

Teacher education for addressing bullying and cyberbullying: a scoping review

Formação docente para o enfrentamento do bullying e do cyberbullying: uma revisão de escopo

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HOW TO CITE: ALVES, D. L. G.; STELKO-PEREIRA, A. C.; ZECHI, J. A. M. Teacher education for addressing bullying and cyberbullying: a scoping review. *Revista Ibero-Americana de Estudos em Educação*, Araraquara, v. 21, e20121, 2026. e-ISSN: 1982-5587. DOI: <https://doi.org/10.21723/riaee.v21i00.2012102>

Abstract

This study maps the available evidence on teacher training for addressing traditional bullying and cyberbullying, aiming to guide the development of training programs. It is a scoping review that involved searching six databases, resulting in the inclusion of 26 studies. The findings constituted a textual corpus, which was analyzed using the Iramuteq software. The Descending Hierarchical Classification identified four thematic classes: sociomoral and ethical values in social interactions; general characteristics of teacher training; challenges to be overcome; and specific strategies for addressing traditional bullying and cyberbullying. The findings highlight key opportunities, such as interventions in the factors influencing teachers' responses to bullying, the integration of theory and practice through problem-based situations, and collaborative learning among teachers. The main challenges include developing integrated competencies from initial training, strengthening scientific production on specific training strategies, and implementing public policies to enhance teacher qualification in bullying prevention and intervention.

Keywords: bullying; cyberbullying; teacher education; public policies.

Resumo

Este estudo mapeia evidências sobre a formação docente para o enfrentamento do bullying tradicional e do cyberbullying, visando orientar projetos formativos. Trata-se de uma revisão de escopo, com busca em seis bases de dados, resultando na inclusão de 26 estudos. Os resultados compuseram um *corpus* textual, que foi analisado pelo *software* Iramuteq. A Classificação Hierárquica Descendente identificou quatro classes temáticas: valores sociomorais e éticos na convivência, características gerais da formação docente, dificuldades a serem superadas e estratégias específicas para o bullying tradicional e o cyberbullying. As possibilidades incluem intervenções em fatores que influenciam a resposta docente ao problema, articulação entre teoria e prática por meio de situações-problema e aprendizagem colaborativa entre docentes. Os desafios envolvem o desenvolvimento de competências integradas desde a formação inicial, o fortalecimento da produção científica sobre estratégias formativas específicas e a implementação de políticas públicas para a qualificação docente na prevenção e enfrentamento do bullying.

Palavras-chave: bullying; cyberbullying; formação de professores; políticas públicas.

INTRODUCTION

Bullying is characterized as a form of violence among students within the educational context, marked by intentional and repetitive aggressive behaviors, sustained by a power imbalance that hinders the victims' ability to defend themselves (Olweus, 2013; Rettew; Pawlowski, 2022). It is a relational and group phenomenon (Salmivalli, 2010), which may manifest directly—through physical, verbal, or psychological aggression—or indirectly, through social exclusion and the spreading of rumors (Olweus, 2013).

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Submitted: March 24, 2025
Reviewed: December 27, 2025
Approved: December 28, 2025

Financial support: nothing to declare.

Conflicts of interest: There are no conflicts of interest.

Ethics committee approval: Not applicable.

Data availability: The research data are available upon request. Study conducted at Universidade Federal do Paraná (UFPR), Curitiba, PR, Brasil.



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Cyberbullying, in turn, refers to intentional and repeated aggression mediated by digital information and communication technologies (Hutson, 2016). Although it is a more recent classification, it is often understood as an extension of traditional bullying, as it reproduces and intensifies conflicts that originate in the school environment and shows a high overlap between perpetrators and victims in both in-person and online contexts (Hutson, 2016; Olweus, 2013; Thomas; Connor; Scott, 2015).

Teachers play a crucial role in addressing both traditional bullying and cyberbullying, as they can assist in identifying, preventing, and handling of situations that occur in educational settings. Serving as the pivotal figures in students' daily lives, whether in classrooms or other learning environments, these educators hold a timely and influential position to effectively intervene in these instances of violence (Troop-Gordon; Ladd, 2015). This enables teachers to more frequently observe students' behaviors and interactions at school and enables the establishment of respectful and trusting relationships with these children and adolescents.

However, teachers are not always able to intervene to prevent or stop the occurrence of bullying and cyberbullying, whether due to difficulties in identifying such situations, uncertainty about appropriate handling strategies, institutional limitations, or lack of specific training on the topic. In these circumstances, acts of violence may be minimized, ignored, or unintentionally reinforced (De Luca; Nocentini; Menesini, 2019; Fischer; Woods; Bilz, 2022).

For example, some studies relate general or bullying-aimed teaching practices with the occurrence of victimization and intimidation among students in schools. A literature review noted a higher frequency of systematic intimidation in classrooms where teachers attribute this violence to factors beyond their control and have a history of aggression towards students (Saarento; Garandeanu; Salmivalli, 2015). Likewise, Mucherah et al. (2018) found, in a study conducted with 2,273 high school students, that when teachers act to prevent bullying, the scores of perpetration and victimization are lower. It is essential, therefore, to prepare both pre- and in-service teachers (Tessaro; Trevisol, 2020) to effectively address bullying situations.

Although bullying is perpetrated by and against students, the negative consequences resonate throughout the entire school community. Teachers may experience stress, insecurity, and guilt for not knowing how to deal with the problem (De Cordova et al., 2019; Yang et al., 2022). Furthermore, when witnessing frequent situations of peer violence, teachers may feel sad, insecure, and anxious, increasing the likelihood of physical and emotional illnesses, job dissatisfaction, and higher absenteeism (De Cordova et al., 2019; Yang et al., 2022). Bullying does not occur in isolation but as part of a broader dynamic of interconnected and mutually reinforcing situations of violence within the school environment. As an example of this, a meta-analysis observed that conflicts in teacher-student relationships are closely linked to the involvement of both victims and perpetrators of bullying in schools (Krause; Smith, 2022).

Several studies point to the importance of teacher education—both pre-service and in-service—in addressing bullying situations in the school context; however, this topic has often been neglected or treated superficially in teacher education programs, or limited to public policies that result in isolated and unsystematic actions, disconnected from everyday school practices and teachers' actual needs (Frick et al., 2019; Tognetta; Daud, 2018).

The aim of this study is to map the available literature evidence regarding the possibilities and challenges of teacher education in addressing bullying and cyberbullying, with the purpose of indicating alternatives for the development of training projects.

METHODS

We conducted a scoping review¹ based on the Preferred Reporting Items for Systematic Reviews and Meta-Analyses for Scoping Reviews (PRISMA-ScR) guidelines (Tricco et al., 2018) and the Joanna Briggs Institute methodological guidance (Peters et al., 2020).

¹ Studies included in the scoping review were: Allen (2010), Ansary et al. (2015), Badia, Poli and Souza (2014), Bauman and Del Rio (2006), Carapeba (2020), Cochet (2021), Cross et al. (2011), Galloway and Roland (2004), Ghaly-Calafati (2015), Gomes and Pereira (2009), Gonçalves and Andrade (2020), Gonçalves and Fernandes (2024), Greineder (2022), Lira and Gomes (2018), Macaulay et al. (2018), Maynes and Mottonen (2018), O'Moore (2000), Panosso, Kienen and Brino (2023), Peres, Peres and Peres (2020), Redmond, Lock and Smart (2018), Sarzi (2014), Silva and Rosa (2013), Silva and Bazon (2017), Tessaro and Trevisol (2020), Tognetta and Daud (2018), Ventura, Vico and Ventura (2016).

We included peer-reviewed journal articles as well as gray literature, particularly theses and dissertations, that addressed the research question formulated using the Population, Concept, and Context (PCC) strategy (Tricco et al., 2018). Teachers comprised the Population, teacher education and professional development constituted the Concept, and bullying and cyberbullying defined the Context. Accordingly, the research question was formulated as follows: What are the possibilities and challenges of teacher education or professional development in addressing bullying and cyberbullying?

Studies were selected if they referred to basic education teachers, regardless of educational level, gender, age group, or training background. Eligible studies addressed theoretical and methodological reflections or guidelines on teacher education aimed at addressing bullying, whether in pre-service or in-service training contexts, or within the frameworks of teacher professional development (Ferreira, 2020; Garcia, 2009). In addition, studies were required to address bullying and/or cyberbullying as phenomena involving students within the educational context (Hutson, 2016; Olweus, 2013).

The electronic literature search was conducted in November 2024 and updated in February 2025, without restrictions on publication date or language. Searches were performed across six databases and repositories: PubMed, PsycInfo, ERIC, SciELO, Google Scholar, and the Brazilian Digital Library of Theses and Dissertations (BDTD). Keywords were selected based on the Medical Subject Headings (MeSH) of the National Library of Medicine, the Health Sciences Descriptors (DeCS) of Bireme, the ERIC Thesaurus, and relevant scientific literature, and were organized according to the PCC strategy (Chart 1).

Chart 1. Systematization of descriptors and keywords.

Group (PCC)	Descriptors and keywords
Population (teachers)	"school teachers" OR teachers
Concept (teacher education and professional development of teaching)	"teacher education" OR "teacher training" OR "professional development" OR "teacher education curriculum" OR "preservice teacher education" OR "in-service teacher education" OR "professional training" OR "teacher education programs" OR "initial teacher training" OR "continuing education"
Context (bullying and cyberbullying)	bullying OR cyberbullying OR "traditional bullying" OR cyber-bullying OR e-bullying OR "electronic bullying" OR "internet bullying" OR "online bullying" OR "school bullying" OR "school victimization" OR "bully victimization" OR "school bullying victimization" OR "bully-victim" OR "peer victimization" OR "peer abuse" OR "peer harassment" OR "relational aggression" OR "peer rejection"

Source: Authors' elaboration.

The references of the identified studies were gathered into a single library using the Zotero software, in which duplicates were identified and removed. Subsequently, the references were imported into Rayyan, an online tool developed to support the screening process in literature reviews. Study selection occurred in two stages. In the first stage, two independent reviewers performed a blinded reading of titles and abstracts, classifying the studies as "include," "exclude," or "maybe," according to the previously established eligibility criteria. In the second stage, potentially eligible studies were read and assessed in full, also by pairs of reviewers. Disagreements between reviewers were resolved by consensus or, when necessary, with the involvement of a third reviewer. Data extraction was performed independently by two reviewers using a standardized spreadsheet in Microsoft Excel.

The main textual findings from each study were compiled into a single corpus and analyzed using Descending Hierarchical Classification (DHC) via the Iramuteq software. This procedure, based on the Reinert method, allows for the organization and analysis of textual material by identifying lexical patterns, grouping text segments that share similar vocabulary into thematic classes (Saviati, 2017). Iramuteq performs this analysis automatically by segmenting the corpus, calculating word frequency and co-occurrence, and classifying segments based on

lexical similarity. As a result, the software generates a dendrogram that illustrates the division of the corpus into classes, indicating the proportion of each in relation to the total set of texts, as well as the relationships established among these classes (Saviati, 2017).

The discussion regarding the data was grounded in the scientific literature on bullying and teaching performance. We also selected non-specific studies produced by recognized theorists in the debate on teacher education and professional development of teaching (Garcia, 2010; Nóvoa, 2017; Santos; Spagnolo; Stöbaus, 2018; Shulman, 1996).

RESULTS

Figure 1 presents a synthesis of the search and selection process of the studies. At the end of this process, 27 studies met the defined eligibility criteria and comprised the final sample of the review. The publications covered the period from 2000 to 2024 and included 21 journal articles, one book chapter, four master's dissertations, and one doctoral thesis. Among the studies that specified the research location, eight were conducted in Brazil, three in the United States, two in Canada, two in Australia, one in Portugal and Spain, one in Norway, and one in Ireland.

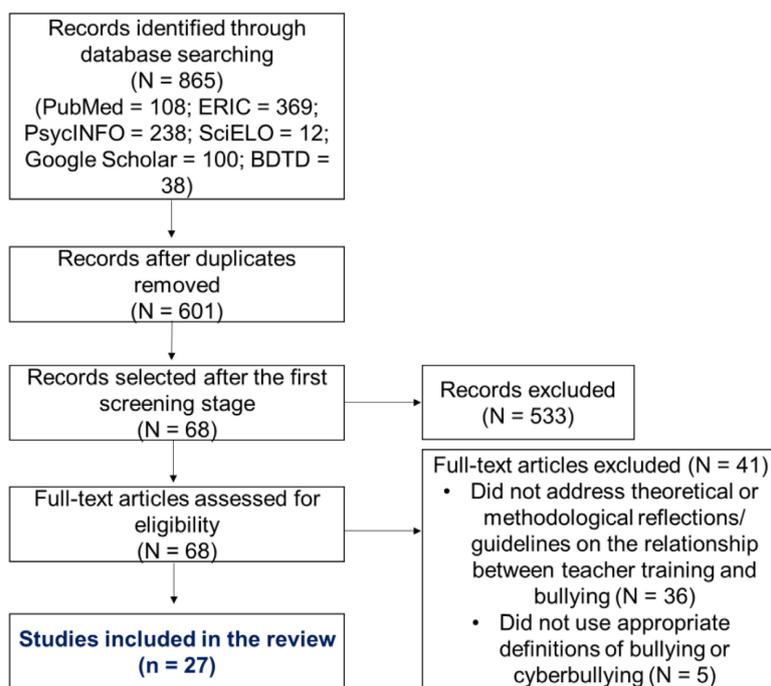


Figure 1. Flowchart of the study search and selection process.
Source: Authors, 2025.

Regarding methodology, 16 studies adopted qualitative approaches; four were cross-sectional quantitative studies using questionnaires (Bauman; Del Rio, 2006; Cross et al., 2011; Greineder, 2022; Maynes; Mottonen, 2018); one was a mixed-methods study (Gonçalves; Fernandes, 2024); and six were classified as literature reviews or bibliographic surveys (Allen, 2010; Badia; Poli; Souza, 2014; Cochete, 2021; Macaulay et al., 2018; Panosso; Kienen; Brino, 2023; Tessaro; Trevisol, 2020). Among the qualitative studies, five conducted interviews or focus groups with pre-service or in-service teachers (Ghaly-Calafati, 2015; Gomes; Pereira, 2009; Lira; Gomes, 2018; Redmond; Lock; Smart, 2018; Silva; Rosa, 2013); three performed document analysis (Gonçalves; Andrade, 2020; Peres; Peres; Peres, 2020; Ventura; Vico; Ventura, 2016); one was a case study (Carapeba, 2020); another followed an action research design (Sarzi, 2014); and six were theoretical essays (Ansary et al., 2015; Galloway; Roland, 2004; O'Moore, 2000; Silva; Bazon, 2017; Tognetta; Daud, 2018; Yoon; Bauman, 2014).

Regarding the DHC, the overall corpus consisted of 27 texts, segmented into 387 text segments (TS), with 293 TS retained (76%). A total of 13,901 occurrences (words, forms, or terms) were

identified, of which 2,682 were distinct words and 1,535 occurred only once. The Iramuteq software divided the analyzed content into four classes, as illustrated in the dendrogram shown in Figure 2. To understand the relationships among the classes, the graph should be read from top to bottom, and the class numbering generated by the software follows a hierarchical structure that reflects the organization of the data according to the identified themes or topics.

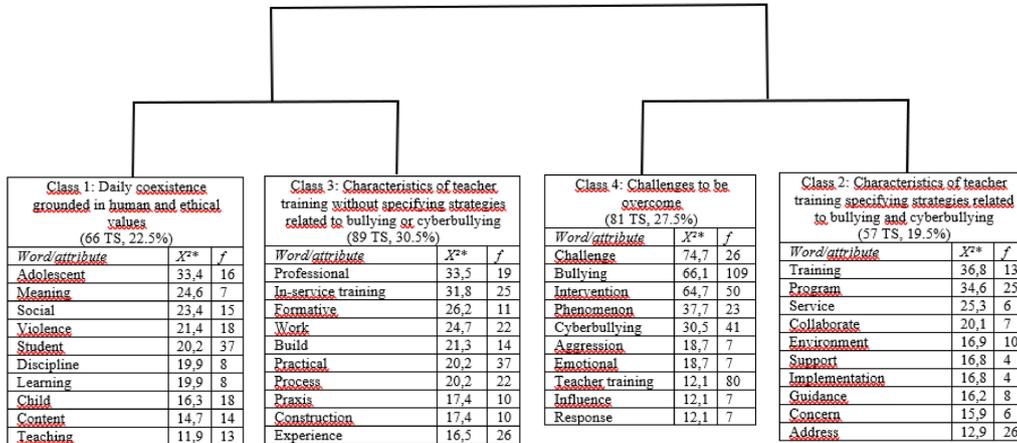


Figure 2. Dendrogram referring to the 27 studies on teacher education for intervention in bullying and cyberbullying.

Source: Authors, 2025. *All with approximately $p < 0.0001$.

Class 1 addresses the importance of fostering daily coexistence within the school environment, grounded in sociomoral and ethical values, as a means of preventing bullying and cyberbullying. TS in this class focus on the teacher's behavior in relation to other members of the school community. This class reflects on the positive relationship between teachers and students (Cochete, 2021; Galloway; Roland, 2004; Ghaly-Calafati, 2015; Lira; Gomes, 2018), with emphasis on the problematization of authoritarian and coercive classroom practices (Allen, 2010; Cochete, 2021; Gomes; Pereira, 2009; Lira; Gomes, 2018; Silva; Bazon, 2017). It also focuses on the teacher's role as a cultural agent and promoter of a culture of peace, human rights education, and respect for differences in the school environment (Galloway; Roland, 2004; Gomes; Pereira, 2009; Gonçalves; Andrade, 2020; Lira; Gomes, 2018; O'Moore, 2000; Silva; Bazon, 2017; Tessaro; Trevisol, 2020; Tognetta; Daud, 2018).

Class 3 comprises TS that gives general directions aimed at any teacher education model, without specifying strategies for bullying and cyberbullying. From this perspective, the first indicated direction is that teacher education needs to promote continuous reflection by teachers on the meaning of their learning process and their daily practice (Badia; Poli; Souza, 2014; Lira; Gomes, 2018; Sarzi, 2014; Tessaro; Trevisol, 2020). This class also highlighted the need to value teaching experience when seeking to reframe specific knowledge and strategies for handling pre-existing conflict situations (Galloway; Roland, 2004; Maynes; Mottonen, 2018; Tessaro; Trevisol, 2020). Studies have shown a greater likelihood of teacher education to encourage the questioning of traditional methodologies and the construction of a new pedagogical knowledge (Badia; Poli; Souza, 2014; Gonçalves; Andrade, 2020; Lira; Gomes, 2018; Tessaro; Trevisol, 2020).

Another important guideline is that teacher education must promote articulation between contents and skills, and theory and practice (Gomes; Pereira, 2009; Lira; Gomes, 2018; Peres; Peres; Peres, 2020; Tessaro; Trevisol, 2020). The results highlighted the need for education strategies that seek holistic teacher education (Carapeba, 2020; Gomes; Pereira, 2009; Gonçalves; Andrade, 2020; Lira; Gomes, 2018; Silva; Bazon, 2017; Silva; Rosa, 2013; Tessaro; Trevisol, 2020). In the intent of overcoming issues related to traditional school subjects and the way of teaching them, and also covering topics such as school violence and bullying, coexistence problems, mediation of peer conflicts, moral education, and learning of socio-emotional skills. Furthermore, it is crucial that the learning of knowledge and practices to combat bullying occurs through a constructive process throughout a teacher's career, with training opportunities

since pre-service education (Lira; Gomes, 2018; Tessaro; Trevisol, 2020). Class 1 TS suggests the integration between research and the need to combat school bullying (Gomes; Pereira, 2009; Lira; Gomes, 2018; Sarzi, 2014), through the involvement of in-service teachers and teacher education undergraduates in research groups, with the aim of problematizing practice scenarios and produce science that responds to social needs of schools.

Class 4 addressed the general challenges to be overcome by the area of teacher education to combat bullying, highlighting the educational needs of teachers, and the weaknesses of pre- and in-service education. The first difficulty encountered was the unpreparedness of teachers to deal with bullying situations. The analyzed texts indicate that, although this form of violence is widely discussed in the media and in the academic field, teachers in general still have little knowledge about this phenomenon and appropriate coping strategies (Ansary et al., 2015; Badia; Poli; Souza, 2014; Carapeba, 2020; Cochete, 2021; Cross et al., 2011; O'Moore, 2000; Silva; Bazon, 2017; Tognetta; Daud, 2018). Thus, intuition, improvisation, and the use of coercive and punitive practices are predominant in interventions (Tognetta; Daud, 2018; Yoon; Bauman, 2014). Another problem identified in the TS is the omission and lack of responsibility of teachers in the face of bullying. This was addressed in the texts through the investigation of beliefs and various forms of moral disengagement that make teacher intervention more difficult (Cochete, 2021; Gonçalves; Andrade, 2020; O'Moore, 2000; Silva; Bazon, 2017; Tognetta; Daud, 2018).

Both teachers' unpreparedness and omission in the face of bullying are directly related to the third identified challenge, which concerns the fragility of teacher education on the topic. In this regard, the absence of interventions should not be understood merely as individual negligence, but rather as the result of gaps in training processes that hinder the recognition of violent situations and the development of appropriate prevention and intervention strategies. In general, Class 4 TS indicate that there is a gap between the most recent research and what reaches teachers through pre- and in-service education (Cochete, 2021; Gomes; Pereira, 2009; Gonçalves; Fernandes, 2024; Tessaro; Trevisol, 2020; Tognetta; Daud, 2018; Ventura; Vico; Ventura, 2016). The texts also highlight the teacher education's fragility in this area as a State commitment guided by public policies, even if this is guaranteed by law (Cochete, 2021; Tessaro; Trevisol, 2020; Ventura; Vico; Ventura, 2016).

The available education possibilities still do not consider the teacher's behavior, emphasizing only the learning of knowledges and modification of beliefs (Panosso; Kienen; Brino, 2023). These activities must seek to overcome the merely informative or cognitivist perspective and develop competencies such as knowledges, skills, and attitudes. This holistic approach is a way to effectively intervene in bullying (Panosso; Kienen; Brino, 2023; Silva; Rosa, 2013).

Specifically regarding pre-service education, studies have shown that the discussion about school violence and bullying at this stage is still incipient (Badia; Poli; Souza, 2014; Carapeba, 2020; Cochete, 2021; Gomes; Pereira, 2009; Gonçalves; Andrade, 2020; Gonçalves; Fernandes, 2024; Lira; Gomes, 2018; Maynes; Mottonen, 2018; Peres; Peres; Peres, 2020; Tessaro; Trevisol, 2020; Ventura; Vico; Ventura, 2016), especially when it comes to cyberbullying (Greineder, 2022; Macaulay et al., 2018; Redmond; Lock; Smart, 2018). Even when these topics are addressed in undergraduate teacher education programs, the discussion occurs occasionally and unsystematically (Silva; Rosa, 2013). In a study carried out in Portugal and Spain, Ventura, Vico and Ventura (2016) concluded that most undergraduate teacher education programs courses do not include identification, prevention, and the fight against bullying clearly in their syllabus.

In the Brazilian context, Badia, Poli and Souza (2014) argue that even though the proposal for Curricular Guidelines for the Education of Basic Education Teachers (Diretrizes Curriculares Nacionais para a Formação Inicial de Professores para a Educação, in Portuguese) advises for it to be based on diversity and human rights, such orientation is not sufficiently incorporated into the set of courses, compromising the clarity on the identification and handling of situations of violence by undergraduates. Gonçalves and Andrade (2020) analyzed the National Curricular Guidelines for Pedagogy Programs and found an unfortunate absence of guidelines that include, as part of teacher education, the handling of conflicts and violence. This situation is related to the general still present weaknesses in pre-service teacher education (Gomes; Pereira, 2009; Gonçalves; Andrade, 2020; Gonçalves; Fernandes, 2024; Lira; Gomes,

2018; Peres; Peres; Peres, 2020), such as the separation between theory and practice, the fragmentation of knowledges taught, and the tenuous link with schools.

In-service education strategies present several gaps and weaknesses, especially concerning the handling of situations of peer conflict and violence. Discussions about bullying are limited to specific short-term courses, which are purely informative and out of touch with the needs of teachers (Cochete, 2021; Sarzi, 2014; Silva; Bazon, 2017; Silva; Rosa, 2013; Tessaro; Trevisol, 2020; Ventura; Vico; Ventura, 2016). Tessaro and Trevisol (2020) also highlight the marketing nature of these courses, which adds nothing, or almost nothing, to teacher education and only aims for profit and numerical certifications.

Class 2 involves more specific directions for the development of education projects to combat bullying based on the theoretical-methodological field of teacher education. TS in this class highlight that teacher education should seek to modify individual factors of the teachers and contextual factors related to these professionals' intervention in bullying (Cross et al., 2011; Gonçalves; Andrade, 2020; Lira; Gomes, 2018; O'Moore, 2000; Silva; Bazon, 2017; Tognetta; Daud, 2018; Ventura; Vico; Ventura, 2016; Yoon; Bauman, 2014). However, the greatest emphasis is on individual factors, which present themselves as knowledges, beliefs, self-efficacy, and moral disengagement (Cross et al., 2011; Gonçalves; Andrade, 2020; Greineder, 2022; Lira; Gomes, 2018; O'Moore, 2000; Redmond; Lock; Smart, 2018; Silva; Bazon, 2017; Tognetta; Daud, 2018; Ventura; Vico; Ventura, 2016; Yoon; Bauman, 2014). The main knowledges cited by the studies, and which must be learned or deepened in training, are: the definition of violence, bullying, and cyberbullying; types of aggression, whether direct or indirect, physical, verbal, psychological, sexual, or material; roles of those involved, perpetrators, victims, perpetrator-victims, and witnesses; and consequences for the entire school community in the short, medium, and long term (Cross et al., 2011; Macaulay et al., 2018; O'Moore, 2000; Panosso; Kienen; Brino, 2023; Sarzi, 2014; Silva; Bazon, 2017).

In addition to these knowledges, TS indicate that training should create opportunities for teachers to develop skills for identifying, evaluating, and managing bullying situations (Cochete, 2021; Lira; Gomes, 2018; Macaulay et al., 2018; O'Moore, 2000; Panosso; Kienen; Brino, 2023; Redmond; Lock; Smart, 2018; Silva; Bazon, 2017; Silva; Rosa, 2013; Tessaro; Trevisol, 2020; Tognetta; Daud; 2018; Yoon; Bauman, 2014). A first step would be to educate teachers to take the target population into account, according to levels of prevention, in their interventions (O'Moore, 2000; Silva; Bazon, 2017). Therefore, teachers must be taught to implement universal strategies with all students, regardless of involvement in this type of violence (Silva; Bazon, 2017). Teachers must also intervene when sharing information about bullying and cyberbullying in classes, dynamics, workshops, collective discussions, and projects. Teachers must develop skills in negotiation, conflict mediation, qualified listening, and counseling with students at risk or who have already been involved with bullying (Allen, 2010; Gomes; Pereira, 2009; O'Moore, 2000; Tessaro; Trevisol, 2020; Tognetta; Daud, 2018).

To identify the problems and subjects that are at each of these levels, teachers also need to learn ways to evaluate the occurrence and extent of bullying and cyberbullying, which involves general notions of data collection and analysis methods (O'Moore, 2000; Panosso; Kienen; Brino, 2023). Other fundamental resources to be shared in training are appropriate tools for involving other adults (Cross et al., 2011; O'Moore, 2000; Silva; Bazon, 2017; Yoon; Bauman, 2014), in order to build relationships of co-responsibility and joint work with peers, school coordination, and students' families.

To promote the development of these skills to combat bullying, Class 2 also recommends the use of some teaching methodologies in training projects with teachers. The methodologies mentioned in the ST were: bringing together theory and practice through the reflection and intervention in problem situations, real or simulated, and making use of collaborative learning practices (O'Moore, 2000; Lira; Gomes, 2018; Silva; Rosa, 2013; Tessaro; Trevisol, 2020). Regarding the first direction, the texts advise that problem situations should be created based on the reality of the school itself, as reported by teachers and other members of the school community (Tessaro; Trevisol, 2020). On this basis, the teaching collective will be able to discuss the case and think about possible solutions. It is also possible to practice ways of responding to these problem situations through role-playing, guided play, group dynamics, and virtual

simulations (Lira; Gomes, 2018; Silva; Rosa, 2013; Tessaro; Trevisol, 2020). Another possibility is for teachers to carry out supervised interventions in their own practice environments, through mentoring or coaching (Allen, 2010; Greineder, 2022; Lira; Gomes, 2018; Silva; Rosa, 2013; Tessaro; Trevisol, 2020).

Finally, a synthesis diagram of the analyzed segments text can be proposed, as shown in Figure 3.

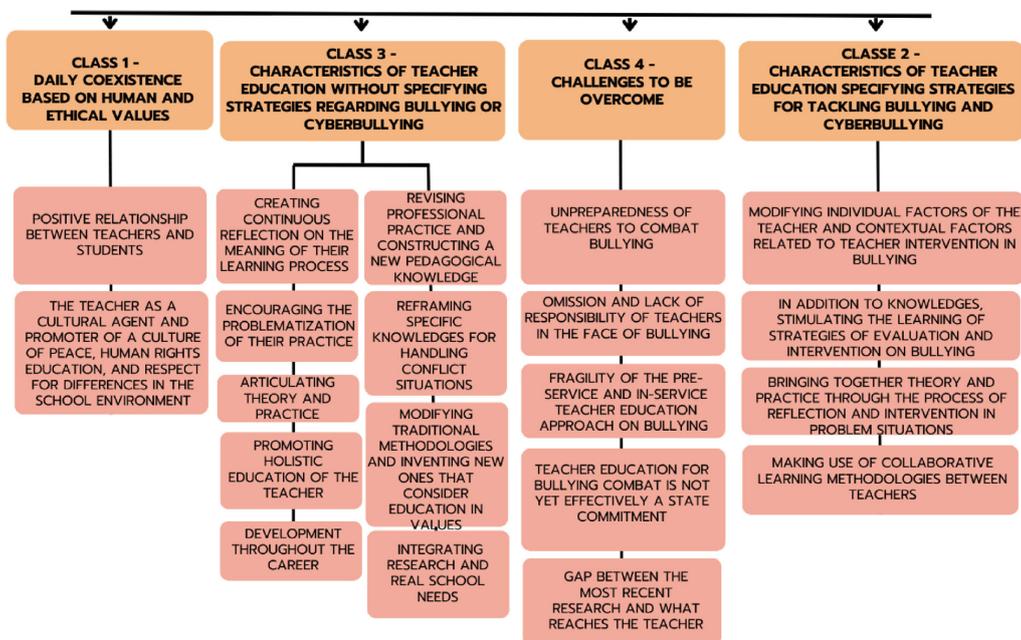


Figure 3. Synthesis of the guidelines highlighted in the text segments of each thematic class.

Source: Authors, 2025.

DISCUSSION

It is observed that Classes 1 and 3 address general guidelines for teacher education that may help prevent bullying and cyberbullying in schools by transforming traditional teaching practices and promoting daily coexistence based on sociomoral and ethical values. The guidelines aim to train teachers to implement primary preventive practices, which seek to prevent the problem from occurring (Downes; Cefai, 2019).

Primary prevention strategies can be implemented through the promotion of a positive school climate, the establishment of respectful and fair relationships with students, the adoption of non-coercive pedagogical practices, the use of participatory teaching methodologies, and the application of consistent classroom organization and management strategies. In this sense, it is essential that training programs prepare teachers to implement active and innovative methodologies, as well as to apply strategies aimed at fostering ethical coexistence within the school. Furthermore, it is not enough for these programs to be limited to the teaching of knowledge and skills; they must also promote the internalization of these values by the teachers themselves, so that they learn to relate in a respectful and supportive manner with their students, colleagues, other staff members, and the broader school community.

Education for ethical coexistence consists of promoting a positive educational climate, with healthy and democratic interpersonal relationships (Zechi; Frick; Menin, 2022). This process takes place through interventions that encourage the school community's adherence to sociomoral values such as mutual respect, justice, solidarity, dialogue, and self-regulation (Zechi; Frick; Menin, 2022), which stand in opposition to manifestations of violence, discrimination, and oppression. Consequently, bullying and cyberbullying are less frequent in educational environments that value the construction of ethical and collaborative coexistence (Knoener; Santos; Duarte, 2022; Tognetta et al., 2020), since coercive teaching practices that encourage competitiveness increase student victimization (Di Stasio; Savage; Burgos, 2016).

Classes 2 and 4 involve more specific guidelines for confronting bullying and cyberbullying when these situations are already ongoing, aiming to develop secondary or tertiary preventive practices (Downes; Cefai, 2019). Therefore, it is essential that programs also seek to develop teachers' skills for adequate conflict mediation, based on positive educational social skills (Vieira-Santos; Del Prette; Del Prette, 2018) aiming to create a democratic and respectful classroom environment.

Class 3 addressed common directions for any teacher education model that seeks to be critical, reflective, collaborative, and centered on teachers' needs. Therefore, when thinking about training for the handling of bullying, it is fundamental to recognize the teacher as a protagonist in the learning process who builds knowledges resulting from their daily practices (Santos; Spagnolo; Stöbaus, 2018; Tessaro; Trevisol, 2020). From this perspective, the teacher will not only be a mere receiver of information and knowledge or a reproducer of policies and automatic applicator of innovations (Garcia, 2010), but an active subject in identifying their training needs in their learning process, and in the planning, construction, and reflection of their practices. In order to identify these needs, we recommend that each institution, with the participation of the entire school community, especially teachers, should build a diagnosis of the situation regarding school violence and bullying, identifying everyone's perception and knowledges of the problem, the frequency, the most common types of violence, and who are the subjects involved or at risk. Furthermore, it is important to assess what knowledges teachers already have about the phenomenon, what coping practices they already carry out, and how confident they feel in dealing with bullying and cyberbullying situations. This diagnosis can be constructed via questionnaires, interviews, and conversation circles with students, teachers, and family members.

Regarding the need for articulation between theory and practice, Santos, Spagnolo and Stöbaus (2018) problematize that practical knowledges is often deemed superior over theoretical knowledges, or vice versa, which generates a dichotomy or disconnection between the two. To overcome this issue, Tessaro and Trevisol (2020) highlight three perspectives for the pre- and in-service education of teachers to combat bullying: learning theoretical-practical knowledges; using problem situations from the school itself and everyday life as mobilizers of these learning, reflection, and decision-making processes in relation to the handling of these situations; and appreciating moments of exchange between professionals about the cultural background and experiences of teachers, to address problem situations more assertively. Thus, there is an emphasis on valuing teaching praxis, reflecting on problems that occur in the school environment, strengthening teachers' autonomy, and collaborating between these professionals to jointly construct interventions. As Nóvoa (2017, p. 1,131) states, "teacher education is essential for building professional teaching identity"; therefore, it is necessary to conceive teacher education as professional training, strengthening the connection between teacher education institutions and schools. Class 3 also pointed out that teacher education to combat bullying must occur in a constructive process throughout the career. Learning to intervene in bullying situations should not be limited to disciplines or courses that are isolated and out of context from practice scenarios. The intervention must, instead, be part of the teacher's entire professional career, during which they learn to diagnose and evaluate the problem, to build joint preventive projects with other members of the school community, to carry out active and empathetic listening in order to support those involved, to facilitate group discussions, among other skills. It should be noted that these skills are not only valid for intervening in bullying, but are also relevant for dealing with behavioral and coexistence situations in general.

Class 4 related the omission or lack of responsibility of teachers in the face of bullying with the mistaken beliefs and moral disengagement of these professionals. Usually, the literature cites four types of mistaken beliefs about bullying: normative, which refers to the conception that bullying is part of child and adolescent development; dismissive, which minimizes the victim's pain and perpetuates the conception that students overcome the problem on their own; affirmation, which argues that the victim must face the perpetrators alone; and avoidant, which relates to the defense that victims should avoid perpetrators (Kochenderfer-Ladd; Pelletier, 2008; Troop-Gordon; Ladd, 2015).

These beliefs can reinforce different forms of moral disengagement, in other words, they reinforce cognitive mechanisms through which people find justifications for not becoming morally involved in situations that require indignation (Bandura, 1999). A prevailing example in the analyzed studies is the blaming of students and their families to justify the teacher's lack of responsibility for bullying (Gomes; Pereira, 2009; Gonçalves; Andrade, 2020; Lira; Gomes, 2018; O'Moore, 2000; Silva; Bazon, 2017; Yoon; Bauman, 2014). Despite being valid interventions, studies indicate that referring those involved in bullying to the school coordination and calling on parents without integrating these actions with other anti-bullying strategies are forms of de-responsibility (Tognetta; Daud, 2018; Yoon; Bauman, 2014). Therefore, many teachers involve other adults to exempt themselves from the problem, and not with the intention of co-responsibility.

It is worth emphasizing, however, that the overwhelming workload teachers experience, aggravated by a current tendency of hyper-responsibility for all school problems (Garcia, 2010), leads to resistance to the statement that intervening in bullying is part of their role as educators. Is intervention in bullying an additional task to the already intense routine of teachers? Although teachers' anguish and apprehension are understandable in this context, we highlight that confronting bullying should not be the responsibility of teachers alone, but must be the result of a continuous and collective effort from the entire school community and public policies. Thus, during teamwork and the co-responsibility process, teachers may feel more confident and less overwhelmed to perform their important roles. Not all interventions will require efforts beyond what the teacher already performs daily, as many may be carried out in the classroom context, collectively, and linked to the curriculum subjects.

Given the difficulties and the consequences of bullying for the entire school community, which impact educational indicators, confronting bullying must be a State commitment guaranteed by public policies. For the construction and implementation of these policies, integrated actions involving all responsible bodies and institutions (State, universities, researchers, social movements, and school communities) aimed at political, curricular, and cultural changes are essential. In Brazil, the 4th article of Law No. 13.185/2015 (Brasil, 2015) provides that "teacher education and pedagogical teams must implement discussion, prevention, guidance, and problem-solving actions". However, the existence of this law is not sufficient to achieve its proposed objective: the publication of normative instructions and the guarantee of technical support and funding are necessary so that states and municipalities can truly prepare their professionals to combat bullying. In addition to more specific policies, the State must guarantee better working conditions for teachers, as their devaluation also encourages bullying due to the lack of preparation and occupational stress that these conditions can generate.

Class 2 addressed the need for education to intervene in teachers' individual and contextual factors related to these professionals' intervention in bullying. Therefore, it is necessary to identify which of these factors are most relevant and likely to be addressed in pre-service and in-service education. In this regard, the authors of this work conducted two scoping reviews, not yet published, which synthesized the scientific evidence related to these two factor groups and considered the variables related to individual students.

Class 2 also highlighted that educational formation should promote, in addition to knowledges, the learning of assessment and intervention skills. This aligns with the difficulty presented in Class 4: that programs need to overcome the merely informative or cognitivist perspective (Panosso; Kienen; Brino, 2023; Silva; Rosa, 2013). Learning about the subject is fundamental, but not sufficient to generate real changes in teaching practice. For example, teachers may have knowledges about what bullying is and what strategies should be implemented but still do not know how to act in these situations. They may often know the procedures, but do not feel motivated or have the necessary attitude to intervene in cases of violence.

Once again, it becomes evident the need of praxis articulation in educational formation and the need to promote the integrated development of competencies — knowledges, skills, and attitudes — to intervene in bullying. This is in line with the proposal of Shulman (2005a, 2005b), who highlights three essential types of learning for teachers: cognitive, practical, and moral. For the construction of professional teaching identity, as Nóvoa (2017) argues, teacher education should not be limited to the technical aspects of subject content or pedagogical techniques. It

is essential not only to prepare teachers from a technical, scientific, or pedagogical perspective, but also to strengthen the profession itself—without which there can be no quality education. Regarding the methodologies cited for educational formation programs, the literature indicates, in general, that collaboration strategies between teachers, aiming to encourage exchanges, co-responsibility, and collaborative learning, have been relevant to the teaching professional learning process (Santos et al., 2018). Garcia (2010) points out some collaborative work situations that can also be used in education to combat bullying: collaborative planning, peer coaching, and counseling or collaborative action research. Furthermore, case methods, proposed by Shulman (1996), can also be an important strategy to stimulate collaborative learning through the discussion of problem situations within the school itself.

The supervised monitoring methodology of interventions with students is a relevant possibility for in-service educational formation, as it allows teachers to develop intervention skills based on concrete needs of the school environment. Instead of first educating teachers and then waiting for these professionals to put what they have learned into practice in their daily work, training activities and intervention with students should occur in parallel. This proposal generally involves: planning interventions by teachers and trainers together, carrying out these interventions with students, and an exchange between trainers and their peers to share experiences, evaluate practices, and analyze feedback (Alsaker; Valkanover, 2012).

Greater emphasis was found on general guidelines aimed at any model of teacher education and on the difficulties to be faced. Although these guidelines are essential for the construction of critical training adapted to the teachers' needs, combating school bullying requires specific strategies, such as identifying the severity and extent of the problem (O'Moore, 2000; Silva; Bazon, 2017), the handling of indirect bullying (Bauman; Del Rio, 2006; Cochete, 2021; Cross et al., 2011), and interventions with victims and perpetrators.

Furthermore, even in the face of more specific strategies for the problem, it is clear that there is a gap in the provision of guidance aimed at the particularities of cyberbullying, as guidelines for this form of violence are often diluted in guidance for combating traditional forms of bullying. This may be related to the fact that violence in virtual environments is a more recent phenomenon, which would explain why this topic is not yet addressed in many pre-service and in-service educational formation programs, as we mentioned in Class 4 (Greineder, 2022; Macaulay et al., 2018; Redmond; Lock; Smart, 2018). The scenario is worrying, given studies that indicate that teachers have more difficulty identifying cyberbullying situations than traditional bullying, either because they occur in places with little supervision or because teachers are unaware of the particularities of this type of violence (Stauffer et al., 2012; Van Verseveld et al., 2021).

CONCLUSION

In line with the above, bullying constitutes a concrete and recurring problem within educational institutions. Thus, this study argues that managing this phenomenon should be considered essential knowledge for teaching practice. In this regard, learning to identify bullying situations and to intervene appropriately emerges as a central educational need for teachers in basic education.

Given this context, the present article sought to discuss the possibilities and challenges of teacher education for the prevention of and intervention in bullying and cyberbullying situations, highlighting the importance of developing specific professional competencies, such as the early identification of violent situations, conflict mediation, empathetic communication, classroom management, peer group work, and engagement with the school community. Furthermore, this study offers contributions for the design of training programs that strengthen teaching practice in an ethical, critical, and context-sensitive manner.

We identified the following possibilities: intervention in teachers' individual factors and in contextual factors that influence teachers' response to bullying; articulation between content and skills and between theory and practice, based on the process of reflection and intervention in problem situations, real or simulated; and collaborative learning practices between teachers. The main challenges we encountered are the promotion of the development of

skills to combat bullying and cyberbullying during pre-service education; the strengthening of scientific production on specific training strategies aimed at traditional bullying, especially cyberbullying; the guarantee of implementation of public policies of teacher education to combat bullying, and the need to transcend the merely informative or cognitive perspective of educational formation, through the integrated development of competencies - knowledges, skills, and attitudes - to intervene in bullying.

Despite the important contributions of this review to the scientific field and practice, our study has limitations. The scoping review does not incorporate an assessment of methodological quality, unlike traditional systematic reviews, although it is a robust methodology for synthesizing evidence. Therefore, the conclusions of this review must be assessed with caution. Additional studies must be carried out on teacher professional development for the management of bullying, to identify which education strategy would be the most effective and how these challenges can be addressed. Furthermore, it is urgent that public teacher education policies related to bullying management must be constructed and implemented based on scientific evidence, aiming to guide and support universities, schools, and teachers.

ACKNOWLEDGMENTS

We thank the Center for Academic Publication Support (CAPA) at the Federal University of Paraná (UFPR) for the English translation of this article. We also acknowledge the Coordination for the Improvement of Higher Education Personnel (CAPES) for the doctoral scholarship granted to the lead author during her PhD in Education at UFPR.

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Authors contribution

DLGA: Conceptualization, Data analysis, Methodology, Writing, and review. ACSP: Conceptualization, Methodology, Project administration, Writing and review. JAMZ: Writing and review.

Editor: Prof. Dr. José Luís Bizelli

Deputy Executive Editor: Profa. Dra. Flavia Maria Uehara