

Emotional Intelligence in Schools

A Whole School Approach to implementation of EI Programs



Presenters

- Chris Nield: Anglican Church Grammar School, Brisbane
- Symond Russell: Anglican Church Grammar School
- Rob French: Camberwell Grammar School, Melbourne
- Howard Kelly: Camberwell Grammar School
- Andrew Gibbs: St Paul's Collegiate College NZ

Emotional Intelligence Research Unit

Swinburne team - 10 years



Key objectives

1. Research
2. Development
3. Partner schools to embed EI
(Currently in Australia & New Zealand)



Prof Con Stough

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Dr Jenny Lloyd

Dr Ben Palmer

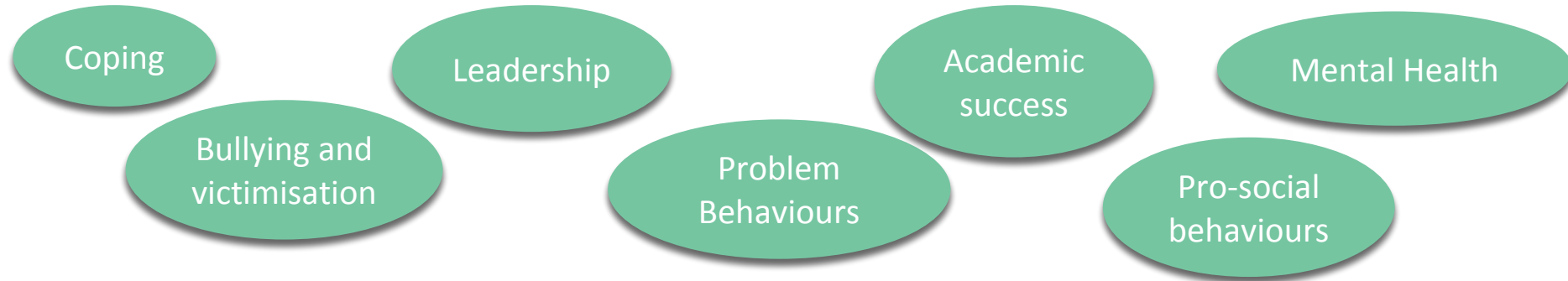
30 honours students

What Swinburne do

We work with schools:

- ✓ Develop teacher EI
- ✓ Partner schools to improve outcomes
- ✓ Research based programs and assessments
- ✓ Create programs to improve student EI
- ✓ Develop measures of EI

What does the research tell us?



There seems to be some common underlying messages:

1. EI can be effective in the promotion of healthy and adaptive functioning
2. That there is great value in investing in the development of EI competencies in children and adolescents.

Our new challenge is to understand how to best foster the development of EI in a way that best meets the needs of students

What is Emotional Intelligence?

'A set of abilities relating to emotions and the processing of emotional information'

- Emotional Awareness and Expression
- Understanding of Emotions of Others
- Emotional Reasoning
- Emotional Management and Control

Emotional Intelligence



Anyone can become angry - that is easy. But to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way; this is not easy.

(Aristotle)

izquotes.com

What might it be like to have highly developed EI?

- Rich emotional vocabulary
- Self-aware
- Quality, trusting relationships (collaborative, friendly, puts others at ease)
- Intuitive
- Experience positive emotions most of the time
- Adaptable
- In control of oneself

What about the alternative?

- Limited emotions to experience the world
- Confused about how they feel
- Difficulty engaging with others, misunderstandings
- May not experience positive emotions as frequently
- Can get “stuck” in negative or unhelpful emotions
- Not in control of oneself

Why Introduce EI in schools?

1. Emotions influence how and what we learn
2. Schools are social places - Relationships provide foundation for learning (a basis for success)
3. Effective as classroom management strategy – discipline less of an issue
4. Has a positive impact on academic performance
5. Linked to physical and psychological well-being
6. Can be taught and developed - Can we develop IQ?
7. Development of key 21st century skills

The suite of programs the Swinburne research unit is developing with partner schools:

- Year 1 Foundations EI development program
- Year 4 Building Blocks EI development program
- Year 5 Building Blocks Booster EI development program
- Year 6 Pro-Social Behaviours EI development program
- Year 7 Transitions EI development program
- Year 8 Wellbeing EI development program
- Year 9 Booster EI development program
- Year 10 Resilience EI development program
- Year 11/12 Leadership EI development program
- Sporting excellence
- Boarding school
- Autism spectrum

Junior school

- **Underlying understanding of basic concepts**
 - Vocabulary
 - Accepting a range of emotions
 - Awareness of others
 - We experience the world differently
 - Identifying big emotions
 - Developing basic strategies
 - Engaging parents

Middle School

Fostering wellbeing

- Healthy adjustment
- Mental health
- Developing skills to navigate relationships

Embedding lasting habits to support experience of positive emotions and promote wellbeing

- Monitoring 'emotional red flags'
- Sleep
- Diet
- Exercise
- Music

Senior school

- **Students start to take some responsibility for planning their own EI goals**
 - How can I see EI being of benefit in my life?
 - School, work, sport, friends...
 - What are my goals and how will EI help to get me there?
- **Feedback reports are given to students in Year 9/10**
- **Focus on resilience and leadership**

Year 1: Foundations Emotional Intelligence Development Program

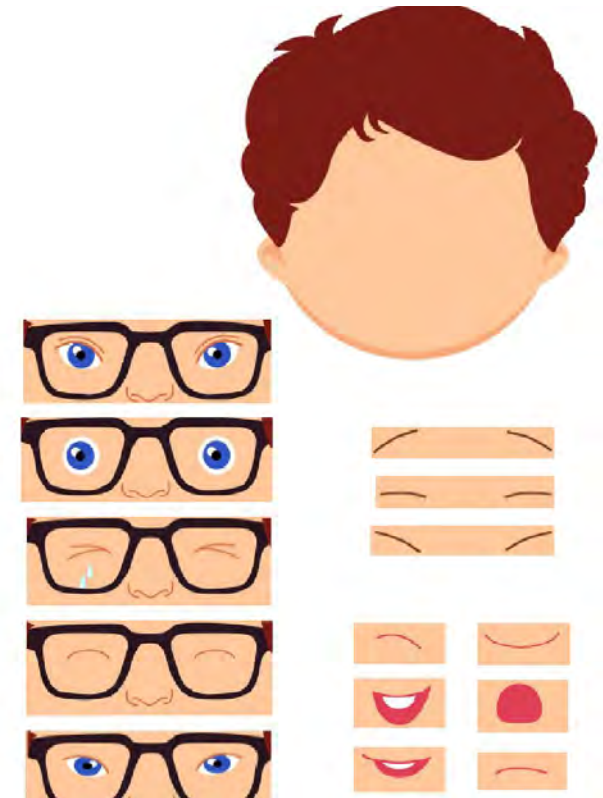
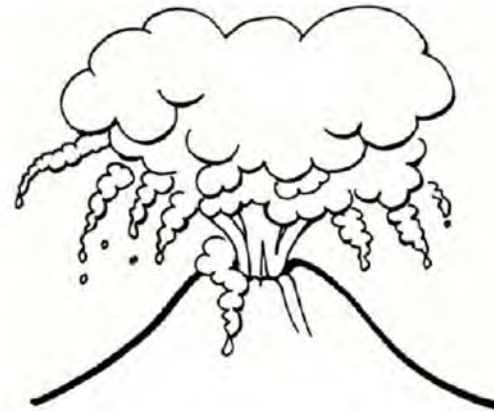
FORMAT:

12 fun games/activities

GOALS:

- Engaging parents
- Basic emotional competencies
- Looking at others' emotions
- Identifying "big" emotions
- Emotion regulation strategies

Happy	Sad	Angry
Calm	Proud	Grumpy
Excited	Worried	Nervous
Embarrassed	Joyful	Surprised



Emotions

1

"Emotions on my face"

Dear Parents,

This week we have been learning to express our emotions to others using our faces. Our ability to accurately show others how we are feeling is important in helping us to effectively seek support when we need it, as well as helping us to build successful relationships with family, friends and teachers.

This week in class, we learnt to play a game of emotion charades where one person shows an emotion using only their face and the rest of the class had to try and guess which emotion was being portrayed. You can help us to practice these skills by joining us in a game of emotion charades at home. Please note this game can be used at your discretion and is not compulsory to complete.

TO PLAY THIS GAME:

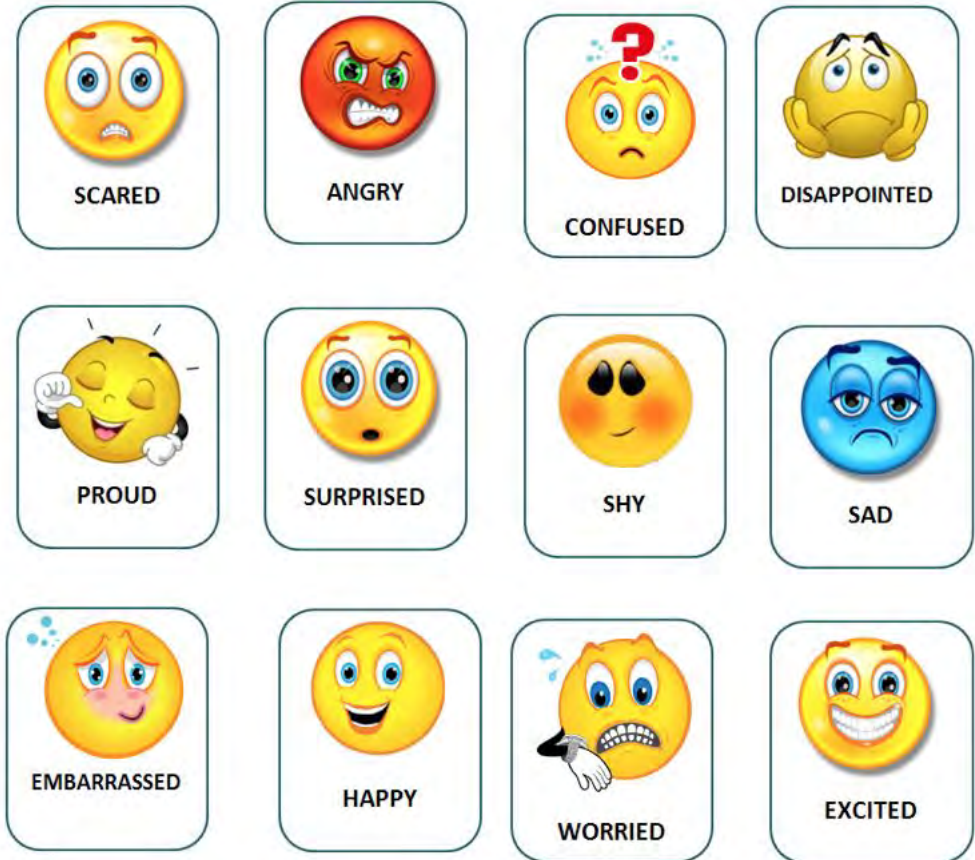
1. Cut out each of the emotion cards provided and place them in a bowl.
2. Each person has a turn to select an emotion card out of the hat and act it out using their facial expression.
3. Observers try to guess the emotion being portrayed.

Have fun!

Miss Emily Bond

Emotions cards

1

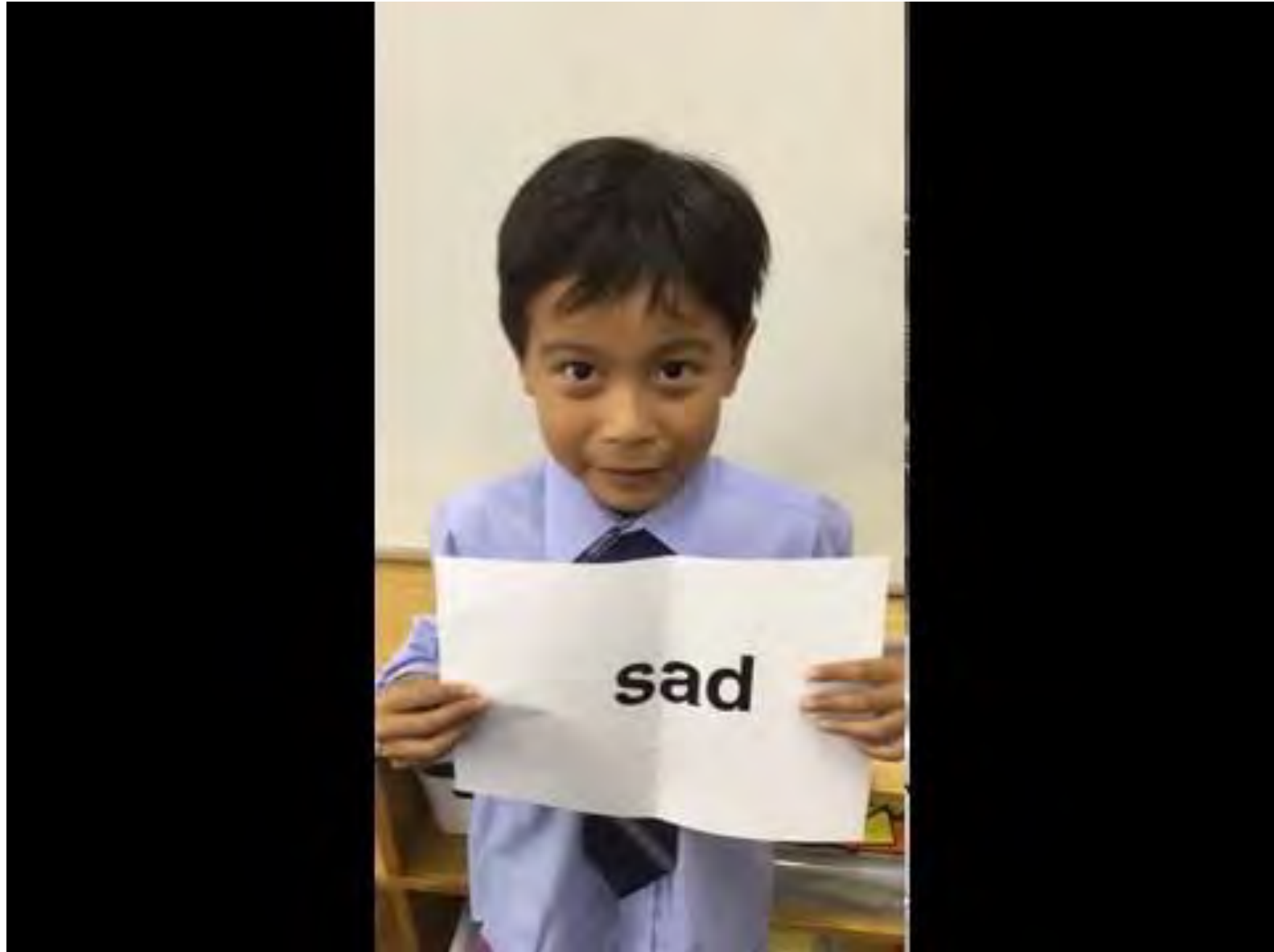


1

Emotions



Emotions



Emotions



Emotions



Year 4: Building Blocks EI Development Program

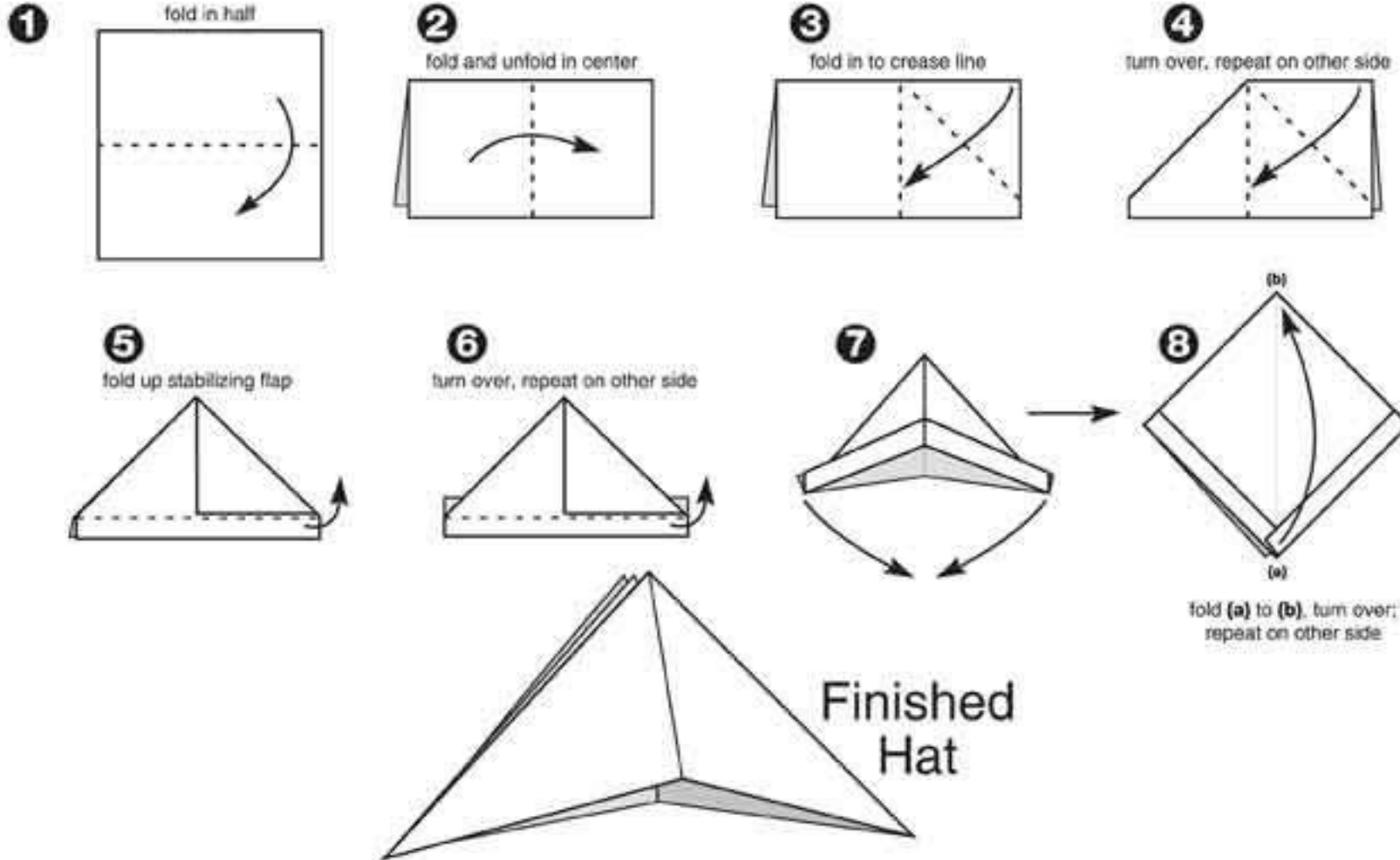
EMOTIONAL ABILITY		PERCEPTION, APPRAISAL & EXPRESSION OF EMOTION	EMOTIONAL FACILITATION OF THINKING	UNDERSTANDING & ANALYSING EMOTIONS	REFLECTIVE REGULATION OF EMOTION
ACTIVITY	1	Emotions Vocabulary	Emotional Perspectives	Bucket Fillers	Detaching from Emotions, Physically
	2	Paint my Emotions	Meet the Thought Thug	Bucket Fillers 2	Emotions Crossword
	3	Emotions & my Body	Taming your Thought Thug	Emotions Thermometer	Staying Open to Emotions
	4	Emotions & Physicality	Positive Self-Talk Practise	Emotional Road Signs	Emotion Regulation Through Storytelling
	5	Emotional Expression		Emotion Combinations	Cooling Down
	6			Creative Writing	

Emotional Perspectives

What is a perspective?

How is it linked to emotion?

Emotional Perspectives



Make 2 hats using these instructions:

1 x bright colour
(happy hat)

1 x dark colour
(angry hat)

Emotional Perspectives

Scenario 1

Your little sister is crying because her favourite toy has broken, but Mum and Dad are too busy to help fix it. What do you do?

Put on both hats and ask these three questions;

1. What are you thinking in this situation?
2. What do you do?
3. Why would you do that?



Emotional Perspectives

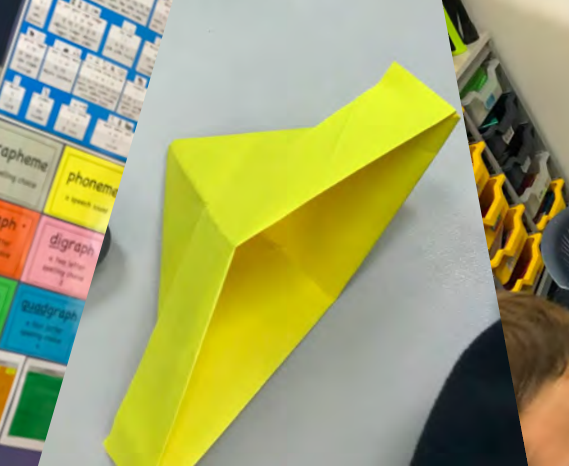
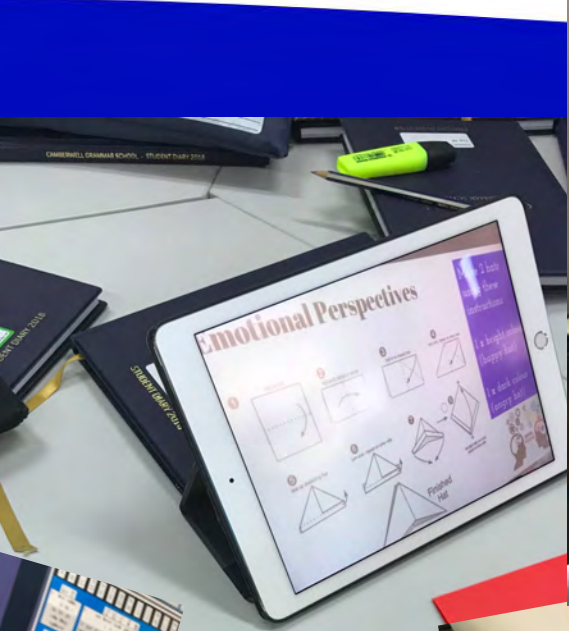
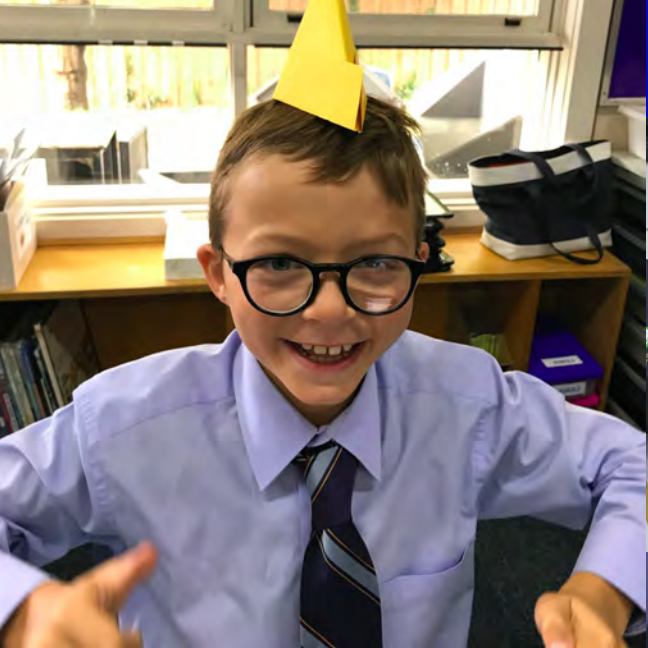
#2 - Your teacher announces that after lunch break your class will be doing something totally new.

#3 - Another student asks to go in front of you in the line for the canteen at recess.

#4 - During a class activity your teacher asks for someone to volunteer to write words on the board for them.

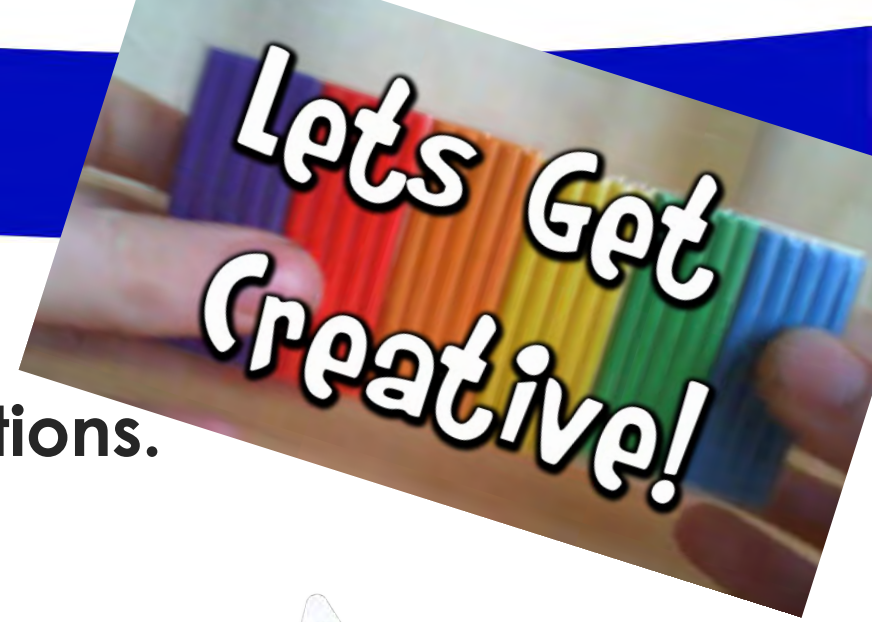
1. What are you thinking in this situation?
2. What do you do?
3. Why would you do that?





Emotional Perspectives

Select one (1) of the four (4) scenarios.
Make a video answering the three (3) key questions.
One (1) video per hat.



Next:

Make an iMovie showing your scenario, key questions, happy hat video and angry hat video.



Finished:

AirDrop it to Mr C



Chapter 2: Emotional Facilitation of Thinking

Meet the Thought Thug

GOAL:

Define a character to represent negative self-talk.

DISCUSSION:

- Discuss with the class types of negative self-talk
- Discuss with the class common situations and emotional states where negative self-talk can occur.

LEARNING OUTCOMES:

- Students learn emotional states that are more likely to elicit negative self-talk.
- Students begin to identify likely activities/decisions likely to be hindered by negative self talk.
- Students begin to learn that emotions can prioritise thinking by directing attention to important information.



Give up
because
you will
never
succeed

Don't
try
you
will
fail

You're
horrible at
everything
in life

You're
terrible at
everything



Destroyer 2.0 by
Toby.M 01/06/18

You're not
even as
smart as a
puppy

You can't
do this

You
suck
at
every
thing

I'm
your
worst
night
mare

PIC•COLLAGE

YETIS HAVE A **GROWTH** MINDSET



Yetis don't say:

- I can't do that
- I don't know that
- I'm not good at that



Yetis say:

- I can't do that **yet**
- I don't know that **yet**
- I'm not good at that **yet**

My effort
and attitude
make all the
difference

I like to
challenge
myself

I am inspired
by people
who succeed

I persevere
when I am
frustrated

Mistakes help
me learn

I can learn
anything that
I want to

I have a 'can do'
attitude

I am curious
and ask
questions
to help me
understand

I can always
improve

I think creatively
and use a range
of different
strategies

I respect other
learners and
manage my
own behaviour

I learn
from other
people's
ideas

I always seek to
improve and use
feedback and
practice to help
me



Yetis believe they can learn anything if they put their mind to it!



Reflective regulation of emotion

Devise a plan for transitioning out of unhelpful or negative emotions. Class discussion about 'cooling' down and working down the ladder.



Year 6: Pro-Social behaviours

EI Development Program

FORMAT:

6-10 activities

- Circle time activities
- School values in action
- Social skills development
- Inclusion / pro-social challenge

saying "Good
Morning"

eye rolling

smiling

**Addresses values, behaviours
and social skills**

Year 8: Wellbeing EI Development Program

- 12 lessons
- Emphasis on fostering wellbeing
 - To protect against depression and anxiety, for example
 - Experience more positive emotions/less chronic negative emotions
 - Exercise, diet, sleep, mindfulness, music
- Navigating relationships (including conflict)
- De-stigmatising experience of some emotions

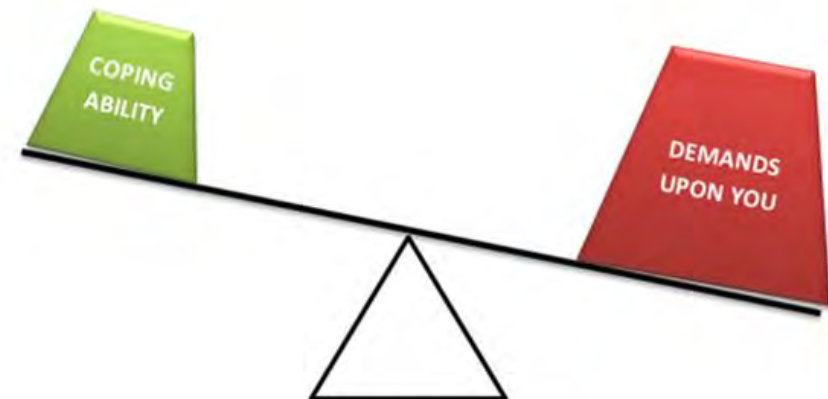
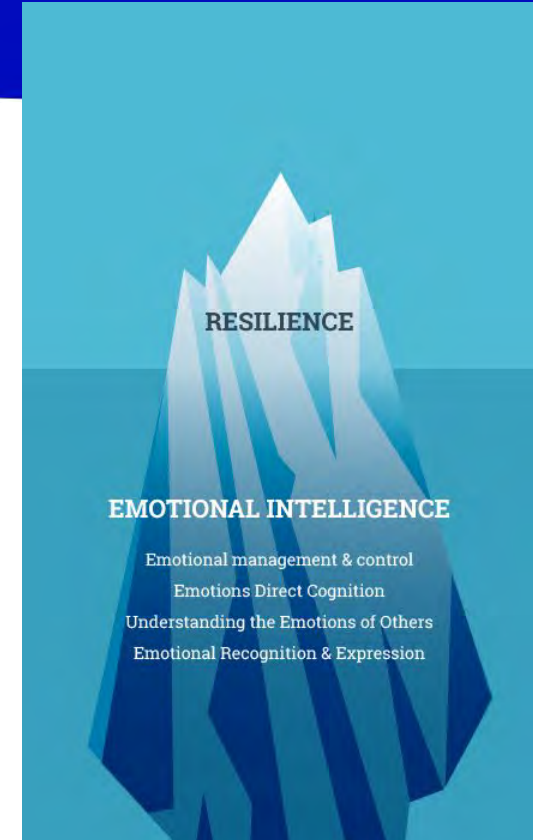
Year 9/10: Resilience EI Development Program

FORMAT:

9-11 lessons

Overview:

- Personalised feedback reports
- Developing EI
- Understanding stress
- Dealing with stress
 - Cognitive restructuring
 - Help seeking behaviour
 - Physiology of stress
 - Problem-focussed coping



Year 9 Personal and Social Development (PSD) Term 3/4

Week	Topic	Week	Topic
1	Emotional Intelligence refresher	8	Coping
2	El testing	9	Getting Help
3	Emotional Recognition and Expression	10	Review of Testing Results
4	Understanding Emotions of Others	11	Work Experience information
5	Emotional Reasoning and Control	12	El Review and Goal Setting
6	Problem Solving	13	Study Skills Refresher
7	Dealing with Stress	14	Nutrition: Healthy Choices

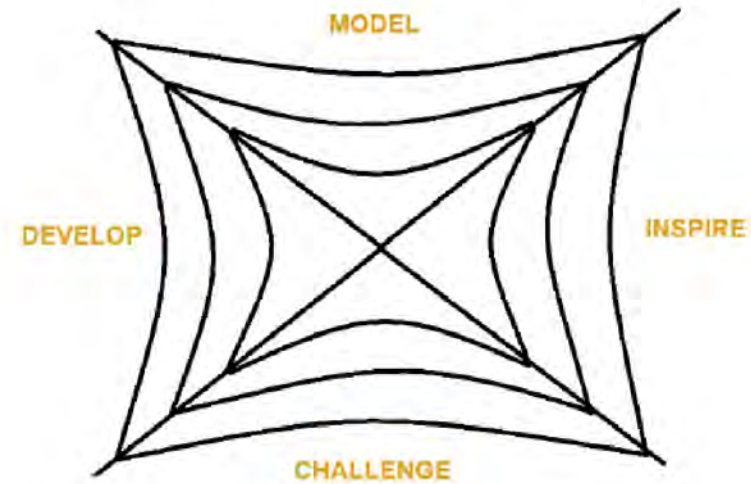
Year 11 or 12: Leadership EI Development Program

FORMAT:

5 core lessons and many optional additions
Whole day workshop or individual sessions

OVERVIEW:

- Transformational leadership
- Challenging student views of leadership
- Understanding others' emotions
(trust, communication, empathy, tricky convers
- Emotional management
(keeping cool under pressure, helping others manage emotions)
- Leadership skills
 - *Active listening, assertiveness, modelling*
 - *Checking in, effectively giving instructions and feedback*



Swinburne University Emotional Intelligence Test –Early Years (SUEIT-EY)

- Years 3 - 6
- Group administered
- Teacher-led
- Online administration
- Short assessment periods



PART 1

Self-report

PART 2

Ability based questions &
vignettes

Emotional Intelligence testing - Example Item Part 1

I can easily tell what emotions other people are feeling.



Not like me
at all



Not much
like me



A little bit
like me



A lot like me



Exactly like
me

Emotional Intelligence testing - Example Item Part 2

Which face below shows someone who is scared?



Jack has always wanted a toy robot just like the one his sister got for her birthday. Jack was watching her play with it, when she suddenly broke it. This made Jack smile.

What was Jack most likely feeling when he was watching his sister play with the robot?

Jealous

Guilty

Grateful

Embarrassed

Proud

Year 9 SUEIT samples

- When something gets me down I find it difficult to snap out of it
- When I have upset someone I understand why they are upset with me
- When I'm stressed I get annoyed with people around me
- I don't easily pick up on the 'vibe' of the place I'm in

Camberwell Grammar School

Melbourne, Victoria

Why introduce Emotional Intelligence?

- Overall personal development program that fosters wellbeing, resilience, relationship building, ability to cope with stress and mental health
- PSD more focused across school (greater consistency)
- Linked to 21st century skills and workplace
- Partnership with university: research based
- Meeting community/parent expectations
- Programs, resources and training available for teachers

Camberwell Grammar School

Melbourne, Victoria

What obstacles were encountered and how overcome?

- Buy in from teachers (time poor)
- Buy in from students (no assessment)
- Time to equip teachers with knowledge and skills to deliver programs

Overcome by:

- Swinburne team spending time with teachers in lead up to implementation
- Educating staff not directly involved in delivering programs
- Adjusting programs to suit our students; make as practical as possible
- Informing parents and keeping up communication

Camberwell Grammar School

Melbourne, Victoria

What positive impact has been noted?

- Boys owning behaviour ('I didn't regulate my emotions....' or "I needed to put myself in his shoes.....')
- Consistent courses across Personal and Social Development (PSD), common language
- Peer reviews encourage boys to consider those around them (increased empathy)

Camberwell Grammar School

Melbourne, Victoria

What advice?

- Don't rush, take time to plan
- Educate parents and teachers (Genos testing)
- Give those teachers delivering programs time to plan and become familiar with material
- Encourage EI language across school: academic and co-curricular life
- Introduce programs across whole school so it is not just a 'thing' done at a few year levels
- Tap into expertise of Swinburne team

Anglican Church Grammar Prep School

Brisbane, Queensland

Presented by Symond Russell

- Year 4 team leader
- 4 years of teaching the EI program as it has evolved

We live in two worlds

As human beings, we all live in two worlds. There is the world that exists whether or not you exist... This is the world of objects, events, and other people; it is the world around you. There is another world that exists only because you exist: the private world of your own thoughts, feelings and perceptions, the world within you. We only know the world around us through the world within us...

(Robinson, 2015)

Why did we introduce EI at Churchie Prep School?

- Program was already underway in the senior school
- Research showing strong correlation between EI, academic attainment and success in later life
- Integrate a robust programme alongside our PYP curriculum

Why is EI important in schools?

- Emotions affect how and what we learn
- Schools are social places - Relationships provide foundation for learning - a basis of success
- Effective as classroom management strategy – discipline less of an issue
- Has a positive impact on academic performance
- Linked to physical and psychological well-being

Peer Relations

- Peer Victimisation
- Predicted by high Emotional Facilitation of Thought and low Emotional Management and Control
- Bullying Behaviours
- Associated with low Understanding Emotions of Others

An opportunity for targeted pro-active intervention?

EI in young students



Emotional Intelligence and scholastic achievement in pre-adolescent children

Clare E.W. Billings^a, Luke A. Downey^{a,b}, Justine E. Lomas^a, Jenny Lloyd^a, Con Stough^{a,*}

^aCentre for Human Psychopharmacology, Swinburne University of Technology, Hawthorn, Australia

^bDepartment of Psychology, Swansea University, Wales, UK

What the study found

- 407 students (200 boys, 207 girls)
- Participants were aged between 8-13 (mean age of 10)
- Literacy and numeracy outcomes from 4 participating schools were standardised on a scale from 1 to 5 with 5 indicating greater academic achievement
- *Understanding and Analysing Emotions* -> significantly correlated with greater literacy and numeracy achievement. The findings were similar for both boys and girls.

What does the research tell us?



There seem to be some common underlying messages:

1. EI can be effective in the promotion of healthy and adaptive functioning
2. That there is great value in investing in the development of EI competencies in children and adolescents.

Our new challenge is to understand how to best foster the development of EI in a way that best meets the needs of students

Feedback from teachers!

- The involvement of all class teachers in the Genos assessment increased their effectiveness in teaching the intervention program.
 - ✓ Staff undertook the Genos Emotional Intelligence Multi-rater Assessment © Genos Pty Ltd and debrief prior to the intervention lessons
- ✓ The Genos yields self-ratings, peer-ratings and manager-ratings on seven domains of EI:
 - Self-awareness
 - Awareness of others
 - Expression
 - Self-control
 - Reasoning
 - Self-management
 - Management of others

What has worked well - teacher feedback

The **meta-language** of the programme was used outside of the programme, across the curriculum.

Feelings when your needs are satisfied:

Affectionate	Confident	Engaged
Excited	Exhilarated	Grateful
Hopeful	Inspired	Joyful
Peaceful	Refreshed	

Feelings when your needs are not satisfied:

Afraid	Angry	Annoyed
Aversion	Confused	Disconnected
Disquiet	Embarrassed	Fatigue
Pain	Sad	Tense
Vulnerable	Yearning	

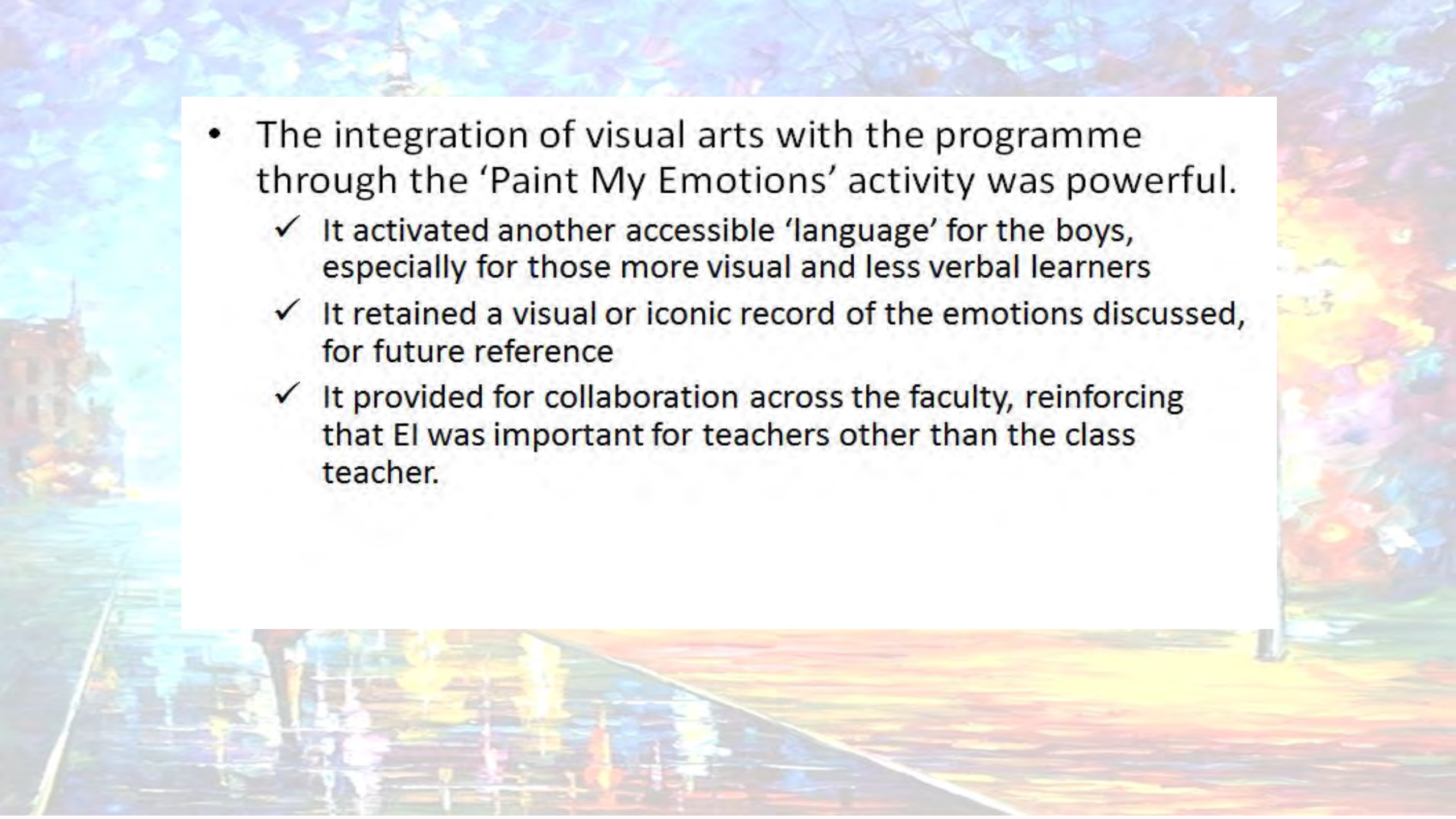
Emotion Word walls and Posters



Feedback from teachers...

- The **'emotions thermometer'** was a useful visual resource that found use across the curriculum and in the playground.



- 
- The integration of visual arts with the programme through the 'Paint My Emotions' activity was powerful.
 - ✓ It activated another accessible 'language' for the boys, especially for those more visual and less verbal learners
 - ✓ It retained a visual or iconic record of the emotions discussed, for future reference
 - ✓ It provided for collaboration across the faculty, reinforcing that EI was important for teachers other than the class teacher.

Integration into Curriculum

- This illustrates the possibilities for greater integration of the program across the curriculum.
 - ✓ IBPYP Who We Are and How We Express Ourselves units of inquiry
 - ✓ Music, Drama, Visual Arts, Science, LOTE
 - ✓ Values program



Churchie EI characters

- The 'Thought Thug' and 'El Erik' (ERIK stands for Emotional Resilience in Kids) are personifications and visualisations of attitudes that are:
 - ✓ Boy-friendly
 - ✓ Tangible
 - ✓ Churchie-specific

The **Thought Thug** represents negative self-talk



El Erik uses a battle plan to replace negative self-talk with positive self-talk.

Introducing EI in your school - advice

- Introduce a program across all year groups for maximum consistency and effect
- Ensure that the program language and tools are integrated across all areas of the school
- Start by all teachers doing the GENOS and then having all significant adults in the school do the training
- Establish a committed EI leadership group

El and Churchie

a brief history...

Relationship formed between Churchie and Swinburne University EI Research Unit to investigate the role of EI in schools.

2006

2007

Publication of A-SUEIT: measure of Adolescent EI
(Luebbers, Downey & Stough)

Partnership in an ARC Grant

- Measure EI and academic achievement
- EI as a source of direction for proactive intervention and assistance
- Develop student EI as part of Churchie's 'Making of Men' mission

Assessment of year 7-12 student EI

EI interpretation training for Churchie staff

Student EI data available to teaching staff

2008

2009

EI research findings and strategy presented to parents

Online EI reporting to parents (Years 10, 11 & 12)

Ongoing EI assessment: Year 8, 10 & 12

Parent EI assessment (EI Attachment Theory)

Teachers' EI self-assessment through Swinburne/Genos model of Workplace EI

2010

2011

Ongoing EI assessment: Year 8, 10 & 12

Data utilised for ARC grant and co-curricular profiling of teams and music ensembles

**Ongoing EI assessment:
Year 8, 10 & 12**

**Data utilised for ARC grant
and co-curricular profiling of
teams and music ensembles**

2012

2013

2014

Continue research on SUEIT-ey and Year 10 Academic Resilience Program:

- Developing EI leadership program with Swinburne University;
- Preparation of joint academic (peer reviewed) and educational papers on our research;
- Continuing data collection and evaluation of intervention programs
- Development of Year 8 EI Program (social interaction, identity, academic and social resilience)

Phase II Strategic alliance: Create schoolwide EI development interventions

Early Years Development Program

- EI assessed in grade 4, 5 & 6
- Evaluate roles of EI, changes in EI in relation to scholastic performance and behaviour

Year 10 Academic Resilience Program introduced

- Preparing students for examination performance, dealing with academic stress/anxiety

The Obstacles...

1. There was no program
2. Buy In
3. Time
4. It has to become more than just a program

The Benefits

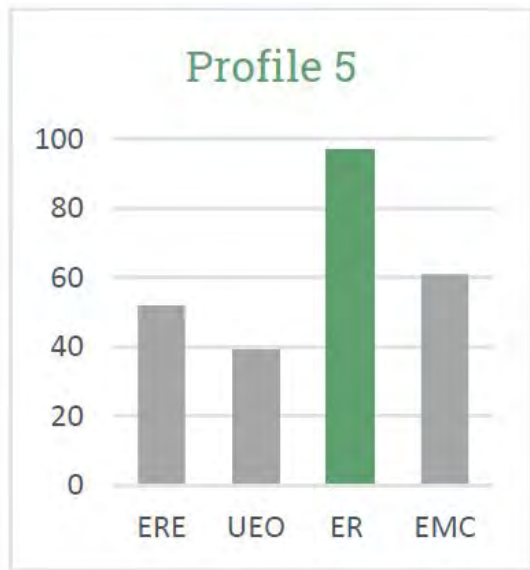
- resilience
- emotional well-being;
- quality of interpersonal relationships;
- success in occupations (i.e., creativity, leadership, stress management);
- Early assessment of emotional deficits (i.e., affective disorders, psychiatric conditions).

The Benefits

- Effective as classroom management strategy
- Has a positive impact on academic performance;
- Effective as an indicator of performance in co-curricular arena.

The Benefits - tools

Effective as classroom management strategy

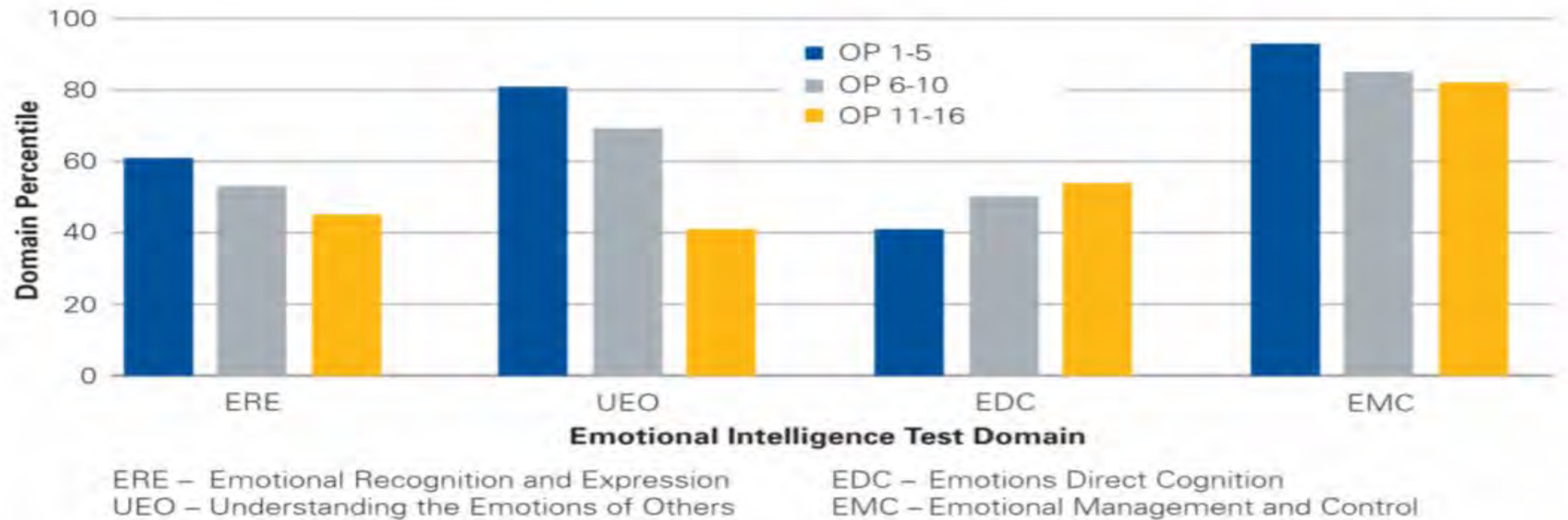


Impulsivity

While high scores on this dimension can in many instances be an advantage for students, extreme scores can indicate a tendency towards impulsivity. Check if this is the case by considering the behaviours that you and others observe in this student.

The Benefits

Has a positive impact on academic performance;



The Benefits

Effective as an indicator of performance in co-curricular arena

Position	Recognition and Expression	Understanding Others	Reasoning	Manage and Control
Fullback	78	73	86	66
Wing	95	87	80	95
Open Side Flanker	36	90	80	96
Lock	36	64	73	74
Centre	66	55	27	84
Number 8	59	51	89	60
Open Side Flanker	95	94	86	95
Hooker	2	4	58	63
Wing	36	41	73	95
Wing	85	31	27	86
Lock	44	87	21	99
Centre	59	84	86	99
Scrum Half	52	35	80	78
Prop	44	73	2	99
Fly Half	29	45	41	71
AVERAGE	54	61	61	84

St Paul's Collegiate School

Hamilton, New Zealand

St Paul's Collegiate School is one of New Zealand's leading private day and boarding schools located in Hamilton New Zealand.

- Junior Boys School (Year 9-10)
- Co-Ed Senior School (Year 11-13).

St Paul's has a learning environment that fosters academic achievement, extracurricular involvement, character education and traditional values.

St Paul's Collegiate School

Hamilton, New Zealand

Why implement Emotional Intelligence?

- To enrich an already strong pastoral programme
- To give students a greater understanding of their own EI
- Give us a common language around addressing emotions
- We connected with the espoused benefits Churchie delivered at the IBSC conference
- Greater call in the work-force for resilient students with excellent soft skills like the ones Google outline in this article from the Washington Post:

St Paul's Collegiate School

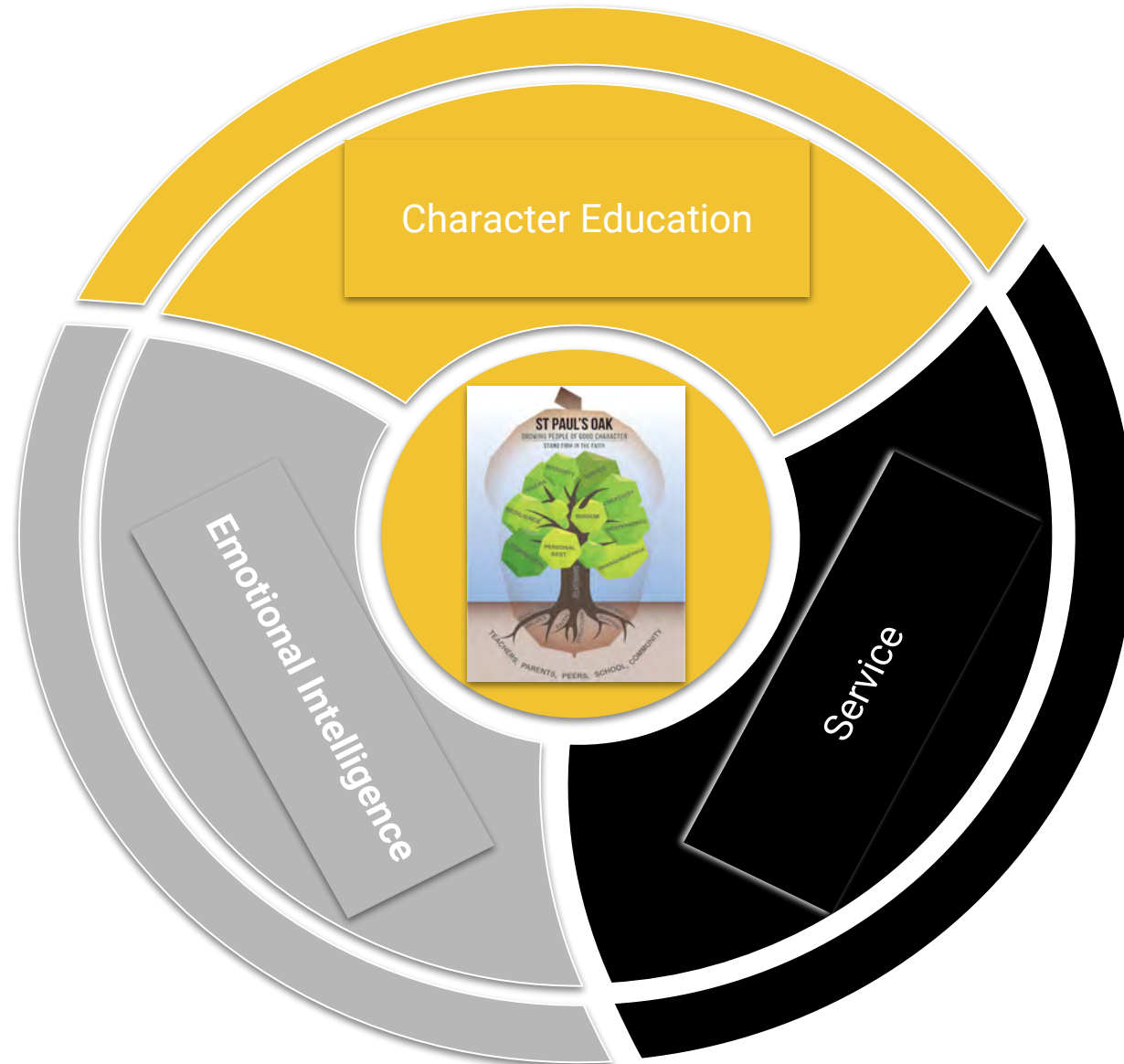
Hamilton, New Zealand

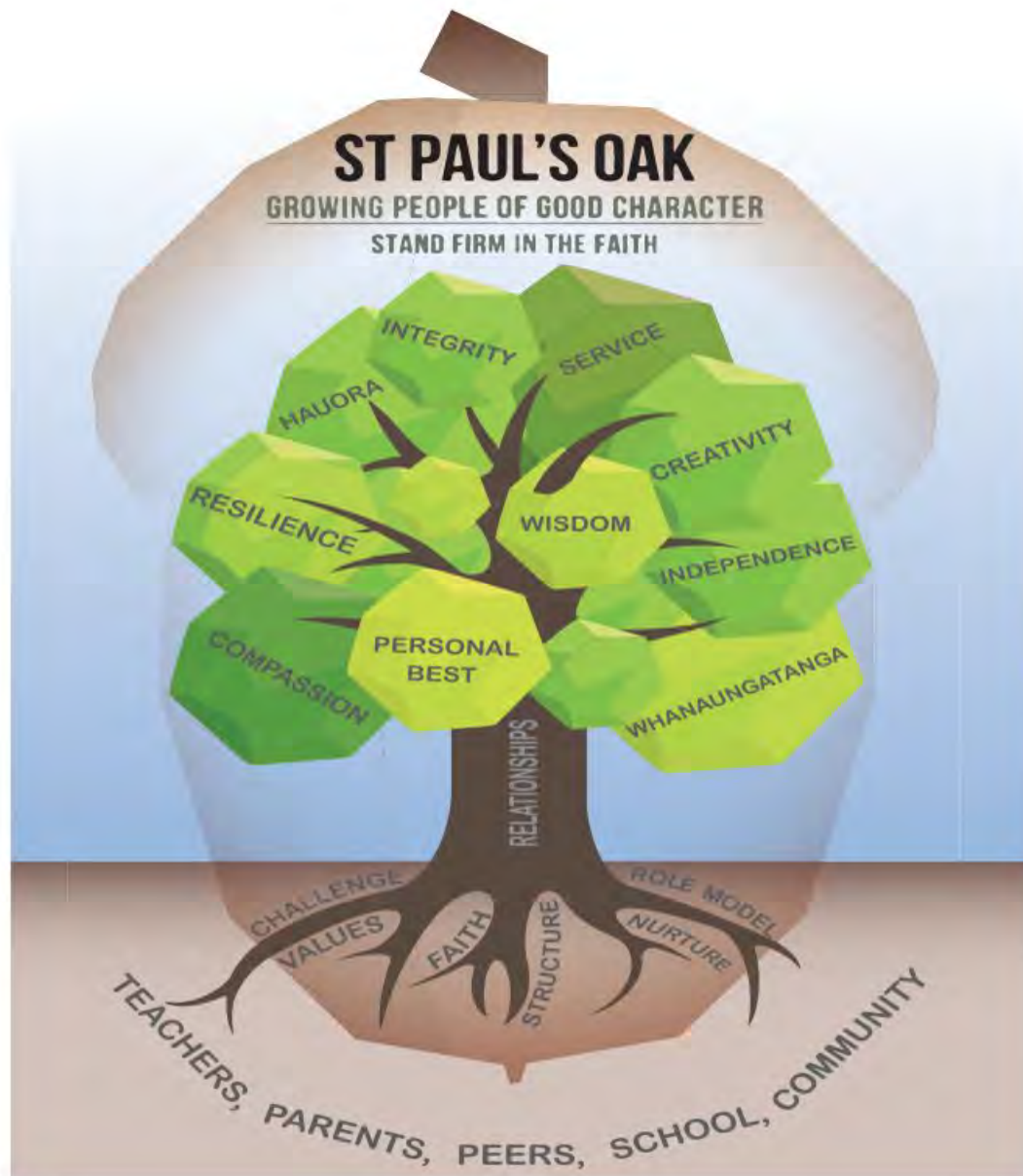
“In 2013, Google decided to test its hiring hypothesis by crunching every bit and byte of hiring, firing, and promotion data accumulated since the company’s incorporation in 1998. Project Oxygen shocked everyone by concluding that, among the eight most important qualities of Google’s top employees, STEM expertise comes in dead last. The seven top characteristics of success at Google are all soft skills: being a good coach; communicating and listening well; possessing insights into others (including others different values and points of view); having empathy toward and being supportive of one’s colleagues; being a good critical thinker and problem solver; and being able to make connections across complex ideas”.

BARRIERS TO ESTABLISHING AN EI PROGRAMME AT ST PAUL'S

- Staff resistance
- Understanding the data
- Parents
- Time

Growing men and Women of Good
Character at St Paul's





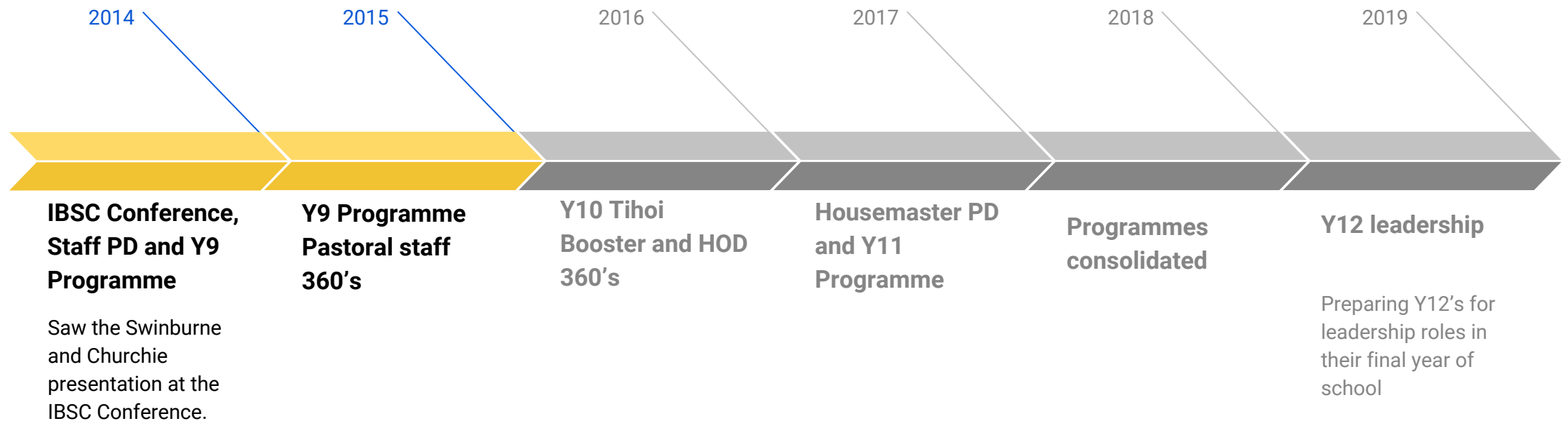
WHAT WE UNDERTAKE TO PUT IN

Values	A sense of right and wrong, the morals, traditions and beliefs we live by
Faith	Valuing our Christian dimension and applying it to teenagers' lives
Model	Staff conduct of relationships, staff involvement in sport, behaving the same way we espouse
Structure	Providing the rules, discipline and boundaries to live successfully in society
Nurture	Providing individual care, support, encouragement, aroha and hope
Challenge	Expecting our students to strive beyond their current success

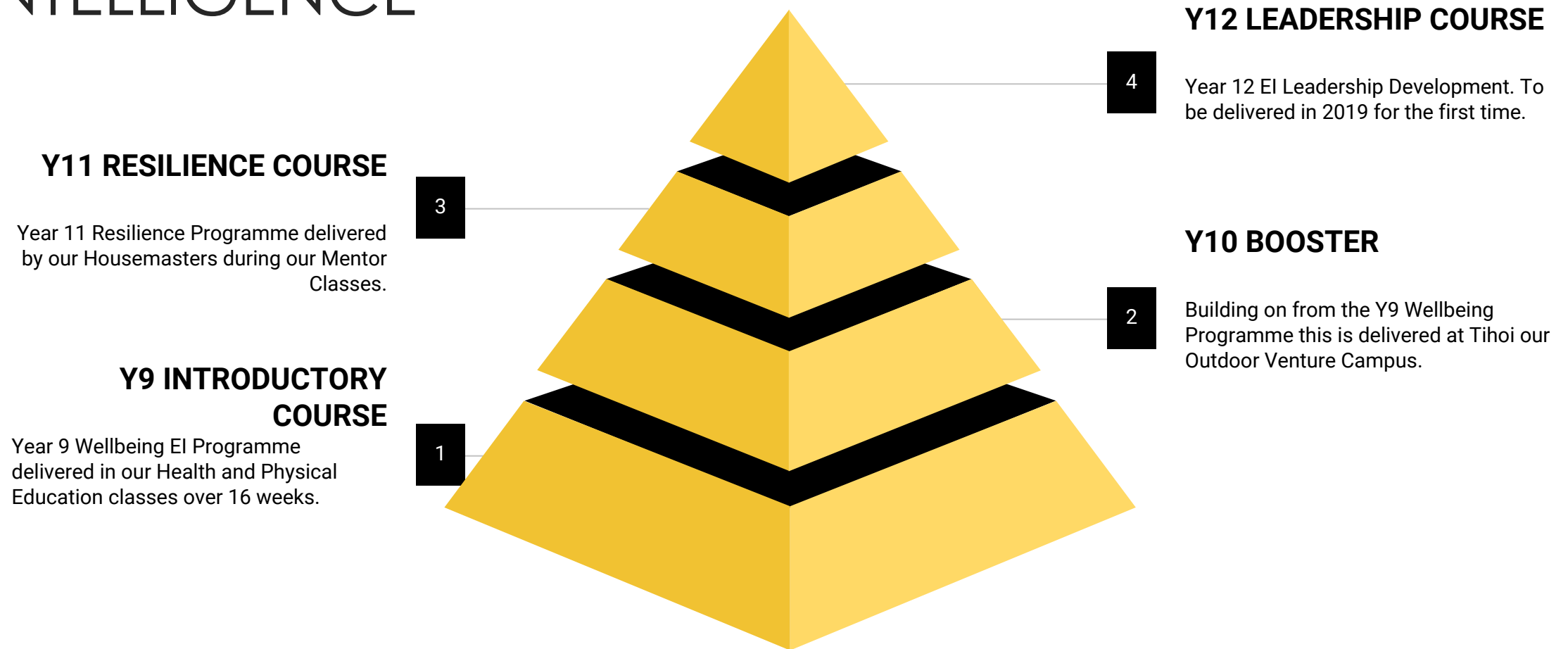
THE OUTCOME: GROWING GOOD CHARACTER

Compassion	Empathy, concern for others
Whanaungatanga	Meaningfulness of life, engagement in the community, connectedness, loyalty, pride, whanau
Resilience	Learning to respond to failures, moral fibre, optimism, hopefulness, future mindedness
Independence	Self reliance, self supporting, standing on your own two feet
Altruism	Unselfishness, giving unto others
Wisdom	Curiosity, exploration, critical thinking, open mindedness, mastering new skills and knowledge
Hauora	Healthy balance of mind, body and spirit, feeling of wellbeing
Personal best	Being better than before
Integrity	Being honest, authentic, courageous, having strong moral principles, steadfastness
Creativity	Originality, thinking outside the square, inventiveness, imagination

Implementation Timeline



COURSE STRUCTURE OF EMOTIONAL INTELLIGENCE



St Paul's Collegiate School

Hamilton, New Zealand

What positive outcomes have been evident so far?

- Greater awareness of emotions by both staff and students.
- A shared language of emotional Intelligence.
- Data that can be used as another measure to better understand our students and help them to improve socially and academically.
- Helpful in preparing our students for Tihoi and life outside of school.

St Paul's Collegiate School

Hamilton, New Zealand

What advice can we give about implementing EI across a whole school?

- Take your time and do not rush! 3-5 year implementation process
- Get the staff on board first. Have them understand their own emotional intelligence first and have them work on that as part of the process
- Data gets more reliable with experience using the self assessment