



# Tell each other a story...

#### Mirroring and shadowing



From: Praulins, ELT Pics

#### What El is

- "...the capacity for recognising our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships" (Goleman, 1998, p. 317)
- □ Five key components of El:
  - Self-awareness
  - **■** Self-regulation
  - Motivation
  - Empathy
  - Social skill



From: Flickr: Mandlberg

#### What SI is

- "being intelligent not just about our relationships but also in them" (italics in the original) (Goleman, 2006, p. 11)
- El: one-person psychology within an individual
   Sl: two-person psychology that stems from interaction among individuals
- Skill of managing interpersonal relationships for genuine humanistic, caring and healthy social relationships (Goleman, 2006)

# EI/SI

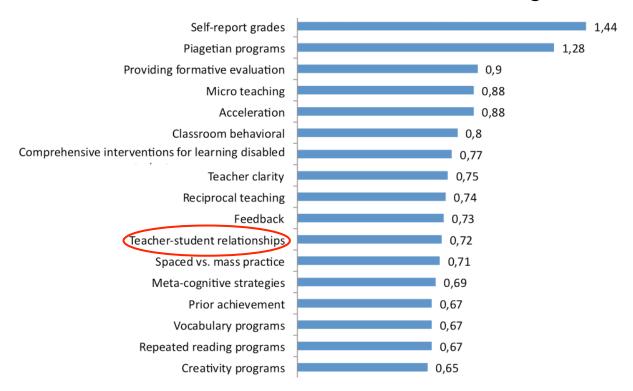
- □ Higher levels of teacher EI/SI linked to:
  - better classroom discipline,
  - better atmosphere, rapport,
  - higher student motivation,
  - lower anxiety classrooms,
  - higher creativity and pedagogical skills,
  - and reduced teacher stress/burnout

(Brackett et al., 2010; Chan, 2006; Corcoran & Tormey, 2012; Dewaele, Gkonou & Mercer, forthcoming; Jennings & Greenberg, 2009; Meyer & Turner, 2007; Nizielski et al., 2012; Zembylas, 2003)



# Where do you think student-teacher relationships are on the list?

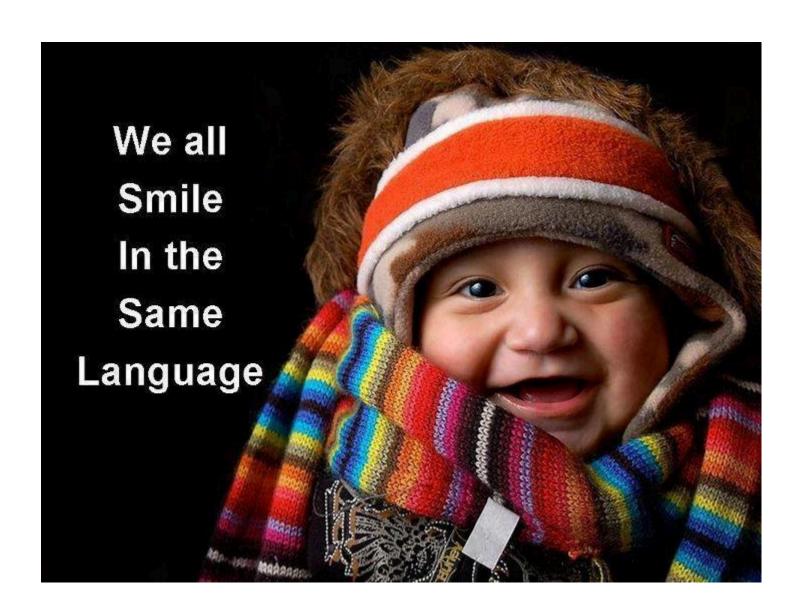
Hattie's (2009) meta-analysis list of 138 most influential factors on learning...



# Why El/Sl are so important for language education

- Language teaching is inherently social
- It involves communication and collaboration
- One aim is to promote intercultural competence





#### El/Sl as a teacher competence

- Teacher expertise three main components:
  - Knowledge of the topic
  - □ Skill with classroom methods & management
  - □ Competence with inter- and intrapersonal relationships Classroom psychology

(Underhill, 2013, p. 204)



# Some questions about EI/SI

- To what extent, do you agree or disagree with the following statements?
  - You can always keep developing your socio-emotional competence
  - You cannot really change how socially and emotionally competent you are
  - There are some learners you click with in a relationship and others you do not
  - You have to work at relationships and they can improve

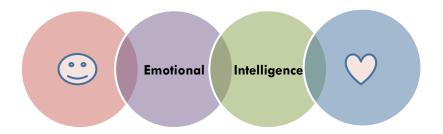


Let's begin with the <u>right mindset</u> – <u>Socio-emotional competence</u> and relational quality <u>can</u> develop further

(Brackett & Katulak, 2006; Cherniss & Goleman, 2001; Matthews, Zeidner, & Roberts, 2002; Nelis et al., 2009; Zins et al., 2004)

#### Ways to work on EI/SI

- ☐ Starts with self-awareness (Humphrey, 2013)
- Some types of strategies for improvement (you and learners!) include:
  - Keeping emotion log observing emotions (respond, not react... Count to 10!)
  - Working on empathic skills through role play/scenarios, use of literature/film,
     art perspective taking Let learners be teachers, you be learner
  - Learning to reframe and focus on positives
  - Compiling gratitude portfolios to appreciate people and workplace
  - Working on active, constructive listening skills
  - Train skills in reading non-verbals
  - Finding ways to manage stress and anger such as through sport and mindfulness activities wellbeing activities



### Managing stress and wellbeing

- Do you look after your pets plants or car better than you look after your body? ©
- What do you do to help you feel good and gain energy for life?
  - Read a book
  - Watch a film
  - Play a game
  - Cook for self or others
  - Write or paint or sculpt creatively
  - Meet with friends or family
  - Go outdoors
  - Visit an exhibition or theatre or concert
  - Meditate
  - Go to a spa (Onsen!)
  - Exercise







# PHYSICAL EXERCISE IS THE KEY TO BRAIN HEALTH

O DEVELOPINGHUMANBRAIN.ORG

#### RESOURCES:

http://www.health.harvard.edu/blog/ regular-exercise-changes-brain-improve-memory-thinking-skills-201404097110 http://thebrainflux.com/brain-benefits-of-exercise/

### Let's oxygenate our brains!

□ Power pause... Can be done in class!



From: ELT Pics: Millin

#### Please put on your oxygen mask first!

□ As Lovewell (2012, p. 45) says, "how crazy to think I would be of any help to my students if I was 'unconscious'!"



# Teacher well-being as a priority

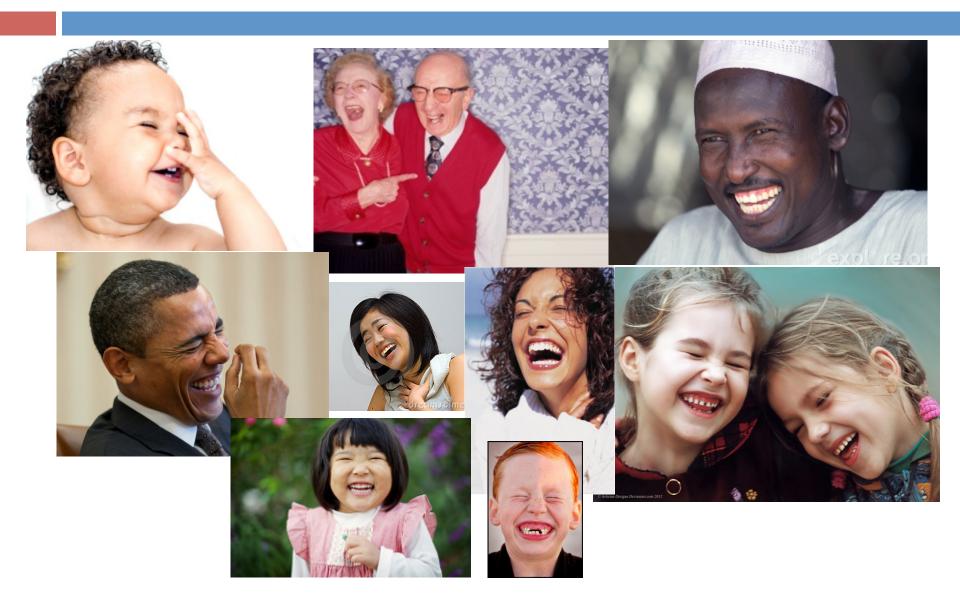
"The most valuable and costly part of an education system are the people who teach. Maintaining their well-being and their contribution to student education should be a <u>primary</u> objective of educational leaders"

(Maslach & Leiter, 1999, p. 303)

"There is a dynamic symbiosis between teacher and student wellbeing. Fostering wellbeing for teachers enables them to support students" (Roffey, 2011, p. 198)

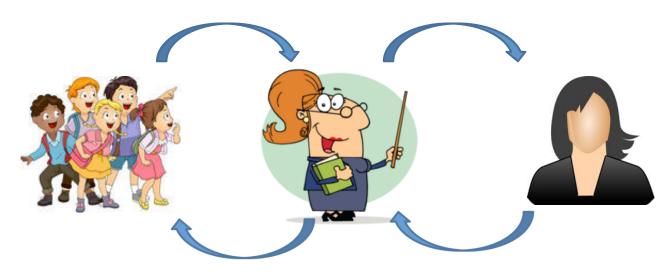


# Reasons for reciprocity... It's catching!



# Reciprocity

- Leaders are able "to impart their emotions to followers but (...) they are emotionally attuned to and influenced by their followers" (Barsade, 2002, p. 670)
- □ 'Virtuous cycle' or 'burnout cascade' (Holmes, 2012; Rogers, 2012)



#### FACT: Happy teachers make for happy pupils



#### Rita Pierson: The power of relationships



#### What do people want in their relationships?

- □ Roffey (2011, p. 100) lists the following:
  - Mutual respect
  - Trust & honesty
  - Reciprocity Give & take
  - Acceptance of you as a whole person
  - **□** Open communication
  - **□** Equality
  - Warmth
  - Reliablity Being there in good & bad
  - Feeling comfortable and enjoying being together



### Relationship qualities

- Relationships critical to healthy school environments
- Relationships require work, effort, and constant investment –
   you need to have the energy and will to work on them

Supporting
Encouraging
Listening
Accepting
Trusting
Respecting
Negotiating

Caring relational habits

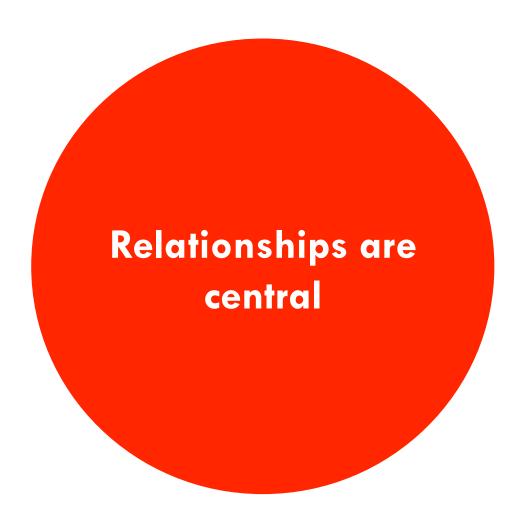
Criticising
Blaming
Complaining
Nagging
Threatening
Punishing
Controlling

Deadly relational habits

# Teacher-student rapport

- Working on rapport not optional extra but core basis for teaching What do you do?
  - Open, genuine dialogue and communication
  - Knowing names and personal interests
  - Being interested in pupils and their views
  - Being available and accessible to talk to
  - Having structures and routines
  - Varying content but remaining responsive
  - Employing clear, consistent communication
  - Creating low anxiety setting
  - Use of humour
  - Use of L1
  - Working on peer relationships
  - Being in charge, not in control (Roffey, 2011)





#### Importance of El & SI in teachers

"Experience and research, then, suggest that a dichotomy between promoting technical competence and personal growth in professional learning is false, and that ignoring the contributions of teachers' sense of emotional wellbeing to their capacities to teach to their best is foolish" (Day & Gu, 2010: 36)



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#### Thank you!



□ If you wish to learn more, please see:





□ Please feel free to get in touch via email: <a href="mailto:sarah.mercer@uni-graz.at">sarah.mercer@uni-graz.at</a>
Thanks also to JALT, Pilgrims and the C Group for sponsoring my four corners tour.

And thanks to you for inviting me! ©