Teachers give willingly of their time, too; they provide extra help for students during recess and lunchtime and, to those students who need more in-depth support to grasp a concept or to complete an assignment, they run a homework club. Almost every teacher's name is on the roster for supervision of this club. For the most part Islandview has a congenial staff that promotes the rights of the child and supports all students in their learning needs.

Mrs. Basil

Behind the automatic-closing doors of Islandview, you will find all is not as it seems. Mrs. Basil has been teaching Grade Four at Islandview for the past two years. She is a large round woman with a stern, flat face under a thin layer of tight, short grey curls. She has a reputation of moving laterally, every two to three years, to a school in a different area within the same School Board. Given that she has a permanent license and accepts a permanent position wherever she goes, you might wonder at the frequency of her job-hopping.

Most staff members know little about Mrs. Basil. She keeps to herself, and her network of friends seem limited to the close-knit group of three teachers who visit her classroom. Mrs. Basil rarely frequents the staff room. Occasionally, she breezes in to heat a frozen dinner. Sometimes, she pauses to eat, but only if one or more of her likeminded colleagues is present.

As Mrs. Basil sits, the jovial atmosphere and casual conversations of the staff in the room gradually dissipates. Teachers glance at each other and think: *look who's arrived. It's time to get out of here.* The hum of spirited voices become reserved, and silence descends like a wet wool blanket as she pulls the chair under the magnitude of her body.

And Mrs. Basil starts: *Lisa Smith presents me with a note this morning. She's all smiles as she stands there while I scan it. Her mother wants me "to prepare Lisa's homework assignment" - now, get this - "by lunch." These parents think I'm Lisa's personal secretary; they're always looking for something. They think I've nothing else to do, but jump to satisfy their little darling's needs.*

Lisa is making a presentation to the Lieutenant Governor on behalf of her Girl Guides' company. Could I care less where she's going? But won't that be just grand for her family? Dad and Mom standing there beside her with their chests puffed out like stuffed robins, and all three showing off their perfect smiles, like in a toothpaste ad. Then she'll have her picture in tomorrow's paper, with a caption that bleats "look-at-me, I'm-so-wonderful." Well, Lisa can pick up the phone, call another student after her fancy do, and get the homework herself.

Throughout Mrs. Basil's dramatization of her story, she and her friends laugh as though they are watching bloopers on television.

During these outbursts, other staff members search for a safe spot to rest their eyes and quickly get on with the task of eating their lunch. Soon they are on their feet, dusting crumbs from the placemats and packing their containers before they finish chewing. Everyone wants to vacate the staffroom as inconspicuously as possible.

In the mornings, Mrs. Basil arrives at Islandview just ahead of the first bell and leaves promptly, exactly thirty minutes following class dismissal; she never hangs around.

Often, at the beginning of brief, emergency staff meeting at day's end, Mrs. Basil voices her disapproval to no one in particular: *this better be something very important. I was in the middle of planning for tomorrow; I've got things to do, besides sitting here being lectured at.* Most teachers ignore her.

When Mrs. Basil meets a parent in the parking lot of Islandview, she pauses to comment *Oh, Timothy is doing wonderful work in my room; your son/daughter is such a sweet, charming child; or I'm so glad to have your child in my classroom.*

Other teachers who overhear Mrs. Basil's remarks comment among themselves: *isn't it amazing, but if only the parents heard the comments that she makes in the privacy of the staffroom, they'd think they'd met the real Dr. Jekyll and Hyde.*

Despite these irregularities in her dealings with parents, no one takes up the issue with Mrs. Basil. Seasoned teachers at Islandview remind newcomers, *be cautious in your dealings with Mrs. Basil, for you may hear remarks attributed to you that you never uttered.*

From the hallways of Islandview, you will notice that Mrs. Basil's classroom is different. Every other classroom along the corridor has those tall windows as bare as plucked chickens and the classroom doors are wide open. It is clear to any passer-by what is written on the white board, the activities the students are engaged with and the interactions and body language of everyone in the room. Everything is on display.

However, the bottom half of Mrs. Basil's windows are completely covered with large sheets of chart paper that seem like a puzzle or a patchwork quilt; there are no empty spaces. Those on the outside cannot see in, and those on the inside cannot see out. With the classroom door constantly closed, what goes on behind the chart-paper-blinds is anyone's guess.

For the most part, teachers deal with misbehaviour in their classroom or send the disrupting student to the office for a chat with the administration; students are seldom sent to the hall. But Mrs. Basil proves to be the anomaly in the use of the corridor as a punishment centre. One student, Tina Tompkins, seems to spend a great deal of time standing in the hall, outside Mrs. Basil's classroom door.

Tina

Tina is different in more ways than one. To arrive at Islandview wearing two different socks or sporting just one sock is not uncommon for Tina. And whether the top of her outfit matches the bottom, matters not to her.

Tina's school bag and desk bulge to overflowing point with thick novels and sheets of loose paper, all of which carry lines of writing or graphics that are of significance to her. Some sheets bear outlines of Tina's original thinking for a story or an idea for an experiment. Other pages list phrases that caught her attention as she devoured a novel and wished to hold on to those words to use in her own writing at a later date. A number of leaves have key terms on topics that Tina hopes to research on the internet. More documents display a multitude of detailed drawings of her pet rabbit, gerbil family, horse and dog. Many letter-size sheets store several unfinished poems with sprouting artistic depictions woven around selected verbs. Tina has many works in progress.

Other pages are full with Tina's stories that reflect a writing ability far in advance of a grade four student. Judging from Tina's markings on the majority of her papers, few are devoted to Social Studies. Rumour has it that Social Studies is Mrs. Basil's favourite subject; perhaps Social Studies is Tina's least favourite.

Yet, if you talk with Tina's Grade Three teacher, Mrs. Green, you will learn that Tina is one of those academically gifted students, functioning way beyond her grade level, but challenged socially and emotionally. Most children pick up social norms through

interacting with adults and children, by observing and reading and talking about appropriate behaviour in specific situations, but Tina needs explicit teaching. Once Mrs. Green addressed Tina's idiosyncratic behaviours of attracting negative attention and provided Tina with alternatives, she showed considerable improvement; the key to success is to tune into Tina's learning style.

With input from Tina and her family, Mrs. Green designed projects that incorporated the outcomes for grade three, Tina's interests and her vast general knowledge. Mrs. Green has the skills and knack of integrating aspects of most subjects in each assignment. Over the year, Tina's academic success was astounding. Tina felt valued and proud of her accomplishments; her opinions mattered and were respected. With a positive focus on what Tina could contribute to her classroom, Tina's social interaction and organizational shortcomings began to take care of themselves.

Tina felt secure in approaching Mrs. Green when she was stuck or was having difficulty shaping her mountain of research. After school, Tina and Mrs. Green spent time working with Tina on structuring the format of the project so as to incorporate what Tina felt was relevant.

In addition to endorsing Tina's learning style, Mrs. Green insisted that Tina develop the art of patience and the significance of silence in the classroom. Tina learned to jot her ideas down on a sheet of paper and to draw as she listened to others formulate their thinking and articulate their ideas.

And like every other student in Mrs. Green's classroom, Tina lined up quietly, was responsible for submitting her homework and the previous day's classroom assignments, and was required to check that all her loose documents were filed appropriately before reading her novel, engaging in her extra curricular activities or going out to recess.

That year in Grade Three, negotiation, compromise and accountability were foremost in Mrs. Green's dealings with Tina and the rest of her students. In the safe environment of consistency, Tina cultivated the skills that allowed her to perform beyond the confines of her classroom.

Mrs. Green arranged visits for Tina in other classrooms at Islandview. Tina presented her latest findings and answered questions. Frequently, she re-visited classrooms carrying responses to questions that required further research before answering a student's query in a definitive way.

Because of Tina's academic maturity and highly-developed vocabulary, as well as her hunger for knowledge and thirst for understanding, fellow students often consulted with her on subjects relating to science and technology, and sought her evaluation of books in the classroom's library. Tina's opinions were respected among her peers.

But in spite of Tina's enthusiasm for learning and willingness to share her discoveries with her classmates, she had few true friends in the classroom. Despite Mrs. Green's best

efforts, Tina was more often treated as a consultant or expert by her fellow students rather than as someone to play with after school. In many respects Tina was a loner.

In the evenings, Tina preferred to work on her own, in the quiet of her home, at the barn with her horse, Bongo, or just hang out with her dog, Puzzle, rather than play street hockey, tennis or swim in the neighbours' indoor pools. By the end of Grade Three, Tina had developed a keen sense of reading people's body language. She could easily recognize those who accepted her for who she really was, rather than for her academic prowess and budding skills in the realm of social graces. At her graduation from Grade Three in June, Tina showed a strong promise of success both academically and socially.

From One Classroom to the Next

It is September at Islandview, and Tina is now in Grade Four. Mrs. Green's *you can do it* approach and assignments tailored to Tina's needs contrasts with Mrs. Basil's *lock, step, sequential* methods of teaching, where every student works on the same assignment.

Gone are the groupings of friends sharing tables. Everyone in Mrs. Basil's classroom has an assigned seat. The class sits in rows – boy, girl, boy, girl. Tina is sandwiched between two boys at the back of the room.

In the beginning, Tina tries very hard to participate in Mrs. Basil's classroom. She raises her hand, but Tina's turn to speak comes less frequently. During Authors' Circle, the

class often runs out of time before Tina and a few other less popular students can read their work.

Tina invariably had refreshing ideas when issues of human rights and social justice were discussed in Mrs. Green's class. Tina's fellow students enjoyed her creative ability in comparing, contrasting and linking ideas but, in Mrs. Basil's room, Tina's insights no longer flow; Mrs. Basil rarely asks for Tina's thoughts.

Tina believes that the best way to read a novel is to finish it in one sitting. She has usually read the class novel by the time the reading part of Language Arts class is over. Last year, Mrs. Green rewarded Tina for her talents in reading, often allowing Tina to select a novel for a personal study while the rest of the class worked on a novel more suitable to their abilities or worked in Literature Circles.

This year, Tina's swift reading disrupts Mrs. Basil's plans for dissecting the novel to determine exactly what the author means by certain statements. One day during one of these class discussions Tina suggests: *we all bring different ideas to a novel, depending on what we have read and know, so how can you know for sure what the author is saying, if you haven't asked them?*

Mrs. Basil is taken aback and replies: *I have read the rest of the novel and I know what is going to happen.*

Tina offers: *but even so, that still doesn't guarantee that what you think the author is implying is necessarily correct.*

Already, Mrs. Basil's approach to discussions is dampening Tina's critical thinking skills, which she honed in Mrs. Green classroom.

Mrs. Green is not one of Mrs. Basil's best friends, and they have few things in common. In many respects, you might think Mrs. Green has everything that Mrs. Basil lacks.

Mrs. Green is popular with her students, the staff and the parents; she has a reputation of being an outstanding teacher. She works to help the marginalized in her classroom, organizes extra curricular activities for her students, and exposes them to different cultures and to the Fine Arts. She sows the seeds of appreciating the simple things in life and the pleasure of nurturing one's own deeply felt passions. Friday afternoons in Mrs. Green's classroom are times for her students to pursue their personal hobbies and to socialize. As Mrs. Green enriches her students' education, she models interpersonal skills and qualities that will serve them well throughout their lives.

Mrs. Basil knows of Mrs. Green's reputation in the community from parents who volunteer: *my son/daughter was well prepared for grade four by Mrs. Green; she's such an outgoing and caring type of person; or Mrs. Green gave her students so many enrichment opportunities during the year.* From firsthand experience, Mrs. Basil has encountered the strength of Mrs. Green's teaching through the students she has inherited.

Mrs. Basil also sees Mrs. Green's interpersonal skills at play at committee meetings. Mrs. Basil covets Mrs. Green's natural gifts as Mrs. Basil attempt to show Mrs. Green in a negative light at every opportunity.

Mrs. Basil and Mrs. Green are on the School Improvement Committee. Mrs. Green is the chair; she didn't circulate a hard copy of the minutes before the most recent meeting. At this meeting Mrs. Green asks: *Mrs. Basil, do you have the report that you volunteered to prepare?*

Mrs. Basil looks around the table and says: *I couldn't prepare my report because I'm still waiting for the details of the assignment, which were recorded in the minutes, but you never distributed the minutes.*

But, Mrs. Basil, I extracted the details of what everyone needed for their report and placed all the information on one sheet. I ran the copies on orange paper, to have them stand out from other papers in the tray. As is usual, I included three extra copies, just in case someone misplaced their original, explains Mrs. Green.

Well, I never got them, counters Mrs. Basil.

Let me stop here for a minute to check on this. Did everyone else pick up their details on an orange sheet, asks Mrs. Green.

The three other committee members answer, *yes*.

I know I placed the sheet in the tray and, in addition, I displayed the minutes on the school web site as usual. Did you check there? I don't remember you approaching me looking for the information, says Mrs. Green.

I'm not responsible for coming to you to find out what I've to do; you're responsible for forwarding the minutes to all of us, offers Mrs. Basil. *This is not the first time; you're always making mistakes when you distribute the minutes. Maybe you're too busy to manage chairing this committee.*

Just let me check. I have our committee's tray with the files up on my desk, says Mrs. Green.

As Mrs. Green pulls out four orange coloured sheets she remarks, *here's your copy, Mrs. Basil, with your name written on it; the other three sheets have no names on them.* Mrs. Green passes the sheet to Mrs. Basil.

Following the meeting Mrs. Basil announces to her friends and the other staff in the teachers' lounge: *Mrs. Green is always screwing up the minutes. I wonder is she having trouble coping with the demands of her classroom and this committee.*

Mrs. Basil and her friends laugh; Mrs. Basil goes on to explain: *last week that Mrs. Green promised to send the magnifying glasses to my room, but, of course, they never arrived either.*

A few days later, Mr. Grimes, a friend of Mrs. Green's comes to ask: *are you okay? I hear through Mrs. Basil that you are making several mistakes and that you cannot keep up with your committee and school work.*

Mrs. Green hears more and more second-hand information about herself. After she hears of a third rumour spread by Mrs. Basil—this time about cancelling a number of meetings with parents, who have been waiting to see her, Mrs. Green decides to confront Mrs. Basil. Mrs. Green reminds Mrs. Basil, *if you plan to repeat other people's stories you should try to get them right next time. If you really want to know, the parents cancelled the meetings; I didn't.* The relationship between Mrs. Basil and Mrs. Green, which has always been distant, has now become frosty.

Mrs. Basil's direct attacks on Mrs. Green end, but her assaults pick up elsewhere. Tina, another of Mrs. Green's success stories, becomes Mrs. Basil's latest target. In Mrs. Basil's classroom Tina feels trapped and incapable of succeeding. Nothing that Tina does can satisfy Mrs. Basil. By December, symptoms of Tina's discontent and uncertainty surface in the classroom.

Tina reverts to her old practices of shouting out answers, thinking that her wealth of knowledge and rapid replies will both impress and win favour with Mrs. Basil. For this behaviour, Tina is showered with several swift reprimands from Mrs. Basil.

To deal with her frustration and Mrs. Basil's attitude of ignoring her, Tina begins to scribble and draw all over her desktop and chair. Mrs. Basil is committed to keeping up appearances, so Tina frequently spends her recess scrubbing her desk and erasing the pencil marks from the tiny grooves on her red chair. When Tina is asked by other teachers where she is going as she walks through the halls carrying fistfuls of oversaturated paper towel, Tina is grateful for a kind voice and divulges what happened to her desk and why.

In Mrs. Basil's classroom, Tina often disregards the teaching parts of many lessons and takes refuge in the pages of books. Soon her sanctuary becomes her peril; it is when Tina is kidnapped by a novel that Mrs. Basil asks her a question. Tina is often at a loss to come up with a plausible reply, particularly in Social Studies.

Tina surveys the writing on the board and attempts an answer. Her thinking is usually off the mark; she has not heard the exact question, but is aware only that she is supposed to give a response. Following Tina's reply, Mrs. Basil usually pauses, looks at the class and smiles. The students laugh. Tina becomes defensive. In an effort to prove the correctness of her response, Tina offers all kinds of reasons why her answer is an option. Her peers laugh even harder. Mrs. Basil baits Tina further with another smirk to the class. Tina

swallows the lure. She continues to alienate herself further by attempting to emphasize the merits of her thinking. By now the class and Mrs. Basil are reeling with laughter.

Quite often, and just in minutes, it seems as though everyone in the room has ganged up against Tina. The girl once revered for her academic abilities and knowledge of the world is being torn to pieces by those around her, egged on by the person who seems to be acting more like a child than a leader.

These familiar humiliating encounters totally undermine Tina's confidence. Social Studies' class becomes Tina's Achilles' heel. Mrs. Basil preys on Tina's vulnerability. Ever so shrewdly, Mrs. Basil manipulates the class to side with her in ridiculing Tina. Tina's classmates, co-opted by the teacher's power, participate. Either out of fear or to ingratiate themselves, they side with Mrs. Basil against Tina, perhaps hoping that they will be spared similar treatment at another time.

No matter how Tina is feeling on the inside, from the outside she still maintains a dogged determination to get her views across on some issues. When Mrs. Basil and the library assistant, Mr. Ward, read aloud from non-fiction books, Tina never hesitates to put the record straight if she knows that the information is inaccurate.

Mr. Ward takes the time to pause and discuss where Tina has discovered the new information, and he graciously thanks her for her input. Over the years, Mr. Ward and Tina have developed a close bond through their mutual love of reading and research.

It is a different story when Tina interrupts Mrs. Basil's reading; Tina is consistently sent to stand outside the classroom door for interrupting the concentration of the class. At the end of the read aloud Tina is permitted to re-enter her class. Before taking her seat Tina must apologise to the class for her unacceptable behaviour.

As January rolls around, Tina has become a frequent visitor to the office; during the previous year with Mrs. Green, Tina was rarely in the office. Now it seems infractions of schoolyard protocol during recess are Tina's main offences. Invariably, on the days that Mrs. Basil is on duty, Tina ends up in the chair at the office; few identify this pattern at the time, but the administration has a feeling that something is not adding up. On many of these days Mrs. Basil catches Tina fighting, bickering with other students, or throwing rocks.

Within the classroom in follow-up exercises, particularly in Language Arts class, Tina completes only part of the circulated sheets; most often she ignores them and writes what she feels like recording on her personal paper. Mrs. Basil is a supporter of trade books that require students to fill in the blanks. Tina detests sheets that call for filling in the blanks. Tina regularly comments sotto voce, *these sheets are a good way to keep the class busy, but we don't learn anything*. Such comments do not impress Mrs. Basil.

A Tidy Desk

If you look at Tina's desk or schoolbag, you will see that the papers spilling out are usually blank sheets and Tina's personal notes. More often than not, Tina's work space gives the impression that a tornado has passed over it. Scrunched balls of paper dot the floor like mushrooms beside her desk. Other students pretend to play soccer with the balls as they quietly kick them to each other along the floor and over to the garbage can. Mrs. Basil's room, unlike every other classroom at Islandview, has no recycling bin.

Weekly desk check is Tina's worst experience. It always takes the same format, but Mrs. Basil's class never can predict which day of the week it will happen. Tina never can be ready when Mrs. Basil announces that in ten minutes she will make her rounds; Tina really needs at least an hour to tidy her desk to the standard that Mrs. Basil expects. The rest of the students have developed the practice of at least placing sheets in some folder; subject specificity isn't an issue for Mrs. Basil never checks that aspect. The aim is to have all sheets filed somewhere. Those highly-organized students, whose desks look like what appear in magazines, have time to offer help to their friends. No one volunteers to assist Tina. Perhaps the thought is too overwhelming.

In Tina's desk, sheets intertwine, fold into each other or are scrunched together. When she pulls one sheet an avalanche of papers dance like snowflakes to the floor. She works herself into a frenzy. She snatches pages with both hands, glances at them, shoves some into her schoolbag, and rushes to the overflowing garbage can with others.

As Tina becomes engrossed in checking the importance or significance of each sheet, the time for Mrs. Basil's inspection draws nearer. In desperation to clear the floor and to get the desk looking organized as the count down minutes expire, Tina wraps her arms around the bundles, scoops everything off the floor into a tight ball and packs her pile back into the depth of her desk, out of Mrs. Basil's view. Tina's sheets need future consideration. With a sigh of relief, she places some novels neatly along the inside edge of her desk.

Tina waits and the class waits. Tina pretends that everything is fine, but she is aware of the reality. Usually she takes solace in a novel as she braces herself and tries to deny what is coming. As Mrs. Basil draws nearer, Tina withdraws from her novel and looks expectantly at her desk hoping that for once Mrs. Basil will utter the words: *that's a fine job, well done, Tina*. But in Mrs. Basil's room these words of approval are never to be directed at Tina.

Weekly, Mrs. Basil repeats the same pattern. Before Tina can quite comprehend what has happened, she finds herself staring through tear-filled eyes at all her sheets and novels littering the floor. Mrs. Basil lifts up Tina's desk, tips it over, and spills all its contents. The class freezes in disbelief. The silence is usually broken by Mrs. Basil's announcement that they will work on choral reading.

Weeks of the desk check event have taken a toll on Tina's self-esteem. On this particular day, she can no longer hold back the embarrassment and disgrace. Torrents of water

welling in her deep brown eyes break loose. Rivers run down her cheeks and plunge from her chin to the knees of her pants, spreading into wide damp patches. Tina's sobs echo throughout the room.

On the days that desk check occurs before recess, the boys and girls huddle in clusters on the playground afterward and talk in hushed tones. The duty teacher, curious to know what the students are preoccupied by, often wanders close by and starts talking to the riled up boys and girls. Gradually, news of some of the treatment that Tina is suffering in Mrs. Basil's classroom comes out. Teachers report the concerns of the girls and boys to the administration.

One afternoon, near the end of February, the Principal, Ms. Davis, speaks on the Public Announcement system in Mrs. Basil's room. Tina is asked to stop by the office on her way out of Islandview for a message. This is the first time that Tina has been paged over the PA system. Everyone looks at her as though she has committed a crime.

On a number of occasions when Mr. Ward drops in for his read aloud session in Mrs. Basil's classroom, he has noticed Tina is often crying and tidying her desk at the same time. Mr. Ward has always assumed that Tina is the one who tosses all the contents onto the floor. Last year, in Mrs. Green's classroom, filing was a daily expectation for Tina and the other students; hence, a mountain of sheets was never something that Tina had to confront. In Mrs. Basil's room filing time is not built into the daily routine, and Tina finds it much faster to stuff her sheets far back in her desk rather than sort and file them.

The day that Tina is asked to report to the office happens to be desk check day. Tina not only has to organize her desk and its contents but she has to do it in public view of the students coming and going in the hallway. Placing Tina in a public spot outside her classroom is Mrs. Basil's first slip up and her downfall. Up to now everything that Mrs. Basil does to make Tina's life miserable is performed in the privacy of her classroom, behind closed doors and papered windows.

Tina is terribly upset when Mr. Ward comes along, before lunch, pushing his trolley of books. He is on his way to another classroom, but being the kind hearted man that he is, he stops to find out why Tina is so distressed. Like most others in the school, he is not trained to handle what he will have to deal with, but he goes with his gut feelings.

Tina, having found a trustworthy person, discloses to Mr. Ward, through deep sobs, what has been happening to her in the privacy of Mrs. Basil's classroom for almost six months. Mr. Ward listens intently. He helps to organize Tina's materials for her as she relives her nightmare. With her desk organized Mr. Ward leaves Tina outside Mrs. Basil's door. He tells her that he will talk to her before the end of the day.

Mr. Ward goes directly to Ms. Davis's office and reports to her what Tina has confided in him. Ms. Davis lifts the telephone and calls the social worker, Ms. Cane and Tina's parents. Ms. Cane arrives within the hour. She talks at length with Mr. Ward in the presence of Ms. Davis and records pages of notes.

Mrs. Green is asked to come to the office. Mrs. Green discusses her experiences of teaching Tina last year. Ms. Cane scratches her head, adjusts her glasses and writes faster.

Next, Mr. Dale, another grade four teacher who loves art and teaches Social Studies through games and drama, is invited to join the group in the office. Students gravitate to Mr. Dale like bees to roses. Behind the closed doors of the office, questions are asked, comments are addressed, observations are voiced and decisions formulated. Ms. Davis recommends that Tina transfer to Mr. Dale's room. Mr. Dale and Mrs. Green share many teaching ideas and their classes have gone on several field trips together. Mr. Dale knows Tina. He admires her uniqueness. He is thrilled to have the opportunity to teach and learn from such an intelligent, articulate and artistic student as Tina.

Soon Tina's parents, Mr. and Mrs. Tully arrive. They tell the members at the meeting that they have been aware that somehow Tina never seems happy any more. She is off in her own world, with little verbal contact, even with them. *It all seems a little odd*, Mrs. Tully offers, but they had thought perhaps Tina is just growing up, asserting some independence and cultivating separation from her parents.

Mr. and Mrs. Tully have very pleasant memories of their elementary school days. They assume that at last in Mrs. Basil's room that Tina has inculcated and accepted the culture of school life. After all Mrs. Basil has not contacted the family with any concerns, no notes have been sent home, and, at the parent teacher meeting at the end of October, Mrs.

Basil made no mention that Tina is showing signs of difficulty in either the curriculum or classroom.

When they are told of the treatment Tina has been receiving, it is an understatement to say that Mr. and Mrs. Tully are upset. They cannot understand how this can happen at Islandview. Ms. Davis is very patient and reminds the parents that, in the same way that Tina's family does not suspect anything is happening inside the classroom, neither did the administration. During the administration's bi-monthly classroom visits and their drop-in calls to classrooms to talk with a teacher for a few minutes, no evidence was available to suggest that Tina has been Mrs. Basil's prey. And Mr. and Mrs. Tully have never come to Islandview to share any of their concerns. No one has suspected anything.

Mr. and Mrs. Tully are in agreement with everyone around the table; Tina has to be removed from Mrs. Basil's classroom by day's end. Tina's parents are more than satisfied when they learn that Tina will become one of Mr. Dale's students.

The bell rings and Tina arrives at the office as pre-arranged. The secretary, Mr. James, pokes his head through the administration's door to announce that Tina has arrived.

Ms. Davis and Mr. Ward excuse themselves; they meet Tina and the three of them move into the library. There they talk at some length. Tina understands that she will become one of Mr. Dale's students in the morning and that her parents are happy to have her transferred.

Mr. Ward brings Mr. Dale to the library to reacquaint him with Tina. Mr. Dale and Tina radiate respect and warmth as they share broad smiles and a high five. Tina's jubilation sparkles, diffusing the redness of her eyes. It looks as though her days of humiliation, inconsolable tears, and undermining are coming to an end. And as the four stand up to leave the library, Tina moves over beside Mr. Ward, looks him deep in his eyes and says, Thank you.

The next day, the caretaker transfers Tina's supplies to Mr. Dale's classroom. Tina is welcomed with loud applause, whistles and foot-stomping from her new classmates. Mr. Dale invites Tina to sit where she wishes. In his room, students sit in groups. Tina joins a group of five girls.

Later, at recess, Mr. Dale cuts thick slices of a chocolate cake decorated with the words: *Three cheers for Tina, our newest team member.*

At the end of the school year, Mrs. Basil accepts a position with the School Board.

4.12 Analysis of Case Study: Teacher Bullies Student

In this narrative case study of teacher bullying student, several aspects and characteristics of bullying are evident; most particularly the bully's isolation and humiliation of the target, the bully's social isolation, jealousy and insecurity of the bully, contradictions between the bully's public and private personas, malicious behaviour and psychopathic elements of the bully, leadership style of the bully, psychological abuse of the target, the target's health, and recourse for target.

These behaviours and features of the bullying-target relationship are outlined in current research and are listed below, with examples from the narrative case study to illustrate the behaviours.

- ***Bully's isolation and humiliation of the target.*** Mrs. Basil singles Tina out for repeated bullying in the classroom; Tina begins to accept the behaviour as normal, acceptable practice. Each week during desk check, Tina sits in fear waiting for her desk to be emptied by her teacher. Incidents such as isolation and humiliation of the target in public, the abuse of positional power over the powerless, and the repeated psychological attacks by the same bully which reinforce the bully's notion of control at every opportunity, are well documented in the literature (Blasé & Blasé, 2003; Field, 1996; Henry, 2004; Hornstein, 1996; Jackson, 2002; Lubit, 2004; Namie & Namie, 2003; Needham, 2003).

- ***Bully's social isolation.*** Mrs. Basil has few friends on staff; most teachers leave the staffroom when she enters. Bullies have a small number of friends; these friends support the bully unconditionally and help the bully to feel good about themselves (A. Adams, 1992; Blasé & Blasé, 2003; Field, 1996; Fuller, 2003; Graves, 2002; Horn, 2002; Hornstein, 1996; Lubit, 2004; Needham, 2003; Vaknin, 2002).

- ***Jealousy and Insecurity of the bully.*** Tina's popularity, wealth of knowledge and ability to articulate her ideas in a convincing manner is perceived as a threat by Mrs. Basil. Jealousy and insecurity of the bully is reflected in their emotional immaturity as they demand attention and become resentful when others receive more attention for their competence than the bully (A. Adams, 1992; Carter, 2003; Einarsen et al., 2003; Field, 1996; Fuller, 2003; Hornstein, 1996; Lubit, 2004; Namie & Namie, 2003; Needham, 2003; Rigby, 2002; Vaknin, 2002).

- ***Contradictions between the bully's private and public persona.*** Mrs. Basil's public comments to parents about their daughter/son such as "it's a pleasure to have your child in my room" are in sharp contrast to Mrs. Basil's remarks made in the privacy of the staffroom. The contradiction between the public and private persona of the workplace bully is substantiated in the literature. In public, the bully's goal is to give the impression that everything is normal and acceptable

within the workplace, thus discouraging those on the outside from asking probing questions (A. Adams, 1992; Davenport et al., 2002; Field, 1996; Fuller, 2003; Ireland & Ireland, 2003; Rigby, 2002; Smith, 1997).

- ***Malicious behaviour and psychopathic elements of the bully.*** Mrs. Basil spreads rumours about Tina's former teacher as a means to compensate for Mrs. Basil's personal shortcomings and to deflect attention from her classroom management style. Malicious behaviour in the form of rumour mongering is used to incite others to marginalize or exclude the target; thus, leaving the target with no support system within the work environment (A. Adams, 1992; Davenport et al., 2002; Field, 1996; Ireland & Ireland 2003; Jackson, 2002; Namie & Namie, 2003; Needham, 2003; Olweus, 2003; Rigby, 2002; Smith, 1997). There are psychopathic elements in most bullies which include unreliability, lack of remorse or shame, antisocial behaviour, poor judgement and failure to learn from experience (A. Adams, 1992).

- ***Leadership style of the bully.*** Other children in the class side with Mrs. Basil to placate the bully so that she will not pick on them; an in-group is set up, which creates division in the classroom. In workplace environments where the leadership style of the boss is authoritarian, where the boss abuses their position of power and has poor communication skills, research shows that a positive correlation exists between the boss's management pattern and bullying (Blasé &

Blasé, 2003; Davenport et al., 2002; Field, 1996; Gates, 2004; Hornstein, 1996; Lewis & Orford, 2004; Lubit, 2004).

- ***Psychological abuse of the target.*** Tina is constantly ridiculed and undermined in front of her peers; eventually, Tina exhibits signs of child abuse. Psychological abuse is so well disguised by the bully that the target believes that it is only their performance that provokes the bully's actions and outbursts. Such a mind set ensures sympathy for the bully and silence and co-operation from the target (Blasé & Blasé, 2003; Davenport et al., 2002; Field, 1996; Fuller, 2003; Namie & Namie, 2003; Needham, 2003, Lubit, 2004). Workplace bullying is similar to child abuse and domestic violence, with the same distinct patterns of tension building, violent incident, respite or appeasement being followed (Needham, 2003).

- ***Target's health.*** The family recognizes that Tina is withdrawn but they rationalize this behaviour as Tina's attempt to assert her independence. Tina's family doesn't know how to help their daughter. Declining health results from repetitive bullying attacks and gradually the target withdraws and avoids communicating; they feel that no one understands their situation (Blasé & Blasé, 2003; Davenport et al., 2002; Field, 1996; Fuller, 2003; Lubit, 2004; Namie & Namie, 2003; Needham, 2003). In a follow-up study of boys who were bullied by peers at school, Olweus

(2003) found that the targets were more likely to be depressed and have low self-esteem at 23 years of age. Bullying has long-term physical and emotional consequences for the target (Einarsen et al. 2003; Field, 1996; Henry, 2004; Jackson et al., 2002; Needham, 2003; Lubit, 2004).

- ***Recourse for the target.*** Eventually Tina confided in Mr. Ward, and she is removed from the bullying situation within her classroom. We see here that the onus is on the target to find a solution to the bullying behaviour in their environment (A. Adams, 1992; Blasé & Blasé, 2003; Field, 1996; Lubit, 2004; Needham, 2003; Riby, 2003, Oct).

4.2 Teacher Bullies Teacher

The Garden School

Tucked in beside a thick grove of trees, Spruceville Elementary school in Sackville, Nova Scotia has served its middle class community well for close to fifty years. Its graduates excel in all walks of life from entrepreneurs, professionals and politicians to artists, musicians and environmentalists. This three-storey, red brick building, with its narrow but tall windows that seem more like vertical mail slots, overlooks a soccer field to the north, a jungle gym complete with sandboxes and a tricycle area to the west, and a huge green play area to the east. Spruceville's south side is a gardener's dream and the community's pride and joy. Each class sows and tends the enormous flowerbeds that surround blooming shrubs and rose bushes.

Since the inception of Nova Scotia's School Gardens' Contest five years ago, Ms. Jones's grade six students from Spruceville have won the provincial award. Annually, a local television crew blends the students' weekly digital records of the gardens' progress and plays these images as the reporter chats with students and reports on Spruceville's spectacular flowerbeds.

Postcards, depicting the students' most recent garden layouts, mingling of colours and varieties of flowers, are sold locally as a school fundraiser. Picture postcards of the earlier gardens are traded like hockey cards among former students of Spruceville. Spruceville School's gardens feature in gardening magazines.

School children throughout Canada and Holland are pen pals with students in Ms. Jones's classroom. Many pen pals and their families travel to see the Spruceville flower garden and have photographs to prove it. Alumni choose the gardens as the backdrop for wedding photographs. Participating in and winning the Schools Gardens' Contest links Spruceville to its broader community and the outside world; Spruceville School is known far and wide.

However, in these times of financial restraint, restructuring and amalgamation, most Nova Scotia's schools are up for review; Spruceville is among the schools slated for possible closure. Suddenly, the school renowned for its success in flower gardening, aesthetic endeavours, student experimentation and environmentally-friendly approaches to gardening is in the media for another reason: to seek support for its survival. Nowhere is a united front more apparent than in the days leading up to the school board's final decision. With public opinion mounting against the closure, the members of the board back down. Spruceville is spared. At the time of this writing, Ms. Jones and her students are making plans for next year's Nova Scotia School Gardens' Contest.

At Spruceville, the staff come, fall in love with the school and stay. Indeed, many staff members have been here for their entire career; Ms. Jones has spent over twenty years at Spruceville. Also, there are teachers with term or probationary contracts who would love to stay, but through no choice of their own, must relocate at the end of the school year. And similar to other work places, there are those staff members who arrive at Spruceville, dislike the community, do not fit in or have an abrasive or controlling personality that

endears them to few. Unfortunately, Spruceville has one of these staff members, too: Mr. Davis, the Resource teacher.

Mr. Davis

Although Spruceville has been in existence for close to the equator of a century, it has kept pace with the changes and advancements in education. It has a computer lab complete with thirty working computers and an onsite technician. Five black and white printers and two coloured ones are hooked up in the lab. Each classroom is equipped with four computers and every two classrooms feed into the same printer nestled in an alcove that once served as a storage area.

Students of Spruceville not only devote class time to mastering Mavis Beacon Teaches Typing, but they also conduct research and compare front page stories in national and international newspapers using the internet.

In addition to a well-equipped computer lab, Spruceville opened its Learning Centre a decade ago and has expanded the staff in this area from one to three teachers. Three years ago the school hired a Reading Recovery teacher. Resource support has really blossomed too. Mr. Davis, the school's former circuit resource teacher, has become the permanent, full time resource teacher for the upper elementary grades.

Until this year, no children in Ms. Jones' grade six room have attended resource. Only those boys and girls with severe learning needs have been on Mr. Davis caseload and none of Ms. Jones's students have qualified. Other than passing each other in the hallway, Ms. Jones and Mr. Davis have had little interaction with each other; further, Mr. Davis' students are primarily downstairs and Ms. Jones teaches on the third floor. Mr. Davis eats lunch in the bottom floor staffroom and Ms. Jones eats upstairs in the staffroom just around the corner from her room.

On the first day that Mr. Davis arrives to pick up his student from Ms. Jones' classroom, he enters without knocking. All the students turn around. Mr. Davis beckons to the student he is taking for Resource.

Ms. Jones pauses, smiles. *Good morning, Mr. Davis.* He ignores her.

Later, when Mr. Davis returns with the student, he enters again without knocking, beckons to his next student, and does not bother to acknowledge Ms. Jones's thank you. This continues for weeks. Mr. Davis's behaviour never changes. Ms. Jones always acknowledges his presence and thanks him for returning the student.

George is an outgoing student in Ms. Jones' room who is good at reading body language and can take the pulse of a classroom of students in a glance. One day, after Mr. Davis leaves with Susan, George says: *It's strange, but Mr. Davis never answers you when you say things to him. You tell us to say "good morning" or "excuse me, please" and always*

knock on the door before we barge into a room; well, he does all the things you tell us not to. He needs one of those stool talks you give us on learning manners and treating others with respect.

The whole class shifts their eyes from their work to Ms. Jones. She smiles.

Maybe Mr. Davis has a lot on his mind, and if that's the case, his brain is working to solve what's preoccupying him; my comments don't even register with him. I don't think he's trying to be rude.

Jake, who must add his two cents worth to most discussions, volunteers: *Maybe he's deaf or you must have made him mad at you; he cannot always be thinking about important stuff any more than us.*

Other students squirm on their chairs. Kate blurts, *Can you i-m-a-g-i-n-e Ms. Jones saying something that would, like, make an adult mad at her? Like, come on, I know we get annoyed at her sometimes, like when we have to leave things that we're all caught up in, but like, we're kids, and we get over it, but Mr. Davis, why does he seem, like, so far away when he comes in here? Like, he treats Ms. Jones like, she's, like invisible. Like, does anyone know, but, is he like this in other classrooms? I'll ask, like, my friend Julie in Ms. Bates' room tonight.*

As Kate finishes, George says, *If we leave out all the “likes”, Kate, I think you’re right.*

Ms. Jones wouldn’t make anyone mad at her for long. I wonder – does he have some kind of problem?

Well, girls and boys, let’s get back to the stories that you’re writing. Who would like to share the first paragraph of their story?

As Jodey begins to read Mr. Davis enters the classroom with Susan. Ms. Jones says, *Thank you, Mr. Davis.* And true to form, he doesn’t reply, but beckons to his third student. Without missing a beat, Jake pipes up, *See, there he did it again. What’s his problem?* Ms. Jones ignores Jake’s outburst and continues to focus on what Jodey is reading.

Ms. Jones’ English as a Second Language student, Ryan Azill from Chile, enrolled at Spruceville last year. Since Spanish is Ryan’s first language and English is such a challenge for him, Ms. Jones has made every possible accommodation and modification to the curriculum outcomes to assist Ryan. She has set up meetings with him and his family on several occasions to discuss what they could do to assist Ryan with his school work. His family makes all kinds of promises, but they fall short on the delivery of their commitments.

At the meetings, Ryan often complains, *I want be with friends, not hear tapes,* as Ms. Jones passes tapes and easy-read books to his parents. Ms. Jones suggests that the family

provide a quiet place and listen to the tapes with Ryan as he watches the words in the book. But these recommendations are proving to be a waste of everyone's time; the family doesn't seem able to admit that they have no intention of helping Ryan. Ryan is determined to take no responsibility for his learning; he wants to play. Trying to get the home working with the school is a no-win situation.

One afternoon in October, Ms. Jones meets Mr. Davis in the hall and says, *Ryan, my ESL student, is having major problems trying to cope with the English Language. He gets very little support at home, mainly because his parents have a passing understanding of English. Ryan prefers to be outdoors playing rather than doing schoolwork. I'd like him to receive resource help.*

Mr. Davis' reply rolls off his tongue as though he has been rehearsing it, *Oh! But there's no space in resource; all the spots are taken. He'll have to wait until someone moves away, and that's unlikely.*

Ms. Jones presses on, *maybe you have some resource material that I could use with Ryan or can you suggest some books that would be suitable for him?*

Mr. Davis ponders for a moment and says, *No, I don't believe I have anything that would help you there.* With that, he turns and walks away, and Ms. Jones stands there with her mouth open staring after him.

Later, Ms. Jones remarks to one of her colleagues, Mrs. Brown, *It's strange but a resource teacher can say their case load is full, but as classroom teachers we have no limit on the number of students in our room.*

Mrs. Brown chuckles and comments, *didn't you know that a Masters' degree in resource bestows greater privileges to the bearer than a Masters in other areas of education? By the way, rumour has it that Mr. Davis is working on his degree, but maybe he is taking advantage of the early bird special: having the perks in advance of the qualifications.* They both laugh.

Before Ms. Jones prepares her plan for the next day, she drops by the Reading Recovery teacher, Ms. Gilbert, for a chat. *I wonder if you have any reading material suitable for Ryan, my ESL student. He likes sports and things in nature; something with lots of action to hold his interest, but with a limited vocabulary. He's reading at a grade two level, and I'm really having a tough time finding anything for him in my classroom library.*

Ms. Gilbert is thrilled to be asked. *I believe I have several 'levelled' books that would meet his interests. The trick is to match his reading ability to the book. I'll tell you what I'll do. I'll fill a basin with a selection of books, say twelve to fifteen, from my resources, and he can tell you what he finds at his 'just right level'. When he has these read, I'd be glad to share more with him.*

When Ms. Jones arrives at Spruceville the next morning, the basin of books is sitting on her desk. Both Ms. Jones and Ryan are thrilled. Over the next few weeks Ryan becomes comfortable visiting with Ms. Gilbert and drops in to tell her what he thinks of a particular book and to choose new ones. Throughout the year Ms. Gilbert continues to provide Ryan with books, and by the end of April he has read her complete library. He is now reading and comprehending at a grade three level; he is so proud of his accomplishments.

At some schools the Resource teacher is assigned auxiliary tasks; at Spruceville Mr. Davis wears many hats. He is in charge of preparing documents for students transferring to other schools. Greg, one of Ms. Jones' students, is moving to Kentucky for a year with his family. Earlier in the year Ms. Jones completes the required forms for Greg and mails them. However, there are other documents that Greg's new school needs, but Ms. Jones is unaware of this. She learns about it in the most peculiar way.

One day, Cathy, a student in Ms. Jones' class becomes ill after lunch, so Ms. Jones happens to be in the office where both the principal and the secretary help to take care of Cathy. While there, Ms. Jones notices Mr. Davis is engrossed with paper at the fax machine. After Ms. Jones thanks the administrative team, there is a lull in the conversation and all are standing around. Ms. Jones heads for the door when she hears her name.

As Ms. Jones turns, Mr. Davis has swivelled on his chair.

Where are Greg's documents that I asked you for two days ago? I need them right away. I'm faxing the other sheets now. I need those sheets immediately.

Ms. Jones is at a total loss. She says quietly, *I'm not sure what you're talking about. You never asked me for any documents for Greg. When did you think you did?*

Silence descends on the office. The administration stands there; their eyes move from Ms. Jones to Mr. Davis and back to Ms. Jones. Mr. Davis punctures the silence.

I asked you for the files on Tuesday and this is Friday. I know that you were out for a week taking care of family matters. Your mother has had a diagnosis of Alzheimer's, hasn't she?

Ms. Jones is thinking: the administration is not aware of the frosty relationship that exists between Mr. Davis and me. In public, he's appearing as conciliatory but in reality he's insinuating that I'm not doing my job; I'm feeling attacked. He knows full well that he never asked me for those documents, but by drawing attention to my out of school stresses he's giving the impression to our audience that this is an expression of support on his behalf. I feel trapped.

Ms. Jones says, *well, I'm on my way to my classroom, but maybe you would like to drop by my room at the end of the day and explain what you are looking for. I'd be happy to try and help you then. I'm sure you realize that the only reason*

I'm down here is because of Cathy, so you must have forgotten about the papers that you never asked me for until you saw me here. It's unfortunate, but I cannot respond to your emergency just yet. I have to get back to class; Mrs. Knight is covering for me. I'll be delighted to help you after school. See you then.

Before Ms. Jones can get out the door, Mr. Davis says, *you'll have to send them yourself. I'm faxing these now. Today is the deadline.* With a heavy step through the halls, Ms. Jones stops by Mrs. Knight's class to say thank you and returns to her classroom.

No sooner is Ms. Jones totally engrossed in teaching her art lesson than her classroom door opens.

Mr. Davis strides up the floor and stands beside Ms. Jones.

I'll send those papers for you now, if you give them to me, he announces loudly enough for the class to hear every word. All eyes are on Ms. Jones and Mr. Davis. Her students await the next step in their lesson; they keep their attention riveted on the two adults.

Looking around, Ms. Jones says, *I think you're the one who needs to send some papers. I don't need you to send any papers for me. Right now, I'm in the*

middle of the lesson, but what exactly are you looking for? As I said, I'd love to help you when I dismiss my class.

I need Greg's mid term and end of semester reports. You have them. I don't, replies Mr. Davis.

Let me just show the class what they need to do next, and I'll get them over to you, offers Ms. Jones.

Mr. Davis shakes his head and throws his hands skywards. As he starts to walk away, he says, *do it your way.* With haste he moves down the classroom, bumps into Kevin's desk, topples a container of red paint, and bangs the classroom door behind him.

Before Ms. Jones can get the class refocused on their art, Jake shouts, *Man, he has some major problems.*

As promised, Ms. Jones has George deliver Greg's reports to Mr. Davis. When Mr. Davis finishes with them, he places them in Ms. Jones' mailbox; no yellow sticky with "thanks for your help" is attached.

Meanwhile, Ryan is progressing slowly. During silent reading time Ryan is frustrated with the texts in his classroom; he is beginning to act out during this period.

Again, Ms. Jones approaches Mr. Davis. *Is there any chance that Ryan can get some resource support? Even once a week would be better than nothing.*

Well, replies Mr. Davis, *the Scanlon family is talking about moving. There would be a space for Ryan if they do.*

March rolls around, the Scanlon family moves to another school, and Ryan is enrolled in resource. Ms. Jones is thrilled. However, her joy is tinged with sorrow for she learns that Ryan fails all the sections of his Department of Education Language Arts Assessment.

According to the Department of Education's mandate, students who do not meet the outcomes must have a program designed to meet their needs. To graduate from High School, each student must pass the Department of Education's Language Arts Assessment Test. Ryan has a huge challenge ahead of him.

The following Monday morning, Ms. Jones and Mrs. Knight are gathering their mail when Ms. Jones finds a note in her mailbox from Mr. Davis, dated Friday. The note reads: "We will meet regarding Ryan's plan, in the library, at lunch on Wednesday." Ms. Jones has never been consulted about this arrangement. *Luckily I have nothing in particular planned for this time. But look – the note is dated Friday. Yet I checked my box on Friday, just before the secretary locked the door. I bet he put this here this morning,* she says to Mrs. Knight.

Ms. Jones continues, *Mr. Davis has been meeting with Ryan three times a week for the past two weeks. And when the Scanlon family returned after four weeks at that new school, I was sure that Ryan would lose his place. Of course, I'm glad he didn't, but isn't it strange? Before, there wasn't a spot for Ryan, not until March and yet when the other children come back there is still room for Ryan. I wonder what's going on here.*

Mrs. Knight remarks, *maybe you should invite Ms. Gilbert to the meeting. She's been working with Ryan since October. She has such a wonderful way of connecting with the boys and girls who work with her.*

I should run by her room at lunch; I know that she often works with some of her students at that time. I have little time to prepare for this meeting. Have a fun day. I'll update you after school, said Ms. Jones as she heads for her classroom.

At lunch, Ms. Gilbert's student is just finishing off when Ms. Jones knocks. The two teachers talk at length. *I have a meeting to discuss a plan to help Ryan meet the outcomes in two days time. Since you have been working with him I wonder could you come along and give input.*

I'll check my schedule. Yes, I can be there, announces Ms. Gilbert as she scans through her palm pilot. Ms. Jones is delighted.

On the day of the meeting, all the required people gather in Mr. Davis' room. He has Ryan's results and a pile of papers.

Let's get started; we need to finish this by the bell, begins Mr. Davis. *Now, from these results it appears that Ryan needs intense support. He is receiving Resource and maybe we can make some modifications for him in the classroom.*

What do you have you in mind? asked Ms Jones.

To begin with, Ryan cannot do the volume of work that the class is expected to do. Maybe he could do three questions when the class has to complete eight to ten.

Yes, I realize that that's a great proposal, but I have that in place already, adds Ms. Jones.

Well, when it comes to writing stories, he should come up with his own topics and write say two pages. Then he needs to take each piece through the steps in the writing process. Looking at these results, his grammar and spelling are way below grade level; Ryan needs some direct teaching of grammar. He should work with phonetics, suggests Mr. Davis.

Ms. Jones volunteers, from my experience of working with ESL students, they have great difficulty in coming up with topics for writing. What I have found to work well for these students and, Ryan is meeting with success here, is to

talk about their interests and record a list of what they'd like to write about. Generating ideas and writing a story without guidance and constant feedback for these students is very taxing. They become frustrated and easily discouraged.

Ms. Jones continues, during writers' workshop, Ryan and I discuss what he'll write about. Then he writes four sentences, beginning with a capital and ending with a period. When he has that finished and read aloud to confirm where the punctuation fits, he brings it to me at the conference table. We read it together and talk about what might happen next. Sometimes Ryan draws a picture and writes about his drawing. On other occasions, he uses a story map and adds a caption for each illustration. He is working on flow charts where he shows the plot as it evolves. Later he adds the sentences. Above all, Ryan lacks the vocabulary that he needs for the conversion of his ideas to words and print. Now, I'm lucky if Ryan can write half a page, so suggesting two pages is something that he could aspire to, but I feel that if this plan is to help Ryan, it must be geared to his level.

Ms. Jones knows that she has everyone's attention, especially Mrs. Kenny's, the principal's. While Ms. Jones has the floor she elaborates: I recognize that grammar is important but it makes more sense to students when it's taught in relation to their writing. I find that Ryan benefits from these grammar mini lessons in context. I really don't feel that it is necessary for Ryan to rewrite everything

that he writes. He chooses what he likes to publish from his stories in his portfolio like the other students in my class. By giving Ryan this space to choose, he feels in control, is taking more responsibility for his writing and feels he's more like the other students when he's treated like them.

Ms. Jones, who is very familiar with the curriculum guides for her grade, goes on to say, *preparing this plan should not be a monstrous task; everything we need is in the Language Arts guide. Why don't we turn to the curriculum documents and design Ryan's plan based on the recommendations and his needs. Teaching grammar out of context is not recommended. In the guides we have both the general and specific outcomes for each grade. Maybe we need to set up another meeting and bring our Language Arts guide along.*

Mr. Davis looks up from Ryan's Department of Education's printout and announces, *Well, I think we just need a general guide for Ryan; the suggestions in the guide are a bit outside his depth at the moment.*

Ms. Gilbert remarks, *from working with Ryan since October, he has shown wonderful improvement in all areas of Language Arts. I feel that his reading and comprehension will continue to flourish as he becomes more confident with his reading. But he needs access to books that he can read; he has outgrown my library. More importantly, Ryan needs to continue to develop his conversational language, which is happening on an on-going basis. It's paramount that we don't overwhelm him with written tasks, but far more*

significantly, as Joan (Ms. Jones) says, I too think that we should be going through the guide and examining the specific outcomes for his grade. We all need to have a good grasp of what the expectations are for Grade Six before we can prepare this plan. In the plan, we must continue to focus on purposeful reading and writing for Ryan. After all, writing down that Ryan needs to learn how to write is a general outcome. We need the specifics of how this will be achieved. Also, we should be aware of the makeup of the classroom and make the plan manageable for the teacher. Sometimes the most wonderful plans are on paper but they cannot be implemented because the dynamics of the classroom have not been considered.

The principal, Mrs. Kenny notes, since I'm new and my background is in High School Mathematics, I'd really need a week to become familiar with the documents.

Mr. Davis glances at his watch and suggests, I'll look through the guides and write up what Ryan needs and take it the meeting next week. We'll have Ryan's finished and maybe get Dawn Green's plan done at the same meeting.

Ms. Jones counters with, I don't think the idea of the Department is for one teacher to prepare the plan and bring it for approval to the committee; rather, everyone shares their expertise and when the ideas are hashed out, we arrive at what is best for Ryan. Then we need to look at Dawn's situation and design her plan.

Tapping his pen on the table, Mr. Davis says, *we'll need to get these two finished at next week's meeting. The Department expects these plans in two weeks.*

As the team pushes their chairs back, the afternoon bell rings and everyone files out of Mr. Davis' room.

At the subsequent meeting everyone turns up carrying their guides. When Ryan's plan is prepared in rough draft Mr. Davis suggests, *all we need now is to change the name on this copy to Dawn. A copy of Ryan's plan should satisfy Dawn's needs too. After all, they both failed the same test.*

In defence of Dawn, Ms. Jones says, *Dawn has different learning needs from Ryan. Dawn is not an ESL student; her first language is English. She has been receiving resource since grade three, and Ryan has been in resource for almost three weeks now. Dawn has an auditory processing difficulty that has been identified recently by the psychologist; we need to look at adaptations that address this new issue as well as further accommodation to her Language Arts program. Can we schedule another meeting to discuss Dawn's plan? I feel that we should have the psychologist here to give us some insights on how best to meet Dawn's needs.*

With a deep sigh, Mr. Davis says, *well, if that's what you want.*

Mrs. Kenny says, *I'll contact the psychologist. I'm tied up with meetings for the next two lunch periods, how about setting the meeting for after school in two days' time.* Everyone agrees.

In the meantime, Mr. Davis arranges a private meeting with Ryan Azill's parents where they discuss Ryan's plan. However, in keeping with the procedures set down by the Department of Education a meeting must be arranged with all the parties. Mr. Davis arranges a follow up meeting with Ryan's family and calls Ms. Jones, Mrs. Kenny and Ms. Gilbert to attend. At this meeting Ms. Jones learns that the first meeting took place. She assumes that the purpose of the meeting is to review Ryan's plan with his family. Ms. Jones is aware that she has not seen the final draft of Ryan's document.

At the meeting everyone sits around a large rectangular table. Mr. Davis begins without any introductions, and as he slides Ryan's document towards Mr. and Mrs. Azill he says, *here is the final draft of the document I discussed with you last week.*

Ms. Jones is totally surprised that the document is being handed to the parents without the designing team having had an opportunity to review it. She says, *I have not seen this document.*

And without missing a beat Mr. Davis turns to Ms. Jones and says, *well, you had input into it,* and turns back to the parents.

Mr. Davis goes on to explain, *I have recommended many changes to Ryan's classroom program; but it's the classroom teacher's responsibility to make accommodations for her student's needs. I will teach Ryan process writing and when he gets stuck while writing a story in the classroom he can come to me.*

Ms. Jones tries to interrupt, *within the classroom...*

Mr. Davis continues, *now, to give Ryan's confidence a boost, I'm recommending that he does every second question and in some cases less than half the exercise.*

Ms. Jones tries again, *may I fill in some ...*

Mr. Davis' raises the volume of his voice and says, *Ryan will come to resource with me three days a week. I've arranged that he will attend ESL for thirty minutes each week. I'm working on trying to get more ESL for him.*

Ms. Jones says, *I feel I need to add...*

Mr. Davis chooses not to hear Ms. Jones and Mr. and Mrs. Azill's undivided attention is directed on Ryan's saviour who proclaims, *Ryan needs to sit close to the teacher's desk so that she can monitor what he's doing.*

Ms. Jones attempts again to have her voice heard and says, *I need to review...*

But Mr. Davis holds the attention of the parents and adds, *those books that Ryan is reading from the Learning Centre undermine his self-esteem and confidence. I'll provide suitable novels for him. With regard to filing, it's normal for all ESL students to file their sheets upside down and backwards. I'll help Ryan to file his sheets in the proper place.*

All the while Mrs. Kenny sits in silence and on the occasions that Ms. Jones attempts to interject, Mr. Davis insists on crowding out her voice. As the meeting adjourns the parents speak English words with a Spanish accent, *we very pleased all hard work, Mr. Davis.* Everyone else is ignored as Mr. Davis walks the parents to the door.

The next day Ms. Jones visits Mrs. Kenny. Ms. Jones begins by saying, *I would like to have a debriefing conversation about the meeting with Ryan's parents.*

Come on in; have a seat, says Mrs. Kenny pointing to a chair.

Ms. Jones elaborates, *at the meeting I felt that my professional competence was brought into question as I was undermined, and criticised and ridiculed in public. Each time I tried to add, clarify or have my voice heard Mr. Davis basically shouted me down or ignored the fact that I or you were there. I don't know why I was there, other than to humiliate me in public.*

I know. He certainly crossed the line at that meeting, Mrs. Kenny volunteers.

Mr. Davis never showed that document to me before it was shared with the parents. There are several items that he added after we finished preparing the rough copy. Did you see the final draft before today? asks Ms. Jones.

Now that you ask, no, I didn't, answers Mrs. Kenny rather hesitantly.

Looking Mrs. Kenny in the eye, Ms. Jones says, *at no time did Mr. Davis come to me to discuss the accommodations that I have put in place for Ryan. And even when I asked in October and again in December if Ryan could join resource, Mr. Davis was the one who said there was no space. When I asked him for reading material for Ryan, Mr. Davis said that he had none. Yet, he was quick to undermine the efforts that Ms. Gilbert and I had made to help Ryan.*

Have you discussed your feelings with Mr. Davis? asks Mrs. Kenny.

Well, no, I thought I'd come and talk to you first. I need confirmation that it wasn't my imagination that Mr. Davis violated the teachers' code of ethics yesterday. As far as I'm concerned, his behaviour was nothing short of despicable, announces Ms. Jones as she rises from the chair. *I'll have a chat with him tomorrow morning,* suggests Ms. Jones as she leaves Mrs. Kenny's office.

The next morning Ms. Jones is in bright and early. After she writes the morning routine on the board and corrects a math quiz from the day before, she sets off to find Mr. Davis.

He is in his room. The door is open. Ms. Jones is about to knock when he looks up from his plan book.

Good morning, Mr. Davis, she says, and gets right to the point. *I came to talk to you about the meeting with Ryan's family yesterday.* Still standing, despite the three empty chairs in his room, Ms. Jones delicately points out, *I was very disappointed with your behaviour and treatment of me at that meeting.*

But before Ms. Jones can comment further, Mr. Davis is on his feet, his face as red as a beetroot. Staring at Ms. Jones over his desk Mr. Davis yells, *you're always in my face, looking for this or that. I don't want to see you so early in the morning. I want to ease into my day with a quiet cup of coffee.*

Ms. Jones is taken aback but holds her ground and asks, *when would be a better time for me to discuss this with you?*

Leaning over his desk and gripping its back edge, he lowers his voice and hisses, *never.*

Ms. Jones stands there watching the veins popping through the skin on the back of his hands. His hair falls forward like a mane, revealing the bald acreage of his skull.

You are not acting in a very mature way, Mr. Davis, says Ms. Jones.

Shaking his head and looking out through his curtain of oily hair, he glares at Ms. Jones, and says through gritted teeth, *I'm telling you now, you better leave before I say or do something I shouldn't.*

Ms. Jones takes a step backwards towards the door.

Don't bother threatening me, Mr. Davis, I didn't do anything wrong. You're the one out of control. And as she delivers these words she leaves his room and heads straight for Mrs. Kenny's office.

Well, I took your advice and went to see Mr. Davis, says Ms. Jones. *Can you believe it? He yelled and threatened me. He's out of control. We never did discuss why he silenced me at the meeting. He claims that I'm always in his face. I don't know what's got into the man, or what I'll do if he ever threatens me again.*

As Mrs. Kenny looks around to see who may have overheard Ms. Jones' comments she says, *I'll contact someone at the board and see if we can arrange mediation.*

Three weeks later, Mr. Johnson arrives from the board. In the presence of Mrs. Kenny, Rex Dunn, the Union rep and Mr. Johnson, Ms. Jones talks about what occurred between her and Mr. Davis. Mr. Johnson writes everything down, and so does Rex. Ms. Jones

senses that she must be cautious; Rex is a good friend of Mr. Davis. From comments in the staff room, Ms. Jones has learned that impartiality is not one of Rex's strengths.

Towards the end of the session, Mr. Johnson turns to Ms. Jones and asks, *What do you want to come out of mediation if you consent to it?*

Ms. Jones pauses for a moment and says, *I'd be very pleased to enter into mediation with Mr. Davis, and this is what I'd expect from it: that Mr. Davis treats me with the same respect I accord him. That he not barge in and out of my classroom as he wishes, but knocks on the door and acts in a civil manner in front of my students and me. That my students have the same privileges and equal access to resource as other students at our school. That I be consulted and involved in all decision-making that involves my students. That all documents I help to draft be presented to me for review before they are made public. That I be provided with an agenda at least an hour ahead of any meeting that involves my presence with Mr. Davis. I expect Mr. Davis to support my decisions and not undermine and discredit me either in public or private. I expect him to abide by the teacher's code of ethics.*

Later Mr. Davis is called to the office. And the same people remain with him as he tells his story.

Another month passes. At last, a different member of the board calls. Mr. Turner says, *Mr. Davis declines the offer to enter into mediation. He claims there are no problems between him and you. So, I guess mediation is off. If he changes his mind I'll get back to you. In the meantime, I hope everything works out for you.*

Following this meeting Ms. Jones confides to Mrs. Knight, *I'm looking for a new school.*

And that is the last contact Ms. Jones has from the board regarding Mr. Davis. In June of that year Mr. Davis is promoted to vice-principal in a new school. Ms. Jones decides to stay at Spruceville. Ms. Jones's students win the Nova Scotia's School Gardens' Contest for the sixth consecutive year. She continues to teach grade six at Spruceville School and is planning to maintain her students standing in the provincial competition again next year.

4.21 Analysis of Case Study: Teacher Bullies Teacher

In this narrative case study of teacher bullying teacher, several aspects and characteristics of bullying are evident; most particularly newness of the bully and target to each other, the bully's response to pressure and external forces, social behaviour and communication pattern of the bully, contradiction between the bully's public and private persona, plagiarism by the bully, intimidation and humiliation by the bully, and recourse for the target.

These behaviours and features of the bullying-target relationship are outlined in current research and are listed below, with examples from the narrative case study to illustrate the behaviours.

- ***Newness of the bully and target to each other.*** Mr. Davis and Ms. Jones are working together for the first time. Even though Mr. Davis worked at Spruceville before, Ms. Jones and her students were not on his case load. In every bullying situation the bully and target are new to each other; the state of 'newness' provides the opportunity for bullying and exploitation to develop (Namie & Namie, 2003). In 81% of the time the bully is the boss; in 15% of the time it is a co-worker; and in 5% of the time the bully bullies from a lower position (Namie & Namie, 2003).

- ***Bully' response to pressure and external forces.*** Mr. Davis's workplace, Spruceville Elementary School, has been up for review, and, in addition to his daily workload, he must respond to internal requests for resource help from teachers and external requests for documents, which must be forwarded by deadlines to the student's new school and to the department of education. The lack of control over internal and external demands on Mr. Davis's time causes him to feel under pressure, which exhibits itself in the form of stress. People spend one-third of their adult life in the workforce (Field, 1996). Today's pressures of accountability and evaluation, economic restructuring, competition within and between companies, and the development of global village style trade and commerce, provide opportunities for bullying to flourish (Blasé & Blasé, 2003; Davenport et al., 2002; Eardly, 2002; Field, 1996; Gates, Dec., 2004; Hornstein, 1996; Namie & Namie, 2003; Needham, 2003). Some bullies derive a perverse form of pleasure from bullying others because they enjoy the exercise of power and control or because they are under pressure themselves (Maguire, 2001; Lubit, 2004). Bullies project their inadequacies or stress onto others to distract and divert attention from their own shortcomings (Carter, 2003).

- ***Social behaviour and communication pattern of the bully.*** On a daily basis, when Mr. Davis enters Ms. Jones's classroom he behaves as though she does not exist. Davenport et al., (2002) draws on Leymann's five levels of bullying and places this style of social behaviour and communication pattern of "invisible treatment" of the target by the bully in the second category. Disregarding the

presence of the target eliminates the need for the bully to be civil to the target, and it sends a message to the target that they are unworthy of acknowledgement, leaving the target wondering what they have done to offend the bully (Fuller, 2003; Needham, 2003).

- ***Contradictions between the bully's public and private persona.*** Mr. Davis confuses Ms. Jones when he shows concern, in a genuine way, for her mother's wellbeing. The administration in the office is unaware of the negative relationship that exists between these two teachers. In situations such as this, the target is trapped (Needham, 2003) no matter how they respond. If the target responds positively the administration perceives the bully as a caring person; if the target responds negatively the bully will pass the target's comments off with an excuse for that behaviour. By introducing the mother into the conversation the bully insinuates that family matters are interfering with her ability to do her job. The bully is undermining the target's competence in front of their administration (A. Adams, 1992; Blasé & Blasé, 2003; Davenport et al., 2002; Field, 1996; Fuller, 2003; Hornstein, 1996; Lubit, 2004; Namie & Namie, 2003). In front of authority figures, bullies distract negative attention from themselves and their shortcomings as they manipulate and generalize from elements of true comments or situations about their target, so that the bully remains in control and saves face (Carter, 2003).

- ***Plagiarism by the bully.*** At the initial staff meeting, Mr. Davis appears unfamiliar with the outcomes and the accommodations and modifications that Ms. Jones has put in place for the student. Later, Mr. Davis steals Ms. Jones's ideas for assisting the student and presents them as his own at meetings with the family. Plagiarism indicates that the bully is either unfamiliar with the material they should know or that the bully lacks the training or competence for the position they hold (A. Adams, 1992; Blasé & Blasé, 2003; Field, 1996; Lubit, 2004; Namie & Namie, 2003; Needham, 2003; Vakin, 2002).

- ***Intimidation and humiliation by the bully.*** In his office, Mr. Davis looms over his desk at Ms. Jones and suggests that she leaves "before he does something he shouldn't." Intimidating, humiliating, and threatening behaviour leaves the target fearing that the bully can become violent (Field, 1996; Davenport et al., 2002; Fuller, 2003; Hornstein, 1996; Maguire, 2001; Needham, 2003). Bullies are dangerous people because their aggression is not held in check by the normal moral standards of behaviour that prevent people from hurting others (Lubit, 2004). Bullies are encouraged and energized by their targets' admission of pain or discomfort (A. Adams, 1992; Needham, 2003).

- ***Onus is on the target.*** At the end of the year, Mr. Davis is promoted. When conflict exists in the workplace, the onus is on the target to find a solution (A. Adams, 1992; Blasé & Blasé, 2003; Carter, 2003; Hornstein, 1996; Field, 1996; Maguire, 2001; Namie & Namie, 2003; Needham, 2003). Bullies in senior

positions within the company come through the bullying experience significantly better off than the target; bullies are usually awarded a promotion and given a worthwhile financial package in return for their silence and to help bridge their expenses of movement to a new a location or career (Hornstein, 1996; Field, 1996; Needham, 2003). There are no laws in place to protect the target from workplace bullying (Field, 1996).

4.3 Caretaker Bullies Teacher

A Change Afoot

Easkey Elementary school, on the outskirts of Duketown, Nova Scotia is surrounded by modest houses on three sides and on the fourth it looks on to Lake Dorion. The same supportive administration has been there for seven years. Few staff changes have occurred since Mrs. Gretta Smith became principal. Mr. Edward Kelly, the caretaker who predates Mrs. Smith's arrival, is held in high regard by all at the school as well as by the community.

Mr. Kelly is always willing to go the extra mile to accommodate teachers and students. In August, if he isn't saying, *let me carry that box for you; you grab the door and point to where you want this dropped*, he is saying now, *which wall did you say you want the bookcase moved to?*

In the winter, Mr. Kelly is ready to push a teacher's car off a patch of ice in the school parking lot. At the lost and found bin, when he encounters grade primary students tossing clothing and footwear in all directions like a hen scratching in the garden, he says, *let me give you a hand there*. Everyone knows that Mr. Kelly can be counted on to save the day.

In the Custodian Society of Nova Scotia bumping rights prevail. When Mr. Jake Boyd loses his job at MacIntosh Lane Elementary School because a custodian with more seniority dislodges him, Mr. Boyd takes over Mr. Kelly's position. On the afternoon of

Mr. Kelly's farewell barbecue at Easkey School, most of the community turns out to say thank you for all his kindness and to wish him all the best in his future.

And that June, Mrs. Smith, the principal, is replaced by a travelling principal, Mr. John Mills, who divides his time among three schools. Each five-day cycle, he spends two consecutive days at Easkey school.

As Mr. Mills is settling in and trying to meet the needs of his new staff, Mr. Boyd is establishing himself as the new caretaker at Easkey school. Earlier in his career, Mr. Boyd spent a decade in the navy; his ankles, arms, and chest sport colourful tattoos. Over the last seventeen years he has spent no longer than three years at any school. When asked why, he replies with a smile, *I enjoy change*.

Mr. Mills has made a number of changes: teachers are assigned new rooms, new classes, or different assignments. This means that when teachers return in August, a number of resources, filing cabinets, book cases, teachers' desks and teaching materials need to be transferred from one room to another, to storage areas or to teachers' cars. In the past, a teacher asked Mr. Kelly, and items were moved within hours.

To Move a Bookcase

Mrs. Cleary teaches Grade Four/Five and Mrs. Cathy Gibson, Grade Six; they have been at Easkey for twelve years. It's August and they are in the staffroom.

Mrs. Cleary, who has worn ten thin gold bracelets since her marriage, recounts to Mrs. Gibson what happened that week as she approached Mr. Boyd. He was just finishing waxing the floor in the new grade primary room.

I say to him, *Hi Jake, I'm Mrs. Cleary. Welcome to the team at Easkey. We are looking forward to working with you.* But Jake just looks past me. He seems engrossed in thought and maintains long straight strokes across the floor as he controls the mop. He returns his gaze to the mop, repositions it on a fresh section of floor, and suddenly looks up. *Oh, hi,* he says, as if he is surprised to see me standing there.

I'm taken aback but I continue, *Jake, when you have a spare few minutes, I wonder if you could give me a hand to bring my book case down the hall to my new room; I cannot lift it onto the dolly.*

But Jake continues to spread wax. Then, he places both hands on the end of the handle of the mop and rests his chin on his protruding knuckles, all the while keeping his eyes on me. He looks serious. His jaws tighten. His eyebrows shift closer together, furrow and cast a shadow that mingles with the bluish tint of the lens of his glasses. His piercing blue eyes stare at me.

Jake tilts his head and his long braided pony tail rolls across his back and rests like a rope on the outside of his arm; a snake's fangs peer from under the pony tail. Further down his

arm, you can see the name 'Geraldine.' He leans slightly forward but still holds the mop. He removes one hand and adjusts his golden wire-framed glasses upwards.

I feel as though I'm glued to the floor. Somehow, I cannot move or speak. I am spellbound by his tattooed arms, his slow movements, and his fixed gaze. He takes a step closer, and his shadow on the floor covers part of mine.

Jake doesn't say a word. His eyes are fastened on me. I ask, *when could you give me a hand to move some furniture? And stop staring at me like that. I'm not invisible.*

His controlled smile reveals a gold tooth and gaps in his back teeth. He shakes his head. His pony tail rolls from his arm and hangs like a scarf and covers the word "life" on his light grey t-shirt. The remaining words "is not what YOU think it is" are clearly visible. Suddenly he straightens up. With his right hand, he points to the phrase on the shirt and says, *you're a teacher. I bet you understand this.*

I say, *it's always fun to work with people who have a sense of humour, and follow with, I'd love some help to move my bookcase. Could you give me a hand?*

Holding me in his stare, Jake slowly slides his hand part-way down the handle of the mop. He opens his mouth, turns away and clears his throat. He turns back to face me. *What is it about you teachers? You think it's my job is to lug furniture and god knows*

what else all over the building. Well, I hate to tell you, young lady, that that's not in my job description, and even if it were, someone would have confused me with a furniture remover. I'm a caretaker. I take care of the building, not the whims of every teacher. My orders come from the principal and he's not here too often, as far as I can gather. So, do you get the picture? You have your job description and I have mine. I hear that the young fellow, Eddy Kelly, has the teachers of this school totally spoilt. None of you can do anything by yourselves. Well, you're going to have to figure out how to do things on your own from now onwards. I have enough to do. Best of luck with the moving of your bookcase; you look like a strong woman. And remember, don't undo my work; I want no scratches on that hall floor. I've it waxed and polished. Do you get my message? Now, I'd appreciate your co-operation. Believe me, it'll make your life easier around here.

My jaw drops. I breathe through my mouth. I move back a few paces.

What then? asks Cathy, who can hardly believe what she's hearing.

Well, I wonder if I'm hearing correctly. I shake my head and touch my face with my right hand; my bracelets chime. I look at Jake, and before I can stop myself, I say, *you seem to have a lot of work to do; I and few other teachers can help you with some of it. What can I do to leave you feeling less stressed?*

By now Jake has stretched the mop out in front of him. He draws it in slowly. Without looking at me he says, *I don't need any of your help. I need to be left alone. Don't you get it?*

I left saying, *I hope your world brightens up. We're a fun-loving team at this school. See you around.*

As I returned to my classroom, I thought that Jake will come around; I just got him on a bad day. No only that, but it's difficult adjusting to a new assignment, learning where everything is, and coming to terms with the fact that he is solely responsible for the caretaking duties of our school. In his other school, I know that there were two caretakers; Jake only did the evening shift.

Here, we're small, says Cathy, and we have only one.

That's right, Cathy. And so I think perhaps Jake will settle in as soon as he gets the floors done and the place the way he wants it. But really and truly, Mr. Kelly has left this building spick and span and there is no need to re-wax all the floors; they already look like the ice on Lake Dorion in the winter.

Then what? asks Cathy.

I'm working along in my room, and later, Mr. Mills' voice announces over the intercom, *Mrs. Cleary, could you please come to my office as soon as possible?* Rosemary Heinz, a grade three teacher and I were just finishing putting the bookcase along the wall in my

classroom. I remark to her, *I wonder what's going on.*

Rosemary says, *you never know, you may be the lucky one, getting the first new student this week. I'll see you later.*

As Rosemary leaves, I thank her for her help with the bookcase and tell her to give me a shout if she needs help with anything.

I head for the office, my bracelets jingling, as usual, with every step. As I stop and raise my hand to knock on Mr. Mill's closed door, a firm voice from inside says: *It's open, come in.*

Mr. Mills is sitting at a very tidy desk, only a small pile of beige folders are stacked close to his right elbow and a gold pen sits by the telephone. A high pitched bepp-bepp-bepp is the only sound in the room. Mr. Mills is not intending to accept any calls during this meeting, I thought. The Spartan appearance of his office contrasts so sharply with Gretta's. Remember all her hanging plants, framed students' art, the orange and blue polka dotted couch, the overflowing basket of stuffed animals, and her coffee pot?

Without getting up, Mr. Mills says, *Have a seat.* As I pull the straight-backed chair under me, he says, *those bracelets must be a terrible distraction to the students. They'll have to go; they're getting on my nerves already.*

I'm surprised. I raise my right hand, gaze at the hoops of gold and say, *These Indian bangles were given to me by my mother in-law on my wedding day, ten years ago. They symbolize my husband's family's acceptance of me as a daughter. My permanent wearing of them means a lot to his family; it indicates my willingness to accept his parents as my parents. I'm sure you understand that each culture has particular practices, and I've accepted this small commitment for life; don't worry, I'm sure you'll get used to hearing me coming,* and I finish with a smile.

Mr. Mills takes a deep breath, and remarks, *very often my culture is compromised to accommodate foreigners and...* Before he can continue I interrupt, *Oh but my husband's family has lived in the area for twenty years. His parents have their Canadian citizenship and are mathematicians at our local university. They are no threat to you; they are lovely people who are models of society. I'd love to arrange to have you meet them.*

Mr. Mills continues, *if the parents or students complain about the racket that these things make, there will be no question, they'll have to be left at home.*

And without pausing, he continues, *what I want to talk to you about is the complaint that I had from Mr. Boyd before lunch.*

Complaint? I ask.

Yes, replies Mr. Mills. Mr. Boyd says that you shouted at him and undermined him. Also, you told him that he was un-cooperative when he couldn't immediately drop what he was doing and go and help you. He said that you compared him to Mr. Kelly. You pointed out that Mr. Kelly always came right away when you wanted anything done. He brought up your attitude too. He said that you just barged in on him, never introduced yourself, but demanded his assistance right away. And, as he tried to explain to you that he'd be there shortly, you put your head in the air and stomped out leaving him very upset, unwelcome and feeling that you are not a team player. Now, Mrs. Cleary what is your response to this?

I'm in shock. I also note that Mr. Mills is addressing me formally. As far as I can gather, Jake has turned everything around. He makes himself look like the good guy, willing to do everything in his power to accommodate me, and me, I'm portrayed as a monster. Here are the two new staff members, my principal and the caretaker, one attempting to tell me what I can wear and the other creating lies and slandering my name.

In self defence I say, this is amazing. If anyone was rude, he was. I introduced myself and held out my hand to him as I welcomed him to the team; he refused to shake my hand. I asked him if he could help me move a bookcase onto the dolly and give me a hand to place it in my new classroom, when he had a free minute. He gave me a lecture about how Eddy Kelly had spoilt us at this school and that we were on our own from now onwards; I never mentioned

Mr. Kelly's name. Mr. Boyd pointed to the words on his shirt that said, 'Life is not what YOU think it is'. Then he reminded me not to undo his work; he had waxed and polished the hall floor. He finished by telling me that he'd like my co-operation, that it would make life easier for me. I have never had anyone make accusations like this about me before.

Mrs. Cleary, it's like this, says Mr. Mills. I don't know what exactly happened here. I've heard two perspectives which are contradictory. So, to get everyone off on the right foot, I'll call Mr. Boyd up and we'll discuss what happened from his perspective and yours. There may be some misunderstandings that need to be addressed. An apology on both sides may be all that is needed.

Well, Jenn, says Cathy, that seems reasonable, under the circumstances.

I agree; to me this is positive and constructive. Mr. Mills calls Mr. Boyd to the office. He arrives with a pail in one hand and a feather duster in the other.

Hi there, Jake says, I was just on my way to wash the desk tops and dust that spare room you want me to get ready.

Jake, you brought a complaint to me earlier. I've spoken about it with Mrs. Cleary. With both of you here, let's do a bit of exploring to get a few things cleared up.

Now, Jake, Mrs. Cleary says she offered to shake your hand, as she welcomed you to our school. Did you take her hand at that time?

I'm sitting there, Cathy, and I don't know where this line of questioning is going. The bepp-bepp-bepp of the telephone is the only sound in the room. Mr. Mills waits. He watches Jake.

Jake squirms on his seat. *I think Mrs. Cleary misread the situation that I was in. I had wax and chemicals all over my hands, and I didn't want to spread that to her.*

But she did offer you her hand, Jake? presses Mr. Mills.

Well yeah, but as I said, I couldn't take it.

As far as I can remember, Jake, you mentioned that Mrs. Cleary talked about Mr. Kelly, says Mr. Mills as he pushes his chair out from the table, turns his back slightly towards me and faces Jake.

She mumbled something about him being so helpful or something like that. I'm not so sure of exactly what she said, offers Jake.

Well Jake, did you say anything to her about Mr. Kelly? asks Mr. Mills.

Oh, I don't know the guy at all, but I've heard about him, responds Jake.

So what kind of things have you heard about Edward Kelly? asks Mr. Mills.

Hmm, let me see now. As far as I can gather he was well liked, that's about it, says Jake as he clears his throat.

Jake, I cannot help noticing the words on your t-shirt. What are they all about? asks Mr. Mills.

Oh, nothing important; I've this shirt for years. It's nice and cool for these hot days, Jake explains.

I recollect Mrs. Cleary saying that you pointed these words out to her. Why would you have done that? asks Mr. Mills as he glances at me.

I may have run my finger under them. I often do that when I'm having someone on, or making a joke, admits Jake as he looks down at the sentence and over at me. I'm staring in disbelief.

Mr. Mills pauses, grips the arms of his chair and repositions his body in his seat. He looks at me, back at Jake and returns his gaze to me; he says, *how did you perceive Jake's reaction towards you and, what do you think of his account of how things happened?*

I feel that he ignored me as I extended my hand and attempted to welcome him to our team. I always greet new staff members and try to make their transition to our school a pleasant one. Now with regard to Mr. Kelly, I never mentioned his name. Mr. Boyd made derogatory remarks about Mr. Kelly, and I chose not to respond to them. From the way he pushed out his chest at me, as he ran his fingers under the words on his shirt, I felt his tone and action conveyed a mean-spirited message. When I offered to help him, he replied that he wanted to be left alone. I didn't feel that he was being very friendly. I felt humiliated and detected a hint of a threat when he told me not to 'undo his work' and he'd appreciate my co-operation.

Mr. Mills says, *So from talking earlier, to each of you on your own, and now with listening to the two of you here, it seems to me that the events did not transpire in quite the same way as you presented them to me, Jake. Your complaint did not reflect the whole story.*

Jake says, *I think things are more or less the same as I told you earlier; there are a few minor changes and clarifications, but overall what I told you still holds.*

Mr. Mills lets Jake's comments drift off into the air. From my point of view the sound of the telephone's bepp-bepp-bepp seems louder and more distracting than ever. I begin to worry that it will be a long year with Jake. But being the optimist that I am, I remind myself that I get along with everyone. I convince myself that once Jake and I get this unfortunate beginning cleared up, Jake will prove to be an okay guy to work with.

Mr. Mills swings around towards me and asks, *Mrs. Cleary, did you get the bookcase moved?*

Yes, Rosemary Heinz helped me.

Good, says Mr. Mills.

Mr. Mills folds his arms over his chest and leans forward, glancing from Jake and then to me. I feel somewhat vindicated. I think, though, that Mr. Mills shouldn't have let Jake's final comments stand. I'm about to say something like, *from Mr. Boyd's final comments, I really feel that he's stretching the truth,* but I decide against it.

Mr. Mills begins, *I don't want everyone running to me to solve their problems. I expect my staff to get along, discuss their difficulties and disagreements, and come to a positive resolution. So, from now onwards, settle your disputes among yourselves, support each other, and make Easkey school a happy place for everyone. You know how busy I am managing three schools, so work together, I need your co-operation.*

That's it? asks Cathy.

That's it. I glance at the telephone receiver, focus on its bepp-bepp-bepp sound, and for an instance, I feel that I too have been making sounds without anyone really listening.

Already, I feel disconnected from my new administration.

Mr. Mills gets up, pushes his chair under the table and replaces the telephone on the hooks. *All right, we better get back to work; the children will be here in two days. Thanks to both of you for coming and have a great evening.* Mr. Mills has wrapped up the meeting without dealing with the fact that Jake wasn't telling the truth.

Jake picks up his bucket and duster, and he and I leave the office.

As I head for my classroom, I replay the events. Perhaps I should never have expected Jake to help me; yet, caretakers always help teachers to move the heavy furniture. But he's got so much to do this week. On the other hand, I should have known that the culture of the school has to change with the arrival of a new administrator and caretaker.

I make a pact with myself: I'll have to watch what I say in Jake's presence, especially when I'm on my own with him. In some respects, I'm really set up for failure because I've nowhere to turn if Jake decides to become more devious and subtle in his undermining behaviour and actions. I'm feeling rather vulnerable.

By the time I am back at my classroom, I rationalize Mr. Mills' response. I admit privately that this is a complex situation for Mr. Mills. It's easy for different parties to

misrepresent things, and difficult for someone on the outside, like Mr. Mills is, to understand the way that the events unfolded. Unspoken messages and body language are almost impossible to describe to anyone who was not there, but at least Mr. Mills took the time to ask for both sides of the story, even if he didn't resolve the problem between Jake and me.

With thoughts tumbling in my head, I staple colourful posters of simple machines and weather systems on my bulletin board. It's covered in light pink fabric and outlined with a border of cows. I smile as I staple a single cow to the top left hand corner and attach the sentences: 'She's outstanding in her own field,' and 'She's out standing in her own field'.

Ironic, says Cathy.

The Fall and Beyond

August gives way to September, and Mrs. Cleary welcomes thirty-two new students to her classroom. It's a combined class; she has Grade Four and Five students assigned to the same groups. By the end of September, her classroom is functioning like a large family; her students are excelling.

However, as November overtakes October, Mrs. Cleary begins to find that desks are pulled from some their groupings and left as though the students sit individually all over the room. Other groupings are as she left them the evening before, but patches of fine,

dry dust lie under them; these sections of floor have never been brushed. Daily, she rearranges the tables, and doesn't say anything to the administration or to Jake.

Mrs. Cleary says to her class, *I've noticed an increase in the amount of mud under many desks. Because of our groupings it's difficult for Mr. Boyd to reach the floor under them. I'd like you to help make his work less demanding by wiping your feet on the new, bristly carpet outside our classroom door. I picked it up at Freda's Hardware over the weekend. I think that it will cut down on the amount of clay under your desks; so, let's work at leaving the mud on the mat.*

One Friday, Mr. Mills enters Mrs. Cleary's classroom without knocking. *Mr. Boyd mentioned that the mat outside your room is a safety hazard in the hall. He feels that a child could trip on it and get injured. Please remove it before we have an accident or will I ask Mr. Boyd to take it up?*

Mrs. Cleary responds, *what a pity that Mr. Boyd didn't come to talk to me about the mat. I placed it there hoping to cut down on the amount of mud that's carried to the classroom. I hoped that it would eliminate his need to pull the desks apart from their groupings when he cleans in the evening; it takes me a while to get the tables reorganized each morning before my class arrives.*

Mr. Mills listens and responds, *safety is our number one concern. If a child trips, we could be in deep trouble. Why don't you take it with you this evening and everyone will be happy.*

But I'm not going to be happy; I'm already dealing with a chaotic classroom each morning. I see many other teachers with mats outside their classrooms, but they haven't had a visit from Mr. Mills; their mats are still there.

Mrs. Cleary takes the mat home.

The next morning, Mrs. Cleary decides to rearrange all the desks in groups of four instead of the original arrangement of six and four, thinking Mr. Boyd could then access the floor freely from all sides.

When the students ask about the change, Mrs. Cleary tells them that this setup will give them a chance to sit beside other girls and boys. She keeps the regular groups for Language Arts and the usual seating arrangement at the big tables for Math. The students adapt.

In the mornings her room is as she has left it. Mrs. Cleary has heard nothing further from Mr. Mills. She feels, at last, that she is doing something right to accommodate Mr. Boyd.

But, as it turns out, Mr. Mills has been out on sick leave that week.

On the day that Mr. Mills returns, Mr. Boyd comes to Mrs. Cleary's classroom before the "come in bell" rings. This is an unusual move for him.

Hi, Mrs. Cleary, Jake says, I've come to talk to you about your desks. I cannot do my job given the way you have these desks spread all over this floor. The thorough job that I do is impossible in this room. You'll have to do something about the lay out in here; I cannot get my mop in through the desks.

Mrs. Cleary responds, Mr. Boyd, I'm glad that you dropped by. I organized my class groupings to leave the floor more accessible to you. I thought this way would allow you to brush under the desks without removing them. I'm not so sure how I can accommodate your mop. When I organize my classroom, I do it according to what is best for my students. I'm sorry that your mop doesn't fit. What about using a smaller one? I could pick one up this weekend.

I don't need you to buy a mop for me. All I need is for this room to be left so that I can do my job. Does this sound like too much to ask?

I have a large class; there are thirty-three of us. We are very crowded and we don't have any more space to spread into. My seating plan is set up to suit my students.

And with that, Mr. Boyd turns his back to me and starts to walk towards the door. Over his shoulder he says, *we'll see about this.*

Within the hour Mr. Mills is in Mrs. Cleary's classroom. *This floor is very cluttered*, he says. *Let me show you a better way to organize the desks.* He pulls the groupings apart and makes four sets of eight tables.

Mrs. Cleary realizes that there is no point in suggesting alternatives, for it's clear that Mr. Boyd's plan is being implemented in her classroom.

As the year progressed, Mr. Boyd frequently didn't empty the garbage can in her classroom. On other occasions, he emptied the can but placed it in a new location in the room, or he left the can on its side with the folded replacement bag on the floor beside it.

Only the main lanes between the four groups of desks were brushed fairly regularly. All through the winter and spring, puddles of soil remained on the floor under the desks. Since Mr. Boyd no longer cleaned the desktops, the students washed them every Friday. And, even though Mrs. Cleary greeted Mr. Boyd whenever they encountered each other, he acted as though she didn't exist.

Mrs. Cleary hears that Mrs. Atkins is planning to retire from Drumcondra School; Mrs. Cleary applies for that position. There she will have a chance to work with Mr. Edward

Kelly again. She will also be working with a principal who, most likely, will readily accept the sounds of her bracelets as she moves about the school.

4.31 Analysis of Case Study: Caretaker Bullies Teacher

In this narrative case study of caretaker bullying teacher, several aspects and characteristics of bullying are evident; most particularly, the bully intimidates the target through fear and unpredictable acts; contradictions between the bully's public and private persona; the bully's positive presentation of the self; the bully employs projection and deflection tactics; the bully's behaviour continues due to weak leadership – redirecting the problem; the bully's behaviour continues due to weak leadership – playing favourites; the bully's behaviour continues due to weak leadership – creating a divide-and-conquer environment; the bully's behaviour continues due to weak leadership – competency of management may be an issue; the bully's impact on the target – fear; bully's impact on the target – rationalization; and the onus is on the target to solve the bullying problem.

These behaviours and features of the bullying-target relationship are outlined in current research and are listed below, with examples from the narrative case study to illustrate the behaviours.

- ***Bully intimidates target through fear and unpredictable acts.*** Mr. Boyd makes threats embedded in comments, in his actions, and in the way he leaves Mrs. Cleary's classroom. Intimidation through fear and unpredictable acts are typical behaviours employed by workplace bullies. These tactics leave the target feeling

vulnerable and believing that the workplace bully is capable of being dangerous or even being violent (Blasé & Blasé, 2003; Carter, 2003; Davenport et al., 2002; Field, 1996; Fuller, 2003; Hornstein, 1996; Jackson et al., 2002; Needham, 2003). Bullies are dangerous people because their moral codes of behaviour differ from the standard checks that inhibit humans from inflicting harm on others (Lubit, 2004). It is not just the fear that future attacks engender in the target that characterizes workplace bullying, but that the workplace bully strengthens their notion of power and control with every attack they make on their target (Hornstein, 1996). Workplace bullies are energized by their targets' admission of pain or discomfort (Field, 1996; Needham, 2003; Lubit, 2004).

- ***Contradiction between the bully's public and private persona.*** In the privacy of the hallways Mr. Boyd never responds to Mrs. Cleary's greetings or acknowledges her presence; he treats her as though she is invisible. When he visits her classroom to complain about the desks, he behaves in a confrontational manner. In the presence of Mr. Mills, Mr. Boyd is civil to Mrs. Cleary. These contradictory behaviours confuse the target and send a message through verbal and non-verbal acts and gestures that the target is insignificant, unworthy of the bully's attention, and that the target's contribution to the workplace is of little value to others; the intent here is to undermine and erode the target's self-esteem (A. Adams, 1992; Davenport et al., 2002; Field, 1996; Fuller, 2003; Hornstein, 1996; Namie & Namie, 2003; Needham, 2003). As long as the workplace bully sees himself or herself as inferior to their target, the bully is driven to use

whatever tactics are necessary to reduce the target to the bully's level and then, sets about controlling his or her target (Carter, 2003).

- ***Bully's positive presentation of the self.*** In the privacy of Mr. Mills' office, Mr. Boyd presents his response to Mrs. Cleary in a respectful and positive light. Workplace bullies show themselves in glowing terms in front of management (Carter, 2003). Workplace bullying behaviour of this nature is characterised as 'lying' (Vaknin, 2002). Relaying a distorted version of exchanges constitutes 'deceit', and is one the 'eight deadly sins' employed by bullies (Hornstein, 1996). A complete list of Hornstein's (1996) eight deadly sins is available in Appendix A.
- ***Bully employs projection and deflection tactics.*** When Mrs. Cleary is presented as a non-team player, Mr. Boyd focuses attention away from himself and onto his target; this is a common characteristic shared by workplace bullies (Carter, 2003). This bullying behaviour is referred to as 'projection' (Carter, 2003; Needham, 2003). The more a workplace bully attempts to distance himself or herself from a trait in the target, the more the bully is actually projecting his or her own shortcoming onto the target; this practice allows the workplace bully to feel good about himself or herself as he or she undermines others (A. Adams, 1992; Davenport et al., 2002; Field, 1996; Fuller, 2003; Graves, 2002; Namie & Namie, 2003; Needham, 2003). Adults who are confident and show healthy self-esteem have no need to look down on or bully others (Lubit, 2004).

- ***Bully's behaviour continues due to weak leadership – redirecting the problem.***

As Mr. Mills finishes discussing the complaint about the bookcase, he tells Mrs. Cleary and Mr. Boyd to solve their problems themselves rather than involving him. When a complaint is taken to management, the goal is to have the problem dealt with and ended (Graves, 2002). Instead, Mr. Mills did what ineffective leaders do; he redirects the problem back to the complainant (Graves, 2002). Mr. Mills misjudged the work relationship that exists between Mr. Boyd and Mrs. Cleary; management becomes part of the problem if they fail to recognize the relationships and dynamics that develop among workers (Davenport et al., 2002). Mrs. Cleary leaves the meeting with the feeling of 'not being heard'; this suggests that the leader has poor listening skills and that little help is available for the target (Lewis & Orford, 2005).

- ***Bullying behaviour continues due to weak leadership – playing favourites.*** Mr.

Boyd recognizes that Mr. Mills plays favourites. Evidence of the accuracy of this observation is apparent when Mr. Mills, who is acting on Mr. Boyd's recommendations, tells Mrs. Cleary to remove the carpet at her classroom door, whereas other teachers are permitted to retain their mats. Administration is often perceived as reinforcing workplace bullying (Blasé & Blasé, 2003; Needham, 2003). Leaders abdicate their responsibility and endorse the status quo when they avoid dealing with difficult workplace relationship issues, such as bullying (Blasé

& Blasé, 2003; Davenport et al., 2002; Field, 1996; Gates, Dec., 2004; Hornstein, 1996; Lubit, 2004).

- ***Bullying behaviour continues due to weak leadership – creating a divide- and-conquer environment.*** At all times in face-to-face interactions, Mr. Mills addresses Mr. Boyd by his first name, Jake, whereas Mrs. Cleary is always acknowledged by her formal title. Mr. Mills exhibits two distinctly different relationships: Jake is treated almost as a buddy, and, as this narrative shows, Mr. Boyd is the one who always gets his way; Mrs. Cleary is depicted as the problem. A divide-and-conquer or in-group and out-group workplace atmosphere has developed; bullies thrive in this type of environment (Blasé & Blasé, 2003; Field, 1996; Hornstein, 1996; Namie & Namie, 2003; Needham, 2003). In a UNISON survey, Rayner (1998) found that “94% of 761 respondents say that workplace bullying continues because the bullies get away with it”.

- ***Workplace bullying continues due to weak leadership – competency of management may be an issue.*** When managers admit that bullying is occurring in their workplace, it raises questions about their management competences (A. Adams, 1992; Field, 1996). In some organizations bullying behaviours are consistent with the values, practices and roles of the organization or hierarchy, thus leaving it difficult to define or recognize workplace bullying as a problem (Lewis & Orford, 2005).

- ***Bully's impact on the target – fear.*** Mrs. Cleary recognizes that Mr. Mills values Mr. Boyd's version of incidents, even though Mr. Boyd has demonstrated that he stretches the truth in his favour; Mrs. Cleary feels vulnerable and defenceless. In the work place the target is isolated from his or her leader, and the fear of subsequent attacks by the bully stops the target from communicating with others (Needham, 2003). The target no longer knows who can be trusted and who can offer help (Davenport et al., 2002). The target is silenced (Davenport et al., 2002; Needham, 2003). In a UNISON survey, Rayner (1998) found that bullying continued because "95% of 761 respondents were too scared to report it".

- ***Bully's impact on the target – rationalization.*** Mrs. Cleary presents her students with a plausible reason as to why the desks were changed in her classroom. In workplace bullying relationships, the target makes sense of the behaviour in terms of his or her values and belief systems; this process is referred to as 'rationalization' (Blasé & Blasé, 2003; Field, 1996; Namie & Namie, 2003; Needham, 2003). Workplace bullies have no interest in hearing others' ideas; workplace bullies are preoccupied with trying to control their target (A. Adams, 1992; Davenport et al., 2002; Field, 1996; Hornstein, 1996). It is the bully's failure to subjugate the target that propels the workplace bully to resort to more intense forms of bullying and nitpicking (A. Adams, 1992). The workplace bully must win every time, irrespective of the personal, social, or economic cost (Blasé & Blasé, 2003; Carter, 2003; Davenport et al., 2002; Einarsen et al., 2003; Field, 1996; Fuller, 2003; Graves, 2002; Hornstein, 1996; Namie & Namie, 2003;

Needham, 2003; Lewis & Orford, 2005; Lubit, 2004; Rigby, 2002; Vaknin, 2002).

- ***Onus is on the target to solve the bullying problem.*** Mrs. Cleary transfers from Easkey School. In bullying situations it falls on the target to resolve the situation to the best of his or her ability (A. Adams, 1992; Blasé & Blasé, 2003; Carter, 2003; Hornstein, 1996; Field, 1996; Maguire 2001; Namie & Namie, 2003; Needham, 2003). The only successful resolution for the target is to leave that work site or move to another department (Field, 1996; Lubit, 2004). Success in finding new employment may depend on the target's state of health in body, mind, and spirit, their expertise, age, family circumstances, and geographical location (Needham, 2003).

4.4 Parents and Student Bully Teacher

Oakdale Elementary School is home to two hundred students. Like its surrounding trees and detached homes, this school is old but in good repair. As with many middle class neighbourhoods in Nova Scotia, families seem to take root until their children complete high school; it is only then that one is likely to see a 'for sale' sign on a property.

In contrast, teachers at Oakdale come and go frequently. Few senior teachers or those within two or three years of retirement transfer here. And with the introduction of the 'job fair' concept, stability among the staff has been further eroded.

At her third successive job fair, Ms. Susan James is thrilled when she signs a contract to teach grade six at Oakdale School. In September she and her class of thirty students work to establish a learning community. Throughout the year, Susan records her classroom experiences in a journal. Before she shares her diary with her good friend, Martha Kent, Susan adds post-it notes along side the following entries about the Jakobson family and their son, Greg; Susan hopes to discuss these reflections with Martha at a later date.

Dear Diary – September

Homework and Home Support

Despite my writing daily reminders in Greg's agenda, hoping that his parents will help him to bring his assignments to school, he still leaves his work at home. More often than

not, his family neglects to sign his agenda, hence, on many occasions there is a backlog of notes from me.

Although I leave messages on the family answering machine - *please remind Greg to bring his math homework; his poem that he finished writing in class but took home to illustrate; his report on global warming that was due last week; a replacement scribbler for Billy (who loaned him one two weeks ago); his three overdue novels from the library* –my requests are rarely heeded; the missing items seldom arrive.

Dear Diary – September and October

Telephone Messages from Mrs. Jakobson

Mrs. Jakobson leaves messages for me such as these on the secretary's machine: *I called looking for Ms. James over an hour ago. She hasn't called me back. Greg couldn't do his homework because she didn't give him a copy of the sheet. I don't want my son staying in at recess because of a mistake she made. Greg needs that sheet to work on at lunch. I need to talk to her immediately; otherwise, I'll have to call her principal and I'm sure she won't want that.*

If I haven't returned her second call within the next hour, she leaves another message on the secretary's machine saying, *I've left a message for Mrs. Grant, the principal, explaining that I'm still waiting for a reply from Greg's teacher. Ms. James must be very busy today, or have you not given my message to her? If I don't hear from her within thirty minutes, I will be at her door, and then she won't be able to ignore me.*

Dear Diary – October

Detention

It's Wednesday evening in early October. Greg spent thirty minutes in detention organizing the materials in his desk and school bag. Just as the teachers' union advises, my classroom door was open; everyone passing could see and hear what was happening inside. At four o'clock Greg leaves, taking his problem solving math sheet to finish for homework.

I thought nothing more of that detention. The next morning, Mr. Jakobson is waiting outside Mrs. Grant's office when I arrive. I ask, *are you waiting to see me?*

Mr. Jakobson replies, *this is a much bigger issue than you can deal with, but thanks for asking.*

At recess, Mrs. Grant comes to my door; *Mr. Jakobson claims you kicked Greg on his shins while he was in detention yesterday.*

I'm horrified by this accusation.

I tell Mrs. Grant that at recess yesterday I overheard several students discussing a fight between our students and the Junior High students.

Before noon, Mrs. Grant comes on the intercom to my room asking, *can you send Greg Jakobson to the office, please?*

Before I can reply, his friends in the class shout, *he didn't do nothing; he's being picked on again.*

Greg returns in time to join his class for gym. As I drop my students off, I ask the teacher, *Mr. Roach, can you check if Greg has any dark marks on his legs or arms?*

While I stop to chat with Mr. Roach in the gym, Greg comes out of the changing room dressed in shorts and a t-shirt. Large black marks cover his legs and arms.

Mr. Roach asks Greg, *can you tell me about the marks on your legs and arms, Greg?*

Without hesitation, Greg replies, *I fell out of some apple trees the other day. I overreached as I tried to get a few big ones above my head.*

Before I leave the gym, I approach Greg, *how did you get the marks on your legs and arms, Greg?*

Rather than answering, he turns red and walks away.

I knew there was more to the story of the marks. I decide to explore the rumours of the after school fight.

After I speak with Mrs. Grant, she calls several more students from my classroom. By lunch time, she has spoken to seven of the main troublemakers in my class. Since she calls them individually and has them remain in the secretary's office, there is no time to assemble and create a story; the boys' stories seem to carry a similar theme about the fight.

As the students leave for lunch, Mrs. Grant has her research completed. She delivers her verdict, *the previous day, Greg was beaten up by a number of Junior High students while on his way home from school. They settled a problem that originated at a party following a hockey game a few weeks ago.*

Greg is the only elementary student from his class who plays on that team; Greg has a reputation of being a really good and aggressive player. His coach decided to place Greg with the Junior High athletes.

From all accounts, Greg became too friendly with another player's girl friend at the party. He was told to back off, but Greg ignored the warning. After school, a number of the boy's friends helped him to show Greg the consequences and treatment that is meted out to those who refuse to follow directions.

Mrs. Grant calls Greg to the office for a further discussion. He pleads, *I know that I made a mistake. I'm sorry. Please don't call my parents.*

Mrs. Grant replies, *your request is out of the question, Greg.*

With Mr. Jakobson on the line, Mrs. Grant says, *Greg is here in my office. I'd like if you could come to the school; we need to clear up an issue as soon as possible.*

Mr. Jakobson and Greg are sitting in Mrs. Grant's office as the evening dismissal bell rings. I join them. Mr. Jakobson accepts Mrs. Grant's findings and Greg agrees. Greg refuses to apologize to me for his false accusation; instead, he claims I caused him to make up the story.

Mrs. Kent shakes her head as Greg and his father leave.

Dear Diary – October and November

Work Habits

At our fourth meeting with Greg's family, where we discuss Greg's work habits, Mr. Jakobson demands that I contact him on his cell phone when Greg's assignments or homework is missing. Mr. Jakobson will determine how and when Greg will complete those assignments; being a member of the Triple A Hockey League, Greg cannot miss any practice sessions.

Mr. Jakobson claims detention ruins Greg's self-esteem, humiliates him in front of his class, and makes him appear different from his peers.

I remind Mr. Jakobson that Greg will continue to have low self-esteem until he begins to set some goals and actually accomplishes something. Mr. Jakobson says, *Greg chooses to generate negative attention because the work is too difficult for him.*

When I offer to modify the outcomes to accommodate Greg, his family disapproves. Greg does whatever he likes with regard to school work; most times, he chooses to side-step the tasks involved and eliminates the chore of homework from his life.

Dear Diary – November

First Term Report Card

Rather than writing on Greg's his first term's report card, I enclose the following on a separate sheet, *it is impossible to assess or evaluate Greg's written work; he has not submitted any completed pieces. Greg has more writing on the top of his desk than he has in his portfolio; it contains a few sheets devoted to brainstorming. He has no pieces as evidence of the application of or understanding of the writing process.*

Weekly, I write reminders in Greg's homework book asking for written assignments; he disregards these requests. Greg's project on weather is past due. His math test scores indicate a weak understanding of the concepts

taught; none of the photocopies of these tests, which were sent home for a parent's signature, have been returned.

The morning following the circulation of this report, Mr. Jakobson is sitting waiting for Mrs. Grant to arrive. He has Greg's report in his hand. Mrs. Grant is fully aware of the contents of Greg's report; we prepared it together.

Sitting in her office with Mr. Jakobson, Mrs. Grant explains, *Greg is not making any effort to demonstrate his understanding of concepts taught in class. Greg shows a negative attitude towards school. You seem unwilling to support the school in its efforts to hold Greg accountable for his work and behaviour.*

Mrs. Grant goes on to suggest, *we'll prepare a behaviour modification program for Greg, with input from the school psychologist.*

Mr. Jakobson announces, *Greg has no problems; it is just that Ms. James doesn't give Greg enough time to complete his assignments. I see Greg working on homework every night.*

Mrs. Grant tries another approach. She remarks, *since Greg is challenged by the outcomes for his grade level, he may benefit from an Individualized Personal Program.*

Mr. Jakobson refutes her recommendation. He leaves saying, *I can't get any satisfaction from anyone at this school, but I know where to turn. I'm going to contact the school board.*

Dear Diary – December

Christmas Concert

On the night of the Christmas Concert, I arrive at school half an hour before show time. Greg's Mom is standing at the front of the growing line with his twin sisters, who are four and look like matching elves in their pretty outfits. They cry and complain of the cold; the wind chill factor is minus ten. I don't see Greg.

As I approach the line-up, Mrs. Jakobson shouts at me, *I need to take the girls inside; they're freezing. Since you're here we could go in and sit in the gym. You can take Greg along with you to his classroom.*

I reply, *I'm sorry, only staff is allowed into the building before six-thirty. Greg has a copy of the notice that we sent to parents.* I walk towards the door, feeling sorry for the little girls. Mrs. Grant admits me to the warm building as the crowd swells in the harsh wind outside.

As I greet Mrs. Grant she remarks, *many of your students are at the back of the increasing line; most are without their parents.*

In this community, it's not unusual for the students in the higher grades to come as a group and meet with their parents during the social after the performance.

Minutes after the doors open, Greg and our new student, James, appear in my room. We're on the second floor. Over the next fifteen minutes or so, my remaining students arrive. Everyone turns up dressed beautifully; Greg is in black pants, white shirt and a red bow tie; he looks dashing. Many of my students begin to play cards or games. Others huddle in groups and chat. Some set up and play Monopoly and Scrabble.

Greg, James and Timothy cannot seem to find any group that's willing to admit them as a threesome; these boys forgot to bring any form of entertainment. I try to intervene and suggest, *why don't you separate and join different groups*. Instead, the three begin to disrupt the boys playing Monopoly. They steal the money from the central pot and change the position of the markers on the board.

It's very warm in our room; I open the window. Within minutes, Greg tosses Timothy's ball cap through the hole in the mesh. Down goes the hat. As it lands, Greg and Timothy are into a tussling match, and both end up on the floor.

By the time I have them separated, Greg's tie is a crushed heap of fabric and the elastic is lying by itself. His pants, with the razor sharp crease down the front are a mess; they seem greyer than black - a layer of dust mutes the intensity of the blackness. His bushy black hair, which has been jelled into position, hangs limp. Tiny balls of perspiration

cling to the sprouting hair on his upper lip. Little streams of sweat run down his forehead and the sides of his glowing cheeks.

I know that our performance time is near; I send both boys to the bathroom to clean up. As we are about to leave for the stage, the two have not returned. I send another boy for them. When he returns, he announces, *they aren't there*.

I thought they had gone ahead of us; they knew that the runner had knocked and that our performance was next.

My students assemble on the stage, but we're missing the two boys. As the class finishes singing the first verse of 'Silent Night' the two appear and race towards the stage. Timothy is carrying his hat.

When Greg sees me he shouts, *we couldn't find the class*.

Without slowing, they run onto the stage and push their way to their assigned positions on the risers. Greg stands behind Timothy. Some students move aside and try to continue singing.

Timothy puts his cap on backwards. Greg grabs the hat and flings it out into the audience. Some members of the audience laugh, but when the peak of the hat hits an elderly lady

over the eye, the audience heaves gasps of oohs and aahs. As the lady tries to get out of her wheelchair she falls over.

Despite the commotion on the floor, the students finish singing their three songs. Their contribution to the evening's festivities is the last act before the social.

Neither Greg's nor Timothy's family attend the after-concert lunch. Mrs. Grant says, *they slipped out quickly. I overheard the boys' protests as they shouted; we're going to the social with our friends. We'll make our own way home. It wasn't our fault that we got in trouble. The class left without us.*

Greg's Mom says, *you're coming with us.* And his father adds, *you can find somewhere else to stay if you don't come now.*

Both families left with their sons.

The next morning Greg and Timothy arrive at school as though nothing has happened the evening before. Mrs. Grant meets them as they enter with my class. She calls their parents on the telephone, has a long conversation with all parties, and promptly suspends the boys for two days.

*Dear Diary – January and February**Mrs. Jakobson communicates*

Almost daily, several pages of closely written, single spaced script arrive on my desk from Mrs. Jakobson. Comments such as, *I'm not sure what to do about Greg's forgetfulness; his mind is not on his homework and responsibilities.* Or, on the days that she seems to be working with me in helping Greg to become organized she writes, *I placed that story in his bag two nights ago. It should be there. Ask him again.*

Other times she writes, *I feel that you're singling Greg out. You're setting him up for failure.*

If she is particularly annoyed the letter begins, *this is the wrong time for me to write this; I'm so angry after hearing what happened to Greg yesterday.* She usually finishes these letters with, *I'm coming in to speak with Mrs. Grant; I want to see you at this meeting.*

If I've had a substitute, Mrs. Jakobson's letter of the next morning normally opens with, *I'm still waiting for a reply to my letter of yesterday. Did you get the note? Greg says that he gave it to you.*

One way or another, it's always my fault that Greg is minus his assignments, but when I ask him to re-do the missing work Mrs. Jakobson counters my request with another letter saying, *I don't feel that Greg should be expected to redo this work; I'm asking that you stop asking him to do it.*

In other instances, when Greg ends up in Mrs. Grant's office for disrupting the class, during silent reading time, Mrs. Jakobson writes to explain, *I called a number of Greg's friends to get the story straight. If you had let him explain before sending him to the office, you would have recognized that Greg is not to blame. You misunderstood what happened; Gerard was responsible for causing Greg to laugh. Gerard threw balls of paper at Kevin and they landed in Michell's school bag.*

And then there are the mornings Mrs. Jakobson appears at my classroom door as I bring my students in from the playground. She reminds me, *the twins are in the car. The engine is running. I need to speak with you immediately.*

The near panic in her voice and the safety of the girls in the car always takes me by surprise. As she speaks at me, I'm listening to the sounds coming from the classroom.

On the morning that I hear the chant: 'fight, fight,' I poke my head through the door and Greg is engrossed in pulverizing Joel, a quiet, conscientious student who apparently brushed against Greg as Greg tried to access the 'past due' assignment basket. I sent Greg and Joel to Mrs. Grant's office. Mrs. Grant sent Greg home for the day.

*Dear Diary - April**The Fall*

Greg almost always places his scissors on my desk when he finishes using them; this is to prevent him from playing with them. For example, sometimes he pushes the handles into his mouth and manipulates them so that the blades open and close like a snake's tongue as he makes hissing sounds at his friends.

Mrs. Jakobson and I have explained the dangers of this activity to Greg; hence, he must place them on my desk for his safety. Today Greg had been using his scissors and kept them.

My class has been brainstorming ideas on the formation of sedimentary rocks. The spokesperson from each group is sharing their ideas; I'm recording them on the board. When I glance around I notice that Greg is balancing his chair on its back legs as he holds onto the edge of his desk. I remind him to keep the four feet of the chair on the floor. He complies while I'm watching. I return to writing students' ideas.

I hear hissing behind me. I swing around. Greg has the scissors sticking out of his mouth; he has almost achieved the perfect balance between his chair and the desk. I call, *Greg*.

He wobbles, loses contact with his desk, and falls backwards. By the time I'm beside him, his beige t-shirt is red. One of his front teeth is on the floor beside his bent scissors. I send a student for Mrs. Grant and begin to press tissues against the incision.

Mrs. Grant contacts Greg's parents and explains the situation. Greg sits with his friend, Jonathan, in Mrs. Grant's office. Greg's parents arrive promptly.

Between loud sobs, puddles of tears, and constant sniffing, Greg relays the following story in the presence of Mrs. Grant, Jonathan, and his parents, *Ms. James has been picking on me all day, as usual. She walked behind my chair and deliberately put her foot around the back leg. Then she pulled it. I had my scissors in my hand. I was just about to put it in my desk. I panicked when I felt my chair move. I threw my hands up for balance; instead, I lost control. As I fell, I hit my mouth on the edge of the desk and my tooth snapped.*

Mrs. Grant asks, *Greg, are you sure that is how the accident happened?*

Before Greg replies, Mrs. Jakobson offers, *I'm sure that Greg is telling the truth. On the phone, your version didn't seem to make sense to me.*

Mrs. Grant returns to my door. She has Jonathan with her. He enters the classroom. Mrs. Grant and I talk in the hallway. In short breaths, she tells me the account of the incident that Greg relayed to his parents.

Both of us are shocked.

We decide to ask the class what happened. We agreed that given the severity of the accident on this occasion and since Greg is out of the room, the students are likely to speak candidly, but we're aware that Greg is the class clown, as well as the student who is most feared by many members of his class.

The boys and many of the girls offer all kinds of wild and impressive stories as to how Greg fell on the floor. Nevertheless, the essence of their stories in the classroom matches Greg's side of the tale.

I'm surprised. Somehow, I have a feeling that Jonathan has been up to something. It's out of character for him to be so engrossed in writing his first draft using the ideas from the brainstorming exercise. I walk around the room and have short conferences with the students about their writing.

Some of the conscientious girls in the class tell me that while I was in the hall, Jonathan said to the class, *this is the story that we're going with*, as he retold the version that Greg gave in Mrs. Grant's office.

I sent two girls to the office with a note saying, *Mrs. Grant, please come to my room right away; we have fresh information.*

I have the classroom door open; Mrs. Grant enters. Her cheeks are flushed. Jonathan admits that he colluded with the class while I spoke in the hall with Mrs. Grant. He agrees that he misrepresented the truth because he wants to protect Greg. Could you blame him? After all, who would want to be the enemy of someone who controls many of the students' lives both on and off the school ground?

Jonathan revises his story; he details the sequence of events almost exactly as I stated them to Mrs. Grant.

Jonathan and I accompany Mrs. Grant to the office. Mrs. Jakobson is sitting with one arm around Greg's shoulder and the other hand holds tissues to his cut. Mr. Jakobson greets Jonathan with a smile and comments, *you're back to check on your friend.*

As I enter Mr. and Mrs. Jakobson acknowledge my greeting with *hello there.*

As Jonathan and I take our seats, Mrs. Grant turns towards Greg and announces, *there seems to be some discrepancies in the stories with regard to what happened in your classroom this morning.*

Greg jerks his head in my direction and holds his gaze. It's as though he's casting daggers at me through his fixed glower. I calmly ask, *how are you feeling, Greg?*

He doesn't respond but casts his eyes to the floor.

Mrs. Grant continues, *Jonathan, why don't you give us your description of what you witnessed this morning and what you said to the class while Ms. James and I spoke in the hallway.*

Deep, loud breathing is the only sound that fills the room. Greg stirs in his chair. He clutches the tight wad of tissues in his right hand; the skin stretches and glistens as he squeezes more tightly and moves his hand in short, rapid jerks. He slides the tissue laden hand under his mother's free hand. With his other hand, Greg presses tissues against his cut lip. He shrugs his shoulders and Mrs. Jakobson's arm rolls down Greg's back and onto his chair. Mr. Jakobson holds Greg's tooth in one hand and the bent scissors in the other. With pen poised over her yellow pad, Mrs. Grant is ready to record as soon as Jonathan begins to speak. I watch Jonathan as he stares at the floor.

Mrs. Jakobson turns to Jonathan and says, *we're ready when you are, Jonathan. We know that Ms. James is always picking on our son. It's time that she's called to task. Enough is enough.*

Jonathan clears his throat. He straightens himself. He folds his arms across his chest. He tilts his head toward the window. He fixes his gaze on the gulls that fly freely over the playground.

Without blinking, Jonathan announces, *I tried to protect my friend this morning. I lied. I encouraged my class to lie too. I'm sorry.*

Mrs. Jakobson casts a sudden glance at Mr. Jakobson. He slowly places the tooth on Mrs. Grant's desk. Mrs. Jakobson turns to me as the colour drains from her ruddy cheeks. She brings her left hand to her face and holds her chin. Dark blobs of dried blood cling to the back of her hand.

Mrs. Grant presses on, *what exactly happened this morning, Jonathan?*

Jonathan blinks. He continues to look out the window. Slowly, he recounts, *Greg was fooling around with his scissors, pushing the handles in and out of his mouth. Ms. James had told him to put his scissors on her desk when he finished using them today, but he ignored her. He told me he's tired of being treated like a baby when it comes to his scissors. He decided that he'd keep them in his desk from now onwards. Greg plays with his chair a lot. He often falls off it. Ms. James was at the front of the room writing on the when Greg fell. I'm sorry that I told the class what Greg said here. I knew that he was not telling the truth, but I didn't want him to get in trouble.*

Mrs. Grant continues, *Greg, do you have anything to say about what Jonathan has just told us?*

There's a long pause. Mrs. Grant looks directly at Greg. He casts his eyes in her direction, avoiding contact with his father.

Greg's lip has stopped bleeding; he crushes the bloodied tissues and begins with, *Ms.*

James is always picking on me and my Mom agrees. I don't like when Ms. James singles me out when I ask questions in Silent Reading time or when I forget to bring my work to and from school. I don't think that it's fair.

At this point, Mrs. Grant turns to Jonathan and says, *you may return to your class. Thank you for your help.*

Jonathan closes the door quietly behind him.

Mrs. Grant asks, *Greg, do you disrupt Ms. James's class?*

Well, when the class is boring, I try to liven it up a bit.

And how do you go about that, Greg?

I might make a farting sound, or drop my book on the floor or just say, I'm bored to the class.

When you behave like this Greg, what message are you trying to send to Ms. James and the other students?

That I'd prefer to be somewhere else.

Where would you choose to be if you had the option, Greg?

I want to be at home. My Mom is upset most of the time. I want to be with her.

Mrs. Jakobson, do you mind if I ask Greg a few questions about what he thinks is causing you to be upset?

I feel that this meeting is taking a strange turn; shouldn't we keep to the issue at hand?
offers Mrs. Jakobson.

I feel that this discussion may help all of us to understand more fully why Greg is in my office almost every day, suggests Mrs. Grant.

Greg turns to his Mother. Their eyes lock; a small smile creases their mouths. By this time Mr. Jakobson's face is blood red.

Mrs. Grant leans forward and asks, *Greg is there something that we can do to help your Mom?*

Greg gives Mr. Jakobson a quick look. He glances at his Mom, turns to Mrs. Grant, and volunteers, *My dad is very mean to my Mom. He shouts at her and that makes my sisters cry. He throws dishes and toys. One day he hit Mom when he thought I wasn't in the house. He tells her she can do nothing right. He says he doesn't like the food she cooks. He complains that the house is a mess. He's never home to help with the twins. My Mom has to do all the work. Some nights he doesn't come home. We don't know where he is. My Mom is always crying; she doesn't let my sisters see her. The other day*

my Mom wanted to talk to Dad and he said 'our talking days are over'. I don't like when my Dad fights with my Mom. If I can be at home when he's home, I'll look after her. When I get suspended I'm happy; my Mom is happier on those days too.

Mr. Jakobson, who has been silent up until now begins to speak.

Just because your Mother and I are having some adult problems doesn't mean that you misbehave at school, son.

But Dad, I just do the things to Ms. James that you do to my Mom. If you can do what you do to Mom, why can I not do that to Ms. James?

I look at Mr. Jakobson. His face is purple. He raises his voice and shouts, *you're to treat your teachers with respect. Stop being a Mommy's boy and grow up.*

Mrs. Grant announces, *no one shouts in my office. Please respect each other and show appropriate behaviour. Children internalize what they are exposed to, and in turn, that observed behaviour becomes their code of conduct. It appears that Greg's problems are not originating at the school, but in another environment. Perhaps what Greg has just described explains why Mrs. Jakobson usually ends up shouting at Ms. James and me when we call to explain what Greg has done.*

Mr. Jakobson caresses his forehead and announces, *I can take care of our family matters at home. Thank you, Mrs. Grant; we just need time to work a few things out in private. This is not your business.*

He turns to Greg, *pick up your schoolbag; we'll head home for a family discussion.*

And, with that Mr. Jakobson ended the meeting; he and his family left the building.

Following the meeting, Mrs. Grant reported concerns of abuse in the family to
Community Services.

For the remaining weeks of the school year, Greg makes an effort to do some work in
class, but homework is rarely done. In June, we hear that the family is moving.

4.41 Analysis of Case Study: Parent and Student Bully Teacher

In this narrative case study of parent and student bullying teacher, several aspects and characteristics of bullying are evident; most particularly, the bully's intimidation and threats towards their target; benchmarks of workplace bullying behaviour; the contradiction between the bully's public and private persona; similarities between workplace bullying and domestic abuse; the perpetuation of intergenerational bullying; intergenerational internalization of response to challenging situations.

These behaviours and features of the bullying-target relationship are outlined in current research and are listed below, with examples from the narrative case study to illustrate the behaviours.

- ***The bully's intimidation and threats towards his or her target.*** Mrs. Jakobson's frequently leaves telephone messages with threats and accusations, submits written correspondence almost daily, and makes ongoing demands on Ms. James's time and energy; Mrs. Jakobson needs and expectations are insatiable. The intent of the bully is to control the target through intimidation, threats, engendering fear and constant requests (Jackson et al., 2002). The bully sets the target up to worry about something through the power of suggestion (A. Adams, 1992). In the workplace, accusatory remarks force the target to become introspective; as the target is preoccupied with examining the bully's remarks, the

bully recognizes the vulnerability of the target. The workplace bully seizes the opportunity and subtly draws the target's attention to the target's most negative qualities. Through this process the target becomes weaker and more susceptible to control by the workplace bully's control (Carter, 2003).

- ***Benchmarks of workplace bullying behaviour.*** Throughout the year Mrs. Jakobson engages in nitpicking, blaming, judging the teacher's efforts in a wrong and demeaning manner, frustrating and confusing Ms. James. These typical workplace bullying behaviours become all the more unsettling to Ms. James when Mrs. Jakobson alternates between conciliatory and confrontational mood swings. It is generally accepted in the literature that bullying in the workplace involves a series of events, it is deliberately hurtful and/or undermining behaviour, it is repeated over a period of time (at least six months), and it is difficult for the target to defend themselves. Workplace bullying is usually inflicted at the psychological level through criticism, yelling, oral threats, and ever-changing expectations. To compound the complexity of identifying workplace bullying, there are no readily visible injuries, there are few or no witnesses, and no records are kept (A. Adams, 1992; Blasé & Blasé, 2003; Carter, 2003; Davenport et al., 2002; Einarsen et al., 2003; Field, 1996; Fuller, 2003; Gates, Aug.2004; Henry, 2004; Hornstein, 1996; Namie & Namie, 2003; Needham, 2003; Maguire, 2001; Olweus, 2003; Lewis & Orford, 2005; Lubit, 2004).

- ***The contradiction between the bully's public and private persona.*** Mrs.

Jakobson is the bully in public but is the target in the privacy of her own home.

She has a dual role. By studying the behaviour of the bully and their impact on the target, the perspectives of the workplace bully and the target become visible.

Studying the target in isolation from the workplace bully portrays only one side of the bullying relationship and omits the root cause of the target's psychological, social, and physical problems (A. Adams, 1992; Davenport et al., 2002; Field, 1996; Lewis and Orford, 2005; Needham, 2003; Rigby, 2002).

- ***Similarities between bullying and domestic abuse.*** Within the isolation and privacy of her home environment, Mrs. Jakobson is ridiculed, criticised, humiliated and abused by her husband. The domestic abuse that she experiences mirrors that which is associated with workplace bullying. These two types of bullying relationships are strikingly similar (A. Adams, 1992; Field, 1996; Namie & Namie, 2003; Needham, 2003). After Greg described his father's bullying behaviour during the school meeting, Mr. Jakobson responds in a pattern that is typical of workplace bullying relationships; he makes an excuse: "just because your Mother and I are having some adult problems doesn't mean that you misbehave at school, son." In the workplace when bullies are called on their behaviour, the bully always offers an excuse for his or her behaviour; similarly, battered women downplay their partner's abuse and make excuses for them. The pattern in workplace bullying: tension building, unprovoked attack, respite or

appeasement is also followed in domestic abuse (A. Adams, 1992); Field, 1996; Namie & Namie, 2003; Needham, 2003).

- ***Perpetuation of intergenerational bullying.*** In the home Greg witnesses his father bullying his mother; at school Greg repeats the behaviour. Given the experiences that Greg encounters at home, he is probably “terrified on the inside” (Graves, 2002). In a new environment where accountability is fostered, the witness to bullying can become a bully as is evident in Greg’s case. At school Greg has a network of followers. All workplace bullies gather a group of easily led supporters who look up to them; these supporters help the bullies to feel better about themselves (A. Adams, 1992; Field, 1996; Needham, 2003).
- ***Intergenerational internalization of response to challenging situations.*** Greg internalizes his father’s response to challenging situations; Mr. Jakobson has sudden outbursts and undermines Mrs. Jakobson in Greg’s presence. In the classroom environment, Greg exhibits behaviour that echoes the domestic abuse that his father displays in the home. The coping strategies of significant adults in a child’s life influence the coping strategies and social behaviour of the child; in most cases, the modelled behaviour is imitated (Henry, 2004). Patterns of peer interaction developed in childhood generalize to other relationships in adulthood (Lipman, 2003, Oct.). With the implementation of programmes designed to stem bullying among students, it is possible to reduce the problem and, by extension, diminish workplace bullying in adulthood (H. Adams, 1994; Olweus, 2003).

4.5 Principal Bullies Teacher

Mrs. Cathy Gillard, a former music teacher, replaced Mr. Bill Martin, the highly regarded principal at Meadow Dale Elementary School, located on the outskirts of Halifax, Nova Scotia. This community school, with a student population of just under three hundred, has been under Mr. Martin's leadership for twenty years.

Each year, at the first staff meeting, Mr. Martin has reminded his staff, *this is our school, and to develop positive working relationships we will foster a reciprocal approach to communication. Teachers, students and community members are welcome to drop by my office and to share their concerns with me. I will strive to support each one's needs and struggle to make Meadow Dale school work for all. I encourage you to try new approaches to your teaching and to take courses in areas that interest you. Invite grandparents and senior citizens to volunteer in your classrooms; they'll enrich our students' lives and feel connected to our girls and boys. I fully believe that it takes a village, or in our case, a community, to raise a child. As you are well aware, teaching and administrating are challenging careers, with immense responsibilities. Success for our students can only be achieved with everyone working as a team player. As your coach, I will guide and cheer you along as you work to reach our school's goals for our students.*

Mr. Martin's style of leadership brought out the best in all: job satisfaction reigned supreme among the staff and new teachers joined the school largely as a result of others

retiring. However, the thriving relationship between students, staff and community came to an abrupt end with the retirement of Mr. Martin and the arrival of Mrs. Gillard.

Mrs. Gillard

Mrs. Gillard's reputation of being a difficult person to work with preceded her. Several teachers transferred from Meadow Dale when it was announced that Mrs. Gillard was the incoming principal. Others felt that the dynamic learning environment, the robust school spirit and the high morale among the remaining staff would be strong enough to counteract the negative vibes that Mrs. Gillard's name evoked.

On the day before school starts for the students, Mrs. Jackson, who has taught at Meadow Dale for seventeen years (the last nine at the grade six level) and Ms. Gillis, the teacher responsible for primary to three gym and a grade three classroom, are chatting in the library. They hear Mrs. Gillard's announcement, *all staff members please report to the staffroom in ten minutes. I will get input from you, give you directions for this organization day, and outline my goals for the upcoming year.*

Mrs. Jackson looks at Ms. Gillis and says, *my, my, she sounds very businesslike. We better not be late. Let's head out.*

As they enter Ms. Gillis whispers to Mrs. Jackson, *the arrangement of the tables in rows reminds me of the classrooms that my grandmother talked about when she went to school.*

Mrs. Jackson says, *what's with the red folders? Oh no, not a seating plan already.*

She looks for her name; Mrs. Jackson's and Ms. Gillis' folders are beside each other, to the left in the middle row. As they sit, they notice that most of the old staff is in the first two lines. The eight new staff members are seated together in the back row; all were hired by Mrs. Gillard.

Mrs. Gillard's New Vision

Mrs. Kelly Smith, the new vice principal stands at the front of the room near Mrs. Gillard; a stack of folders is piled on the table that separates the new administrators from the staff. Posted on the wall behind them are several sheets of chart paper. Above these charts a sign reads, *each staff member must sign up for at least three committees. A new staff person will sit on each committee.*

Mrs. Jackson writes on a sheet inside her folder, *do you get the feeling that a watch dog will be on duty at all times?*

She tilts the page towards Ms. Gillis.

As Ms. Gillis reads, Mrs. Gillard begins, *I hope you had a great vacation. Let's begin by introducing ourselves.*

Being in the front rows, the former staff of Meadow Dale commands the floor first.

Following the introduction of the new teachers, Mrs. Gillard interjects, *welcome to my team and my school. I know that those of you who worked with your past principal are accustomed to supporting your administration. I am counting on your support as we embark on a new year. I have my tentative outline of my expectations and plans for each one of you, and also for the school and this community.*

Ms. Gillis writes on a sheet from her folder and shows it to Mrs. Jackson, *At Mr. Martin's September staff meeting he scrambled to write names on his speakers' list; we all had a chance to give our two cents' worth.*

Mrs. Jackson writes back, *Mrs. Gillard seems to have no need for the sheet. She'll make the decisions. The staff will be informed. We'll be expected to comply.*

Mrs. Jackson, being one of the more vocal teachers on staff, and one who's within five years of retirement, interjects as Mrs. Gillard shuffles through her bundles of paper, *over the years we have chosen the goals that we wish to pursue. Most of us have our Masters degree in one area or another. Now, just to give you a heads-up here, I feel that you should be aware that the school and community work very closely. The seniors - - -*

Mrs. Gillard cuts her off, *excuse me Mrs. Jackson, but you seem to have either misunderstood or missed what I said. I just finished saying that I have everything planned for the year. All right? Now, with that cleared up, I will continue.*

Mrs. Jackson looks at Ms. Gillis; several other teachers clear their throat as they glance at each other. Feet shuffle and some teachers sit more upright on their chair. Many teachers doodle on the paper in their folder. Ms. Gillis draws a play area with workout beams in one spot, hockey nets take shape towards the right side of the page, and an enormous parachute covers a large portion of the remaining space.

As Mrs. Gillard talks on, Ms. Gillis adds detail to her drawings. Children writing in scribblers or reading novels seem to pour from under the edges of the parachute. Tiny, glowing lights, strategically positioned around the parachute illuminate some of the print on the children's pages. The following words are visible on one page: *School is fun. We listen to each other. We share ideas. We make decisions together. We are happy children.*

Ms. Gillis adds shading and heavy wide bars to the remaining white parts of her page as the meeting progresses. Some teachers push their chairs back, cross their knees and cradle their chins in the palm of their hands.

Mrs. Gillard drones on, *in the schools in which I have worked, I find it very disruptive to students' learning when adults are entering and leaving classrooms on a continual basis. I must admit that I have no experience of elderly people in schools, but having my students escorting them through the halls, as they creep along with canes and in wheelchairs, is a safety issue to me and a waste of my students' valuable learning time. This will have to change.*

At this comment many teachers sigh audibly. A few stretch their legs, drop their hands on their knees and shake their head in disbelief. Others get up, and as they pour coffee they murmur, *she cannot be as bad as she's coming across; this speech is an eye opener; is this woman for real?*

Without missing a beat, Mrs. Gillard casually remarks, *you will have a break in about half-an-hour. As soon as you settle down, I will continue. Great! I'm re-looking at the tentative teaching assignments for this year in my school. Also, I'm reviewing how the students have been allocated to the various classrooms. I have planned many changes and want to check that each of you have the required training and/or experience to fulfill my plan. Please complete an outline of your teaching experience, your qualifications, and your grade preference on this light green sheet in your folder.*

Mr. Grimes, who played devil's advocate when Mr. Martin was principal, volunteers, *many of us who came in last week spent the days decorating our classrooms with posters and pictures of our intended visiting authors and artists. A few of us have contacted our preferred presenters already. We have our new students' names taped to their desks and formed tentative groupings. We're ready to rock and roll.*

Is that so, Mr. Grimes? Says Mrs. Gillard. *Well, as I have already explained, I'm bringing change to the school. Teachers who have been teaching the same grade here for five or more years will have a new grade assignment.*

Mrs. Jackson scribbles on a fresh sheet and tilts it to Ms. Gillis, *obviously, Mrs. Gillard has done her homework. Those of us from Mr. Martin's reign will be changing grades. Filling in this sheet seems like a make work project for us; I bet our assignments are under the cover of one of those folders in front of her.*

Mrs. Gillard continues, *teachers in the lower grades will move up and those at the higher levels will teach the lower grades. Mrs. Smith and I will examine your work experience over lunch; then, we'll place your grade level assignment, class list, and my goals for you in your mail box.*

Mrs. Jackson cannot restrain herself and blurts, *if you've decided on our grade for next year, is it not a waste of time filling in this sheet or what does the tentative bit refer to?*

Mrs. Gillard responds, *thank you for your question seeking clarification, Mrs. Jackson. I know the qualifications of my eight new staff members, but I'm unaware of the original staff's qualifications and experience. I'm sure that clears up your misunderstanding.*

Mrs. Gillard continues, *now, returning to the point that I was about to make before Mrs. Jackson interrupted, please hold off on organizing your old rooms until I determine and assign a new classroom to you.*

Mrs. Gillard picks up the folder tagged "Games Night". As she looks inside it she says, *with regard to the community using the school for the Games Night, Mrs. Smith and I*

have decided to eliminate this activity. We'll save money on heating, power, and janitorial services.

Ms. Tompkins, who was the organizer of the Games Night for the past six years, interjects, *all the community turns out to support this monthly event. Our senior citizens see it as a social evening where they mingle with their young friends. To me, and I believe that I speak on behalf of most of the staff, the bonds that have been kindled between the elderly and our youth far outweigh the savings here. For many of our seniors, to cancel this night will mean cutting off their only contact with small children. I oppose this move. If the money is the real issue, I'm sure that the community will fund raise to cover the costs.*

Quickly, Mr. Rouse joins the discussion. He adds, *Mrs. Gillard, it's fine to make changes, but if you have everyone against your proposals, you will have many unhappy campers. Now, that's the last thing we need, especially in your first year at Meadow Dale.*

Mrs. Jackson writes, *I think the meeting is getting a little heated for Mrs. Gillard.*

Ms. Jackson turns her page and Ms. Gillis smiles as she reads it.

Pausing and then looking directly at Mr. Rouse, Mrs. Gillard asks, *do I hear you saying that you are not supporting me?*

Mr. Rouse places his arms on the table, rubs his hands together, and replies, *no, not at all. In fact, I'm trying to help you in the same way that Mrs. Jackson and Mr. Grimes have, but you don't seem to want to listen to anyone's ideas. I'm trying to assist you in recognizing that this is a very powerful community where the relationship between the school and the residents is close knit. Meadow Dale is the focal point of the community. Each season is marked by a special event at the school and the local's expect these traditional activities to continue, no matter who is the principal.*

Mrs. Gillard ignores Mr. Rouse' follow-up, turns to her next planned change and explains, *society is becoming more diverse. Right here in Nova Scotia we have people from many parts of the world. To show the various cultures that we embrace difference, this year, I plan a Winter Season Celebration to replace the more limiting Christmas Tree Festival. Already my committee has met to discuss this project.*

Mrs. Jackson writes, *gone are the days when Mr. Martin played Santa and hand wrote a message for each child, praising some aspect of their work, behaviour, attitude or success through the year.*

Ms. Gillis writes, *my students will be so disappointed. They're beside themselves all through December with the anticipation of Santa's arrival.*

Ms. Cook, one of the new teachers raises her hand. Mrs. Gillard acknowledges her and says, *yes, Ms. Cook.*

Ms. Cook is all smiles and bursting with enthusiasm. She speaks directly to Mrs. Gillard, as though no one else is present, *I think the idea of a Winter Season Celebration is wonderful. A week can be set aside for the activities. With help from the older children, the younger girls and boys can build snow forts and snowmen. An afternoon or two can be devoted to tobogganing and another to skating on Wilson's Lake; it's close enough for the students to walk there and back. I bet the classes will love these activities. Of course these ideas can be developed; we're just at the brainstorming stage at the moment.*

Mrs. Jackson records, *Mrs. Gillard seems less flustered; Ms. Cook's positive feedback has given her a chance to catch her breath, but we know whose side Ms. Cook is on.*

Ms. Gillis writes, *you got that right.*

Mrs. Gillard replies, *thank you, Ms. Cook, for your input. And, as you said, this will be a great opportunity for all the students to interact with each other in a structured, yet fun, environment.*

The Video

Mrs. Gillard glances at her watch and announces, *as I bring this part of the meeting to a close, please finish off filling out your teacher-profile sheet and pass it in. After you help yourself to tea/coffee and muffins, view this short but powerful video on 'Planning for Improvement: Curriculum Delivery, Classroom Leadership and Management for the 21 Century.'*

As you watch, you need to select and record three or four new objectives that you will incorporate in your plans for this school year. Please submit these at the end of the movie. I will come to each of your classrooms this afternoon to discuss the goals that you have chosen. Together, Mrs. Smith and I will show you how to integrate your goals with mine. Just before I finish off, we will break fifteen minutes early for lunch today; we'll be on site again for the regular afternoon starting period.

Looking into the back row at the wide eyed, keen young faces of the eight new teachers, Mrs. Gillard smiles and says, *Mr. Dobson, could you please open the window? The air is very oppressive in here. And since you're on your feet, please press "play" on the remote as soon as you drop the blinds. Thank you very much.*

And with that Mrs. Smith helps Mrs. Gillard to gather up her stack of colour co-ordinated folders and her bulging blue folder that contains all her changes for Meadow Dale. Both administrators leave the room.

No sooner has Mrs. Jackson exploded with the following, *well, in all my years of teaching, I have never - - -* when she gets a sobering surprise. She looks up and there is Mrs. Smith standing in the staffroom again. As Mrs. Jackson is caught in mid-sentence, Mrs. Smith casually remarks, *Mrs. Jackson, you're interrupting the movie.*

Although most of the former teachers laugh, this reprimand dampens the spirits of other would-be dissidents and eliminates the chance for teachers to get off track by venting their anger and frustration.

Mrs. Smith pulls up a chair and settles in to watch the video too.

The eight new teachers write non-stop during the playing of the video; the former teachers of the school write notes on their sheet and tilt them towards the teachers sitting beside them. Often, smiles break the soberness of the face of the teacher to their right and left. Whispers, communicated through cupped hands, by teachers sitting in the middle row, to those sitting directly in the front encourages those in the front to turn around to reply. But as these teachers turn to acknowledge their colleague, Mrs. Smith's eyes lock with theirs. No words are spoken; the glance in and of itself transmits a loud message: "you're interrupting, not focussed on the video, and I am here to make notes on how you behave."

Mrs. Jackson looks to the back of the room. She spots Mrs. Smith and promptly writes, *I wonder is she writing the names of those unfocussed teachers or just taking notes from the video?*

Ms. Gillis writes back, *we'll probably have the answer in the afternoon, when they visit in our classrooms.*

No sooner is the video finished than the former teachers of Meadow Dale submit their brief outlines to Mrs. Smith; the new teachers continue to write. As the staff mills around preparing to leave after tucking their chairs under the tables, Mrs. Jackson announces to the new teachers, *we usually go to lunch at the 'Green Acre'. They have a wide selection to choose from. Would you like to join us?*

There is a unanimous, *no thank you*. Ms. Swift offers, *I took lunch with me*. Mr. Douglas chimes in, *so did I; it won't keep until tomorrow*.

Mrs. Jackson reads between the lines and suggests, *if you change your mind, you know where we are*. With that Mr. Martin staff, or Team A as they soon begin to call themselves, leaves the staffroom and heads for the restaurant. Meanwhile, the new staff members remain in the school. Later, this group of teachers became known as the BSB's or the Back Stabbing Babies.

After Lunch

Team A is back punctually from lunch; they are eager to learn their teaching assignments and the location of their classrooms. While they laugh and chat as they continue their lunchtime discussions, they pour into the staffroom and approach their mail boxes. A legal size sheet of paper, rolled into a tube and under the grip of an elastic band, juts from each box.

Mrs. Jackson quips, *I wonder what delightful surprises await us. I bet none of us can wait to become familiar with a brand new curriculum in twenty-four hours.* She hauls out her job assignment.

While the eight new teachers sit in the staffroom discussing and reviewing their assignments, Team A lets their feelings be known to all and sundry.

Oh my God, declares Mrs. Jackson. I have your job, Kate , but I'm downstairs in Stephen's room.

I'm downstairs too, announces Kevin, but I'm in Kate's room.

And for the next twenty to thirty minutes this type of conversation fills the staffroom.

Ms. Gillis has been very quiet and withdrawn. She hasn't revealed her grade or location, but by a process of elimination, her colleagues know the grade she has been assigned.

Ms. Gillis had requested to teach the younger grades when Mr. Martin was principal. And for eight years, she was granted her wish. During those years she taught for a year at grade one, another year at grade two and then moved to grade three where she has stayed.

Ms. Gillis

Ms. Gillis' students excel in Literacy and Math; she has a master's degree in both subjects. Everyone looks forward to the annual play that her students write and produce. Not only do parents tape the event, but the local television company plays re-runs of the performance over Christmas on the Community Channel.

For the past five years, Ms. Gillis' gym classes have made headlines in the local newspaper and the evening news during education week. Gym is a vehicle of delivery that spans and integrates most subjects for Ms. Gillis' students. Her girls and boys demonstrate Math concepts through co-operative games that they design. Through the use of their bodies they show the relationship among geometric shapes. And again, during this display of talent the press has been in Ms. Gillis' classroom to capture the fun and to parade the students' joy of learning into the living rooms of the community.

Ms. Gillis is also a highly sought instructor at the local teacher training university where she co-teaches Math through the year. During the summer she offers a three-week institute; enrolment in this course always exceeds capacity and those on the waiting list resign themselves to the fact that no one drops out of Ms. Gillis' classes.

Ms. Gillis' and Dr. Sylvia Arnold's text, *Math and Literacy linked through Physical Education* became a best seller among educators almost as soon as it was released. Ms.

Gillis' enthusiasm, energy and reputation stretch far beyond the walls of her classroom at Meadow Dale.

When Ms. Gillis recorded her teaching experience for Mrs. Gillard before lunch that first day, Ms. Gillis adds a note saying, *although I have taught the higher grades at other schools, I much prefer to remain at the lower elementary level. Based on what I'm learning from my students at grade three, I'm in the process of further developing the program that I deliver at the university. To change to a higher grade at this time could jeopardize or delay the publishing of my second book, for which I've received a cash advance.*

Ms. Gillis had no idea that she would be parachuted to grade six, right into Mrs. Jackson's position and relocated to Mr. Rouse's old room, which is next to the office.

Ms. Gillis is in shock. She confides to Mrs. Jackson, *I have no idea how I'll be ready to meet and teach this class in the morning. All my materials are designed for lower elementary students. Yesterday, I met a number of my new students' parents at the supermarket; we remarked on how delighted we all are that their children's siblings will be in my room.*

Mrs. Jackson, who always sees a ray of hope, suggests, *why don't you and I visit with Mrs. Gillard to discuss changing our assignments to those that Mr. Martin had given to us. After all, Mrs. Gillard said she'd get input from us; I think this is our chance.*

Ms. Gillis, not feeling as optimistic says, *somehow, I feel that her tentative plan is already a permanent plan.*

Mrs. Jackson, who has experience teaching at all grade levels, tells Ms. Gillis, *I'll help you in what ever way I can, so that you can continue to teach and develop your programs at school and at the university. Remember that you single-handedly brought Meadow Dale into the living rooms of the public with your classroom connections across the curriculum. You were awarded a plaque by the Minister of Education for your work: that must have some clout.*

The Meeting

Mrs. Jackson and Ms. Gillis head for Mrs. Gillard's office, hoping to catch her before she and Mrs. Smith begin their post lunch visits with teachers.

When they arrive, Mrs. Gillard says to Mrs. Smith, *didn't I tell that these would be the first two to come to see us?* With a wave of her hand, Mrs. Gillard points to two chairs and says, *have a seat.* Mrs. Smith tucks a sheet into a folder marked Ms. Kate Gillis, B A; B.Ed.; M. Ed.; M.A. and TC 8 is circled in red.

Mrs. Jackson begins with, *we've come to discuss our assignments. Neither of us is pleased with our designated grade. We would like to talk about the criteria by which you*

based your decision and ask that you re-consider. We're requesting that we have our original positions back. We are more than willing to remain in your newly-assigned classrooms.

Mrs. Gillard smiles, clasps her hands as she interweaves her fingers and leans over from the head of the table as though she is about to let Mrs. Jackson and Ms. Gillis in on one great big secret. She looks toward Mrs. Smith and announces, *Mrs. Smith and I have spent many agonizing hours re-designating the staff at my school. My students' education is my priority, and to this end, I must break the old mould that exists here. To achieve this, I must begin at the bottom and work up; staff change comes first. Teachers will be in their classrooms, engaged and focused on the outcomes rather than mingling with the elderly folk. My new teachers are spread throughout the building; they are thrilled with my plans and support me. My next plan is to remove of all these volunteers and have my students at their desks working on their assignments.*

Ms. Gillis is sitting back listening with her right arm leaning on the edge of the table. She offers, *much learning has gone on in this school. One has just to look towards the success of our graduating student population. Over ninety percent have graduated from third level education; that statistic was published in the local newspaper last year. Few other schools, even in the more affluent areas, can boast such success. From interviews with our past students, they attribute much of their achievement to Meadow Dale's intimate connection to the community and the feeling of respect and belonging that they encountered while being here.*

Mrs. Gillard quickly responds, yes, *but those statistics have no bearing on a teacher's grade level assignment.*

Just a minute, I'm coming to that, replies Ms. Gillis. In a quiet, controlled tone, she continues, *all research indicates that if teachers are happy in their classrooms, which implies being comfortable with and supported in their job assignment, students excel in these environments. In these situations teachers give above and beyond of themselves and take their students to new levels of exploration and understanding. In living these experiences, the teachers learn from their students and a reciprocal learning atmosphere develops. Over time, the role of the teacher becomes more like that of a facilitator or mentor, rather than someone who makes all the decisions for the students. Of course, it is the students who will be impacted, so it is important that they be consulted and included in the decision making process. Clearly, Meadow Dale is a thriving example that bears testament to the findings in the research.*

At this point, Mrs. Jackson takes the lead with, *so, given the successes that Meadow Dale has enjoyed, the renown that Ms. Gillis has brought to the school, not only with her exemplary teaching, but with her second book on the way, and given what the research espouses, we are requesting that we have our former teaching assignments back.*

Mrs. Smith's eyes dart from Mrs. Jackson to Ms. Gillis as she gathers the scattered folders. Without looking down, she taps them into alignment as she bounces them on their ends against the table top. As she releases the pile she says, *I'm afraid, ladies, this is how it's going to be from today onwards. As Mrs. Gillard explained, we need to clean this school up. I felt that the video on Planning for Improvement made that clear this morning. Undoing years of children and seniors running the school will be a challenging task.*

Mrs. Jackson rolls her chair backwards and forwards on its casters and begins, *I feel that the u-turn that you plan to implement has the potential to lead Meadow Dale school right back to the days when parents feared coming to the school; they didn't want to hear that their children had been suspended again for inappropriate behaviour on the school yard, in the washrooms and in the hallways. Mr. Martin recognized that the school and the community are integral parts in the triangle of student success. He was determined that no one individual's voice, hunger for power, or determination to make anyone feel insignificant, in order to compensate for another's inadequacies would prevail in this school. He was sincere in his requests for input, and together with him, the community, the parents, students and staff ran Meadow Dale.*

By the end of Mrs. Jackson's speech, Mrs. Gillard's face is the colour of a poppy. Her eyes glisten as she glares from Mrs. Jackson to Ms. Gillis and back to Mrs. Jackson. She breathes in deep laboured breaths as though she is having an asthmatic attack. Suddenly, she squeezes her hands more tightly and watches them as she slowly separates them. As

she presses her palms flat on the table and stares at her outstretched fingers, she announces, *I'm sorry ladies, but there will be no change. This is how I'm running my school. If you don't like it here, you may find another school more to your liking. I have no more to say on this topic. Please excuse me.*

Pushing on her outstretched hands Mrs. Gillard rises, stands up and walks out of her office. Mrs. Smith follows suit. Mrs. Jackson and Ms. Gillis sit for a moment, looking at each other. Mrs. Jackson says with a knowing smirk, *well, this must be the new way to plan for improvement; you're invited to submit input, but if it doesn't match the decision that has been made, your input is deemed unworthy of consideration. We'll have a tough year ahead of us, sister! By year's end our old school will be unrecognizable.*

Ms. Gillis says, *let's get out of here.* They head for the staffroom.

As Mrs. Jackson and Ms. Gillis sit at the table and repeat their experience to those present, teachers gasp and ask, *are you serious? Is this a taste of what's to come?* Mr. Rouse adds, *based on what I've witnessed and heard from Mrs. Gillard so far, there seems to be a lot of truth to the warnings we were given before she came.*

Over in the corner, two new teachers, Ms. Cook and Mr. Dobson have stopped talking and appear to be reading their curriculum documents. However, since Mrs. Gillard announced that the new teachers support her, Ms. Gillis and Mrs. Jackson know that they are absorbing every detail and just waiting for an opportunity to report everything to the administration.

By the end of October, Team A has had it with eavesdropping and tattlers. Team A begins to avoid the staffroom; they meet downstairs in Mrs. Jackson's classroom before school, at recess and lunch.

After about six or seven weeks, and by sheer coincidence, Mr. Rouse approaches Mrs. Gillard's office one morning to discuss the purchase of new novels for his students. Mrs. Gillard's door is open. He looks in as he's about to knock. Mrs. Gillard has her ear tilted to the intercom system. The voice of Mrs. Jackson is clearly audible. Mrs. Gillard immediately switches the system off and remarks, *I was just checking that this outfit is working properly throughout the building.* From this incident onwards, the teachers in Mrs. Jackson's room speak in gentle voices so that their words will not be picked up clearly by the intercom.

On another occasion, at a staff meeting, Mrs. Gillard comments, *I'm planning to bring the staff photocopying machine upstairs to the staffroom.* Nobody offers any comments or objections. Later, when the machine hasn't been moved, Mrs. Jackson remarks to her colleagues, *since the move didn't occur, Mrs. Gillard must have been baiting us. But we're learning to play her games. We raised no objections, so she didn't follow through with her threat.*

Mrs. Jackson and Ms. Gillis in their new assignments

Mrs. Jackson and Ms. Gillis move to their newly-assigned classrooms. Off Meadow Dale school grounds, they met frequently to support each other and to discuss what they see happening in their school.

Ms. Gillis has a class of twenty-four delightful girls and boys. She had been their classroom teacher during their early elementary days, as well as being their gym teacher. Questioning and critical analysis have been an integral part of the students' curriculum, fostered over the years by Mr. Martin, and so Ms. Gillis' students ask, *why, after all these years, did you suddenly move to grade six?*

Trying to hide the truth and being a diplomat Ms. Gillis replies, *sometimes, new administrators have new plans for staff. Mrs. Gillard asked me to move to this grade level; she asked other teachers to change to different grades too.*

Then, one day when Mrs. Gillard leaves Ms. Gillis' room Joel asks, *why does Mrs. Gillard just walk into our room without knocking and sit at the back of our room? She writes and writes and then gets up and leaves without talking to us? I think that she is being rude.*

Ms. Gillis explains, *Mrs. Gillard talks to me about my teaching and how I run my classroom.* However, Ms. Gillis did not volunteer that she has to submit her

teaching plans to Mrs. Gillard, a week in advance of delivering them. Neither did she let the class know that she is the only teacher at Meadow Dale who has to do this. Ms. Gillis does not want her students to know how embarrassed she feels, being singled out and treated as though she is an incompetent teacher.

Neither can Ms. Gillis reveal to her students that she is more highly trained than Mrs. Gillard. Mrs. Gillard had been a vice principal for just one year in a small rural school and, according to the grapevine, was parachuted into Meadow Dale because she is connected to the right people in senior administration.

Ms. Gillis never tells her students that Mrs. Gillard asks, *why do your plans indicate that you'll be teaching a specific topic or subject at a given time but, in fact, you're teaching something completely different?*

Ms. Gillis spends time in Mrs. Gillard's office explaining, *I take my lead from my students; therefore, it's not always possible to keep rigidly to my plan.* In response to Ms. Gillis' explanation, Mrs. Gillard demands, *from now onwards then, I want you to submit an outline of what you taught in each subject during the week, the outcomes that you addressed, and your teaching plans for the upcoming week by Monday morning.*

Ms. Gillis doesn't recognize that she's being set up at every turn by Mrs. Gillard. Mrs. Gillard calls all teachers over the inter com to advise them when to take their class to the gym for presentations. One day in December, Mrs. Gillard didn't page Ms. Gillis' class to

attend a display on Jump Rope for Heart Health. At the end of the day, Mrs. Gillard announces over the loudspeaker to all classrooms, *excuse me Ms. Gillis, but your class didn't show up for the demonstration. Please come to my office following the dismissal of your students.*

Upon arrival in Mrs. Gillard's office, Ms. Gillis says, *I'm sorry that my class missed the guest speaker and performers but you've always called us to tell us when to move to the gym.* Mrs. Gillard replies, *Oh my goodness, I must have missed your name on the list when I called the other upper elementary classes. That will be all for now.*

A few days later at a staff meeting Mrs. Gillard points out that some students are on the field during recess. Ms. Gillis is singled out and Mrs. Gillard elaborates to all, *last week, I placed a reminder in your mail boxes announcing that the field was off limits until spring. Ms. Gillis, it's important to keep up to date with the changes and teach your students to follow the rules too.*

Based on her experiences with Mrs. Gillard, Ms. Gillis is beginning to wonder why she's making all these mistakes. Later, when Ms. Gillis mentions to Mrs. Gillard that she removes all documents from her mailbox daily and that no notice about the field rule was present, Mrs. Gillard offers, *Oh maybe I slipped it into the wrong box by mistake.*

A couple of weeks later Ms. Gillis finds a note in her mail box from Mrs. Gillard. It reads, *you neglected to turn the lights off in your classroom last evening. Did you not read my memo? It told teachers to switch their lights off when leaving for the evening.*

The next morning, coincidentally, a copy of the memo about the lights is pinned on the bulletin board near the copying machine downstairs. Ms. Gillis' name is on this sheet in Mrs. Gillard's hand writing. It's Mrs. Jackson who discovers it and takes it to Ms. Gillis.

As Mrs. Jackson enters Ms. Gillis' room she says, *could this be your copy of the memo that should have been in your mailbox?*

Ms. Gillis confides to Mrs. Jackson, *I feel that I'm being spied on all day long. Rules are changed and I'm not told. I'm criticized in public when I break a rule that I never knew existed. The new physically challenged student has been placed in my room. Mrs. Gillard explained as she introduced me to his parents, this is a wonderful teacher; she'll help Kenneth to make astounding progress. But she forgot to let his family know that no extra support, in the form of a teacher's aid or special materials, will be forthcoming. I feel very confused about Mrs. Gillard's treatment of me.*

Ms. Gillis continues to share her most recent frustrations with Mrs. Jackson, *Mrs. Gillard has moved me from the Professional Development Committee to the Program Planning Team without consulting me. She claims that because of*

my background and my experience in developing lessons and games in Math and Literacy, I'll be an asset to the committee.

With every compliment that Mrs. Gillard gives me, she negates it with a reproach. When I pointed out that the Program Planning Team meets every second Tuesday of the month and that I teach at the university on Tuesday night, Mrs. Gillard had her answer ready, *I know that, but the meeting will be finished in an hour and you'll have two full hours before your class begins. That will be lots of time to get to the University.*

I really feel that Mrs. Gillard is pressing me to my limit. I'm beginning to question my ability as a teacher. Up until this year, I looked at committee work as an opportunity to grow, develop and challenge my thinking, but now everything seems such a drag. Mrs. Gillard is at every committee meeting. We have no space to discuss ideas and make our own plans. The only aspect of teaching that I look forward to now is going to the university. There, I can engage in conversations with broadminded people who respect knowledge and opinions rather than nitpicking.

Last week, I went to my doctor. I cannot seem to sleep at night. She feels that I'm under great stress. She explained, you have what your principal would love to have, but Mrs. Gillard knows that she never can be like you. Teachers who are popular with their staff, students and parents, and are highly educated, along with having a pleasant personality are a threat to those who are deficient in these areas. Their

inadequacies, combined with a position of power, create a highly charged environment for everyone, but especially for those who are perceived as the target and the recipient of the attacks.

My doctor said, you are in a no win situation. People like your principal never change. In the long term, she will make your life hell on earth. You have to get out of Meadow Dale. Once you're out of the picture, she'll pick on another successful teacher. Your principal reminds me of a lion; she's out for the kill. Her animal instincts repress her human instincts. To date, no rehabilitation program has been developed to meet the needs of these people.

I return to see my doctor next week. Then she and I will decide if I need to go on sick leave. Can you imagine my whole career being put on hold because of the actions of a person who is considered a leader, but is acting like a sniper or sharp shooter?

Mrs. Jackson tries to redirect Ms. Gillis' thinking to the conferences that she so loves to attend. In early March, Mrs. Jackson asks Ms. Gillis, *when and where is the Math Conference this year?*

For the past six years Ms. Gillis has attended the international Math Conference for lower elementary teachers. Each year, the event is held in a different State. Ms. Gillis loves the infusion of new ideas at these events, as well as the travel. On her return, she shares the

latest thinking in teaching Math with the staff, and to the students she shows a video of the area she visits.

In response to Mrs. Jackson's question, Ms. Gillis replies, *I asked Mrs. Gillard to sign my application forms in December, since the deadline was in early January. You'll never guess what happened. She said, you're not a lower elementary teacher. This conference doesn't apply to you. I cannot sign this.*

Mrs. Gillard walked out of her office and left me there. I was so devastated and embarrassed that I couldn't even mention this incident to anyone before now. Several of my colleagues in the States have emailed me, saying they're looking forward to meeting me and discussing my upcoming book, but I am so ashamed, I haven't been able to reply to them.

After March Break, Ms. Gillis can't return to Meadow Dale; she goes out on sick leave, but that doesn't mean that she is free from Mrs. Gillard.

Student Report Cards are due to go out at the end of March. Mrs. Gillard rings Ms. Gillis' phone several times during the day. Since Ms. Gillis has call minder on her home phone, the school's name appears on the display panel. Mrs. Gillard leaves message after message for Ms. Gillis to call the school, but since she's on sick leave Ms. Gillis is under no obligation to return these calls.

Ms. Gillis contacts the Local branch of her Union. The officer listens to her story but no action is taken by the Union.

Ms. Gillis comments to Mrs. Jackson, *it's as though the Union is afraid to take a stand*. Ms. Gillis knows, from comments about grievances brought to the Union, that the Union most often takes the side of administration, even though the teacher is in the right. The Union representative somehow forgets that both members pay the same dues, but the Union members making the decision recognize that their jobs may be on the line, depending on how the problem is resolved.

Ms. Gillis writes the Report Cards.

June rolls around. Ms. Gillis remains on sick leave for the following year. Mrs. Jackson packs her materials and stores them. Ms. Gillis regains her health. She resigns from her Board and heads to Manitoba.

Today, Ms. Gillis is the director of Teacher Education at Roger's University in Winnipeg. There she encourages and values input from her staff and pre-service teachers. At convocation in June, Ms. Gillis was presented with the prestigious honour and award: Teacher of the Year for Excellence in Leadership and Curriculum Development by The Department of Education for the Province of Manitoba.

4.51 Analysis of Case Study: Principal Bullies Teacher

In this narrative case study of principal bullying teacher, several aspects and characteristics of bullying are evident; most particularly, the bully has a known history of bullying behaviour; bully has supporters within the workplace; the bully has free rein; the bully's leadership style promotes bullying; the bully sets out to isolate, exclude, and confuse the target; the bully controls the target's life outside of school; the bully's insidious behaviour is not recognized by the target; the bully demands explanation and increases target's workload; the bully controls the target's future; the bully feels threatened by the target's accomplishments; bullying thrives in hierarchical structures; and the onus is on the target to find a solution.

These behaviours and features of the bullying-target relationship are outlined in current research and are listed below, with examples from the narrative case study to illustrate the behaviours.

- ***Bully has a known history of bullying.*** Once it is confirmed that Mrs. Gillard is the new principal, many teachers transfer to other schools. In the literature it is a well identified phenomenon that bullies' reputations precede them (Blasé & Blasé, 2003; Field, 1996; Gates, 2004; Jackson, et al., 2002; Lubit, 2004; Namie & Namie, 2003; Needham, 2003; Vaknin, 2002). UNISON, the public service union, found that 84.3% of 761 respondents state that the bully has bullied in the

past; of those 73.4% relate that management knew about it (Rayner, 1998). In 90% of cases of workplace bullying, it can be traced to one person who has a history of this behaviour (Field, Feb. 2002a).

- ***Bully has supporters within the workplace.*** Within the school the new teachers participate in the bullying tactics, which are set in motion by Mrs. Gillard. Some employees go along with the bully or participate in the bullying acts out of fear of becoming the next target or losing their position. Employees are often dependent on the bully for something such as a positive evaluation, career advancement, or company perks (A. Adams, 1992; Carter, 2003; Davenport et al., 2002; Field, 1996; Hornstein, 1996; Needham, 2003). In some situations, observers can demonstrate a hint of 'glee' as they revel in the defencelessness of the target (Davenport et al., 2002).

- ***Bully has free rein.*** Since Mrs. Gillard is the principal of the school and the bully, no staff member or even those in higher management seem able or willing to confront her; the bully appears untouchable. If workplace bullying is not acknowledged as a problem then there is no need to address it (A. Adams, 1996; Needham, 2003). Most organizations have not developed policies or procedures to deal with workplace bullying. This becomes particularly obvious when it is recognized that the principal's new position is really a promotion, which suggests that the bully not only has contacts higher up the organization but that bullying is tacitly endorsed by management (A. Adams, 1992; Blasé & Blasé, 2003; Carter,

2003; Namie & Namie, 2003; Needham, 2003). The usual way to deal with a workplace bullies is to promote them (Field, 1996).

- ***Bully's leadership style promotes bullying.*** Mrs. Gillard's leadership style is authoritarian, which is both erratic and unsettling for the staff. She invites input but when it is offered, she rejects it. She abolishes the school's spirit committee by terminating the seniors' program. She promotes division among the staff in the form of divide-and-conqueror acts, and she engages in unethical behaviour such as eavesdropping. Within Hornstein's (1996) seven classifications of workplace bullies, Mrs. Gillard fits in the grouping called the "conquerors". As the name suggests, this bully must be in total control at all times, they demand submission through verbal intimidation, they are fuelled by the power they feel through the suppression of others, and their appetite to dominate subordinates is insatiable (Hornstein, 1996). This type of workplace bully boss is a "serial bully" (Field, 1996). A leader who exhibits behaviour of this nature is among the category of "narcissistic managers" (Lubit, 2004). The relationship between this bully and their target is that of a "predator and prey" mentality (Needham, 2003).

Researchers categorize workplace bullying bosses according to certain criteria; most include bosses who endorse little or no team work, deny participation in decision-making, dismiss avenues for conflict resolution, discourage diversity of ideas, denounce all forms of autonomy, demand total control, and silence staff through verbal comments and non-verbal actions and gestures (A. Adams, 1992; Blasé & Blasé, 2003; Carter, 2003; Davenport et al., 2002; Gates, 2004; Henry,

2004; Hornstein, 1996; Lewis & Orford, 2005; Namie & Namie, 2003; Needham, 2003; Lubit, 2004).

- ***Bully sets out to isolate, exclude, and confuse the target.*** Mrs. Gillard deliberately sets out to humiliate Ms. Gillis in front of the staff. Mrs. Gillard confuses Ms. Gillis when she praises Ms. Gillis' teaching competencies in front of the family of the special-needs student but, Ms. Gillis is the only classroom teacher, who is isolated from the other upper-elementary teachers, and subjected to constant monitoring. Resources to provide support for the new student are withheld, yet success is expected. Ms. Gillis is publicly blamed and shamed for not attending the performance, but her class was never alerted to proceed to the event (withholding of information). Cunning manoeuvres are used by bullies to isolate their target, force the target to question their competencies, and engender fear of further demands and attacks on the target's depleting energy, stamina and health. These tactics are employed to bring failure to the target and to provide evidence for the bully to demonstrate to the target and to higher management that the target is ineffective in their job (A. Adams, 1992; Blasé & Blasé, 2003; Carter, 2003; Davenport et al., 2002; Eardly, 2002; Einarsen, et al., 2003; Field, 1996; Gates, Oct., 2004; Graves, 2002; Hornstein, 1996; Jackson et al., 2002; Namie & Namie, 2003; Needham, 2003; Lubit, 2004; Rigby, 2002; Smith, 1997; Vaknin, Feb., 2002).

- ***Bully controls the target's life outside the workplace.*** Mrs. Gillard's refusal to sign Ms. Gillis' registration form not only has the immediate impact of the bully controlling the target, but the intent is to force Ms. Gillis to transfer from the school. Ms. Gillis is a regular at the conference; hence, her absence is likely to provoke questions. Since Ms. Gillis has not replied to colleagues' messages regarding her attendance, this creates a fertile ground for rumours to begin. As the workplace bully's perception of the target's competence, skills, and knowledge continues to threaten the bully's self-image, accomplishments, and standing in the workplace, the bully intensifies their level of bullying, extending the pressure outside the workplace, with the intention of removing the target from the work site through transference, prolonged sick leave, or voluntary early retirement (A.Adams, 1992; Carter, 2003; Einarsen et al., 2003; Field, 1996; Hornstein, 1996; Lubit, 2004; Namie & Namie, 2003; Needham, 2003).

- ***Bully's insidious behaviour not recognized by the target.*** Initially, Ms. Gillis prepares her weekly plans and willingly submits them to Mrs. Gillard for examination. Workplace bullies present their controlling mechanisms in such a non-threatening way that targets believe that it is only their performance that provokes the workplace bully's actions against them (A. Adams, 1992; Blasé & Blasé, 2003; Davenport et al., 2002; Field, 1996; Fuller, 2003; Namie & Namie, 2003; Needham, 2003; Lubit, 2004).

- ***Bully demands explanation and increases target's workload.*** Not only has Ms. Gillis to defend what she is teaching at specific times, but she has to submit the outcomes covered during the week, in addition to her lesson plans for the upcoming week. As the bully continues to tighten their grip on their target, another layer of control is added. At the outset, each of these demands in and of themselves appear insignificant and unworthy of complaint, but once the target begins to realize what is happening, they are firmly in the grips of the bully (Field, 1996; Hornstein, 1996; Needham, 2003).

- ***Bully controls the target's future.*** Ms. Gillis' career advancement is at the mercy of Mrs. Gillard's whim. Target's career aspirations will be on hold for as long as the workplace bully remains in control or until the target moves (Blasé and Blasé, 2003; Field, 1996; Namie & Namie, 2003; Needham, 2003).

- ***Bully is threatened by the target's accomplishments.*** Ms. Gillis is unaware that Mrs. Gillard perceives Ms. Gillis' competence and skills as a threat. From Mrs. Gillard's point of view, Ms. Gillis must be controlled, for her accomplishments threaten Mrs. Gillard's authority. The workplace bully is fearful that the target will expose the bully's vulnerabilities and shortcomings (Graves, 2002). To prevent this from happening, the bully increases their demands on the target, intensifies nitpicking tactics, restricts and withholds information, and blames the target for not following directions (Davenport et al., 2002; Needham, 2003). In turn, this pattern of undermining through overwork, criticism, and shaming

diminishes the target's self-confidence in body, mind, and spirit (A. Adams, 1992; Carter, 2003; Einarsen et al., 2003; Field, 1996; Hornstein, 1996; Lubit, 2004; Namie & Namie, 2003; Needham, 2003). Workplace bullying is "an extreme social stressor" (Lewis and Orford, 2005). Workplace stress is the number one reason for "sickness absence from work" (Field, June, 2002b). By "2020 stress will be the main cause of workplace illness, with bullying and harassment, unreasonable workloads, inflexible working regimes, and poor line management policies being identified as the major causes" (Humphreys, July, 2005).

- ***Bullying thrives in hierarchical structures.*** The behaviour exhibited by Mrs. Gillard towards Ms. Gillis is indicative of the type of relationships that Mrs. Gillard endorses within the school. The code of behaviour that the leader demonstrates reflects how staff members are to treat each other, be that with respect and dignity or disregard and scapegoat behaviour (Needham, 2003). Workplace bullying is upheld in some systems by the very nature of their hierarchical structure such as in education and health care. In most instances, the workplace bully is neither reprimanded nor suffers consequences for their actions. Agencies that could be of support to the target such as Human Resources, boards of directors, and Unions, fail in their responsibility to hold workplace bullies accountable for their behaviour (A. Adams, 1992; Blasé & Blasé, 2003; Field, 1996; Hornstein, 1996; Lewis & Orford, 2005; Namie & Namie, 2003; Needham, 2003).

- ***Onus is on the target.*** Ms. Gillis goes out on sick leave, resigns from her school board, regains her health, and eventually realized that she was not the problem; instead, it was the bully, Mrs. Gillard. Without laws, procedures and policies to protect the target, there is little recourse for them in the workplace (A. Adams, 1992; Blasé & Blasé, 2003; Field, 1996; Lubit, 2004; Namie & Namie, 2003; Needham, 2003). The preferred long term solution for the target is to leave or change to another department (Field, 1996; Lubit, 2004).

5.0 Summary of Findings in Case Studies

These five fictionalized case studies - teacher/student; teacher/teacher; caretaker/teacher; parent and student/teacher; and principal/teacher - examine workplace bullying behaviours and features of the bullying-target relationship in educational settings, and demonstrate common characteristics employed by the bully, all of which are well documented and supported in the literature.

5.1 Common Themes

The following common themes resonate among the five workplace bullying relationships:

- the bully and target are new to each other;
- the psychological and insidious attacks of the bully, which are persistently negative and demeaning, are repeated over a time frame of at least six months;
- the bully's intent is to select one target and to set about controlling that target through manipulation, isolation, humiliation, criticism, blaming, nitpicking, discrediting, engendering fear, and undermining;
- the bully has few friends and lacks skills in interpersonal relationships;
- the bully never feels remorse;
- the bully is only concerned about himself or herself and will use devious, covert, and overt methods to make himself or herself look good at all times;
- witnesses and bystanders are silenced;
- a contradiction exists between the bully's public and private persona;
- the bully is jealous and feels threatened by the competence, popularity, and networking skills of the target;

- the bully is aware of the fact that there are no rewards or incentives for changing his or her behaviour, and that no law exists to protect the target;
- workplace bullies are driven by an intense need to control others;
- pressures to meet deadlines both inside and outside the school bring out the worst in the bullies and provide an ideal opportunity for bullying to flourish;
- the workplace bullies' attacks have a negative impact on the targets and the work environment;
- the targets refuse to be subservient to the bullies;
- the only recourse for the targets is for a separation to occur between them and the bully.

From the case studies it is evident that workplace bullying is part of the fabric of school relationships, it is experienced as normal and acceptable, and to confront it is a no-win situation for the target and his or her supporters. Those who side with the bully feel that alignment with the bully guarantees them protection from humiliation in front of others. They are unaware that once the target moves, another target will fill the void, for a workplace bully cannot function without the thrill and challenge of making others' lives miserable in order to compensate for their own inadequacies.

5.2 Other Characteristics

Other characteristics of workplace bullying are found only in some of the case studies.

In teacher/student, teacher/teacher, caretaker/teacher and principal/teacher, the following are featured:

- the workplace bully has a well known history of bullying;
- the promotion of division among the staff;
- the cultivation of an atmosphere of divide-and-conquer.

Teacher/student, teacher/teacher, and principal/teacher demonstrate:

- that the bully spreads rumours to incite others to marginalize the target;
- that the target is left without a support system in the workplace.

Teacher/student and principal/teacher highlight how positional power and power imbalance are used to bully and control the target.

Caretaker/teacher and teacher/teacher illustrate that the bully exhibits the potential to be dangerous and even violent.

Principal/teacher and teacher/teacher show the bully withholding resources and information.

In teacher/teacher and caretaker/teacher the case studies illustrate:

- that the target is treated as though they are invisible;
- the weak and non-supportive leadership of the administration towards the target.

In addition to the relationship that is inherent in the case study title, individual case studies emphasize specific characteristics of workplace bullying relationships. Child

abuse is brought to the fore in teacher/student. The workplace bully plagiarizes other's ideas, holds a secret meeting with parents, and is granted a promotion in teacher/teacher. The leadership plays favourites and disregards lying incidents in caretaker/teacher. Domestic abuse, intergenerational bullying, and bullying from outside the workplace are featured in parent and student/teacher. Senior management abdicates its responsibility in principal/teacher.

Although two case studies involve children, each child has a different role. The child in teacher/student is the target, whereas the child in parent and student/teacher exhibits bullying behaviour in the classroom and outside. Bullying tactics displayed in the home were internalized by the child and resorted to when the child faced a difficult situation in the school setting. Similarly, in the case study principal/teacher, the principal attempted to control the ill teacher's life outside the school environment by sending threatening email communications and leaving disturbing messages on the teacher's telephone.

In the five case studies the targets consistently suffer erosion of their self-confidence, rationalize the bully's behaviour as being a result of their performance, develop health problems and only find satisfaction when they became separated from the bully. Later the targets realize that they were not the problem; it was the workplace bully. The system that tolerates workplace bullying within educational settings is the real issue.

6.0 Discussion and Conclusions

6.01 Bullying is Endemic to the Human Race

Bullying relationships are endemic in human nature and our lives (A. Adams, 1992; Carter, 2003; Einarsen et al., 2003; Field 1996; Needham, 2003; Rigby, 2002; Smith, 1997). Interpersonal bullying behaviour has its origins in society's ancestors' cave dwelling days (A. Adams, 1992; Field, 1996). Anthropologists and historians trace bullying from Sparta, in the 6th century BC, through the Psalms, to today among the Yanomamo people who live on the border of Venezuela and Brazil (Rigby, 2002).

Bullying can occur wherever two or more persons interact (A. Adams, 1992; Field 1996; Hornstein, 1996; Needham, 2003). As brought out in the case studies, workplace bullying is a huge problem that has a major impact not only in education but in every aspect of life from emotional health, financial success, family life, peoples' futures, companies' balance sheets and the structures and organizations in society.

6.02 Bullying in the Workplace is a Complex and Systemic Problem

Bullying in the workplace is a complex and systemic problem that has immense personal, social, and economic consequences to society; workplace bullying is increasingly recognized as a major occupational stressor and has been identified as a leading source of damage to employees' mental and physical health (Blasé & Blasé, 2003; Carter, 2003; Davenport et al., 2002; Field, 1996; Fuller, 2003; Hornstein, 1996; Jackson, et al., 2002; Lewis & Orford, 2005; Namie & Namie, 2003; Needham, 2003; Lubit, 2004). Workplace bullying is the "second greatest social evil after child abuse, with which there are many

parallels” (Field, 1996). Repetitive bullying attacks change the target’s normal pattern of reasoning and ways of communicating, and fear impacts the target’s behaviour and self-control (Davenport et al., 2002).

6.03 Persistent Emotional Strain Affects the Targets’ Health

As these case studies show the persistent emotional strain affects the targets’ health, outlook and state of mind, and affects their personal and social relationships. In the case study, teacher bullies student, the child withdraws from both family and friends and shows signs of child abuse. The target, in principal bullies teacher, suffers severe social and emotional distress that leaves her unfit to work for over a year, thus costing tax payers significantly through her lost productivity, financial contribution to society, and the need to hire a replacement teacher. Targets in the remaining three case studies feel fear and distress; they are distracted from their work as they devote time and energy trying to cope with, anticipate, and prohibit the workplace bullies’ antisocial and undermining behaviour. Field (2005c) estimates that in the UK the cost of workplace bullying is around thirty-two billion pounds per year.

6.04 The Notion of Newness

In each of the case studies the workplace bullying situation begins with the bully and target being new to each other; it is the notion of “newness” that creates the opportunity for exploitation to occur (Namie & Namie, 2003; Needham, 2003). Workplace bullies are both intelligent and opportunistic and the new target can simply be in the wrong place at the wrong time (Field, 1996). Newness is a common characteristic in how workplace

bullying relationships begin in each of the case studies. Within the workplace the target can be a new hire or a transfer to a new work unit and run into a bully; 81% of the time the bully is a boss, 15% it is a co-worker, and 5% of the time the bully is from a lower position (Namie & Namie, 2003, p. 38).

New teachers or employees may be more susceptible to bullying, not just because they are new hires to that workplace, but because they arrive in the workplace unaware of the culture and norms, the relationships and friendships, and the behaviours that are endorsed and frowned upon in the new school or workplace. The new teacher or staff member has to learn who can be trusted while most other staff members around them know the interpersonal dynamics of the workplace. New teachers or staff are most vulnerable for selection and later attack from the workplace bully during this window of settling-in time.

6.05 Envy as a Key Reason for Bullying

Many targets perceive envy as a key reason why they are bullied (Einarsen, 2003). Workplace bullies are stimulated by the exercise of power over others (Lubit, 2004). Workplace bullies' behaviour can be so hostile and abusive to the target that the individual's dignity is undermined (Eardly, 2002). Envy and power over others are major factors in the case studies teacher bullies student and principal bullies teacher. In each of the five case studies the target's dignity is severely undermined by the workplace bully's attacks.

6.06 The Context in which Bullies Operate

Workplace bullies rarely operate on their own (Field, 1996). In each case study the bully is supported by people who can choose to end the bullying. These people are at various levels in the hierarchy within education. The school board is aware of the workplace bullies' reputation in the case studies teacher bullies student, caretaker bullies teacher, and principal bullies teacher; the school board has the power to end this workplace bullying behaviour. The school board has the power to offer support to the teacher and principal to curb the workplace bullying in the case study parent and student bully teacher, but fail to do so. The principal has the power to end the bullying in the case studies teacher bullies teacher and caretaker bullies teacher. Workplace bullying only operates in a climate where workplace bullying is accepted and tolerated (Field, 1996; Needham, 2003).

6.07 Pattern of Bullying

In the workplace a predictable pattern of bullying repeats itself (A. Adams, 1992; Blasé & Blasé, 2003; Davenport et al., 2002; Field, 1996; Hornstein, 1996; Needham, 2003; Vaknin, 2002). Within the case studies a pattern is evident. The honeymoon phase lasts for a short time as new working relationships are established. Either consciously or unconsciously the workplace bully selects a competent, talented, fair-minded target; the workplace bully perceives this person as a threat. Psychological abuse in the form of constant criticism occurs frequently, usually in private, with the intent to subjugate the target. Attempts by the target to discuss or understand why this is happening to them are met with further hostility and humiliation from the workplace bully and shock from most

others who notice or hear about the workplace bully's behaviour. Within months the target exhibits signs of the impact of the workplace bully's behaviour through tearfulness, irritability, sleep disruption and even depression. The workplace bully recognizes that others perceive what is happening to the target. In self defence, the workplace bully begins to publicly find fault with the target's work and in the process, humiliates and undermines the target further. Subjected to the sustained attacks of the workplace bully, an increased workload and declining health, the target operates in a constant state of fear of the next chastisement as they struggle to fulfill the workplace bully's demands. Deviation from the demands set by the workplace bully results in retaliation, and the target's expulsion from the classroom or school is set in motion. Once the target is ejected, feeling shattered in body, mind, and spirit, the workplace bully selects a new target and sets about repeating the same cycle again and again.

The scenario above played itself out in the case studies as follows. In three of the case studies: teacher bullies student, caretaker bullies teacher, and principal bullies teacher the targets were forced out by the workplace bully. In the case studies: teacher bullies student and teacher bullies teacher, the workplace bullies were rewarded with promotions; no steps were put in place to prevent them from bullying in their new positions. In the fifth case study: parent and student bully teacher, the child was awarded a social pass and placed in the next grade, but no restrictions were placed on the parents' or student's bullying behaviours.

6.08 Effects of Prolonged Bullying

In many studies on workplace bullying a period of six months has been used because the “bullying within that timeframe often leads to severe psychiatric and psychosomatic impairment, stress effects which would not be expected to occur as a result of normal occupational stressors such as time pressure, role-conflicts or everyday social stressors” (Einarsen et al., 2003, p.8). In four of the case studies the workplace bullying continued for the year and resulted in varying degrees of mental anguish for the target. Teacher bullies student was the exception here but the health effects mentioned above were exhibited by the child prior to her removal from that classroom.

6.09 Gender Effects

In the case studies both men and women are bullies. Field (2005b) and Namie & Namie, (2003) report that the perpetration of bullying is not a gender issue. Bullies are split roughly 50/50 (Field, 2005b). Women more frequently report workplace bullying and greater psychological effects than men (Lewis & Orford, 2005). Women are more frequently bullied by women and men by men (Field, 2005b; Namie & Namie, 2003), but Field believes that female workplace bullies are worse than men (Field, 2005b).

6.10 Reasons for being Bullied

In their study Namie and Namie (2003) found that the top three reasons for being bullied are: number one, the target’s refusal to be subservient to the bully 58%; number two, the bully envies the target’s superior competence 56%; and number three, the bully envies the target’s social skills, being liked, and their positive attitude 49% (p. 39-41). In the

case studies these reasons were played out in each scenario. Workplace bullying is likely to flourish in environments where an employee's position and role within the organization is neither specified nor written (Eardly, 2002).

In 1996 Tim Field founded the UK's National Workplace Bullying Advice Line, and by January 2004, out of a total of 9084 calls, 8125 dealt with bullying (Field, 2005b).

Feedback to this site arrived from Canada, USA, Ireland, Finland, Australia and New Zealand, which gives an indication of the ubiquitous nature of the phenomenon of workplace bullying (Field, 2005b).

From the contacts and inquiries made to Field's web site the following statistics show the breakdown of workplace bullying:

- Approx 20% are teachers, lecturers and school administrative staff.
- Approx 12% are health care professionals, including nurses, paramedic, GPs etc.
- Approx 10% are from social services and caring occupations including care of the elderly and people with special needs.
- Approx 6 – 8% are from the voluntary and non-profit sector, with small charities (social housing, disadvantaged children, special needs, etc) featuring prominently (these usually involve a female serial bully); this sector has shown the highest rate of increase in calls since 1998.
- Approx 5% are civil servants not included in the above group.
- The pattern (teachers, nurses, social workers and the charity / not-for-profit / voluntary sector being the top four groups) is also appearing through emails from USA, Canada and Australia ...
- Over 90% of enquiries involve a serial bully...

- Twelve cases involve actual suicide (Field, 2005b).

In four of the five case studies a teacher or administrator was responsible for or partly involved in the workplace bullying; the case study: parent and student bully teacher was the exception.

6.11 Sources of Bullies Behaviour

Scholars offer a range of theories to explain and rationalize why workplace bullies resort to abusive behaviour of their targets.

- Workplace bullies may be targets of childhood traumas, horrific childhoods or influences in their lives with which they have not come to terms (A. Adams, 1992; Carter, 2003; Davenport et al., 2002).
- During their formative years, in situations of conflict, workplace bullies internalize the negative coping strategies of their significant caregivers; later, in their work environment, workplace bullies resort to and apply the same patterns when faced with fearful and stressful situations (Henry, 2004).
- Either through over indulgence or neglect in childhood, workplace bullies have not developed normal acceptable adult behaviours (A. Adams, 1992).
- Young children believe that the world revolves around them, but as they mature, they develop beyond this narcissistic stage; workplace bullies exhibit characteristics of narcissism (Carter, 2003; Needham, 2003; Lubit, 2004).
- In the workplace, bullies “appear overtly self-confident or even grandiose and engage in behaviour which results in little attachment to values or conceptions of right and wrong, and disregard rules whenever it serves their purpose” (Lubit, 2004, p.14).

- Workplace bullies are neglectful of the needs of those who work for them; yet, workplace bullies may engage in some pleasant acts but it is only when it is convenient for the workplace bully or depending on who is present (Lubit, 2004).
- Workplace bullies' outward show of superiority is a mask to deflect attention from their shortcomings of low self-esteem, their vulnerabilities and feelings of inadequacies; workplace bullies are "genuinely unfinished human beings" (Graves, 2002, p. 7), who are emotionally immature (Vaknin, 2002).

From my observations and experiences in dealing with a number of workplace bullies, these bullies described a negative, almost hostile relationship with their mother; this is not explicitly dealt with in the literature that I reviewed.

6.12 Dealing with Bullying

Research shows that targets lack coping strategies and conflict management skills to deal with bullying situations (A. Adams, 1992; Blasé & Blasé, 2003; Davenport et al., 2002; Field, 1996; Fuller, 2003; Hornstein, 1996; Jennifer et al., 2003; Lewis & Orford, 2005; Lubit, 2004; Namie & Namie, 2003).

- Social norms and attitudes change over time and what may have been considered acceptable behaviour by a younger workforce may be unacceptable to an older one and visa versa (Eardly, 2002).
- University-based programs in educational leadership and teacher preparation programs fail to address or equip students to understand or deal with workplace bullying (Blasé & Blasé, 2003).

- Managers have the most critical role in preventing bullying in the workplace but they are given little or no formal training in how to recognize or prevent workplace bullying (Dobrich et al., 2002).

6.13 Recommendations

Workplace bullying in educational settings is a huge problem that is poorly recognized. Little research has been conducted in this area. This thesis aims to bring awareness to the subject of workplace bullying in educational setting. It aims to stimulate more research and conversations around the topic of workplace bullying in educational settings. It aims to develop policies and procedures to protect the target of workplace bullying and to offer rehabilitation training to workplace bullies.

- I.** More qualitative research should be undertaken to gather personal stories about workplace bullying in educational settings. Stories reveal the lived reality of the fear, torture and emotional stress that workplace bullying in educational settings inflicts on the target.

- II.** Research is needed to assess the extent of workplace bullying in educational settings and to measure its cost to the individuals involved and to the educational system as a whole.

- III.** Research is needed to explore workplace bullying relationships among all key players in educational settings including secretaries, administrators, school boards teachers, caretakers, parents, and departments of education.
- IV.** Programs are needed to raise awareness generally about workplace bullying in educational settings and to ensure that administrators and leaders understand the nature and extent of the problem of workplace bullying in educational settings.
- V.** Programs, including a mentorship program should be developed to help school staff recognize the signs of workplace bullying, and to take responsibility to address issues of workplace bullying with peers, and to ensure that students are protected from workplace bullying by school staff.
- VI.** Individuals in educational settings need training and skills to deal with workplace bullying.
- VII.** Universities should offer courses on the topic of workplace bullying in educational settings to teachers.
- VIII.** Resources should be set aside to develop and deliver programs to educate society in general about the dangers and damage of workplace bullying in educational settings.

- IX.** Policies and procedures should be developed in the hierarchy of education - at the school administrative level, the board level and the department of education level.
- X.** Leaders at all levels should have a defined role in dealing effectively with workplace bullying in educational settings.
- XI.** School boards, the Department of Education, and Unions have a particular responsibility to address workplace bullying in educational settings, given the frequency of bullying by bosses, administrators and parents. It is particularly important to address the issue of serial bullying, given the widespread and continuing effects this can have in the school system.
- XII.** Policies and procedures are needed to provide targets with means to report workplace bullying behaviour and to protect them from further vindictive behaviour from the workplace bully. Services of an Ombudsman should be available to targets.
- XIII.** School Boards should provide support and counselling services for bullied staff.
- XIV.** Legislation is required to address workplace bullying.

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Appendices

Appendix A

Hornstein's (1996) Eight Deadly Sins (p. 15-16).

THE EIGHT DAILY SINS

Deceit	Lying; giving false or misleading information through acts of omission or commission.
Constraint	Restricting subordinates' activities in domains outside of work, e.g., where they live, the people with whom they live, friendships, and civic activity.
Coercion	Threatening excessive or inappropriate harm for noncompliance with a boss's wishes.
Selfishness	Protecting themselves by blaming subordinates and making them the scapegoats for any problems that occur.
Inequity	Providing unequal benefit or punishment to subordinates due to favoritism or non-work-related criteria.
Cruelty	Harming subordinates in normally illegitimate ways, such as public humiliation, personal attack, or name-calling.
Disregard	Behaving in ways that violate ordinary standards of politeness and fairness, as well as displaying a flagrant lack of concern for subordinates' lives (e.g., "I don't give a damn about your family's problems").
Deification	Implying a master-servant status in which bosses can do or say whatever they please to subordinates because they feel themselves to be superior people.

Appendix B

Hornstein's Brutal Bosses and Their Prey (1996), (p. 152-154).

THE BRUTAL BOSS QUESTIONNAIRE

For an assessment of your current experience of abuse by superior(s) and its possible consequences for your health, well-being, and work productivity, complete the questionnaire that follows. Then find your personal rating using the scoring information which is provided on the reverse side.

Rate your boss on the following behaviors and actions. If you agree that a statement categorizes your boss, write a number from 5 to 8, depending on the extent of your agreement. If you disagree with a statement in reference to your boss, write a number from 1 to 4, depending on the extent of your disagreement.

1	2	3	4	5	6	7	8
strongly							strongly
disagree							agree

1. My boss deliberately provides me with false or misleading information. _____
2. My boss treats me unfairly at times for no apparent reason. _____
3. My boss deceives me sometimes. _____
4. My boss deliberately withholds information from me that I need to perform my job. _____
5. My boss criticizes low-quality work from me. _____
6. My boss tells me how I should be spending my time when not at work. _____
7. My boss will "get" me if I don't comply with her/his wishes. _____
8. My boss humiliates me in public. _____
9. My boss calls me unflattering names. _____
10. My boss requires that her/his standards be met before giving a compliment. _____
11. My boss believes that I am generally inferior, and blames me whenever something goes wrong. _____
12. My boss acts as if s/he can do as s/he pleases to me, because s/he is the boss. _____
13. My boss treats me like a servant. _____

Appendix B (cont.)

- 14. My boss expects me to dress appropriately at all times. _____
- 15. My boss treats me unjustly. _____
- 16. My boss steals my good ideas or work products and takes credit for them. _____
- 17. My boss will make me "pay" if I don't carry out her/his demands. _____
- 18. My boss displays anger publicly toward me by shouting, cursing, and/or slamming objects. _____
- 19. My boss criticizes me on a personal level rather than criticizing my work. _____
- 20. My boss demands that I give my best effort all the time. _____
- 21. My boss is tougher on some subordinates because s/he dislikes them regardless of their work. _____
- 22. My boss is discourteous toward me. _____
- 23. My boss is dishonest with me. _____
- 24. My boss shows no regard for my opinions. _____
- 25. My boss is deliberately rude to me. _____
- 26. My boss lies to me. _____
- 27. My boss misleads me for her/his own benefit. _____
- 28. My boss insists that I work hard. _____
- 29. My boss displaces blame for her/his own failures onto me. _____
- 30. My boss openly degrades and/or personally attacks me. _____
- 31. My boss mistreats me because of my lifestyle. _____
- 32. My boss demands that I constantly do high-quality work. _____
- 33. My boss reprimands me in front of others. _____
- 34. My boss deliberately makes me feel inferior. _____
- 35. My boss is not honest with the people who rank beneath her/him. _____
- 36. My boss threatens me in order to get what s/he wants. _____

(Scoring information on reverse side)

Appendix B (cont.)

SCORING

Total your responses to the following questions:

#5: _____

#10: _____

#14: _____

#20: _____

#28: _____

#32: _____

TOUGH BOSS TOTAL: _____

Now total your responses to the remaining thirty questions.

BAD BOSS TOTAL: _____

KEY

Tough boss total + Bad boss total = Assessment of boss

Between 36 and 48	Less than 90	Tough, but not abusive
Less than 36	Less than 90	Not particularly tough
Between 36 and 48	Between 90 and 195	Tough, with instances of abuse. Adverse effects on work and well-being may very well occur.
Any	Greater than 195	Abusive. Deteriorating mental and physical health and lowered productivity are associated with this level of mistreatment.

Appendix C

Hornstein's (1996) categories of workplace bosses who bully

According to Hornstein (1996) workplace bosses who bully can be divided in the following groups:

1. **Executioners** – bosses in this group fire employees without a whim of remorse; this form of cruelty helps bosses to protect their self-image. Executioners see dismissals as simply a fact of organizational life.
2. **Dehumanizers** – to these bosses victims are reduced to nameless, faceless numbers without feelings, families or aspirations. Dehumanizers make decisions unhindered by any humane vision of their actions' consequences for people.
3. **Blamers** – are bosses who protect their self-esteem by identifying the victims of layoffs as deserving of their exit from the company or office. This group of bosses often make up unfounded reasons for the victims' dismissal.
4. **Rationalizers** – those bosses who fall into this group manage feelings which might damage their self-image by emphasising the argument that a few must be sacrificed for the good of the majority. This mind set justifies and rewards bosses who can be ruthless in their treatment of workers or in the cutting of payrolls in order to accomplish tasks.
5. **Conquerors** – This group of bosses must be totally in control at all times; they expect submission and intimidate with words. They thrive on the feeling of power they derive from subjugating others to their wishes and whims; their hunger to defeat and humiliate others is insatiable. Conquerors bludgeon subordinates.

Appendix C (cont.)

6. **Performers** – bosses sharing this grouping are preoccupied with their competence, and are certain of their abilities only when they undermine, humiliate, and degrade employees in front of an audience. For Performers bullying behaviour is addictive; it helps them overcome the misgivings they have about their abilities and talents – but only momentarily. Often the lofty standards that they aspire to are unattainable.
7. **Manipulators** – are self-centered, selfish, untrustworthy and narcissistic; they obsess about others' views of their worth and constantly seek approval from superiors. Manipulators needs, thoughts and reputation are uppermost in their minds. Subordinates are perceived as objects and instruments in helping the Manipulators to gain approval and avoid disapproval. Manipulators are cunning, steal others' ideas and betray subordinates (p. 33- 60).

Appendix D

Association of Teachers and Lecturers (ATL) typology of staffroom school bullies

Maguire (2001) notes that the Association of Teachers and Lecturers (ATL) produced a typology of staffroom school bullies:

'the friend' – starts off protecting a colleague and then suddenly withdraws friendship and replaces this with domineering and critical behaviour;

'the refrigerator' – ignores and sidelines a colleague;

'the loudmouth' – berates colleagues in front of other colleagues or school students;

'the allocator' – sets impossible deadlines or allocates unreasonable amounts of work;

'the changeling' – swings between being reasonable and ruthless in an unpredictable pattern (p. 96).