Playing while people are making there way into the room

- https://www.youtube.com/watch?v=JkNXt2SacWo&feature=em-share_video_user

IB AFRICA, EUROPE & MIDDLE EAST
REGIONAL CONFERENCE 2014
ROME   •   16–19 OCTOBER

The applicability and impact of using the IB learner profile as a framework for discussing bullying in the MYP

Lessons from a practice based research project

Bladins International School of Malmö, Sweden.

- School, oldest in Sweden, IB since 1987 – over 500 students-PYP-MYP-Diploma

- Representing nearly 50 nationalities

What we will discuss today

- Rationale, background for the study and research questions
- Literature Review
- Developing the modules
- Module delivery
- Methodology and research focus
- Method of examining the data
- Ethics
- Presentation of results- quantitative and qualitative
- Moving forward

Who we are….and a little ice-breaker (just in case you're getting too comfortable..)

- Damien Bennett

- Lina Knudsen

- Michael Lynch

Quick buzz

Introduce yourself to the person next to you and explain why you are here and what you hope to gain from the presentation
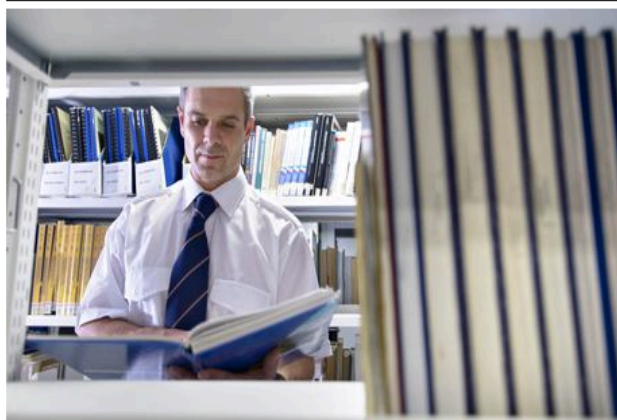
Rationale, background for the study and research questions

- Structure of Anti-bullying program for the MYP in the school

- Research-practice based increasing in popularity (e.g. Guardian, 2014)

Tried and tested: how schools can learn lessons from evidence-based research

Whether sharing research with peers or turning one classroom into an ideas testbed, evidence-based teaching can transform education. From journal reading groups to in-house trials, we round up the advice from our recent live chat

Carry out your own small-scale research trial on evidence-based teaching in school.
Photograph: Alamy.

Rationale, background for the study and research questions

- Observed the need to promote the role of the bystander (Lodge & Frydenberg, 2005)

- Subsequent Jeff Thompson research application focused on the following questions

  - How applicable are the IB learner profiles as a framework for discussing bullying in the MYP?

  - What impact can be felt on the levels of bullying experienced by MYP students?

Bullying statistics

- Survey data indicate that approx. 20-25% of youths are directly involved in bullying as perpetrators, victims or both.

- Large scale studies conducted in western nations suggest that 4-9% of youths frequently engage in bullying behaviours and that 9-25% of school-age children are bullied (Juvonen 6 Graham, 2014)

Why care about bullying?

Literature Review

- First step in looking to answer these questions was to undertake a literature review

  - Focus of Lit review

    - What does the literature have to say on the use of the IB learner profile as a framework for discussing bullying?

    - What is known, in general, about anti-bullying programs at present and what components are necessary in order for their best chances of success?

    - What constitutes a suitable methodology for carrying out research of this kind in a school setting?

Literature Review

- Scopus using the following- IB, Bullying, learner profile, evaluation, prevention- in education, social work and psychology journals

- Results of the literature review

  - What is bullying, prevalence and success of interventions.

  - The IB and anti-bullying programs.

  - Staff involvement in anti-bullying programs.

  - Lessons from Students

  - Methodologies

Definitions of bullying

- Bullying comprises physical, psychological or verbal actions perpetrated by a more powerful person or group of person against a weaker person with the intention of causing harm (Farrington, 1983).

- Bullying has been identified by Smith and Sharp (1994) as 'the systematic abuse of power', with undesirable actions <u>repeated over time</u>. It is not bullying when two persons of the same strength victimise each other. Bullying means something from aggressive behaviour, not all forms of aggression include bullying and not all forms of bullying include aggressive acts (Olweus, 1983)

Developing the modules

- Matching the learner profile

  - Knowledgeable & Inquirer

  - Thinker & Balanced

  - Communication & Reflection

  - Principled & Open Minded

  - Caring & Risk Taker

Developing the modules

- Structure of the modules: Module's overall question, sub-questions and Module's objective e.g. from Module 1

    - *Overall question*: How can being knowledgeable about bullying together with an inquiring mind help prevent bullying

    - *Sub questions*: How do we understand bullying? Why care about bullying in this school and in your class? 'Knowledge is Power'- How is this statement relevant in helping us understand bullying?

    - *Objectives*: The aim of the module is to give the students

        - A deeper understanding of what bullying is, because YOU (the students help define it.

        - An overview of the statistics of the bullying nationally and internationally

        - An understanding of the saying 'knowledge is power' and how this is relevant to your school life

        - An easy to remember signpost that reinforces positive action (C,PR-Care Positively React)

Module delivery

- Presentation of modules to the group of mentors

- Mentors delivered modules, once a week for 30 minutes

- Support model- Fidelity to the model was important as this was research project and also to ensure that the mentor had supports on the material before, during and after module delivery.
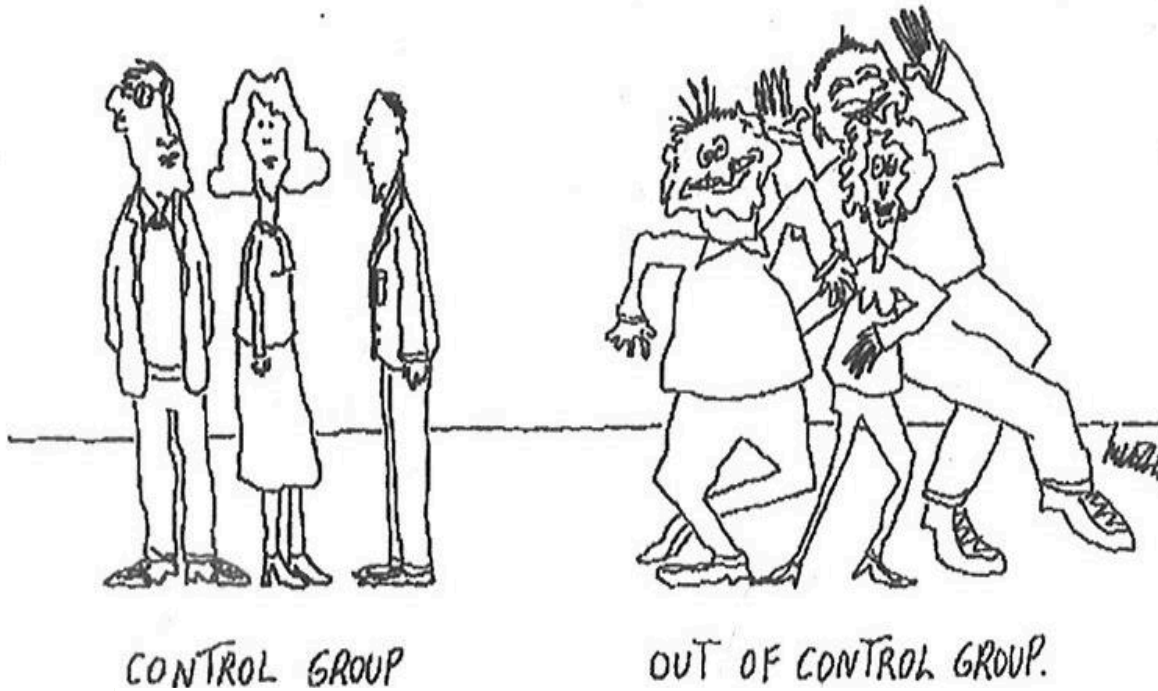
Researching the modules: Methodology and research focus

- Based on findings from literature review, a mixed methods approach was adopted.

- Experimental design, with a control group/experimental groups with pre and post measurements.

- Classes randomly selected to either group.

Experimental design (not this)

CONTROL GROUP

OUT OF CONTROL GROUP.

Researching the modules: Methodology and research focus

- Use of Olweus (2002) survey, with students answering online

- Focus groups with selection of students and all of the mentors who delivered the modules

- Sample 190 students (Control 90, Experimental 100)

- 30 minutes, once a week for 10 week, with 4 week follow-up.

Method of examining the data

- Quantitative data used Google survey to collect the data and to used to perform basic descriptive statistics.

- Baldry and Farrington (2007) classification system of 'desirable' (a reduction of 10% or more), 'undesirable' (an increase of 10% of more) or 'small' (a change of less than 10%)

- Qualitative data examined by using thematic analysis by Braun & Clarke (2006)

Ethical considerations

- Ethical approval was sought from the school

- Parents were informed of the research and invited to contact the main researcher with any objections and questions

- Student were informed that they did not have to take part in the data collection.

Qualitative data results

- **Mentor's feedback**

  - Building relationships

  - Flexibility vs. Structure

  - Learner Profile

- **Student's feedback**

  - Nature of bullying in the school

  - Impact of the modules

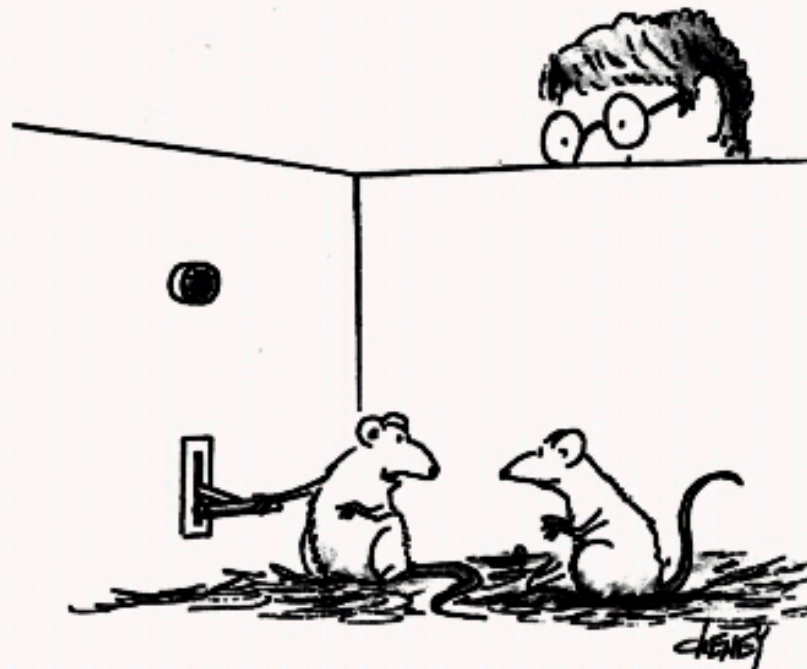 - Feelings about the learner profiles

Quantitative data results

	Before the module		After the modules	
	Control %	Exp. %	Control %	Exp. %
Not experiencing of bullying in the last couple of months	73	**73**	72	**84**
Increase in number of friends (4 to 5)	25	**24**	26	**36**
Perception of school tackling bullying	6	**6**	7	**26**

Limitations

It's a rather interesting phenomenon. Every time I press this lever, that post-graduate student breathes a sigh of relief.

Lessons learned

- Showed positive results (teachers caring more, less experience of bullying and increase of number of friends) means that the program is worth developing

- Modules helped frame discussion

- Mentors need more flexibility in the sessions but also needed structure.

- Common language is beneficial when discussing issues of bullying and bullying prevention.

Moving forward

- Have developed an age specific program, rearranged the learner profile combinations and increased mentor time.

- Develop the application of the IB Learner Profiles in conjunction with the IB.

- Spread results and process of our research in IB Journal of Teaching Practice.

Final Buzz & Q/A

- Return to your neighbour and reflect on the presentation- Was your expectation met? What more would you like to know?