

Pugh, Eamonn ORCID: <https://orcid.org/0000-0002-2687-1416> (2018) The emotional knowledge of teachers: a hidden part of the iceberg. In: LED Research Centre Teacher Inquiry Conference: Developing Research Informed Practice, 23 May 2018, University of Cumbria, Carlisle, UK. (Unpublished)

Downloaded from: <http://insight.cumbria.ac.uk/id/eprint/4000/>

*Usage of any items from the University of Cumbria's institutional repository 'Insight' must conform to the following fair usage guidelines.*

Any item and its associated metadata held in the University of Cumbria's institutional repository Insight (unless stated otherwise on the metadata record) may be copied, displayed or performed, and stored in line with the JISC fair dealing guidelines (available [here](#)) for educational and not-for-profit activities

**provided that**

- the authors, title and full bibliographic details of the item are cited clearly when any part of the work is referred to verbally or in the written form
  - a hyperlink/URL to the original Insight record of that item is included in any citations of the work
- the content is not changed in any way
- all files required for usage of the item are kept together with the main item file.

**You may not**

- sell any part of an item
- refer to any part of an item without citation
- amend any item or contextualise it in a way that will impugn the creator's reputation
- remove or alter the copyright statement on an item.

The full policy can be found [here](#).

Alternatively contact the University of Cumbria Repository Editor by emailing [insight@cumbria.ac.uk](mailto:insight@cumbria.ac.uk).

# 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.





explicit knowledge

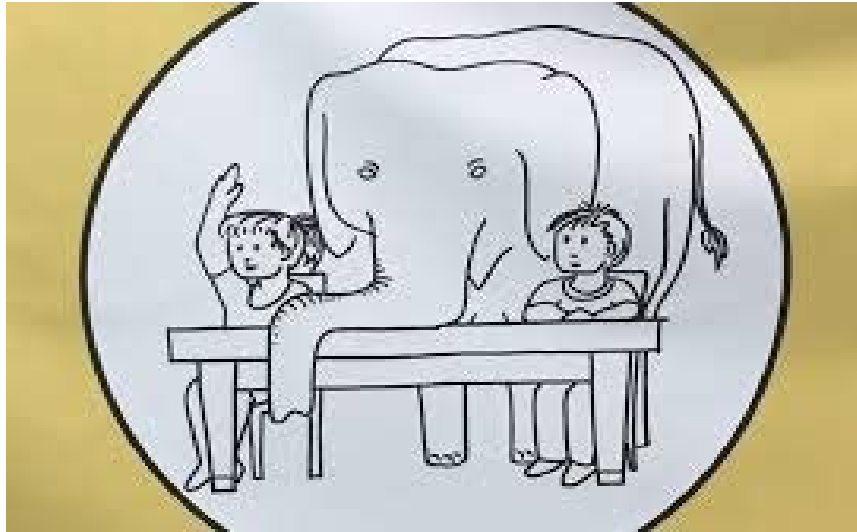
tacit knowledge

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





<p><b>Self-Awareness (thought)</b>  <i>Emotional Awareness</i>  <i>Accurate Self-Assessment</i>  <i>Self-Confidence</i></p>	<p><b>Self-Management (action)</b>  <i>Emotional Self-Control</i>  <i>Transparency</i>  <i>Adaptability</i>  <i>Achievement</i>  <i>Initiative</i>  <i>Optimism</i></p>
<p><b>EMOTIONAL KNOWLEDGE</b></p>	
<p><b>Social Awareness (thought)</b>  <i>Empathy</i>  <i>Organizational Awareness</i>  <i>Service Orientation</i></p>	<p><b>Relationship Management (action)</b>  <i>Developing Others</i>  <i>Inspiring Leadership</i>  <i>Change Catalyst</i>  <i>Influence:</i>  <i>Conflict Management</i>  <i>Teamwork and Collaboration</i></p>

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)

# The initial (tested) framework of emotional knowledge

[www.cumbria.ac.uk](http://www.cumbria.ac.uk)





**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).





<b>Self-Awareness (thought)</b> <i>Emotional Awareness</i> <i>Accurate Self-Assessment</i> <i>Self-Confidence</i>	<b>Self-Management (action)</b> <i>Emotional Self-Control</i> <i>Transparency</i> <i>Adaptability</i> <i>Achievement</i> <i>Initiative</i> <i>Optimism</i>
<b>EMOTIONAL KNOWLEDGE</b>	
<b>Social Awareness (thought)</b> <i>Empathy</i> <i>Organizational Awareness</i> <i>Service Orientation</i>	<b>Relationship Management (action)</b> <i>Developing Others</i> <i>Inspiring Leadership</i> <i>Change Catalyst</i> <i>Influence:</i> <i>Conflict Management</i> <i>Teamwork and Collaboration</i>

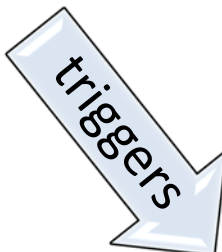
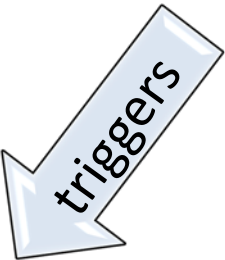
Wolff, S (2005) *Emotional Competence Inventory*, Hay Group, McClelland Center for Research and Innovation

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

# The initial (tested) framework of emotional knowledge



Emotional experiences



Teacher knowledge



Emotional knowledge

# EMOTIONAL EXPERIENCES

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

Developing Others

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

Inspiring Leadership

Change Catalyst

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

1. Develop 'behind the scenes' support
2. Use indirect influence
3. Anticipate impact of actions or words
4. Engage audience

Influence

Conflict Management

Teamwork/Collaboration

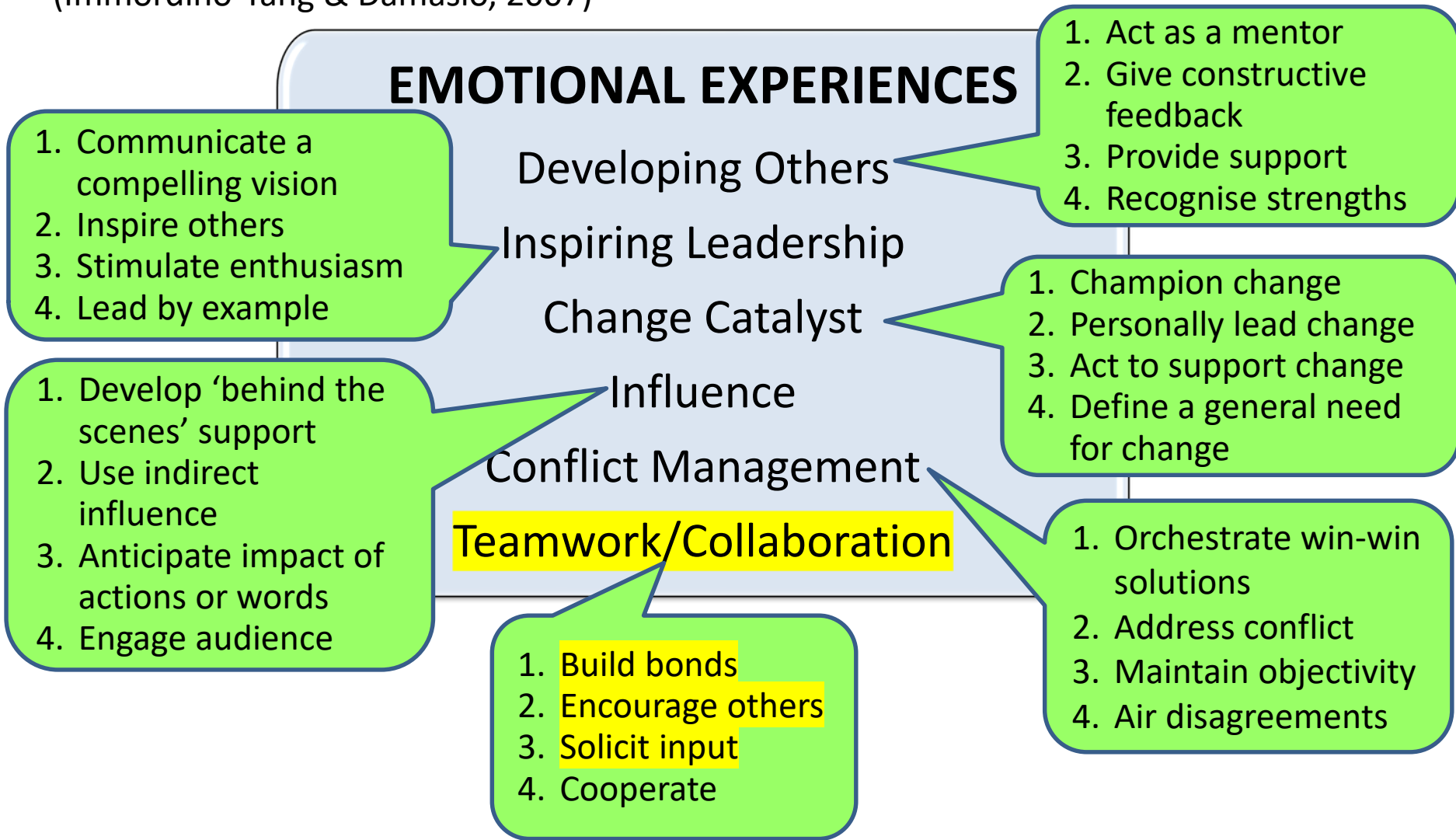
1. Build bonds
2. Encourage others
3. Solicit input
4. Cooperate

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

**Social experiences –  
triggers for knowledge**



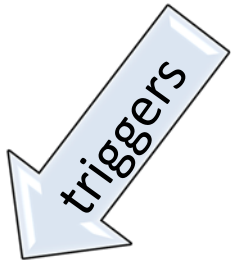
Emotional knowledge is generated by emotional triggers and contains emotions  
(Immordino-Yang & Damasio, 2007)



**Social experiences –  
triggers for knowledge**



Emotional experiences

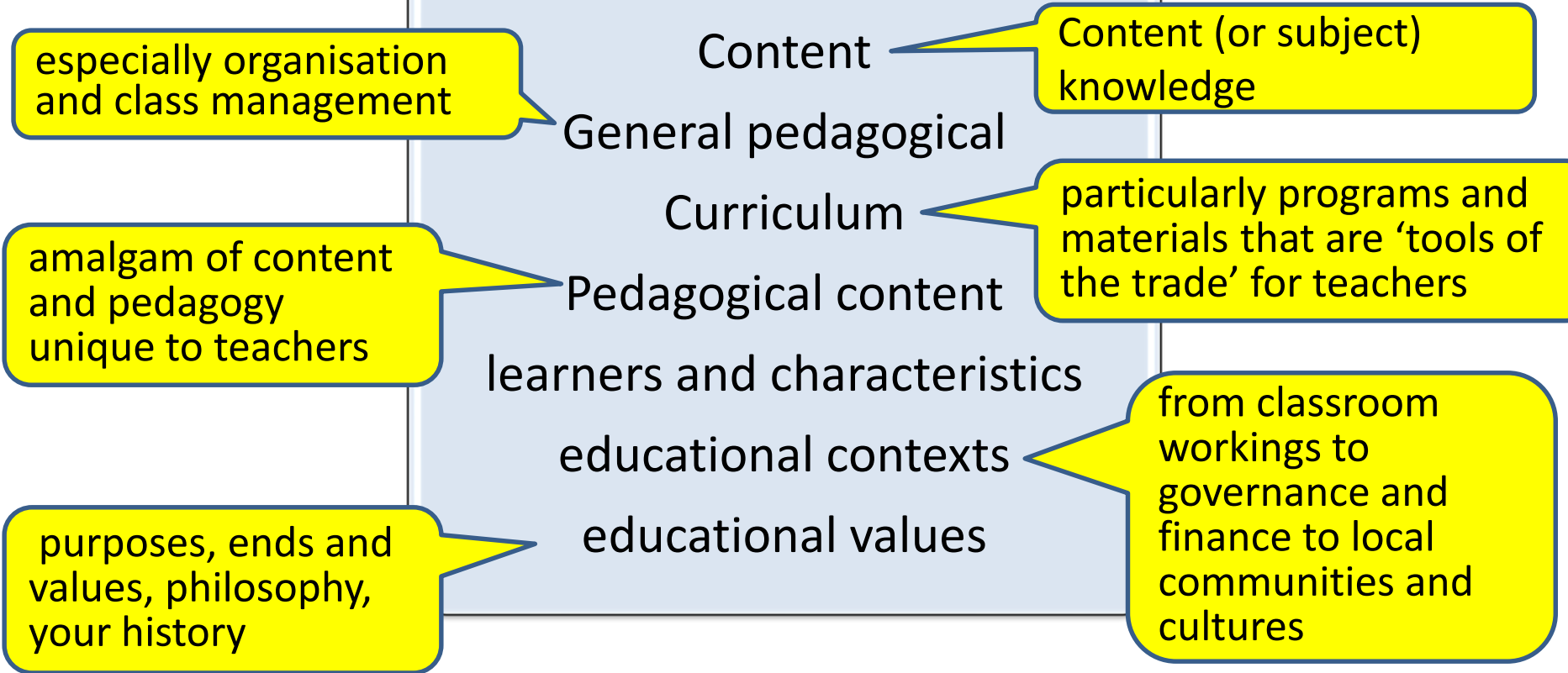


Teacher knowledge

**Social experiences –  
triggers for knowledge**



# TEACHER KNOWLEDGE



Shulman L (1987) Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review* 57(1): 1-22.

**Social experiences –  
triggers for knowledge**

[www.cumbria.ac.uk](http://www.cumbria.ac.uk)





# TEACHER KNOWLEDGE

Content

Content (or subject) knowledge

especially organisation and class management

General pedagogical

Curriculum

particularly programs and materials that are 'tools of the trade' for teachers

amalgam of content and pedagogy unique to teachers

Pedagogical content

learners and characteristics

educational contexts

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

purposes, ends and values, philosophy, your history

educational values

**Social experiences –  
triggers for knowledge**



Orzea, I and Bratianu, C. (2009). **Emergence of the Cognitive-Emotional Knowledge Dyad**. *Review of International Comparative Management*, 10 (5)

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



**TK transforms into EK  
(and visa versa)**





# EMOTIONAL KNOWLEDGE

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

Empathy  
School Awareness  
Service Orientation

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

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

**Emotional knowledge –  
social categories**



# EMOTIONAL KNOWLEDGE

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

Empathy

School Awareness  
Service Orientation

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

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

Emotional knowledge –  
social categories



# 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

- Adapt or change strategy
- Handle unexpected demands
- Adapt to situations
- Be open to new ideas

Initiative

- Take calculated risks
- Anticipate obstacles
- Set challenging goals
- Improve performance

Optimism

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

Over to you

**Over to you - personal experiences**  
– triggers for TK and EK knowledge


Emotional  
experiences

triggers

Teacher  
knowledge

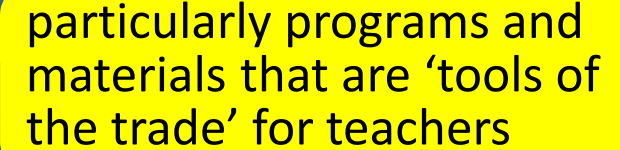
**Personal experiences – trigger  
teacher knowledge**

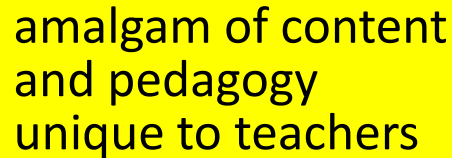
# TEACHER KNOWLEDGE

Content  Content (or subject) knowledge

 especially organisation and class management

General pedagogical

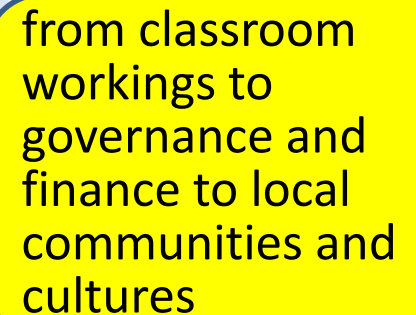
Curriculum  particularly programs and materials that are 'tools of the trade' for teachers

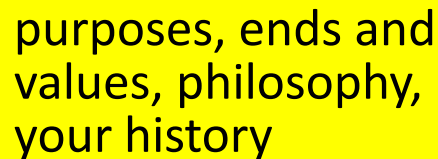
 amalgam of content and pedagogy unique to teachers

Pedagogical content

learners and characteristics

educational contexts

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

 purposes, ends and values, philosophy, your history

educational values

**Personal experiences –  
triggers for knowledge**



**TK transforms into EK  
(and visa versa)**



# EMOTIONAL KNOWLEDGE

Emotional Awareness

Self-Assessment

Self-Confidence

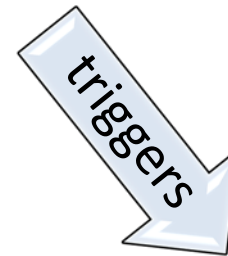
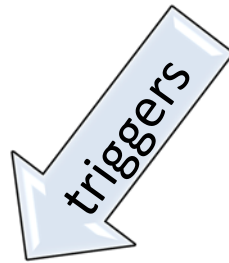
1. Solicit honest critiques
2. Have sense of humour about oneself
3. Be open to feedback
4. Be aware of own strengths and limits

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

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

**Emotional knowledge –  
personal categories**

Emotional  
experiences



Teacher  
knowledge

Transforms into

Emotional  
knowledge

**Knowledge transformation (TK ↔ EK)  
triggered by specific experiences**

[www.cumbria.ac.uk](http://www.cumbria.ac.uk)

University of  
**Cumbria** 



# 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.

## Emotional Experiences

Emotional Self-Control Transparency Adaptability Initiative Optimism	Developing Others Inspiring Leadership Change Catalyst Influence Conflict Management Teamwork/Collaboration
--	--

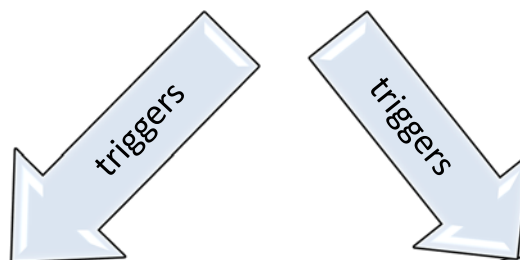
## Key texts:

Brătianu C and Orzea I (2014) Emotional Knowledge: The Hidden Part of the Knowledge Iceberg, Management Dynamics in the Knowledge Economy 2(1): pp.41-56.

Shulman L (1987) Knowledge and teaching: Foundations of the new reform. Harvard Educational Review 57(1): 1-22.

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)



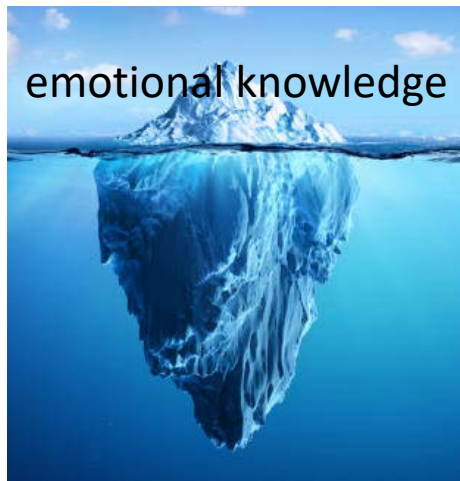
## Teacher Knowledge (TK)

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

## Emotional Knowledge (EK)

Emotional Awareness	Empathy
Self-Assessment	School Awareness
Self-Confidence	Service Orientation





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.