

SECONDARY TEACHER'S EXPERIENCES OF EMOTION COACHING

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RATIONALE BASED ON THE LITERATURE

- **Significance of emotions in the classroom**
- **Secondary staff perspectives**
 - **unique nature of secondary schools**
 - **relationships in secondary settings**
- **Significance of support during adolescence**
- **Need for universal approaches rather than targeted MH strategies**
- **Exploring longer-term embedding experiences**

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METHODOLOGY AND ANALYSIS

'Tell me about your journey with Emotion Coaching'

- **The Listening Guide approach to narrative interview analysis:**
 - 1 Listening for the plot**
 - 2 listening for the I Poems**
 - 3 Listening for contrapuntal voices**
 - 4 Listening to what was unexpected or surprising.**

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KEY FINDINGS

RQ1 - What are secondary school teacher's experiences of EC?

- ***EC as a naturally occurring response***
- ***Foregrounding relational aspects of teaching***
- ***EC and School policies***

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KEY FINDINGS

RQ2 - What impact do experiences of EC have on the role of the secondary teacher?

- ***The EC teacher***
 - ***'Teacher identities'***
- ***Teacher confidence with EC***

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KEY FINDINGS

RQ3 - What can practitioners learn from the experiences of secondary school teachers?

- ***The multiple understandings of EC***
- ***EC is relational therefore benefits from a relational approach***

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KEY IMPLICATIONS

1. The way that EC is introduced to secondary settings.
 - a. Everyone has their own journey.
2. Inclusion of past experiences as a pupil and its influence on teaching style
3. Adaptability of EC



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**THANK YOU
ANY QUESTIONS?**

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