

of thinking; its significance consists in maintenance of a person's world outlook foundation and personal philosophical self-knowledge.

Education covers all parts of a human life with the purpose of providing its competitiveness at the labour-market and its intellectual wealth. Position on the necessity of a teacher's methodological culture formation is based on the requirements of an innovative vector of the development of Ukrainian education. Certainly, that continuity of pedagogical education in our country is provided by the system of postgraduate pedagogical education, which substantially influences the development and establishment of teacher's methodological culture.

Key words: system of postgraduate pedagogical education, continuous pedagogical education, development of postgraduate pedagogical education, continuing education, methodological culture of a teacher, professional competence of a teacher.

УДК 37.018.26+37.035.2

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СОЦІАЛЬНЕ ПАРТНЕРСТВО «ШКОЛА – РОДИНА – ГРОМАДА» У АНТИБУЛІНГОВІ РОБОТІ З УЧНІВСЬКОЮ МОЛОДДЮ КАНАДИ

У статті проаналізовано механізм соціального партнерства між школою, родиною та громадою в роботі з профілактики та подолання булінгу серед канадської учнівської молоді. Для дослідження було застосовано низку методів: теоретичні (аналіз та синтез, систематизація, класифікація та узагальнення) та емпіричні. У результаті проведеного аналізу з'ясовано, що тісна співпраця освітян, учнів та їхніх батьків, членів громади і громадських організацій реалізовується в різноманітних формах; їй притаманний системний характер. Досвід Канади щодо антибулінгової роботи з учнівською молоддю становить науковий інтерес та має практичне значення для національної школи.

Ключові слова: булінг, шкільне насилля, агресія, соціальне партнерство, школа, Канада.

Костюк О. Социальное партнерство «школа – семья – общество» в антибуллинговой работе с ученической молодежью Канады.

В статье проанализирован механизм социального партнерства между школой, семьей и обществом в профилактике и борьбе с буллингом среди канадской ученической молодежи. В исследовании был использован ряд методов: теоретические (анализ и синтез, систематизация, классификация и обобщение) и эмпирические. В результате анализа выяснено, что тесное сотрудничество работников образовательной сферы, учеников и их

родителей, членов общества и общественных организаций реализуется в различных формах, ему присущий системный характер. Опыт Канады касательно антибуллинговой работы с ученической молодежью представляет собой научный интерес и имеет практическое значение для национальной школы.

Ключевые слова: буллинг, школьное насилие, агрессия, социальное партнерство, школа, Канада.

Topicality of the paper on anti-bullying initiatives is based on significance of imparting to a young generation values and strategies for peaceful, non-violent communication and conflict resolution which is critical for building not only a safe learning environment, but also the society which is conducive to full individual development, respect towards people of different nationality, race, gender, ability, ect. International research and practice which address bullying suggest that measures to prevent and deal with this issue prove to be effective when school, family and community unite their efforts. A close-knit partnership to overcome bullying has been established in Canada, which is worth exploring and introducing successful ideas into Ukrainian schools.

The emerging body of scholarship in Ukraine has begun to examine the issue of school violence. A study by Yu. Saveliev and T. Salata was designed to uncover existence of bullying in Ukrainian schools. Researches interested in the question of bullying have examined pedagogical framework of identifying bullying incidents and handling them (I. Khozratkulova); non-violence paradigm among children and youth (O. Kikinezhdі, O. Kiz', N. Saiko); social and pedagogical preconditions of violence prevention among the adolescents (V. Rolinskyi); gender aspects of bullying (S. Vykhор), anti-bullying initiatives in the schools across the Great Britain (L. Lushpai, N. Levchyk), the USA (A. Cherniakova), Germany (I. Grechyn) etc. Pertinent Canadian studies have been conducted by R. Atlas, A. Charach, W. Craig, P. O'Connell, D. Pepler, M. Wendy [6], K. Bentley [1], T. Beran [2], P. Buchanan, M. Winzer [4], R. Catalano, T. Harachi, J. Hawkins [5], etc.

The *aim of this study* is to analyze the mechanism of social partnership among school, family and community directed towards school violence prevention and combating in Canadian schools.

In our study we used *theoretical* research methods (analysis and synthesis – to examine Canadian studies carried out on the question of bullying; systematization, classification and generalization – to illustrate the system of cooperation among such agents as school, family and community to reduce bullying) and *empirical* research methods to analyze educational documents and information on anti-bullying programs and strategies available at school websites, community organizations' web pages etc.

Actions against bullying in Canada are taken by the network of agents represented by the state, cultural and educational establishments, families, business, community, and media, with every partner having a particular role to play. In our illustration of how this system functions, we are basing on the document which regulates bullying in Ontario *Shaping Safer Schools: A Bullying Prevention Action Plan*, 2005. According to this document, *the Ministry of Education* finances school anti-bullying programmes, provides a charitable anonymous bilingual 24-hour help line *Stop a Bully*; guarantees school administrators and teachers' professional development; conducts professional development days for the school personnel on the questions of creating a safe learning environment; employs a coordinator for safe schools in every school board; conducts a centralized analysis of data related to the accidents of bullying; encourages the community to participate in the actions against bullying. *The Ministry of Training, Colleges and Universities* is responsible for inclusion of the issue of creating safe schools into pre-service training for teachers [10, c. 6-7].

Other ministries which are indirectly connected to the children and youth's education are also obliged to work towards bullying prevention. For instance, *the Ministry of Community Safety and Correctional Services* organizes trainings for the school police officers on the Safe Schools Act, school protocols related to anti-bullying, peculiarities of conducting investigations at school. *The Ministry of Tourism and Recreation* provides anti-bullying programmes for the coaches and other staff who are employed in the community recreation sector. *The Ministries of Children and Youth Services/Community and Social Services/Health and Long-Term Care* are responsible for fostering active participation of members of these institutions in the community initiatives on bullying prevention [10, c. 7].

Strategic partnership among school administration, teachers, students and their parents is also actively expanding. The findings obtained by the Canadian scholar N. Arbogast demonstrate that parents play a crucial role in the effective intervention of educators in bullying incidents. Other studies (A. Charach, D. Pepler, S. Zigler) echo the same conclusion: results of the questionnaires administered at school showed that the majority of students told their parents, but not the teachers about the accident [3, c. 15]. Schools' collaboration with parents is realized in forms of individual communication, consultations, anti-bullying information nights, workshops and programmes, constant update in the school website resources for parents, involvement of families into decision-making process, in school anti-bullying events.

School anti-bullying events are directed towards the increase of awareness of bullying, its warning signs, strategies to identify if the child/teenager has become a victim, tips and sources of support. A lot of anti-bullying activities are conducted during the National Bullying Awareness Week, which was initiated in 2003, and now is celebrated annually during the third week of November. Another week which helps students to build a good rapport with the school and wider community is the Random Acts of Kindness Week, originated in 2008, and traditionally happening during the second week of February. During these dates students create anti-bullying videos, songs, write poems, personal stories, make anti-bullying posters, bookmarks, badges etc. which they present at school, place at the anti-bullying website www.bullying.org, the network which helps the youth across Canada exchange their ideas and projects. Students also write news bulletins about anti-bullying events organized at their schools, articles in the local newspapers, perform flash mobs, etc.

In order to involve the whole school community in the anti-bullying activism, educators, students and their parents/guardians (the Parent Council members), and community members are engaged in the development of school anti-bullying action plan. To monitor school climate and bullying accidents, bullying reports are registered and questionnaires are regularly administered among students, parents and teachers.

While families help educators strengthen anti-bullying values at home, community (neighbours, community organizations, local business, etc.) does it outside school and home. Community organizations,

community activists and members, famous people (actors, singers, sportspeople, etc.) take part in school bullying prevention programs and events. State officials participate in the student anti-bullying forums with experts, conferences. Police officers are invited to come to classes and discuss with the students anti-bullying legislation, etc.

Another successful anti-bullying practice which is based on a close partnership of school, family and community in Canada is restorative justice. Having its roots in the traditions of the First Nations People, restorative justice practices enable a bully to rectify the damage done to a person or community, foster openness, communication, and respect in the school setting. Restorative justice is based on the idea that conflict is a possibility to learn and grow. Such practices include peers' mediation and healing circles. These meetings are usually attended by the bully and the victim, their parents, and specialists trained on the use of restorative justice (a facilitator of the meeting, a principal's assistant, sometimes a police officer, etc.), and everyone who is related to the accident (friends, witnesses, other students, school bus drivers, etc.).

During the meeting the facilitator asks the bully, the victim and invited people questions about the incident, asks them to speak about their emotions and thoughts which they had during and after the situation that happened, the consequences of the mistreatment and ideas about what has to be done to repair the damage. Then a joint decision on the future actions is made. Facilitator prepares an agreement which is signed by the two parties (the perpetrator and the victim), who meet again after a certain period of time to check if the agreement terms are followed.

Although the critics of restorative justice claim it to be a mild punishment, its proponents, on the contrary, consider these open, detailed discussions (which sometimes might last even more than three hours) to be much more effective method to help the bully realize severity of his/her actions and its consequences than a mere prohibition to attend school for some period of time. Restorative justice advocates believe these practices develop students' emotional intelligence and encourage responsible behaviour.

In its attempt to prevent bullying, a Canadian national charitable organization *The Canadian Safe School Network* was founded in 1997 by the representatives from police, education and business. This organization works on development of anti-bullying projects: conferences for girls *It's*

a Girl'd World, dedicated to such topics as violence, hypersexualisation, social aggression, sexual harassment and exploitation, depression and eating disorders; anti-bullying programmes with the members of the team Toronto Argonauts (*Huddle Up*); annual anti-bullying story contests for students of 4-8th grades; contests for the best documentary film among 12-18-year-old students on the topic of building safe schools (bullying and cyberbullying, social and economic status, immigration, sexuality and their relation to education, body image, depression, psychological health); annual conferences with the attendance of all the subjects of educational process (principals, superintendents, administrators, school counselors, school board members, school bus drivers, police officers, parents, state officials, interested community members).

One of highly promising anti-bullying projects initiated by *The Canadian Safe School Network* was a hackathon «bully</stop>», with its inception in 2015. It was a forum which united professionals from the educational branch, software and computer design sector. Participants were divided into five teams to develop anti-bullying software and mobile applications. They pursued to look at the problem from the perspective of youth, parents and educators. The prize for the winner was the launch of their product onto the market. The next year the hackathon was open not only to experts from different spheres, but also the students aged 13-18 from provinces Ontario, British Columbia, Alberta, and Nova Scotia.

Furthermore, community organizations provide anonymous help line services which give consultations on bullying – *When Nobody's Listening* (the Safe Schools Network), around-the-clock service (*KidsHelpPhone*). Innovative bullying prevention online campaigns have been organized by such organizations as *PREVNet*, *Family Channel*, *Kids Help Phone*, *STOPcyberbullying*. For example, the *Be Bold: Stop Bullying national campaign* asked youth, parents and educators to take a pledge against bullying behaviour, post stories with their personal experience about dealing with bullying, and recruit their friends, family members, and acquaintances to participate. In addition, celebrities joined in the campaign to be role models for the youth. The facebook page of this campaign also provides its visitors with numerous anti-bullying resources.

Owing to the efforts of community organizations, educators and scholars, wide range of bullying prevention programmes have been created and implemented in Canadian schools. Some of them have gained

the national status and are provided for students across the whole country, some are typical only of a particular province/territory/school. One of the most effective and widespread anti-bullying programs are *Roots of Empathy*, *KidsCan*, *Beyond the Hurt: Prevent Bullying to Create a Safe Environment for Children and Youth*, *Respect in School*, *Dare to Care – Bully Proofing Your School*.

Roots of Empathy is a program, available in both English and French languages for the students from Kindergarten to Grade 8 in all Canadian provinces. Evidence of its effectiveness is the fact that it has become international and functions in Australia, New Zealand, the USA, the Great Britain, Germany, and Switzerland. The research indicates that schoolchildren who were involved in the programme showed pro-social behaviour formation and decrease in aggression. The mission of the programme is to create a caring, peaceful, civil society by means of emotional literacy and empathy development. The long-term of the programme is to help the young generation to become responsible citizens and caring parents. The short-term goal is to raise empathy levels so that students are able to build respectful and compassionate relationships with other people. The program is also targeted at such tasks as anti-bullying, anti-violence, anti-racism, character education, psychological well-being, emotional literacy, alcohol, drug addiction, and early pregnancy prevention, responsible parenting, citizenship and democracy, peace education, safe and caring schools etc.

The ‘teacher’ of emotional literacy in this programme is a baby, brought by his/her parents to the classroom. In total, there are twenty seven sessions which are dedicated to such topics as *Meeting the baby*, *Crying*, *Caring and planning*, *emotions*, *Sleep*, *Safety*, *Communication*, *Who am I?*, *Saying good-bye and wishes*. Each theme is studied during three classes, which last approximately forty minutes. During the first session of each topic a facilitator prepares schoolchildren for the visit of a baby and its parents. For the next class the family with the baby is invited for half an hour. Students play with a child, observe its behaviour, and ask parents questions about child’s development. At the third class students discuss their impressions about the visit and emotions they had, emotions of other people [7].

There has been a productive partnership set up with the Canadian Red Cross and Respect Group Inc., which offer an educational online *Respect*

in *School Program*, aimed to help its participants analyze personal behaviour, behaviour of their colleagues, students; increase awareness of inadequate behaviour at school and recommendations on how to deal in case of being a witness to bullying. The programme *Beyond the Hurt Prevent Bullying to Create a Safe Environment for Children and Youth* can be delivered in several options: as an online course for adults, a bullying prevention workshop for youth, a bullying prevention youth facilitator training. The main mission of the programme is to equip youth and adults with the skills necessary for them to stop bullying, not to be passive bystanders, stand up for the bullied person.

Now let us consider some examples of anti-bullying programs and projects across Canada. In Alberta numerous anti-bullying projects have been realized. For instance, students created plays about gossiping, consequences of persons' exclusion (*Deemed to be Different*), participated in conferences attended by the influential community members, school administrators, police, social services representatives.

British Columbia's anti-bullying strategy *ERASE Bullying. Expect Respect and a Safe Education*, 2012 stipulates safe schools coordinators appointment in every school district; bullying silencing prevention with the help of online means of bullying reporting; the Students' Code strengthening; establishment of the province's norms for threats assessment; development of protocols to regulate and coordinate school and community partners' anti-bullying activity; creation of new online resources for the parents and guardians; assignment of one of the six teachers' professional development days to the issue of bullying; trainings on bullying prevention and threats' rating for the pre-service teachers. Nineteen students were selected to form the Student Council of the strategy *ERASE Bullying. Expect Respect and a Safe Education*. The Council's goal is to counsel the province's Premier Minister and province's Minister of Education on the realization of the project. The members of the Council are mediators between students and the government: as their school's representatives they are interviewing students on their perspectives on dealing with bullying and present these views for the British Columbia government.

One of innovative anti-bullying projects, organized in British Columbia, was the *Reena Project*, 2001. It was named in honour of the 14-year old student Reena Wirk, who fell a victim to deadly bullying in

1997. In terms of the project a staged excursion about bullying, racism and discrimination *Outcasts and Angels* was performed. The audience travelled by bus to different venues, at which the parts of the play were acted out. This project helped the students to step into the shoes of bullying victims and perpetrators, perceive deeper the ideas which were transmitted by the plot of play [9].

The students of Quebec participated in a series of workshops like *Bullying: Prevention and Solution* (Taxage: prévention et résolution), *Violence and Harassment Prevention* (Ateliers de prévention contre la violence et la toxicomanie). Montreal youth took part in the projects *Bullying I Blame* (Le Taxage, moi, je le dénonce), in which they created a photo-novel about bullying, and *Bullying and Victimization Prevention Project* (Prévention au sujet de l'intimidation et de la victimisation), during which they shot an anti-bullying video [9].

In province Manitoba the Manitoba Theatre for Young People performed the play *Rocks* for adolescents. Newbrunswick students listened to the presentations *Safe Communities for Safe Kids* by the New Brunswick Block Parents Association. Newfoundland and Labrador's youth also discussed presentations *Beat the Bully*. Pupils of the seventh and the eighth grades were involved in the workshop *A Matter of Respect* activities [9].

Ontario organization *Me to We* has launched a programme *Power to Change: Practical Steps Towards Positive Leadership* for the bullies. It is intended to motivate and teach bullies how to transform their bullying behaviour into leadership. This organization also provides workshops *Stand Up! Promoting a positive and inclusive school climate*, targeted at students who could facilitate similar workshops for their peers. Another project, realized in Ontario, used the technique of the forum-theatre. Students and *Mixed Company Theatre* actors wrote a script with different bullying situations. Next, they performed these situations and encouraged the audience to take place of some actors, offer their solution to the problem in every case and act it out [9].

An anti-bullying programme *Huddle Up*, organized by the Safe School Network, is very popular with the Ontario youth. The programme is tailored for the students of 3-12 grades in Toronto schools. It creates a platform for students to activate their leadership potential to deal with bullying. One of the reasons for its immense popularity is participation of

the team Toronto Argonauts in it. Ten students (members of different circles, clubs, sport sections, bullies and victims) comprise the School Leadership Committee.

The first phase of the programme occurs from September till January. Representatives of the Leadership Committee meet the Toronto Argonauts' players, cheerleaders and other teams' personnel. During their sessions, which last 30-45 minutes, they discuss the issue of bullying and their ideas for the school anti-bullying projects. During the second phase of the programme (January – April), school meetings, to which Toronto Argonauts are invited, are organized. Students deliver presentations, discuss the causes and consequences of bullying, ways to prevent and cope with it, the role of witnesses to bullying. Players share their personal experience, how it helped them to strengthen their character, give students pieces of advice. The third part of the programme is organized in a form of a Summit conducted by the Toronto Argonauts Team Foundation. During the Summit the School Leadership Committee, team's players and cheerleaders outline the perspectives of school's anti-bullying and anti-bullying activity. The results of this discussion are announced later on for all the students who study at school, and the school personnel. The programme also offers an information night about bullying for parents, presentations for teachers' professional development on the issue; and a 45-minute presentation led by team's cheerleaders for schoolgirls about bullying and gossiping.

To conclude, bullying prevention activity is the responsibility domain of the Canadian state, various ministries, educators, parents/guardians, students, community members, famous people. Canada puts a heavy emphasis on fostering the links among all these stakeholders. The partners participate in decision making process related to bullying initiatives, cooperate to create and realize anti-bullying projects (campaigns, programmes, workshops, contests, conferences, presentations, restorative justice practices, anti-bullying resources, applications and software), tools to monitor bullying (anonymous help lines to report bullying, questionnaires on school climate). Due to strong partnership among the school, family and community, Canadian children and youth consistently receive anti-bullying messages and master strategies to cope with bullying. Moreover, such cooperation among multiple stakeholders helps increase awareness about bullying not only in a particular target group,

but in the wide community. Our further research might be connected to the closer study of restorative justice practices used in Canada to deal with students' violence and aggression.

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SUMMARY

Kostiuk O. Social partnership «school – family – community» in the anti-bullying activity with the school youth in Canada.

In this article we present an analysis of the partnership among such agents as school, family and community in the anti-bullying activity with Canadian school youth. Our work is based on the research conducted by Canadian scholars, educational documents and information on anti-bullying programs and strategies available at Canadian school websites, community organizations' web pages, etc.

The article looks at the issue starting from a description of numerous ministries' responsibilities in bullying prevention (the Ontario Ministry of Education, the Ministry of Training, Colleges and Universities, the Ministry of Community Safety and Correctional Services, the Ministry of Tourism and Recreation, the Ministries of Children and Youth Services/Community and Social Services/Health and Long-Term Care).

Next, we proceed to present peculiarities of cooperation between schools and families directed towards tackling bullying. It has been concluded that educators and parents constantly stay in contact, make joint decisions. The Parent Council is involved in the school anti-bullying plan development, school anti-bullying extra-curricular projects, which are especially actively realized the National Bullying Awareness Week and the Random Acts of Kindness Week. In addition, parents are expected to fill in the questionnaire on the school climate.

The article reviews community involvement (community organizations, community members and activists, celebrities, police officers etc.) in anti-bullying projects. The focus here is on restorative justice practices, anti-bullying initiatives and projects across Canada (campaigns, programmes, presentations, workshops, contests, conferences, excursions, hackathons, video shooting, writing poems, stories, articles, bookmarks and badges creation, anti-bullying software and mobile applications development, flash mobs performance, peer facilitation, the Student Council activity), anonymous help line services to report bullying, a national online anti-bullying campaign, anti-bullying programmes which are provided or supported by the community. In many respects Canadian bullying prevention strategies present a scientific interest and a practical value. After a meticulous examination they can be implemented in Ukrainian schools.

Key words: bullying, school violence, aggression, social partnership, school, Canada.

УДК 373.07

Світлана Кудляк

ФАКТОРИ ВПЛИВУ ОРГАНІЗАЦІЙНО-ПЕДАГОГІЧНОЇ ДІЯЛЬНОСТІ КЕРІВНИКА НА ВИБІР СТРАТЕГІЇ РОЗВИТКУ ЗАГАЛЬНООСВІТНЬОГО НАВЧАЛЬНОГО ЗАКЛАДУ

У статті представлені фактори впливу організаційно-педагогічної діяльності керівника на вибір стратегії розвитку навчального закладу. Розкриті сучасні погляди на стратегію розвитку школи, де необхідно насамперед урахувувати основні засади стратегічного та інноваційного менеджменту в управлінні навчальним закладом. Схарактеризовані цілі й напрями діяльності, що забезпечують стабільність діяльності загальноосвітнього навчального закладу, позитивний імідж, високу