

Developing Teachers' Socio-Emotional Competencies and Integrated Professional Learning Cultures

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Summary

- The presentation points out the role of teacher education in preparing teachers to act as social and emotional competent facilitators of holistic pupils development.
- To help children develop holistically, teachers have to have well developed basic schemes about their field of expertise (Laevers, 1998). It means that only socially and emotionally competent teacher is able to support social and emotional competences in his/her students.
 - This has to be taken into account when pre-service and in-service teacher education is discussed.
 - The special attention should be paid on teacher education at system and school levels and its role in creating and sustaining integrated professional learning cultures to support teacher education at initial and induction phases of the continuum.

EL4VET - TEACHERS FIRST: USING EMOTIONAL LITERACY TO IMPROVE VET TEACHING IN THE 21ST CENTURY

01.10.2010- 30.09.2012

Project coordinator:

City of Wolverhampton College, Applied Centre for Emotional Literacy, Leadership and Research, United Kingdom

Partners:

- ❑ ATHENA, Czech Republik
- ❑ BALKANPlan, Bulgaria
- ❑ CONSTANTi, Cyprus
- ❑ ISQ, Portugal
- ❑ Paragon, Malta
- ❑ University of Lodz, Poland

About Project

Objective

- ❑ The overall objective of the EL4VET project was to promote emotional literacy mainly to teachers, especially VET teachers, and trainers across Europe and help them to enhance their relationships with students, trainees, colleagues and other stakeholders.
- ❑ Using emotional literacy skills teachers and trainers can enhance classroom behaviour and motivation, learning performance, soft skills competences and the prospects of long term employability for students and trainees.

Emotional Literacy

- Emotional Literacy is the ability to identify, understand and express our emotions in an appropriate way depending upon the situation we are in. This is also the case in identifying, understanding and reacting to others. Emotional Literacy can be a useful tool to assist anyone working in a job that requires patience, time and an understanding of others, such as in the education sector.
- Emotional literacy can provide people with the resilience and ability to help them gain control and persevere when faced with difficult situations, disappointments or other challenges. Emotional literacy can also help people to manage and alleviate challenging behaviour and to develop interpersonal as well as intrapersonal skills needed to develop better relationships and communicate more effectively with others.

Emotional Literacy

Emotional Literacy can assist people to:

- Have empathy with others.
- Understand the complex personalities and emotions of teachers, trainers, students and trainees.
- Recognize students' and trainees' needs.
- Gain the knowledge and skills of how to manage challenging behaviors.

Terminology

Emotional intelligence

Emotional intelligence is the specific aspect of intelligence that deals with emotions
(e.g. perception, expression, understanding, analyzing, and reflecting).

Our potential to be aware of and manage emotional states

Emotional literacy

Emotional literacy is specifically concerned with a person's ability to identify, understand and express emotions in an appropriate way depending upon the situation we are in. This is also the case in identifying, understanding and reacting to others.

Emotional intelligence in action.



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 Education and Training
 Lifelong Learning Programme

Emotions in Teaching

Teaching itself has long been acknowledged as work in which emotions are central (Nias, 1996; Day, 1998).

In focusing upon the role of emotions in teaching, the assumptions are that:

- emotional intelligence is at the heart of good professional practice (Goleman, 1995)
- emotions are indispensable to rational decision-making (Damasio, 1994, 2000)
- emotional health is crucial to effective teaching over a career
- emotional and cognitive health are affected by personal biography, career, social context and external policy factors.

Teachers and their emotional competences

- For teachers to be emotionally literate Majors (2000) has identified a number of attributes that he believes are important for teachers to display in order to create a positive, inclusive learning environment.
- By developing their interpersonal and intrapersonal skills and learning to be culturally responsive, teachers can acquire the skills to deliver lessons that engage, motivate and improve students' attainment.

Teachers and their emotional competences

The Attributes:

- ☐ Compassion
- ☐ Enthusiasm
- ☐ Forgiveness
- ☐ Optimism
- ☐ Power
- ☐ Relational
- ☐ Self Confidence
- ☐ Social Justice
- ☐ Trust
- ☐ Youth Culture
- ☐ School Ethos

Research: needs analysis

- To better understand the needs of teachers in each partner country.
- Adaptation and translation of EL methodology and products.
- Before the national pilot, we introduce the Semi-structured Interview as a diagnostic tool to understand the knowledge of participants about Emotional Literacy and to better prepare the training course. From the initial 24 questions we selected 18 and developed an online format of Semi-Structured Interview. We received 25 responses from teachers.

Research: needs analysis

QUESTIONS

Have you ever received any training in Emotional Literacy?

- All participants of the study responded “no”.

Do you know what Emotional Literacy is?

In general, it was mentioned:

- Ability to learn linked to emotions; Know and deal with emotions;
- Skills of recognition and management of emotions;
- Learning, understanding and control of emotions;
- To have techniques and skills that enable us well manage the communication contexts that always are related with feelings, emotions, expectation, i.e., subjective aspects;
- Ability to read and express in emphatic way our emotions and the emotions of others; Wisdom of the emotions and management of feelings;
- Identifying and managing emotions in certain contexts; Emotions management, conflict mediation, resilience.

Research: needs analysis

Do you believe that Emotional Literacy can improve learning/teaching performance and motivate learners/trainees? How?

All participants of the study responded “Yes”. In general, they reported:

- If we link learning with good emotions, we'll have better results;
- In my teaching practice my strategy is to go through by emotions with students and parents;
- Improving the emotional reading of students with contents;
- Understanding the way how they act and use their emotions in order to improve their learning;
- If students learn to deal with situations that are causing frustration, anger, sadness, joy, certainly they will be more balanced and happy;
- The emotions and managing them is essential in communication, more when it comes to teaching. If we don't truly know the "world" of subjective emotions of the student, it will be very difficult to meet him;
- Enhancing students abilities especially in terms of self-efficacy;
- Resilient and motivated students are students who achieve success and better deal with failure.

Transfer Workshop

26th-27th September 2011

Summary

- During the transfer workshop the participants had an opportunity to become familiarize with the Emotional Literacy (EL) methodology and tools.
- After that, workshops' participants: teachers, trainers, teachers' trainers, career advisors, consultant and managers in education field participated in a roundtable discussion:
 - To share their points of view on the EL theory and methodology;
 - To reflect about the importance and future use of EL methodology and tools (The Teacher Emotional Literacy Training Curriculum, TEC; Teacher Emotional Literacy Scale, TELS; Teacher Emotional Interactive Tool, TEIT) for themselves and their organizations;
 - To give contributions for the adaptation according national needs and cultural specificity;
 - To promote the creation of dissemination groups and mainstreaming committee.

OBJECTIVES OF THE NATIONAL PILOT

- ❑ Disseminate emotional literacy methodology in Poland.
- ❑ Improve Polish teachers' practice by giving them possibility to become more emotionally literate.
- ❑ Test the translate emotional literacy tools () and collect suggestions for their adaptation to Polish conditions and culture.
- ❑ Disseminate emotional literacy tools in Poland.
- ❑ Check the demand and interest in the development of emotional literacy of teachers.
- ❑ Improve Emotional Literacy Workshop to make it more adequate to Polish conditions and expectations for further use.
- ❑ Reflect about the importance and further use of emotional literacy methodology and tools for participants and their organizations.

Attributes	Ranking according to the priority level (1= the best rating, 11= the worst rating)										
	1	2	3	4	5	6	7	8	9	10	11
Compassion	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enthusiasm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Forgiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Optimism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Power	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relational	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Justice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trust	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Youth/Student Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
School Ethos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The perceptions of teachers of the usefulness of the emotional literacy programme

- Teachers were asked to evaluate the usefulness of the programme they completed by considering whether acquired knowledge and skills during the programme have affected their practice in their school workplace
- The results of the survey suggest that teachers who participate in the programme on the development of teachers emotional competences are absorbing, reflecting on, and using the course content of the program on a daily basis.
- Many of the teacher comments suggested a growing sense of self confidence in their ability to use their acknowledged emotional skills more effectively, which has a positive impact on classroom practices in the schools.

The perceptions of teachers of the usefulness of the emotional literacy programme

- Knowledge gained from this research had the potential to inform the design of future preparation courses for those committed to improving teaching and learning by working on emotional literacy at the classroom level.
- One of the challenge for the team, which worked on the programme and evaluate it, has had to be to develop methods to effectively capture this personal growth, and to examine how it translates to enhanced student learning and the building of communities of learners in classrooms and schools.

Further steps: Social and emotional competence

- Emotional Competence is potential for constituting a condition of active and creative participation in culture; is the ability for individual reflection and social negotiations.
- Being emotionally competent is also being active, creative entity that is actively involved in making the processes of social change.
- It is important to perceive emotional and social competence jointly and take care of their interdependent development.

Further steps: Social and emotional competence

- The emotional competence is a basis for developing social competence. This results from the functions fulfilled by emotions in our lives and social-cultural character of emotional competence.
- Social competence requires a broad repertoire of ways to interact with others and the capacity to sense what the most adequate approach is in a certain situation (Leavers, 2007).

Further steps: Integrated Professional Learning Cultures

Drawn from a wider nine-country comparison study commissioned by the national body for teaching and teacher education in Ireland (Conway, Murphy, Rath & Hall 2009), we focus on teacher education at system and school levels in Ireland and Poland. We discuss the role of the collaboration between university-based teacher educators and schools that provide the essential practical experience in creating and sustaining integrated professional learning cultures at initial and induction phases of the continuum.

THE INTERNATIONAL HANDBOOK OF CULTURES OF PROFESSIONAL DEVELOPMENT FOR TEACHERS COLLABORATION, REFLECTION

Béatrice Boufey-Bastick

MANAGEMENT AND POLICY

Conway, P. F., Rosaleen, M., **Madalińska-Michalak, J.** (2012). Integrated learning cultures and learning to teach: Norms, values and the next generation of teachers in two cultures. W: Boufey-Bastick, B. (red.), The International Handbook of Cultures of Professional Development for Teachers. Collaboration, Reflection, Management and Policy (pp. 235-263). Strasbourg, France: Analytrics.

Further steps: Integrated Professional Learning Cultures

- In developing a framework for the study, we link Tharp and Gallimore's learning theory-based idea of assisted performance with the work of Moore-Johnson (2004) and Kardos et al. (2001) on the nature of professional learning cultures in schools.
- Drawing on the multi-year study of induction for new teachers in three states in the USA (*Project on the Next Generation of Teachers*), Moore-Johnson (2004) and Kardos et al. (2001) characterise the optimal context for learning to teach as one where integrated professional learning cultures are enacted in schools, with the necessary supports provided for this at school and system levels.

Further steps: Integrated Professional Learning Cultures

Moore-Johnson (2004) and Kardos et al. (2001) contrast professional learning cultures with two other types of school cultures: novice-oriented and veteran-oriented schools.

- ❑ *Novice-oriented professional culture*: beginner teachers support each other with little or no mentoring or opportunities to observe and share practice
- ❑ *Experienced/veteran-oriented professional culture*: experienced and veteran teachers are supportive in a general way, yet by and large provide no mentoring, observation opportunities or feedback on classroom teaching
- ❑ *Integrated professional learning culture*: learning to teach is seen as a task for all in the school. All teachers are encouraged to improve teaching and learning, to collaborate and share practice, and to continue to grow in their profession. There are links between novices and experts within the school. Support for newly qualified teachers (NQTs) is generally widespread across the school, and includes peer observation, feedback and a coaching culture centred around sharing professional practice and a deep focus on pedagogy.

Developing Teachers' Socio-Emotional Competencies and Integrated Professional Learning Cultures: Conclusions

- ❑ Teachers do not only need to be didactical experts but also pedagogical experts. They need to support students' social and emotional development by incorporating socio-emotional guidance into their teaching pedagogy (Aluede et al., 2007; Beijaard, Verloop, & Vermunt, 2000).
- ❑ In order to support teachers in developing their social and emotional competencies the right conditions should be created.
- ❑ The concept of integrated professional learning cultures is central to understand the review and reform of teacher education. Teachers professional development is hugely influenced by their initial experiences in schools. The interests, values and attitudes of school principals and co-operating teachers are crucial.

Thank you for your attention

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