

MAP OF COMPETENCES

COMPETENCES NEEDED BY THE
TEACHERS TO PREVENT AND
FIGHT CYBERBULLYING

SP @ CE

SPACE - Skills for school professionals against cyberbullying events

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Document overview

The A1/O1 **Map of Competences** is part of the first Intellectual Output, O1 Model Setting.

The Map of Competences is an operative document that identifies the competences needed by the teachers to allow them preventing and contrasting cyberbullying. It is elaborated on the basis of the needs analysis, carried out before the starting of the project (in the phase of writing the project proposal).

A **competence** is a cluster of related abilities, commitments, knowledge, and skills that enable a person (or an organization) to act effectively in a job or situation. Competence indicates sufficiency of knowledge and skills that enable someone (professional attitude) to act in a wide variety of situations.

Knowledge is a human faculty resulting from interpreted information; understanding that germinates from combination of data, information, experience, and individual interpretation.

A **skill** is an ability and capacity acquired through deliberate, systematic, and sustained effort to smoothly and adaptively carryout complex activities or job functions involving ideas (cognitive skills), things (technical skills), and/or people (interpersonal skills).

We assume that the specific competences for teacher regarding cyberbullying are a specialization of the general competences for teachers.

This document represents the result of a collaborative work done by the SPACE partners, and contains 4 thematic areas with the related competences and the descriptors for each competence; it constitutes the basis for the definition of the learning objectives and outcomes of the course.

Map of Competences

The competence areas are the following:

General area: knowledge of the typologies of bullying and cyberbullying, definition of the phenomenon, risks factors, incidence;

Psycho-pedagogic area: understanding the cyberbullying situations and phenomena, managing conflicts, planning information and training activities for the students;

Technological area: aware use of social media, online communication, safety and well-being;

Regulations area: European and national laws, recommendations, circulars, institutions to contact in case of cyberbullying episodes.

A. GENERAL AREA: Knowledge of the typologies of bullying and cyberbullying, definition of the phenomenon, risks factors, incidence.

A1. General knowledge of the cyberbullying phenomenon	<ul style="list-style-type: none">• Defines what cyberbullying is• Knows where does cyberbullying comes from• Is able to define the phenomenon and knows the different typologies of cyberbullying• Indicates and describes the different cyberbullying behaviours
A2. Understanding the characteristics of cyberbullying	<ul style="list-style-type: none">• Knows how cyberbullying is practiced and can describe causes and consequences• Knows what are the effects of cyberbullying vs bullying• Describes the different cyberbullying behaviours in the perpetrator case• Describes the different cyberbullying behaviours in the victim case.
A3. Knowledge of the incidence of cyberbullying	<ul style="list-style-type: none">• Knows the incidence of the phenomenon concerning age, gender, contexts• Can find, analysis and compare statistic data about cyberbullying• Knows how influential is cyberbullying in the local/school environment• Names some risk factors and provides accurate information about incidence and possible consequences
A4. Knowledge of the roles in cyberbullying events	<ul style="list-style-type: none">• Identifies bullies and bullied• Describes profiles and motivations of victims and cyberbullying responsible• Distinguishes several roles involving multiple stakeholders

B. PSYCHO-SOCIAL-PEDAGOGIC AREA : Understanding the cyberbullying situations and phenomena, managing conflicts, planning information and training activities for the students.

<p>B1. Identification of cyberbullying situations</p>	<ul style="list-style-type: none"> •Is aware that there is a situation at risk of cyberbullying •Identifies signs of someone suffering from cyberbullying •Knows the main indicators to detect cyberbullying •Knows the threats to adolescents' health and well-being •Recognizes the emotional, social and cognitive factors that characterize both victims and perpetrators of cyberbullying.
<p>B2. Knowledge and application of prevention strategies</p>	<ul style="list-style-type: none"> •Can find out if a pupil is a possible internet addicted or if he /she behaves dangerously •Raises awareness among students on the dangers of the internet (gambling, sexting, incorrect use of the social media) and internet crime •Can detect early warning signs of involvement in cyberbullying •Understands main guidelines on prevention and intervention •Identifies and helps to disable personal characteristics that potentiate cyberbullying situations (ways of talking, dressing, ...)
<p>B3. Planning information and training actions</p>	<ul style="list-style-type: none"> •Is aware of the role of the school in addressing cyberbullying •Knows and applies specific strategies for addressing cyberbullying training •Carries out information and training activities for the students •Takes advantage from previous projects and initiatives •Is able to create conditions to discuss open and freely with students or parents about the subject, sharing the information, ideas, etc. •Elaborates and applies protocols to work with students who are suffering from cyberbullying •Promotes meetings with experts of troubles going through the teenage years (psychologists, postal police officers)
<p>B4. Knowledge and application of supporting strategies</p>	<ul style="list-style-type: none"> •Can empathize with students •Understands the victims' psychological reactions •Encourages communication with cyberbullying victims •Manages cyberbullying conflicts •Disables any kind of hatred or violence speech among students •Supports marginalized groups prone to cyberbullying •Gives first listen to the victims •Is able to create conditions to enable students to file complaint anonymously •Is able to transmit to his/her students that he/she is trustworthy and, therefore, reliable to talk about problems in general •Is able to target victims to a specific psychological aid •Fosters the raise of self-esteem •Is able to communicate empathically with families •Identifies, understands and manages emotions
<p>B5. Developing integrated approaches</p>	<ul style="list-style-type: none"> •Establishes good relationships with parents and families of the pupils •Knows what strategies apply with cyberbullying that occurs outside school •Knows what is the role of parents, specialists, legalists, and law enforcement officials •Collaborates with parents to help and support students in case of troubles •Contributes to the school policy against cyberbullying •Evaluates a situation and provide the adequate follow-up (psychologist, therapists, etc.)

C. TECHNOLOGICAL AREA: Aware use of social media, online communication, safety and well-being

C1. Online communication

- Can use the main digital communication tools
- Is aware of behavioural norms and know-how using digital technologies and interacting in digital environments
- Can adapt communication strategies to the specific audience and generational diversity in digital environments
- Promotes an ethical use of ICT
- Develops a critical spirit based on information on the web

C2. Use of social tools

- Is familiar with the most used social media, tools and networks, especially the ones used by youngster
- Knows the emotional aspects connected to the use of the socials
- Is aware of the risks of digital social environments
- Recognizes the technological development impact on young people's everyday life
- Knows the rules that regulate the activities of the main social media

C3. Privacy protection

- Knows the concept of "digital identity"
- Protects online reputation
- Knows about safety and security measures in the social media apps and has due regard to reliability and privacy
- Protects personal data and privacy in digital environments
- Understands how to use and share personal information while being able to protect oneself and others from damages
- Understands that digital services use a "privacy policy" to inform how personal data are used
- Limits the sharing of published material

C4. Online safety

- Protect devices and digital contents, and understands risks and threats in digital environments
- Protects his/her devices from virus and malware
- Knows and uses the tools available to protect personal profile from intrusion by unwanted users
- Modifies default settings to enhance safety
- Sets appropriately password protection and multi-factor authentication
- Explains safety measures using technologies
- Applies protocols about risks and threats in digital environments

D. REGULATIONS AREA: European and national laws, recommendations, circulars, institutions to contact in case of cyberbullying episodes

D1. Knowledge of rules and regulation

- Knows the fundamental national laws and rules on cyberbullying
- Knows the school rules and norms about cyberbullying
- Knows how the European and national institutions address cyberbullying

D2. Approaching cyberbullying from the legal side

- Knows the existence of national digital platforms to report specific cyberbullying episodes
- Distinguishes situations that can be categorized criminal, and know some penal consequences
- Knows which institutions and authorities to turn to in case of cyberbullying and informs his students about it
- aware of specific support lines for cyberbullying victims (police force, ministerial institutions, hotlines, counselling services, voluntary organizations, websites, etc.)
- Is able to report process of cyberbullying
- Can ask for proper legal help