Cyber Strong Schools: Building the capacity of school staff to respond to cyberbullying

Donna Cross
Professor
University of Western Australia
Our cyber bullying research

• Creates new knowledge with children and young people as co-researchers

• Rigorously tests the effectiveness of this new knowledge

• Builds capacity and tests this new knowledge at scale, especially among those with greatest need

• If successful, widely disseminates this knowledge via policy and practice change
Bullying prevention research pathway 1999-2016

13+ Major Studies → Formative Review → Mainstream High Risk Primary → Mainstream High Risk Junior Primary → Mainstream High Risk Secondary → Effectiveness Trial

Cyber Bullying and Law → Aboriginal Dissemination → Online Environments → Prevalence Study → Teacher Implementation → Vulnerable Groups Aboriginal CALD

Bystanders and Human Rights → Longitudinal Study... → Capacity Building Cyber Bullying → Capacity Building Bullying → Translation
Healthy pregnancy, reduced maternal smoking, alcohol & drug misuse

Genetic factors

Responsive Parenting (i.e. appropriate care stimulation and monitoring)

Optimal brain development in utero and early childhood

Healthy nutrition in utero & throughout childhood & adolescence

Social and economic environments supportive to child rearing – especially absence of poverty and exposure to violence

Reduced exposure to harmful drugs

Positive interaction with peers

Positive interaction with adults

Availability of +ve adult role models & engaging community activities

Effective self regulation of emotion, attention & social interaction

Effective learning, communication & problem solving skills

Academic success & other achievements

Sense of self-efficacy & self-worth

Sense of social connectedness

Healthy beliefs and clear standards

Opportunities for achievement and recognition of accomplishments

Personal achievement, social competence and emotional resilience

(Silburn, 2003)
Trends - Asking an adult for help

(Cross et al, 2009)
Cyber Strong rationale

• Teachers reported low rates of perceived competence
  – 42% reported ‘not at all skilled’ or ‘poorly skilled’ to deal with online behaviours.

• Schools, especially non-metropolitan struggling to deal with students’ increasingly negative online behaviours.
Cyber Strong aims

• To improve school staff’s personal, professional, whole school and classroom practice to enhance positive and reduce negative online behaviours using social media.

• To build capacity among school staff to implement proactive school policies and practices to encourage positive online behaviours and to prevent negative online behaviours from occurring.
Cyber Strong components

Stage 1
- Capacity building needs assessment and strategy development

Stage 2
- Development and validity testing of online resource

Stage 3
- Pilot evaluation and dissemination strategies
Cyber Strong content

- Five modules
  - Teaching and Learning
  - Whole School Policy
  - Professional Conduct
  - Developing Personal Knowledge
  - Student Cyber Leaders

Teaching and Learning
What is my role as an educator?
## Cyber bullied - specific behaviours (every few weeks or more often) (Cross et al, 2009)

<table>
<thead>
<tr>
<th></th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7 Primary</th>
<th>Year 7 Secondary</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sent nasty messages on the internet</td>
<td>6.6%</td>
<td>8.3%</td>
<td>8.3%</td>
<td>6.0%</td>
<td>17.6%</td>
<td>15.7%</td>
<td>28.6%</td>
<td>13.5%</td>
</tr>
<tr>
<td>Deliberately ignored or left out of things over the net</td>
<td>6.0%</td>
<td>3.5%</td>
<td>8.4%</td>
<td>10.8%</td>
<td>15.5%</td>
<td>18.5%</td>
<td>15.4%</td>
<td>11.2%</td>
</tr>
<tr>
<td>Sent nasty text messages or prank calls to your mobile phone</td>
<td>1.9%</td>
<td>6.2%</td>
<td>4.8%</td>
<td>2.7%</td>
<td>7.3%</td>
<td>13.7%</td>
<td>19.6%</td>
<td>8.8%</td>
</tr>
<tr>
<td>Sent threatening emails</td>
<td>4.3%</td>
<td>10.0%</td>
<td>4.8%</td>
<td>4.1%</td>
<td>6.1%</td>
<td>6.3%</td>
<td>21.7%</td>
<td>8.5%</td>
</tr>
<tr>
<td>Used your screen name or passwords</td>
<td>2.5%</td>
<td>11.0%</td>
<td>10.6%</td>
<td>1.3%</td>
<td>6.6%</td>
<td>.9%</td>
<td>10.4%</td>
<td>6.4%</td>
</tr>
<tr>
<td>Posted mean or nasty comments or pictures on websites</td>
<td>1.9%</td>
<td>2.2%</td>
<td>5.0%</td>
<td>3.4%</td>
<td>21.2%</td>
<td>4.2%</td>
<td>10.6%</td>
<td>6.4%</td>
</tr>
<tr>
<td>Sent your private emails, messages, pictures or videos to others</td>
<td>2.2%</td>
<td>4.6%</td>
<td>1.9%</td>
<td>1.0%</td>
<td>2.8%</td>
<td>2.3%</td>
<td>8.8%</td>
<td>3.5%</td>
</tr>
<tr>
<td>Sent mean or nasty messages or pictures about you to others mobile phones</td>
<td>.9%</td>
<td>2.1%</td>
<td>1.4%</td>
<td>1%</td>
<td>3.7%</td>
<td>.6%</td>
<td>10.6%</td>
<td>2.8%</td>
</tr>
</tbody>
</table>
Links to Good Websites for Resource

There are a range of existing online resources that can support teachers in introducing cybersafe practices to students in the classroom. We have provided a list of some of the most popularly endorsed sites for easy access. This list is not exhaustive however, and it is always useful to talk with colleagues at your school and at the District level to keep abreast of new products being offered to support school staff in this learning area.

Select the appropriate schooling level for access to these links.

Junior Primary
Senior Primary
Triple C of online safety

1. Contacts
2. Content
3. Confidentiality (loss of privacy)
Loss of privacy - through scale of use

Twitter use change from 2009-2015:
• January 2009 - 2 million new tweets / day
• September 2015 *almost* 500 million / day
OR 9,000+ new tweets every second

A one in a million chance happens 500 times a day on Twitter

Annual advertising revenue in 2014 - $480m
Loss of privacy - through contacts

Frienemies and Randoms...

- 23% of 8-10 year olds accept ‘randoms’
- 61% 12-17 year olds accept ‘randoms’
Loss of privacy - through downloading

• What % of Apps access your private information and contacts?
  – 26% access GPS location data; phone numbers, emails, contacts
    Eg: Angry Birds (downloaded 1m X)
Loss of privacy - through uploading

“If your kids are awake they are probably online”

- Can you purchase a phone without a camera?
- Young people spend 54 hours a year taking selfies (Pew Research Centre, 2015)
- Is your geotagging on?
Whole School Policy
Whole school policy

• Why is whole school policy important?

A whole school approach recognizes that all aspects of the school community can promote, or reduce students’ health and wellbeing, and that students’ learning and their health are inextricably linked. This online resource is consistent with the Friendly Schools Plus multi-component whole school program through its application of the Health Promoting Schools model. This module, Whole School Policy, is designed to enhance whole school efforts with emphasis on cyber issues.

In this video, Prof. Donna Cross talks about the importance of whole school policy and the content in the module.
Whole school policy

• Developing student and educator friendly policies
Professional conduct

Scenario:

- On a social networking site you receive a friend request from someone whose name sounds very familiar, but their profile picture is an artistic picture of a butterfly. After accepting the request you realise it is actually from a student who you haven’t taught before but attends your school. The student sends you a message saying they think you are a fantastic teacher. They also like a number of photographs you have posted of a recent holiday with friends, including one of you lying on the beach in your bathers/swimmers.
Developing Personal Knowledge
• Search your digital reputation

of you are publically available. For a more refined search place your name in “inverted commas” when using a search engine.

As well as Google, there are a number of other search engines you can use including:

• www.dogpile.com
• www.peekyou.com
• www.pipl.com
• www.nettrace.com.au
• www.wink.com

... and now type in your name to find out what is your digital reputation?

your name here  

Search Google Images

or search here:
Digital reputation

• What information should you use to search your digital reputation?
  – Full Name
  – First and last names
  – Name and address
  – Nicknames
  – Image search name and school name
  – Mobile number
Student Cyber Leaders
school staff handbook for cyber leaders
“Image Up App”
To help young people make safer decisions when posting, sharing or tagging photos online...

Designed, developed and being tested by young people

Cyber Savvy app design