Conference or Workshop Item

**Title:** What is this thing called bullying? Using sociocultural framing to interpret research on defining school bullying

**Creators:** Maunder, R. and Crafter, S.


**Version:** Presented version

http://nectar.northampton.ac.uk/6051/
What is this thing called bullying? Using sociocultural framing to interpret research on defining school bullying

Dr Rachel Maunder
The University of Northampton, England

Dr Sarah Crafter
Institute of Education, England
Overview

- Background to school bullying research
- Introduction to sociocultural perspectives
- Wenger’s Communities of Practice
- Bronfenbrenner’s Ecological System
- The problem of defining bullying
- Using sociocultural framing to explain research findings
- Conclusions and implications
Bullying in school

- The nature and extent of bullying in schools (Monks et al, 2009; Rigby & Smith, 2011)
- Short and long-term effects on mental health and well-being (Arseneault et al, 2010; Skrzypiec et al, 2012; Zwierzynska et al, 2013)
- Policy framework (DfE; 2013)
- Talk-based interventions common: Reporting; mediation; relationship skills (Thompson & Smith, 2011)
- Link between beliefs and intervention (Kochenderfer-Ladd and Pelletier, 2008; Ellis & Shute, 2007; Yoon & Kerber 2003; Yoon, 2004)
Sociocultural Perspectives

• Vygotsky (1978)
• Development as contextual
• Wenger’s (1998) Community of Practice Framework
• Bronfenbrenner’s Ecological System (1979)
Communities of Practice

LEARNING

COMMUNITY

IDENTITY

LEARNING AS BECOMING

LEARNING AS EXPERIENCE

LEARNING AS DOING

PRACTICE

MEANING

Adapted from Wenger, 1998, p5

Transforming lives, inspiring change
Bronfenbrenner’s Ecological System

Image redacted - available from http://www.biomedcentral.com/content/figures/1471-2458-8-223-1-1.jpg

Source: http://www.biomedcentral.com/content/figures/1471-2458-8-223-1-1.jpg
The problem of defining bullying

- Variety of meanings:
  - Conceptual elements
  - Behaviours
  - Bullying ‘types’
- Pupils vs teachers (Boulton et al, 2002; Naylor et al, 2006; Maunder et al, 2010; Menesini et al, 2002)
- Age of pupils (Smith & Levan 1995; Smith et al 1999; 2002)
- School differences (Maunder et al, 2010)
- Contextual interpretations (Maunder & Tattersall, 2010)

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. (DfE, 2013)
How can this be explained?

- Differing interpretations between groups and contexts
- Negotiated meanings within communities
- Bullying as a practice
- Learning through experience (meaning)
- Multiple systems intersecting
- Interactions in the mesosystem
Conclusions and implications

• Bullying is contextual
• Listening to pupil reports
• Talking about definitions
• Move from bully-victim dyad to contextual influences
• Importance of whole-school approaches
References


References


References


