

Module E: Preventive and Integrative practice
Unit E5: Creating a Shared Understanding of
School Bullying and Violence

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Objectives for Unit E5

- To consider strategies for engaging staff in activities which will support them in arriving at a clearer rationale for creating a shared understanding of school bullying and violence
- To motivate and support staff in creating a shared understanding of school bullying and violence and ownership of and commitment to the work to combat these problems
- To be familiar with the skills involved in preparing for a school action plan

Facilitation skills to be developed through this Unit

Knowledge and understanding of:

- the benefits of creating a shared understanding and commitment
- effective procedures to create shared understanding and commitment
- how teachers relate to each other
- factors influencing collaboration among staff

Personal qualities and attributes include:

- being an effective leader of change processes
- being able to facilitate and values colleagues' opinions about their work situation
- being an advocate for pupils (best interest) in working with/among staff
- having knowledge of the skills needed to facilitate staff members with opportunities to create a shared understanding and knowledge of school bullying and violence
- being sensitive to different opinions among staff
- being able to engage others in cooperative work and create a collaborative process

Pre-unit reading

Participants are expected to be familiar with the *Schools' Action Plan Against Bullying - Introduction and Templates* produced by the Centre for Behaviour Research, University of Stavanger, Norway (2005) which forms one part of the material for the Norwegian anti-bullying program Zero.

Norwegian Version:

[http://www.his.no/COMMON/WEBCENTER/files.nsf/Lookup/Handlplan%20mobbing/\\$file/Handlplan%20mobbing.doc](http://www.his.no/COMMON/WEBCENTER/files.nsf/Lookup/Handlplan%20mobbing/$file/Handlplan%20mobbing.doc)

English Version:

[http://www.uis.no/COMMON/WEBCENTER/files.nsf/Lookup/Schools%20Action%20Plan%20Zero/\\$file/Schools%20Action%20Plan%20Zero.doc](http://www.uis.no/COMMON/WEBCENTER/files.nsf/Lookup/Schools%20Action%20Plan%20Zero/$file/Schools%20Action%20Plan%20Zero.doc)

Roland, E., & Vaaland, G. S. (2003). *Zero - SAFs program mot mobbing. Lærerveiledning*. Norway: Centre for Behavioural Research, University of Stavanger.

[http://www.uis.no/Common/WEBCENTER/files.nsf/Lookup/Laererveiledning/\\$file/Laererveiledning.pdf](http://www.uis.no/Common/WEBCENTER/files.nsf/Lookup/Laererveiledning/$file/Laererveiledning.pdf) Kapittel 5 og 6. (Norwegian version).

Roland, E., & Vaaland, G. S. (2005). *Teacher's guide to the Zero anti-bullying program*. Norway: Centre for Behavioural Research, University of Stavanger. Chapters 5 and 6.

[http://www.uis.no/Common/WEBCENTER/files.nsf/Lookup/Zero%2DTeachers%20Guide%20to%20the%20Zero%20Anti%2DBullying%20Programme/\\$file/Zero%2DTeachers%20Guide%20to%20the%20Zero%20Anti%2DBullying%20Programme.doc](http://www.uis.no/Common/WEBCENTER/files.nsf/Lookup/Zero%2DTeachers%20Guide%20to%20the%20Zero%20Anti%2DBullying%20Programme/$file/Zero%2DTeachers%20Guide%20to%20the%20Zero%20Anti%2DBullying%20Programme.doc)

Summary of creating a shared understanding of school bullying and violence

A shared understanding of many aspects of school life among members of a school community is considered a central precondition for creating effective schools (Charlton & David, 1993; Reynolds, Teddlie, Hopkins, & Stringfield, 2000). In many schools, however, the importance of a shared understanding of school bullying and violence, together with a shared ownership of and commitment to handling issues in this area are often overlooked. Creating a shared understanding of school bullying and violence, therefore, is a key aspect of a whole school approach to addressing the phenomenon and might be considered a precondition for effective anti-violence measures. Thus, creating a shared understanding of school bullying and violence and a shared ownership and commitment to the work at school among all employees is a key process of working on a whole school programme. Whilst, creating a shared understanding of school bullying and violence builds on the assumption that teachers may differ in their perceptions concerning the concept and what to do about it, these differing opinions can form the basis for a shared understanding and commitment to work in this area.

There are clear benefits to the process of creating shared values and goals. Teachers in schools that effectively address school violence and bullying will benefit from having a common understanding of the phenomenon and a common approach to handling the issues. A shared understanding of, and commitment to, central goals often stimulates creative and lively debate about how best to achieve the goals. Staff discussions often entail a continuous loop of reflecting upon how the school can improve, trying out new approaches, evaluating initiatives and redesigning the curriculum, assessment and teaching. This process may provoke reconsideration of the goals themselves. However, discussions about priorities and possible changes are conducted in ways that reinforce shared understanding and school-wide consensus. Furthermore, a sense of collective learning that grows out of shared experiences and professional dialogue might be the result of a process of creating such shared understanding (Andrews & Lewis, 2002). Whilst this might be considered a highly interesting and developing process for teachers involved, it might also be considered challenging, especially for schools with little or no prior experience of whole school interventions (Hopkins, Harris, & Jackson, 1997).

In effective schools, all pupils' well-being and learning becomes a collective responsibility of the staff (Charlton & David, 1993). That is, teachers work to enhance not only their own pupils' well-being and learning but that of other pupils as well, for example, by helping to enforce behavioural standards and implementing problem solving procedures when bullying and violence occurs. This norm - that all teachers are responsible for all pupils - helps to sustain each teacher's commitment. Collective responsibility offers support to those teachers who may previously have worked alone and beyond the call of duty, yet felt unable to help some students. Furthermore, it puts peer pressure on those staff members that may not have previously carried their fair share to be more accountable. Thus, by pulling in the same direction, staff might collaboratively create a safe and predictable learning environment for all pupils (see also Unit B1).

Creating a shared understanding involves, for example, assisting staff to develop an agreed understanding of the concept of school bullying and violence, deciding collectively on what actions to take and creating ownership of, and commitment, to this. The main tool for achieving this is reflection (Midthassel, 2006). Thus, the purpose of this Unit is to focus on how to create a shared understanding of, and a commitment among staff to address, school bullying and violence, and emphasises the role of reflection in this process. Reflection is a powerful tool for implementing change and necessary in creating a shared understanding and shared commitment. This Unit introduces a method for structuring reflection at the individual, group and plenary levels (IGP).

Responsibilities for the Unit facilitators

Your tasks within this Unit are to:

- send to all participants information about when and where the session will be held and details of preparatory reading to be done
- familiarise yourself with the Unit text and the facilitators' notes
- plan the session to meet the needs of the participants
- ensure that all relevant resources/materials are copied and/or prepared
- lead the session and all the activities

Sequence of activities for Unit E5

Please note that this Unit is accompanied by a PowerPoint presentation. The slides are referred to in the text. The text is not intended as a fixed manuscript for the Unit. However, it will provide the facilitator with sufficient background material to lead the session. This offers flexibility together with the opportunity to extend the introduction if necessary. The Unit consists of two parts: Part 1 provides a presentation that introduces how to promote a shared understanding of school bullying and violence; Part 2 introduces activities to illustrate how to create a shared understanding of school bullying and violence in your school. This Unit aims to illustrate how a much-needed plan of action can be a means for developing a shared understanding of anti-bullying work at a school. The general principles of a School Action Plan are presented in the pre-reading text. Thus, this Unit assumes the pre-reading

and knowledge of the introduction to the *Schools' Action Plan Against Bullying - Introduction and Templates* (CBR, 2005) by all participants. The presentation and activities in this Unit can be used with staff members in a school to work towards creating a shared understanding of the concept of bullying and violence, of the attitude towards the work and of the work to be done. The exercises that follow are based on part three of the *Schools' Action Plan Against Bullying - Introduction and Templates*: preventing bullying. This Unit represents a one-day training of five hours plus breaks.

Activity 1 Introduction (10 minutes)

Go in the classroom. Close the door. Teach by yourself. Meet other teachers at lunch or in the car park. Go home after school, plan the next days lessons – by yourself. Repeat the same routine every day.

For a long time this was painfully close to a true description of a typical workday for teachers and maybe, for some this is still true. Fortunately, teachers and schools have recognised the need, necessity and benefits of common discussions, reflection, planning and preparation among colleagues. The challenge is to make use of the benefits of, for example, teacher teams in professional development for the individual teacher. By making use of the team as an arena for development, each staff member will be able to share his/her knowledge and competence with the rest of the group, as each of them will share with him/her. In this way, everyone will add to the competence of the staff and together they are able to develop activities to handle challenges collectively at the school. There are several benefits to this approach, two of which are mentioned here. Firstly, it will prevent the school from becoming predictable. It will not be possible to state that “the school/teacher does what they always have done” and this has not worked. Secondly, it will help to prevent teachers from suffering from stress and burn-out due to increased work-load, for example. Through joint effort and common strategies among the staff, the school will be able to change and develop to meet new challenges in the daily life of the school.

Activity 2 Presentation: A school plan of action (60 minutes)

Purpose

- To introduce the *Schools' Action Plan Against Bullying*
- To introduce the idea of an action plan as a useful tool for the promotion of a shared understanding of school bullying and violence

Materials

PowerPoint Presentation

Resource 1 *Excerpt from Schools' Action Plan Against Bullying* (CBR, 2005, pp. 5-6)

Procedure

It is intended that the text that follows will be used as a reference to guide the presentation of the PowerPoint slides; it is not intended as a prescriptive manuscript for the Unit. Rather, the aim is to provide sufficient background information for the facilitator with the opportunity and flexibility for extension of the presentation if necessary.

Slide 2: Introduction

The process of creating a School Action Plan against bullying and violence will provide staff with a tool for developing a much-needed shared understanding of the concept. As highlighted in Unit B2, this can be achieved in different ways. In this Unit, Resource 1 *Excerpt from Schools' Action Plan Against Bullying* (CBR, 2005, pp. 5-6), will be used to illustrate how working on a school plan of action might be a tool for creating a shared understanding for addressing school bullying and violence. By preparing an action plan following these procedures, the process will serve the school not only as a process for developing a shared understanding of, ownership and commitment to addressing, school bullying and violence, but also as a process for devising systems for dealing with bullying. The procedure described might also be used to create a shared understanding of other phenomenon, such as, classroom management (Midthassel, 2006).

Although developing an action plan is not the main focus of this Unit, the Schools' Action Plan is briefly introduced to provide a framework for understanding the aim of the later exercises. In addition, the development of an action plan is a fruitful way of structuring a school's anti-bullying work, as this introduction will illustrate.

Slide 3

A School Anti-bullying Action Plan is a representation of a school's readiness to handle bullying and violence. Within this framework, discovering the issues (see Module D), solving, preventing and continuity are the four main areas of focus in work against bullying and violence in schools.

Slide 4

The action plan provides a framework for the presentation of a school's attitude towards and measures of these four areas. However, how the plan is put into effect depends heavily upon the understanding that individual staff members have of the concept of bullying and violence and of the action plan. Additionally, developing an action plan might provide the opportunity and the tools to develop consistency in the measures implemented, in attitudes and actions, within and between teachers as well as substantial consistency (see Roland & Vaaland, 2005, p. 17). This implies that each new initiative depends on the previous ones, contributes to the intervention and secures continuity in the work. Thus, working on understanding and attitudes is an important part of preparing a School Plan of Action. To illustrate how a school can work on creating a mutual understanding of anti-bullying work (as well as other types of violence) and creating shared ownership of and commitment to the schools' work against bullying and violence, the area of prevention will be the focus of this Unit (see Resource 1). The other three areas of the action plan, that is, discovering, solving and continuity will not be addressed.

One of the main purposes of preparing an action plan is to develop a living tool for a school's anti-bullying work. One way to ensure the tool's development is to involve all staff in the preparation phase. By including all staff from the outset, you will encourage the important ownership of the plan and staff will feel more committed to carrying it out. Thus, the action plan should be developed as a collective activity, based on discussions and reflection in *working groups* (see Resource 1) and plenary discussions among

all staff. The success of creating a shared understanding and commitment among staff hinges on your ability to engage others in your work and create a truly collaborative process characterized by reflection among colleagues. A collaborative planning process offers you the opportunity to achieve many goals.

Slide 5

In Unit B2, we discussed how this figure illustrates preconditions for involvement in implementation work (see also Unit D1). We revisit those preconditions here. Creating ownership implies the involvement of all participants. An individual's involvement is affected by several factors. Four of them are shown in the figure:

- Participating in a project must feel relevant to the work situation. It needs to be meaningful to the individual participant
- Each participant needs to feel that they can influence the work. This does not imply that nothing can be planned and arranged in advance, rather each participant must have the ability to influence how to adapt the project in each school and in their classroom
- Both management and staff need to prioritise working on the project. Participants need to see that the senior management team value the project by giving priority to the activities involved. Giving the project priority means giving something else less priority. Decisions regarding priority are an important task for head teachers and management in general
- Arranging for the work to be completed is another important task. This implies organizing time in a such a way that makes it possible for all staff to attend the discussions, reflections and meetings. This does not mean that everyone should attend every meeting, rather when a group intends to meet every member should be able to attend. Timetables need to be arranged by management to ensure this.

These elements are highly relevant in developing a shared understanding of and a commitment to work against school bullying and violence. For example, staff members that find the work relevant will probably engage in the work viewing it as an interesting step in their professional development. If this is the case, there is no need to work on the *importance* of a shared understanding and commitment before actually working on *creating* a shared understanding and commitment. Obviously, the principles can also be applied to attend to interventions in general, not only to anti-bullying work.

Slides 6 and 7

The Schools' Action Plan Against Bullying highlights nine areas of importance for work to prevent bullying and violence in school. The nine areas of work are:

1. Relationships, teacher - pupil
2. Relationships, teacher – class/group
3. Relationships, pupil - pupil
4. Relationships, teacher – parents/guardians
5. Cooperation between school and home
6. New year groups entering the school

7. New groups or classes
8. Transition from pre-school to school and between schools
9. Securing areas like the playground, gym areas, after-school clubs and the routes to school

In preventing school bullying and violence, it is important that school staff has a shared understanding of how to work on all nine areas together with a shared commitment to implementing the measures decided upon through the process of preparing an action plan.

Promoting a shared understanding among all employees

The biggest problem facing schools is fragmentation and overload. Furthermore, lack of consistency and coherence, with few opportunities for reflection and development of collective knowledge is a challenge for the implementation of a school wide programme. The goal is to create a culture where innovation and continual improvement flourish. Day, Harris, Hatfield, Tolley and Beresford (2000), highlight the importance of the relationship between reflection and professional growth and learning. For teachers to learn effectively they need to be able to reflect on their own learning in order to internalise new knowledge. Changing a school community therefore involves much more than acquiring new skills or knowledge. Essentially, it means changing attitudes, beliefs and personal theories in order to reconstruct a personal approach to teaching (Harris, 2003). This cannot be achieved unless there are opportunities for teachers to reflect upon their practice and the practice of others as well as their common practice in the school. The opportunity for reflection is premised upon building the internal capacity for improvement within the school through fostering collaborative processes and mutual learning (Mitchell & Sackney, 2000). Shared norms, shared values, agreed goals and common aspirations stem from teachers' involvement in mutual discussion and reflections.

Slides 8 and 9

To succeed in creating a shared understanding a few practical arrangements might be helpful and maybe a precondition for effective work.

Regular meetings

One of the critical attributes of schools that support such learning is that teachers meet regularly in teams (e.g., every week) during the school day to learn to respond to challenging issues. This is not after-school work, nor hit-and-miss rather it is regular, predictable time together. Research has reported that pupils learn best when they are actively involved in the process (see Unit E2 and Ertesvåg, 2002, for references); probably the same is true for teachers. Some management teams prefer randomly assigning teachers to working groups to maximize their heterogeneity. Others make sure they have different types of teachers in the groups: a mix of males and females, the optimistic and the cynical, the more experienced and the less experienced, for example. Still others prefer to use existing teacher teams, both for practical reasons, for example, it is easier to find the time and to develop a common understanding among teachers who normally work together. There are advantages and disadvantages for every composition of team. Each school must carefully consider how best to compose the working groups at their school.

Of course, in creating a shared understanding of school bullying and violence it is not enough to have one single discussion. In preparing a school action plan teacher teams meet several times, regularly. However, although collaboration is planned for and encouraged teacher reflection and learning are not obvious (Hargreaves, 1994). Mithassel (2006) argues that it might be necessary to arrange for collaborative situations that provide an opportunity for teachers to share and reflect in order to develop a shared understanding among the teaching staff. This avoids the possibility of teachers unconsciously developing “deceptive discourse” to evade being criticised when talking to colleagues about work. There is also reason to underscore the importance of involving all staff in the process to prevent what Hargreaves (1994) called ‘balkanising’, that is, staff dividing into different groups that start to develop subcultures. Eventually this might lead to groups with different understandings, competencies and norms of school bullying and violence. In schools where these types of groups have been formed, it might be difficult to create a shared understanding and commitment among staff.

Shared responsibility for all pupils

Another critical attribute is that all teachers feel responsible for the well-being of all pupils, whether those pupils are in their classroom or the classroom of other teachers. There is no ‘my kids’ or ‘your kids’. It is ‘our kids’ for all teachers, all of the time.

Respecting different views

It should not surprise anyone if once you start working together you discover there are differences between members of the team. These differences might relate to differences in understanding the nature of school bullying and violence (see Units A1, and A2), the kinds of strategies or measures you need to put into place and so on. It is vital that everyone respects different views, understandings and knowledge. Use the diversity to your advantage (see Unit D1 and D2).

Shared understanding takes time

It may take considerable time and energy for each member of the teams and the staff as a whole to develop a mutual and shared understanding. You must deal with the differences before you try to realise the work. It is hard to develop and implement any project if those involved do not agree on the nature of the problem. However, it is essential for the individual staff members to have conscious thought of their own attitude and understanding in order to benefit fully from a shared understanding. Hence, you can mirror your own ideas in the ideas of others, as they will in yours and thus, the group might create new understandings and new knowledge. Moreover, team and staff members will certainly have disagreements over strategies later on if there is underlying disagreement over what the problem really is at the start. By developing your goals collectively, you should be able to come to a consensus and reduce disagreements among members. This will help you avoid confusion during the implementation stages. A successful intervention can only emerge once all members have listened to one another and sought creative approaches to their differences.

Individual – group - plenary reflection

Previously, we have discussed the importance of individual, plenary and group discussions to create a shared understanding. In the following activity, a method for structuring the discussions is illustrated. Firstly, each person

individually (I) reflects on their own ideas and understanding. Secondly, each person presents his/her understanding to members of their small group (G) who then discuss the matter at hand. Lastly, the results of the group discussions are presented and discussed in a plenary session (P). Building the reflection from an individual level through a group level to the plenary level provides a tool for creating shared understanding. Note that this method is similar to the method described in Unit E2 about collaborative learning among pupils. (In a Norwegian context it is also described and discussed in Størksen & Jensen, 2001).

Activity 3 Working on a shared understanding of school violence (105 minutes)

Purpose

- To illustrate the procedures for working on the necessary reflection to create a shared understanding of school bullying and violence among staff in a school
- To experience and reflect on possible differences in understanding and suggested measures to address bullying and violence among staff members

Materials

Notebooks and pens

Resource 2 *Prevention: Teacher-pupil relationship*

Resource 3 *Prevention: Teacher-class/group relationship*

Slides 10 and 11

Procedure

Divide participants into small groups of five or six. Give Resource 2 *Prevention: Teacher-pupil relationship* to half of the groups and Resource 3 *Prevention: Teacher-class/group relationship* to the other half. Each resource comprises one statement, which forms the basis for analysis and reflection. Ask each group to nominate a leader for their group's discussion. The group leader's primary task is to make sure that each person in the group has the opportunity to express their opinion, ideas and understanding. Ask each working group to consider their statement at the top of their resource in the following way: Firstly, ask participants to think about the statement individually and to note down how they understand it. Ask participants to think: "*What does this statement mean for me in carrying out my job?*" Ask participants to suggest an initiative or action that could apply to the whole school to ensure this area is addressed. After about ten minutes, ask participants to share their individual ideas with the other members of their group. Ask participants not to comment on each other's understanding. Remind the group leaders that it is their job to ensure that everyone has a say. Ask the groups to use the discussion in the group to reach a common understanding of school bullying and violence, which the leader should write down, to deliver to the plenary session in the next activity. Ask members of each group to agree on one suggested initiative or activity that the group leader will present later. Ask the groups to prepare a brief statement about how the group worked together on the activity.

Activity 4 Plenary Session (75 minutes)

Purpose

- To illustrate how plenary discussions contribute to creating a shared understanding of school bullying and violence among different groups within a school

Materials

Flipchart and pens

Procedure

Ask each group leader in turn to present their group's understanding of the statement proposed in Exercise 1, their chosen initiative and a statement about how their team worked together on the activity. Allow about ten minutes per group. The facilitator will generate a list under three headings: understandings, initiatives and team working on a flipchart to aid the subsequent plenary discussion. Once the group presentations are completed, after about 45 minutes, the facilitator opens a debate about the issues raised, drawing out the agreements and disagreements, to which the rest of the participants will be invited to take part.

Debrief

Note that this activity is an illustration of an actual plenary discussion in a school. In schools, where there might be many working groups, a selection of groups might be invited to present their work. When selecting groups to present, one should consider carefully how to provide a selection that represents as many different perspectives as possible. For example, groups teaching different grades or subjects, groups you suspect represent different views based on educational background, position (e.g. class teachers vs. subject teachers, special education teachers vs. "ordinary" teachers) or prior experience. Groups that do not have the opportunity to present their views will have the possibility to join the discussion in the plenary session.

Activity 5 Consolidating Meanings (45 minutes)

Purpose

- To present a summary of the importance of creating a shared understanding of school bullying and violence
- To debrief participants on the work of the Unit

Materials

Flipchart and pens

Procedure and debrief

These activities provide an example of how to arrange for collaborative work among staff. The procedures offer a tool for structuring group discussions and provide everyone with an opportunity to give their opinion in a setting where respect for difference is expected. It is important that the facilitator summarises the results of the activities, drawing upon the examples arising in the group work and the plenary session, and making links with the theoretical issues raised in the pre-reading and the summary. Finally, the facilitator should allow time for participants to raise any questions or make any comments regarding the PowerPoint presentation and the results of the activities.

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Further reading and additional materials

Books and Articles

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Websites

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Resource 1 Excerpt from *Schools' Action Plan Against Bullying* (CBR, 2005, pp. 5-6)

Prevention

The school's planning for bullying must also contain *preventative* initiatives. These are initiatives which promote a positive learning environment where relationships between people form a protection against bullying. The work to build up this type of environment requires a continual effort among the pupils and the adults. It includes routines, ways of working, knowledge and attitudes. Even though the pupils should be brought into this work, it is the adults who have the responsibility to develop such an environment. To do this, there needs to be common understanding throughout the school and some initiatives involving the whole school need to be carried out.

The template includes nine areas (see below) for creating the kind of environment which allows positive learning and growing conditions for pupils. This part of the plan deals in particular with the work of individual adults and touches on understanding and developing the teacher role. To develop a common understanding, it is important that both teachers and assistants in school and after school clubs discuss their understanding and experience in the working groups. We recommend the following way of working:

1. *The resource group* goes through the suggested statements in the template under each of the nine headings. It is, of course, possible to add others, but we would warn against having too many. These statements form the basis of the analysis and reflection in the working groups.
2. *Working groups* consider each statement in turn in the following way:
 - a) Think about the statement individually and note down how you understand it. Think: What does this statement mean for me in carrying out my job? Use bullet points. Suggest an initiative or action which should apply to the whole school to ensure this area is dealt with.
 - b) Share with others in the group (don't comment on each other's understanding).
 - c) Use discussion in the group to reach a common understanding. This is written down and delivered to the *editors in the resource group*. This should preferably be in one sentence. Then agree on one suggested initiative or activity which is then also written down and delivered to the *editors in the resource group*.
3. *The editors* collect in the suggestions from the working groups and formulate these contributions as a common understanding, with between 1-3 suggestions for activities.
4. These are presented to the *resource group* who can add comments or accept the suggestions. Then the material is sent out to the working groups for final agreement. The agreed understanding and the concrete activities are then written into the action plan.

Suggested use of time: 4 two-hour meetings in the working groups (first meeting deals with areas 1 and 2, the second meeting with areas 3 and 4, the

third meeting with areas 5 and 6, and the fourth meeting with areas 7-9. See below.). Two meetings in the resource group. In addition, the editors will need some time to go through the contributions from the working groups.

Has the work uncovered a need for more competence in this area? If so, it is important that the school's leadership is made aware of this and that relevant action is taken.

Nine areas of preventive work

First meeting (two hours):

1. Relationships, teacher – pupil
2. Relationships, teacher – class/group

Second meeting (two hours)

3. Relationships, pupil – pupil
4. Relationships, teacher – parents/guardians

Third meeting three (two hours):

5. Cooperation between school and home
6. New year groups entering the school

Fourth meeting (two hours):

7. New groups or classes
8. Transition from pre-school to school and between schools
9. Securing areas like the playground, gym areas, after-school clubs and the routes to school

The project group administering the work will have two meetings.

Furthermore, the editors will need some time to go through and work on the suggestions from the teacher teams. In the same way, the working groups work on the three other areas, although none of them is as extensive as the preventive area. All in all, each working group has six meetings in total to discuss three of the four areas. The fourth area, continuation is not discussed in teacher teams. A procedure for continuing the work, for example, revision of the plan each year, is suggested by the project group and discussed in a plenary session.

An important question to ask during the process of preparing an action plan or creating a shared understanding in another way is whether the discussions reveal the need for further knowledge in this field. If so, it is important that school management gets this information and acts on it.

Resource 2 Prevention: Teacher-pupil relationship

Aim: All pupils will have access to a positive learning environment

Relationships, teacher - pupil

The teacher is a prominent adult who the pupil can rely on

This means:

Initiatives the school will adopt to help teachers continually build better relationships with individual pupils to ensure these are of a high quality:

Resource 3 Prevention: Teacher –class/group relationship

Aim: All pupils will have access to a positive learning environment

Relationships, teacher - class/group

The teacher shows clear leadership in such a way that the class or group is experienced by all pupils as a secure environment

This means:

Initiatives the school will adopt to help teachers build better relationships with the class/group and to ensure these are of high quality: