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The emotional knowledge of teachers: a hidden part of the iceberg

Eamonn Pugh - Senior Lecturer, PGCE Primary, UPT for N. Ireland, School Direct UPL for St Ninian's, Carlisle and Green Light, Yorks.
Tacit knowledge is a fuzzy concept containing a mixture of experience, subjective insights, intuitions, hunches, ideals, values, and emotions. (Brătianu and Orzea, 2014, p42)

The model I am going to present makes emotional less tacit, more explicit. This enables teachers to reflect on and seek improvement in the emotional aspects of their teaching.

Nonaka, I. (1994)
Emotional aspects of teaching. An elephant in the room?

The emotional knowledge paradox:
- most teachers ignore it, seeing knowledge as cognitive knowledge
- but they use it in decision-making.

(Brătianu and Orzea, 2014, p42)
This presentation shares:

1. An initial model of emotional knowledge (EK)
2. The re-theorising of that model as a tool to help teachers deal with emotions
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Zembylas, M (2007) Emotional ecology: The intersection of emotional knowledge and pedagogical content knowledge in teaching, Teaching and Teacher Education, 23 (4)
Approach: qualitative and interpretative

Participants: 11* Primary PGCE student teachers and their school-based mentors

Data collection**

a. Written reflections from student teachers and end-of-placement reports from mentors - during school placements in January-February and April-June.

b. Individual interviews with (former) student teachers and their (former) mentors in November

Data analysis – using thematic analysis, filtering, coding, triangulation

*Full cohort of 120 had received introduction to EK framework - lecture and online survey self-reporting EK.

**Balance of both ecologically-valid methods that reflect real teaching situations (Black and Wiliam, 1998) and researcher-led methods that kept focus on research.
1. The EK categories were all found to exist (except ‘achievement’)

2. Student teachers with well-developed EK were reflective practitioners (corroborated by their two written assignments for award of PGCE)

3. EK was found mostly in building trusting respectful relationships with their class and management of pupil behaviour (emergent themes)

4. The ‘thought’ and ‘action’ categories of EK were inseparable.

Revising the framework (after Finding 4)

Emotional knowledge was retheorised as 6 awareness categories created as a transformation of teacher knowledge, triggered by any of 11 emotionally-intrinsic experiences (formerly the ‘action’ categories of EK).
**Self-Awareness (thought)**
- Emotional Awareness
- Accurate Self-Assessment
- Self-Confidence

**Self-Management (action)**
- Emotional Self-Control
  - Transparency
  - Adaptability
  - Achievement
  - Initiative
  - Optimism

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**Social Awareness (thought)**
- Empathy
- Organizational Awareness
- Service Orientation

**Relationship Management (action)**
- Developing Others
- Inspiring Leadership
- Change Catalyst
- Influence:
  - Conflict Management
- Teamwork and Collaboration

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The revised EK framework

Emotional experiences

Teacher knowledge

Transforms into

Emotional knowledge

triggers

triggers
Social experiences – triggers for knowledge

EMOTIONAL EXPERIENCES

Developing Others
1. Act as a mentor
2. Give constructive feedback
3. Provide support
4. Recognise strengths

Inspiring Leadership
1. Communicate a compelling vision
2. Inspire others
3. Stimulate enthusiasm
4. Lead by example

Change Catalyst
1. Champion change
2. Personally lead change
3. Act to support change
4. Define a general need for change

Influence
1. Build bonds
2. Encourage others
3. Solicit input
4. Cooperate

Conflict Management
1. Orchestrate win-win solutions
2. Address conflict
3. Maintain objectivity
4. Air disagreements

Teamwork/Collaboration
1. Develop ‘behind the scenes’ support
2. Use indirect influence
3. Anticipate impact of actions or words
4. Engage audience
Emotional knowledge is generated by emotional triggers and contains emotions (Immordino-Yang & Damasio, 2007)

**EMOTIONAL EXPERIENCES**

1. Communicate a compelling vision
2. Inspire others
3. Stimulate enthusiasm
4. Lead by example

1. Develop ‘behind the scenes’ support
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**Social experiences – triggers for knowledge**

[Image of a page from a document]
Social experiences – triggers for knowledge

Emotional experiences

Teacher knowledge

triggers
TEACHER KNOWLEDGE

- Content
- General pedagogical content
- Curriculum
- Pedagogical content
- Learners and characteristics
- Educational contexts
- Educational values

- Content (or subject) knowledge
- Particularly programs and materials that are ‘tools of the trade’ for teachers
- Amalgam of content and pedagogy unique to teachers
- Purposes, ends and values, philosophy, your history
- Especially organisation and class management
- From classroom workings to governance and finance to local communities and cultures

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Social experiences – triggers for knowledge

Zembylas, M (2007) Emotional ecology: The intersection of emotional knowledge and pedagogical content knowledge in teaching, Teaching and Teacher Education, 23 (4)
EMOTIONAL KNOWLEDGE

- Empathy
- School Awareness
- Service Orientation

1. See others' perspectives
2. Be open to diversity
3. Read nonverbal cues
4. Listen

1. Understand underlying issues
2. Understand organizational politics
3. Understand climate and culture
4. Understand informal structure

1. Match learner’s needs
2. Take personal responsibility
3. Monitor satisfaction
4. Make yourself available

Emotional knowledge – social categories
Emotional knowledge – social categories

**EMOTIONAL KNOWLEDGE**

- **Empathy**
  1. See others' perspectives
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- **School Awareness**
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- **Service Orientation**
  1. Match learner’s needs
  2. Take personal responsibility
  3. Monitor satisfaction
  4. Make yourself available
Over to you - personal experiences – triggers for TK and EK knowledge

EMOTIONAL EXPERIENCES

- Emotional Self-Control
  - Stay composed and positive
  - Respond calmly
  - Show patience
  - Show restraint

- Transparency
  - Act on principles
  - Publicly admit to mistakes
  - Bring up ethical concerns
  - Keep promises

- Adaptability
  - Take calculated risks
  - Anticipate obstacles
  - Set challenging goals
  - Improve performance
  - Adapt or change strategy
  - Handle unexpected demands
  - Adapt to situations
  - Be open to new ideas

- Initiative
  - Learn from setbacks
  - Be resilient
  - Be optimistic about the future
  - Show positive expectations

- Optimism
  - Be optimistic about the future
  - Show positive expectations
Personal experiences – trigger teacher knowledge
TEACHER KNOWLEDGE

Content
General pedagogical
Curriculum
Pedagogical content
learners and characteristics
educational contexts
educational values

Content (or subject) knowledge
particularly programs and materials that are ‘tools of the trade’ for teachers

especially organisation and class management
amalgam of content and pedagogy unique to teachers
purposes, ends and values, philosophy, your history

from classroom workings to governance and finance to local communities and cultures

Personal experiences – triggers for knowledge
Emotional knowledge transforms into teacher knowledge (and visa versa)
EMOTIONAL KNOWLEDGE

Emotional Awareness

1. Have emotional insight
2. Understand implications of own emotions
3. Be aware of triggers
4. Be aware of own feelings

Self-Assessment

1. Solicit honest critiques
2. Have sense of humour about oneself
3. Be open to feedback
4. Be aware of own strengths and limits

Self-Confidence

1. Have ‘presence’
2. Be self assured
3. Believe in oneself
4. Be confident in job capability

Emotional knowledge – personal categories

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Knowledge transformation (TK↔EK) triggered by specific experiences

- Emotional experiences
  - Triggers
  - Transforms into
  - Teacher knowledge
  - Transforms into
  - Emotional knowledge
Emotional knowledge: a tool to help teachers deal with emotions

Recommendations:
This model can be used for discussion of positive emotional experiences and the TK and EK associated with those experiences.

This explicit discussion and reflection can be enriched by extending and using a vocabulary of emotion words – emotions felt by teachers and learners.

Key texts:
Wolff S (2005) Emotional Competence Inventory, Hay Group, McClelland Center for Research and Innovation
Zembylas M (2007) Emotional ecology: The intersection of emotional knowledge and pedagogical content knowledge in teaching, Teaching and Teacher Education, 23 (4)
When a teacher’s emotional knowledge is acknowledged, it becomes more explicit, less tacit and the subject of deeper reflection. This supports teacher improvement in aspects such as better relationships and management of learner behaviour.