THE IMPORTANCE OF TEACHER SOCIAL AND EMOTIONAL COMPETENCE TO THE DEVELOPMENT OF PROSOCIAL CLASSROOMS: THE ROLE OF TEACHER PREPARATION

by

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Abstract

The alarming statistic that 40% to 50% of new teachers leave the profession within five years makes pre-service training of teachers even more crucial to get right. Failing to address the mental health needs and holistic wellbeing of teachers and not providing them with the tools necessary to break the cycle of likely burnout cascade is incredulously negligent, and threatens to make educating our children unsustainable in the future. In this project, through a content analysis approach, I will draw upon a wide range of scholarly research literature to form both the guiding principles and core components of a course to promote and develop social and emotional competencies (SEC) and Emotional Intelligence (EI) in pre-service teachers. The course content and training I propose, however, needs to be not only an ongoing dialogue involving the education community, particularly teachers, but also administrators, families, students, parents, and wellness professionals, and should continue beyond the pre-service course; it should be ongoing, holistic, 'drip-fed' and employing a combination of strategies.

Table of Contents

List of Tables

Acknowledgements

This project is dedicated to the new and the old who commit to teaching as a labour of emotion and require our support and appreciation in meeting the needs of the next generation. Our very future balances on the development of caring, inquisitive, and informed individuals inspired by teachers equipped to swim in the turbulent waters of education today.

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Chapter 1: Introduction

In the ever-changing landscape of education, practitioners, stakeholders, and most significantly students are continuously exposed to the need for change. Rethinking how students learn 21st century skills, the advent of personalized learning, and the development of inquiry-based curriculums, all point to the changing needs of our society, and the economic realities our children face. Schools, though, are charged with the responsibility of addressing and servicing student-centred learning and the increasingly diverse needs of students with a wide range of abilities and motivation for learning (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011; Ransford, Greenberg, Domitrovich, Small, & Jacobson, 2009). While accountability for academic success is inherent in the mandate of policy makers, human and social development is also required. Students should be proficient in interacting and working together in responsible and respectful ways, developing the social and emotional competencies needed to contribute to a healthy society and a sustainable economy (BC School Act, 1989).

The challenges and expectations faced by students today to become responsible citizens, competent socially and successful academically, places a burden on them which can become magnified by social and economic inequality. Changes in the social and economic conditions of families over the latter part of the last century, and the beginning of this new one have led to increasing pressure and dysfunction becoming manifest in school drop-out statistics, drug use, and risk of psychopathology (Buchanan, Gueldner, Tran, & Merrell, 2009; Greenberg, Domitrovich, & Bumbarger, 1999; Noddings, 2005). The demands on teachers to meet the growing needs of students have become broad and increasingly onerous,

and classrooms have become the focus of intense public scrutiny in regards to pedagogical approaches and practices, achievement, and increasing accountability (Buchanan, Gueldner, Tran, & Merrell, 2009; Zins, Bloodworth, Weissberg, & Walberg, 2007). Students feel greater alienation from an education system still based on control and obedience, and where connection and caring are subordinate to the importance of academic goals (Freiberg & Lamb, 2009; Noddings, 2005). For many teachers, the behaviourist approach to classroom management married to the heavy demands and accountability of a content and assessment driven curriculum have led to what Jennings and Greenberg (2009) describe as a "burnout cascade" (p. 493).

The effective introduction of social and emotional learning (SEL) and the development of more prosocial classroom environments have led to a preventative intervention model that schools and teachers can use to enhance children's social and emotional functioning, and benefit their academic performance (Buchanan et al., 2009; Han & Weiss, 2005; Payton et al., 2000; Zins et al., 2007). The essential components of SEL are the development of skills that effectively recognize, manage, and regulate emotions, strengthen social and emotional connections, promote positive relationships, and lead to better pro-social problem solving for individuals (Elias, 2006; Zins & Elias, 2007). It is becoming recognized that classrooms possess the potential to become level one intervention points for disconnection and mental health symptoms, and are fiscally more sustainable than the relatively limited and expensive mental health services that are already stretched (Han & Weiss, 2005). Schools have traditionally adopted a reactive approach to student issues of mental health, trauma, self-medicating, and lack of attachment, but possess, as Han and Weiss (2005) suggested, the agents of change toward a more proactive approach.

Teachers shape the learning environment for their students by developing a welcoming and supportive classroom which nourishes connection through caring and a sense of belonging, augmented by lessons that are engaging and matched to the strengths and interests of their students. Teachers also set the tone of the classroom by helping and coaching students to navigate positively through conflict resolutions, and by the exemplary modeling of emotional self-regulation (Jennings & Greenberg, 2009). While teachers are the essential change agents to the development of beneficial prosocial classrooms in schools, of pivotal concern is whether they possess the requisite skill sets to achieve this goal. The purpose of this study is to understand the importance of social and emotional competencies (SEC) in teachers at the inception period of their careers. I intend to investigate whether they have the necessary SEC commensurate with such a difficult and stressful role, and what can be done to support them in their professional development.

Significance of the Study

Of all the pressing challenges that education and the teaching profession faces today, two of the most significant have a direct relationship with each other. The first is the increasing disaffection and alienation of a large percentage of students whose lack of connection and sense of belonging in school have seriously impinged upon not only their academic performance, but also upon their social and emotional health (Blum, Libbey, Bishop, & Bishop, 2004; Boyce, King & Roche, 2007; Durlak et al., 2011; Tishelman, Haney, O'Brien, & Blaustein, 2010). The second is the impact of occupational stress on teacher attrition rates. The types of stressors to which teachers are exposed on a regular basis such as the classroom management issues of discipline and poor behaviour, non-compliance and defiance, and poor or low student motivation can lead to emotional exhaustion,

depersonalization, and limited personal accomplishment and competence (Chan, 2006; Ingersoll & Smith, 2003; Jennings & Greenberg, 2009; Mearns & Cain, 2003).

Given the needs of many students, it is imperative that schools and classrooms become more prosocial in their structure and management, and that teachers nurture positive social and emotional development amongst all their students. Vital for the future of this approach is the introduction of new teachers equipped with not only the relevant subject methodology, but also with a full array of SEC.

In a study of burnout among teachers in Hong Kong, Chan (2003) found that emotional exhaustion was a strong predictor, and would have a deleterious effect upon a teacher's wellbeing and career, and on the learning achievements of their students. Jennings and Greenberg (2009) postulated that when the climate in the classroom deteriorates, the ensuing emotional exhaustion for teachers leads to a breakdown in relationships with students and apathy towards the profession. Mearns and Cain (2003) suggested as much as 20% of new teachers leave the profession within the first few years due to burnout; yet there is no systematic approach to pre-service training for young teachers to develop SEL, and little attention given to exploring whether an examination of personal resources regarding SEC for teachers in training would be relevant (Chan, 2006; Jennings & Greenberg, 2009; Mearns & Cain, 2003; Zins et al., 2007).

The construct of SEC for practicum teachers should be based, according to Jennings and Greenberg (2009), on the core components of SEL. CASEL, the Collaborative for Academic, Social, and Emotional Learning (2013) outlined these components as: self-awareness, self-management, social awareness, relationship skills, and responsible decision-

making. Jennings and Greenberg (2009) believe that these SEL competencies, originally devised and applied to children, deliver a more genuine framework for teacher SEC than do the components of emotional intelligence (EI) because of the nature of the relationship. Since teachers would be entrusted to teach SEL components, utilizing the same framework for teachers would lead to better connection and performance (Jennings & Greenberg, 2009).

I believe that new teachers would benefit from developing an inventory of their own SEC during the formative years of their training, as well as gaining formal access to SEL specific training. Developing stronger, more effective SEC must become an integral part of training for pre-service teachers, and should underpin all intervention decisions in and around student participation and engagement.

Statement of Purpose and Research Question.

The perennial axiom that life for a teacher at the beginning of his or her career is a "sink or swim proposition" (Ingersoll & Smith, 2003, p. 4) continues to be an area of major concern in education today. Zins et al. (2007) were unequivocal in their suggestion that:

> Many new professionals entering the teaching force need training in how to address social emotional learning to manage their classrooms more effectively, to teach their students better, and to cope successfully with students who are challenging. Moreover, such skills likely will help these teachers to manage their own stress more effectively and to engage in problem solving more skillfully in their own lives (p. 192).

I believe that action is required to equip new teachers as the agents of change in promoting the intellectual, social and emotional growths of students, and break the cycle of sink or swim in their formative years.

The purpose of the study was to inform the planning and development of future teacher preparation courses in order to better equip new teachers to work in challenging classrooms through, firstly, an investigation into the changing complexity of schools and the teaching environment, and, secondly, the development of SEC-related course content emphasizing an understanding while practicing those skills that are most important to developing and nurturing emotional intelligence (EI) and SEL. The goal of this project is to identify what the basic social and emotional competencies that preservice teachers need to possess themselves in order to develop prosocial classrooms. I propose a research agenda to address the potential efficacy of intervention strategies designed to promote teacher SEC while providing course content to support pre-service skill-based teacher social and emotional learning.

Background and Personal Meaning of this Study

In a career spanning three decades, I have been both a teacher and administrator in two school systems in two different countries. My experience was developed in what Kaser and Halbert (2009) would describe as a 'sorting system of education': large inner-city schools where the mindset emphasized teaching rather than learning, and ranking students through a process of grading and judgment. My formative years were spent developing classroom management skills based upon control and obedience; relationship building with students reflected the notion of hierarchical authority rather than connection and developing a sense of belonging. My first seven years working in Canada was in Special Education and

Alternative Education, and it was here, working with disenfranchised, disconnected, and traumatized learners, that I formulated much of my philosophy regarding the importance of social and emotional development. For many of these learners, the inability to cope and form positive relationships both alienated and marginalized them; therefore, constructing a program where coping and relationship skills were nurtured and developed along with academic skills in a safe, non-judgmental environment was paramount in their overall success.

When I eventually returned to administration, I started to recognize a disturbing pattern of low-level, disruptive behaviour which often punctuated and characterized many classroom environments. A disproportionate amount of my time was being spent intervening and investigating classroom referrals and documenting all the evidence. In analyzing the evidence, it became clear that a number of characteristics were a constant: expectations in classrooms were inconsistent and led to student frustration and antagonism; teacher interventions were frequently punitive and reactive in nature; the classroom environment for all students became less conducive for optimal progress; and teachers felt exhausted and unable to cope with the behaviour.

Working with both students and teachers alike in my role has led me to believe that a large majority of these behaviour referrals emanated from a lack of social and emotional competencies being present. Either the student's behaviour had become a manifestation of some unresolved trauma, processing issue, or motivational issue, or the teacher had been ill-equipped or lacked the ability to collect the student, and respond to his or her needs. The diversity of needs that children have is as multifarious as the students themselves, yet traditionally teacher education curriculums have designated very little time or focus to

equipping teachers with the necessary social and emotional competencies to navigate these turbulent waters.

Theoretical Framework

The issue of teacher SEC is a minefield of political correctness and emotive viewpoints, but is one in which I am inherently invested as a professional educator, and manager of human resources. The pursuit of enlightened education meeting the needs of diverse learners drives a constructivist perspective to be applied to problem solving through real-life experience, and the life and world of a new teacher can be one of multiple realities. I consider myself a praxis-oriented researcher seeking knowledge in my own lifeworld about the transformative nature of social processes (Lather, 1986) in the belief that I and my fellow practitioners may seek a solution to concerns that affect us all.

I propose to use an action research process to determine and reflect on those components most suitable to be included in a pre-service teacher SEC-related curriculum. The use of action research is to not only add knowledge, but to develop theory from practice towards affirmative social change (Brydon-Miller, Greenwood, & Maguire, 2003). As Zuber-Skerritt and Fletcher (2007) stated, "knowledge in practice relates to practitioners' improvement and transformation of their workplace practices into ones that are new, unique and different from past practices in the particular system" (p. 419).

Chapter Summary

The changing nature of society has made it imperative that classrooms reflect and provide for the needs of learners who are becoming increasingly disconnected and disenfranchised in a traditional educational system based upon compliance and obedience. The importance of developing prosocial classrooms requires that teachers have the requisite

SEC to deliver an environment not only conducive to academic progress, but social and emotional development. The sink or swim mindset of new teachers entering the profession correlates worryingly with teacher attrition data and makes attention to SEL training and SEC development in pre-service programs highly relevant. The purpose of this project was to create SEC-related course content for pre-service teachers based on relevant research and best practice. The course content guide, while emphasizing an understanding of the relationship between teaching and emotion, would be predominantly skill-based, practicing those skills that are most important to developing and nurturing EI and SEC in new entrants to the teaching profession.

Chapter 2: Literature Review

The topic of teacher SEC and its importance to a student's social, emotional, and academic success has received very little coverage in professional literature and research and is often overlooked in the broader discourse on educational reform, yet, according to Jones, Bouffard, and Weissbourd (2013), teachers' report the need to use and apply SEC on a daily basis in their work (p. 62). In contrast, SEL has become a mainstream topic and an area of burgeoning research focusing on the mental health of the nation with clear implications for every classroom and school. The significance of emotion on teaching and teachers, and the relevance of SEC to the preparation of all practitioners require further discussion at a time when schools are facing unprecedented challenges (Buchanan, Gueldner, Tran, & Merrell, 2009; Greenberg, Domitrovich, & Bumbarger, 1999; Jones, Bouffard, & Weissbourd, 2013; Noddings, 2005; Schonert-Reichl et al., 2016).

The nature of this review is to compare, contrast, and correlate previous research as it pertains to the theme of teacher SEC, and its impact upon the development of prosocial classrooms in our schools. In defining the scope and relevance of teacher SEC, it will be important to analyze the changing nature of education; discuss the relevance of SEL curricula to prosocial development; highlight the importance of teacher SEC on the outcomes of personal, academic, and preventative measures for student success, and examine the effect of SEC on teacher efficacy and attrition rates. The final part of this review will deliberate on the pre-service training phase for new teachers, and its structural and programming considerations for teacher preparation and education.

Teacher Social and Emotional Competencies

The subject of teachers' social and emotional competencies was first highlighted in a study by Jennings and Greenberg (2009) who developed it as a broad construct based on the SEL outcomes developed by the CASEL group in 2008. The framework of core competencies for teachers, they argued, had a major impact upon the delivery of SEL curricula in the classroom, and, ultimately, the development of prosocial classrooms (Jennings & Greenberg, 2009). This seminal work by Jennings and Greenberg was built upon previous research (e.g., Goddard, Hoy, & Hoy, 2004, Greenberg, Domitrovich, Graczyk, & Zins, 2005, Hargreaves, 1998, Osher et al., 2008, Ransford, 2007, Schonert-Reichl, & Hymel, 2007) that posited the key role teachers played in providing caring classroom environments conducive to SEL and academic achievement. Greenberg along with his fellow collaborators, Domitrovich, Graczyk, and Zins, had presented a paper in 2005 entitled, *The study of implementation in school-based preventive interventions: Theory, research, and practice*, and concluded that a teacher could empower students through modeling social and emotional competencies and responsible decision-making, but cautioned that little research had been conducted on whether teacher characteristics and "psychological mindedness" impact negatively upon learning outcomes (p. 30).

Jennings and Greenberg (2009) argued that deficits in teacher SEC can lead to less effective classroom management skills and student learning, unhealthy student-teacher relationships, poor implementation of SEL curricula, and eventually teacher burnout. In contrast socially and emotionally competent teachers are able to apply core SEL competencies to the school setting such as self-awareness, social awareness, self-management, relationship skills, and responsible decision-making (Jennings & Greenberg,

2009; Tom, 2012). High self-awareness allows teachers to recognize their own emotions, and emotional patterns, whilst also understanding their emotional strengths and weaknesses. This informed knowledge allows them to engage and extract through emotional cues and motivational strategies positive learning for themselves (Jennings & Greenberg, 2009; Tom, 2012; Zins et al., 2007). The importance of high social awareness allows teachers to understand the emotions of others and build strong connections to service these emotional needs particularly through strategies for positive conflict resolution. Strong social awareness for a teacher is also essential to nurturing connection and non-judgmental attitudes (Jennings & Greenberg, 2009).

Jennings and Greenberg (2009), Tom (2012), and Zins et al., (2007) all agree that socially and emotionally competent teachers develop, model, and nurture prosocial behaviour based upon ethical and informed decision-making. They suggest that the presence of these competencies ultimately lead to better problem-solving, coping, and resiliency amongst students in a teacher's care, as well as positive intellectual outcomes (Jennings & Greenberg, 2009; Tom, 2012; Zins et al., 2007). Jennings and Greenberg (2009) contend that because "SEC is context dependent" (p. 496) an individual might be able to function at a high social and emotional level in one work domain, but require support and training in another such as an elementary teacher transferring to a secondary school, or a teacher moving from a school with a history of positive behaviour, where they felt supported, to a failing school with poor leadership. Brackett and Katulak (2006) assert that devoting time to developing emotional awareness is critical to teacher effectiveness across a range of domains.

Emotion plays a significant role in the teaching and learning dynamics of a school, yet research regarding the significance of emotion on teaching and teachers is, according to

Garner (2010), almost non-existent. Teaching and learning is by its very nature a human interactive process, and is governed by emotions. It is, in the words of Hargreaves (2000), "an emotional practice" (p. 824). Teachers experience a range of both positive and negative emotions on a daily and weekly basis that can be associated with student performance or behaviour; these can vary from happiness to sadness, but also include disappointment, hope, enthusiasm, and pride (Brackett & Katulak, 2006; Garner, 2010; Hargreaves, 1998). Emotional stress can also be present when dealing with difficult situations, parents, colleagues, administrators, or the onerous nature of new district or provincial initiatives that require change, or attract more public scrutiny (Brackett & Katulak, 2006; Buchanan, Gueldner, Tran, & Merrell, 2009; Garner, 2010; Zins, Bloodworth, Weissberg, & Walberg, 2007).

Positive emotions for teachers can influence the teaching strategies employed, which not only service the emotional needs of students and the teacher, but have an enormous influence upon how teachers' feel about their students (Garner, 2010; Hargreaves, 1998; Yoon, 2002). Increased student effort, and longer on-task focus by students in the classroom may be a consequence of positive displays of emotion by a teacher (Elbertson, Brackett, & Weissberg, 2010; Garner, 2010). Garner (2010) posits that there may be neurological reasons for this since positive emotion stimulates and increases the part of the brain where memory is located. Brackett and Katulak (2006) not only supported Garner's claim, but state that "emotions drive attention, which impacts learning, memory, and behaviour" (p. 4). Teachers who experience positive emotions on a regular basis can build greater resiliency towards improved emotional wellbeing, as well as attention and cognition leading to better creative thinking and intrinsic motivation (Elbertson et al., 2010; Fredrickson, 2001; Jennings

& Greenberg, 2009). Greater resiliency can be highly beneficial to a teacher when dealing with difficult or adversarial conditions and problems such as poor behaviour in the classroom, new district implemented initiatives, or upset parents.

Conversely, negative emotions such as sadness, anger, annoyance, and frustration can lead to teachers losing the motivation and enthusiasm to teach which in turn can impact students' ability to want to learn (Garner, 2010; Jennings & Greenberg, 2009). Jennings and Greenberg (2009) point out that the nature of classroom teaching can mean that when teachers are faced with emotionally difficult and provocative situations such as poor student behaviour, they, unlike other professionals, have little opportunity to excuse themselves away from the provocateur to emotionally self-regulate. These limited courses of action for positive self-regulation can exasperate the problem leading to the potential for poor decision-making such as being overly reactive and punitive. This can lead to feelings of guilt, and, if not checked, according to Jennings and Greenberg (2009), "may reduce teachers' intrinsic motivation and feelings of self-efficacy and lead to burn-out" (p. 497).

Emotional Intelligence

Such is the importance of emotion and emotional intelligence (EI) to the classroom environment it seems almost inconceivable that little or no attention is paid to enhancing or developing these traits as part of a teacher's pre-service training and preparation. Elias, Bruene-Butler, Blum, and Schuyler (2000) highlighted the issue in their discussion about the roadblocks inhibiting the successful implementation of SEL and EI programs in school. They stated that new teachers may not have been made aware of the potential benefits of SEL and EI to academic and life skills, even less about how to develop those skills in a way that would have a long-lasting and profound impact. The reason, according to Elias et al. (2000),

is “because the preparation of educators lags far behind advances in knowledge about learning and teaching” (p. 262).

Hargreaves (1998, 2000) discusses the early years of becoming a teacher, which he describes as one of survival and moving beyond the formative stage of self-preoccupation and insecurities to concerns about the needs of students. Hargreaves (1998) claimed that educational theorists, up to his time, had marginalized the importance of EI, and considered its development an inter-play between individual competence and choice, rather than as a consequence of the environment and changing circumstances. Brackett and Katulak (2006) believe that emotional skills training for teachers is vital to the development of a more conducive and supportive learning environment characterized by positive social interaction and engagement.

While the relevance of EI was still in its infancy in the early 1990s, what was becoming apparent were the growing concerns over a burgeoning psychopathology amongst the school population which Doll and Lyon (1998) and Elias et al. (2000) cautioned would have a significant long-term impact without the intervention of school as a potential protective factor. In response, school authorities were increasingly triaging a system unprepared for the changing times, and attracting criticism for their efforts (Elbertson et al., 2010). In a book by Sowell Thomas titled, *Inside American Education: The Decline, The Deception, The Dogmas (1993)*, the author criticizes the seemingly endless invasion of a non-academic agenda into American education. Thomas (1993) believed that education of the last number of years had been invaded by psychological-conditioning programs aided and supported by a costly army of non-academic staff and resources. He concluded that what he saw as a “psychotherapeutic curriculum” was in fact undermining the role of parents as well

as the value system of society itself (p. ix). In spite of such politicized attacks the time was right for new ideas and approaches.

The topic of Emotional Intelligence became popularized through Goleman (1995), but was based on earlier research by Salovey and Mayer (1990). While Goleman's book did much to draw attention to the expanding literacy of emotion and the potential impact that the introduction of SEL in schools could have, it somewhat muddied the waters with exaggerated claims and journalistic license based more upon marketability than substantiated academic research (Brackett & Mayer, 2003; Mayer, Salovey & Caruso, 2008). In contrast, Mayer and Salovey (1997) continued to expand on their research by defining EI through their four-branch model of emotional intelligence, and developing and constructing scales for measuring EI (Mayer, Salovey & Caruso, 2004).

Goleman's book, which appeared on the New York Times bestseller list for over a year, sparked a frenzy of follow-up articles in trade papers, magazines, and newspapers with the potential, according to Mayer et al (2008), for exaggerated, unsubstantiated claims on the power of EI. In response, Mayer et al (2008) suggested limiting the term EI to those abilities at the point where emotions and intelligence meet; to be more specific, "limited to the set of abilities involved in reasoning about emotions and using emotions to enhance reasoning" (p. 514). Of even greater significance to the later development of SEL was Mayer and Salovey's (1997) four-branch model of EI which was designed to demonstrate how the branches, made up of abilities and skills, flowed from perception to management and combined with other primary psychological subsystems to form part of an individual's personality. The four-branch model applied the abilities and skills into the following four areas: "The ability to (a)

perceive emotion, (b) use emotion to facilitate thought, (c) understand emotions, and (d) manage emotion" (Mayer & Salovey, 1997. p. 199).

Much of the research work conducted by Mayer, Salovey and associates increasingly indicated that EI when measured as an ability was highly predictive of a number of outcomes that have particular relevance to the importance of SEL in schools. Mayer, Salovey, and Caruso (2004) posit that as EI increases so does an individual's academic achievement. Conversely, according to Mayer et al (2004), as EI decreases, we are likely to see a preponderance of antisocial behaviour, addictive practices and the potential for psychopathology. The impact of such findings was not lost on educational commentators such as Hargreaves who concluded:

> Governments and other reformers must incorporate the emotional dimensions of teaching and learning into learning standards or curriculum targets for students, and into professional standards or competencies for teachers and administrators. As Goleman and others have shown, emotions are not simply a support for teaching and learning, but a vital and integral part of teaching and learning (Hargreaves, 1998, p. 851).

The growing importance of emotion as a feature of teacher SEC, therefore, is more relevant today than it has ever been.

The changing nature of education

The demands on education today are greater than at any other time in our history as a result of enormous social change manifesting into widespread social problems, and the resultant burgeoning of mental health disorders and psychopathology (Buchanan, Gueldner, Tran, & Merrell, 2009; Darling-Hammond, 2006; Greenberg et al., 2003; Greenberg et al.,

1999; Noddings, 1995; Tishelman, Haney, O'Brien, & Blaustein, 2010; Tom, 2012). According to Greenberg et al. (2003) schools are expected to do more today than they have ever done before, but with even less resources. Recurrent social upheaval occurs as a result of increased social, emotional and economic pressures existing. For example, the pressure of high mortgages, debt, materialism, and consumerism have placed an unhealthy burden on members of society particularly parents which has led to the increased likelihood of separation, divorce, displacement, detachment, and trauma (Buchanan et al., 2009; Greenberg et al., 2003; Greenberg et al., 1999; Noddings, 1995; Tishelman, Haney, O'Brien, & Blaustein, 2010; Tom, 2012). We have also seen the slow erosion of community organizations that were inherently invested in, and encouraged children's social, emotional, and moral growth as valued young citizens (Greenberg et al., 2003). Finally, we are coming to terms today with the reality of the pervasive and, at times, destructive nature of social media that can support, encourage, and pressure unhealthy interactions and dysfunctional or antisocial behaviour among children and young adults (Elbertson et al., 2010; Greenberg et al., 2003). Social media as well as mass media and news outlets continually bombard the public with images and news of terrorism, child abuse, suicide, domestic violence, and natural disasters that can all lead, according to Tishelman et al. (2010), to the development of a trauma lens for young people.

Greenberg et al. (2003) compares the difference between American schools in the 1900's to the ones at the turn of the 21st century by stating that in 1900 the average school size consisted of 40 students who by and large were economically, racially, and ethnically similar. Schools at the beginning of this century, he states, are far larger with the average elementary population totaling 400, and high schools as large as 2000. The growth in school

populations is one thing, but what Greenberg et al. (2003) find even more concerning is that our schools are confronted by "unprecedented challenges to educate an increasingly multicultural and multilingual student body and to address the widening social and economic disparities" (p. 467).

Adding to these unprecedented challenges is the disturbing pattern of increased mental health problems amongst students today. Schonert-Reichl and Hymel (2007), basing their findings on epidemiological data, suggest that almost 20% of children and adolescents in Canada suffer from mental health issues serious enough to require medical intervention and therapy. In the United States the problem is even more severe: as much as 22% of young people suffer from some form of social, emotional, or mental health prognosis that required treatment; while an estimated 7.5 million children and teenagers were diagnosed with one or more psychiatric disorders (Buchanan et al., 2009; Elbertson et al., 2010; Greenberg et al., 2003; Greenberg et al., 1999). According to Greenberg et al. (2003), 30% of 14 to17-year-olds engage in high-risk activities; they go on to conclude that high-risk activities such as substance abuse, risky sexual behaviour, violence, and criminality may have a serious detrimental impact upon future health and success.

Tom (2012) reports that the prevalence of externalizing disorders such as Attention Deficit Hyperactivity Disorder (ADHD), Oppositional Defiance Disorder (ODD), and Conduct Disorder (CD) are now quite common in children and adolescents. Through estimates gathered from the American Psychiatric Association, Tom (2012) states that ADHD accounts for 3% to 5% of school children, while ODD in comparison is anywhere between 2% to 16%; CD is prevalent in 6% to 16% of boys in contrast to only 2% to 9% of girls. Tom concludes that "these statistics reveal that many mental health disorders appear at

a very early age, and the reported prevalence rates might be a conservative approximation of the actual number of children who may be experiencing a mental health disorder" (2012, p. 12).

The context of higher levels of children with either internalizing disorders such as depression and anxiety, or externalizing disorders as reported above places far greater demands on schools to plan, resource, and implement effective programs and services that nourish and cultivate intellectual achievement, promote healthy living, and prevent engaging in high-risk behaviour and activities (Buchanan et al., 2009; Greenberg et al., 2003; Merrell, 2010; Tishelman et al., 2010; Tom, 2012). While the onerous burden and cost of supporting and intervening in an epidemic of social change, emotional turmoil, and mental health concerns for schools may seem insupportable and unsustainable, the cost of not acting could be catastrophic. Tom (2012) reports that World Health Organization estimates suggest one person in every four will develop either a mental or behavioural disorder in the course of a lifetime, while Schonert-Reichl and Hymel (2007) state that mental health and illness will account for the majority of health care costs in Canada by 2020.

Tishelman et al. (2010) in a study on developing a framework for school-based psychological evaluation discusses the impact of trauma on a student's social, emotional, and academic success, and posits that while the school environment is a place where trauma can manifest itself into behavioural and performance concerns, it also has the potential to be a major change agent. They conclude that the ecology of the surroundings can act as a buffer for traumatized children against adversity, or conversely exacerbate the deep-seated problems. Therefore, development of a school and classroom environment conducive to the social and emotional development of children and adolescents managed by socially and

emotionally competent teachers would, in the words of Tishelman et al. (2010), be a "potential contributor to a child's healing and coping" (p. 280).

Another important consideration for the development of far more effective classrooms for the development of social, emotional, and academic success is the current response to childhood trauma and mental health currently in schools and society. When mental health and illness manifest in the behaviour of a student, the intervention carried out by the school and health service providers are primarily reactive and fragmented; therefore, their efforts can invariably lead to a lack of coordination, poor monitoring and follow-up, and, ultimately, become ineffectual in meeting the needs of the individual (Buchanan et al., 2009; Greenberg et al., 2003; Merrell, 2010; Tom, 2012; Zins & Elias, 2007). Jennings and Greenberg (2009), and Tom (2012) suggest that preventative measures are the key protection factors to addressing mental health concerns in school because the classroom has the potential to respond to the needs of the student before symptoms manifest. The development of more prosocial classrooms manned by teachers with the requisite SEC may hold the answer to providing a more effective educational approach to the growing needs of all students.

The prosocial classroom

The importance of incorporating social and emotional learning into the classroom environment has its origins in the person-centred movement credited to Dr. Carl Rogers who pioneered client-centred therapy and developed an approach to education that emphasized the development of the whole person; an approach, according to Cornelius-White (2007), that posits the importance of positive teacher-student relationships to "optimal, holistic learning" (p. 113). Classroom SEL was further influenced, as suggested earlier, by the work of Daniel

Goleman in his 1995 book, *Emotional Intelligence*, which inspired further child development research emphasizing the importance of social and emotional competencies to healthy wellbeing and as a protective barrier to the pervasiveness of mental illness (Adelman and Taylor, 2000; Blum, Libbey, Bishop, & Bishop, 2004; Durlak et al., 2011; Elias et al., 2000; Greenberg & Jennings, 2009; Greenberg et al., 2003). Freiberg (2009) argues that for decades, the traditional behaviourist approach to school and classroom discipline, characterized by strict obedience and control and fixed rewards and consequences, has done little to help students develop the ability and awareness to self-regulate and self-direct. In fact, he concludes, it has absolved students of the responsibility to take ownership over their actions, and to socially and emotionally mature; vital components, according to Freiberg, to access higher, more complex levels of instruction for teaching and learning (Freiberg, 2009).

Freiberg (2009) describes the essential characteristics of a person-centred, prosocial classroom in the following way:

> Teachers develop four pro-social classroom management dimensions that foster person-centred classrooms: (a) social-emotional emphasis – teachers demonstrate caring for students' social and emotional needs, and for who they are as people; (b) school connectedness – teachers ensure that students feel a strong sense of belonging to the school, their classroom, and their peers; (c) positive school and classroom climate – students feel safe in school, developing trust for their peers, and their teacher; and (d) student self-discipline – students learn through responsible consequences and a shared respect and responsibility (p. 100).

The essence of connectedness and sense of belonging that prosocial classrooms have potential to form can become a frontline preventative measure for mental health disorders.

Resnick, Harris, and Blum (1993) identified family and school connectedness as the two most influential protective factors against a multitude of health and risk morbidities among the young and adolescent including violence. Since we have already reasoned that the family unit is under increasing pressure, and prone to widespread instability, the importance of the school and classroom environment takes on greater focus and responsibility for universal preventative and intervention education.

In a prosocial classroom, the tone is set by the teacher who develops supportive and caring relationships that are free of judgment and prejudice. Lessons are designed to build upon the strengths, abilities, and interests of the student, while behaviour guidelines promote trust and integrity leading to more intrinsic motivation. Teachers act as a role model for respectful dialogue and communication, and sensitively coach students through conflict situations while exhibiting exemplary self-regulation (Jennings & Greenberg, 2009). The importance of developing prosocial classrooms requires that teachers have the requisite social and emotional competencies to deliver an environment not only conducive to academic progress, but also to social and emotional development.

In figure 1 (see appendix B), Jennings and Greenberg (2009) present a prosocial classroom model that emphasizes the importance of teacher SEC to the cultivation and development of a healthy classroom environment. If combined, the resultant will beneficially impact a student's social, emotional, and academic outcomes and healthy wellbeing. The model recognizes the importance of relationship building, and the competence of the teacher to understand that misbehaviour is a manifestation of a problem which requires a caring, nurturing response rather than reactive or punitive intervention (Jennings & Greenberg, 2009; Tom, 2012). Jennings and Greenberg (2009) propose a

transactional relationship existing between all the elements of the model, and reinforced by the effective delivery of SEL curricula. In this transactional relationship, the teacher's competence, skill-set, and training to develop and sustain a healthy classroom climate will improve student outcomes which in turn, they conclude, "may reinforce a teacher's enjoyment of teaching, efficacy, and commitment to the profession, thereby creating a positive feedback loop that may prevent teacher burnout" (pp. 493-4).

The model is dependent upon the successful delivery by teachers of SEL which is vital for two reasons: firstly, SEL underpins the prosocial context of the classroom through an activity-based approach to positive social and emotional development; and secondly, according to Merrell (2010), SEL provides "a significant opportunity to link prevention science to school-based interventions" (p. 55).

Social and Emotional Learning

1994 was a pivotal year in the historiography of SEL. It was the year when the term was first coined, and the inception year for the start and development of CASEL based at the University of Illinois at Chicago (Elbertson et al., 2010; Macklem, 2013). Both events were products of a conference held at the Fetzer Institute, a non-profit organization, convened to address concerns about poorly coordinated prevention programs in schools, and its impact upon student wellbeing in light of, as already stated, the multitude of health and risk morbidities prevalent in statistics at the time (Buchanan et al., 2009; Elbertson et al., 2010; Greenberg et al., 1999; Macklem, 2013). Educators, researchers, and advocates attended the conference with diverse interests and agendas ranging from the developmental, psychological, to educational and the health and wellbeing of children, but all participants were aware that the current fragmentation in preventative health programs required

programming that was more robust, holistic, evidence-based, field-tested, and capable of accommodating the full range of school grades from preschool to high school (Buchanan et al., 2009; Elbertson et al., 2010; Elias et al., 2000; Greenberg et al., 1999; Macklem, 2013).

While by the early 1990s a variety of school-based programs existed, according to Elbertson et al., (2010) and Elias (1997), they tended to be limited to information workshops or educational infomercial platforms, and often narrowly focused on single components of SEL such as for example substance abuse, anti-bullying, antisocial behaviour, or-safe sex choices. The arrival of such organizations as CASEL was a first step in creating a more holistic, conceptual framework for SEL allowing for the development of more defined school-based programming based on the premise of universal prevention and promotion; in summary, the prevention of unhealthy behaviours by promoting stronger social and emotional competence and personal wellbeing which today is the focus of most SEL curricula (see Buchanan et al., 2009; Elbertson et al., 2010; Greenberg et al., 2003; Zins & Elias, 2007). CASEL, founded in 1994 by a small group led by Daniel Goleman and Eileen Rockefeller Growald, developed a conceptual framework built upon current theory and empirical research backed by on-site analysis of highly regarded, effective SEL programs already in existence (Elias et al., 2000; Schonert-Reichl, & Hymel, 2007). CASEL developed 39 guidelines focused on four major areas: "(1) life skills and social competencies, (2) health promotion and problem-prevention skills, (3) coping skills and social support for transitions and crises, and (4) positive, contributory service" (Elbertson et al., 2010, p. 1017); elements that CASEL believed to be vital to the development of structured, evidence-based SEL programming woven into the fabric of the school.

CASEL (2006) have outlined an implementation and sustainability process designed to help schools introduce SEL programming tailored to the needs of the students, stakeholders and the community. The process involves ten key steps conducted through three distinct phases. Phase 1 is the Readiness Stage where a commitment on the part of a school's administration to embrace and incorporate all aspects of SEL into school life and programming is reinforced by developing capacity through stakeholder involvement and ownership in the form of steering committees. In phase 2, the Planning Stage, an audit of student and staff needs and resources allow ultimately for a better fit to the school context and culture, as well as developing an understanding of the relative strengths and weaknesses inherent in the school culture that may present barriers to successful implementation. Phase 2 also allows for action-planning where goals, benchmarks, and a timeline are developed to monitor progress. In the final phase, termed Implementation, facilitators from the selected evidence-based SEL program initiate professional training for teachers and administrators grounded in the philosophy of the program which leads to "sequenced, evidence-based classroom instruction" for the effective delivery of SEL to the whole school (CASEL, 2006, p. 3).

While CASEL's framework has done much to improve the delivery of quality, tailored SEL programming, it is by no means alone in its endeavor to nurture holistic education. Examples abound of quality programming such as PATHS, Promoting Alternative Thinking Strategies (Kusche, Greenberg, & Anderson, 1994), which focuses on emotional competence and conflict resolution; Roots of Empathy (ROE) developed by Mary Gordon (2001) which works to foster empathy and pro-sociability in children through the engagement in the classroom of a mother and baby; and Emotional Literacy in the Middle

School (Brackett & Katulak, 2006) which focuses on nurturing emotionally literate children through the development of caring, feeling vocabulary allowing and promoting, according to Brackett and Katulak (2006), greater social competence. We have also seen the inclusion of a SEL framework at the provincial, national, and international level in recent years underlining its growing importance to child development (Schonert-Reichl, & Hymel, 2007). In Canada, the provinces of British Columbia, Nova Scotia, and Ontario particularly have initiated or instigated various approaches to SEL at the school, district, and provincial level. In British Columbia in 2000 for example, the Ministry of Education introduced a social responsibility dimension as one of its foundational skills along with reading, writing, and numeracy. In Australia, the National Framework for Values in Australian Schools, introduced in 2005, sought to mandate such components as care and compassion, respect and responsibility, understanding, tolerance, and inclusion into the mission and curriculum of schools. On an international level, The International Baccalaureate (IB), according to Skrzypiec, Askell-Williams, Slee, and Rudzinski (2014), has developed a holistic view of education focused not only on academic achievement, but built around social and emotional learning. They state that:

> social and emotional learning is considered to play a key role in the IB MYP [Middle Years Program] curriculum to develop knowledgeable, balanced, and caring students, and IB schools are encouraged to increase their focus on social and emotional learning in the classroom (Skrzypiec et al., 2014. p11).

The growth and popularity of SEL programs are not without some drawbacks and concerns particularly regarding efficacy and effectiveness. Merrell (2010) presents an 8 year research study of the impact of the Oregon Resiliency Project (ORP) on the efficacy of SEL

curricula and the development of prevention science in schools. Dr. Merrell posits that the introduction of SEL into a school setting presents an opportunity for preventative science at a more affective level. He states that schools and classrooms are becoming increasingly "de-facto mental health service centers" for the increased prevalence of mental health concerns in students (Merrell, 2010, p. 56). In preparing the study, Dr. Merrell utilized the work of dissertation students who as part of the ORP had developed Strong Kid and Strong Teen SEL curricula aimed at five different school cohorts: pre-K age; grades K-2, grades 3-5; grades 6-8; and grades 9-12. Their low cost, universal approach took the form of a 10-12 week lesson package based on the CASEL (2009) organization's five core competencies: self-awareness; self-management; social awareness; relationship skills; and responsible decision-making. The findings of the study suggest, according to Merrell (2010), that Strong Kids and Strong Teen programs may help improve a child's SEC leading to greater resiliency while reducing the impact of internalizing disorders, and may, posits Merrell, even be adaptable to meeting the diverse needs of those students who have cultural and linguistic diversity.

Additional findings by Merrell (2010), though, reveal that developing the psychometrics to measure change in positive SEL knowledge and behaviour was problematic. Merrell (2010) found that when gains in social-emotional knowledge amongst students seemed evident, changes in behaviour and functioning seemed less so, particularly over the short-term. The study also encountered some issues and demonstrated some limitations with gathering evidence such as the self-report feedback feature for younger children in the Strong Kid program who had difficulty accessing the language; or, the higher degree of resistance Merrell found in high schools when trying to deliver new Strong Teen curricula. He puts this down to the perception amongst teachers that being asked to deliver a

new curriculum was onerous in a setting where they felt they already had an over-prescribed curriculum.

Durlak, Weissberg, Dymnicki, Taylor, and Schellinger (2011) conducted a meta-analysis on the effects of school-based SEL programming on children's behaviours and academic performance; a study allowing them enough access to data to deliberate on the relative importance and effect of SEL opportunities across a wide range of schools and students. They too found limitations in their research in regards to high school. Their study concentrated on the analysis of findings from 213 SEL programs covering 270, 034 kindergarten through high school students. They concluded that teaching and learning are collaborative processes based on positive connections and relationships, and that universal school-based SEL interventions lead to greater wellbeing and academic performance (Durlak et al, 2011). It is unfortunate that the study methodology utilized by Durlak et al (2011) excluded students with pre-existing behavioural, emotional, or academic problems; conditions in high school that would greatly benefit from SEL intervention.

The introduction of SEL programming possessing coping and healing dimensions promises much as a preventative science, but would it provide holistic, universal coverage? While, as previously stated by Merrell (2010), SEL may be highly adaptable to service the needs of learners from diverse backgrounds, it is the contention of Brown (2004) that additional measures and modifications may be required in the delivery of SEL curricula to mitigate what he sees as de-colonization present in Indigenous groups particularly, but not exclusively, in Canada. Brown (2004) stated that the current approaches to emotional competence and intelligence as it relates to educational philosophy have been both "alien and unhealthy" (p. 9) to Aboriginal communities. He views education in North America as too

narrowly focused and dominated by a Eurocentric orientation that has led amongst other powerful forces to a general decrease in the emotional maturity of Aboriginal communities as witnessed through the increasingly negative statistics on school dropout rates, high incarceration rates, drug and alcohol abuse, suicide, family dysfunction, and low academic achievements (see also Barnes, Josefowitz, & Cole, 2006; Baydala et al., 2009; Bazylak, 2002).

Of significance to Brown (2004) and supported by Battiste and Barman (1995) is the high volume of Aboriginals that make up the correctional population, and the alarmingly disproportionate statistics for Aboriginal suicides which is six times that of the non-Aboriginal population. As previously discussed, Brown (2004) accounts for the drop-out rate at school as being a historically-based process of colonization which included a "colonization of emotions, a colonization of affect" (p. 9) which he believes has led to First Nation culture being stripped from mainstream classroom environments. He believes this process of cultural and emotional deprivation has led to a crisis of cultural identity, as well as a feeling of powerlessness and confusion amongst young Aboriginals (Battiste & Barman, 1995; Brown, 2004). While it is outside the scope of this study to look at length at remediation processes for this particular issue, it does have relevance to those teachers who fall into what Battiste and Barman (1995) call, "the education of Indians by non-Indians using non-Indian methods" (p. 6).

Teacher Efficacy and Attrition

While Durlak et al. (2011) focused attention in their study on examining and discussing the implications of their findings on educational policies and practice, Han and Weiss (2005) conducted a study that focused attention on those teacher level factors that

influence provision. Specifically, how sustainable within the current dynamics of schools and classrooms are classroom-based prevention and intervention mental health programs such as SEL. They argued that properly implemented school-based mental health programs have positive benefits for a student's social and emotional wellbeing, and are fiscally sustainable compared to expensive external agencies, but may be prohibited by implementation fidelity such as administrative support, teacher self-efficacy, and professional burnout.

The adding and implementation of new intervention programs such as SEL to promote prosocial classroom development is in itself a contentious issue. On the one hand it is a vital step in servicing the needs of an increasingly diverse, disaffected, and disenfranchised school population, but on the other places additional workload stresses and program fidelity squarely on the shoulders of a profession already feeling overstretched and overburdened (Blum, Libbey, Bishop, & Bishop, 2004; Boyce, King & Roche, 2007; Durlak et al., 2011; Greenberg et al., 2003; Tishelman, Haney, O'Brien, & Blaustein, 2010; Vesely, Saklofske, & Leschied, 2013). Critical to this process are the skill sets and competencies of teachers that are paramount to success (Vesely et al., 2013). In a study looking at the contribution of EI to teacher efficacy and wellbeing, and based on the previous work of Jennings and Greenberg (2009), Murphy, Delli and Edwards (2004), and Yoon (2002), Vesely, Saklofske, and Leschied (2013) summarized two areas key to a teacher's expertise:

> (a) the "professional skills" and characteristics needed for optimal effectiveness in the classroom and with students generally and (b) "personal skills" and characteristics that buffer the adverse components and situations of teaching and contribute to the building of resilience, psychological wellbeing, and teacher efficacy (p. 72).

The notion of teacher self-efficacy has been a recurrent theme throughout this study and one particularly highlighted by Jennings and Greenberg (2009) in regards to SEC, but what is self-efficacy, and what impact does it have on a teacher's SEC?

Skaalvik and Skaalvik (2007) suggest that self-efficacy has its basis in social cognitive theory and relates to an individual's powers of control over what they can do, and how they can do it. Bandura (2006) believes that "self-efficacy is concerned with people's beliefs in their capabilities to produce given attainments" (p. 307). He suggests that people's efficacy differ in various areas and domains of mastery, and is not a "global trait but a differentiated set of self-beliefs linked to distinct realms of functioning" (Bandura, 2006. p. 307). For teachers it may well encompass how well they goal-set, self-organize, self-motivate, self-reflect, and self-regulate, and project these elements towards the achievement goals of their students; it must also be linked, critically, to a belief that they can make a difference to the needs of all students including even those at-risk of not achieving (Ransford, Greenberg, Domitrovich, Small, & Jacobsen, 2009; Skaalvik & Skaalvik, 2007; Vesely et al., 2013).

Goddard, Hoy, and Hoy (2004) caution that the shorthand term, teacher efficacy, should not be misinterpreted to suggest a teacher is effective, or even successful, but rather must be re-calibrated towards a personal statement of perception regarding self-efficacy. Ransford (2007) posits that teachers who exhibit increased stress coupled with lower self-efficacy will have a detrimental impact upon the students' learning. Goddard et al. (2004), in contrast, believes that teachers with high self-efficacy are more likely to plan and organize effective strategies for learning that services the needs of all students while establishing a nurturing environment that embodies transparency and trust. Yoon (2002) states that

teachers with greater self-efficacy tend to be more open and positive to student needs, subjected to lower levels of stress, and demonstrate less anger and sadness when encountering poor or disruptive behaviour.

Those components that influence the development of strong self-efficacy also have a bearing on a teacher's capacity to cope (Ransford, 2007; Vesely et al., 2013). There are both internal and external factors that can have an influence on a teacher's self-efficacy: internal factors are those within the control domain of the teacher, such as developing superior subject knowledge, methodology, and having a strong sense of commitment and application; while teachers have very little control over those external factors such as the dynamics of the students' home lives, the particular uniqueness of the school's catchment area, and local district or provincial guidelines which are required to be adhered to (Vesely et al., 2013). We have already discussed at length the importance of EI to both successful SEL implementation, and the part it plays in the "high emotional labor" of teaching (Vesely et al., 2013. p. 72; see also Hargreaves, 2000), but it may also have, according to Vesely et al. (2013), components that directly influence and impact a teacher's self-efficacy. Vesely et al. (2013) conclude:

> Many factors that contribute to teacher efficacy and may help explain competent teacher behaviour and positive classroom outcomes overlap with EI. A short list would include emotional regulation ability (ERA), emotional labor, social-emotional competence (SEC), and components of rational-emotive behaviour theory (REBT) (p. 78).

In summary, the work of a teacher is a fine balance between those components that can be controlled and manipulated, and those other almost nebulas variables and dynamics that a

teacher will have to cope with on a daily or weekly basis. As Ransford (2007) postulates, "teaching under such conditions may be considered a high demand-low control job, which could result in adverse mental and physical health" (p. 8).

The relationship of EI to self-efficacy is an important consideration and may explain why the high work-related demands of teaching are perceived by some as a challenge, and by others as highly stressful (Mearns & Cain, 2003; Ransford et al., 2009; Tsouloupas, Carson, Matthews, Grawitch, & Barber, 2010; Vesely et al., 2013). In fact a higher level of EI may mediate against the effects of Jennings and Greenberg's "burnout cascade" (2009, p. 493) leading to greater effectiveness through increased resiliency and job satisfaction (Vesely et al., 2013). Mearns and Cain (2003) are particularly interested in why such high job stress does not lead to even greater burnout statistics. They conjecture that certain aspects of personality protect individuals from the "ravages of job stress" such as negative mood regulation expectancies (NMR), and that "NMR expectancies were associated with lack of personal accomplishment, while stress was associated with emotional exhaustion and depersonalization (Mearns & Cain, 2003. p. 79).

When teachers extend beyond their regular threshold for coping over a protracted period of time, they can come to feel their outlay of time and energy are not reciprocated in the learning outcomes of their students; absenteeism can then become a symptom, and burnout a likely result with, as a consequence, less effective learning environments for students (Chan, 2006; Jennings & Greenberg, 2009; Mearns & Cain, 2003; Ransford, 2007; Ransford et al., 2009; Tom, 2012; Tsouloupas et al., 2010; Vesely et al., 2013). Teacher burnout is the manifestation of stress triggers emanating from environmental variables and interacting with both the interpersonal and intrapersonal traits of an individual who has little

or no control over negative mood regulation (Jennings & Greenberg, 2009; Kokkinos, 2007; Maslach, Jackson & Leiter, 1997; Tsouloupas et al., 2010). According to the Maslach Burnout Inventory (BMI), occupational burnout occurs in three stages: emotional exhaustion, depersonalization, and reduced personal accomplishment (Maslach, Jackson & Leiter, 1997. p. 192). During emotional exhaustion, a teacher has reached a level of fatigue and coping that impacts upon their ability to physically, socially, and emotionally provide for their students; they may demonstrate less caring, or be less tolerant of disruptive behaviour. During depersonalization, a teacher can become more fatalistic; their attitudes to other colleagues, as well as to students and parents may become cold and cynical. Eventually, the teacher may come to feel a reduced sense of personal accomplishment manifesting into a belief that they have little or no control anymore and perceive themselves as ineffectual (Chan, 2006; Jennings & Greenberg, 2009; Kokkinos, 2007; Mearns & Cain, 2003; Ransford, 2007; Ransford et al., 2009; Tom, 2012; Tsouloupas et al., 2010;Vesely et al., 2013). Particularly vulnerable to burnout are new teachers to the profession who, according to Ingersoll (2012), are left to "sink or swim" and invariably "tend to end up in the most challenging and difficult classroom and school assignments, akin to a 'trial by fire'" (p. 47).

Richard Ingersoll and Thomas Smith in 2003 presented a short paper entitled, *The Wrong Solution to the Teacher Shortage*, where they argued that the current high demand for teachers was not necessarily due to increasing student enrollment, or the impending, at the time, projected teacher retirements, but was to a large extent due to teacher attrition (p. 31). Tsouloupas et al. (2010) concluded that occupational turnover for teachers had, in their words, "reached epidemic proportions" (p. 176); they go on to report that in 2007 the averages for teacher turnover in public and private schools extrapolated from the US

Department of Education were 16.5% and 19.5% respectively representing an increase of more than a third on 1991-1992 statistics (p. 176). As concerning as this is, the findings of Ingersoll (2012) are even more acute and perplexing. In his paper, *Beginning Teacher Induction: What the Data Tell Us*, he highlights three significant trends in the US. The first he terms the "ballooning of the teacher force" where he reports that up until the mid-eighties increases in the student population were somewhat matched by increases in the teaching force. But by 2008 the picture had dramatically changed; while the student population between the early 1980s to 2008 rose by 19%, in contrast teacher recruitment rose by 48% (Ingersoll, 2012. pp. 48-49). Ingersoll (2012) believes this first trend has led to another even more significant one which he terms "greening" of the teacher population. He claims that 200,000 new hires in 2008 were new first year teachers compared to only 65,000 in 1988 (p. 49). He states that in 1988, the teaching force was on average populated by "a veteran with 15 years of teaching experience," whereas by 2008 this statistic had been replaced by teachers at the *inception stage* of their careers (Ingersoll, 2012. p. 49). Ingersoll (2012) concludes that by 2008 "a quarter of the teaching force had five years or less of experience" (p. 49).

The final trend described by Ingersoll (2012) in regards to teacher attrition is the most concerning for society: statistics indicate that the number of teachers leaving the profession is most significant during the first five years of their career, and estimates show that this could be as much as 40% to 50% of the teaching workforce (p. 49). So it appears, therefore, that new teachers to the profession are the most vulnerable to burnout during their first few years of probation and tenure, and cite: poor student behaviour and motivation, negative student engagement, lack of support from administrators, heavy workload, and limited opportunity to

collaborate with colleagues as reasons for leaving (Chan, 2006; Han & Weiss, 2005; Ingersoll & Smith, 2003; Ingersoll, 2012; Jennings & Greenberg, 2009).

In conclusion, the impact of such concerning statistics regarding occupational stress and attrition have a number of major implications. Firstly, on the health and wellbeing of new teachers to the profession whose first tentative steps into such an emotionally intensive occupation may have lasting effects upon both self-confidence and mental health (Chan, 2006; Jennings & Greenberg, 2009; Ransford, 2007; Vesely et al., 2013). And secondly, the impact such large staff turnover will have upon the stability and structure of the classroom environment and that of the school; so vital to student wellbeing and achievement (Chan, 2006; Ingersoll & Smith, 2003; Jennings & Greenberg, 2009; Ransford, 2007; Yoon, 2002). Also important to consider is the potential impact upon the successful implementation of SEL programming which is inhibited because of both the necessity to model SEC as well as navigate the additional workload of program fidelity (Ransford, 2007; Ransford et al., 2009; Vesely et al., 2013). Finally, the inevitable conclusion is that first year teachers, in general, are ill-prepared for the tumultuous and turbulent waters of the classroom and the needs of an increasingly diverse and disconnected student population (Blum, Libbey, Bishop, & Bishop, 2004; Boyce et al., 2007; Durlak et al., 2011;Greenberg et al., 2003; Ingersoll, 2012; Jennings & Greenberg 2009; Tishelman, Haney, O'Brien, & Blaustein, 2010).

Teacher-training education: structural and programming considerations

A teacher who is highly effective and successful in the classroom is able to respond to the ever changing needs of their students; they regulate the mood, tone, pace of the learning environment in a proactive way based on subtle changes in student emotion, language, and behaviour (Corcoran & Tormey, 2012a; Jennings & Greenberg, 2009). According to

Jennings and Greenberg (2009), and based on the work of Kounin (1977), it is termed "withitness" which is "associated with the teachers' high degree of awareness of individual and group social and emotional dynamics and the ability to influence and regulate these dynamics" (p. 507). Unfortunately, as statistics and research suggest, not all teachers are created equal, and with the ever changing demands facing the profession, addressing the issue of teacher SEC has become pivotal not only to the deployment and fidelity of wide scale SEL programming for students, but to the health and wellbeing of teachers (Corcoran & Tormey, 2012a; Garner, 2010; Jennings & Greenberg, 2009; Ransford, 2007: Tom, 2012; Tsouloupas et al., 2010; Vesely et al., 2013). Ingersoll (2012) posits that there is a commonly held belief that, due to the complexity of teaching, teacher training programs will always fall short in regards to equipping new entrants to the profession with the tools and understanding to be initially successful, and that schools must provide quality in-service training to allow new teachers to develop and survive. Unfortunately, according to Ingersoll (2012), "teaching as an occupation … cannibalizes its young'" by, as we have already stated, commonly assigning them the most challenging of schedules with students who potentially have the greatest needs (p. 47). The issues discussed raise a number of questions: firstly, do pre-service teacher education programs adequately equip and prepare new teachers for their emotionally challenging role; and secondly, can SEC be learned? Can it be nurtured and developed during pre-service teacher education and what might such additional SEC-related pre-service teacher education components look like?

The topic of teacher pre-service training is one that has attracted much attention at both the political and educational level (Corcoran & Tormey, 2012a; Darling-Hammond, 2010; Ingersoll, 2012). Questions have been raised regarding whether teacher-training

programs have any real impact upon student learning and emotional growth (Corcoran & Tormey, 2012a; Darling-Hammond, 2010); while in other parts of the world such as Britain, concerns have emerged suggesting that pre-service preparation has become too narrowly focused on subject methodology and pedagogy to the neglect of other important components (Corcoran & Tormey, 2012a; Hawkey, 2006; Weare & Gray, 2003). Darling-Hammond (2010) is highly critical of the inconsistent nature of pre-service training particularly the ones she refers to as "fast-track, low-quality pathways into teaching" (p. 38). Her most damning assessment of teacher training in the US caused by these inconsistencies has led her to conclude:

> Even as the demands of a knowledge-based society call for more sophisticated teaching of much more complex skills, we have seen a return to the factory model of the early 19th century, with the hiring of underprepared teachers linked to the use of scripted curriculum intended to compensate for their lack of skills (Darling-Hammond, 2010. p. 38).

In an examination of the characteristics of good teachers and good teaching, Murphy et al. (2004) conclude that research into whether teacher training has an impact upon a teacher's set of held beliefs regarding what may constitute good teaching is still unresolved, and that in general, pre-service teachers had an unrealistic expectation of their own skills and abilities suggesting that they may somehow be immune to the inherent difficulties, stresses, and strains existing in the job. Murphy et al. (2004) believe that unlike other professions, teachers in training have already been exposed to many years of teaching, and that these early experiences coupled with the challenge of pre-service training may shape and solidify beliefs and models of teaching and learning that are difficult to change later on. Even more

concerning is when this research is placed into the context of a training environment: according to Garner (2010), new teachers accept they have very little pre-service instruction in how to nurture social and emotional development in children, and even less on managing aspects of their own SEC. A combination of unrealistic expectations and ideals coupled with limited or non-existing social and emotional training and development may lead us to understand the disturbing correlation between the attrition of new teachers to the profession and burnout cascade.

In a study conducted by Corcoran and Tormey (2012b) entitled *How Emotionally Intelligent are Pre-Service Teachers,* a measurement of pre-service teachers' EI was found to be below that of the rest of the population. The data they collected showed a .5 of a standard deviation difference in the mean average between the pre-service teacher cohort and the population average, and when genders were separated, male student teachers were a .8 standard deviation below the wider population average (p. 754). Corcoran and Tormey (2012b) concluded that such is the weight of evidence supporting the impact a teacher's emotional skills upon student connection, behaviour and achievement that it is almost inconceivable to consider that pre-service teachers entering the profession may do so with EI below what is deemed competent in the general population. Brackett and Katulak (2006), Chan (2006), Corcoran and Tormey (2012a), Elbertson et al. (2010), Jennings and Greenberg (2009), Tom (2012) ,Vesely et al. (2013), and Weare & Gray (2003) have all called for the inclusion of either SEL or EI, or both related components to be included in teacher pre-service preparation, or into general teacher preparation and training programs. If there are deficits in the EI of pre-service teachers, and some consensus on the importance of including social and emotional dimensions into teacher preparation programs, then the question still

arises as to whether EI and SEC can be nurtured, developed, and learned through courses and workshops?

In a study on developing EI in pre-service teacher education, Corcoran and Tormey (2012a) studied the effect that focused workshops would have on the emotional competence of pre-service student teachers. Third year undergraduates were randomly chosen and placed in groups: one experimental and one control group. Both groups were administered the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) (Mayer et al., 2008). The experimental group then undertook emotional competence workshops comprised of six, two-hour sessions every other week for twelve weeks based on an EI skill building workshop; "an application-based training course for MSCEIT-certified individuals" (Caruso, Kornacki, & Brackett, 2005. as cited in Corcoran & Tormey, 2012a. p. 548). The control group continued with their regular studies. At the end of the workshop period, a new MSCEIT was administered to the experimental group and control group, and then followed-up by semi-structured interviews related to questions about what they had learned about their emotions and emotional skill development during the course of weeks. The test was administered before the students went out to their assigned teaching practice. In all, students from three separate university level teacher education programs were selected using the random sampling methodology, tested, and the process repeated over a two year cycle. The final component was a follow-up interview after teaching practice to ascertain whether their increased awareness of emotional skills had influenced their teaching (Corcoran & Tormey, 2012a. pp. 204-209).

Corcoran and Tormey (2012a) after full analysis and discussion concluded the following: 1) The experimental group showed little overall improvement in their post-

MSCEIT in terms of their Emotional Intelligence Quotient (EIQ); 2) When the testing was analyzed more closely through its constituent parts relating to the four skills making up the EIQ (termed: Perceive, Use, Understand, and Manage emotion), the group completing the workshops did show evidence of growth in managing emotions albeit at a statistically non-significant level (Corcoran & Tormey, 2012a. pp. 252-253). According to Corcoran and Tormey (2012a), the increased ability to manage emotions is relevant since it is a skill that is vital to teaching as an occupation, and may have been influenced by those workshop activities that focused on communication skills, decision-making, and some positive reflective techniques relating to teacher actions (p. 252). Corcoran and Tormey (2012a) posit that the six, two-hour workshops over twelve weeks may have been too short to have any real impact upon emotional skill development, and that a much longer period of scheduled sessions could have led to more positive outcomes; they conclude, "[A]lthough the data are far from conclusive, they do at least hint that an emotional competence component may lead to increases in measured levels of EI skills" (pp. 252-253).

Vesely et al. (2013) postulate on what makes a good teacher, and whether those variables equate to a question of nature or nurture. They conclude that nurturing has a significant part to play in developing those competencies and qualities seen in an effective teacher (p. 79). They suggest that competencies can be improved through workshops and training, and has been partially demonstrated through such programs as improving classroom management, coping skills training such as Rational Emotive Education, and the PATHS curriculum (Kusche, Greenberg, & Anderson, 1994) to name just a few. Of particular interest to Vesely et al. (2013) is the study conducted in Australia to improve the management of occupational stress in teachers by improving aspects of EI such as emotional

self-awareness and expression, self-regulation, and awareness of others. They report, based on empirical data, improvements in the cohort of teachers' EI and a general reduction in those elements that lead to burnout; they also cite an additional pilot study conducted in Canada with comparable results that lead them to announce optimistically that options now exist with real potential (Vesely et al., 2013. p. 81). Further optimism as to the potential for nurturing SEC and EI in schools comes from Ransford (2007), who reports that when teachers have successfully implemented SEL programming in their classrooms, a multitude of improvements to both teaching skills and their classroom environment have been seen. She concludes that "teachers that have been trained in SEL also have more positive learning environments, an enhanced ability to connect with students and colleagues, as well as better classroom management" (Ransford, 2007. p. 24). If there is cause for optimism as to the potential for nurturing SEC and EI in pre-service programs, then what components should be included or considered to be of value?

The workshop Corcoran and Tormey (2012a) instigated in their research study utilized components of Brackett and Katulak's (2006) *Emotionally Intelligent Teacher Workshop* design built on EI theory. The basis of the program's approach is applying the four branch theory of EI, as previously described, to the development of stronger relationship building, improved coping skills with increased resiliency, and improved job-related performance (Brackett & Katulak, 2006). The workshop gives teachers practical activities that can be used both in and out of the classroom that focus on both students and self respectively whilst also developing each particular EI branch (Perceive, Use, Understand, and Manage emotion). For the skill of Perception of Emotion, activities focus on developing tools to help recognize not only one's own emotional state, but that of others through the

understanding and processing of multiple key indicators in dialogue and body language (Brackett & Katulak, 2006. p. 7). This process, they suggest, helps a teacher to not only regulate and manage their emotional needs in various conditions throughout the day and week, but can become a highly effective predictive tool in deciding what behaviour is most appropriate in addressing particular situations (Brackett & Katulak, 2006. p. 7). The activity requires a teacher to complete reflective journal entries on events that happened during the day; making note of who else was present; a description of the feelings and the intensity of these feelings; and finally a brief review and analysis of what they perceived to be the emotion of others involved through the recounting of verbal and nonverbal signals such as facial expressions (Brackett & Katulak, 2006. p. 8). Brackett and Katulak (2006) conclude that after regularly practicing this technique, the use of note taking will be replaced by a less onerous mental process (p. 7).

In the Use of Emotion, Brackett and Katulak, (2006) describe the necessity to develop tools to recognize types of emotion and effectively utilize and even exploit positively emotional energy towards more productive and healthy behaviour and thought (p. 9). During this activity there is again a period of reflection where observations are made about what effect the environment has upon the teacher in terms of emotion, motivation, efficacy in the job, and the various levels of engagement and interaction throughout the day (p. 9). The activity then requires the teacher to document which settings within the working environment creates particular moods such as lighting, music, imagery for example, and to use this information to inform planning for future events or situations where a particular mindset is required; Bracket and Katulak (2006) term it “emotion-generating strategies” (p. 9).

For the third skill, Understanding of Emotion, the very nature of the work requires constant interaction and engagement with a host of other people in possession of a variety of emotions; therefore, a greater understanding of emotions experienced by others will lead to a more informed strategist (Brackett & Katulak, 2006. pp. 9-10). They suggest that when a teacher encounters a negative emotion or an adverse reaction that leads to a student, or group of students not being productive, then an investigation is required to inform on future interactions. This gathering of information and analysis will expand a teacher's understanding of the variety of emotions possible, how they develop and transform; ultimately helping to develop "emotion vocabulary" leading to more engaged and connected learners whose needs are serviced (Brackett & Katulak, 2006. pp. 9-11)

For the final skill, Management of Emotion, the teacher records instances of negative emotion experienced while in school, and supplements with additional information about the triggers causing the emotion (Bracket & Katulak, 2006. p11). The teacher then evaluates the strategies employed to combat the negative emotion and chronicles the relative success of each before finally listing as many strategies as possible such as yoga, listening to music, deep breathing, or strenuous exercise, or talking to a friend or mentor, for example, to help combat future episodes (Bracket & Katulak, 2006. p11). Bracket & Katulak (2006) suggest that the activity helps to create an inventory of emotion-management strategies along with an audit of which strategies are most effective in different situations; ultimately, they posit, the teacher will be able to use the same inventory to manage the emotions of their students (pp. 11-13).

Chapter Summary

In an age of widespread economic and social change, schools are at the frontline of enormous social and emotional upheaval manifested in an increasingly disenfranchised, disconnected school population managed and nurtured by teachers oftentimes ill-prepared for the challenges confronting them. A teacher's SEC, therefore, plays a key role in the social, emotional, and academic success of his or her students through modeling and positive emotion. The basis for SEC and the role played by emotion is encompassed in the science of emotional intelligence, which despite its populism is grounded in Mayer and Salovey's four-branch model of EI. The exponential growth in the school population combined with dramatic changes in the shape and size of school provision correspond alarmingly to a burgeoning psychopathology threatening to become an epidemic amongst school age children. The development of prosocial classrooms aided by the provision of quality SEL programs and delivered by teachers with the requisite SEC to model and regulate social and emotional development is more important than ever in schools today. Students require a frontline protective barrier to combat issues of psychopathology while harnessing the power of emotional intelligence to improvements in learning and achievement; vital components to healthy classrooms and student wellbeing. While SEL's universal appeal and application may still be open to discourse, what is not open to debate is that teaching is challenging. It is a high demand-low control occupation with the potential for adverse mental health. The disturbing correlation between teacher burnout and attrition particularly during the first five years of work suggests that new teachers in particular would benefit from a more prescriptive approach to pre-service professional development. While research into the benefits of emotional workshops for teachers is still unreliable, the impact upon managing emotion may

be significant in nurturing SEC and bolstering occupational efficacy as a protective factor against burnout.

Chapter 3: Research Design

As an administrator, the notion that teachers are able to balance the increasing demands placed upon them in terms of classroom management, assessment, dealing and collaborating with difficult parents, engaging with administration and colleagues while maintaining "model exemplary emotion regulation" (Jennings & Greenberg, 2009. p. 496) is in itself daunting. Looked at in light of other influences such as personality, health concerns, and other life stressors, it places an enormous burden on the coping system of teachers and his or her ability to positively interact with students in difficult situations. While much of my support for teachers, who had in my opinion gone beyond their threshold of coping, involved a combination of coaching and professional development, the process was reactive and somewhat too little, and in some cases, too late. A more proactive approach is a curriculum focused on nurturing SEC in teachers prior to the start of his or her career; developing knowledge and tools to help and manage emotion in both students and self alike.

The primary purpose of this study was to inform on SEC-related components that could form part of pre-service training for teachers in order to nurture and develop their SEC and EI; I employed an action research approach because of the nature of the real world problem, and the need for participants to be invested in finding a solution (Lather, 1986; Lewin, 1952). McKernan (1988) proposed that action research has distinct advantages over more orthodox research:

- it assists participants in gaining and increasing their own understanding of personally experienced educational or curriculum problems;

- action-research as opposed to fundamental research focuses on problems of immediate concern; and,

- research is geared towards practical short term solutions—thus, it is a form of operational or applied research (p. 155).

There is a substantial body of scholarly research in regards to student behaviour, the importance of SEL within the school structure, and teacher attrition rates, but the theme of *teacher* SEC has been limited to a paltry number of quantitative studies (Jennings & Greenberg, 2009; Tom, 2012). While these studies have excellent statistical evidence, they do not cover the issue entirely, and leave a lot of unanswered questions. A quantitative approach was considered for this study, but the use of questionnaires in Tom (2012) raised issues about rater bias from teachers completing the surveys. While both Jennings & Greenberg (2009) and Tom (2012) considered the issue of new teachers and pre-service training, no actual perspective was provided from this cohort. The quantitative approach to this topic takes the positivist paradigm and assumes that the real world is made up of measurable facts (Glesne, & Peshkin, 1992), but the essence of SEC and its impact upon the lives of new teachers and their students revolves around human feelings and interaction, and so required initially an interpretive approach to the problem.

I conducted an early demonstration interview as a means to refining my research question, as well as an exploration of other possible approaches (Josselson, Lieblich, & McAdams, 2003). In taking account of the life experiences of a new teacher practitioner to the profession, I utilized an interpretive phenomenological approach (Heidegger, 1971; Gadamer, 1976) to the participant with the use of an unstructured interview. The participant

was initially asked to reflect on his experiences about emotional intelligence development with his students through a process of: how do they know what they know; and, how do we help them know other ways? An inductive process, guided by my own experience and background, was used with additional questions added to develop and explore the participant's background, knowledge, and experience (Gadamer, 1976; Patton, 2002). The results and feedback of the demonstration led to refining the research question, and prompted a change from a phenomenological approach to one of action research since the combined knowledge had to be one that was applied back to the preparation of new teachers.

While designing a method involving the use of unstructured interviews with participants in the pre-service stage of their teaching careers, I was continually confronted by the issue of bias impacting my findings. How could I avoid becoming involved in the interactions of my participants? Building a research study interview protocol requires a large degree of trust between the interviewer and the participant as rapport is slowly built through the stages of apprehension, exploration, cooperation, and participation (DiCicco-Bloom, & Crabtree, 2006). Transparency is vital to this process; therefore, I had concerns that my position as a principal administrator may have had a detrimental impact upon the openness of the interviews. It may also have been conceivable that potential participants may also be potential applicants for positions leading to a conflict of interest in the future. Since this formed a significant component of my reflexivity, I felt I needed to look at other options. After lengthy deliberation and re-evaluation, I moved from an inductive process with participants for my data gathering to a more flexible document content analysis method. While I would lose the authentic voice of the pre-service teacher's experience, I would have, through a large literature review, a non-obtrusive process for gathering data, as well as an

opportunity to use and extend existing theory towards my research question and the development of my course content guide (Bowen, 2009; Cho & Lee, 2014; Hsieh & Shannon, 2005).

Method

A qualitative content analysis method allowed me to adopt a more deductive approach to data gathering, while improving my opportunity to start coding immediately by utilizing pre-determined codes based on my research from the field (Cho & Lee, 2014; Hsieh & Shannon, 2005). Krippendorf (2012) believes that the method has the benefit of extending a researcher's understanding of a subject or situation while allowing for more practical solutions to be acted upon which was pivotal to my production of a pre-service SEC-related course content guide. According to Heikkilä and Ekman (2003):

> This method is often used to answer questions such as *what*, *why*, and *how*, and the common patterns in the data are searched for by using a consistent set of codes to designate data segments that contain similar material; these codes are then categorized to answer the research questions. (p. 138)

Data Collection

Fifty four separate works related to the fields of teaching, learning, emotional intelligence, social and emotional learning, school discipline, prosocial and child-centred classrooms, social and emotional competencies, mental health and schools, teacher attrition, and teacher education were reviewed and analyzed through document content analysis. The categories were pre-determined based on the CASEL (2013) SEL framework, and supported by Jennings and Greenberg (2009) who posit that CASEL's five SEL components comprising self-awareness, self-management, social awareness, relationship skills, and

responsible decision-making are ideal for developing teacher SEC. With such a vast amount of data to work through, Krippendorf (2012) advises researchers to "construct a world in which the texts make sense and can answer the analyst's research questions" (p. 30). I initially sorted research documents into seven topic areas comprised of the fields stated above. This allowed me to be more comprehensive in my data gathering by referencing a greater number of topic areas whilst also allowing me to cross reference validity in regards to my themes for inclusion in my course content guide. The codes were derived from each of CASEL's five SEL components and further broken down into more discrete essential skills as outlined by Elias (2006).

While tabulating and documenting my research sources during my literature review, I became starkly aware of the dearth of literature specifically addressing teacher SEC; therefore, utilizing a method such as content analysis afforded me the opportunity for greater flexibility in interpreting a wider range of material to support the inclusion of all five SEC components in my guide (Elo & Kyngäs, 2008). The importance of this interpretive approach, according to Cho & Lee (2014), is the ability to analyze both the manifest and latent content of the documents.

Data analysis

Data gathering and analysis went through three main stages as suggested by Elo and Kyngäs (2008) involving preparation, organization, and tabulation of results. The preparation and organization stages involved three phases of analysis designed to understand the complexities of teacher-pupil dynamics, disseminate those elements essential to teacher SEC development, and support and ratify the inclusion of those vital components to a SEC-related course content guide for teachers. The process resulted in two levels of interpretation:

Table 1

Document Content Analysis Gathering Process

Topic Areas from Research	**Codes Applied to Each Document**	**Themes Related to Each Code**	**Categories Assigned**
Teacher SEC	Identify feelings: recognizing and labeling one's feelings	Know Yourself and Others	Self-Awareness
SEL	Recognize strengths: identifying and cultivating one's positive qualities (Efficacy)	Make Responsible Decisions	Self-Management
School Discipline	Manage emotions: regulating feelings so that they aid rather than impede the handling of situations	Care for Others	Social Awareness
Prosocial and Child-Centered	Understand situations: accurately understanding the circumstances one is in	Know How to Act	Relationship Skills
Mental Health	Show empathy: identifying and understanding the thoughts and feelings of others		Responsible Decision-Making
Teacher Attrition	Seek help: identifying the need for and accessing appropriate assistance and support in pursuit of needs and goals		
Teacher Education	Build relationships: establishing and maintaining healthy and rewarding connections with individuals and groups		

Respect others: believing that others deserve to be treated with kindness and compassion as part of our shared humanity

Communicate effectively: using verbal and nonverbal skills to express oneself and promote effective exchanges with others

Appreciate diversity: understanding that individual and group differences complement one another and add strength and adaptability to the world around us

Negotiate fairly: achieving mutually satisfactory resolutions to conflict by addressing the needs of all concerned

Be responsible and act ethically: understanding one's obligation to engage in ethical, safe, legal behaviors while being guided by a set of principles or standards derived from recognized legal and professional codes or moral or faith-based systems of conduct

Solve problems creatively: engaging in a creative, disciplined process of exploring

	alternative possibilities that leads to responsible, goal-directed action, including overcoming obstacles to plans
	Refuse provocations: conveying and following through effectively with one's decision not to

deductive coding of various works followed by assigning coded entries to themes. According to Elo and Kyngäs (2008), the preparation stage consists of building and selecting a unit of analysis that is, they posit, "representative of the universe from which it is drawn" (p. 109). I utilized CASEL's five essential SEL skills which I further broke down into 14 separate codes derived from seven research topic areas and linked to four themes as shown in Table 1.

During Phase 1, each document was exported to a qualitative analysis app called Saturate. This software allowed for large amounts of data to be read using a Holistic Coding approach (Dey, 1993) with predetermined codes applied to chunks of data and saved. The Saturate program allowed the text to be treated like data where I could export it as a collection of CSV files to an Excel spreadsheet for greater analysis. This data was then used to identify broad groups from which was indicated: where the relevant research has been focused, the questions it raised, and what areas need to be given more attention in future studies.

My familiarity with the literature made the process a little more straightforward and cut down the document coding process to two readings per document to meet a level of confidence I was happy with on initial coding. Organizing research documents into various topic areas in and around teaching and learning allowed for cross-sectional sampling rather

than focusing purely on the rare teacher SEC-related research. The opportunity to apply the essential SEL skill codes at both the manifest and latent level of interpretation offered good coverage of the material, and was essential for research not focused on teacher qualities or needs.

During Phase 2, documents were coded and assigned to themes in a process of thematic analysis (Boyatzis, 1998). Thematic analysis, states Boyatzis (1998), "allows for the translation of qualitative information into quantitative data" (p. 4). This thematic process was then organized into a table to correlate with the Holistic Coding process for greater interpretation. In Phase 3, tabulated codes and themes were related to the major categories of self-awareness; social awareness; self-management; relationship skills; and responsible decision-making. The categories, as suggested in chapter 1, emanated from literature research on social and emotional competencies, and the findings of the American based organization Collaborative to Advance Social and Emotional Learning (CASEL, 2013) to address the need of educators to provide an environment conducive to the social and emotional learning of students. Key competencies that would, among other things, lead to more effective teaching practices, and enhance training for educators (Payton, Wardlaw, Graczyk, Bloodworth, Tompsett, & Weissberg, 2000).

Validity

The process of validity is the development of strategies that work to measure the credibility of a research study (Creswell & Miller, 2000). Confidence that the information and conclusions are a true representation of the data taken from the works is critical. Creswell and Miller (2000) discuss the credibility of a study through the lens of a researcher whereby the researcher decides how long to invest in the field based upon saturation; a point

at which themes and categories become clear and pertinent. While I had hoped that saturation may have been reached somewhere between 20 to 30 research documents, I felt more were needed due to the limited number of literature on SEC-related teacher themes.

The final part of the validation process was reflexive through which I had chronicled my research journey, explored my assumptions, and assessed my value system and biases that had all shaped my approach to the study. My reflexive process had led to a change in my data gathering method as explained earlier, but had also added an extra layer of analysis and credibility to my conclusions. The move to a deductive content analysis had also added a degree of trustworthiness since the data was freely available, and my codes and themes were predetermined on prior research (Elo & Kyngäs, 2008; Elo et al. 2014, Bowen, 2009). This final component was an essential part of the triangulation process of validity in that multiple entry points of data allow a convergence to common themes (Denzin, 1978; Creswell & Miller, 2000). Lather (1986) posited that "we must formulate self-corrective techniques that check the credibility of data and minimize the distorting effect of personal bias upon the logic of evidence (p. 270); therefore, I was cognizant of personal bias in choosing which documents were coded which led to me extending the number of scholarly research papers and texts across a wider range of topic areas.

Summary

The increasing burden of demands and challenges faced by teachers today places a toll upon them that some are ill-prepared to cope with, and consequently for some may lead to eventual burnout. A SEC-related curriculum delivered during the pre-service stage of a teacher's development was the focus of my research. My early research methodology navigated the relative strengths and weaknesses of previous research done and included an

early interpretive phenomenological approach. After reflection, a more practical way to address the issue of teacher SEC was designed and instigated. The chapter chartered my research journey moving, after much reflexivity, from an inductive process with unstructured interviews with pre-service teachers for my primary data to a non-obtrusive, non-reactive content analysis of research in the field of teaching and learning. I overcame the dearth of specific teacher SEC research by spreading my search across related fields including: SEL; school discipline; prosocial and child-centred education; mental health and youth; teacher attrition and education. I analyzed a wide range of scholarly research by applying codes, themes, and categories emanating from the CASEL Organization's SEL skills as outlined by Elias (2006). A saturation point in terms of number of documents analyzed would need to be met to off-set any possible bias in document selection improving the validation process. Finally, the experience of analyzing a variety of scholarly research also shaped my own perspective on the problem rather than my assumptions and biases shaping my final conclusions.

Chapter 4: Results and SEC Course Content Guide

Preparing new teachers with the skills to create and nurture optimal teaching and learning conditions while meeting the changing needs of students from diverse backgrounds continues to be a topic that attracts national discourse and intense public scrutiny. To date teacher education and preparation has been a complex interplay between policymakers, provincial licensing authorities, professional standards, and locally determined coursework requirements at post-secondary institutions. Michalec & Michalec (2013) posit that effective teacher preparation programmes are built around common core or pillars which they suggest can be typically categorized as, "engage, plan, teach, and lead" (p. 28). While much of teacher preparation focuses on the common core, advances in neuroscience and learning theory has led to a greater understanding of the impact of the social and emotional domain to student success (Weaver & Wilding, 2013) leading to a call for the inclusion of what Michalec & Michalec (2013) called the "inner core", or simply, "grow" (p.28). According to Schonert-Reichl et al., (2016) teacher education and preparation must programme relevant SEC and SEL learning opportunities, and must include "a focus on science and evidence-based practices, and the link between theory and practice" (p. 71).

The primary purpose of this study was the development of a course content guide to support pre-service teachers in developing those social and emotional core competencies vital to meeting the ever changing and complex needs of students in an increasingly challenging school and classroom environment. The learning outcomes for the course content guide are based on the findings of my qualitative content analysis research and current researchers' recommendations for what inner core learning components should be

included in a pre-service teacher training curriculum to nurture the development of Emotional Intelligence and Social and Emotional Competence.

I analyzed the contents of 54 research documents using 14 pre-determined codes derived from Elias (2006) and assigned them to one of four themes: *Know Yourself and Others*; *Make Responsible Decisions*; *Care for Others*; and *Know How to Act*. These four themes were drawn from extensive research by CASEL including brain functioning and development and dimensions of how we learn and how we teach (Elias, 2006). According to Elias (2006), the themes relate to "a set of social-emotional skills that underlie effective performance of a wide range of social roles and life tasks" (p. 5). While these skills were designed for school-age students, they have the same relevance to teachers, particularly pre-service teachers (Jennings and Greenberg, 2009). Table 2 represents the findings of the content analysis with significant entries for percentage of all documents with relevant coding impact, and frequency of the SEL code to the relevant percentage of documents.

The content analysis was designed to validate those essential SEL skills needed for an inner core SEC course. While the academic research documents were taken from a variety of related topic areas to support validity (see table 1), what is somewhat alarming was the level of discrepancy in terms of coverage and attention afforded to the coded skills. In terms of sources and references, 25% of the attention focused on building relationships, while 14% focused on managing emotions (see Appendix B). Very little research attention or reference was afforded to those other components such as self-awareness.

Table 2

Proportion of SEC-related Scholarly Research Supporting SEL Themes

Categories	Themes	Code	% of Relevant Documents	Frequency of Codes
Self-Awareness	**Know Yourself**	Identify feelings: recognizing and labeling one's feelings	19%	29
		Recognize strengths: identifying and cultivating one's positive qualities (Efficacy)	17%	36
Self-Management	**Make Responsible Decisions**	Manage emotions: regulating one's feelings so that they aid rather than impede the handling of situations	32%	75
		Understand situations: accurately perceive the circumstances one is in	20%	15
Social Awareness	**Care for Others**	Show empathy: identifying and understanding the thoughts and feelings of others	24%	34
		Appreciate diversity: understanding that individual and group differences complement one another and add strength and adaptability to the world around us	6%	4
		Respect others: believing that others deserve to be treated with kindness and compassion as part of our shared humanity	13%	8
Relationship Skills	**Know How to Act**	Build relationships: establish and maintain healthy and rewarding connections with individuals and groups	57%	134

		Communicate effectively: using verbal and nonverbal skills to express oneself and promote effective exchanges with others	20%	16
		Negotiate fairly: achieving mutually satisfactory resolutions to conflict by addressing the needs of all concerned	4%	4
		Seek help: identifying the need for and accessing appropriate assistance and support in pursuit of needs and goals	9%	6
Responsible Decision-Making	**Make Responsible Decisions**	Act ethically: understand one's obligation to engage in responsible, ethical, safe, legal behaviours while being guided by a set of principles or standards derived from recognized legal and professional codes or moral or faith-based systems of conduct	11%	6
		Refuse provocations: conveying and following through effectively with one's decision not to engage in unwanted, unsafe, unethical behaviour	4%	2
		Solve problems creatively: engaging in a creative, disciplined process of exploring alternative possibilities that leads to responsible, goal-directed action, including overcoming obstacles to plans	26%	24

During the analysis process, I also coded for barriers to implementation both at the manifest and latent level. While it is not referenced in Table 1 due to it having limited impact upon the course content, it does have a bearing upon future recommendations. Almost 15% of the research suggested in one way or another limitations to teacher SEC implementation, which combined with almost nominal reference to other important areas of SEC such as solving problems creatively, identifying feelings, respecting others, showing empathy, and negotiating fairly to name just a few, represent a significant gap in research and potential implications for teacher training. In a white paper prepared by Schonert-Reichl et al., (2016) entitled, *Social and Emotional Learning and Teacher Education: What Do We Know and Where Do We Go From Here?*, they report a disturbing absence from the national debate in the United States on teacher standards and educational reform of any informed discussion regarding the importance of SEL and teacher SEC. In a detailed content analysis of 3916 required courses in pre-service teacher preparation programs, Schonert-Reichl et al., (2016) found that only two SEC dimensions, social awareness and responsible decision-making, were included in more than 10% of mandatory courses (p. 40).

The SEC Course Content Guide

The five dimensions of teacher SEC, self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, formed the foundations of the SEC course contents guide. Along with the themes, they become both the guiding principles and the Essential Learning Outcomes for the course content. Many of the activities combine elements of two or more dimensions. I also added two additional sub-categories relating to emotional expression and management of others since both have importance to the daily interactions of teachers with students. The SEC contents guide is

intended to be highly flexible in terms of duration and application that could be portioned into existing pre-service teacher training courses, form stand-alone short courses, or form a regular part of ongoing teacher professional development, elements of which could be beneficially shared with participants in the wider education community.

The content guide is made up of activities and related learning outcomes referenced to the relevant SEC category. It is designed to flow from self-discovery and assessment towards self-management and regulation, identifying those tools that could protect against teacher burnout. Many of the activities are drawn from best practice and latest research including the self-assessment tools at the beginning based on the work of Mayer et al. (2008). Participants are also guided through reflective practices, and asked to chart their journey through the use of a reflective journal. The journal becomes a vital emotional dictionary for individuals and forms a pivotal role amongst the participants in a community of practice with colleagues. Mindfulness and wellness complete the course contents allowing participants to develop protective factors.

BUILDING TEACHER SOCIAL EMOTIONAL COMPETENCE

COURSE CONTENT GUIDE

AND SUPPLEMENTARY MATERIALS

Core Component Guide for Building Teacher Social Emotional Competence

Areas of EI & SEC Codes used for this guide:
Self-Awareness: SfA; Self-Management: SM; Social Awareness: ScA; Relationship Skills: RS; Emotional Expression: EE; Management of Others: MO

Essential Learning Component	Activity	Learning Objectives	Area of EI/SEC
Orientation to Course	Introduction of tutor and expectations of the participants. As a course concerned with developing understanding, expression and control of feelings it is crucial to begin by setting out the behavioural expectations of the participants: exercise confidentiality, be non-judgmental, a circle of trust, supportive of one another on this journey and how important it is for them to contribute to the process rather than simply be passive attendees. That this is something to help them develop the skills to protect and promote their own wellness and to potentially become better teachers with happier, more successful students.	– Know the behavioural expectations of the course participants. – Understand 'how EI skills play an integral role in academic learning, decision making, classroom management, stress management, interpersonal relationships, team building, and the overall quality of one's life' (Brackett et al, 2009)	SfA, SM, ScA, RS, EE, MO
Self-assessment	Completion of one or more of the following self-assessments: Mayer, Salovey and Caruso Emotional Intelligence Test (MSCEIT), the Bar-On Emotional Quotient Inventory (EQ-i), and the Emotional Competence Inventory (ECI) Assessing your emotional style - EI self-study survey (Caruso & Salovey, 2004):	- Identify personal values, beliefs, expectations, goals and aspects of self-image (Cherniss and Adler, 2000) - identify personal stressors - increase self-awareness Identify emotional style	SfA

	Participants complete the 4 parts to Caruso and Salovey's EI self-study questionnaire on their own Participants once finished can score the self-study test with the marking rubric. Complete the following 4 questions based on results: *Consider your highest area and ask yourself:* *What strengths do I have?* *How might I approach a situation?* Consider your lowest area and ask yourself: *What obstacles do I face?* *What possible problems might I have in a given situation?* Handout: Emotional Intelligence Self-Study	Develop emotional inventory	
	Ask students to identify a person whom they admire and share with the group why they chose him/her (ie, what qualities do they recognize in that person to be admirable).	Identifying and fostering the development of positive role-modelling (McAllister and McKinnon, 2008; Freshwater, 1998)	ScA, SfA
Emotions – identify emotions – use emotions – understand emotions – manage emotions (Caruso & Salovey, 2004. p. 150)	Mood Scale (Caruso & Salovey, 2004, p. 88) The mood meter plots emotions along two dimensions: feelings (negative to positive, and energy (high to low).	- Become aware of your own feelings and emotions. - Help students to identify, monitor and track change in their own and others' moods.	SfA, ScA, SM, RS, MO
	Handout of emotional vocabulary 'Feeling Words'	- improve interpersonal communication by expanding emotional vocabulary. (Hansen, Gardner, & Stough, 2007)	EE,RS
	Handout: Develop Your Emotional Imagination Exercise	- develop emotional imagination - develop empathy with the feelings of	SfA, SM, EE, ScA, RS

	(Caruso & Salovey, 2004)	others - enhance thinking processes	
	Feelings Card exercise – in pairs (identified as '1' and '2'), participants are given four cards with a positive or negative feelings word on. The #1s talk to their partner for 1 minute sharing when they last had that feeling and what the circumstances were. Keeping strict timing, after one minute they swap over. After two minutes all the #2s move to a different desk. Keep swapping and moving for as long as you have time for. End with a reflective group discussion about how it felt to talk about feelings with others.	- identify and label feelings - encourage the sharing of feelings with others - develop participants' comfort with sharing their own feelings - develop empathy and a trusting relationship with others	ScA, RS, EE, SfA
	In pairs, each participant is to talk for a couple of minutes about a 'happiest memory' they have – one in which they felt the most happiness in their life to date – this could be from the distant past or recently.		
	Emotion Charades: In groups, participants are dealt Scenario cards (see Caruso & Salovey, 2004. pp. 88-90). 1. One player selects a card and reads it. 2. The player then acts out the emotion non-verbally without the use of any vocalization using facial and body expressions to convey the emotion felt. 3. (Allow 30 seconds to convey emotion.) 4. The other group members rate the actor on the	- becoming aware of yours and others emotional expressions; - help students to accurately identify and label non-verbal emotions	SfA, ScA, RS, EE, MO

	emotion being expressed, and the genuineness of the emotion. 5. The player now reads out the emotion card being conveyed while the group writes down the emotions the player should have conveyed. 6. The group discusses the key emotions in the scenario. 7. The group shares their ratings. The highest rated participants are asked the following questions: - What is a 'phoney' emotion and how do you know? - What are the keys to understanding non-verbal expressions? - What about facial expression? - Did you pay attention to body language such as posture?		
	Understanding Emotions exercise (See activity sheet) Students are asked to think about an event that upset them. Either verbally to the group, or privately in writing, students describe the event, indicate what happened just prior, and how they felt as it unfolded. They should consider what they had hoped or expected would happen, and then indicate how they felt at the conclusion of the event. How did their emotions change following the event? Ask them to remember a feeling that goes back to a neutral or positive point.	- understand the causes and effects of your own and other people's feelings	SfA, ScA, RS, EE

	Then, Do the same exercise, but reflect on an event where someone else was upset. (Caruso & Salovey, 2004, p. 150)		
	Anger management and conflict management training - lectures/presentations by expert counselors and professional trainers - large and small group exercises and reflective discussion	- regulate emotions; - recognize emotions in others; - understand the impact of one's own behaviour on the emotion of others (Slaski & Cartwright, 2003)	SfA, SM, ScA, RS, EE, MO
Reflective Practice	Reflective Narrative Writing: Introduce importance of, and suggested format for, reflective narrative writing/journaling. During the course these journal entries should be encouraged to be a regular reflection of the students' personal emotional-development journey. However, four of these entries will be submitted. - Some guiding reflective questions (based on: Nankin, I, 2016, Breathe For Change - Changing the World, One Teacher at a Time. p. 260) could be: Journal submission 1 - Tell me what you are thinking and experiencing knowing that your first year of teaching is around the corner. - What are your fears? What are you most excited/passionate about? - What is your vision for yourself, your classroom, your community, etc.?	- develop self-awareness, empathic reflection and reflective communication; - enhance emotional expression.	SfA, ScA, RS, EE, SM

	- Share whatever it is that captures your authentic experience, perspectives and thinking right now. - What are your intentions for participating in this ongoing reflective, growth opportunity and community of practice? Journal submission 2: - What has your experience been like specifically teaching students that are culturally, linguistically, racially, or ethnically different from you? - What have been some of the biggest tensions for you in these first few months of teaching? - What are your unfulfilled needs? Journal submission 3: - How do (and how don't) you take care of your wellbeing? - Why are you teaching? Has your reasoning changed since the start of teacher education? If yes, how so? - How are you feeling about your growth as a teacher? What are you proud of? What scares you? - What is something that you really want to transform for yourself/your teaching, but that you are totally afraid to confront? What is blocking you from taking on this challenge? Journal submission 4 - What did you learn about yourself from taking part in this reflective process?		

	- What will you do to promote your personal wellbeing in future? - What will you do to promote the wellbeing of your students?		
	Ask students to write a reflective narrative *from someone else's perspective*, and share these reflections in small groups. - DasGupta and Charon (2004); Hurley and Linsley (2012)	- improve communication skills, help nurture appropriate empathy and improve professional practice	EE, ScA, RS,
	Reflective small and large group discussions and feedback to occur throughout the course.	- create a safe psychological space for students to express their emotions, to seek support and advice; and receive positive feedback; - identify personal strengths, promote self-awareness and develop reflective techniques (Goleman and Cherniss 2001; Gyllensten and Palmer 2005) - develop self-awareness, empathic reflection and reflective communication; - promote interpersonal awareness (Kagan, Kagan & Watson, 1995) - nurture community building skills through collaborative reflection - practice listening skills	SfA, RS, ScA
Peer coaching to enhance support	Peer coaching and support will be occurring through the many small and large group reflective discussions throughout the course.	- To provide a safe forum for students to reflect on their practice with their peers; - To receive feedback on their reflection; - To problem-solve and share their ideas for alternative courses of action;	SfA, SM, EE, ScA, RS

		- Increase self-confidence, professional identity and motivation; - Increase resiliency. (Grant and Kinman, 2013)	
	Ask students to write a 'support card' to the student next to them. After reading the card written for them, students discuss and are asked to share with the group how that made them feel.	- Recognize the large impact that even small actions can have on feeling supported by others - Exercise to promote empathy	ScA, SfA, RS, EE
Supportive supervision and mentoring and, Experiential learning	1 day of teaching practicum per week in 2 or more schools: Organization: assuming 24 pre-service students - group divided into four with 1 tutor per group of six students. <u>Practicum 1 - observation</u> In pairs, proactive observation of experienced (3 years+) teacher focusing on identifying occasions of stress and seeing how the teacher responds to it, how that reaction affects the class. Ask experienced teachers to describe their personal emotional reactions to practice and the strategies they use to ensure their own personal wellbeing.	- positive role-modelling and coaching to support increased resilience; - help to develop action-orientated solutions to difficult situations, as well as develop strategies for self-care; - establish effective social connection with peers and other adults (McAllister and McKinnon (2008) - experience supportive mentoring and supervision - improve aspects of emotional intelligence, reflective ability and empathy (Vesely-Maillefer, 2015) - forum for peer coaching and support - relationship building	SfA, SM, ScA, RS, EE, MO

	Each of the four practicums to be followed directly by reflective small group discussion and feedback (that is, the group of six students with their individual tutor). Circular discussion to share observations from teaching practicum and to answer questions like: • were there general stressors in the classroom? • how were they handled – what worked what did not? • What alternative strategies could the teacher have used? Someone from each group to be responsible for collecting all examples of coping skills suggested by staff – these will be shared with whole group at another session.	- practicing active listening skills - emotional self-expression - starting to compile a 'tool kit' for strategies to manage stress	
Mindfulness and relaxation: meditation, yoga and relaxation training - Mindfulness Based Stress Reduction (MBSR) Kabat-Zinn (2003)	At the start of every lesson, begin with short gentle yoga exercises with deep breathing (15 mins) Handout: Gentle Yoga Exercises with Breathing	- Experiencing and practicing calming and relaxation techniques; making it habit-forming; - experiencing a method to aid reduction in stress and improvement in well-being and resiliency (Richards, Campenni, & Muse-Burke, 2010; Glomb, Duffy, Bono, & Yang, 2011) - enhanced levels of empathic self-awareness, self-compassion and emotional resilience (Shapiro, Brown and Biegel 2007; Krasner *et al.* 2009;	SfA, SM, ScA, RS, EE

	Full sessions of yoga, mindfulness and wellness given by trained certified professionals. These skills training sessions should make up 30% of the course curriculum.	Pipe *et al*. 2009; Napoli and Bonifas 2011) - strategic tool to reduce stress because: "An anxious mind cannot exist in a relaxed body." (Dr Edmund Jacobson, 1929) - develop greater focus, build better relationships, and enhance creativity. - Through mindfulness meditation, make 'structural changes around the anterior cingulate cortex, a part of the brain important for developing self-control' (Tang, et al, 2010).	
	For homework, suggest students write down their experiences, feelings and thoughts about the exercises in their journals.	- develop self-awareness, empathic reflection and sensitivity; - enhance emotional expression.	SfA, SM, EE, RS, ScA
	Creative Imagery exercise Do a basic relaxation exercise for a few minutes and then ask participants to close their eyes and picture a tiny person above their head – it could be a miniature version of themselves or another character. Begin to place the things that are causing you stress right now in a 'cloud' – one cloud for each problem – and form them in an arc over the top of your mini-person. Now picture him/her vacuuming them up one at a time until they are all gone inside the vacuum bag. He/she takes out the	- experiencing a method to aid reduction in stress and improvement in well-being and resiliency (Richards, Campenni, & Muse-Burke, 2010; Glomb, Duffy, Bono, & Yang, 2011) - enhanced levels of empathic self-awareness, self-compassion and emotional resilience (Shapiro, Brown and Biegel 2007; Krasner *et al.* 2009; Pipe *et al*. 2009; Napoli and Bonifas 2011)	SfA, SM

	bag and drops it into a metal bin. And set light to it or 'magics it away' with the swipe of a wand. Ask them to picture themselves three years into the future. Ask them to visualize themselves being involved in their community, enjoying working, taking care of themselves, feeling active and healthy, having time for everything they want to focus on each day. Spend a few minutes on affirmations: - I am relaxed and alert - My stress is an indication that I need to make changes in my life - I am relaxed and centred - I am loving and loveable Ask for comments from the group and suggest they write down their experiences, feelings and thoughts about the exercise in their journals.	- Strategic tool to reduce stress because: "An anxious mind cannot exist in a relaxed body." (Dr Edmund Jacobson, 1929)	
	Progressive muscle relaxation exercise Handout: Progressive Muscle Relaxation In-class exercise: Ask students to lie down in a comfortable position on yoga mats. Play the progressive muscle relaxation tape (20 mins) and have them follow the instructions.		SM
	Systematic desensitization exercise		SfA, SM

	Ask students to: 1. Determine which emotions give you the most trouble. 2. Make a list of situations that result in the emotion. 3. Order the situations from least to most emotionally intense. 4. Learn to relax through, for example, progressive muscle relaxation exercises. 5. Generate a calm and pleasant mood and relax. 6. Picture the least intense emotional situation. 7. As you find yourself tensing up, start to relax again and generate a calming mood. (Caruso & Salovey, 2004)		
	<u>Emotion Generalization Strategy</u> 1. Select an emotion that you might exaggerate. 2. Consider a recent situation in which this emotion was present. 3. Was it reasonable to feel this way? Consider the causes of emotions to help you to determine this. 4. How strongly did you feel this way? 5. Consider the following: Did you have a warm feeling or cold? Were you tense or more relaxed? Did you have a light feeling or some sort of heavy, weighted-down feeling? Did you feel tired or energetic? 6. Do you often feel this way? 7. What do you think about when feeling this way? Do you "catch" yourself when you feel this way? 8. Why do you feel this way? What causes the	- To experience an insight that allows you to determine which emotional filters you use - Strategy to help students manage emotions	SfA, SM

	feeling? Identify what makes you feel this way. How did you interpret the event? Would someone else have interpreted the event in the same way? Is it possible that your view of the event was incorrect? 9. Evaluate alternative explanations for feeling this way. Ask whether is it reasonable. 10. Practice feeling this way: Before a situation, think about the likelihood of feeling _____. 11. Visualize the provoking scenes. Relax and visualize your response. Then, enter the situation, ready for action. (Caruso & Salovey, 2004)		
Wellness - physical, social, environmental, emotional, spiritual, and intellectual wellness	Handouts: - Wellness - 50 Self-Nurturing Ideas	To understand that: - emotional intelligence and social-emotional competence are dependent upon personal holistic wellbeing: emotional, spiritual, social, intellectual, financial, environmental and physical; - by focusing on these areas of ourselves can promote an enhanced degree of balance, stability and resilience; - this is an ongoing process of *personal* growth and development; - Promote holistic wellbeing and self-care - understand the importance of personal wellbeing and its impact on themselves and their teaching;	SfA, SM

		- everyone experiences stress in their lives, but that there are strategies and techniques to manage stress. - to restore emotional balance (Caruso & Salovey, 2004)	
	Physical health assessment – Group to complete a physical assessment exercise (various gentle physical exercises that can be measured against age-appropriate ranges); – Learn how to monitor own blood pressure; work out daily caloric needs; Handouts: How Healthy Are You?; Push-Ups; Sit-Ups; Wall Sit Test; Sit-and-Reach Flexibility Test; 1.5 Mile Walk/Run	– To discover their own level of physical fitness is; – Learn what their daily caloric needs are; what comprises a good diet; understanding labelling on foods; optimum water intake; need for adequate sleep; effect of comfort foods and quick-fixes (drugs and alcohol) on stress.	SfA, SM
	Goal Setting Exercise: SMART Instruct students to decide on one or more health goals they wish to achieve and write out a plan for achieving them. Their plan should be structured using the SMART criteria: • **Specific:** target a specific area for improvement • **Measurable:** quantify, or at least suggest, an indicator of progress • **Assignable:** specify who will do it • **Realistic:** state what results can realistically be achieved given available resources • **Time-related:** specify when the result can be achieved	– Make personal fitness plan to improve physical health	SfA, SM

	When students have reached the time set, ask them to write a reflection paper on whether they succeeded in attaining their goal, what the barriers were, and what their next goal will be. (Doran, G. T. (1981) Handout: SMART		
	Ecomap exercise: An ecomap is a diagram that shows the social and personal relationships of an individual with his or her environment. It provides a visual indication of the quality of those connections as being either positive and nurturing or negative and stressful. As such, they can be a useful tool for identifying sources for stress, the presence of, or lack of, support systems and where in a person's life they may want to focus to improve their overall wellness. Students write down answers to: • Who are the people you depend on; who do you find are supportive of you? • What type of support do you receive from them? (ie, love, companionship, guidance, honesty, help, etc.) • What type of support do you find yourself to be lacking? Why is that? • How could you go about remedying those support deficiencies? (ie, improving your interpersonal skills, joining social groups, building self-esteem, etc.) Then, using a flipchart, the students draw their	- identify sources of stress or anxiety - identify personal support network and seek ways to expand or strengthen it - experience collaboration in a supportive forum - develop tools to reduce own stressors - develop team spirit	SfA, SM, ScA, RS, EE

	personal ecomap indicating the nature of connection/relationship (ie, strong, stressful, weak, etc) as indicated on the handout. Ask group for ways they came up with to expand or strengthen or reduce their connections. Handout: Ecomap Exercise		
Resilience	Ask students to research online a person whom they admire for their ability to overcome adversity. Give a brief presentation to the group on why they chose this person.	- recognize and appreciate positive role models - help foster the development of positive role modeling	SA, ScA, SM
	Handouts: - Stress Effects - 50 Signs and Symptoms of Stress	- identify sources or triggers for stress - know the physical effects of stress - know the impact of stress on self and on the emotions of others - identify coping strategies for reducing stress	SA,SM, SA, MO
	Handout: Resilience	- examples of problem-solving strategies to build resilience	SM
	Handout: Generating Alternative Beliefs 1. Using the A-B-C Model of Resilience (Ellis,1962), students are first asked to choose an event they felt very angry about. They are to identify: the adverse event, their belief about the event, and the consequences of the event. They are asked to write these out on the activity sheet. - Then, students are asked to consider the same event from a different view point and with other interpretations of the event; consider new consequences based on those different interpretations. Students write their responses out on the activity sheet.	- increase awareness of relationship between thinking & feeling - promote flexible thinking to adapt behaviour - provide insight into own response to feelings - help promote problem-solving skills - help to reduce stress by enabling students to recognize the possibility of multiple causes of adverse events - help to preserve relationships by developing empathy	SfA,SM,RS, MO

	Guest Speaker – Seeking Help – Invited counselor who will talk about counseling: what it is, who needs it and when to seek help. And what it costs.	A stress management tool.	SfA, SM
Opportunities for working creatively with the arts and humanities ie, art, drama, music, film, literature and poetry	Select a favorite painting and picture it while also playing a favorite piece of music in your head. Concentrate on these while doing some deep breathing. Instead of imagining a painting, choose a photograph of a favorite place – you could have it on your iPhone or as a screen-saver and look at it while listening to your music on an iPod or phone.	Strategies to help you quickly relax	SM, EE
	Changing your mood through a personal reflective story (Caruso & Salovey, 2004 Page 113) Students are asked to recall an emotional conflict that they resolved positively. 1. They are to reflect on it, and create a short story using positive feeling words that evoke powerful memories of survival and hope. 2. The story can be brought to mind and 'replayed' to quickly alter your mood to one that is positive.	Strategy to manage emotion	EE, SM, SfA
	Watch the youtube two minute film clip from 'A Wonderful Life' (the 'angry George' scene) at: https://www.youtube.com/watch?v=lxNXtjGY_Us Write down the verbal and non-verbal expressions of stress in the film clip and what effects it has on George Bailey and his family.	- Recognizing the expression of emotion in others; - Develop sensitivity to feelings and empathy with others; - means for self-expression; - enhanced appreciation of diversity of people, cultures, values and perspectives and ways to interpret the	EE, ScA, RS

	Invite a group discussion of these.	world we live in; - practice active listening.	
	Storytelling from teaching practice (Caruso & Salovey, 2004. p. 123) - In small groups, students take turns to pick a card with an emotion word and tell a story from their teaching practicum related to that word. - The storyteller should try to generate emotions in themselves and in the listeners. The listeners engage in active listening, ask questions that reflect the storyteller's emotions, and make empathetic comments.	- Recognizing the expression of emotion in others; - Develop sensitivity to feelings and empathy with others; - means for self-expression; - enhanced appreciation of diversity of people, cultures, values and perspectives and ways to interpret the world we live in; - practice active listening.	EE, ScA, RS
	Ask students to choose their favorite inspirational quote or poem. Place in a personal reflective journal. The tutor should then invite students to share these – one or two students each day with the group.	- Recognizing the expression of emotion in others; - Develop sensitivity to feelings and empathy with others; - means for self-expression; - enhanced appreciation of diversity of people, cultures, values and perspectives and ways to interpret the world we live in; - practice active listening. - Help to create a positive and hopeful mood.	EE, ScA, RS, SfA

Handout 1 - Emotional Intelligence Self-Study: Overview of the Four Skills of EI

Objective

The four parts of this section can help you to become more aware of your confidence and understanding of your emotional intelligence skills.

Instructions

Simply read each question and select one response—a, b, or c— that you feel best describes yourself.

Part 1. Identifying Emotions: Assess your emotional awareness.

1. Awareness of emotions

a [ ] Almost always aware of how I feel.

b [ ] At times am aware of my feelings.

c [ ] Don't pay much attention to my feelings.

2. Expression of feelings

a [ ] Can show others how I feel through emotional expression.

b [ ] Can show some of my feelings.

c [ ] Not good at expressing my feelings.

3. Reading of other people's emotions

a [ ] Always know how someone else feels.

b [ ] Sometimes pick up on others' feelings.

c [ ] Misread people's feelings.

4. Ability to read subtle, nonverbal emotional cues

a [ ] Can read between the lines and pick up on how the person feels.

b [ ] At times, can read nonverbal cues such as body language.

c [ ] Don't pay much attention to these cues.

5. Awareness of false emotions

a [ ] Always pick up on lies.

b [ ] Usually am aware of when a person is lying.

c [ ] Can be fooled by people.

6. Perception of emotion in art

a [ ] Strong aesthetic sense.

b [ ] At times can feel it.

c [ ] Am uninterested in art or music.

7. Ability to monitor emotions

a [ ] Always aware of feelings.

b [ ] Usually aware.

c [ ] Rarely aware.

8. Awareness of manipulative emotions

a [ ] Always know when a person is trying to manipulate me.

b [ ] Usually know.

c [ ] Rarely know.

Part 2. Using Emotions to Facilitate Thought: Assess your ability to generate emotions and use them to think.

1. When people describe experiences to me,

a [ ] I can feel what they feel.

b [ ] I understand what they feel.

c [ ] I focus on facts and details.

2. I can generate an emotion on demand

a [ ] Easily, for all emotions.

b [ ] For most emotions.

c [ ] Rarely, or with great difficulty.

3. Before an important event,

a [ ] I can get into a positive, energetic mood.

b [ ] I may be able to psych myself up for it.

c [ ] I keep my mood just the same.

4. Is my thinking influenced by my feelings?

a [ ] Different moods affect thinking and decision making in different ways.

b [ ] It may be important to be in a certain mood at certain times.

c [ ] My thinking is not clouded by emotions.

5. What is the influence of strong feelings on my thinking?

a [ ] Feelings help me focus on what's important.

b [ ] Feelings have little impact on me.

c [ ] Feelings distract me.

6. My emotional imagination is

a [ ] Very strong.

b [ ] Mildly interesting.

c [ ] Adds little value.

7. I can change my mood

a [ ] Easily.

b [ ] Usually.

c [ ] Rarely.

8. When people describe powerful emotional events,

a [ ] I feel what they feel.

b [ ] My feelings change a bit.

c [ ] My feelings stay the same.

Part 3. Understanding Emotions: Assess your emotional knowledge.

1. My emotional vocabulary is

a [ ] Very detailed and rich.

b [ ] About average.

c [ ] Not very large.

2. My understanding of why people feel the way they do usually yields

a [ ] Excellent insights.

b [ ] Some insight.

c [ ] Some missing pieces.

3. My knowledge of how emotions change and develop is

a [ ] Sophisticated.

b [ ] Somewhat developed.

c [ ] Limited and of little interest to me.

4. Emotional what-if thinking yields

a [ ] Accurate prediction of outcome of various actions.

b [ ] At times, good prediction of feelings.

c [ ] Tend not to project how people will feel.

5. When I try to determine what causes emotions, I

a [ ] Always link the feeling to the event.

b [ ] Sometimes link a feeling to a cause.

c [ ] Believe that feelings don't always have a cause.

6. I believe that contradictory emotions

a [ ] Can be felt, such as love and hate at the same time.

b [ ] May be possible.

c [ ] Make little sense.

7. I think emotions

a [ ] Have certain patterns of change.

b [ ] Sometimes can follow other emotions.

c [ ] Usually occur in a random order.

8. My emotional reasoning could be described this way:

a [ ] I have a sophisticated emotional vocabulary.

b [ ] I can usually describe emotions.

c [ ] I struggle for words to describe feelings.

Part 4. Managing Emotions: Assess your emotional management.

1. I attend to feelings

a [ ] Usually.

b [ ] At times.

c [ ] Rarely.

2. I act on my feelings

a [ ] Immediately.

b [ ] At times.

c [ ] Hardly ever.

3. Strong emotions

a [ ] Motivate me and help me.

b [ ] At times take over.

c [ ] Should be controlled and forgotten.

4. I am clear about how I feel

a [ ] Usually.

b [ ] At times.

c [ ] Rarely.

5. The influence feelings have on me

a [ ] Is usually understood in terms of how feelings affect me.

b [ ] Is understood at times.

c [ ] Is rarely processed or felt.

6. I process strong emotions

a [ ] In order not to exaggerate or minimize them.

b [ ] At times.

c [ ] So as to either minimize or maximize.

7. I am able to change a bad mood

a [ ] Usually.

b [ ] At times.

c [ ] Rarely.

8. I can keep a good mood going

a [ ] Usually.

b [ ] At times.

c [ ] Rarely.

What Does It Mean?

A minute or so more of your time can help you better understand your relative emotional intelligence skills and confidence level.

Indicate how many times you selected a, b, or c responses for each of the four sets of questions. Then create a score for each of the four parts of the self-assessment survey by giving yourself 2 points for every “a” response, 1 point for a “b” response, and 0 points for a “c” response.

Area	a (2)	b (1)	c (0)	Your Score
Identifying Emotions	___	___	___	___
Using Emotions	___	___	___	___
Understanding Emotions	___	___	___	___
Managing Emotions	___	___	___	___

Let's say that a lower score is one that is around 8 or less, and a higher score one that is about 9 or above. This is meant only as a means to stimulate your thinking and feeling about these issues, not to measure your actual skills.

You can interpret these scores as follows:

Identifying Emotions: Your score indicates how you feel about identifying emotions accurately. Do you attend to this source of data, or do you ignore it? And if you do try to figure other people out, are your guesses accurate or not?

Using Emotions: Your score gives you an idea of whether you use your feelings to help you gain insight into others or to enhance the way you decide and think.

Understanding Emotions: Your score for this set of questions helps you better understand the depth of your emotional knowledge.

Managing Emotions: Your score on managing emotions indicates the extent to which you allow your feelings to positively affect your decision making.

Consider your highest area and ask yourself:

- What strengths do I have?
- How might I approach a situation?

Consider your lowest area and ask yourself:

- What obstacles do I face?
- What possible problems might I have in a given situation?

Source: Caruso, D. R., & Salovey, P. (2004). The emotionally intelligent manager: How to develop and use the four key emotional skills of leadership. John Wiley & Sons.

Handout 2 - Feeling Words

Write on to 3” x 5” cards the following feelings words:

Happy	**Feel happy for another**	**Love**	**Fascinated**
Intrigued	**Loathe**	**Nervous**	**Embarrassed**
Worried	**Envious**	**Despair**	**Apprehensive**
Anger	**Rage**	**Sad**	**Tense**
Trust	**Admire**	**Attract**	**Awe**
Surprise	**Afraid**	**Frustrated**	**Bored**
Relaxed	**Shock**	**Concern**	**Adore**
Irritation	**Be positive**	**Ecstatic**	**Bewilderment**

Handout 3 - Develop Your Emotional Imagination

Purpose: This exercise will help students to more easily relate to the feelings of others, develop emotional imagination and enhance thinking processes.

Materials: Yoga mats, blankets and pillow

Time: 15 minute yoga to begin; 20 minute emotional imagination exercise; 15 min discussion.

After a gentle yoga exercise with deep breathing get the students to lie in a comfortable position on the yoga mats.

For each of these emotions, ask students to think of a specific example of when they felt this way. Give them time to bring it to mind. Then read the following, slowly, and tell them to try to experience or feel the sensations that accompany that emotion.

Intensify the visuals and the physical sensations as necessary. Intensifying the image may help you experience the physical sensations of different emotions. Take the image and replay it in your imagination in slow motion. With each frame of the scene, go through the sensations one at a time. Try to increase the overall vividness and intensity of the feelings.

Sadness. It is cold, and you are feeling chilled. You feel heavy and slow. You find it hard to move about, as if there are weights on your ankles. You are hunched over slightly. It seems dark all around you, and although you can distinguish shapes, you seem to be in a fog. You breathe in slowly and deeply, taking time to slowly exhale. As you breathe out, make a low moaning sound. Your eyes droop down and your mouth relaxes.

Fear. It is perfectly still all about you; there is no movement of air. Something is going to happen, but you are not sure what it is or when it will happen. All your muscles are tense. You are standing motionless. Your heart is pounding, and your skin grows pale. Your mouth is dry.

Love. Warmth suffuses your body. You cannot help smiling. A glow emanates from you, and you are sure that anyone who looks at you just knows that you are full of joy and passion and hope. Your heart beats just a little faster. The world is colored brightly.

Anger. Your jaws are clenched, and you are staring at the other person with a fixed gaze. You clench and unclench your hands and pound one hand into the other. You feel warm, and your heart begins to beat faster. A frown pulls the corners of your mouth down, and your mouth tenses up, as do your shoulders.

Happiness. You are feeling nice and warm—not hot, but safe, satisfied, content, and protected. Your body seems like it is floating, just as if you were in a warm spring-fed hot tub. You are laughing and smiling. Every now and then you shout out. You move about excitedly and feel like dancing around.

End on a positive note: bring everyone ‘back’ slowly. Have them get into small groups and share with one another a ‘happiest memory’ they have.

Source: Caruso, D. R., & Salovey, P. (2004). The emotionally intelligent manager - How to develop and use the four key emotional skills of leadership. John Wiley & Sons]

Handout 4 - Gentle yoga exercises with breathing

Ask students to stand in a space, feet shoulder width apart. Explain that the breaths they take should be deep but *gentle*, and resemble a gentle surf rolling up and back down a sandy beach. Ask them to try and picture that as they do the exercises.

1. Raise arms up straight from the sides and gently breathe in as deeply as you can.
   Lower arms to sides gently and breathe out as far as you can.
   Repeat six times.

2. Gently walk your hands down your legs and 'hang' there, head loose and down, breathing out.
   Raise head to look forward, shoulders back, hands on shins and breathe in deeply.
   Gently hang back downwards and breathe out.
   Repeat six times.

3. From the downward 'hanging position', bring feet closer together then gently swing arms to the right side then the left side of the body (or to the outside right foot, to the left side of left foot). Do this for about 10 swings.
   Gently walk hands back up legs and roll up to stand.

<u>Do some gentle neck movements with breathing:</u>

1. Head tilt backwards, breathe in; head comes to center and breathe out.
2. Heal tilt downwards and breathe in; head comes to center and breathe out.
3. Gently turn head to right, breathe in; head comes to center and breathe out.
4. Gently turn head to left and breathe in; head comes to center and breathe out.
5. Gently tilt head ear-towards-right shoulder and breathe in; head comes to center and breathe out.
6. Gently tilt head ear-towards-left shoulder and breathe in; head comes to center and breathe out.

Finish with some more gentle arm raises with breathing as above.

Handout 5 - Progressive Muscle Relaxation:

"An anxious mind cannot exist in a relaxed body."
(Dr Edmund Jacobson, 1929)

For the following exercises:

- hold the muscles tight for about 10 seconds, then release them suddenly.
- allow muscles to relax for about 15-20 seconds before moving on to the next muscle group.
- allow the rest of your body to remain relaxed as you work on each muscle group.

1. Begin by clenching your fists. Hold them tight as described above, then release them. Enjoy the feeling in your limp hands as they relax.

2. Tighten the bicep muscles on the tops of your upper arms by pretending to be a "muscle-man". Hold tight - then relax.

3. Tighten the triceps, which are the muscles at the bottom of your upper arm. This is best done with your arms out straight. Hold tight - then release.

4. Tighten the muscles in your forehead by raising your eyebrows up high, as if you are surprised. Hold tight - then release.

5. Tighten the muscles around your eyes and in your cheeks by squeezing your eyes tightly closed. Hold - and relax. Enjoy the waves of relaxation that spread throughout your face.

6. Tighten the muscles of your jaw by opening your mouth as wide as you can. Hold - then relax, letting your jaw hang loose and your mouth be open.

7. Be careful as you tense the muscles in your neck by looking forward and then tilting your head back slowly, to look at the ceiling. Tense the muscles in your neck as you hold this position, but be gentle. Then relax.

8. After doing these exercises, notice the weight of your head and allow it to sink deeply into your chair or pillow.

9. Now, tighten your shoulders by tensing them as you bring them up as high as you can toward your ears. Hold - and relax.

10. Tighten your shoulder blades and upper back by pushing your shoulder blades together as if you are trying to get them to touch. Hold - and relax.

11. Tighten the chest and by taking in a deep breath. Hold - and relax as you exhale, letting all the tension flow away.

12. Suck in your stomach to tighten the muscles of your abdomen. Hold - and relax.

13. Tighten the muscles of your back by arching back slightly and deliberately tensing the muscles. Be careful if you have back problems, or you can skip this step altogether if you wish. Hold - and relax.

14. Tighten your buttocks by squeezing them together. Also feel the muscles of your hips tighten. Hold - and relax, and feel the whole area loosen.

15. Tense your thighs by squeezing the muscles from your knees to your hips. Hold - and let go, feeling your thighs go loose and heavy.

16. Pull your toes up toward you to tense the calf muscles. Do this carefully to avoid cramp. Hold - and relax.

17. Tighten your feet by pointing your toes and curling them downwards. Hold - then relax.

18. Gently notice your entire body, and if there is still any tension in any area, repeat the exercise for that muscle group until it feels relaxed.

19. Now, starting at the top of your head and progressing down to your toes, notice a blissful wave of relaxation spreading throughout your entire body. You can visualise this wave if you like, even giving it a colour as you mentally watch it flow from head to toe.

20. Take a moment to enjoy this relaxed state, then take a few deep breaths before you go about your day.

As with anything, the more you practice progressive muscle relaxation, the more you will be aware of both the tense and relaxed state of your muscles.

Source: retrieved August 2016 from: http://www.gateways-to-inner-peace.com/progressive-muscle-relaxation.html

Handout 6 - Wellness

Wellness, rather than simply being a state of not being ill, is a positive state of wellbeing, a lifelong, dynamic process of change and growth within oneself, with others and with our environment. A person's wellness will be unique, based on the individual experiences, personality and circumstances.

The Wellness Wheel

Retrieved 2016 from: http://wellness.utah.edu/wellness-wheel.php

All seven of these areas are interconnected and interdependent, and by focusing on them as parts of our whole self, it can help us to evaluate, set goals and take action towards improving our overall wellbeing and to promote an enhanced degree of balance, stability and resilience.

Handout 6 - 50 Self Nurturing Ideas

1. Buy yourself a bunch of fresh flowers and display them where you'll see them often. Allow yourself to stop and admire them.

2. Have a massage by a qualified massage therapist.

3. Sit in the warm sunshine and read a good book or magazine.

4. Make yourself a cooked breakfast for a change, and sit somewhere nice to enjoy it.

5. Go for a walk through a nice park, and then sit for a while and watch the world go by.

6. Visit a museum or art gallery, and browse leisurely.

7. Go and see a good movie or live show, alone if need be.

8. Sit at the beach and eat one of your favorite snacks.

9. Wake up early and watch the sun rise from a good vantage point.

10. Do a jigsaw or work on a puzzle book or coloring book.

11. Go through your wardrobe. Give away any clothes that don't flatter you, and arrange the remaining clothes neatly.

12. Buy yourself some new clothes and shoes.

13. Go for a drive to somewhere scenic.

14. Take warm bath with some oils or bubble bath.

15. Visit a zoo and also read all the information displays about the animals.

16. Have a facial, manicure or pedicure.

17. Get a haircut that is a different and more flattering style.

18. Get your favorite take-out for dinner and eat it while watching a funny movie.

19. Try some relaxation exercises.

20. Buy something special for yourself that doesn't cost more than you can afford.

21. Cook yourself your favorite meal, set the table nicely and eat by candlelight.
22. Go to a playground and swing on the swings.
23. Go hiking in nature.
24. Play some dance music and bop around by yourself.
25. Go for a swim and then hop in a spa bath.
26. Buy a nice hand and body lotion and rub it all over your body.
27. Meditate.
28. Make a list of your special achievements, no matter how small they may seem.
29. Read some positive and funny quotes.
30. Write a list of things you'd like to do one day, even if they seem absurd or unattainable.
31. Go for coffee and cake at your favourite cafe.
32. Go window shopping and browse for as long as you like.
33. Watch a sunset at the beach.
34. Buy a plant and plant it in the garden or in a lovely pot.
35. Put some of your favorite photographs into frames and put them on display.
36. Start eating more healthily and practice some regular exercise.
37. Take Tai Chi lessons or join a yoga class.
38. Join a craft or hobby group.
39. Read an inspirational book or listen to an inspirational CD.
40. Snuggle underneath a cosy duvet and take an afternoon nap.
41. Lie comfortably on the ground outside and watch the clouds go by. Take note of any interesting shapes that may have special meaning for you.

42. Perform some progressive muscle relaxation.

43. Be a tourist in your own town or further afield.

44. Just sit and do absolutely nothing for 10 minutes (without thinking of all the things you think you should be doing).

45. Walk along a beach.

(Source: adapted from a list retrieved in 2016 at: http://www.gateways-to-inner-peace.com/self-nurturing.html)

Handout 7 - How Healthy Are You?

Body Mass Index (BMI)
A high BMI can be an indicator of high body fatness. BMI can be used to screen for weight categories that may lead to health problems but it is not diagnostic of the body fatness or health of an individual.

BMI Ranges:
Underweight = <18.5
Normal weight = 18.5–24.9
Overweight = 25–29.9
Obesity = BMI of 30 or greater

What is your BMI?
BMI = kg/m2 where kg is a person's weight in kilograms and m2 is their height in metres squared.

Weight (kilograms): ……

Height (meters): ……

Square of height: ……

My BMI: ……....

My Vital Signs:

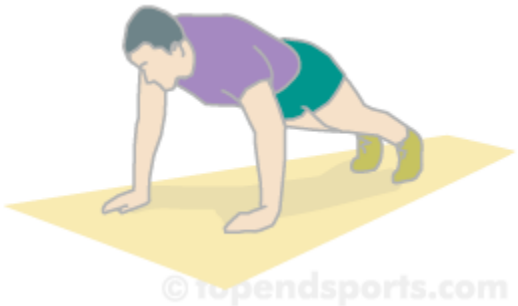
- Blood pressure: ……
- Resting Heart Rate: …….bpm
- Target Heart Rate for Exercise: …….bpm
- Maximum Heart Rate: …….bpm
- My daily caloric needs: ……[1]

Date recorded: ……

Note: See caloric needs calculator at: http://www.freedieting.com/tools/calorie_calculator.htm

Handout 8 - Push-ups

Technique
Men should use the standard "military style" pushup position with only the hands and the toes touching the floor in the starting position. Women have the additional option of using the "bent knee" position. To do this, kneel on the floor, hands on either side of the chest and keep your back straight. Lower the chest down towards the floor, always to the same level each time, either till your elbows are at right angles or your chest touches the ground.



Do as many push-ups as possible until exhaustion. Count the total number of pushups performed. Use the chart below to find out how you rate.

Table: Push Up Test norms for MEN

Age	17-19	20-29	30-39	40-49	50-59	60-65
Excellent	> 56	> 47	> 41	> 34	> 31	> 30
Good	47-56	39-47	34-41	28-34	25-31	24-30
Above average	35-46	30-39	25-33	21-28	18-24	17-23
Average	19-34	17-29	13-24	11-20	9-17	6-16
Below average	11-18	10-16	8-12	6-10	5-8	3-5
Poor	4-10	4-9	2-7	1-5	1-4	1-2
Very Poor	< 4	< 4	< 2	0	0	0

Table: Push Up Test norms for WOMEN

Age	17-19	20-29	30-39	40-49	50-59	60-65
Excellent	> 35	> 36	> 37	> 31	> 25	> 23
Good	27-35	30-36	30-37	25-31	21-25	19-23
Above Average	21-27	23-29	22-30	18-24	15-20	13-18
Average	11-20	12-22	10-21	8-17	7-14	5-12
Below average	6-10	7-11	5-9	4-7	3-6	2-4
Poor	2-5	2-6	1-4	1-3	1-2	1
Very Poor	0-1	0-1	0	0	0	0

** Source: adapted from Golding, et al. (1986). The Y's way to physical fitness (3rd ed.)*

From: http://www.topendsports.com/testing/tests/home-pushup.htm (2016)

Handout 9 - Sit-ups

Starting Position:
Lie on a carpeted or cushioned floor with your knees bent at approximately right angles, with feet flat on the ground. Your hands should be resting on your thighs.

Technique:
Squeeze your stomach, push your back flat and raise high enough for your hands to slide along your thighs to touch the tops of your knees. Don't pull with you neck or head and keep your lower back on the floor. Then return to the starting position.

Scoring:

1 Minute Sit-Up Test for MEN

Age	18-25	26-35	36-45	46-55	56-65	65+
Excellent	>49	>45	>41	>35	>31	>28
Good	44-49	40-45	35-41	29-35	25-31	22-28
Above average	39-43	35-39	30-34	25-28	21-24	19-21
Average	35-38	31-34	27-29	22-24	17-20	15-18
Below Average	31-34	29-30	23-26	18-21	13-16	11-14
Poor	25-30	22-28	17-22	13-17	9-12	7-10
Very Poor	<25	<22	<17	<13	<9	<7

1 Minute Sit Up Test for WOMEN

Age	18-25	26-35	36-45	46-55	56-65	65+
Excellent	>43	>39	>33	>27	>24	>23
Good	37-43	33-39	27-33	22-27	18-24	17-23
Above average	33-36	29-32	23-26	18-21	13-17	14-16
Average	29-32	25-28	19-22	14-17	10-12	11-13
Below Average	25-28	21-24	15-18	10-13	7-9	5-10
Poor	18-24	13-20	7-14	5-9	3-6	2-4
Very Poor	<18	<13	<7	<5	<3	<2

Adapted from: http://www.topendsports.com/testing/tests/home-situp.htm(2016)

Handout 10 - Wall Sit Test

Purpose: to measure the strength endurance of the lower body, particularly the quadriceps muscle group.

Equipment required: smooth wall and a stopwatch

Procedure:
Stand comfortably with feet approximately shoulder width apart, with your back against a smooth vertical wall. Slowly slide your back down the wall to assume a position with both your knees and hips at a 90° angle.

Hold as long as you can and time yourself.

	males (seconds)	females (seconds)
excellent	>100	> 60
good	75-100	45-60
average	50-75	35-45
below average	25-50	20-35
very poor	< 25	< 20

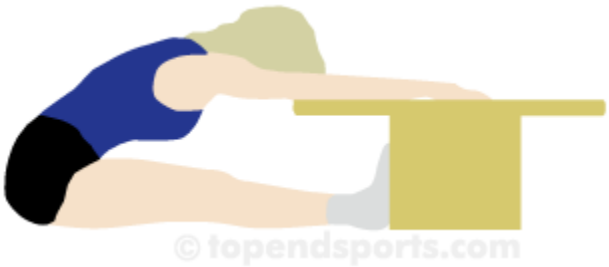
Adapted from: http://www.topendsports.com/testing/tests/wall-sit.htm (2016)

Handout 11 - Sit-and-Reach Flexibility Test

Equipment required: Sit and reach box (or alternatively a ruler can be used, and a step or box).

Procedure:

This test involves sitting on the floor with legs stretched out straight ahead. Shoes should be removed. The soles of the feet are placed flat against the box. Both knees should be locked and pressed flat to the floor - the tester may assist by holding them down. With the palms facing downwards, and the hands on top of each other or side by side, the subject reaches forward along the measuring line as far as possible. Ensure that the hands remain at the same level, not one reaching further forward than the other. After some practice reaches, the subject reaches out and holds that position for at one-two seconds while the distance is recorded. Make sure there are no jerky movements.



Scoring:
The score is recorded to the nearest centimeter or half inch as the distance reached by the hand. Some test versions use the level of the feet as the zero mark, while others have the zero mark 9 inches before the feet.

	Men	**Women**
super	> +10.5	> +11.5
excellent	+6.5 to +10.5	+8.0 to +11.5
good	+2.5 to +6.0	+4.5 to +7.5
average	0 to +2.0	+0.5 to +4.0
fair	-3.0 to -0.5	-2.5 to 0
poor	-7.5 to -3.5	-6.0 to -3.0
very poor	< -7.5	< -6.0

Source: adapted from: http://www.topendsports.com/testing/norms/sit-and-reach.htm (2016).

Handout 12 - 1.5 mile walk/run

Purpose: This test measures aerobic fitness and leg muscles endurance.

Equipment required: 1.5 mile (2.4km) flat and hard running course, stopwatch

Procedure:

1. **Stop! Take a resting heart rate before you begin your walk/run. Record it.**

   The aim of this test is to complete the 1.5 mile course in the shortest possible time. Cover the distance as fast as you can by walking, jogging or running *at your own pace* and time yourself. Record the time.

2. **Take your heart rate at the end of the walk/run. Record it.**

   A cool down walk should be performed at the completion of the test.

The time required for these tests normally range from 8 to 15 minutes, depending on the population being tested.

Adapted from: http://www.topendsports.com/testing/tests/walk-run.htm (2016)

Handout 13 - SMART Goal Setting Exercise

Decide on one or more goals you wish to achieve and write out a plan for achieving them. Your plan should be structured using the SMART criteria:

- **Specific:** target a specific area for improvement
- **Measurable:** quantify, or at least suggest, an indicator of progress
- **Assignable:** specify who will do it
- **Realistic:** state what results can realistically be achieved given available resources
- **Time-related:** specify when the result can be achieved

(Doran, 1981)[2]

When you have reached the time you have set for yourself, write a reflection on whether you succeeded in attaining your goal, what the barriers were, and what your next goal would be.

The acronym has also expanded to incorporate additional areas of focus for goal-setters. SMARTER, for example, includes two additional criteria:

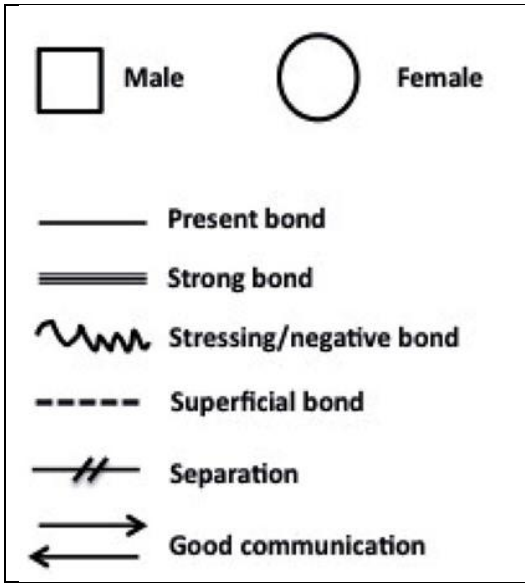
- **Evaluated:** appraisal of a goal to assess the extent to which it has been achieved.
- **Reviewed:** reflection and adjustment of your approach or behaviour to reach a goal.

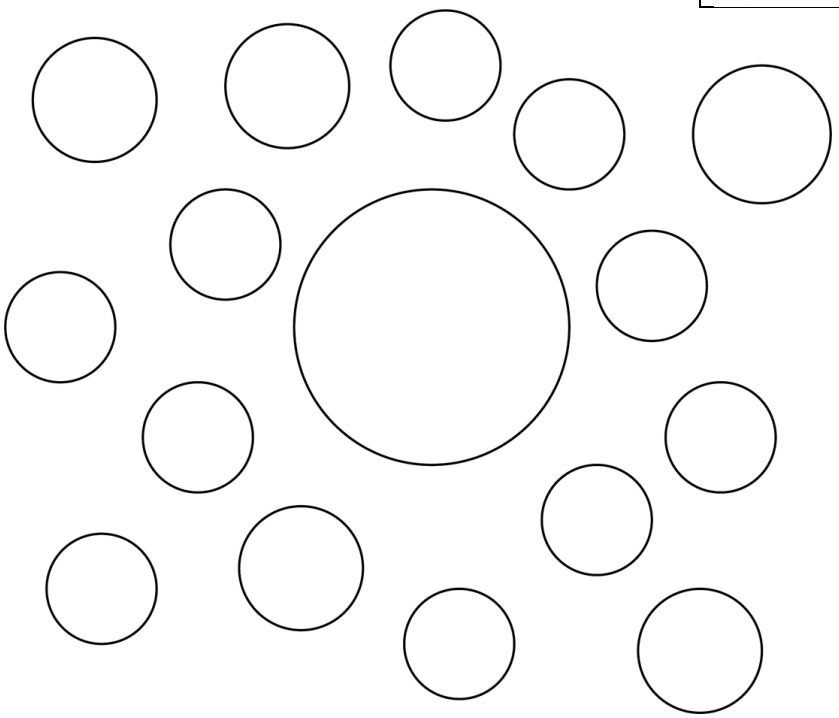
Retrieved in 2016 from: https://www.projectsmart.co.uk/brief-history-of-smart-goals.php

[2] *Doran, G. T. (1981). "There's a S.M.A.R.T. Way to Write Management's Goals and Objectives", Management Review, Vol. 70, Issue 11*

Handout 14 - Ecomap Exercise

An Ecomap is a diagram that shows the social and personal relationships of an individual with others and his or her environment. They also provide a visual indication of the quality of those connections as being either positive and nurturing or negative and stressful. As such, they can be a useful tool for identifying sources for stress, the presence of, or lack of, support systems and where in a person's life they may want to focus to improve their overall wellness. Draw your personal ecomap indicating the nature of connection/relationship using the key.





Ecomaps were developed in 1975 by Dr. Ann Hartman

Handout 15 - Stress Effects

There are numerous emotional and physical disorders that have been linked to stress including depression, anxiety, heart attacks, stroke, hypertension, immune system disturbances that increase susceptibility to infections, a host of viral linked disorders ranging from the common cold and herpes to AIDS and certain cancers, as well as autoimmune diseases like rheumatoid arthritis and multiple sclerosis. In addition stress can have direct effects on the skin (rashes, hives, atopic dermatitis, the gastrointestinal system (GERD, peptic ulcer, irritable bowel syndrome, ulcerative colitis) and can contribute to insomnia and degenerative neurological disorders like Parkinson's disease.

The Physical Effects of Long-Term Stress

Heart Problems
Over the long term, people who react more to stress have a higher risk of cardiovascular disease.

High Blood Pressure
Stress increases blood pressure in the short term, so chronic stress may contribute to a permanently raised blood pressure. Known as hypertension, this is a very common chronic disease which usually has no obvious symptoms. But it raises your risk of stroke, heart failure, kidney failure and heart attack.

Susceptibility to Infection
There is no doubt that under stress the immune system is suppressed, making you more vulnerable to infections. Allergies and autoimmune diseases (including arthritis and multiple sclerosis) may be exacerbated by stress. This effect can be partly offset by social support from friends and family. Being stressed also slows the rate at which you recover from any illnesses you already have.

Skin Problems
Stress is known to aggravate skin problems such as acne, psoriasis and eczema. It also has been linked to unexplained itchy skin rashes.

Pain
Continued stimulation of muscles through prolonged stress can lead to muscular pain such as backache.
Stress also is thought to aggravate underlying painful conditions such as herniated discs, fibromyalgia and repetitive strain injury (RSI).

Diabetes
There is some evidence that chronic stress may lead to insulin-dependent diabetes in people who are predisposed to the disease. It could be that stress causes the immune system to destroy insulin-producing cells.

Infertility

Stress does not normally cause infertility, but the two have been linked many times. People who are trying for a baby are more likely to conceive when on holiday or when facing little stress, and fertility treatment is more successful at these times too.

Source: Retrieved in 2016 from: http://psychcentral.com/lib/the-physical-effects-of-long-term-stress/2/ from: Carlson N. R. (2004). Physiology of behaviour, 8th ed. New York: Allyn & Bacon.

Handout 16 - 50 common signs and symptoms of stress

1. Frequent headaches, jaw clenching or pain	26. Insomnia, nightmares, disturbing dreams
2. Gritting, grinding teeth	27. Difficulty concentrating, racing thoughts
3. Stuttering or stammering	28. Trouble learning new information
4. Tremors, trembling of lips, hands	29. Forgetfulness, disorganization, confusion
5. Neck ache, back pain, muscle spasms	30. Difficulty in making decisions
6. Light headedness, faintness, dizziness	31. Feeling overloaded or overwhelmed
7. Ringing, buzzing or "popping sounds	32. Frequent crying spells or suicidal thoughts
8. Frequent blushing, sweating	33. Feelings of loneliness or worthlessness
9. Cold or sweaty hands, feet	34. Little interest in appearance, punctuality
10. Dry mouth, problems swallowing	35. Nervous habits, fidgeting, feet tapping
11. Frequent colds, infections, herpes sores	36. Increased frustration, irritability, edginess
12. Rashes, itching, hives, "goose bumps"	37. Overreaction to petty annoyances
13. Unexplained or frequent "allergy" attacks	38. Increased number of minor accidents
14. Heartburn, stomach pain, nausea	39. Obsessive or compulsive behaviour
15. Excess belching, flatulence	40. Reduced work efficiency or productivity
16. Constipation, diarrhea, loss of control	41. Lies or excuses to cover up poor work
17. Difficulty breathing, frequent sighing	42. Rapid or mumbled speech
18. Sudden attacks of life threatening panic	43. Excessive defensiveness or suspiciousness
19. Chest pain, palpitations, rapid pulse	44. Problems in communication, sharing
20. Frequent urination	45. Social withdrawal and isolation
21. Diminished sexual desire or performance	46. Constant tiredness, weakness, fatigue
22. Excess anxiety, worry, guilt, nervousness	47. Frequent use of over-the-counter drugs
23. Increased anger, frustration, hostility	48. Weight gain or loss without diet
24. Depression, frequent or wild mood swings	49. Increased smoking, alcohol or drug use
25. Increased or decreased appetite	50. Excessive gambling or impulse buying

[Source: Retrieved on August 2016 from: http://www.stress.org/stress-effects/]

Handout 17 - Resilience

'Resilience is a multi-faceted (Oswald et al., 2003) and unstable construct. The nature of resilience is determined by the interaction between the internal assets of the individual and the external environments in which the individual lives and grows (or does not grow). Thus, the manifestations of resilience vary from person to person and fluctuate over time, according to the scenarios which they meet and their capacities to manage these successfully.' (Day, et al 2007, p 212)

There are four basic ingredients to resilience:

1. **Awareness** – noticing what is going on around you and inside your head;
2. **Thinking** – being able to interpret the events that are going on in a rational way;
3. **Reaching out** – how we call upon others to help us meet the challenges that we face, because resilience is also about knowing when to ask for help; and
4. **Fitness** – our mental and physical ability to cope with the challenges without becoming ill.

(Source: http://www.skillsyouneed.com/ps/resilience.html)

<u>Problem-solving strategy: putting things in perspective</u>
Seligman et al (1995, pp. 219–220) formulated six questions we can ask ourselves in order to put things in perspective and avoid catastrophizing an anticipated adverse event:

1. What is the worst thing that can happen?
2. What is one thing I can do to help stop the worst thing from happening?
3. What is the best thing that can happen?
4. What is one thing I can do to make the best thing happen?
5. What is the most likely thing that will happen?
6. What can I do to handle the most likely thing if it happens?

<u>Problem-solving strategy</u>
Seligman et al (1995, p. 260) suggest the following problem-solving strategy to determine a course of action for handling adverse situations:

1. Slow down – stop and think.
2. Take the other person's point of view.
3. Choose a goal and make a list of possible paths for reaching it.
4. Identify the pluses and minuses of each path.
5. Evaluate the solution – if it didn't work try another.

(Source: found in RIRO – ECE College Program Curriculum)

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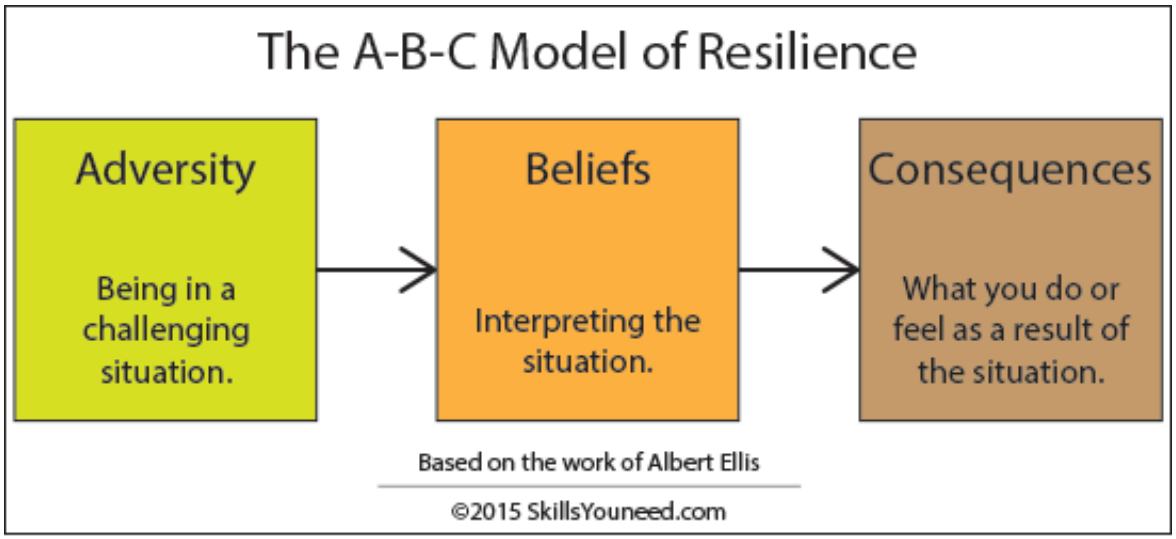
Seligman, M. E. P., Reivich, K., Jaycox, L., and Gillham, J. 1995. *The Optimistic Child.* New York: Harper Perennial.

Handout 18 - Resilience Activity: Generating Alternative Beliefs



Descriptions:

Adversity – Be objective about the situation. Record your *description* of what happened, not your evaluation of it. Try to stick to the facts: "Who? What? Where? When?" *e.g., On Tuesday night at Tim Hortons, Joe and I had an argument about Suzanne's new car.*

Beliefs – Record your interpretation of the adversity. This is what you *think* about it, not how you feel. Beliefs are the things we say to ourselves when something happens. *e.g., "He can be such a jerk. He wouldn't listen to a word I said. He was just trying to show me he knows more about cars than I do."*

Consequences – Record how you felt (the emotion) and what you did (your behaviour) as a response. *e.g., I was so angry, I got up and walked out of the coffee shop. I just couldn't talk to him any more.*

Source: Adapted from content in Reivich & Shatté, The resilience factor, 2002, New York: Broadway Books and featured in RIRO - ECE College Program Curriculum 29 © 2006 Child & Family Partnership.

Part A

Pick a situation in which you had strong negative emotions. Describe the adversity, your beliefs, and the consequences. This part of the assignment is a description of the actual occurrence together with your thoughts and feelings. Record this information on the attached worksheet. **Tip** – when you are doing the assignment, it might be easiest to record the **A**dversity first and then the **C**onsequence and finally try to describe the **B**eliefs you have that connect **A** to **C**.

Part A: Using the ABC model to describe an adverse event

A (adversity: the event)

B (beliefs: an interpretation of the event)

C (consequences: the emotions and behaviour)

Part B: Developing alternative beliefs – taking a different perspective
Using the same event as in Part A, describe a significantly different but plausible set of beliefs you *could* have had. Choose beliefs that would lead to different emotions and behaviour than the ones you actually experienced and described in Part A.

Adversity **– same as Part A**
e.g., On Tuesday night at Tim Hortons, Joe and I had a fight about Suzanne's new car.

Alternative beliefs – Record a significantly different but plausible interpretation of the adversity. This is what you might have *thought* if you had taken another perspective. Again, this is *not* how you might have *felt*: beliefs are the things we *say* to ourselves when something happens. *e.g., "He really seems to want to impress me with his knowledge of cars. He seems to be feeling a little insecure tonight. I wonder if he had another big argument at work."*

Possible consequences – If you held this belief (instead of your original belief), what emotions would you have and what might you do? e.g., I might feel concerned that something else was wrong. I might compliment him on his knowledge of cars to defuse the argument and then ask him about his day.

Challenge B (a different interpretation of the adversity)

New C (new consequences: emotions and behaviour that would follow from the alternative beliefs)

Chapter 5: Conclusions and Recommendations

The question of how we prepare teachers to meet the needs of children and young adults in the increasingly diverse and demanding classrooms of the 21st century continues to challenge the minds of policymakers, administrators, teachers and parents alike. The emotional practice of teaching and learning is under ever increasing public scrutiny at a time when accountability is high, mental health disorders and psychopathology are on the rise, and schools are expected to provide the protective barriers needed against disconnection, alienation, and inequality for all stakeholders (Buchanan, Gueldner, Tran, & Merrell, 2009; Darling-Hammond, 2006; Greenberg et al., 2003; Greenberg et al., 1999; Jones, Bouffard, & Weissbourd, 2013; Noddings, 1995; Schonert-Reichl et al., 2016; Tishelman, Haney, O'Brien, & Blaustein, 2010; Tom, 2012). While research supporting the importance of teachers' SEC is still inconsistent, this is not the case with educators who, according to Jones, Bouffard, and Weissbourd (2013), recognize the prominent role it plays on a daily basis in classrooms and schools (p. 62).

As an administrator myself, I have observed, as other educational leaders and managers before me, the pressing nature of stress and burnout among staff in the work place and the resultant impact it has upon the success and wellbeing of students. While stress and burnout can affect teachers and administrators alike, it is most prominent amongst our newly or recently qualified teachers (Chan, 2006; Han & Weiss, 2005; Ingersoll & Smith, 2003; Ingersoll, 2012; Jennings & Greenberg, 2009; Ransford, 2007). The action component of my research had been the design of a course content guide focused on developing those teacher-related SEC competencies that will assist and equip new entrants to the challenging demands of the classroom. Through the use of a content analysis approach, I utilized a wide range of

scholarly research literature to develop both the guiding principles and the core components of the course while maintaining some degree of freedom to include areas less well validated by peer reviewed research. Part of these guiding principles and core components were Brackett and Katulak's (2006) four EI skills: perception of emotion, use of emotion, understanding of emotion, and the management of emotion.

In building the course content, I was cognizant of the need to expose pre-service teachers to the latest research and the best practice currently available; I also needed the course to build thematically from knowing yourself to managing yourself. Since the program would involve a process of personal emotional inventory and reflection on the part of the participants, it would be important that they have some previous practicum experience in the classroom to draw "emotional practice" from and relate to during the various activities (Hargreaves, 2000. p. 824). Although almost 40% of the research focused on the importance of building relationships and managing emotions, I balanced out these areas with other components vital in my opinion to developing stronger SEC. I also made informed decisions about which components *not* to include in the contents guide as they are areas already covered elsewhere such as, for example, the domain of acting ethically. The professional and legal standards for teachers in a particular jurisdiction adequately outline and guide decision-making for new entrants, and this component forms part of most or all teacher training programs.

One of the key components built into the course is the development of emotional vocabulary that can be applied to both self and students. This development builds from knowledge, understanding and awareness to application with the help of mentoring and exemplars. I wanted participants to receive, albeit over a shortened period of time, early

exposure to these components, and develop positive, healthy strategies that ordinarily would have taken a new entrant to the teaching profession two to three years to acquire and adapt to. This process would be further reinforced by short periods of in-school observations and modeling with experienced teachers. Jennings and Greenberg (2009) conjectured that those "SEC dimensions of self-awareness, self-management, and relationship management may help teachers maintain attentive monitoring and responsiveness, which prevents disruptive behaviour and supports students' on-task behaviour" (p. 508). It was also for this reason that I felt it was critical for participants to develop a full array of self-regulating tools to both manage personal stresses and apply mindfulness techniques in the classroom.

My inclusion of mindfulness was based on current best practice and research suggesting the benefits to teachers and students not only in terms of emotion regulation, but to general stress management, wellness, and improved on-task focus (Glomb et al. 2011; Napoli, & Bonifas, 2011; Napoli, Krech, & Holley, 2005; Roeser et al. 2013). There is evidence to support the view that mindfulness-based stress reduction may have a part to play in protecting an individual from the onset of depression, and potentially breaking the cycle of the burnout cascade (see Roeser et al. 2013; Shapiro, Brown, & Biegel, 2007). Napoli, Krech and Holley (2005) further suggest that particular stress-reducing techniques may be compatible with Indigenous ways of knowing and practices stating, "the prevalent Indigenous quality of being in the present time is congruent with mindfulness" (p. 114). The process of mindfulness and its use in the classroom can also have beneficial affects upon relationship building with students through being able to think and problem solve creatively without resorting to reactive and punitive consequences; vital components to the development of prosocial classrooms.

Limitations

There were a number of limitations that became evident through my research. The lack of authentic voice from the very cohort this study is hoping to serve was largely found to be detrimental. The use of an inductive process in interviewing pre-service teachers would have given valuable qualitative insight into the lived experiences of those new teachers as they prepare for the challenges ahead. This insight may have helped shape other components that the cohort may have valued rather than what my experience and scholarly research suggested. This limitation may have been further compounded by my own relative inexperience in conducting content analysis. While I had increased the range of research documents analyzed, it nevertheless represented a relatively small sample from the field.

Another potential limitation of the course elements presented here is that they are going to be more successful in developing core competencies in teacher SEC and SEL if they are delivered over an extended, rather than a short period of time. This is because of the essential need for reflective practice, and the learned modification in one's own behavior and ways of thinking in relation to multifarious situations and occurrences. This is supported by, for example, Corcoran and Tormey's (2012a) study into developing EI in pre-service teacher education found that six, two-hour workshops over twelve weeks led to no significant improvements in their MSCEIT re-test, and only non-significant improvement in the managing emotions component (pp. 252-253). In a follow-up research paper titled, *Does Emotional Intelligence Predict Student Teachers' Performance?*, Corcoran and Tormey (2013) stated that "student teachers' EQI scores did not significantly increase when the students participated in an emotional skills program, despite the students showing improvements in their emotional awareness, understanding and decision-making in their

teaching practice, as assessed by qualitative interviews" (p.36). There were also concerns related to the validity of using Mayer, Salovey and Caruso Emotional Intelligence Test (MSCEIT), or the Bar-On Emotional Quotient Inventory (EQ-i) as a tool to adequately measure emotional awareness, or the development of an emotional inventory. Corcoran and Tormey (2013) raised similar concerns when using the MSCEIT as a predictive tool with pre-service teachers. They concluded:

> While it may have the capacity to measure a person's emotional skills in abstract, this study did not find evidence that it is a good predictor of their capacity or disposition to draw on such skills in the practice of teaching (p. 40).

Whether such tests as the MSCEIT or EQ-I are used as pre-screening tools for teacher training admission, or as a self-assessment tool for practitioners, the use of them will continue to be contentious.

The question of whether skill-based training during teacher preparation addresses the particular needs of Indigenous learners was highlighted in chapter two when discussing social and emotional learning. While the design of SEL to accommodate Indigenous ways of knowing was outside the scope of this study, it did raise issues regarding whether there was enough adaptability in the course content to accommodate and support a more Indigenous ways of knowing lens for teacher SEC. New teachers entering the profession today are increasingly required to understand and accommodate multi-ethnic diversity heightening the need for knowledge, understanding, and empathy to be supported and nurtured by teacher SEC through various cultural lenses.

Finally, some of the logistical and ethical issues to organizing the practicum observation cycle to support SEC could be onerous to partner schools already committed to

supporting student teacher practice. Schools and post-secondary institutions running teacher education programs are only too aware of the balance in any particular school between quality of provision by a qualified practitioner and delivery by an unqualified teacher-in-training. Also, there may be ethical and emotional considerations regarding classroom visits with the aim of observing SEC domains with qualified practitioners.

Recommendations

While this proposed course content could have significant impact on nurturing pre-service teachers' ability to transform their own SEC and EI, it is, as with any learned skill, something that requires repetition and practice. Therefore, continued skill-based training should be ongoing, holistic, employing a combination of strategies and be drip-fed post-teacher training. This paradigm shift according to Weinstein (as cited in Jennings & Greenberg, 2009) should be "from management as a 'bag of tricks' that can be acquired in a two hour 'in-service' to management as a body of knowledge and a set of practices that require thoughtful decision making and reflection" (p. 507). This, of course, requires the full support of districts and school administrators, but CASEL (2013), through their implementation process, encourages dialogue for continued training with all stakeholders.

Further, I would strongly support the inclusion of the educator-specific wellness and yoga teacher training course (Yoga Alliance Certified), that the team at Breathe For Change have recently developed, to form part of future initial teacher training programs. In this way, upon entering the profession, new teachers will be qualified to train teachers already in the profession, administrators, and other staff and perhaps parents also, and ideally will, like a drop of ink in water, diffuse and have the potential to enhance the SEC and EI of all members of the school community. Training to develop SEC and EI needs to be an ongoing

dialogue involving the education community particularly teachers, but also administrators, families, students, parents, and wellness professionals.

Reflections

As I reflected on my own personal journey as a teacher and now as a principal, many of my own philosophies are encapsulated within this work. It is a 'call to arms' but without the hostilities that have come to be associated with much of mainstream education in the last decade. Education is a human industry where knowledge and understanding are supported and under-pinned by connection and engagement, and where our greatest resource are teachers whose job it is every day to nurture and inspire our next generation. The need to develop more reflective holistic practitioners rather than masters of content is now critical for the future. Napoli and Bonifas (2011) believed that this kind of practitioner pays as much attention to the process as they do to the content, and so are "able to respond to and survive emotionally charged work" (p. 647).

In conclusion, if teachers are our most valuable resource, then we must take action to establish training that equips them with the protective skill-set necessary to work in our classrooms. The alarming statistics, stated by Ingersoll (2012), that 40% to 50% of new teachers in their first 5 years leave the profession make the pre-service years training even more crucial to get right. When students become disconnected, disenfranchised, and demoralized by a system set-up to support them we quite rightly condemn this as systemic failure on the part of government, administrators and teachers alike, and take affirmative action to remediate. Failing to address the health needs and wellbeing of teachers and not providing them with the tools necessary to break the cycle of the likely burnout cascade is also incredulously negligent. Jones et al. (2013) concluded, "educators and students know

intuitively what research has shown: social and emotional competencies influence everything from teacher-student relationships to classroom management to effective instruction to teacher burnout" (p. 62). The SEC course content I have designed was based on current research and best practice and is a timely reminder that we need a skill-based solution to make our future inspirational teachers better swimmers in the turbulent waters of education.

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Appendix A: The Pro-Social Classroom – A Relationship Model

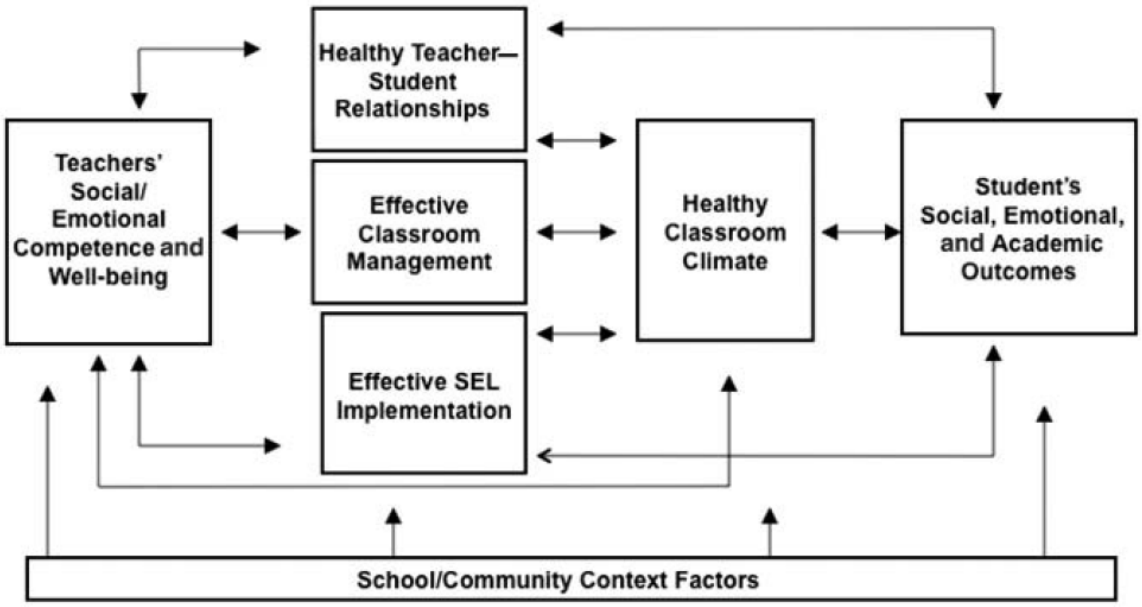

Figure A1. The pro-social classroom: A relationship model of teacher social and emotional competence; the dynamics of a pro-social classroom, and student outcomes. Taken from "The Prosocial Classroom: Teacher Social and Emotional Competence in Relation to Student and Classroom Outcomes," by P. Jennings and M. Greenberg, *Review of Educational Research*, 79, p. 494. Copyright 2009 by the American Educational Research Association.

Appendix B: Pie Chart of Coded Research Focus

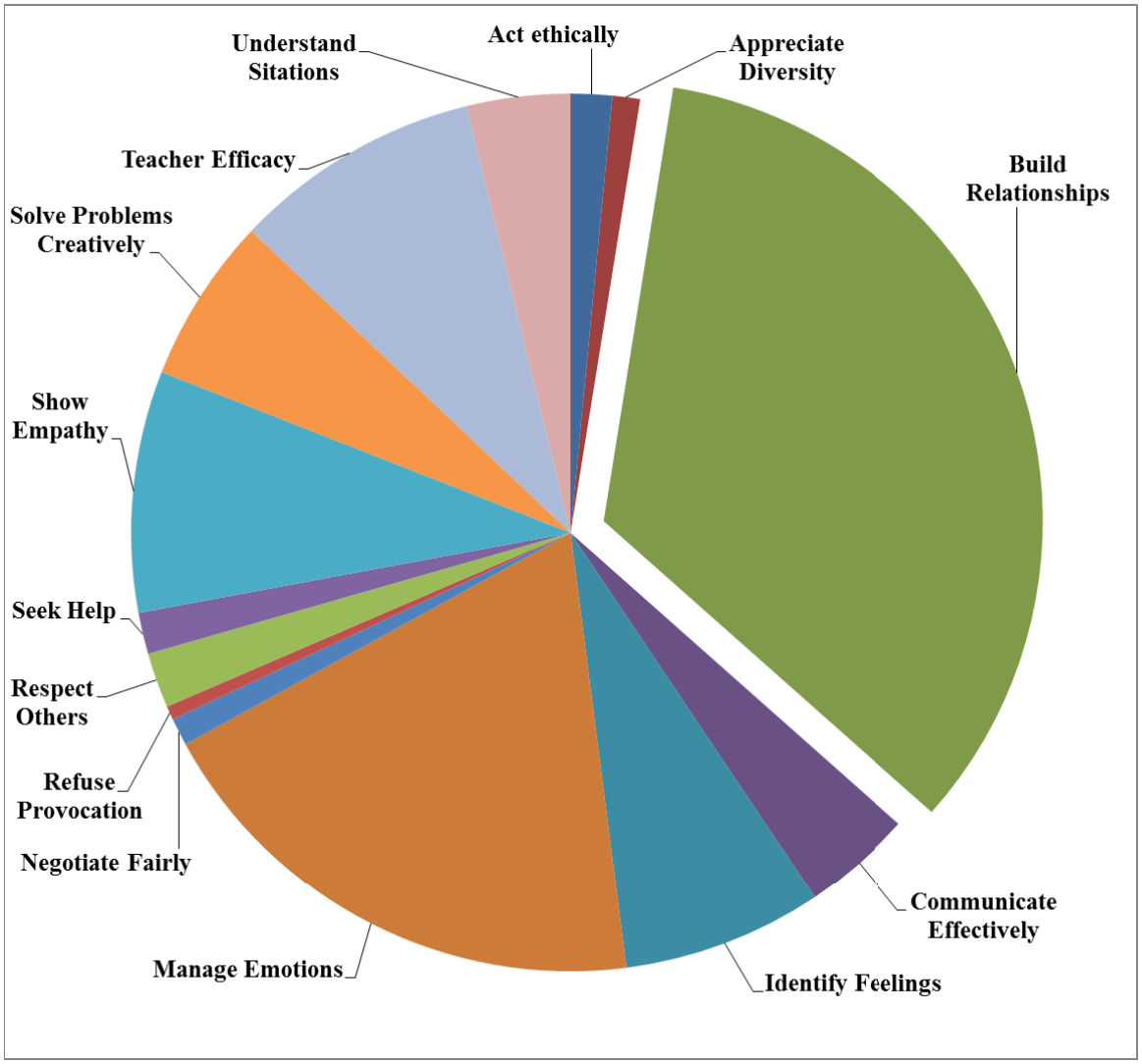

Figure B1. Statistical breakdown of dominant research codes across document content analysis.