

# Emotional Intelligence

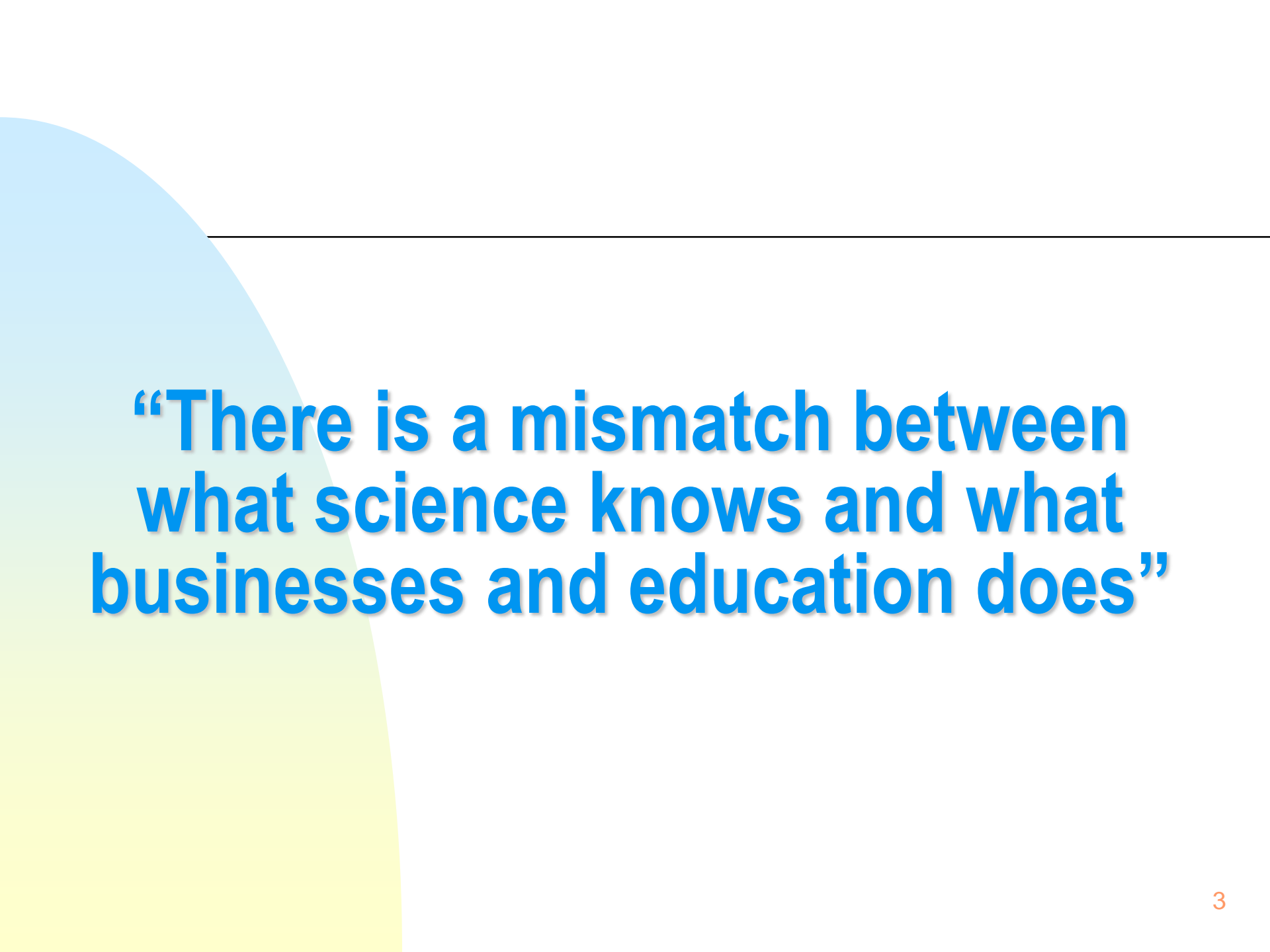
Parents Workshop, Shoreham Village School

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# EMOTIONAL INTELLIGENCE

**“Emotional education should be a considered effort to teach children to feel for themselves; in the same sense that their intellectual training should be an effort to teach them to think for themselves.”**

**John MacMurray-Reason and Emotion 1935**



**“There is a mismatch between what science knows and what businesses and education does”**

# Four suggested theories about intelligence:

- ▣ **General Intelligence - Aptitude tests (1863)**
- ▣ **Primary Mental Abilities (1935)**
- ▣ **Triarchic Theory of Intelligence – environment (1985)**
- ▣ **Multiple Intelligences (1983)**

# Theory of Multiple Intelligences:

Howard Gardner (1983)

**Gardner proposes that intelligent behaviour does not arise from a single unitary quality of the mind, such as general intelligence theories suggest, but rather that different types of intelligence are generated from different aspects of mental energy.**

# Gardner's 'Seven' Intelligences:

1. Verbal-Linguistic
2. Logical-Mathematical
3. Visual-Spatial
4. Bodily-Kinaesthetic
5. Musical
6. Intrapersonal
7. Interpersonal

**Task:**

**Multiple intelligence survey**

# Gardner's 'Seven' Intelligences:

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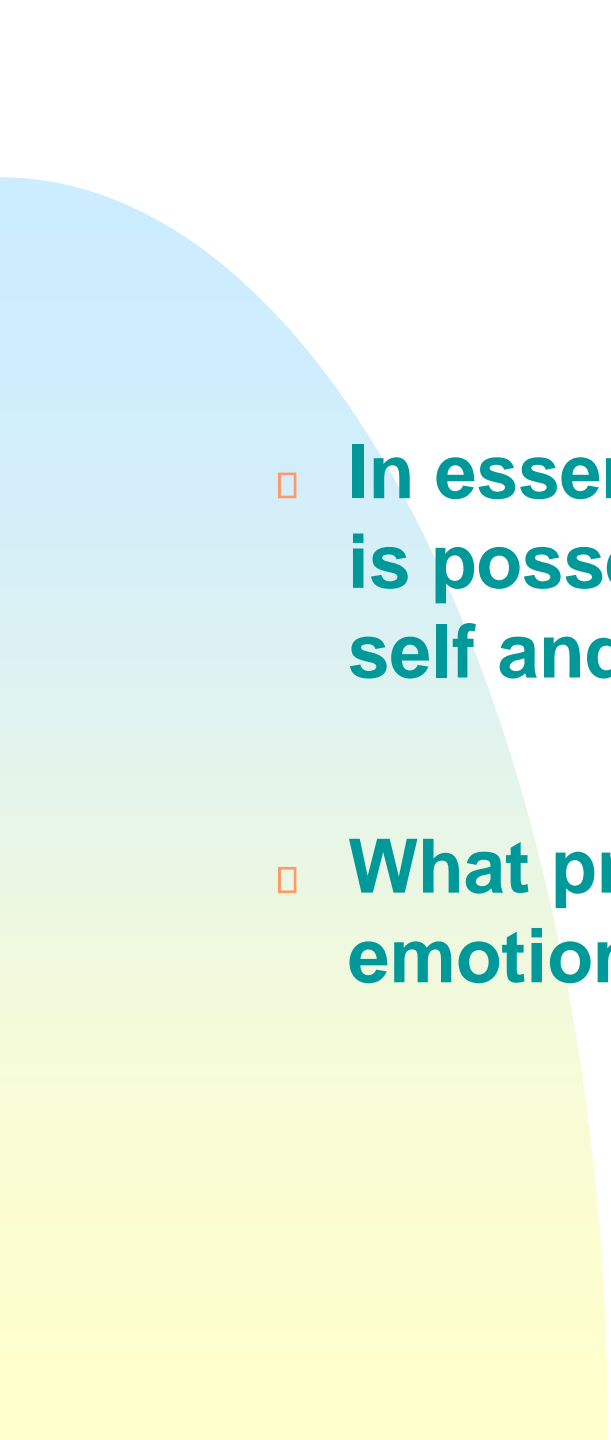
# Intrapersonal Intelligence:

- **Understanding our own emotions**
- **that is understanding our moods, and feelings, and the way that they affect our behaviour, and then altering, controlling, or managing these states effectively.**



# Interpersonal Intelligence:

- **Recognising and understanding emotions in others**
- **and using this information as a guide for behaviour, and for building and maintaining good relationships with other people.**

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- **In essence, EMOTIONAL INTELLIGENCE is possessing an understanding of your self and others.**
  - **What professions rely on having good emotional intelligence?**

# How does this relate to children?

- **If a child is upset or experiencing some kind of emotional barrier to their learning, this is scientifically proven to impede cognitive functioning (learning).**

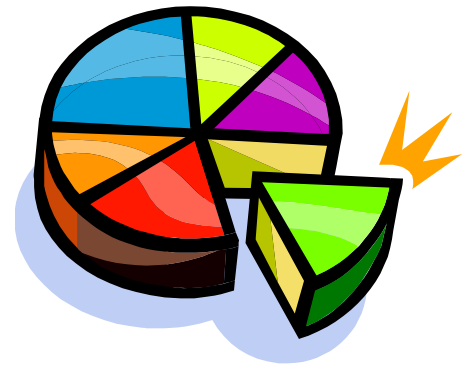
# Peter Salovey and John Mayer

**They defined emotional intelligence as the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and actions.**

**Salovey, P. & Mayer, J. (1990) *Emotional intelligence*  
New York: Bayswood**

# Why is emotional intelligence so important?

- Daniel Goleman and others have suggested that traditional 'classic' intelligence contributes only 20% of the 'success' a person can achieve.



# So, what emotions are we talking about?

**What emotions will lead us to be  
'successful' day by day?**

**What are these emotions which determine  
how a person manages their own and  
other people's feelings, which lead to  
success in learning and in life? Any  
suggestions?**

**Talk: In small groups, list as many  
emotions that you can?**

# Marshmallow experiment



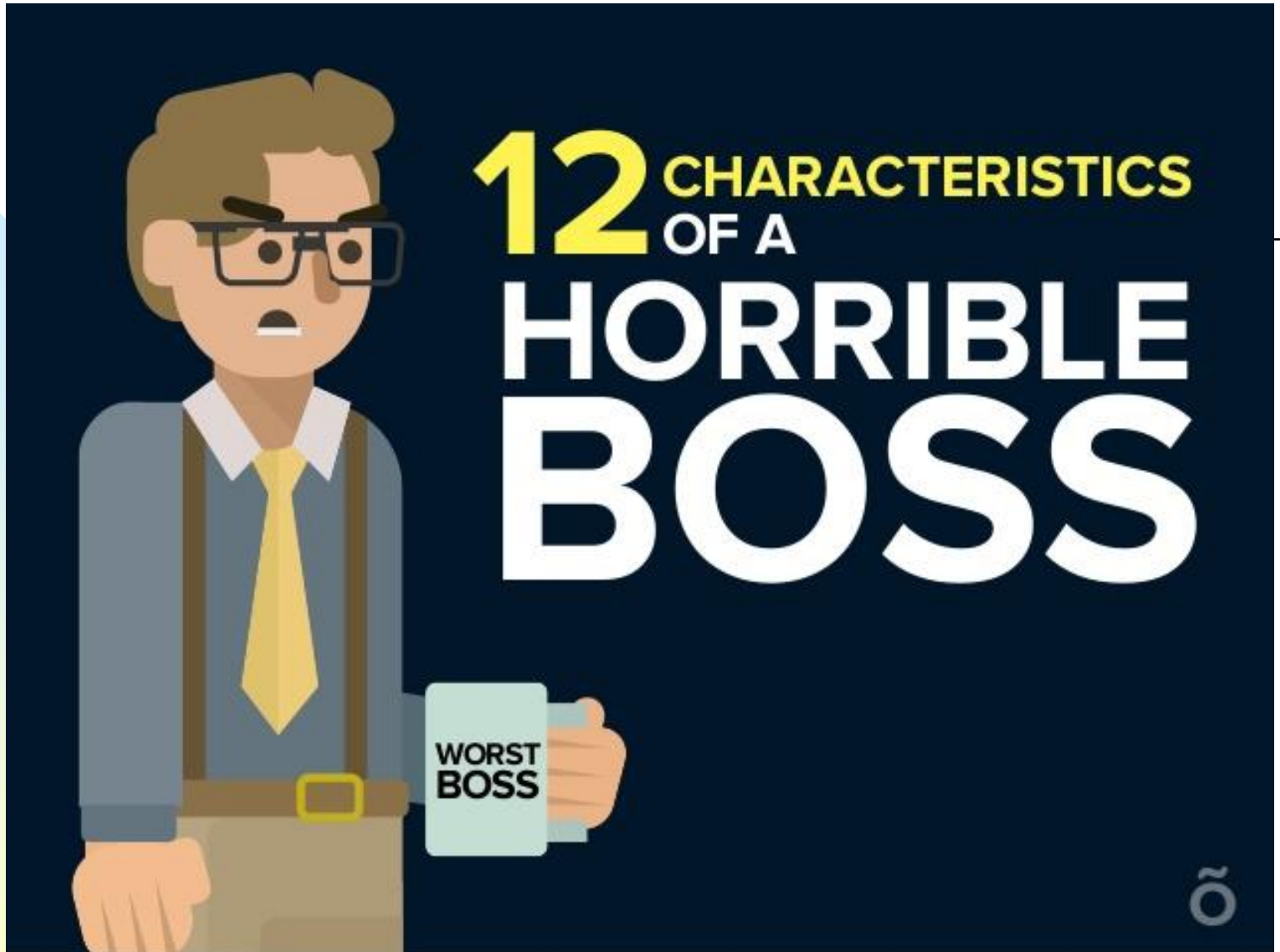
# Intrapersonal Emotions – knowing yourself (personal competence)

- ❑ Resilience - handling your own emotions, self-regulation
- ❑ Self-Esteem
- ❑ Self-Awareness – understanding your own emotions
- ❑ Motivation – ambition, optimism, drive
- ❑ Optimism, happiness.

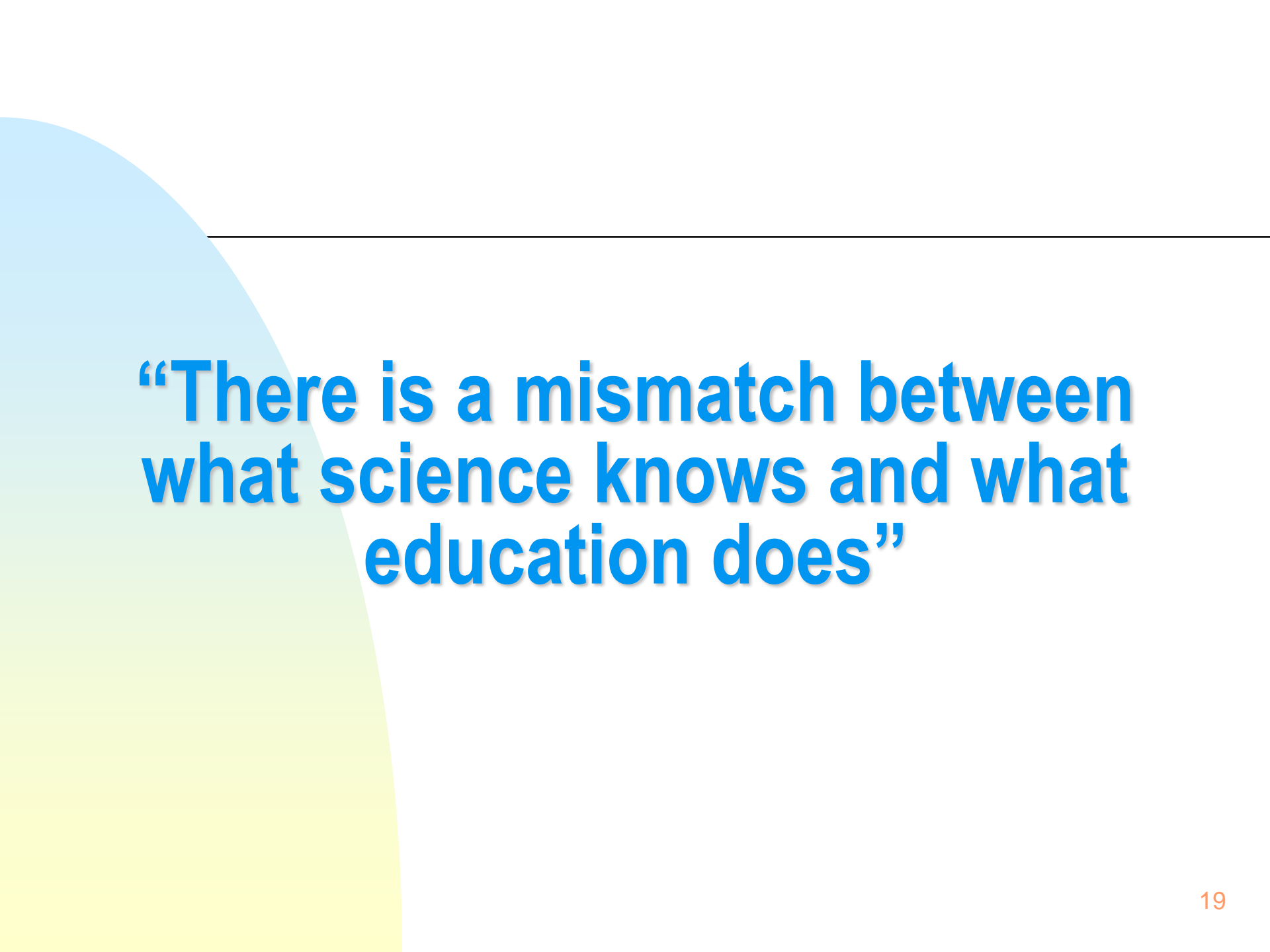


# Interpersonal Emotions – knowing other people (social competence)

- ▣ Handling relationships (social skills)
- ▣ Empathy (interpersonal sensitivity) – the ability to be aware of the feelings of others, recognising emotions in others
- ▣ Integrity – what you are doing agrees with your belief systems



Note down any areas of emotional intelligence that we haven't mentioned already.



**“There is a mismatch between  
what science knows and what  
education does”**

# Latest Crime statistics

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Children as young as three are getting caught up in knife crime in Kent - with a huge rise in offences involving blades over the last five years. Figures show there were 937 recorded offences with knives/sharp instruments in 2014, that's up from 723 in 2010, an increase of around a third. The Freedom of Information figures from Kent Police show that in 2013 a three-year-old child was detained. Last year the youngest questioned was an eight-year-old.



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**What steps have we taken to ensure that we break this mismatch between what 'science knows' with our children's education at Shoreham Village School?**

# PSHE

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- **Personal, social, health and economic (PSHE) education**
- **Some schools call it PSHCE. C (Citizenship)**
- **Been part of the national curriculum for schools in England since 2000.**
- **Not all aspects are compulsory.**
- ***“PSHE is a planned programme to help children and young people develop fully as individuals and as members of families and social and economic communities.”***

**Ofsted**
- **Its goal is to equip young people with the knowledge, understanding, attitudes and practical skills to live healthily, safely, productively and responsibly**

# PSHE Curriculum at Shoreham Village School

Learn 4 Life is a complete scheme of work for years 1 to 6, which is designed to integrate the SEAL emotional literacy materials with the wider aspects of the PSHE Education curriculum. It helps to develop our whole school ethos of Growth Mindset through teaching the following skills:

- Motivation & Optimism
- Social Skills (handling relationships)
- Independence
- Empathy
- Self Awareness/Resilience
- Teamwork/Collaboration

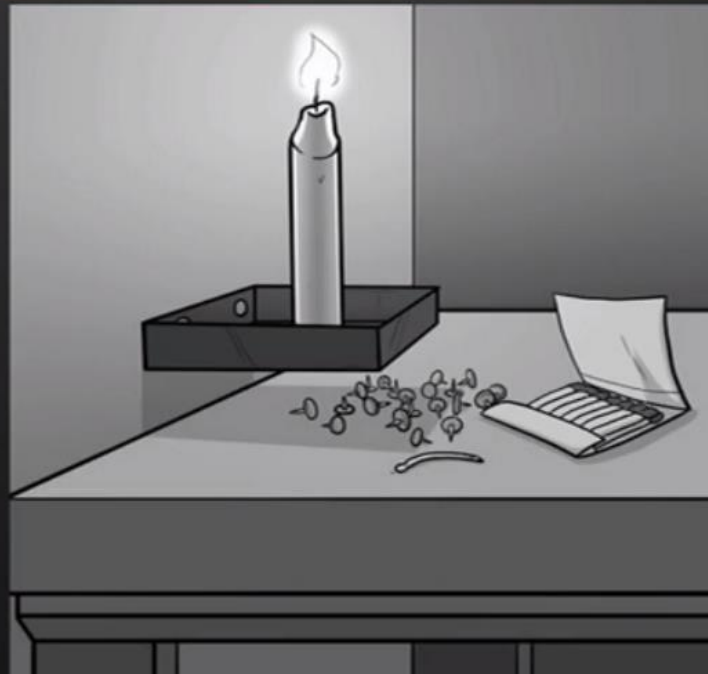
**Fix the lit candle to the wall so that it will not drip wax onto the table below.**





# The Solution

## THE CANDLE PROBLEM





**We need to stop bribing children into compliance and begin challenging them into engagement.**