

## Teaching with Emotional Intelligence

'Learning itself is an intrinsically emotional business.'

*Guy Claxton*

' .. if we want to help people learn, we must expect to encounter emotion, and we must take it seriously.'

*James Zull*

'I don't want to say anything because I'm scared of giving the impression that I'm stupid'

'I feel isolated'

'I feel angry when I have to work in a group. It's very stressful'

'I'm a bag of nerves'

'I feel my first wave of relief'

'I was unhappy. I made a mess of the last five minutes.'

'I think I felt rather pleased with myself'

'I was filled with apprehension and dread at the thought of standing up in front of more than forty students'

'What a relief it went well and I actually enjoyed it'

'The weeks before my first seminars saw me in a state of growing terror'

*A mixture of staff writing in David Allan's book and students quoted by Gail Thompson*

'The emotional aspect of the teacher-student relationship is much more important than the traditional advice on methods and techniques of lecturing would suggest.'

*Paul Ramsden*

'The argument that the most important tool an educator has is him/herself is currently redefined in terms of whether the teacher is an effective *technician* in delivering a predetermined curriculum. It is rarely considered whether or not the teacher is a powerful *person* in enhancing learning and the ability to learn.'

*Susannah Temple and David Evans*

'Emotional intelligence involves:

- the ability to perceive accurately, appraise and express emotion;
- the ability to access and/or generate feelings when they facilitate thought;
- the ability to understand emotions and emotional knowledge;
- and the ability to regulate emotions to promote emotional and intellectual growth. '

*Peter Salovey and Jack Mayer*

Emotional intelligence: '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'

*Daniel Goleman 1998*

Emotional literacy: 'the ability to understand your emotions, the ability to listen to others and empathise with their emotions, and the ability to express emotions productively.'

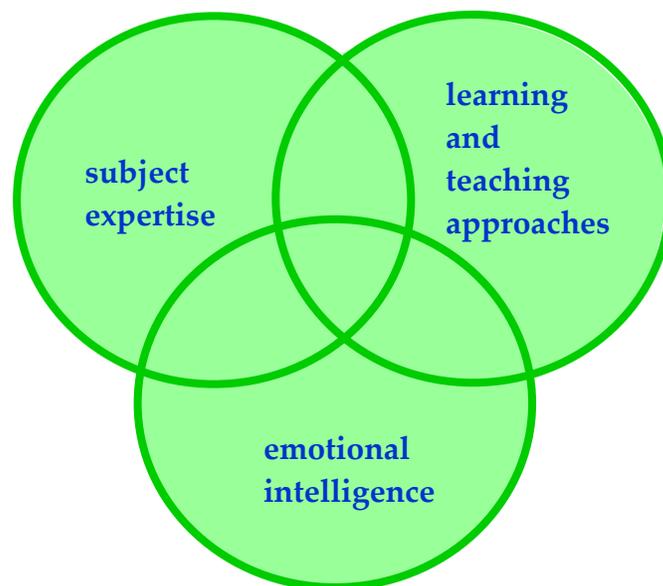
*Claude Steiner*

'.. knowing myself is as crucial to good teaching as knowing my students and my subject.'

*Parker J Palmer*

'Certain aspects of the process of emotion and feeling are indispensable for rationality.'

*Antonio Damasio*



Teaching with emotional intelligence involves:

- Recognising and responding to the feelings of both yourself and your learners in the classroom, in order to make you both more effective in your respective roles
- Encouraging an emotional state in your learners that is conducive to learning

The use of emotional intelligent in teaching should:

- Be essential not optional
- Be deliberate not just intuitive
- Receive a greater share of our energy

Teaching with emotional intelligence means:

- planning for the emotional environment
- planning for the physical experience of learners
- dealing with your learners' expectations
- acknowledging individual learners
- listening to your learners
- reading and responding to the feelings of individuals and groups
- considering the effect of your responses to learners' comments and questions
- developing self-awareness as a teacher
- recognising your prejudices and preferences
- checking your nonverbal communication
- acknowledging and handling your feelings as a teacher
- revealing your feelings to learners, as appropriate

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## How you relate to your learners

*Can you find a metaphor which best captures how you see yourself in relation to groups of learners?*

For instance:

- law enforcer to the potentially criminal
- carer to the vulnerable
- salesperson to potential buyer
- preacher to the sinful
- sheepdog to sheep
- website to surfers
- gardener to plants
- tour guide to tour bus



## Strategies for using emotional intelligence with your learners

Being present

Group empathy

Dealing with fears and expectations

Acknowledging individuals

The physical environment

Your non-verbal communication

Self-disclosure by you

Prefacing your response

## Knowing Yourself as a Teacher

Complete the following sentences in relation to yourself as a teacher:

My most common mannerism is

The phrase I most commonly use is

Learners are most likely to leave my session feeling

My greatest skill as a teacher is

A skill as a tutor which I could handle better is

My quality which learners respond to best is

I respond best to learners who

If there is one thing I do too much of, it is

If there is one thing I could do more of, it is

Learners find my manner predominantly

If you have the opportunity with a colleague that you know particularly well, consider asking them if they have 5 minutes to complete these sentences in relation to you as a teacher. You will then be able to compare your perception with theirs, and hopefully learn about the accuracy of your self-awareness.

## How much do I already use emotional intelligence with my learners?

Think of a session you ran very recently and complete the following.

A = not at all

B = some of the time

C = all of the time

D = I'm not sure what this means

A      B      C      D

### *to what extent did I*

1. monitor my non-verbal communication and its effect?
2. read learners' non-verbal communication?
3. read the feelings of individuals?
4. sense the mood of the group?
5. respond to the mood of the group?
6. convey empathy?
7. give learners chance to voice their feelings?
8. truly hear what was being said by learners?
9. acknowledge the presence of individual learners, verbally and/or by eye contact?
10. acknowledge and value learners' responses?
11. refer back to individual contributions?

A = not at all

B = some of the time

C = all of the time

D = I'm not sure what this means

A      B      C      D

12. ensure transparency about all of the key information relating to the structure of the session, about what I expected and about what learners expected?
13. acknowledge and manage my feelings during the session?
14. convey my feelings to the learners, as appropriate?
15. monitor my prejudices towards any members of the group?
16. create a positive emotional environment?
17. create the best physical environment in the circumstances?
18. learn more about me?
19. learn more about them?