

Contents

| | |
|---|------|
| <i>Foreword</i> | vi |
| <i>Acknowledgements</i> | viii |
| 1 Introduction: Emotional Intelligence | 1 |
| 2 Internal and external environment | 11 |
| 3 Understanding and managing behaviour | 31 |
| 4 The limbic system | 39 |
| 5 Fear and love | 53 |
| 6 The emotional effects of grief | 63 |
| 7 Connecting with the children in our care | 71 |
| 8 Intrinsic and extrinsic motivation: its effects on behaviour and learning | 79 |
| 9 Self-esteem | 97 |
| 10 Creating identity: knowing myself and choosing who I am | 115 |
| 11 Optimism and pessimism: their effects on learning | 129 |
| 12 Spirituality and spiritual intelligence | 137 |
| 13 Activities to develop Emotional Intelligence | 147 |
| 14 Activities to support changes in behaviour patterns and clear communication | 155 |
| 15 Activities to develop intrinsic motivation | 165 |
| 16 Activities to develop a sense of identity | 177 |
| <i>References</i> | 187 |
| <i>Acknowledgements</i> | 190 |
| <i>Index</i> | 191 |

Foreword

I turned to Catherine and, off the cuff, said, 'I wish I were more emotionally connected to this group.' Instead of a light response, she stopped and thought.

'What would you have to give up in order to do that?' She asked with more than words – I could feel that she was genuinely listening, that she was 100 per cent concerned and that my answer was important.

I was not expecting a 'real' answer, I certainly was not expecting wisdom. For me it was a passing comment in a long week of training together. We were co-facilitating an emotional intelligence course – content that I had been delivering around the globe, and I had reached the point where in some ways I was not fully engaging my own emotions in my work as a teacher.

In that moment, I saw why Catherine has been a transformative trainer for so many teachers. It is not so much her endless 'bag of tricks' – the strategies every teacher develops over the years – rather it is her own emotional depth, her ability to see beyond the surface and listen for something more in each of us.

In this book you will encounter some of that feeling. Liberally seasoned with case studies and exercises, this book will enable you to appreciate this experience. As you read, imagine your own classroom, your school – all schools – as a place where students can fully come to life, a place which invites them to develop their best selves.

As Catherine says, 'Emotional Intelligence is not something you do in your head, it is not a mind experience, it is an emotional, physical, mental and spiritual experience.' So this is not just a book of ideas – in fact, if you only read it, you will miss the point. This is a book to experience. Do the exercises, don't just read them. Call a friend and share the results. Talk to your students and have them try out the questions. Go deeper.

The result will be more clarity about your own thoughts, feelings and actions – an increased awareness of your patterns and ability to make meaningful choices. If you bring this awareness to your classroom, it will change your students. Catherine likes to ask, 'Who are you being as you do this work?' It turns out that the answer matters deeply and that you can choose who you are as a teacher. You can choose to be the teacher who awakens the hidden greatness in every student, or inspires the next generation of teachers. It starts with you choosing to keep learning.

As Catherine writes,

Children of all ages are very perceptive. They observe, both consciously and unconsciously, and they model the behaviours they see. If you are to support the children in your school to become emotionally intelligent, your honesty with your emotions, your care with others' emotions, the words you choose to use and how you follow-through on commitments are all integral to the children's learning.

Children do not expect us to be perfect and never make mistakes, but they have little tolerance of hypocrisy, so whatever we are asking of them, we must be prepared to ask more of ourselves.

Teachers are overwhelmed, undersupported and overextended – I have not met one teacher in the world who welcomes ‘adding something new’ to the workload. So the idea of asking more of yourself may seem like a ridiculous proposition. Yet if you do it, the results will astound you. Not only will you work harder, but you will also relish it. It means your job will become harder. Your students will start asking real questions, which means you will have to think more deeply to answer. They will do remarkable work, which means you will have to stretch intellectually to keep them learning. They will love school, which means you will have to be more present to feed that hunger. And your teaching will bring you more delight, more energy, more sorrow, more joy, more fear, more power and more wonder than ever before.

In that week of training together, Catherine shared her experiences with me and my family, we talked a lot about this book – about the challenge for someone who does not see herself as a writer, about the need for more materials that inspire teachers and about the urgency of this work. My wife, who is also a teacher, and I both saw so much in Catherine’s experiences – a richness that would enable any teacher to add depth and heart to a classroom. So it is with great pleasure that I see *Becoming Emotionally Intelligent* appearing in print and, as you read on, I invite you to discover new resources for Emotional Wisdom.

Joshua Freedman
Director of Programs, Six Seconds Emotional Intelligence Network

Introduction: Emotional Intelligence

What to expect from this book

Andrew has come into Year 6. He has a reputation for being angry, violent and abusive, plus he has personal hygiene problems and smells very strongly of stale urine. He either refuses to do his work and becomes abusive, or he rips his work up and throws it in the bin. In Year 5 he spent most of his time being sent to various classrooms because his teacher could not cope with him in the room. The other children in the class will not go near him, or sit on the same table as him, or even touch things he has touched.

This is a real example of one child I had in my class and I know that there are many 'teachers' who have been in a similar position.

When I mention 'teachers' in this book I mean it in the broadest sense; if we are around children in our work or in our homes we are unconsciously or consciously teaching them all the time, so we are all teachers.

If I had not spent years working on my own Emotional Intelligence, I, too, would have had great difficulty keeping Andrew in the room and teaching him, and he may well have ended up excluded before the end of Year 6. Even with the skills and understanding I had developed, it was not always easy. However, by Christmas he had begun to trust me and the rest of the class. Every child in the class sent him a Christmas card and when he told me, he was crying because nothing like that had ever happened to him before. He said, 'I would love to send them one back but I don't have any money.' So I went out and bought him a box of cheap cards.

By Easter, Andrew was able to manage his anger and had stopped harming people, including himself. The children in the class supported him instead of 'winding him up' and making it impossible for him to develop self-control. He had disclosed to me the truth about his home life and was now on the 'at risk register' with social services. By the end of the year he had done really well in his tests, had several good friends, was

my greatest helper, smiled a lot of the time and was optimistic about secondary school. Most of all he *knew* that I cared about him a great deal and that I always would.

Imagine what this experience has done for Andrew and the rest of his classmates. They have witnessed and been part of a transformation; they have learned to be tolerant, accepting, thoughtful, supportive, self-controlled, kind and generous.

So how did I do it?

Well, by the time you get to the end of this book, you will know how. Not only will you *know*, but you will also *understand* and have the *tools* and the *confidence* to model the sort of behaviour that Andrew and many children like him have never consistently experienced from anyone.

You can *change* a child's life just by being *who you are*, and so I ask you to consider what sort of *change* you would choose to create. And are *you being that person* consistently right now?

The biggest gift I could ever give Andrew is the gift I want to give everyone I meet – to see the beauty of the person, even when their behaviour is not outwardly showing that beauty.

At a recent wedding I heard this stated so well in one of the readings, it said, 'May you both remember the beauty of the other, even when they themselves forget it, and see the beauty of who you are reflected in each other's eyes.'

This is not an easy task when the person is behaving in a way that is damaging or hurting you or others. However, this is at the heart of Emotional Intelligence.

It is easy to remember the love or care we have for people when they are behaving as we would wish them to. Whether it is our own children/partners, or the children/adults who work with us, it is the same – when things are going the way we want, it is easy to behave as we would wish. The time we need to be Emotionally Intelligent is when things are not going as we would wish, when people are behaving in a way that is difficult, when life is sending things our way that are hard to manage.

To go back to Andrew, listed below are the Knowledge, Understanding, Skills and Attitudes I needed to achieve my end result.

- ❁ Basing my attitude on my belief that all children are beautiful and that their behaviour is only a response or a reaction to their environment.
- ❁ Knowing my own behaviour patterns well enough to understand what might cause me to respond in a way which would be disrespectful or damaging.
- ❁ Developing skills to help me be in control of my behaviour and responses even when dealing with Andrew was really difficult.
- ❁ Knowing how to maintain my boundaries in a way that respected both of us.
- ❁ Understanding Andrew's emotional state and thus his responses.