

**USING EMOTIONAL LITERACY TO FACILITATE ORGANISATIONAL CHANGE IN  
A PRIMARY SCHOOL: A CASE STUDY**

**By**

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## ABSTRACT

*This thesis comprises of a critical literature review and case study. The literature review considers, in detail, the theory underpinning emotional intelligence and emotional literacy. It begins by detailing the shift in UK Education policy, between 2000 and 2010 and considering academic research into non-cognitive aspects of education. A critical evaluation of two theories of emotional intelligence (ability theory and trait theory) is then presented and these theories are subsequently contrasted with the theory of emotional literacy, as outlined by Claude Steiner. The paper concludes by considering how each of the three theories discussed may impact upon research practice.*

*The case study, which was completed in a city suburban primary school, is made up of two embedded units, the first uses interview to examine staff perceptions of emotional literacy. The second employs collaborative action research to consider whether emotional literacy can be used to promote organisational change. Data was analysed using thematic analysis and is presented together with discussion regarding staff perceptions of emotional literacy. The collaborative action research resulted in four identified changes in the school: development of practice and policy at lunchtimes; the introduction of elements of the SEAL curriculum; the establishment of a student council and a staff collaboration project. The mechanisms supporting these developments are discussed.*

*For Rob, Theo and Phoebe*

*With thanks to Dr. Jane Leadbetter for her ongoing support; Jane Sowter and Mary Corry for their professional guidance and 'CB', 'PT' and all the staff and students of 'Oakwood' Primary School, without whom this research would not have been possible.*

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## **Chapter One: Introduction**

Since September, 2006, trainees in Educational Psychology have undertaken three-years of doctoral-level training including taught and subject-specific research components and practice placements within local authorities, in order to qualify as an Educational Psychologist. The summative assessment of trainees' competences is undertaken against guidelines published by the British Psychological Society (BPS) and the programmes are accredited by the Health Professionals Council (HPC). This thesis forms part of the requirements for a doctoral-level degree and for eligibility to practice as an Educational Psychologist.

At the University of Birmingham, trainees are required to produce a thesis in two volumes, the first detailing an original research study undertaken by the trainee and the second comprising of five Professional Practice Reports (PPRs) each reflecting on a key area of Educational Psychology practice. This, first, volume is made up of four chapters. Chapter one includes an introduction to the volume, outlining the researcher's epistemological stance, the background and rationale for the research and the scope and limitations of the study. Chapter Two describes the critical literature review undertaken to inform the original research study, which is then presented in Chapter 3. Chapter 4 concludes the volume with critical reflections on the research process, its findings and my own personal learning.

## 1.1 Research Stance

Prior to beginning research, it is essential for researchers to adopt a stance regarding ontology (the nature of reality) and epistemology (how we can come to know of and make sense of reality). The stance taken influences all subsequent decisions regarding research design (Darlaston-Jones, 2007). Scientific research has traditionally been aligned with a positivist stance, which asserts that reality exists objectively and independently of its relationship to the person experiencing it.

The positivist stance is contested by advocates of an alternative approach, constructivism. They state that reality is constructed each time it is experienced. The nature of reality is therefore dependent upon who is experiencing it and in what context (Robson, 2002). Because reality does not exist in an objective form, the constructivist thesis suggests that no 'grand narrative' or universal theory can be built; the best that can be provided by research is an accurate description. Constructivist research focuses on context and the position of the researcher as much as it does the construction of reality provided through them.

More recently, a third stance has arisen, which both acknowledges an absolute form of reality and holds that differing but equally valid explanations of the same research object can be provided. This stance, which has underpinned the design of the research presented in this thesis, is Critical Realism (see Bhaskar, 1998; Bergin et al. 1998). A critical realist stance was adopted in the present study because:

- it allows the researcher to forward an *explanation* of reality, which can inform further investigation, and
- Because, by allowing multiple explanations of reality and considering the research context, it acknowledges the effects of human agency and socio-cultural factors in data collection and analyses.

## **1.2 Background to emotional literacy and emotional intelligence**

This study is concerned with the concepts of emotional literacy and emotional intelligence and their use in Education. In the UK, since the mid 1990s, there has been an explosion of interest in non-cognitive aspects of learning, the mental health of children and the role of schools in health promotion (Coleman, 2009) all of which has contributed to the current 'wellbeing agenda'. This has been promoted, relatively uncritically, by government, academics and independent organisations alike.

Despite the large amount of theoretical and applied research into children's wellbeing, however, there is confusion amongst some commentators regarding use of terminology in the area (Weare and Grey, 2003). Concepts such as 'emotional intelligence' and 'emotional literacy' are often loosely defined in applied research and there is no consensus amongst researchers regarding the similarities and differences between them.

The primary tasks undertaken through the critical literature review were, therefore, to examine the usage of the two terms in applied research, interrogate the theoretical

assumptions underpinning them and consider implications for the future research of educational professionals and academics.

In order to give sufficient depth to the critique and to provide a cohesive and focussed narrative, three theoretical approaches were selected because of the polarised views that they present. The review considers 'ability emotional intelligence', as outlined by Mayer and Salovey (1997); 'trait emotional intelligence', as presented by Petrides et al (2007) and 'emotional literacy' as described by Steiner (2003). Other theoretical approaches, such as Goleman's highly influential popularised account of emotional intelligence (Goleman 1995) and the Bar-on (2006) 'mixed' model of Emotional Intelligence are not addressed by the review as they contain a mix of elements from both ability and trait theories.

### **1.3 Rationale for the current study**

Until recently, the well-being agenda has been taken up in schools across the UK with relatively little critical debate. During production of this thesis, however, some commentators have begun to voice concern regarding the assumptions and values underpinning it (e.g. Ecclesstone and Hayes, 2009; Ecclestone, 2004, Craig, 2009 Kristjansson, 2006). This criticism has concerned:

- the evidence base for the effectiveness of well-being interventions,
- the relationship between emotional intelligence and value systems,
- the role of schools in providing therapeutic education,

- the lack of consideration given to the emotional experience of teachers,
- the effect of a nationally agreed strategy for social and emotional aspects of learning, and
- the consequences of assessing children's social and emotional development.

The study reported in Chapter 3 details an alternative approach to research in the well-trodden area of children's well-being, by considering what might be achieved through:

- Developing a shared understanding of emotional literacy within a school, rather than applying a nationally agreed definition and intervention framework,
- Focussing on how emotional literacy can affect change at an organisational level, rather than with individuals or groups of children, and
- Taking, as a starting point for change, the staff community, rather than focussing on students from the outset.

In doing so, it provides new information to consider when addressing the criticisms of the wellbeing agenda that have been outlined above.

## **1.4 Research Design**

The study employs a mixed-methods design, with case study methodology being used to gather data within two embedded units. The first uses a process of collaborative action research to consider the ways in which emotional literacy can be

used as a vehicle for organisational change. The second addresses perceptions of emotional literacy amongst school staff.

Case study methodology is regarded as appropriate for use within a critical realist research tradition (Easton, 2010; Robson, 2002). This is because the data provided through case study allows the researcher to examine the influence of case context and mechanisms upon observed changes. In addition, the reliability and validity of case study research is strengthened when viewed from a critical realist perspective, as contextual factors become an integral part of what is to be studied, rather than, as in positivist research, factors to be controlled for.

The knowledge generated through action research in the first embedded unit of the case study was used (as suggested by McNiff and Whitehead, 2002) within the school to inform practice; it was viewed as fluid and dynamic and primarily of practical importance. The use of case study methodology, however, also allowed data to be gathered regarding the *process* of organisational change itself and relevant theoretical generalisations to be drawn to inform further research.

## **1.5 Limitations of the research**

A critique of the case study is provided in chapters three and four, together with a summary of aspects of the research which could be improved if it were to be repeated. It is, however, important at this stage to outline some limitations at the level of research design.

Firstly, the case study does not adhere to principles of collaborative action research during the analysis and report writing phases; a thematic analysis of interviews was undertaken independently, rather than in collaboration with school staff and the report provided in Chapter 3 describes the research process from an external perspective. The study is not, however, presented as a stand-alone piece of action research, but as a critical realist case study, of which an action research process forms one element.

I elected to address this limitation through my continuing professional practice, and following completion of this study a working group was set up within my local authority to support schools in undertaking action research into social and emotional aspects of learning. The philosophical standpoint and methodology of the research undertaken within this group has been derived solely from the principles of action research.

A second limitation of the study is its use of a single, rather than multiple, case design. Although this is coherent with the broad aims of the study as an exploratory piece of research, and has allowed for a greater depth of analysis given the available resources, it limits the strength of the theoretical generalisations that can be drawn from it.

Thirdly, the analysis undertaken in the study focuses primarily on the views of the staff community. By doing so, the research helps to address a gap in the literature (Perry et al, 2008). However, it is acknowledged that any systems-level emotional

literacy project eventually needs to involve all members of the organisation within which it is completed. Since completion of the project, a process for involving students in the organisational change process has been agreed and implemented in the school.

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## Chapter 2: Critical Literature Review

### **A critical investigation of the terminology and theory of emotional intelligence and emotional literacy<sup>1</sup>**

*This paper considers, in detail, the theory underpinning emotional intelligence and emotional literacy. It begins by detailing the shift in recent UK Education policy and academic research towards non-cognitive aspects of education. The use of terminology in this area is also considered. A critical evaluation of two theories of emotional intelligence (ability theory and trait theory) is then presented and these theories are subsequently contrasted with the theory of emotional literacy, as outlined by Claude Steiner. The paper concludes by considering how each of the theories discussed may impact upon research practice.*

#### **2.1 Introduction**

In recent years, discussion about 'emotional literacy' and 'emotional intelligence' has become increasingly prevalent amongst educationalists (Perry 2008), a development which has been mirrored in the fields of organisational science (Fineman 2004) and popular psychology (e.g. Goleman 1995).

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<sup>1</sup> One of the requirements for submission of this thesis is that the author identifies a target journal, to which their literature review could potentially be submitted. The target journal for this literature review is 'The Journal of Philosophy of Education'.

In 2003, Weare and Gray published a government-commissioned report into effective practice in the areas of social and emotional competence and wellbeing. The findings of this report helped to formulate the Social and Emotional Aspects of Learning (SEAL) curriculum (DfES 2005), which is currently offered to all primary schools across England and Wales. At the same time as the publication of SEAL, the government passed legislation placing a statutory responsibility on Local Authorities to improve the mental health and *emotional well being* of children (Children Act 2004). This act is augmented by the Every Child Matters Agenda (DfES 2004) which sets several desirable outcomes for children linked to emotional development. These are summarised below:

- to be mentally and emotionally healthy;
- to attend and enjoy school;
- to achieve personal and social development; and
- to develop self confidence and successfully deal with life changes and challenges.

(p. 9)

The government's investment in emotional literacy through SEAL has been complimented by independent and commercial initiatives. Circle Time activities (Moseley 1993, Moseley and Tew, 1999) and the Circle of Friends initiative (Newton et al., 1996) all claim to facilitate the development of social and emotional skills. There is also a wide selection of training and consultancy offered by local authorities (Sharp, 2000), commercial organisations (e.g. The School of Emotional Literacy) and

national interest groups (e.g. Antidote, and the National Emotional Literacy Interest Group).

The significant academic, professional and popular interest in emotional intelligence and emotional literacy is perhaps due the impressive claims made of their efficacy. It is suggested that they play an essential role in every learning experience (DfES 2005), offer possibilities for tackling childhood obesity and school violence (Salovey and Grewal 2005), are a core quality of successful leadership (Stichler 2006) and improve life chances (Goleman 2006). Yet this optimistic enthusiasm is not shared by all.

Perez et al. (2001) encourage practitioners to scrutinise any intervention programmes that they plan to use, as they suggest that many are not grounded in scientific research. Salovey and Grewal (2005) draw attention to the areas of emotional intelligence research where only a small amount of progress has been made and urge researchers to ground further research in empirical study. Locke (2004) is critical of the theoretical basis for emotional intelligence research, suggesting that the concept itself lacks validity.

This paper will discuss the strengths and limitations of theoretical research in the fields of emotional intelligence. It will consider whether emotional literacy and emotional intelligence refer to the same or two different concepts and conclude with suggestions for practitioner psychologists researching in this area.

## **2.2 Method for searching**

The paper has been informed by two parallel literature searches. The first examining the theoretical development of emotional intelligence and emotional literacy and the second examining the plethora of applied studies that now exist.

The review of theory was organised around the two major conceptualisations of emotional intelligence (the ability model and the trait model) and Claude Steiner's conceptualisation of emotional literacy (2000). The terms 'ability emotional intelligence' 'trait emotional intelligence' and 'emotional literacy' were initially used as search terms in two academic databases, SWETSWISE and Wiley Interscience. Any publication addressing theoretical development or measurement was included. References from the publications identified by this search and from core textbooks were then used to broaden the review.

The review of evaluative studies was completed by entering the search terms 'emotional intelligence' and 'emotional literacy' into the same two databases. Studies published between 1998 and 2010 and which addressed the application of emotional intelligence or emotional literacy in schools were included.

## 2.3 Terminology

### 2.3.1 Terminology in academic and professional dialogue

There are many terms in common usage within the fields of emotional literacy and emotional intelligence and similarly there is a lack of consensus between authors over what each means. 'Emotional intelligence', 'social intelligence' 'emotional competence' and 'emotional literacy' are used in academic literature. However, Weare and Gray (2003) suggest that the terms 'emotional wellbeing', 'emotional resilience', 'behaviour support' and 'inclusion' are used by educational professionals to refer to a similar group of concepts.

There is also variation amongst authors in how the disparity in terminology is approached. For example, Haddon et al. (2005) suggest that the terms emotional literacy and emotional intelligence should be treated differently; they suggest that 'emotional intelligence' could be used to refer to an individual's emotional *abilities*, but that 'emotional literacy' best describes a *process* of interaction that builds understanding. Perry et al. (2008) take the opposite view. They suggest that there is a lack of evidence to support the idea that emotional intelligence and emotional literacy describe qualitatively different ideas and that a single term should be used throughout the field to facilitate further progress. Weare and Gray (2003) take yet another approach; following a review of commonly used terminology, they suggest that the term 'social and emotional competence and well-being' should be used in place of either 'emotional literacy' or 'emotional intelligence'. Other authors take a

less clearly defined stance, for example Carnwell and Baker (2007) refer to 'emotional literacy and related concepts'.

Despite this variation, on balance, there do appear to be some identifiable differences in how the two terms are used. Definitions of emotional intelligence, although diverse, tend to place an emphasis on the qualities of an individual (e.g. Carnwell and Baker 2007, Coppock 2006, Kassem 2002, Salovey and Mayer 1999) whilst definitions of emotional literacy often make reference to internal processes, social processes and the interaction between the two (Haddon et al. 2005, Zembylas 2004, Steiner and Paul 1997, Park 1999).

The distinction permits discussion about emotionally *literate* children, teachers, schools, organisations and interactions, emotionally *intelligent* children and teachers, but *not* emotionally intelligent schools, organisations or interactions. This distinction is illustrated in figure 1, below.

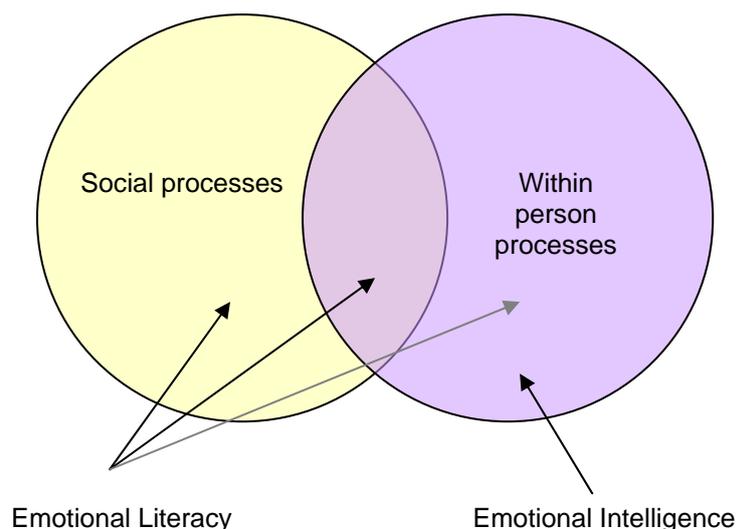


Figure 1  
Differences between definitions of emotional intelligence and emotional literacy

### **2.3.2 Terminology in the current discussion**

Before the conceptual roots of the current enthusiasm for social and emotional development can be considered, it is necessary to select which, from the large number of terms available, will be used to reference the object(s) of research and which will be disregarded.

To facilitate a cohesive discussion within this article, the terms 'emotional literacy' and 'emotional intelligence' will be used consistently, throughout the paper, to refer to different concepts. This is because both are frequently referenced in current academic and professional discourse. Other terms, such as 'emotional competency' and 'social intelligence' will not be used in this article. It should be noted, however, that the purpose of their exclusion is to maintain the focus and clarity of discussion and does not necessarily imply that the author has concerns over their validity.

### **2.3.3 Linking terminology to theory**

Two terms have been selected and a method for distinguishing between them has been suggested. What remains is to link the terms to theory. This is not a simple task. Mayer et al. (2008) highlight the confusion that currently surrounds the term 'emotional intelligence':

"We agree with many of our colleagues who have noted that the term *emotional intelligence* is now employed to cover too many things—too many different traits, too many different concepts."

Mayer et al. (2008) p503.

The remainder of this paper will review theoretical conceptualisations of emotional intelligence and emotional literacy and evaluate the various ways in which each term can be defined. The review examines literature from three prominent groups of researchers into emotional intelligence and literacy.

## **2.4 Theories of Emotional Intelligence**

There is no linear progression from the early literature on ability and emotion through to modern conceptualisations of emotional intelligence. Instead, current thinking is informed by a varied collection of research and theory.

Thorndike's (1920) model of intelligence is referenced by prominent current researchers (e.g. Goleman 1995, Mayer and Salovey 1999) as one of the earliest theories to hypothesise a link between social and emotional behaviour and intelligence. Thorndike suggests that intelligence can be split into three facets: the ability to understand and manage ideas (abstract-scholastic intelligence), the ability to manipulate concrete objects (mechanical-visiospatial intelligence) and the ability to 'act wisely in social situations', or practical-social intelligence. Interest in this domain - social intelligence - grew throughout the 1930s, 40s and 50s, however conceptual difficulties in discriminating between social and general intelligence and

methodological difficulties relating to its measurement resulted in a gradual decline in research (Roberts et al 2001). Nevertheless, the approach has remained influential.

A more recent movement in intelligence theory is exemplified by Gardner (1983; 1999) who suggests that there are several types of intelligence, including intra and inter personal intelligence. Multi-factor models of intelligence immediately preceded a resurgence of interest in emotional intelligence as distinct from cognitive processes.

Current approaches to emotional intelligence could be placed along a continuum, with approaches that conceptualise emotional intelligence as a set of mental abilities, such as the model proposed by Mayer and Salovey (1997), at one end and approaches that conceptualise emotional intelligence as an aspect of personality, such as the model proposed by Perez and Furnham (2000) at the other. The majority of published literature is concerned with providing advocacy or criticism for the former, and it is this model which will first be evaluated.

#### **2.4.1 The Ability Theory of Emotional Intelligence**

The key premise of ability theory is that internal emotional processes are, at least in part, examples of a type of intelligence; they are examples of mental performance rather than personal dispositions or patterns of responding (Mayer et al. 1999). They can be measured through the use of standardised assessment (Mayer et al. 2003) and, rather than being fixed, can be developed through training (Bienne and Caruso 2004). Proponents of this model argue that emotional intelligence should be

considered distinct from commonly assessed aspects of personality, verbal intelligence, and general attainment (Lopes et al. 2003).

Salovey and Mayer (1990) suggest that their construction of emotional intelligence provides a means of integrating a disparate literature concerning ability and emotion. In subsequent work, Mayer and Salovey (1997) describe four inter-related clusters of abilities, described in table 1, below.

| Dimension                     | Descriptor  |
|-------------------------------|---|
| <b>Perceiving emotions</b>    | Involves accurately identifying emotions shown in faces, pictures and cultural artefacts and within oneself   |
| <b>Using emotions</b>         | Involves making use of emotional states to facilitate cognitive functioning   |
| <b>Understanding emotions</b> | Involves understanding emotional language and the complex interactions between emotions, (for example, knowing the difference between sadness and sorrow) |
| <b>Managing emotions</b>      | Involves regulating the emotional states of oneself and other people.   |

Table 1  
Mayer and Salovey's four-factor model of emotional intelligence (1997)

Mayer et al. (1999) suggest that these abilities can be considered a form of intelligence if they meet three criteria:

- Firstly, at a conceptual level, there must be evidence to support the idea that the abilities represent mental performance, rather than simply a person's preferred way of responding or their 'self esteem'.

- Secondly, there should be a mild correlation between the new abilities and existing forms of intelligence; too strong a correlation would suggest that the mental abilities involved in emotional processing are no different to those involved in the processing of the information used in traditional measures of cognitive intelligence. Too weak a correlation would suggest that emotional processing is qualitatively different to existing forms of intelligence.
- Thirdly, there should be a quantitative difference between the performance of younger and older individuals.

Mayer and colleagues have suggested that their construction of emotional intelligence meets these criteria. They present evidence of this in a series of studies into individual differences in emotional intelligence, using a measure which they claim to be valid and reliable. If their measure is, as they claim, valid and reliable, then the conclusions drawn in their studies can be supported, and their assertion that emotional intelligence should be conceptualised as a form of intelligence, similar to traditional cognitive intelligence, holds true. Should their measure lack reliability or validity, so too would the evidence they tender to support their assertion. The question of how, or if, emotional intelligence can be measured is one of the most contentious in the field.

### **Measuring Emotional Intelligence as a set of abilities**

The method of assessment advocated by proponents of ability theory is maxima performance testing, an early example of which is the Multi-Factor Emotional

Intelligence Scale (MEIS) (Mayer et al. 1999), later replaced by the Mayer Salovey Caruso Emotional Intelligence Test (MSCEIT) (Mayer et al. 2003). Applied in this context, maxima performance testing posits that a person's emotional intelligence can be assessed by counting the number of correct responses they provide to questions designed to test abilities linked to emotional intelligence. Salovey and Grewal (2005) critique a possible alternative method for measuring emotional intelligence, self report, by suggesting that it is unclear to what extent people are consciously aware of their own emotions and that it is not possible to tell whether or not people are wholly truthful when responding to self-report questions. These are valid criticisms. However, maxima performance testing can also be subjected to critique.

From a theoretical perspective, the sole use of maxima-performance testing may limit the breadth of an assessment. In their model of Emotional Intelligence, Salovey and Mayer (1990) suggest that the 'appraisal', 'expression' and 'regulation' of emotion can be directed both externally towards one's environment *and internally towards oneself* and that the 'utilisation' of emotion facilitates processes *entirely within the person*. Their description implies that a significant proportion of emotional intelligence processes take place *within* the person and are presumably impervious to measurement through maxima performance tests of ability. It is difficult to imagine how an assessment, void of any self report measure, could be used to assess whether or not a person is capable of recognising when they are feeling joy and when they are feeling excitement, whether a person can use a feeling of solemnity to

facilitate progress on a taxing assignment or whether they are capable of regulating feelings of frustration and depression in preparation for an important social occasion.

Maxima-performance measurement also comes under criticism for methodological reasons. Roberts et al. (2001) suggest that an essential attribute of ability tests is that they distinguish between correct and incorrect answers. Mayer and Salovey (1997) concur that if emotional intelligence is to be conceptualised as a set of abilities, tests of emotional intelligence should also be able to make this distinction. Traditional intelligence tests are usually able to discriminate between right and wrong answers by comparing them to a set of pre-written criteria, for example a response on a test of verbal ability may be assessed against the rules of semantics and grammar. For emotional intelligence tests, however, there is no set of criteria against which to assess. Proponents of maxima-performance assessment have argued that this problem can be overcome by looking for convergence between multiple scoring techniques. Mayer et al. (1999) measured the convergence of three scoring techniques, to decide upon the correct answers for test items. These techniques are described below:

Firstly, they suggest that because emotional intelligence requires congruency with emotional norms, it can be scored in a consensual fashion (Salovey and Grewal 2005). Under this procedure, the closer a given answer approximates to the modal response of a sample population, the greater the credit given.

Secondly, they suggest that answers can be 'expert scored'. This involves a group of 'emotional researchers', applying their academic knowledge of emotions to the test items. The closer a test taker's answer approximates to the modal response of the expert sample, the greater the credit that it is given.

Finally, it is possible to score some test items using target scoring. It is possible in some instances for test items to be created to target a specific emotion; an example of this would be a composer attempting to create an 'angry' piece of music, perhaps using a fast tempo, harsh timbre and loud volume. Using this criteria, responses would be scored as correct if they matched the target emotion.

Early empirical research into convergence between the three methods, using the MEIS (Multi-factor Emotional Intelligence Scale), returned correlation coefficients of between 0.52 and 0.8 (Mayer et al. 1999). Although the authors claimed that this represented a strong enough correlation to assume convergence and therefore a valid scoring method, their claims have been criticised for being more the result of personal judgement than comparison to objective criteria. Roberts et al (2001) found that correlation coefficients for expert and consensus scoring varied across the four domains of emotional intelligence measured by the MEIS. Coefficients were relatively high for understanding and assimilating emotion (0.78 and 0.66 respectively), moderate for managing emotion (0.48) and low for emotional identification (0.2).

Following this criticism, the MSCEIT (Mayer Salovey Caruso Emotional Intelligence Test) was developed as an improved emotional intelligence assessment battery

(Mayer et al. 2003). The test authors hypothesised that the inconsistencies in convergence found in the MEIS were due to the number of emotional experts used. For the standardisation of the MSCIEIT, the number of experts was increased from 2 to 21. An aggregate correlation of .908 between expert and consensus scores is reported across the four domains of the MSCEIT.

The correlation between expert and consensus scoring is stronger in the MSCEIT than in the MEIS. However, crucial to the concept of scoring by convergence, is the notion that two or more *different* measures are used. Standardisation of the MSCEIT used two groups, one expert and one non-expert which, it could be argued, do not constitute substantially different scoring techniques. Mayer et al. (2003) draw attention to higher inter-rater agreement between members of the expert sample compared to members of the normal sample ( $k=.84$  and  $k=.71-.79$  respectively)<sup>2</sup> however, it is not possible to tell whether this increased agreement is due to expertise in emotional research, or a confounding variable, such as broader academic ability, verbal intelligence or social-cultural similarity.

The consensus method of scoring also has broader methodological limitations. Firstly, consensus scoring is less accurate at distinguishing between very high scores (Matthews et al. 2004) and is likely to underrate the performance of highly emotionally intelligent people. This is because the most difficult items in a test can, by definition, only be answered correctly by a small proportion of test takers.

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<sup>2</sup>  $K$ = Fleiss' Kappa; a measure of the reliability of agreement between a fixed number of raters, which returns a value between 0 and 1.

Consensus scoring would attribute more credit to the modal answer than to the 'correct' answer.

Secondly, the MSCEIT is a clinical test that measures emotional knowledge independent of this context and by doing so dismisses the possibility that there can be multiple correct answers to questions, depending on situational variables. For example, the modal response to the question 'How would you feel after breaking up from an intense long term relationship?' may be 'sad', however 'relieved', 'happy' and 'excited' could be equally valid responses for some people in some contexts.

Despite these limitations there is evidence to support Salovey and Mayer's (1999) four factor model of emotional intelligence. Factor analyses both from Mayer and Salovey's own research (Mayer et al 2001) and that of critical commentators (e.g. Roberts et al. 2001) suggest that the four primary factors identified by Mayer and Salovey (1999); identifying, understanding, using and managing emotions, provide a good statistical fit to data gathered through the MSCEIT. In addition, recent research into the reliability of the MSCEIT (e.g. Mayer et al. 2008) has yielded positive results.

### **Can emotional intelligence be defined as a type of intelligence?**

Modern theories of intelligence permit discussion about multiple mental abilities (Gardner, 1999) which are malleable to environmental input (Sternberg, 1999). Within such frameworks it is not implausible for a set of social and emotional abilities to be described as a form of intelligence.

However, the attempts of Mayer and Salovey and the related work of Thorndike and colleagues previously, has not resulted in a universally supported method of measuring social or emotional intelligence. It is possible that in time, the MSCIET will be improved upon and eventually succeeded by more reliable measures and that the data gained through these measures will allow ability theory to be refined. However, there are limitations imposed on ability theory by its reliance upon maxima-performance measurement, which it seems at this point are unlikely to be overcome.

Firstly, psychometric testing is clinical rather than contextual; standardised scoring requires emotional intelligence to be interrogated in isolation to social contexts rather than in concert with them. Secondly, it is only possible to measure one subset of emotional abilities; those in which the individual can make a measurable response. 'Internal' emotional processes are inaccessible to measurement through maxima performance testing. Finally, the construct measured by maxima performance tests validated through consensus scoring, is arguably not emotional intelligence, but conformity. Given these limitations, it may be concluded that what can currently be measured by the MSCEIT is not a person's emotional intelligence, but rather their emotional conformity in the *externally* observable elements of the Mayer and Salovey (1997) four factor model.

#### **2.4.2 The trait theory of emotional intelligence**

An alternative conceptualisation of emotional intelligence is typified by the work of Petrides and Furnham (2000) who, in contrast to proponents of ability theory, argue

that because of insurmountable difficulties with maxima-performance measurement, emotional intelligence should not be considered a form of 'traditional' intelligence. In a subsequent publication (Petrides et al., 2004) they suggest that the label 'intelligence' should not be regarded as having any functional importance in relation to emotions, but argue that it is useful in drawing attention to the differences between their own theory of emotional intelligence (trait emotional intelligence) and ability theory:

'We integrated scattered early findings into a comprehensive theoretical framework, which we labelled 'trait emotional intelligence' in a clear effort to emphasise that our approach aligns the construct with personality traits rather than with cognitive abilities...

...Although we have proposed 'emotional self-efficacy' as an alternative label that avoids the word 'intelligence', it must be understood that, in stark contrast to operational definitions, labels are scientifically unimportant.'

Petrides et al. (2004) p.575

The view that labels are 'scientifically unimportant' is not, however, one shared by all. Mayer et al. (2008) have suggested that the use of the label 'intelligence' by proponents of trait theory is in part responsible for the current confusion around terminology.

### **Measuring Emotional Intelligence as a set of traits**

A defining characteristic of trait emotional intelligence is the means through which the construct was derived. Ability theory began with an assumed construct; that emotional intelligence is a set of emotion-related *abilities* (Salovey and Mayer 1990) and theorists then generated potential methods for measuring the construct and a

model describing its organisation. In trait theory, this process was reversed. Trait theorists began with a method of measurement - self report - and created a construct mindful of its limitations.

There are difficulties in using self report to measure emotional intelligence in the way that it is defined by Salovey and Mayer (1990), because ability models are concerned with the *maximum* level at which a person can function. Assessing maximum performance through self report would require respondents to: accurately recall all information about their performance, accurately select their 'best' performance, accurately describe their level of performance to the researcher and do all this in a 'truthful' way.

Self report measures still have limitations when used within trait theory; they are dependent on the accurate recall and 'truthful' expression of information by participants. However, these limitations are taken into account in the construct of trait emotional intelligence, which Petrides et al. (2007a) define as 'emotion related dispositions and self perceptions' (pg. 151).

Defining emotional intelligence as traits does not allow conclusions to be drawn about a person's potential or how 'well' they will perform on a single task. Instead, it provides information on a person's self-perceived patterns of response; their typical rather than 'optimal' way of responding.

Much of the criticism directed at ability theory has been concerned with the validity of its method of measurement. As 'trait theory' has been extracted from a measure (researchers considered what kind of information could be gathered through self-report tools and used this understanding to build a theory) it is perhaps less appropriate to question the validity of self report tools as measures of trait emotional intelligence. Instead, when investigating trait theory, it may be useful to consider the following points:

- What is the concurrent validity of the trait emotional intelligence construct; how well does it integrate with other theories of personality?
- What is the incremental validity of trait emotional intelligence; what new understanding does it create?

### **Concurrent Validity: How well does Trait EI fit with other theories of personality?**

Petrides et al. (2007) suggest that trait emotional intelligence lies outside the realm of human cognitive ability; they cite several independent studies which report 'near zero' correlations between measures of trait emotional intelligence and IQ. They suggest instead, that trait emotional intelligence:

'...is hypothesised to occupy factor space at the lower levels of personality hierarchies...consequently, it is not distinct from personality constructs, but part of them.'

Petrides et al. (2007) pp. 156

The link between trait emotional intelligence and personality has been illustrated by studies utilising the 'big five' personality inventory. The 'big five' or 'five factor' model of personality (Costa and McCrae, 1985) is a long-established framework outlining hypothesised factors or dimensions of personality. The model was developed from the 'lexical hypothesis', which posits that the most salient characteristics of personality will become encoded in language and that, therefore, factor analysis of a national corpus of language data could provide a comprehensive taxonomy of personality traits.

The first list of English personality-related words was compiled by Allport and Odbert (1936) from a study of two English dictionaries. Over the following forty years, this list was subjected to a series of factor analyses culminating in 1985 with the publication of the NEO PI-R five-factor personality inventory (Costa and McCrae 1985). The NEO measures five dimensions of personality, which are shown in table 2, below. Each of the five dimensions is bi-polar; comprising of a positive and negative pole.

| <b>Dimension</b>         | <b>Descriptor of positive pole</b>   |
|--------------------------|--|
| <b>Openness</b>          | Appreciation for art, culture and literature; openness to a variety of experiences.  |
| <b>Conscientiousness</b> | Self discipline or regulation; motivation to act pro-socially; a preference for planned rather than spontaneous behaviour. |
| <b>Extraversion</b>      | Energy and enthusiasm; a preference for activity.  |
| <b>Agreeableness</b>     | Cooperativeness; compassion.   |
| <b>Neuroticism</b>       | A tendency to experience negative emotions more frequently than positive emotions.   |

Table 2  
The 'Big Five' personality inventory (Costa and McCrae, 1985)  
Collated from multiple references

De Radd (2005) considers whether trait emotional intelligence could be integrated into the big five model. Five personality psychologists were asked to decide whether 437 items taken from six measures of trait emotional intelligence could be integrated into one or more of the ten poles of the five factor model. The level of agreement between the five judges was calculated using the mean co-efficient of association (which provides values between -1 and 1), if an item achieved a mean co-efficient of correlation above 0.4, it was said to be accounted for by one or more of the poles in the five factor model. In all, 230 of the 437 items were found to be accounted for. In a second task, De Radd (2005) reversed the procedure and asked participants to consider whether items taken from a measure of the 'big five' personality inventory fit with a definition of emotional intelligence. Again, a mild-moderate degree of overlap was found between the two concepts.

De Radd's studies are based on the subjective views of a small number of personality psychologists and show only a mild-moderate degree of overlap. They should, therefore, be interpreted critically. The theory of trait emotional intelligence, is however, relatively new and a small but growing number of correlation studies are starting to lend support to the hypothesis that there is a link between trait emotional intelligence and the 'big five' personality inventory (e.g. Kleumper, 2008; Vernon et al, 2008; Petrides et al 2007). A wider literature base will, in time, allow the concurrent validity of the theory to be evaluated more fully.

### **Incremental validity: What new understanding does Trait EI bring?**

Mayer and Salovey (1997) have argued that the incremental validity of the ability construction of emotional intelligence lies in its capacity to *predict* individual differences. Petrides et al (2007) suggest that the incremental validity of trait emotional intelligence can be most readily demonstrated through its capacity to *explain* individual differences. They hypothesise that trait emotional intelligence lies at the lower levels of personality taxonomies and may help to explain individual differences in higher-order personality traits.

For the incremental validity of a construct to be tested, it needs to be operationalised in the form of a model. Mayer and Salovey (1997) base their model on empirical investigation. They present four factors (perceiving, using, managing and understanding emotions) derived from statistical factor analysis, which they claim represent the best descriptor of the organisation of the ability emotional intelligence construct.

Petrides and Furnham (2001) use a different approach. They tender a list of thirteen items which they claim could represent the organisation of the trait emotional intelligence construct (see table 3). Their list is a derivative of several other theoretical models, rather than the result of statistical analysis and they suggest that items from their list may blend through relatively high correlations (and not be considered independent factors in the statistical sense). They also suggest it is

unlikely that all researchers will agree on the list as definitive and that it is likely to develop over time.

Unlike ability models of emotional intelligence, however, the model described by Petrides et al. (2004) is only now becoming the subject of evaluative research:

'Trait EI theory is only now beginning to take shape, and it is essential that it be developed in ways that are consistent with established knowledge in psychology. Research will have to be undertaken at many different levels, both basic and applied.'

Petrides et al. (2007) p160

Recent research has considered the relationship between trait emotional intelligence and subject choice at university (Sanchez-Ruiz et al., 2010); socio-emotional outcomes for children (Mavroveli et al., 2009) humour styles (Vernon et al., 2009) and the protective role of trait emotional intelligence in relation to adolescent self harm (Mikolajczak et al., 2009). Although this research has yielded some informative findings, the trait theory of emotional intelligence is still in its formative stages of development and it may not yet be appropriate to draw strong conclusions regarding its incremental validity.

| <b>Facets</b>                               | <b><i>High scorers perceive themselves as...</i></b>         |
|---|--|
| <b>Adaptability</b>                         | Flexible and willing to adapt to new conditions.             |
| <b>Assertiveness</b>                        | Forthright, frank, and willing to stand up for their rights. |
| <b>Emotion expression</b>                   | Capable of communicating their feelings to others.           |
| <b>Emotion management (others)</b>          | Capable of influencing other people's feelings.              |
| <b>Emotion perception (self and others)</b> | Clear about their own and other people's feelings.           |
| <b>Emotion regulation</b>                   | Capable of controlling their emotions.                       |
| <b>Impulsiveness (low)</b>                  | Reflective and less likely to give in to their urges.        |
| <b>Relationship skills.</b>                 | Capable of maintaining fulfilling personal relationships     |
| <b>Self-esteem</b>                          | Successful and self-confident.                               |
| <b>Self-motivation</b>                      | Driven and unlikely to give up in the face of adversity.     |
| <b>Social competence</b>                    | Accomplished networkers with superior social skills.         |
| <b>Stress management</b>                    | Capable of withstanding pressure and regulating stress.      |
| <b>Trait empathy</b>                        | Capable of taking someone else's perspective.                |
| <b>Trait happiness</b>                      | Cheerful and satisfied with their lives.                     |
| <b>Trait optimism</b>                       | Confident and likely to "look on the bright side" of life.   |

Table 3  
A model of trait emotional intelligence  
Taken from Petrides et al. (2004) p574

## **2.5 Theories of emotional literacy**

There is a large body of literature relating to theories of emotional intelligence. It addresses theoretical development, empirical testing and its application in schools and the workplace (Weare and Gray, 2003). There is also a substantial body of literature regarding the application of Emotional Literacy. However, as noted at the start of this paper, the definitions underpinning this research are many and varied. There is much less written on the theoretical development of emotional literacy, as conceptually distinct from emotional intelligence. This section reviews one theory of emotional literacy and considers possible ways in which it may differ to the theories of emotional intelligence outlined above.

### **2.5.1 Claude Steiner's theory of emotional literacy**

The author widely attributed with coining the term 'emotional literacy' is Claude Steiner (Weare and Gray 2003), a clinical psychologist and transactional analyst. Steiner (2000) makes the following statements regarding the definition of emotional literacy:

1. Emotional literacy is love-centred emotional intelligence.
2. Loving (oneself and others) and being loved (by oneself and others) are the essential conditions of emotional literacy.

Steiner (2000)<sup>3</sup>

He goes on to describe four sets of skills associated with its development:

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<sup>3</sup> Page numbers are not available, as the book was accessed electronically.

- The capacity to love and accept love
- The ability to speak about emotions and what causes them
- Emphatic intuition capacity
- Apologising for the damage caused by emotional mistakes

In contrast to the theories of emotional intelligence discussed above, Steiner's work appears to be more value laden; aligned with relativist research traditions; makes use of qualitative data and can be more readily applied to systems and organisations. Each of these potential areas of difference is discussed further, below, together with implications for research and application.

### **2.5.2 Emotional Literacy and Values**

The ability theory of emotional intelligence implies a value neutral stance when describing sets of abilities. Mayer and Salovey (1997) suggest that emotional intelligence is, in part, the ability to recognise and manage the emotions of other people. They do not, however, distinguish between the pro and anti social applications of this ability. For example, a person who uses their ability to manage the emotions of others to coerce someone into purchasing a good or service that they do not really need is viewed as equal in emotional intelligence to a person who uses the same ability to help someone through a difficult time. In contrast, Steiner's (2000) discussion links emotional literacy with the capacity to love oneself, love others and to accept love; it is explicitly value laden.

It is not the author's intention to suggest that value-laden conceptions of emotional literacy are more valid or more useful than value free conceptions, or to provide comment on the validity of the values inherent in Steiner's theory of emotional literacy. However, it is important that any model of emotional intelligence or emotional literacy makes explicit the value assumptions upon which it is based. Reitti (2008), in a critique of the model of emotional intelligence proposed by Goleman (1995), suggests that when the goals of models are based on value-judgements they should not be confused with 'scientific theory':

'...such a goal should be seen, and held, for what it is, and the values in question assessed as what they are...This is not possible if they are conflated with or semi-disguised as elements of an applied science'

Riitti (2008, pg. 633)

Over the past decade, government policy in the UK has focussed on implementing a nationally agreed approach to social and emotional education based on the principles of emotional intelligence. It has done so largely without consideration of broader philosophical issues, such as the *purpose* of emotional literacy and intelligence in schools and ownership of the values underpinning an emotional curriculum (Coleman 2008). Likewise, there are very few publications which adopt a critical approach towards the implementation of the emotional education agenda (Craig (2009) and Ecclestone and Hayes (2008) provide notable exceptions). If a more critical approach to social and emotional education is to be adopted, a theory in which values are made explicit may be useful.

### 2.5.3 Emotional Literacy and Relativist Approaches to Research

Another way to draw a distinction between emotional intelligence and emotional literacy is to consider the epistemological and ontological assumptions associated with each theory.

'Ontology' refers to the nature of the object<sup>4</sup>; *how* it exists and 'epistemology' to the way in which the subject<sup>2</sup> can come to know of the object. One way of viewing the research object, is as an objective entity that exists independently of its relationship with the subject. Another way is to see the ontological status of the research object as being determined, at least in part, by the subject.

Mayer et al. (2008) claim that it is possible to mark participants' responses to items on tests of emotional intelligence as 'right' or 'wrong'. Underpinning this claim, that there is a universal set of 'right' answers against which the responses of all participants can be judged, is the assumption that emotional intelligence exists as an objective entity, independent of its relationship to the subject. This form of ontology is often aligned with a positivist epistemology. According to this approach, it is possible to uncover the objective reality of the research object through continued empirical investigation and the production of falsifiable hypotheses and theorem.

The positivist view is, however, incompatible with research into value-laden concepts as it would assume and require a set of values that are objectively 'right'. On this

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<sup>4</sup> The term 'object' refers to the focus of research; 'subject' refers to the person undertaking the research.

issue, Reitti (2008) suggests that 'even a cursory familiarity with moral philosophy debates indicates...the notion of providing any value system definitively right is problematic' (pg. 640). For this reason, it is prudent to consider alternative epistemologies if conducting research into a value-laden emotional literacy.

Critical Realism (see Bhaskar, 1998; Robson, 2002) is one such alternative. According to this approach, reality is multi-layered and made up of many different 'strata'. Critical Realism regards each layer of reality as a 'domain'; of which there are three: the real, the actual and the empirical. The 'real' domain is home to objects (physical or social) and the potential mechanisms through which these objects might interact. The 'actual' domain is the domain of what happens; it is in this domain that reality is acted out, regardless of whether or not it is observed. The empirical domain, is the domain of what happens *and* is observed.

Critical Realism, therefore, holds that whilst there may be a single objective truth (inhabiting the real domain), it can only be known in part, because we are only able to observe reality in the empirical domain. In addition, because reality has different strata, different theories or ways of knowing can be presented in relation to a single object or mechanism.

Another alternative to positivism is provided by the Constructivist stance. Constructivism rejects the study of reality in the ontological sense by suggesting that knowledge and meaning are constructed entirely by the subject or researcher (Robson, 2002). Although a form of reality may exist independently of the subject, it

is void of meaning and therefore incomprehensible. Because of this, the focus of constructivist research is knowledge and meaning as constructed by people; no attempt is made to 'uncover' an objective truth.

Adopting an alternative epistemology may lead researchers of emotional literacy to use different approaches and research different phenomena (compared to positivist researchers of emotional intelligence). Constructivist research may, for example, focus on how school staff and students view emotional literacy and the language they use to discuss it. Critical realist research may focus on the mechanisms through which the values and beliefs of staff and students, in relation to emotional literacy, impact upon practice.

#### **2.5.4 Emotional Literacy and Qualitative Enquiry**

Steiner's thesis: 'Emotional Literacy; Intelligence with a heart' (Steiner, 2000) begins with a passage in which he describes his qualifications to write on the subject; Steiner talks of professional, scientific and *personal* experience and later advocates the use of introspection as a method for investigating the emotions. Throughout the remainder of his thesis, there is a notable absence of descriptions of empirical investigations yielding quantifiable findings. Instead, there is an abundance of reflection on personal and professional experience. Steiner's approach to data collection is overwhelmingly qualitative.

Steiner continues with a qualitative approach when discussing the measurement of emotional literacy. He makes the following comment in relation to the notion of quantifiably measurable emotional intelligence (Emotional Quotient or EQ):

'...EQ, on the other hand, can't be measured. True, researchers are pursuing the goal of measuring EQ, but no valid and reliable instruments exist at this time. So far, trying to rate somebody's EQ is like guessing how many beans there are in a jar: You can get a rough idea, but you can't be sure.'

Steiner (2000)

Steiner's reluctance to use quantitative measures reflects the doubt held by some over whether or not emotions should be quantitatively measured at all. Fineman (2004) summarises how a quantitative approach to measurement has come to be taken for granted amongst researchers:

'There is a socially constructed, collusive, comfort in numbers. They are abstractions that symbolize authority and 'fact' in ways that other representations often fare less well in...The snare is of a Foucauldian sort – where measurement and its language are advantaged to the extent that they become a taken-for-granted template for inquiry processes and their control. The doubting or uneasy researcher eventually ceases to doubt or feel uneasy: *'it's just how we do it'*; *'it's what my supervisor recommends'*, *'it's the only way to get published'*.'

Fineman (2004) p.724

Research into emotional intelligence makes use of quantitative data to allow comparisons and generalisations to be made more easily. Within a relativist epistemology, however, where the purpose of research may be to generate a rich understanding of the way in which reality is perceived within a given socio-cultural context, qualitative rather than quantitative data may be most valuable.

### **2.5.5 Emotional Literacy and organisations**

Finally, Steiner (2002) suggests that many people who agree with the concept of emotional intelligence have 'lost sight' of its purpose, he suggests that the purpose of emotional literacy is:

"...to help people work with each other cooperatively, free of manipulation and coercion, using emotions empathically to bind people together and enhance the collective quality of life."

Steiner (2000)

Salient in this description is Steiner's assertion that emotional literacy should be used to 'bind people together', allowing them to work free of 'manipulation and coercion' by others. The purpose of emotional literacy is not to develop individual emotional ability, but to create contexts in which the interactions between people promote understanding and collaboration. In contrast to emotional intelligence, emotional literacy could, therefore, be conceptualised as an emergent property of interactions amongst groups of people, rather than an internal quality of any single individual, this is a view supported by Haddon et al. (2005).

## **2.6 Differences between theories of Emotional Intelligence and Emotional Literacy**

This paper began by questioning whether the terms 'emotional intelligence' and 'emotional literacy' refer to the same theoretical concept or could be regarded as conceptually distinct. It also outlined an inconsistency in use of terminology amongst

researchers and suggested that there appeared to be a degree of confusion within the field. The evidence presented in the previous sections provides some grounds for distinguishing between theories of emotional intelligence and a separate and distinct approach for research into emotional literacy.

The paper concludes by considering the implications for researchers, if three separate concepts; ability emotional intelligence, trait emotional intelligence, and emotional literacy are used distinctly and consistently. Possible research areas and approaches for each of the three concepts are summarised in table 4, and salient points are discussed further below.

### **2.6.1 Research using theories of emotional intelligence**

The researcher who chooses to use the construct of emotional intelligence is faced with a stark choice when trying to operationalise it. Ability theory promises incremental validity through its capacity to predict individual differences and the key to unlocking new methods of remedial teaching to help children with an emotional intelligence 'deficit'. It has been suggested, however, that it is conceptually flawed. Arguably, trait theory has stronger methodological foundations but, at present, limited incremental validity. It may, however, in time, contribute to an understanding of why children have qualitatively different dispositions in their approaches to dealing with their emotions and social interactions

|                                | <b>Ability emotional intelligence</b>   | <b>Trait emotional intelligence</b>  | <b>Emotional literacy</b>   |
|--------------------------------|---|--|---|
| <b>Possible research areas</b> | <p>Identification of children with average, below average or above average emotional intelligence.</p> <p>Assessment of the efficacy of interventions designed to build emotional intelligence.</p> | <p>Exploration of the way in which children use their emotions.</p> <p>Assessing patterns of emotional response in children.</p>   | <p>Identification of the components of emotionally literate relationships and environments.</p> <p>Action research to build and sustain emotionally literate systems.</p> |
| <b>Level of analysis</b>       | The individual.   | The individual.  | The system.   |
| <b>Data type</b>               | Most research has focussed on the development of quantitative measurement tools.  | Both quantitative and qualitative.   | Qualitative.  |
| <b>Advantages</b>              | <p>Provides quantitative data that can be interpreted easily.</p> <p>Provides a well-researched conceptual model.</p>   | <p>Can provide information on the way in which children use their emotions.</p> <p>The relationship between the construct and the measurement tool is more valid than with ability theory.</p> | <p>Can be applied at a systemic level.</p> <p>Can be adapted to meet the value systems of the organisation in which it is being applied.</p>                              |
| <b>Disadvantages</b>           | <p>The validity of maxima-performance measurement tools is the subject of continuing debate.</p> <p>Adopting this approach may lead to systemic factors being ignored.</p>                          | Clinical and theoretical research is still in the early stages of development.   | The lack of a quantitative measurement tool could make assessing the efficacy of interventions difficult.   |

Table 4

Comparison of ability and trait models of emotional intelligence and emotional literacy

The capacity of 'ability theory' to provide quantitative data and an empirically supported conceptual model within which it can be interpreted may mean that it will continue to be used by educational researchers. Those who choose to apply the construct of ability emotional intelligence in schools should, however, do so mindful of its implications. Finemann (2004), for example, warns that:

'...emotional intelligence has now become appropriated, heavily impregnated with a value stance of the sort: 'high emotional intelligence is good; low emotional intelligence is not good'

Finemann (2004) pg 729

If the type of measurement tool offered by ability theory is used without appropriate caution, children could be given quantitative values to describe their level of emotional intelligence and potentially be assigned labels such as 'emotionally illiterate' or 'emotional genius'. As the use of such labels may impact on children's self perception and performance in class, tests of emotional intelligence should be used with caution and interpreted in a way that is mindful of their reliability and validity.

Researchers should also be aware that assessing emotional intelligence using ability theory alone could lead to within person processes being considered at the expense of systemic processes. Park (1999) warns of the 'individualistic trap' that is, taking too narrow a perspective when studying emotion in educational settings. He suggests that doing so may lead to a focus on certain types of readily-observable emotionally 'illiterate' behaviours (such as physical and verbal aggression) at the expense of others (such as anxious-withdrawn behaviour) and that it may lead to a limited intervention strategy that fails to consider the role of the school environment.

## **2.6.2 Research using emotional literacy**

In contrast to researchers applying constructions of emotional intelligence, those working from an emotional literacy framework may be disposed to qualitative rather than quantitative methods of measurement and analysis.

The researcher who chooses to use the construct of 'emotional literacy' therefore faces a different dilemma, relating to the way in which data is collected and interpreted. The emotional literacy construct is perhaps best aligned to qualitative analysis. This may reduce the 'authority' of research; as Fineman (2004) states, there is a 'comfort in numbers', which is perhaps lacking in prose. Researchers will therefore need to be especially clear when communicating their rationale for undertaking 'emotional literacy' research and when discussing their findings with stakeholders.

Using the emotional literacy construct also leads to a shift in focus from the abilities of the individual student to the qualities of the relationships between all members of the school. Data gathering strategies will need to reflect this shift, perhaps by using self-report measures to elicit staff and students reflections on their relationships in school, or through the use of direct observation. Also, interventions may be focussed at a systems rather than individual level, for example by building the capacity of staff to facilitate positive relationships.

Finally, it has been suggested that emotional literacy is a value laden, rather than value free construct; Steiner (2000) describes it as 'emotional intelligence with a heart'. Before undertaking any emotional literacy research it may, therefore, be appropriate to consider the values present in the school in which the intervention is to take place. This may involve whole school consultation, a review of policy and documentation relating to school ethos or discussion about the type of relationship that school staff and students would like to promote in their organisation.

Applying the emotional literacy construct in the way that is has been presented in this paper is likely to be a novel and challenging process. The following paper provides a case study of how this could be attempted.

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## 2.8 Appendices

### Appendix 1: Journal Specification for 'Journal of Philosophy of Education' (Philosophy of Education Society of Great Britain)

#### Aims and Scope

*Journal of Philosophy of Education* publishes articles representing a wide variety of philosophical traditions. They vary from examination of fundamental philosophical issues in their connection with education, to detailed critical engagement with current educational practice or policy from a philosophical point of view.

The journal aims to promote rigorous thinking on educational matters and to identify and criticise the ideological forces shaping education. Ethical, political, aesthetic and epistemological dimensions of educational theory are amongst those covered.

#### Notes for Contributors

All submissions to the journal must be made via the online electronic editorial office. Articles should normally be around 6000 words. Shorter articles are welcome and longer articles may be considered. Full instructions and a help facility will be available at the Journal of Philosophy of Education ScholarOne Manuscripts site: <http://mc.manuscriptcentral.com/jope>. Text should be double spaced, with ample margins. The full postal address of the author who will receive correspondence and check proofs must be included. Submission of an article will be held to imply that it contains original, unpublished work. Articles accepted become the copyright of the Journal, unless otherwise specifically agreed. Rejected manuscripts will not normally be returned to contributors. The Editor reserves the right to make changes to manuscripts where necessary to bring them into conformity with the stylistic and bibliographical conventions of the Journal.

References: should be indicated by giving the author's name, with the year of publication in parentheses. If several papers by the same author and from the same year are cited, a, b, c etc should be put after the year of publication. The references should be listed in full at the end of the paper in the following standard form:

For books: BARNETT, RONALD (1994) *The Limits of Competence: Knowledge, Higher Education and Society* (Buckingham, The Society for Research into Higher Education & Open University Press)

For articles: RANSON, STEWART (1992) Towards the learning society, *Educational Management and Administration*, 20.2, pp.68-79

For chapters within books: HOSKIN, KEITH (1990) Foucault under examination: the crypto-educationalist unmasked, in: S. J. BALL, (ed.) *Foucault and Education* (London, Routledge)

Titles of journals should *not* be abbreviated.

Figures: please supply one set of artwork in finished form, suitable for reproduction. If this is not possible, figures will be redrawn by the publisher.

**Proofs:** The corresponding author will receive an email alert containing a link to a web site. A working e-mail address must therefore be provided for the corresponding author. The proof can be downloaded as a PDF (portable document format) file from this site. Acrobat Reader will be required in order to read this file. This software can be downloaded (free of charge) from the following web site:

<http://www.adobe.com/products/acrobat/readstep2.html>

## Appendix 2: Public Domain Briefing

In July, 2010, I presented a summary of my literature review to colleagues within my educational psychology service. The presentation lasted half an hour and was designed to encourage participation and debate. Educational Psychologists are appropriate consumers for the literature review, as the way in which emotional literacy and emotional intelligence are formulated and differentiated is of direct relevance to EP practice.

**These notes should be read in conjunction with the slides used during my presentation.**

### Slide 1

- Colleagues were asked to consider where and how frequently they had heard the terms 'emotional literacy' and 'emotional intelligence'.
- They were then asked to discuss in pairs what differences there might be between the two terms.
- A brief summary of applied research was then provided, focussing on the way in which the two terms were used; the overlap between their associated definitions and the disagreement over whether they represented the same or two different concepts.
- I then provided brief comment on my research journey: how I had initially struggles to orient myself to the field and how I had built my literature review on my hypothesis that the two terms represented two distinct concepts.

### Slide 2

- I elected not to provide a detailed critique of the trait theory of emotional intelligence and to instead focus on the differences between ability emotional intelligence and emotional literacy. I did however, feel it was necessary to make colleagues aware of trait theory.
- I therefore asked them to discuss the standardised assessment of cognitive ability and suggested that this kind of assessment was an attempt to find the maximum level at which at child was able to function (their maximum ability). I used this example as an analogy for the measurement of emotional intelligence within ability theory.
- I then explained the difference between maximum performance assessment, and measuring a person's typical response, or pattern of responding over a period of time. I likened this the assessment of personality and suggested that it was this type of assessment upon which trait theory was based.
- I then invited questions.

### Slide 3

- This quote, taken direct from my thesis, provides a summary of the main principles informing ability theory:
  - Emotional intelligence can be conceptualised as a 'traditional' form of intelligence.
  - It should be measured using maximum performance testing.
  - A person's emotional intelligence can be compared to that of other people.
  - Emotional intelligence can be developed through training.

### Slide 4

- Mayer and Salovey's four factor model was then introduced as the dominant model within the field. A small number of colleagues were familiar with their work.
- A brief description was provided of the method through which the factors were derived (statistical factor analysis).

- Colleagues were then asked to choose one of the four factors and to formulate an item which could form part of a test to measure that factor (e.g. design a test item to measure how well someone is able to perceive emotions).
- Colleagues were then asked to consider the reliability and validity of their items.
- In the discussion that followed, colleagues highlighted the inherent limitations of any test as a clinical measure. They suggested that emotional intelligence may look different in different contexts and situations. They therefore questioned the validity of their measures.
- I then asked colleagues to consider how they would score their items; against what criteria they would decide if participants' responses were correct or incorrect. The differences between correctness and conformity were discussed.
- I concluded by highlighting the strengths of the Mayer and Salovey model; namely the empirical rigour through which the factors were derived and the reliability of the model and published test materials.

#### **Slide 5**

- I followed slide 4, by sharing Claude Steiner's comment regarding the measurement of EQ and suggested that at present, it was only possible to gain a rough estimate.

#### **Slide 6**

- Given the recent criticism of the social and emotional aspects of learning agenda, I thought it appropriate at this point to encourage colleagues to take a critical stance towards emotional literacy and emotional intelligence.
- I began by asking whether social and emotional aspects of learning should bring about improved learning outcomes, or whether they could be considered important factors in their own right.
- During the ensuing discussion, the following points were raised:
  - Colleagues felt that education had become increasingly focussed on learning outcomes, to the detriment of the holistic development of the child and that schools were under pressure to deliver academic results.
  - The history of morality and religion in Education and the role of the state in providing children with moral guidance.
- As time was limited, we did not engage in broader discussion at this point.

#### **Slide 7**

- Following this discussion, I introduced the concept of emotional literacy, as presented in the literature review. I drew attention to four ways in which emotional literacy differed to the concept of emotional intelligence as had just been discussed.
  - I suggested that EL was value based, rather than value free,
  - that because of this it was best aligned to relativist epistemologies,
  - and could be investigated at a systemic level, as an emergent property of the relationships between people.
  - I also suggested that it perhaps lent itself to qualitative data collection.
- We then briefly discussed the strengths and limitations of the concept, compared with emotional intelligence.

#### **Slide 8**

- As some colleagues were unfamiliar with the principals of collaborative action research (CAR), I provided a brief explanation of how it could be used as a research method, and highlighted the links between CAR and the concept of emotional literacy, as it had just been presented.
- Specifically, I described how CAR could be used to base research and organisational change on the views of people from within the organisation in which the research is taking place. I suggested that this was particularly important given that EL had been presented as a subjective-value based term.

## Slide 9

- I completed the presentation by using a case example to describe how emotional literacy could be used to bring about change within a school.
- In doing so, I provided a brief description of my research method and a summary of my main findings.







## Chapter 3: Case Study

### Using a shared understanding of emotional literacy to facilitate organisational change within a primary school<sup>1</sup>

*This paper describes the design, implementation and findings of an exploratory case study undertaken in a city-suburban primary school. The study examines staff perceptions of emotional literacy and investigates whether emotional literacy can be used as a stimulus to promote organisation change through the use of Collaborative Action Research. Data was gathered through semi-structured interviews with staff; and group interviews with students. It was analysed using thematic analysis and is discussed together with suggestions for future research in this area.*

#### 3.1 Background

In the United Kingdom, modern education policy has been criticised for focussing on standards, academic achievement and target setting to the detriment of the holistic development of the child (Cefai and Cooper, 2009). Over the past five years, however, policy has softened and now: places a greater emphasis on children's non-academic development (DfES, 2004); recognises the importance of social and emotional aspects of learning (DfES, 2005); views the promotion of 'mental health' as part of teachers' professional remit (CAMHS, 2008) and suggests that teaching

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<sup>1</sup> One of the requirements for submission of this thesis is that the author identifies a target journal, to which their study could potentially be submitted. The target journal for this study is 'Educational Psychology in Practice'.

should be personalised to meet pupil's individual needs (DCSF, 2008). This policy shift mirrors developments in academic psychology, such as models of risk and resilience (see Little et al., 2004), positive psychology (Seligman & Csikszentmihalyi, 2000), emotional literacy (Steiner, 2003) and emotional intelligence (Goleman, 1995; Mayer, et al., 1999) all of which can be applied to support children's social and emotional development.

There is also a growing body of applied research which considers applications of Emotional Literacy in education. Studies have examined ways in which the principles of Emotional Literacy can be applied at an authority-wide level (e.g. Sharp, 2000; Weare and Grey, 2003), at a whole-school level (e.g. Haddon et al, 2005; Perry et al, 2009) with groups of children (e.g. Lee, 2001) and integrated into other curriculum subjects (e.g. Matthews, 2004). The majority of this research, however, has taken a 'top-down' approach and has provided schools with ready-made, 'imported' definitions of emotional literacy, most of which could be considered derivatives of Mayer and Salovey's (1990) definition of emotional *intelligence* (see the literature review to this paper for a detailed and critical discussion of this definition). In contrast very few studies have used 'bottom-up' approaches in which definitions of emotional literacy have been developed within schools, through consultation with staff.

Some studies that do examine aspects of emotional literacy from the perspective of the school community are described below.

- Webb et al (2009) in a comparative analysis of professional learning communities (PLCs) in primary schools in the United Kingdom and in Finland, draw attention to the organisational factors that contribute to teachers' perceptions of a positive ethos within their schools. They conclude by suggesting that 'Teachers' perspectives revealed the centrality of relationships and emotions to the atmosphere and stability of PLCs' (pg. 419).
- Perry et al (2008) report on a case study which used content analysis to describe teachers' perceptions of emotional literacy. They conclude that teachers' perceptions "corresponded directly" to definitions of emotional intelligence (e.g. Salovey and Mayer, 1990; Goleman, 1995) and that the majority of teachers acknowledged, but 'strived to minimise' the effect of their personal values and beliefs about a child upon their practice.
- Haddon et al (2005), during the development of a questionnaire for assessing the emotional literacy of school environments, examine the link between teachers' experiences in school and their feelings. They suggest that teachers' 'emotional experience' of school is determined by the relationships they have with other people; the ways in which they communicate within these relationships and the extent to which they feel supported by their organisation and its structures.

In Chapter 2, the case was built for regarding emotional literacy as a concept that is distinct from emotional intelligence. It was suggested that emotional literacy is value

laden, rather than value free and is therefore likely to vary across different contexts, In addition, emotional literacy was presented as an emergent property of the relationships between people, rather than an individual's own traits of abilities. This definition has parallels with the research summarised above, which highlights the importance of relationships to teachers in schools and the variation in the way that emotional literacy is understood across different settings.

It is hypothesised that a shared understanding of what is meant by the term emotional literacy amongst members of an organisation (what values they regard as important) will facilitate discussion about how shared values can best be achieved. Emotional literacy is, therefore, closely linked to collaborative enquiry (as a means for building shared understanding) and to organisational development.

The present study extends the current research by exploring whether a *shared* understanding of emotional literacy<sup>2</sup> can be developed *within* a school and whether this can be used to stimulate a process of organisational development.

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<sup>2</sup> Although, in this study, a definition of emotional literacy was built within the school rather than donated to them, two broad assumptions were made about its nature and breadth. Firstly, it was assumed that emotional literacy is a value-laden rather than value-free concept and that therefore no single, objective definition of the concept exists. Instead, definitions can be derived, within local contexts, which are specific to and valid only within those contexts. Secondly, it was assumed that Emotional Literacy is a broad concept and can incorporate not just the skills of individuals but also the relationships between them and the environmental features of the context.

### 3.2 Epistemological Stance and Research Aims

This study was undertaken from a Critical Realist (Bhaskar, 1998; Robson, 2002) research stance, the primary concern of which is ontology (the nature of reality) (Berkin et al 2008). This is viewed as separate to and necessary for a theory of epistemology (or knowledge). Berkin et al (2008) suggest that reality can be split into three domains, these are summarised in table 1.

|                             |  |
|-----------------------------|--|
| <b>The Real Domain</b>      | The first domain of reality is the real domain. This is home to 'objects' (physical and social) and their power to act upon the world through 'mechanisms'. It is the domain of potential and possibilities; which may or may not be actualised. |
| <b>The Actual Domain</b>    | The actual domain, is the domain of everything 'that happens' when objects and mechanisms are activated to produce events, regardless of whether or not they are observed.   |
| <b>The Empirical Domain</b> | The empirical domain contains only 'what is experienced' or observed. It therefore provides a partial account of reality.  |

Table 1  
The three domains of reality, according to Critical Realist epistemology  
Berkin et al. (2008)

The ontological split creates a gap between what is experienced and what happens. It is therefore possible for people to hold differing or even contrasting views, without one necessarily being wrong (in an ontological sense). Madill (2000) regards critical realism as a contextualist approach to research and suggests that:

'...all accounts, whether those of participants or those of researchers, are understood to be imbued with subjectivity and therefore not prima facie invalidated by conflicting with alternative perspectives.'

Madill, 2000 pg. 9

This enquiry does not, therefore, aim to provide an 'objective' definition of emotional literacy, nor does it aim to provide a definitive method for developing a shared understanding of emotional literacy in a primary school. Instead, as is illustrated in figure 1, below, it aims to provide a description of the actions undertaken within a school context, the outcomes of these actions and the possible mechanisms through which the actions and outcomes could be linked.

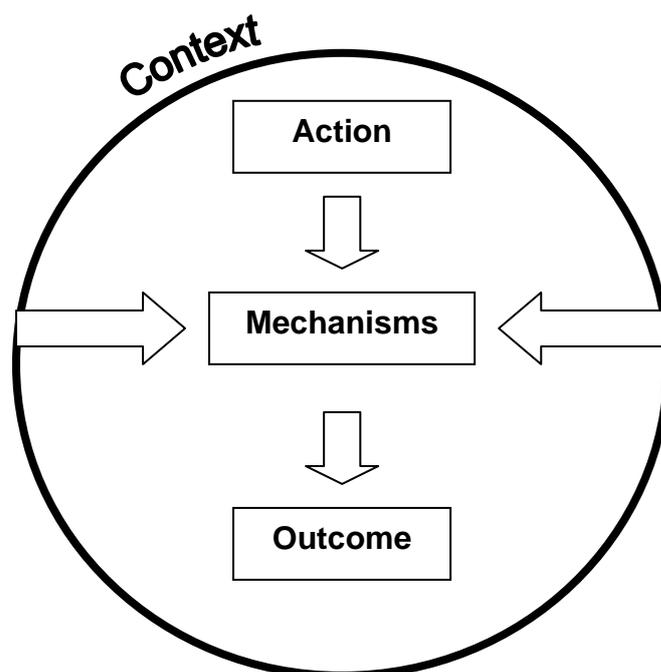


Figure 1  
Critical Realist explanation  
Adapted from Robson (2002) pg. 31

The study sought to address five research questions, formulated within a critical realist epistemological framework and with reference to the existing literature on emotional literacy. These questions are listed below:

1. How is Emotional Literacy perceived by school staff?
2. Can a shared understanding of Emotional Literacy be developed, amongst school staff, from within a school?
3. Can a process of Action Research, with a focus on Emotional Literacy bring about organisational change within a school?
4. How can a Trainee Educational Psychologist support a process of organisational change in relation to emotional literacy?
5. Through what mechanisms could such change be brought about?

Questions 1,2 and 3 were negotiated with stakeholders in school as part of an Action Research process (described later). Question 4 was selected to increase the relevance of the research to Educational Psychology practice. Question 5 was chosen to support theory development within a critical realist framework.

### **3.3 Case Study Methodology**

The overarching methodology for this research was the Case Study, which is defined by Yin (2009) as: 'an empirical enquiry that investigates a contemporary phenomenon in depth and within its real-life context' and which 'copes with the technically distinctive situation in which there will be many more variables of interest

than data points' and therefore 'relies on multiple sources of evidence' (pg. 18). Darke (1998) suggests that case studies are particularly useful where '...there is little understanding of how or why processes or phenomena occur, or where the experiences of individuals and the contexts of actions are critical' (p. 279).

To the author's knowledge, this is the first study to link the development of a shared understanding of emotional literacy with organisational change, therefore an *exploratory* case study design was chosen. In addition, the rich data and ecological validity of case studies is compatible with a critical realist focus on context and mechanisms.

Since their inception as a research method at the turn of the twentieth century, case studies have passed through cycles of usage and neglect by researchers (Tellis, 1997), their principle limitations often being identified from within positivist epistemologies (Flyvbjerg, 2004). Although some of the criticisms levelled at case study methodology may not be of concern to critical realist researchers (for example the inability to control for confounding variables; difficulties with undertaking an objective analysis of data or deriving statistical generalisations from results), other criticisms relating to case selection; reliability; validity and utility are of concern and will be addressed, in relation the present study, below.

### **3.3.1 Case selection**

Case studies can involve either single or multiple cases. In this instance a single, 'representative' case school was chosen as representative of the schools within its local authority (in terms of its OfSTED (2008) grading, level of ethnic diversity and social deprivation). A single case design was chosen to allow an in depth and longitudinal investigation within the constraints imposed by resource limitations. A representative, rather than extreme case was selected so that the lessons learned from the study might be informative for other schools and EPs.

When selecting a case for investigation, it is also important to stipulate its boundaries. This case is concerned with the staff and students who study and work at the school on a daily basis, their views on emotional literacy and their interactions with each other. Parents, governors and local authority officers are excluded by this definition, as is the school's built environment. In addition, this is a case study of the school between September, 2008 and January 2010 (although the organisational change project continued after January 2010 and the school existed before September, 2008).

Finally, Yin (2009) suggests that case studies can be either holistic (providing a global, overarching view of a case) or embedded (describing two or more specific foci, in addition to a global view). An embedded design was chosen for this study, with two embedded units. The focus of the first unit was the use of Action Research in guiding a process of organisational change. The focus of the second unit was the

views of school staff regarding emotional literacy. The study may therefore be considered 'multi-method', with case study methodology providing an overarching framework of which Action Research is a part. Figure 2, below, illustrates how Oakwood Primary School<sup>3</sup>, the case, relates to its context and to the embedded units within it.

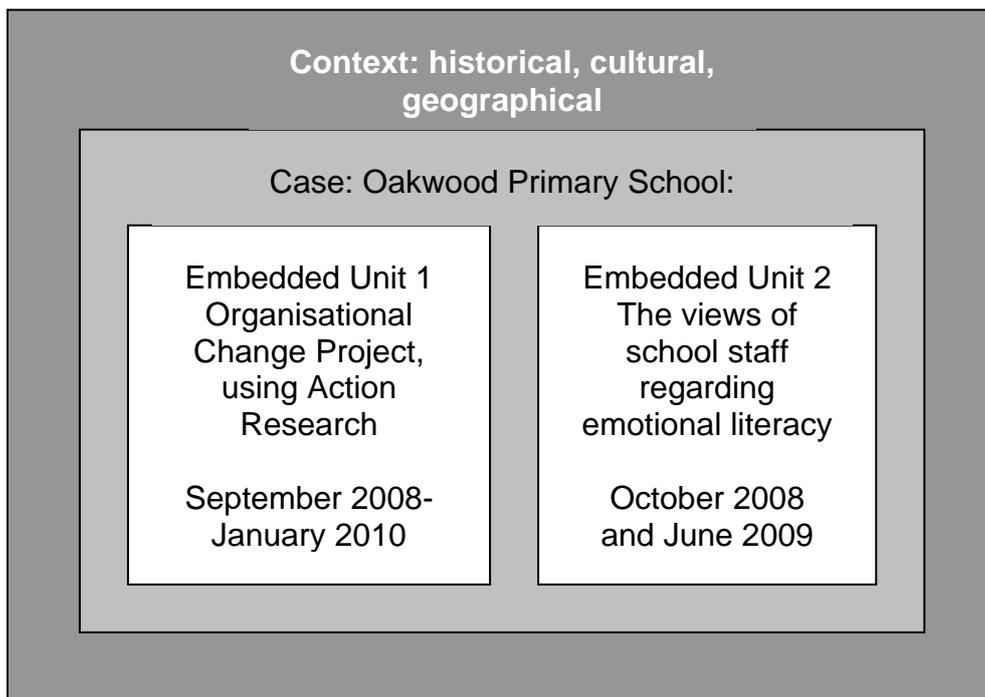


Figure 2  
Illustration of the case study, its context and embedded units

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<sup>3</sup> From this point forward, the pseudonym 'Oakwood Primary School' will be used to refer to the case school.

### 3.3.2 Reliability and Validity

Robson (2002) describes case study as:

"...a strategy for doing research which involves an empirical investigation of a particular contemporary phenomenon..."

Robson (2002) pg. 178

Key in this assertion is the use of the word 'empirical', which Robson uses to refer to a rigorous form of systematic, scientific enquiry. Undertaking a study with rigour requires data collection and analysis procedures to be selected with care and the reasons for their use justified. By doing this, the case study researcher is able to address issues of reliability, not in the positivist sense, which would require *standardisation* of procedure, but in a realist sense, by making processes explicit.

Yin (2009) suggests that case study research is often criticised due to concerns over validity and he urges case study researchers to give careful consideration to three measures of validity. Table 2, below, provides a description of each and outlines the steps taken to address potential threats to validity, in the present study.

| <b>Measure</b>            | <b>Description</b>  | <b>Stage of Research Process</b>                      | <b>Steps taken to address concerns</b>   |
|---------------------------|---|---|--|
| <b>Construct validity</b> | Whether or not the theory generated by the study provides a full and accurate description of reality. | Data collection<br><br>Composition of written report  | Data from multiple sources was triangulated.<br><br>Member checking was used to review a first draft of the report   |
| <b>Internal validity</b>  | Whether or not the procedure used in the case serves to minimise bias and confounding variables.      | Implementation / Data gathering<br><br>Data analysis  | A replicable and documented method of working (The RaDiO Model) was used to guide the organisational change process<br><br>Systematic thematic analysis was used to analyse data.      |
| <b>External validity</b>  | The extent to which the theory generated by the study is embedded within existing research            | Research Design<br><br>Presentation of written report | Although this is an exploratory study, it was designed following a comprehensive, systematic literature review.<br><br>Possible alternative interpretations of results are considered. |

Table 2  
Measures of validity and steps taken to address them in the present study  
Adapted from Yin (2009), p. 41

### 3.3.3 Generalisation and utility

It is possible to make two kinds of generalisation, generalisation to populations and generalisation to theory (Walsham, 1995; Sharp, 1998). The former, grounded in positivist epistemology, involves demonstrating that the case in question is typical of the population from which it is taken. The latter, involves the generation of a theory or framework that can explain the relationships between phenomena within the case, and in similar cases.

This exploratory study develops a tentative theory of how organisational change in relation to emotional literacy might be facilitated within a primary school and, based

on this, identifies specific implications for schools and EPs wishing to undertake similar work. It provides insight in a little researched area.

### 3.3.4 Context and features of the case

Providing a description of the context in which a study takes place is an integral part of critical realist epistemology and case study methodology as it defines the extent to which theoretical generalisations may be applicable to future cases. A description of geographical and historical context is provided in table 3.

| Contextual area     | Description of case   |
|---------------------|---|
| <b>Geographical</b> | The study was undertaken in a primary school located in a socially and ethnically diverse community, within a large midlands city. The proportion of children in the school receiving free school meals is above the national average. The school accommodates an 'Enhanced Resources Nursery', which offers additional support to a small number of children with identified educational needs during their nursery year and a cross-age Hearing Impaired Unit, which offers support to hearing impaired children in mainstream lessons and through withdrawal groups. The school therefore has an above average proportion of children with additional needs. |
| <b>Historical</b>   | Four months prior to the start of the study, the school had undergone a change of leadership. The new Head Teacher had an existing personal interest in emotional literacy and the new Deputy Head had experience of introducing and running the Social and Emotional Aspects of Learning (SEAL) curriculum. The current research study was therefore, well received by senior management and was aligned to school development priorities.   |

Table 3  
Contextual Features of Oakwood Primary School

### **3.4 Method**

As this study contains two embedded units, it is important to describe separately the methods of data collection used in each, before discussing how data was analysed and interpreted at a whole case level.

#### **3.4.1 Embedded unit one: The organisational change process**

The first embedded unit addresses the organisational change process. The Research and Development in Organisations (RaDiO) model (see Timmins et al, 2003; Timmins et al, 2006; Ashton, 2009) was chosen as the guiding framework for organisational change. The RaDiO Model provides a staged framework for organisational development work and is based on the principles of Collaborative Action Research (see Whitehead and McNiff, 2002). In its early stages, RaDiO focuses on helping organisations to clarify their own priorities for research and establishing a relationship between the researcher and the school organisation. The latter stages are concerned with gathering, interpreting and acting upon data. RaDiO was therefore compatible with the aim of the study; to support a school in developing their own shared understanding of emotional literacy and using this to guide organisational change. In addition, RaDiO has a history of usage in schools, and was originally designed for use by Trainee Educational Psychologists.

## **Ethical Considerations**

The work undertaken in relation to organisational change could be provided by EPs as part of their generic work in schools. Therefore, the primary informant of ethical decision making, during this phase of the research was the Professional Code of Ethics of the British Psychological Society (BPS, 2009). The code raised two particularly relevant issues, which are discussed below.

1. The Code of Ethics stresses the importance of respect towards clients and highlights the issue of privacy. Work during the organisational change phase involved meeting with different groups of staff and eliciting their views about the school as an organisation. During some of the meetings, comments were made by members of school staff about other members or groups of staff. Some of these were pertinent to the organisational change project, but of a sensitive nature. It was therefore essential for me to be honest with all members of school staff about what information would and would not be shared and with whom, both during formal and informal communication and to seek consent before sharing information.
2. In order to adhere to the Code, Psychologists must also show integrity in their work with clients. This was particularly important during implementation of the early stages of the RaDiO model, when it was necessary to describe the scope and possible benefits of the project in an open and transparent way, without 'making promises' about its efficacy.

## Procedure

An account of how the RaDiO model was applied within Oakwood Primary School is presented below. It is informed by a collection of 'briefing papers'<sup>4</sup> which were used by the author to structure the discussion within meetings with members of school staff (a sample briefing paper is included as appendix 1). The author's personal reflective journal was used to clarify ambiguities in the briefing papers. Construct validity was ensured by reviewing a draft report of the process with the Head Teacher and Deputy Head and comparing it with their own records. Table 4 describes the actions and outcomes of the first two cycles of the RaDiO process.

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<sup>4</sup> The collaborative action research process lead to a series of meetings with school staff. Prior to each meeting, a 'briefing paper' was produced which summarised the actions agreed at the previous meeting and set out the agenda for discussion. Collectively, therefore, the briefing papers provided an ongoing record of the RaDiO process.

|   | Radio Stage  | Typical Activities  | Emotional Literacy Project actions, timescales and outcomes   |
|---|--|---|---|
| 1 | <b>Awareness of need</b>   | EP's contact with school may result in identification of the need for 'systems level' work. | Late September, 2008: <ul style="list-style-type: none"> <li>• Research proposal produced by Trainee Educational Psychologist (TEP) and shared with Principal Educational Psychologist (PEP) and tutor.</li> <li>• Initial discussion with the head of Oakwood Primary's Hearing Impaired Unit (HIU) who had expressed an interest in systems level work in relation to emotional literacy.</li> </ul>  |
| 2 | <b>Invitation to act</b>   | EP seeks an invitation to act from those in a position to approve such work.                | Early October, 2008: <ul style="list-style-type: none"> <li>• Meeting between the TEP, PEP and Head Teacher.</li> <li>• Broad focus of research (Emotional Literacy) and methodology (Collaborative Action Research) agreed.</li> </ul>   |
| 3 | <b>Clarifying organisational and cultural issues</b>   | Initial exploration of factors likely to impede / facilitate the work.                      | Early December, 2008: <ul style="list-style-type: none"> <li>• Meeting between the TEP and Oakwood Primary's Senior Management Team (SMT).</li> <li>• SMT Members' perceptions of Emotional Literacy (EL) gained.</li> <li>• Agreement to further explore cultural issues in a full staff meeting.</li> <li>• Agreement that all members of the school staff should be involved in the research process.</li> <li>• Agreement that the SMT would take on the role of a reference group.</li> </ul>  |
| 4 | <b>Identifying stakeholders in areas of need</b>   | The identification and involvement of major stakeholders in the research.                   | January 2009 <ul style="list-style-type: none"> <li>• Meeting with Head of HIU to discuss involvement of HIU in Project</li> <li>• Meeting with Deputy Head to plan for whole-school consultation and to discuss the implementation of the Social and Emotional Aspects of Learning Curriculum (SEAL)</li> </ul>  |
| 5 | <b>Agreeing a shared focus of concern*</b><br><br><i>*Further information included in Appendix 2</i> |   | Mid January, 2009 <ul style="list-style-type: none"> <li>• Whole staff consultation meeting held (including teachers, teaching assistants, site services, lunchtime supervisors and administrative staff).</li> <li>• Staff provided written information using Response Sheets (Appendix 3).</li> <li>• Staff agreed a shared understanding of emotional literacy; identified areas where the school was already performing well and 6 areas in need of enquiry and improvement.</li> </ul> Late January, 2009 <ul style="list-style-type: none"> <li>• Further consultation meeting to discuss information gathered during meeting in Mid January.</li> </ul> February, 2009 <ul style="list-style-type: none"> <li>• Meeting with Head Teacher and Deputy Head.</li> <li>• Two priority areas for development chosen: 'lunchtimes and playtimes' and 'cross school collaboration'.</li> </ul> |

|    |  |  |  |
|----|--|--|--|
| 6  | <b>Negotiating framework for information gathering</b> | An appropriate methodology is selected for addressing the research aims. | <p>February, 2009:</p> <ul style="list-style-type: none"> <li>• The TEP met with the Head Teacher and Deputy Head to discuss information gathering strategies.</li> <li>• Semi-structured group interviews were selected as the method of data gathering.</li> <li>• It was agreed that the Head Teacher would meet with a group of students, to gain their perspective on how dinner times might be improved and that the TEP would meet with Lunchtime Supervisors.</li> <li>• Head teacher delivered whole school assembly in which the agreed priority areas were shared with students.</li> </ul> |
| 7  | <b>Gathering information</b>                           | Information is gathered using agreed methods                             | <p>February, 2009.</p> <ul style="list-style-type: none"> <li>• Information was gathered by the Head Teacher and TEP. Responses recorded in note form.</li> </ul>  |
| 8  | <b>Processing information with stakeholders</b>        | Research findings are shared with stakeholders.                          | <p>Late February, 2009.</p> <ul style="list-style-type: none"> <li>• The TEP, Head teacher and Lunchtime Supervisors met to process and discuss the information that had been gathered.</li> <li>• Actions were agreed, relating to the lunch hall environment; the training needs of lunch time supervisors; the lunchtime supervisor team and the wider role and recognition of lunchtime supervisors within the school.</li> </ul>  |
| 9  | <b>Agreeing areas for future action</b>                | Organisational change activities are agreed.                             |  |
| 10 | <b>Action Planning</b>                                 | Activities are planned in greater detail                                 | <p>March, 2009</p> <ul style="list-style-type: none"> <li>• The TEP met again with the head teacher and lunchtime supervisors to plan the implementation of these strategies in more detail.</li> <li>• This involved discussion about resources, ways in which the changes could be supported by members of the senior management team and how the changes could be introduced to the whole school.</li> </ul>  |
| 11 | <b>Implementation</b>                                  | Activities are implemented   | <p>April-May, 2009</p> <ul style="list-style-type: none"> <li>• Changes were implemented.</li> <li>• Four direct observations were completed by the TEP.</li> </ul>  |
| 12 | <b>Evaluation of actions</b>                           | Activities are evaluated   | <p>June, 2009</p> <ul style="list-style-type: none"> <li>• The TEP met with Lunchtime Supervisors and with the Head Teacher to share information from his observations and discuss lunchtime supervisors' perspectives on the implemented changes.</li> </ul>  |

|                     |   |   |  |
|---------------------|---|---|--|
|                     |   |   | <ul style="list-style-type: none"> <li>Further changes were agreed, this time focussing on managing conflict in the playground, playground resources and communication between the Lunchtime Supervisors and the Senior Management Team.</li> </ul> <p>July, 2009</p> <ul style="list-style-type: none"> <li>The TEP fed back information about the changes that had been made and their effect on lunchtimes to the school's governing body, at a full governors' meeting.</li> </ul> |
| <b>Second Cycle</b> |   |   |  |
| 8                   | <b>Processing information with stakeholders</b> | Research findings are shared with stakeholders. | <p>July, 2009</p> <ul style="list-style-type: none"> <li>Following interviews with staff and students, the TEP met with the Head teacher and Deputy Head to process information and agree areas for future action. Two were chosen: 'inter-staff collaboration' and 'student voice'.</li> </ul>  |
| 9                   | <b>Agreeing areas for future action</b>         | Organisational change activities are agreed.    | <p>September, 2009</p> <ul style="list-style-type: none"> <li>The TEP met with the Deputy Head to discuss setting up a student council.</li> <li>The TEP attended the first student council meeting.</li> <li>The TEP met with the Head teacher to plan an initial training session on inter-staff collaboration.</li> </ul> <p>October, 2009</p> <ul style="list-style-type: none"> <li>Training session on inter-staff collaboration delivered.</li> </ul>                           |

Table 4  
Application of the RaDiO Model to work on Emotional Literacy in Oakwood Primary School  
Adapted from Timmins et al (2003) pg. 231-233

In addition to the account presented above, after the first cycle of the RaDiO process had been completed, data regarding organisational change was also gathered directly from staff and students. This was done through a series of interviews in which staff were asked to reflect upon the change process and students were asked to comment upon any changes that they had noticed over the past year. As the same interviews were used to gather this data and data relating to perceptions of emotional literacy (the focus of embedded unit two), a single description of interview procedure is provided in section 3.4.2, in order to avoid duplication.

### **3.4.2 Embedded unit two: the views of school staff**

The second embedded unit addressed the views of staff, specifically, their understanding of the term 'emotional literacy'. Within this unit, data was collected from individual interviews with members of school staff (senior management, teachers, a lunchtime supervisor, the site services manager and a member of staff from the Hearing Impaired Unit) and group interviews with students, before being analysed using thematic analysis.

### **Ethical considerations**

The primary ethical considerations during this unit related to the interview procedure. A full account of ethical decisions is provided in the Ethical Review Form (Appendix 4), however, the most salient issues and the steps taken to address them are summarised in table 5.

| Ethical Consideration          | Steps taken to ensure ethical practice   |
|--------------------------------|--|
| Informed consent from children | <ul style="list-style-type: none"> <li>• Potential participants were identified by teachers and then asked whether they would like to take part in the interviews.</li> <li>• Parents were provided with a 'Frequently Asked Questions' sheet (Appendix 5) and asked to consent to their child taking part in the interview by returning a signed letter to the school.</li> <li>• Class Teachers were asked to discuss the interview procedure with children prior to them taking part.</li> <li>• At the start of the interview, children were given an age appropriate 'Frequently Asked Questions' sheet (Appendices 6 and 7), which they then discussed with the interviewer.</li> <li>• Children were again asked, at the start of the interview, whether they would like to take part.</li> </ul> |
| Informed consent from adults   | <ul style="list-style-type: none"> <li>• One week prior to the interview, staff were provided with a 'Frequently Asked Questions' sheet (Appendix 8) and a list of interview questions.</li> <li>• Staff were again given the opportunity to read through this information at the start of the interview along with a copy of the interview questions (Appendix 9).</li> <li>• They were then asked whether or not they would like to take part.</li> </ul>  |
| Confidentiality                | <ul style="list-style-type: none"> <li>• The issue of confidentiality was addressed with both children and staff at the start of the interviews, using age appropriate language.</li> <li>• The notion of confidentiality was discussed with children and where appropriate an explanation was given.</li> <li>• Children were informed that although their comments would be treated as confidential, should they make a disclosure this would need to be shared with the head teacher.</li> <li>• Staff were reminded that information from their interviews would be included in a report that would be circulated within the school. It was suggested that they should bear this in mind when answering questions.</li> </ul>  |
| Right to withdraw              | <ul style="list-style-type: none"> <li>• All participants were reminded of their right to withdraw at the start of the interview. Children were assured that withdrawing early from the interview would not lead to them getting into any trouble.</li> <li>• Participants were reminded of this right, mid-way through the interview.</li> </ul>  |

Table 5  
Steps taken to ensure ethical practice during interviews

### Individual Interviews with staff

The views of staff were gathered using individual, semi-structured interviews. This method was selected in preference to survey as it allowed questions to be adapted during administration and had the potential to provide more in-depth data. These qualities are consistent with an exploratory case study design.

### ***Instrument Design***

A draft interview schedule was designed with reference to all research questions (and therefore addressing both embedded units). This was used in a pilot interview with the deputy head teacher. Following this, some changes were made to the phraseology and terminology of questions. The revised interview schedule, which was used with all other staff members is included in appendix 10.

### ***Participants***

Purposive sampling was used to select potential participants from each of the staff groups within the school: school management; teaching staff; lunchtime supervisors; support staff and a member of the Hearing Impaired Unit. A purposive strategy was chosen in preference to a random sampling technique, so that a wide range of views could be gathered and a fuller account of the case provided. In total, six participants were selected from a total of 15 volunteers.

### ***Procedure***

All interviews were completed, in school, in a small withdrawal room, on the same day in June, 2009. The six interviews lasted between twenty and forty minutes and were recorded using a microphone and a laptop-computer. An account of the interview procedure is provided in the interview schedule (Appendix 10), however, two important procedural decisions are justified below:

1. As the researcher had been a frequent visitor to the school for the year preceding the interviews, he had an existing good rapport with participants. This may have helped to put participants at ease during interview, however, it also increased the possibility of participant response bias (as participants may have felt the need to give a favourable evaluation of the research, in order to please the researcher). The issue of response bias was therefore addressed with all participants prior to interview using a standardised phrase (see Appendix 10).
2. The interview questions required participants to think at an abstract, conceptual level about emotional literacy. Therefore, in order to reduce the possibility of participants responding superficially, a list of all interview questions was provided to them one week prior to the interview and they were given an additional opportunity to read through these questions at the start of the interview.

### **Group Interviews with students**

In order to increase the construct validity of the conclusions drawn in this study, data gathered from interviews with staff was supplemented with data gathered through interviews with students, for which group, rather than individual interviews were used. Although group interviews have a history of use in social science research, they are used substantially less than individual interviews and are viewed critically by some researchers (see Frey and Fontana, 1991). One of the major criticisms against them

is that, compared to individual interviews, participants provide less detail in relation to their own personal perceptions and beliefs. Despite this, in the current study, group interviews were used for the following reasons:

- They offer a naturalistic setting for gathering information about organisations (Mitchell, 2009).
- They can allow the researcher to adopt a less directive role in discussion, as they guide a group discussion rather than constituting one side of a dyadic conversation (Frey and Fontana 1991). This is particularly relevant when working with young children, who may feel more at ease with a less direct approach to questioning.
- They have logistical advantages over individual interviews as they allow views from a larger number of participants to be gained in a set time.

### ***Instrument Design***

In order to put children at ease during the interview, an open and conversational, rather than formal structure was adopted. Therefore, a series of activities were planned, with the aim of minimising didactic questioning.

Interviews with children were not piloted. However, all activities and potential questions were discussed with a member of teaching staff prior to use and as a result of this discussion, some activities were adapted.

## ***Participants***

A purposive sampling strategy was used to select participants from the student population. Each class teacher, from year 1 to year 6 was asked to select two potential participants from their class. No further selection criteria were provided at this point, however, once all teachers had selected students, the Deputy Head Teacher reviewed the sample to ensure it included a representative mix of gender and cultural backgrounds. Prior to commencing interviews, he confirmed that the sample was representative of the school population.

## ***Procedure***

All group interviews were completed in school in a small withdrawal room, on the same day as interviews with staff. Three group interviews were completed, lasting between 30 and 45 minutes. Each contained four students taken from two consecutive classes (e.g. from years 1 & 2; 3 & 4 and 5 & 6). They were recorded using a microphone and laptop computer. Prompt sheets for the Key Stage 1 and Key Stage 2 group interviews are included as Appendices 11 and 12.

### **3.4.3 Data analysis**

Four potential methods of analysis were considered (Grounded Theory (GT); Discourse Analysis (DA); Interpretive Phenomenological Analysis (IPA) and Thematic Analysis, (TA)) before the decision was made to undertake a thematic analysis of the

data collected. A summary of GT, DA and IPA, together with reasons why they were not selected as a method of analysis in the present research is provided in table 6.

TA was chosen for this study as it offers a flexible approach to analysis that is compatible with multiple epistemologies and research methods. The term is sometimes described as lacking specificity and as being used by researchers as a label for an unsystematic and informal analysis of data (Braun and Clarke 2006). To address this criticism, an inductive form of TA was undertaken using the procedure described by Braun and Clarke (2006). The six stages of this process are outlined below.

### **Familiarising myself with the data**

As suggested by Lapadat and Lindsay (1999), I regarded transcription as an active, rather than passive process and as the first step in transforming raw data into useable information. As data was analysed using thematic analysis, it was transcribed for content only. Therefore intonation, the duration of pauses, facial expression and tone of voice were not coded. All verbal utterances were recorded verbatim, including non-word sounds, such as 'um' and 'er' and coughs. Pauses were recorded as '-', regardless of length and words that were unclear were recorded as 'xxx'. Transcription was made to electronic word-processed documents and was preceded and followed by listening to the audio transcript, both to check for accuracy and to increase my familiarity with the data (interview summaries, are included in appendices 13a-f).

## **Generating initial codes<sup>5</sup>**

Once data had been transcribed, it was coded. Codes were applied to data extracts at the level of the conversational turn, rather than the sentence or topic of discussion and related solely to verbal content. As suggested by Braun and Clarke, I gave full and equal attention to each of the data items within the set and, as the analysis was inductive or 'data-driven', all extracts relating to emotional literacy or organisational change were coded. At this point, codes were applied to interviews on an individual basis, no attempt was made at this stage to identify themes recurring across the data set.

## **Searching for themes**

Once all data items had been coded, I began to search for themes. The term 'search' is important here as it implies that the researcher is actively involved in the identification of themes, rather than a passive observer of a process through which themes 'emerge'. I first began to look for themes within individual data items by identifying patterns and similarities across coded data extracts and adding annotated notes to transcripts using coloured pens and highlighters. After three cycles of this process, I had built a tentative list of themes, which I then used to build a visual thematic map, encompassing all my identified themes.

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<sup>5</sup> The codes attached to individual data extracts can be seen in appendices 14a-f. A summary of the codes applied within each individual interview is provided in appendix 13 and a summary of how initial codes relate to the final four themes is included in appendix 15.

## **Reviewing themes**

Once I had completed this process for each data item, I looked for themes that were recurrent across the data set. Based on my analysis, I completed two tentative thematic maps, the first relating to perceptions of emotional literacy and the second to reflections on the organisational change process. In generating these themes, data from staff interviews was triangulated with data from students, to assess its validity. I then began a process of revision, during which I refined the number, breadth and names of each theme, with the aim of achieving a collection of themes and sub-themes that were representative of the data set and also some themes from within individual data items. Appendix 15 shows how the initial codes from the sample transcripts relate to the final four themes.

## **Defining and naming themes**

After identifying tentative themes, I reorganised data extracts into new electronic documents, under thematic headings. Grouping together thematically-linked data extracts allowed me to gain a better 'feel' for each theme and to therefore define it more clearly. It was at this stage that I decided upon the final name for each identified theme and finalised my thematic maps (figures 3 and 4). Examples of the data extracts collated under each of the themes are included in appendix 15.

| <b>Analytic approach</b>   | <b>Summary and Applicability to Present Research</b>   |
|--|--|
| <p>Grounded Theory</p> <p>e.g. Glaser and Strauss (1967)</p>                       | <p>Grounded Theory (GT) is a qualitative research methodology, developed by Glaser and Strauss (1967). In the late 1980s, GT underwent a methodological split, with a different methodology being described by each founder.</p> <p>Glaser advocated a quick and fluid approach, with no prior literature review, no taping of interviews and no discussion prior to write-up. He suggests that these measures help give the researcher freedom from prior convictions and allow them to ground theory in data. GT, as defined by Glaser, is often applied in micro-sociological research and linked to action enquiry.</p> <p>Like Glaser, Strauss described GT as an Abductive approach, in which data gathering, analysis and theory generation are performed cyclically, until a point of saturation is reached. Unlike Glaser, however, Strauss recommended a formal, structured procedure, more aligned with traditional scientific enquiry.</p> <p>As this study was undertaken following a systematic literature review and was based around specific research questions, I decided that it was not appropriate to use GT as a method of analysis.</p> |
| <p>Discourse Analysis</p>  | <p>Discourse Analysis (DA) is the name applied to a range of analytical procedures used across many of the social sciences. In DA, the subject of analysis is language. In most forms, DA requires the analyst to move beyond a literal interpretation of what has been said, to consider the way in which things are said and how they relate to the social context.</p> <p>DA was not chosen as a method of analysis in the current research, as my primary concern was the content of interviews, rather than their linguistic features.</p>  |
| <p>Interpretive Phenomenological Analysis</p> <p>e.g. Smith and Osborne (2004)</p> | <p>Interpretative Phenomenological Analysis (IPA) takes an ideographic focus and is concerned with how individuals make sense of, or interpret the situations in which they find themselves. It is undertaken by researchers using an open and inquisitive approach and usually relates to personal experiences or life events about which the interviewee talks in great depth. IPA posits that by understanding these detailed accounts of people's experiences, it is possible to understand the phenomenon under investigation.</p> <p>IPA was not selected as a method of analysis, as I did not feel, that in the time available for interviews and given the subject under discussion, that I would be able to generate the richness of data required for a successful analysis.</p>  |

Table 6

Summary of analytical techniques considered for use in the study

## **Producing the report**

The final stage of analysis involved selecting data extracts for inclusion in the written report. Extracts were chosen on the basis of their prototypicality in relation to the theme and included together with relevant contextual information.

## **3.5 Results**

The conclusions drawn in this study were reached after consideration of data gathered through the RaDiO process, through interviews and with reference to my reflective diary. Combining data from multiple sources allowed findings to be triangulated and the internal validity of the study to be strengthened (Yin, 2009). Table 7 details the sources of data used to address each research question.

Threats to the construct and internal validity of the conclusions were addressed through two procedures. Firstly, peer debriefing was used to support analytical decision making. This involved seeking the opinions of my professional supervisor, tutor and a fellow student on my interpretation of data and my decisions about which data to include in my final report. Secondly, member checking was used to assess the construct validity of a first draft report. This involved sharing a copy of my draft report with the Head Teacher and a teacher and inviting their feedback on my method and results.

| <b>Research question</b>  | <b>Data Sources</b>  |
|---|--|
| How is Emotional Literacy perceived by school staff?  | Individual interviews with staff, supported by group interviews with students, as a secondary source (appendices 10,11 and 12)<br>Information from staff gathered during whole school meeting (using staff response sheets – appendix 3) |
| Can a shared understanding of Emotional Literacy be developed from within a school?   | Individual Interviews with staff (appendix 10)<br>Information from staff gathered during whole school meeting (using staff response sheets – appendix 3)   |
| Can a process of Action Research, with a focus on Emotional Literacy bring about change within an organisation?               | Individual Interviews with staff, supported by my reflective diary and group interviews with children as secondary sources (Appendices 10,11 and 12)<br>Notes on the Action Research Process (Table 4)                                   |
| How can a Trainee Educational Psychologist support with a process of organisational change in relation to emotional literacy? | Individual interviews with staff (appendix 10)<br>Notes on the Action Research Process (Table 4)   |
| Through what mechanisms could such change be brought about?   | Individual interviews with staff (appendix 10)<br>Notes on the Action Research Process (Table 4)   |

Table 7  
Multiple data sources and their relationships to the research questions

Before discussing the conclusions drawn in this study, qualitative analyses of the data gathered in relation to each of the embedded units are presented.

A limitation of the analyses, as reported below, is that they focus primarily on data gathered from staff (and not student) interviews. Data from group interviews with students was transcribed, subjected to thematic analysis and used for the purpose of triangulation, but it is not reported in detail. The decision to privilege one data set

over another was made so that a sufficiently detailed analysis could be provided. Data from staff was selected as it was more closely aligned with the research questions.

Data from students was, however, fed back within the school and contributed to organisational change, for example through the refinement of the lunchtime project and the establishment of a student council. A summary of the main findings to arise from thematic analysis of group interviews with students is presented in Appendix 14.

### **3.5.1 Results from Embedded Unit One**

Embedded unit 1 addressed organisational change. The results presented here are taken from the account of the RaDiO process detailed in table 4 and from analysis of data from interviews.

#### **Information gathered through the RaDiO process**

Data gathered through the RaDiO process suggests that the research project had two broad outcomes within the school. Firstly, a shared understanding of emotional literacy was developed amongst school staff. This was achieved during stage five of the RaDiO process and involved the identification of six shared values, which staff felt facilitated the development of positive relationships within the school, these were:

- trust, honesty and reliability;
- effective communication;
- humour;
- equality;
- positive attitudes and personality;
- empathy, respect and give and take.

An account of the method through which these values were derived is provided in Appendix 2. The research project also led to four initiatives being set up in school.

These were:

- A 'lunchtime project', which aimed to improve the lunch hall environment and the behaviour of students during lunchtimes.
- Implementation of the Social and Emotional Aspects of Learning curriculum, in order to promote cross-school collaboration.
- A new Student Council, so that student voice could be better represented in whole-school decision making.
- A 'staff-collaboration project', which aimed to promote a better understanding, between staff groups, of their various roles and the pressures acting upon them.

All four initiatives were successfully implemented and, at the time of writing this report, are ongoing within the school.

## Information gathered through staff interview<sup>6</sup>

Thematic analysis was completed on data gathered through interviews, a qualitative summary of which is presented below. The discussion is split into two themes (shown in figure 3). The first describes, at a general level, the mechanisms through which staff felt change was brought about. The second addresses, more specifically, the role played by the Trainee Educational Psychologist (TEP).

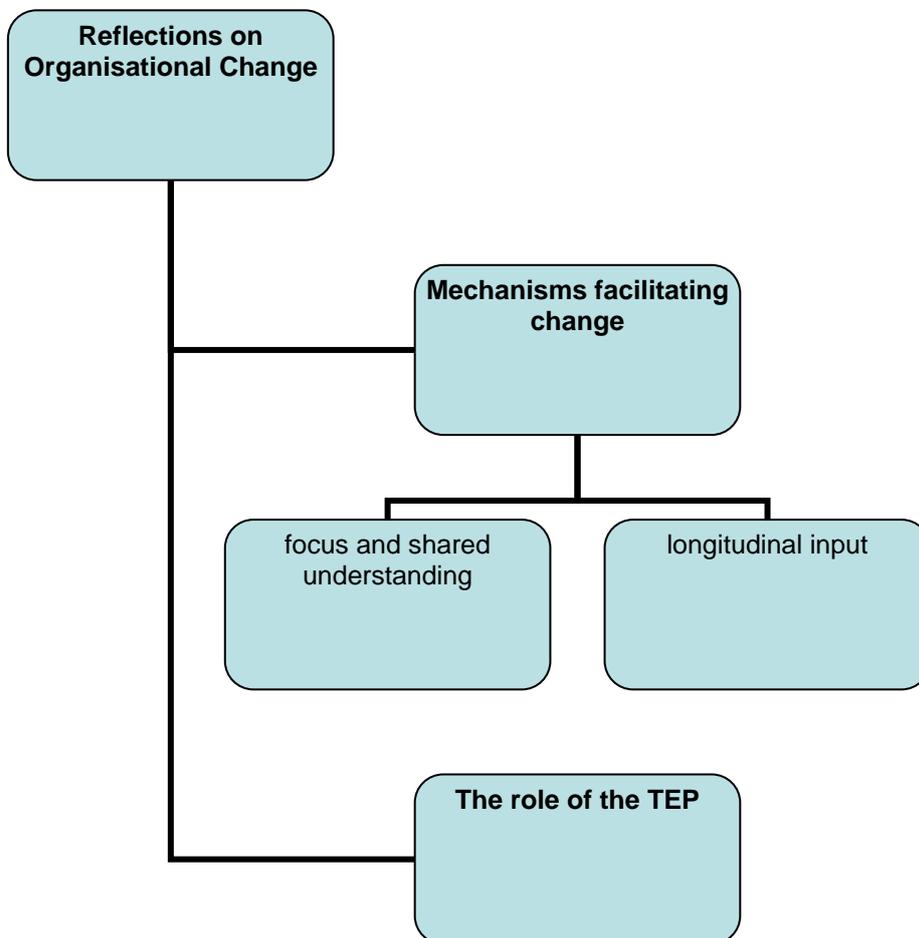


Figure 3  
Thematic map showing themes relating to participants' reflections on the organisational change process

<sup>6</sup> Initial codes relating to each of the themes are shown in appendix 15, together with sample data extracts.

### ***Mechanisms facilitating change: Focus and shared understanding***

There was agreement across all staff interviewed that the organisational change process had led to an increased awareness of 'emotional literacy', or, as suggested by one participant, that it had been brought to the 'forefront' of 'people's minds'. For some staff, Emotional Literacy was a new focus, something they had not considered before, but for the majority, the organisational change process caused a 'shift of focus' or 'reprioritisation'. One teacher describes such a reprioritisation, in relation to the changes implemented during lunch times:

*"...perhaps I've been more focussed specifically on...aspects of Emotional Literacy that we've wanted to transfer to the children. I hope they've always been there those aspects - but - I think, we've just been more focussed this year with the dinnertime project."*

Teaching and senior management staff (but not other staff) also described how, as a result of the project, the focus on emotional literacy now extended beyond teachers, to include all members of school staff. The quote below, from a teacher, implicitly contrasts top-down (government and LEA) initiatives with the bottom up approach used in this project, in which the people at the base of the organisation (teaching assistants, administrative staff and support staff) were central to the process of consultation.

*"...as teaching staff, you have a lot of things which drip down upon you from government, LEA, that sometimes we forget about the people at the base... and this has just raised awareness again of the need to consult and share..."*

One teacher suggested that the whole-school, consultative approach used in the project may not be typical of practice in schools:

*"...sometimes I think teachers can be a bit too insular and forget to consult and reflect upon the values and ask for the values from the wider circle...We can talk about it in staff meetings where only we are there but we've made a point, through you of encompassing everybody."*

### ***Mechanisms facilitating change: Longitudinal Input***

A theme referenced strongly during interviews with members of the Senior Management Team was the time-scale over which the project took place. There was also acknowledgement amongst most staff groups that emotional literacy was something that 'took time' to develop and needed 'a year to become embedded'.

Below, the Head Teacher describes the project as a 'journey' over twelve months:

*"I also think the length of time would be a good thing that I'd want to comment about, that you were with us regularly, over a period of time, and it wasn't that it had to be lots of time, its just that it was regular and it was a journey through twelve months and not a month or an intensive six-week project, because what we're talking about in terms of EL is a much longer game than just a, you know, project of a few weeks, and I think that every time you came was a reflection point..."*

### ***The role of the Trainee Educational Psychologist (TEP)***

Interviewees' discussion of the TEP's role focussed on the method through which I worked rather than the outcomes achieved through the project. Two aspects of my way of working featured in discussions across staff interviews: the use of consultation and the provision of challenge to existing thinking. In the extract below, a lunchtime

supervisor describes how consultation made her feel empowered to implement change:

*"...you showed us things that we didn't even think that we could do probably, like erm changing the lunchroom round and that, you know and er just sort of little things and that, and you just think, yeah, we could do that."*

Most of the staff interviewed highlighted the TEP's inclusion of all groups of staff in the project as a distinctive feature of his role. In the extract below, the head teacher, describes how the TEP provided challenge to the existing thinking of these groups:

*"...it was really useful to have someone in...who would make all of us as an SLT firstly and then as a whole school to actually be able to air their views and think about it and to challenge people, because we've all got different understandings...so I think its offering that challenge really and saying well what do you think is meant by this and I think it does us all good to do that really."*

### **3.5.2 Results from Embedded Unit Two<sup>7</sup>**

Embedded unit 2 focussed on the way in which staff viewed emotional literacy. The results presented here are drawn from six interviews with staff and three group interviews with students.

Participants' experience of emotional literacy varied considerably. One staff member had completed several accredited training courses in related areas, whilst for another the project was their first encounter with the term. A participant who was a relative

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<sup>7</sup> Initial codes relating to each of the themes are shown in appendix 15, together with sample data extracts.

newcomer to the school made the following comment, in relation to his experience of Emotional Literacy:

*"I think even before September, one of the - something that attracted me to working at this school - was the warmth that comes through. So I think, even if there wasn't much mention of the term 'Emotional Literacy', I think the practices that it had, even prior to this project, were pretty good."*

In the comment, the participant draws a distinction between 'the term emotional literacy' and related 'practices'; even if practice is not labelled as 'emotional literacy' it may still contribute to the 'warmth' or the ethos of the school. Similarly, I selected two themes within participants' talk of their understanding of emotional literacy, one relating to the term emotional literacy at a conceptual level, and another to the practice through which emotional literacy might be evidenced within the school (see figure 4). I used this division to organise discussion in the remainder of this section.

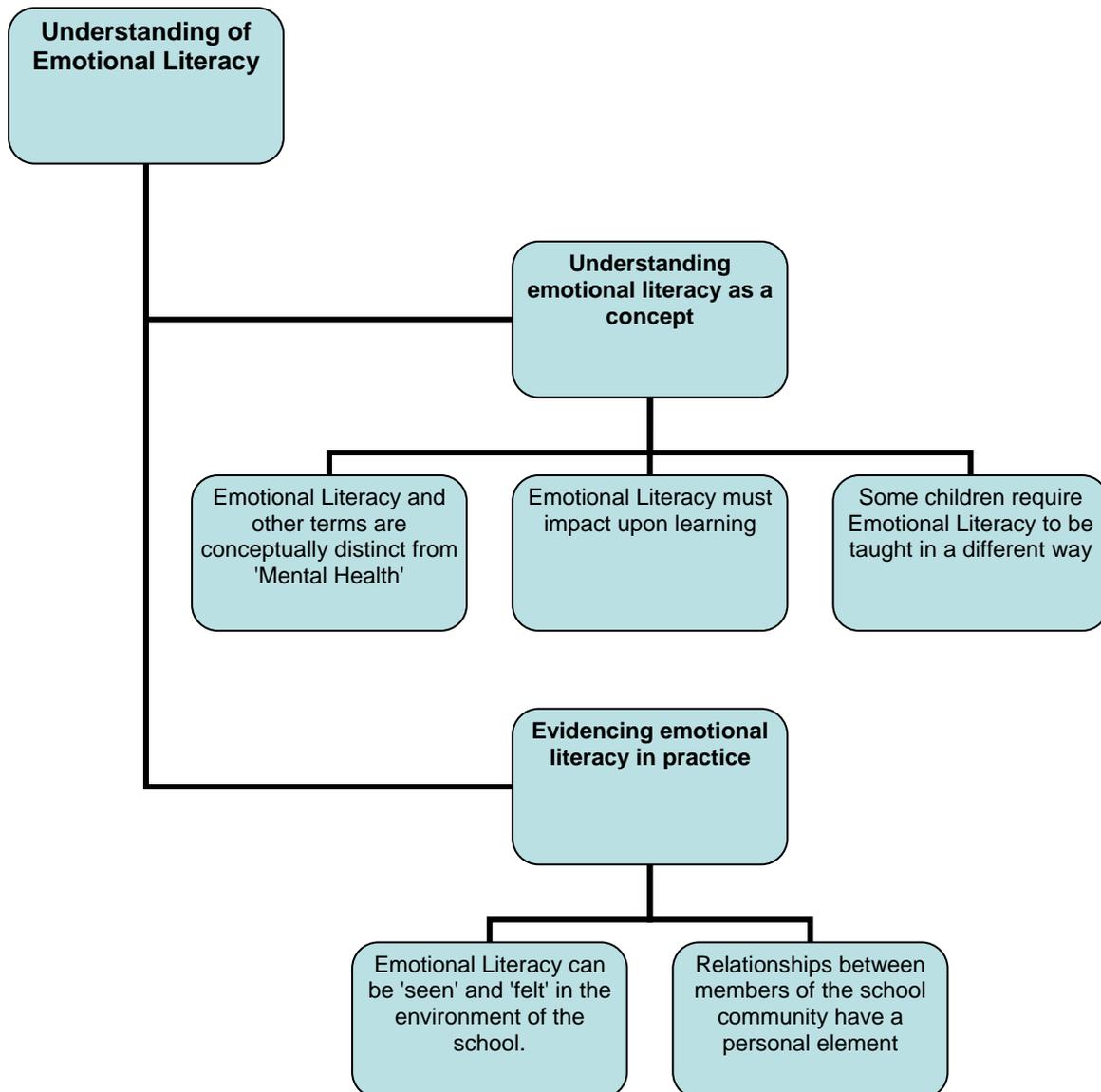


Figure 4  
Thematic map showing themes relating to participants' understanding of emotional literacy

### Understanding Emotional Literacy as a concept

When talking about emotional literacy as a concept, most participants focussed on 'skills', 'needs' and 'qualities', *within* individuals, rather than the relationships between them. For example, one participant described emotional literacy as:

*"...an awareness and a broad understanding of the needs of others and the needs that we have ourselves."*

Before discussing how this contrasts with participants' discussion of emotional literacy in practice, three further subthemes will be discussed in relation to participants' conceptual understanding. The first relates to the relationship between emotional literacy and other terms, in particular the term 'mental health'.

### ***Emotional Literacy and Mental Health***

Participants expressed a degree of ambiguity regarding the relationship between Emotional Literacy and other terms (such as social intelligence, emotional intelligence and social and emotional aspects of learning), some participants suggested that terminology in this area is inter-related:

*"...we've talked about [EL] in school as part of the project that you've been doing. And erm I think it goes along with - well all of them sit together really in thinking about how we can meet the needs of the children in the most appropriate ways."*

One exception to this rule was the term 'mental health', which a majority of staff, and Year 5 and 6 students, regarded as separate to and distinct from other terms. Mental health was often described in normative terms and as associated with illness:

*"...mental health, well I would say mentally a child is not capable of doing what most other children would be capable of doing – maybe - probably due to illnesses or something they're not able to you know, compete in a lot of things and that."*

Some staff also regarded mental health as distinct from other terms, because they viewed it as an area for only specialist intervention; when asked to define 'mental health', one participant responded 'ooh, CAMHS' and went on to add:

*"...we're not counsellors, so we might be able to help with some of this [waved hand over cards with other terms written on them], but we're not counsellors, so we can't really help with that [pointed to the mental health card]."*

### ***Emotional Literacy 'must' impact upon learning***

All participants were asked whether or not they thought Emotional Literacy impacted upon their students' learning. All except one, responded with an affirmation: it 'must do'; it's 'got to'; it 'has to'. Participants backed up their affirmations by referencing the breadth of influence of emotional literacy, as illustrated in the extract below:

*"I think it has to, yeah, I think it'll impact upon many aspects of their lives and obviously, learning is a big part of that in school. So yeah, definitely."*

Or by emphasising the role that staff with an awareness of emotional literacy can have on children's experience of school:

*"...the people who work in a school have to take on board children who come from another context...and they don't come without emotional baggage... so we're the kind of, I would like to think that we are the oasis -for want of a better expression - where, at least for that period of the day, they can experience things that are positive and well meaning and that will enrich them in whatever way they are able."*

Participants did not make reference to examples where specific emotional literacy interventions had resulted in a measured improvement in academic achievement.

## ***Emotional Literacy and children's individual needs***

The final sub-theme is included here, not due to its prevalence across interviews but rather, because it was frequently and strongly referenced during one interview with the Head of the Hearing Impaired Unit, who spoke about the differing needs of her children.

*"...there's a whole gamut of stuff that hearing children - or some hearing children - are open to. You know, the TV is just on and they can see and understand what is happening by an emotion, but they may not know how to describe that emotion by themselves. And we need to give them [Hearing Impaired Children], we've got a responsibility to give them more than a 'yes I'm OK', 'no I'm not' or a 'I like it', 'no I don't'... Why don't you?*

*And what I'm suggesting is that hearing children may - not always - but may pick up on those skills far more easily through incidental learning. Our children don't."*

The Head of Unit stressed the importance of providing an inclusive education to all children, although suggested that hearing impaired children may require some additional support, focussing on developing emotional language and vocabulary.

## **Evidencing Emotional Literacy in Practice**

Whereas participants' talk about emotional literacy at a conceptual level, tended to focus on the skills, needs, and behaviours of individuals, talk about how emotional literacy might be 'seen' in a school was broader, making reference to environmental aspects of emotional literacy and the relationships between individuals within an organisation.

### ***Emotional Literacy in the environment of the school***

In describing how Emotional Literacy could be evidenced within a school, a majority of participants referenced environmental factors. These included 'intangibles'; things that 'you can't put a number to', or which might not be 'apparent initially', such as the 'warmth' of the school, the 'feel for an atmosphere' or 'if the place felt happy'. They also included elements of the physical environment, as surmised by the school's Site Services Manager:

*"...looking at it from my particular aspect, how well the site is cared for. I think, er, that would show a lot. Um, and things like display boards - they look fresh and interesting and engaging as opposed to something that was put up three years ago and nobody's been bothered to review it since."*

### ***Relationships between members of the school community have a personal element***

One of the strongest subthemes identified during analysis (prevalent in all staff interviews, interviews with children and my personal journal) was the centrality of relationships to emotional literacy in school. Participants spoke of the importance of positive relationships between staff and children and between staff from different professional groups.

The complexity of children's discussion regarding relationships with adults in school increased across age groups. Key stage one children described the strength of their relationships with staff, based on the amount of time they spent together, whether or

not they were 'nice' and how 'polite' they were; children in years three and four added to this a functional aspect, for example how much teaching assistants were able to help them with their work. Children in years five and six, emphasised the pastoral and personal elements of relationships, as exemplified in the extract below:

*Child 1: Um... yeah. Like our teacher, Mr J, says that we are his children and he is like a great teacher, and his relationship with us is because he is positive and supportive and he understands the problems and he understands when a child is like upset, or needs, has a problem that needs to be expressed.*

*Child 2: Like our teacher, um...*

*Child 3: People...most teachers do in this school.*

*Child 4: They'll see when you walk into class and you're a bit like, you've got your head down and they come up to you and say 'what's wrong, what ever your name is?', or something and that's like nice.*

The notion that within an emotionally literate school, the relationships between staff and students extends beyond the academic and social and emotional curriculum was also evidenced in interviews with staff, for example:

*"Even the older children, they know, if they feel a bit down they can come up and have a hug and I think that's a good message, yeah, we've got a good relationship there, you know."*

Relationships amongst members of staff were most frequently discussed with regard to the organisational change brought about through the 'emotional literacy project' however, some staff groups identified elements of pre-existing good practice, for example the Lead Lunchtime Supervisor suggested that:

*"The teachers are very supportive, they are supportive and that, you know, if we have trouble with the children and that then we go to them and I say, please could you have a quiet word with so and so, or these boys need a man to man talk you know".*

### **3.7 Conclusions**

The conclusions below were drawn from the data gathered within the two embedded units. They are presented with reference to the five research questions.

#### **3.7.1 How is Emotional Literacy perceived by school staff?**

The majority of staff and students interviewed during the case study felt that there was a degree of ambiguity between the term 'emotional literacy' and other related terms (e.g. emotional intelligence, social intelligence and mental health). This is a view shared by academic and professional researchers (e.g. Weare and Gray, 2003). When asked to provide a definition of emotional literacy, the majority of respondents spoke of emotional *abilities*. Their descriptions were therefore coherent with the model of emotional intelligence proposed by Salovey and Mayer (1990). This was also a finding of research undertaken by Perry et al (2008) and it suggests that a roughly defined, 'within-person' model of emotional intelligence may have been the dominant conceptual model amongst school staff and students.

When considering how emotional literacy might be put into practice, however, staff shifted their focus from the abilities of individuals to the relationships within their organisation and the environmental context in which they were acted out. This view is

more consistent with the view of emotional literacy advocated by Claude Steiner (2003) (and described in chapter 2).

The findings of this study, perhaps lend further support to the case for regarding emotional intelligence and emotional literacy as separate terms and for clarifying the distinction between them. In addition, EPs undertaking action research with schools may wish to discuss these two concepts (and the differences between them) with their stakeholders when negotiating a research brief, as each concept is likely to be associated with different research aims.

### **3.7.2 Can a shared understanding of Emotional Literacy be developed, amongst school staff, from within a school?**

In one sense, it was possible for school staff to reach a shared understanding of emotional literacy. This was achieved during stage five of the RaDiO process through a whole-staff consultation meeting, as a result of which five core values were identified, which recurred across the individual responses of staff. It was therefore possible to suggest a set of values for describing positive relationships to which all school staff subscribed and to relate these shared values to priorities for school development.

Data gathered from interviews, however, suggested that there was variation amongst staff regarding the way in which they translated the agreed values into practice; the head teacher suggested that staff were at 'different stages in their journey towards

understanding emotional literacy'. Therefore, whilst it may be accurate to suggest that a broad consensus was reached in relation to what is valued in the school community, it is likely that individual differences have persisted.

### **3.7.3 Can a process of Action Research, with a focus on Emotional Literacy bring about organisational change within a school?**

The RaDiO process resulted in four identifiable organisational changes: the 'lunchtime project'; the introduction of SEAL; a new student council and a 'staff collaboration' project. In addition, information from interviews with school staff highlights some informal changes within the school; staff felt that as a result of the organisational change process, emotional literacy had become more of a priority and there was more (although not complete) consistency amongst staff with regards to their understanding. Finally, some staff made reference to the continuation of work in relation to emotional literacy after my involvement ended. Further research may consider whether these kinds of changes have a notable effect on learning.

### **3.7.4 How can a Trainee Educational Psychologist support with a process of organisational change in relation to emotional literacy?**

Data analysis suggested that there were three ways in which I supported the organisational change process. Firstly, through providing a framework for organisational change, in this case the RaDiO model, and guiding staff through its implementation.

Secondly, through the use of a consultative approach to help school staff develop their understanding of and practice in relation to emotional literacy.

Thirdly, staff referenced the regularity and duration of my involvement; they contrasted the organisational change process (which took place over twelve months) with INSET and intensive ('3-6 week') interventions and viewed it as more effective. This has implications for EPs wishing to undertake similar developmental work in schools, who may wish to consider whether the aims of their involvement are likely to be best met by short-term interventions or longer term developmental work.

### **3.7.5 Through what mechanisms could such change be brought about?**

The primary foci of critical realist research are the mechanisms through which actions are translated into outcomes within a given context. Critical Realism also acknowledges that the research objects of social science are in a much greater state of flux than those of physical science (as human agents reflect upon and frequently adapt their own behaviour). Research is therefore regarded as an ongoing process through which explanations are built and adapted over time. The explanation below is presented as a tentative theory to inform and be tested by further research. In the context of this study, the application of the RaDiO process, led to four outcomes, through two hypothesised mechanisms, as illustrated in figure five.

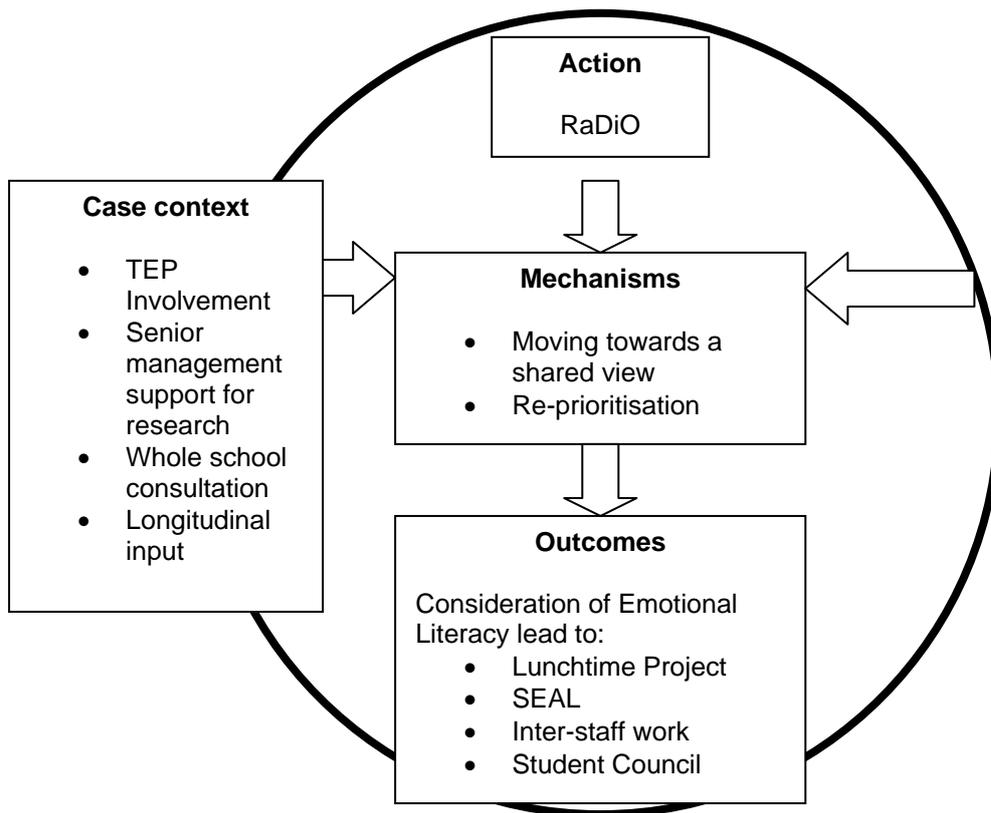


Figure 5  
Actions, context, mechanisms and outcomes in the case study

The first hypothesised mechanism, through which implementation of the RaDiO framework may have contributed to the identified outcomes, is a greater awareness of emotional literacy amongst school staff and a greater degree of shared understanding. This may have activated a second mechanism, the re-prioritisation of emotional literacy by individual staff, which could have in turn provided motivation for implementing initiatives such as the student council and SEAL project.

It is also important to consider the context within which the mechanisms were activated. Firstly, the study made simultaneous use of 'top-down' and 'bottom-up' processes; it was supported by an enthusiastic and motivated Senior Management Team with an existing interest in Emotional Literacy, but was designed following

consultation with the whole-staff group. Secondly, the project took place over one and a half years and, from the outset, sought to embed critical reflection and planning for change within existing school systems. Finally, the organisational change process was supported by a Trainee Educational Psychologist, using a consultative approach.

### **3.8 Discussion**

Yin (2009) suggests that to produce a valid account of a case a researcher should consider alternative interpretations of the data that they present. Three such alternative interpretations are considered below.

Firstly, my analysis posits that changes in staff thinking (re-prioritisation and a move towards a shared understanding) were important mechanisms. An alternative interpretation is that although the RaDiO process led to organisational change, it did so, without changing staff thinking. Whilst this is a valid view, it does not account for comments made by school staff in individual interviews. In addition, such an interpretation would require an alternative explanatory mechanism. It should be noted, however, that within a critical realist framework, this does not mean that changes in thinking were the only causal mechanisms.

Secondly, my analysis suggests that it was the implementation of the RaDiO model that caused the activation of the mechanisms. An alternative account is that the change would have happened anyway; the RaDiO model is not directly referenced in

interview transcripts and the case study did not seek to compare RaDiO with any other model of organisational change. However, the effect of my involvement on organisational change *is* discussed in interviews and RaDiO played an important part in helping me to plan and structure my involvement. There is, therefore, evidence to suggest that the use of RaDiO played an important part in this project, although other researchers may gain similar results from using alternative models and approaches to action research.

Thirdly, I have concluded that the research led to organisational change. An alternative view is that there was no organisational change. The former conclusion is perhaps best defended by drawing attention to the duration of the case study, which was over twelve months, and the ensuing breadth of formal and informal data collection from both staff and students. It is important to note that the study did not seek to evaluate the *effectiveness* of the four outcomes (see figure 5) in terms of their impact upon learning. However, data gathered through the RaDiO process and from group interviews with students, provides some evidence of changes in student behaviour. More detailed evaluative work will be completed by the school as part of their independent continuation of the RaDiO process.

The findings of this study are particularly relevant when considered in light of recent criticism of the current government-sponsored emotional literacy agenda. Craig (2009), for example, warns of the dangers of 'adopting holistic, universal, taught approaches to social and emotional skills' and of 'putting feelings into the taught curriculum' (pg. 2), this is a concern echoed by Ecclestone and Hayes (2009), who

suggest that emotional education has the effect of diminishing both the subject and the human being as an active agent. Both call for a debate on the impact of state-run emotional education on child development.

### **3.8.1 Limitations of the study**

Despite attempts to undertake a systematic and rigorous piece of research, the study has several methodological limitations. These are discussed below:

Firstly, staff were selected for interview by a member of the senior management team. This may have impinged on participant's ability to provide full, voluntary consent to take part in the research and to withdraw prior to its completion; participants may have felt obliged to take part. In future research, where possible, participants will be selected for interview at random.

Secondly, all interviews were completed on the same day. Whilst this may have had logistical advantages, it limited the ability of the researcher to reflect critically on the data he was gathering. A staggered interview timetable will be negotiated in future.

Thirdly, whilst member checking was used to reinforce the validity of data gathered from staff, this practice was not extended to data gathered through interviews with children. This omission may have unduly limited its validity, in future, when qualitative analysis of interview data is undertaken, member checking will be used with all participants.

Finally, the length of the study limits the strength of the conclusions that can be drawn with regard to organisational change. The data gathered focuses on changes in practice, however, it is acknowledged that organisational change also encompasses changes in organisational culture and ethos.

### **3.8.2 Broader implications**

The present study shows that it is possible for schools to use emotional literacy without reference to nationally agreed descriptors and programmes of work; that it is possible for school staff to develop their own, contextually relevant, understandings of emotional literacy and that they can use these to inform a process of organisational change. Although this study provides only tentative conclusions, it gives impetus for further research into an alternative way of viewing emotional literacy in schools.

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## Appendix 1: Sample Briefing Paper

### Emotional Literacy Project: Considerations for planning an audit

#### What is the Oakwood vision for an emotionally literate school?

The academic literature on Emotional Literacy describes two ways of conceptualising it: as a form of intelligence similar to cognitive ability, or as an element of personality.

The evidence supporting these concepts is in its infancy and many authors have raised concerns over their validity. Despite this,

- Emotional Literacy has attracted interest from academic and popular psychologists, governments, schools and commercial organisations;
- it is relevant to the modern social context;
- and there is evidence linking Emotional Literacy Interventions with pro-social development in children.

The aim of this project is to support Oakwood in developing their emotionally literate environment. This process will be informed, not by a definition of emotional literacy taken from the academic literature, but by the school's own vision of what an emotionally literate school should look like.

*The Trainee EP could support in eliciting this vision, through a mixture of questionnaire and interview research targeted to the needs of the key stakeholders identified by the School's Senior Management Team.*

#### How much progress has already been made towards reaching this ideal?

The 2008 Ofsted report makes the following comments in relation to the personal development of children attending Oakwood.

- "Pupils' personal development is a strength of the school. Pupils enjoy coming to school."
- "A strong emphasis on developing personal and social skills has a positive effect on behaviour."
- "A friendly, caring environment helps [children] to feel happy and secure at school, form good relationships and trust the adults who work with them."
- "At break times, other pupils relate very well to those attending the HIU. All pupils can use some sign language and are keen to learn more."

An initial audit should, therefore, consider what is **already being done well** and how good practice can be developed. New initiatives should complement the work already going on in school.

***The Trainee EP could support in identifying existing strengths through school-wide questionnaire research (developed from existing evaluative tools) or focus groups. This information could be reported back to the Senior Management Team.***

### **What strategies can be used to progress further?**

Alongside identifying areas of strength the audit will need to identify potential areas for development. Possible interventions strategies (e.g. SEAL; Emotional Literacy Support Assistant roles; staff training etc) can then be considered and their implementation tailored to the school's current needs.

***The Trainee EP could work alongside members of school staff to help with this process.***

### **What are the first steps?**

Should the school wish to go ahead with the audit, the following points may be useful for planning:

- Who do the SMT feel are the main stakeholders / groups, from which to elicit views?
- What data collection strategies do the school feel are feasible?
- With which member (s) of the school staff should the Trainee EP link?
- By when should the audit be started / concluded?

### **Contact Details**

#### **James Gillum**

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james.gillum@xxxxxxxxxxx.gov.uk

#### **Sxxxxx Cxxxxx**

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9 XXXXXXXX Road  
XXXXXXXX CXX XXX

Tel: XXXXXXXXXXXX  
Fax: XXXXXXXXXXXX

## Appendix 2: Account of Stage 5 of the Radio Process

All members of the school staff were involved in a consultation, which considered:

- The meaning of the term 'emotional literacy'
- The existing practice in Catchpole that promoted emotionally literate relationships
- How emotional literacy could be developed further in Catchpole

Prior to beginning the consultation, I provided a description of emotional literacy (as presented in chapter 2). I drew attention to the idea that emotional literacy is a value-laden and context-dependent term and that it is evident in the relationships and interactions between people, rather than being an individual, internal trait or ability.

Staff were asked to think of two relationships, one which they regarded as broadly positive and one which they regarded as broadly negative. They were then asked to identify positive and negative aspects of relationships more generally and to record their responses on a record sheet (see appendix 3). I explained that this information would be used to construct a shared understanding of what was meant by the term 'emotionally literate relationship' within the case school.

Once this activity was complete, staff were asked to consider what was already happening within the school to build and sustain positive, emotionally literate relationships, before identifying areas for improvement and necessary resources. They were again asked to record their responses on a record sheet (see appendix 3).

Following the meeting, I collated responses and used Thematic Analysis to identify six themes which, together, provided a good account of the information provided by staff in relation to the meaning of Emotional Literacy within Catchpole School. The six themes were:

- trust, honesty and reliability;
- effective communication;
- humour;
- equality;
- positive attitudes and personality;
- empathy, respect and give and take.

I also collated information relating to areas for further development and identified six frequently referenced areas of development. These are detailed below:

### Develop cross school collaboration

- Consider whether existing 'role modelling' activities can be formalised.
- Consider whether additional opportunities can be provided for younger and older pupils to interact.

### Create time and space for pupils to 'talk'

- Consider whether a message box could be used to allow students to voice worries and concerns. This could be manned by the school council or school staff.

- Consider whether the library or another quiet space could be available for use at lunchtimes and how this could be 'policed'.
- Consider whether a peer mentoring system could be developed.

#### Develop partnerships with parents

- Consider whether the school wish to use the parent materials included with SEAL.
- Consider whether the school wish to use the PAL materials (Parents as Learners)

#### Develop emotional literacy during lunchtimes

- Consider whether lunchtime supervisors could be involved in a consultation/research process co-ordinated by the Trainee Educational Psychologist.
- Consider whether lunchtime supervisors could work in classes prior to lunchtime.
- Consider whether the dining room environment could be developed.

#### Build specialist skills within the school

- Consider whether one or more members of school staff could be skilled up to take on a more specialised role within the area of emotional literacy.
- Consider whether a new post could be created to co-ordinate some areas of social and emotional development.
- Consider whether an in-house training package could be developed, through joint work with the Trainee Educational Psychologist.

#### Consider ways in which conflict can be best managed

- Look out for training courses within the local authority, or design an in-house package.

A second meeting was then arranged at which I shared my analysis of the information collected during the previous meeting and asked for additional feedback from staff regarding its validity. This information was shared with the School's Senior Management Team.

**Appendix 3: Sample Staff Response Sheet used during Whole-Staff Meeting (Stage 5 of Radio)**

**Qualities of Relationships**

| -   | +                              |
|---|--------------------------------|
| mistrust  | trust                          |
| selfish   | good listening skills          |
| dislike   | give + take                    |
| clash of personalities / understanding of that person | understanding + support / give |
| argumentative   | patience                       |
| poor listening skills / communication skills          | sharing + caring               |
|   | humour                         |

**Skills for positive relationships**

respect - treat others how you would like to be treated  
 listening skills, understanding, supportive + patient.  
 Giving time.  
 Non-judgemental  
 Be aware of all not being perfect.

## What are you already doing?

### Formally

Assemblies / story / open the book  
circle time  
meet & greet  
Setting an example / lead by example / portray yourself.  
Treating the others the same as you, praising not just children but adult  
feel valued

### Informally

tonation of voice  
expression  
reward system

## What else could we do?

This could be at the whole school, targeted group, or individual level. It could involve developing practice to support children at specific times of the day, or with specific issues.

### What training/resources might we need?

Behaviour management for lunchtimes. Promoting good behaviour. All staff, incl. lunchtime supervisors.  
Positive self-image / attitude towards adults and children.  
Confident / self-esteem / awareness / projection, all to tackle a ~~difficult~~ difficult-confrontation / situation.  
or delicate

## Appendix 4: Ethical Review Form

### School of Education Research Ethics Protocol for Staff, Postgraduate and Undergraduate Students

#### **Form EC2 for POSTGRADUATE RESEARCH (PGR) STUDENTS** **MPhilA, MPhilB, MPhil/PhD, EdD, PhD IS**

This form MUST be completed by ALL students studying for postgraduate research degrees and can be included as part of the thesis even in cases where no formal submission is made to the Ethics Committee. Supervisors are also responsible for checking and conforming to the ethical guidelines and frameworks of other societies, bodies or agencies that may be relevant to the student's work.

#### **Tracking the Form**

- I. Part A completed by the student
- II. Part B completed by the supervisor
- III. Supervisor refers proposal to Ethics Committee if necessary
- IV. Supervisor keeps a copy of the form and send the original to the Student Research Office, School of Education
- V. Student Research Office – form signed by Management Team, original kept in student file.

#### **Part A: to be completed by the STUDENT**

NAME: James Gillum

COURSE OF STUDY: Ap.Ed. and Child. Psych. D.

POSTAL ADDRESS FOR REPLY: 156 XXXXXX XXXXX Road  
XXXXXXXXXX  
XXXXXXXX  
LE4 XXX

CONTACT TELEPHONE NUMBER: 07813 xxxxxxx

EMAIL ADDRESS: james.gillum@xxxxxxxxxxx.gov.uk

DATE: 5.3.09

NAME OF SUPERVISOR: Jane Leadbetter

PROPOSED PROJECT TITLE: (provisional) Emotionally Literacy and Organisational Change in Schools

**BRIEF OUTLINE OF PROJECT: (100-250 words; this may be attached separately)**

Since the early 1990s, there has been increasing interest in the concepts of emotional literacy and emotional intelligence. A diverse body of published research has explored the connection between the two terms and several issues related to education, including: children's achievement in school, effective organisational management, bullying and childhood obesity. There is however considerable confusion over what each concept is, how it should be defined and measured, and whether or not the terms 'emotional literacy' and 'emotional intelligence' refer to the same or two different things.

This study defines 'emotional literacy' as a concept that is related to but distinguishable from 'emotional intelligence'. It suggests that whilst emotional intelligence is often conceived as a set of qualities within a person (abilities), emotional literacy is an emergent property of the relationships between people and is highly value-dependent; emotional literacy means different things in different contexts.

This study aims to explore how emotional literacy is constructed by staff and students within a primary school and whether staff and students can identify ways to develop the emotional literacy of their school environment. It also considers the role of a trainee educational psychologist in organisational change within schools.

**MAIN ETHICAL CONSIDERATION(S) OF THE PROJECT (e.g. working with vulnerable adults; children with disabilities; photographs of participants; material that could give offence etc):**

This project will collect data from staff and students within a primary school, using interview and focus groups. They will be asked to consider what the term 'emotional literacy' means to them and reflect upon how it is shown in their school environment.

There are two main ethical considerations:

- The first is due to the need to gather information from primary-school-aged children (a vulnerable group).
- The second is due to the nature of the discussions which the research is likely to create; participants will be asked to reflect upon the positive and negative aspects of their relationships with other people, which has the potential to cause distress for some participants.

RESEARCH FUNDING AGENCY (if any): None

DURATION OF PROPOSED PROJECT: 09.08 – 12.09

DATE YOU WISH TO START DATA COLLECTION: 06.09

**Please provide details on the following aspects of the research:**

**1. What are your intended methods of recruitment, data collection and analysis? [see note 1]**

Data will be collected in a primary school, within which the researcher has been working as an external consultant for the past six months. There are, therefore, existing relationships between the researcher and members of the school staff.

The project will use data collected from three sources:

- The research diary of the researcher,
- Interviews with staff (the head teacher, two teachers, one teaching assistant, one member of the lunchtime staff, and two support staff – site services and administrative support), and
- Group interviews with children (three groups of four students).

The recruitment of school staff will be undertaken through the researcher's existing relationships. The researcher will ask all school staff if they would like to take part in the research, if more than the required number of volunteers come forward, the required number will be selected at random.

The researcher will be aware that, because of his existing relationships with participants, they may feel obliged to take part in the research to 'please' him. The voluntary nature of the research and the participant's right to withdraw will therefore be stressed.

Children will be recruited by the school's deputy head teacher. Parental consent will be sought for those who volunteer to take part (using the form included as appendix 6).

Data will be analysed using thematic analysis.

**2. How will you make sure that all participants understand the process in which they are to be engaged and that they provide their voluntary and informed consent? If the study involves working with children or other vulnerable groups, how have you considered their rights and protection? [see note 2]**

In the case of staff, the research process will involve a 30 minute (approx) interview, on issues relating to emotional literacy. This will be explained to staff at the point of recruitment. After recruitment, but prior to the interview, staff will be presented with a briefing sheet (appendix 1) giving a description of the project and outlining their rights as a participant. Immediately prior to completing the interview, staff will be asked if they are happy with the conditions outlined in the brief. If they are, they will be asked to sign a consent form (appendix 4).

For children, the research process will involve a 40 minute (approx) group interview – the duration may be shorter for younger children. The focus group will be asked to consider issues relating to emotional literacy in their school. At the start of the focus group, children will be presented with a briefing sheet (appendix 2 for KS1 students, appendix 3 for KS2

students), the researcher will support the group in reading through the sheet, and ask them whether or not they understand and agree to each of the points made on it.

Children will be asked to write their name on a consent form (Appendix 5) to acknowledge that they understand and agree to the conditions outlined on the briefing sheet.

### **3. How will you make sure that participants clearly understand their right to withdraw from the study?**

The right to withdraw will be detailed on the briefing papers (app. 1,2, and 3). All participants will be reminded of this right, immediately prior to their interview and mid way through. Class teachers will also be asked to remind children of the voluntary nature of the research and that they will not 'get into trouble' for choosing not to attend the focus group or leaving early.

### **4. Please describe how you will ensure the confidentiality and anonymity of participants. Where this is not guaranteed, please justify your approach. [see note 3]**

Participants' names will be included on consent forms and parental consent forms. They will not be included in any records of the interviews or focus group discussions.

As the write-up of the research is likely to include some direct quotes, it will be necessary to distinguish between participants. There are two ways of doing this, whilst maintaining anonymity. The first is to identify all subjects using a number (e.g. participant 1, participant 2...) the second is to identify them using a more descriptive title (e.g. Year 2 Child A, Teaching Assistant 1). The latter method allows more detailed analysis to be undertaken, but means that the comments of individual participants could be identified by other members of the school staff and student body. Each participant will therefore be asked if they object to the use of the descriptive label in the write up. Participants who do object will be given a numerical label.

In interviews, confidentiality will be ensured through anonymity and through ensuring that the interviews take place in a location where discussion cannot be overheard. In group interviews, all participants will be reminded that the discussions taking place should be treated as confidential. The term confidential will be defined when necessary. This does not, however, guarantee confidentiality, as children could choose to ignore the researcher's suggestion.

### **5. Describe any possible detrimental effects of the study and your strategies for dealing with them. [see note 4]**

There are three main detrimental effects that may arise from the study:

- Firstly a disclosure may be made by a child during a focus group interview.
- Secondly, children may not keep the information shared in the group interviews confidential.
- Thirdly, questioning during interviews and focus groups may result in emotionally demanding discussion.

Disclosures will be dealt with using the procedure detailed in section seven.

It is not possible to ensure the confidentiality of the information shared during focus groups. The research will therefore attempt to minimise the negative impact upon children, should such information be shared, by:

- Asking participants to avoid using the names of individual students.
- Discussing with the class teacher any information, which whilst not a disclosure, may, in the opinion of the researcher have a negative impact on a child, should it be shared beyond the focus group.

Although the subject of the interviews and focus groups will be emotional literacy, participants will not be asked explicitly to discuss their own emotions, but rather the emotional literacy of the school environment. Discussions will therefore, not be personal, and the possibility of participants becoming emotionally distressed will be relatively small. In cases where a participant does become emotionally distressed, the researcher will support them in the same way he would whilst working in his professional capacity as a trainee educational psychologist and also inform the child's class teacher.

## **6. How will you ensure the safe and appropriate storage and handling of data?**

Audiotapes of interviews and consent forms will be stored in a locked cabinet at the researcher's home address for five years, before being destroyed.

Electronic information will be stored on the researcher's personal computer for five years, before being destroyed.

Prior to storage, audiotapes and electronic information will be checked to ensure the identities of participants are kept confidential. Participants will be identified using the coding system described in section 4. There will be no means of linking participant code names to their identities as listed on the consent forms.

## **7. If during the course of the research you are made aware of harmful or illegal behaviour, how do you intend to handle disclosure or nondisclosure of such information? [see note 5]**

There is a small possibility that this study will result in staff making the researcher aware of their participation in illegal activity. Should this occur, the researcher will share information with the head teacher, in the first instance, before contacting the police.

Should a disclosure be made by an adult or child, that results in the researcher being concerned that a child is being harmed, or is at risk of harm, then the local authority's safeguarding policy will be followed. This will involve the researcher immediately informing the head teacher of the disclosure and, if appropriate, contacting the social care and health duty desk, to seek further direction.

**8. If the research design demands some degree of subterfuge or undisclosed research activity, how have you justified this and how and when will this be discussed with participants?**

N/A

**9. How do you intend to disseminate your research findings to participants?**

The interviews are part of a broader programme of collaborative action research, within which school staff and children are given regular updates on the progress of the research, through briefing papers, meetings, and lessons.

In addition to this, two public domain briefings will be written, one for staff and another for students. These will be circulated to participants through the school's administrative system.

Feedback will also be given in a staff meeting and a further meeting will be organised for all children who participated in the research.

**Part B: to be completed by the SUPERVISOR**

1. Have the appropriate guidelines from relevant research bodies / agencies / societies (e.g. BERA, BPS, SRA, Research Governance Framework, Data Protection Act, Freedom of Information Act) been checked and applied to this project?

Yes  Not applicable

If Yes, which:

2. If relevant, have you ensured that the student holds a current Criminal Records Bureau check for the participants they will be working with during their research project? **[see note 6]**

Yes  Not applicable

If not applicable, please state why:

3. Have you seen information and consent forms relevant to the present research project? [if not relevant at this time, please review this within 6 months]

Yes  No

4. Is a referral to the Ethics Committee necessary?

Yes  No

5. Do you require a formal letter of approval from the Ethics Committee?

Yes  No  Not applicable

## Declaration by Project Supervisor

I have read the University's Code of Conduct for Research and the information contained herein is, to the best of my knowledge and belief, accurate.

I am satisfied that I have attempted to identify all risks related to the research that may arise in conducting this research and acknowledge my obligations as Project Supervisor and the rights of participants. I am satisfied that those working on the project have the appropriate qualifications, experience and facilities to conduct the research set out in the attached document and that I, as Project Supervisor, take full responsibility for the ethical conduct of the research in accordance with the School of Education Ethical Guidelines, and any other condition laid down by the School of Education Ethics Committee.

Print name:

Signature:

**Declaration by the Chair of the School of Education Ethics Committee (only to be completed if making a formal submission for approval)**

The Committee confirms that this project fits within the University's Code of Conduct for Research and I approve the proposal on behalf of the University of Birmingham's School of Education Ethics Committee.

Print name:  
(Chair of the Ethics Committee)

Signature:  
Date

Date:

**Supervisor – please keep a copy of this form for your records and send the original to the Student Research Office, School of Education.**

Date sent to Student Research Office:

**STUDENT RESEARCH OFFICE – PLEASE OBTAIN SIGNATURE FROM MANAGEMENT TEAM AND RETAIN ORIGINAL IN STUDENT FILE**

Date Form Received:

Print name:

Signature

For and on behalf of  
Student Research Office

Date:

## **Appendix 5: Participating In Research: Information for parents**

### **What is the research about?**

Since the early 1990s, there has been increasing interest in the concepts of emotional literacy and emotional intelligence. A diverse body of published research has explored the connection between the two terms and several issues related to education, including: children's achievement in school, effective organisational management and bullying. There is however considerable confusion over how each concept should be defined and measured and whether or not the terms 'emotional literacy' and 'emotional intelligence' refer to the same or two different things.

This study defines 'emotional literacy' as a property of the relationships between people in an organisation. It aims to explore how emotional literacy is constructed by staff and students within Oakwood primary school and whether they can identify ways to develop the emotional literacy of their school environment.

### **Who is conducting the Research?**

The research is being conducted by James Gillum, a Trainee Educational Psychologist, as part of a doctoral thesis. Mr Gillum's research is supervised by Dr Jane Leadbetter, a lecturer in Educational and Child Psychology at the University of Birmingham and Ms Sxxxxx Cxxxxx, Acting Principal Educational Psychologist for Cxxxxxxx Educational Psychology Service.

### **What will my child be asked to do?**

In this study, your child will be asked to complete a group interview (lasting about 20-30 minutes) with three other children from his/her year group. They will be asked what they think is meant by the term 'emotional literacy' and to reflect on emotional literacy within Oakwood Primary School.

### **Is my child obliged to take part in this study if I/he/she does not want to do so?**

No. The decision to about whether or not to take part in this study is for you and your child to make. Also, once the interview begins, your child is free to leave at any point and need not give a reason for doing so.

### **How will my child's comments be recorded?**

The interview will be recorded on tape, and later transcribed to paper.

### **How will these records be stored?**

Audio tapes and transcripts will be kept in a secure file at the researcher's home address. They will be destroyed after six months, unless the information is used to contribute to a published paper.

If data from interviews is used in the write-up of a published paper, then records will be destroyed five years after the paper's publication date.

### **What about confidentiality?**

Information gathered through interviews (with staff and children) will be used to evaluate the ways in which staff and students define the term emotional literacy, and how they feel it is demonstrated within the school.

This evaluation will be written up as part of a university thesis, and will be made available to academic staff for assessment purposes. It will also be shared with school staff and other members of the local authority.

At a later date, the information gathered through interviews may be used to write a paper for publication.

Some direct quotes may be used when writing up.

Your child's name and the name of the school **will not** be used in any write-up and it will not be possible for a naïve reader to know that your child took part in the study.

### **Will I be made aware of the findings of the research?**

Yes, if you would like to learn more about the findings of this research or about emotional literacy in general, Mr Gillum will be revisiting the school in the autumn term and will be happy to meet with all participants. A written summary of the research will also be circulated to the parents of all participants.

### **..and if I would like to know more?**

Mr Gillum will be happy to answer any questions you still have.

James.gillum@XXXXXXXXXX.gov.uk

James Gillum  
The Educational Psychology Service  
9 XXXXXXXXXXXX  
XXXXXXXXXX  
XXXXXXXXXX

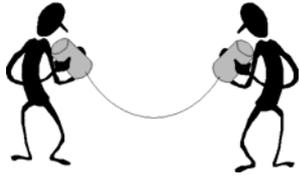
\*to be attached to a letter sent by the school

\*\*parents will be asked to sign against the following statement:

I have read and understand the 'information for parents' sheet and would like my child to take part in the research study.

## Appendix 6: Information Sheet for Key Stage 2 Children

### All about working with Mr Gillum



I would like you to work with me, in a group, for about half an hour. I will be asking some questions and I would like you to try and answer them.



If at any time you would like to leave the group, and go back to class, just say. Nobody will be upset and you will not get into any trouble.

The information we share in the group will be kept confidential. This means that although the conversations we have may be shared with other people, nobody will know who said what.



However, if you say something that makes me worried about your safety, then I will need to tell your head teacher.

The conversations that we have will be recorded on a tape. This is so that I can remember what we discussed.

I will also write down onto paper, everything that was said on the tape. This is to help me compare what your group have said with what other groups have said. Doing this is called 'making a transcript'.



The tape and transcript will be kept for five years in a safe, secure place, before being destroyed.

If this study makes some interesting information, I would like to share that information with other people. If I do share any information though, your comments will remain confidential.



After the summer holidays, I will be coming back into school and would like to meet with you, and all the other people who I worked with, again. This time, I won't be asking any questions, but would instead like to share with you everything that I have found out.

I have read the other side of this paper and I am happy with everything that is written on it.

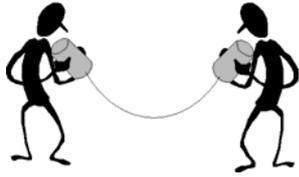
I agree to take part in Mr Gillum's research.

Name:

Date:

## Appendix 7: Information Sheet for Key Stage 1 Children

### All about working with Mr Gillum



I would like you to work with me, in a group. I will ask some questions and I would like you to answer them.

You do not have to work with me and can leave at any time.



The information we share in the group will be kept confidential.



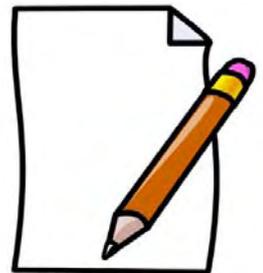
However, if you say something that makes me worried about your safety, then I will need to tell your head teacher.



The conversations that we have will be recorded on a tape and on paper.



The tape and papers will be kept for five years in a safe place



If I do share information with other people, your comments will be kept confidential.



After the summer holidays, I will be coming back into school to share with you everything that I have found out.

I understand everything that is written on the other side of this paper and I am happy with it.

I agree to take part in Mr Gillum's research.

Name:

Date:

## **Appendix 8: FAQ Sheet for Staff**

### **Participating In Research: Frequently Asked Questions**

#### **What is the research about?**

Since the early 1990s, there has been increasing interest in the concepts of emotional literacy and emotional intelligence. A diverse body of published research has explored the connection between the two terms and several issues related to education, including: children's achievement in school, effective organisational management and bullying. There is however considerable confusion over how each concept should be defined and measured, and whether or not the terms 'emotional literacy' and 'emotional intelligence' refer to the same or two different things.

This study defines 'emotional literacy' as a property of the relationships between people in an organisation. It aims to explore how emotional literacy is constructed by staff and students within Oakwood primary school and whether they can identify ways to develop the emotional literacy of their school environment.

#### **Who is conducting the Research?**

The research is being conducted by James Gillum, a Trainee Educational Psychologist, as part of a doctoral thesis. Mr Gillum's research is supervised by Dr Jane Leadbetter, a lecturer in Educational and Child Psychology at the University of Birmingham and Ms XXXXXXXXXXXX, Acting Principal Educational Psychologist for XXXXXXXXXXXX Educational Psychology Service.

#### **What will I be asked to do?**

In this study, you will be asked to complete an interview (lasting about 20-30 minutes). You will be asked what you think is meant by the term 'emotional literacy' and then to reflect on emotional literacy within Oakwood Primary School.

#### **Am I obliged to take part in this study if I do not want to do so?**

No. The decision whether or not to take part is yours. Also, once the interview begins, you are free to leave at any point and need not give a reason for doing so.

#### **How will my comments be recorded?**

The interview will be recorded on tape, and later transcribed to paper.

#### **How will these records be stored?**

Audio tapes and transcripts will be kept in a secure file at the researcher's home address. They will be destroyed after six months, unless the information is used to contribute to a publication.

If data from the interviews is used in the write-up of a published paper, then it will be destroyed five years after the paper's publication date.

### **What about confidentiality?**

Information gathered through interviews (with staff and children) will be used to evaluate the ways in which staff and students define the term emotional literacy, and how they feel it is demonstrated within the school.

This evaluation will be written up as part of a university thesis and will be made available to academic staff for assessment purposes. It will also be shared with school staff and other members of the local authority.

At a later date, the information gathered through interviews may be used to write a paper for publication.

Some direct quotes may be used when writing up.

Your name and the name of the school **will not** be used in any write-up and it will not be possible for naïve readers to trace any direct comments or data back to you.

### **Will I be made aware of the findings of the research?**

Yes, if you would like to learn more about the findings of this research, or about emotional literacy in general, Mr Gillum will be revisiting the school in the Autumn term and will be happy to meet with all participants. A written summary of the research will also be circulated to all staff members.

### **..and if I would like to know more before completing the research?**

Mr Gillum will be happy to answer any questions you still have.

James.gillum@xxxxxxxxxxx.gov.uk

James Gillum  
The Educational Psychology Service  
9 XXXXXXXX  
XXXXXXXXXX  
XXXXXX

## Appendix 9: Staff interviews: Participants' Guide

Thank you for agreeing to take part in this interview.

As you are aware, in September last year, the school undertook an 'Emotional Literacy Project'. It began with you and your colleagues:

- describing what Emotional Literacy meant in Oakwood Primary School;
- considering your experiences of 'positive' and 'negative' relationships in and out of work and
- discussing the skills needed to develop and sustain positive relationships.

You then considered what you were already doing to promote emotional literacy in your school and the areas in which you felt the school could develop further.

In a few minutes time, I'd like to ask you to:

- Discuss your understanding of the term 'Emotional Literacy'
- Reflect upon any changes that you have noticed within the school, since September, in relation to Emotional Literacy
- Talk about how we could build upon existing success to further develop Emotional Literacy in Oakwood Primary School.
- Comment on the role that you think I played in the Emotional Literacy project.

The following pages provide a summary of some of the questions that I will ask you (we may not discuss them all). Please feel free to have a look through these questions now.

### **Discuss your understanding of the term 'Emotional Literacy'**

- Have you heard of any of the following phrases?
  - 'Emotional Intelligence'; 'Social Intelligence'; 'Emotional Literacy'; 'Emotional and Social Competence'; 'Mental Health' or 'Social and Emotional Aspects of Learning (SEAL)'
- What does the term Emotional Literacy mean to you?
- Has your understanding of Emotional Literacy changed since September?
- If you were to work for a day in another school, (as a supply teacher / head teacher / administrative cover) how would you know whether or not the school was an emotionally literate organisation? / How could you see 'emotional literacy'?
- Do you think that having an emotionally literate school has an impact on the learning of the children in the school?
- Do you think other people in the school share your understanding of emotional literacy?

### **Reflect upon any changes that you have noticed within the school, since September, in relation to emotional literacy**

Think about the communication that you've had, with other school staff, in relation to emotional literacy.

- What messages do you think have been given to you by:
  - Teachers
  - Support staff
  - The senior management team
  - Children
- What messages do you think you have given to:
  - Teachers
  - Support staff
  - Senior management team
  - Children
- Think about any changes that you have noticed, in relation to emotional literacy, since September.

**Talk about how we could build upon existing success to further develop Emotional Literacy in Oakwood Primary School.**

Think about how we might build upon the positive changes already made.

- How might we build upon the positive changes already made at a school level?
- What resources would we need to make these changes?
- What challenges might we face in trying to do so?
  
- How might you build upon the positive changes that you have already made at an individual level?
  
- What resources would you need to make these changes?
- What challenges might you face in trying to do so?

**Comment on the role that you think the Trainee Educational Psychologist (James Gillum) played in the Emotional Literacy project.**

- What role do you think I played in the Emotional Literacy Project?
- How do you think my role affected the Emotional Literacy Project?
- Are there any changes that you think would not have happened without my involvement?
- What changes do you think would have happened anyway?

## Appendix 10: Interview with Staff: Prompt Sheet

**NB** Prior to the interview, participants should have been given an FAQ sheet. Check that this has been the case.

### Participants Guide

Give the participant a copy of the participant's guide five minutes prior to beginning the interview.

### Welcome and initial brief\*

*\*As I have worked as a consultant to the school since September, an initial brief is included as a precaution to reduce the likelihood of participants responding to please the interviewer, rather than communicate their real views.*

*"Thank you for agreeing to take part. Before we start, do you have any questions about the interview?"*

*The purpose of my research is to evaluate how emotional literacy is understood and used by school staff. I anticipate that different staff will provide different answers to questions. There are no right or wrong answers.*

*Also, although I have helped implement the emotional literacy project, my research is objective. It is just as useful to know about things that have been ineffective, irrelevant or difficult to implement, as it is to know about things that you feel have worked or have been of use to you."*

### Participant Information Questions

Before we begin with the interview proper, I'd like to ask you a few questions about yourself.

- What is your role within the school? (If class teacher – year group?)
- How many years have you been in the school?
- In three words, how would you describe the school?
- What did you do before working in Oakwood?
- How long have you been working in Education?
- Before this project, had you any other experience of developing emotional literacy?
  - What was this?

### Research Questions 1 and 2

#### Terminology Cards Activity

- Have you heard of any of the following terms?
- What do you think they mean?
  
- What does the term Emotional Literacy mean to you?
  
- Has your understanding of Emotional Literacy changed since September?
  - In what way is it different?

- What do you think caused this change?
- Do you think this change in understanding has impacted upon your professional practice?
- How?
- Could you give an example of something you are now doing differently?
- If you were to work for a day in another school, (as a supply teacher / head teacher / administrative cover ) how would you know whether or not the school was an emotionally literate organisation? / How could you see 'emotional literacy'?
- Does having an emotionally literate school impact on the learning of its children?
  - How?
  - Can you give an example?
- Do you think other people in the school share the same understanding of emotional literacy as you?

### Research Questions 3 and 5

Think about the communication (**conversations – formal and informal, staff briefings, training, written communication, SEAL assemblies**) that you've had, with other school staff, in relation to emotional literacy.

- **Prompt** - SEAL, Meetings with Carol, Lunchtimes.
- What messages do you think have been given to you by:
  - **Prompt** – You may not feel able to (want to) comment about all of these groups.
    - Teachers
    - Support staff
    - Senior management team
    - Children
- Have these messages changed your practice? – YES / NO
- What messages do you think you have given to:
  - Teachers
  - Support staff
  - Senior management team
  - Children

Think about any changes that you have noticed, in relation to emotional literacy, since September.

I'd like you to consider two types of change:

**Formal change:** e.g. using new resources, developing protocols or rules.

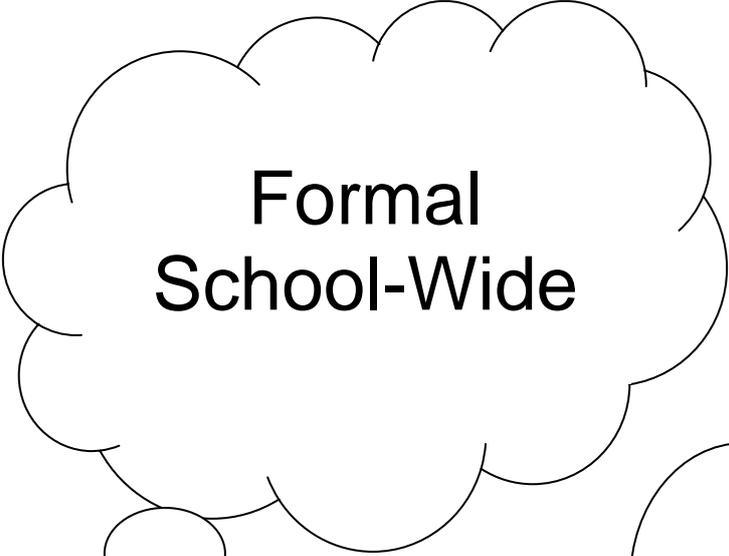
**Informal change:** for example, in the way that people interact, react to events, or use language to talk about behaviour.

I'd like you to consider each type of change at two different levels:

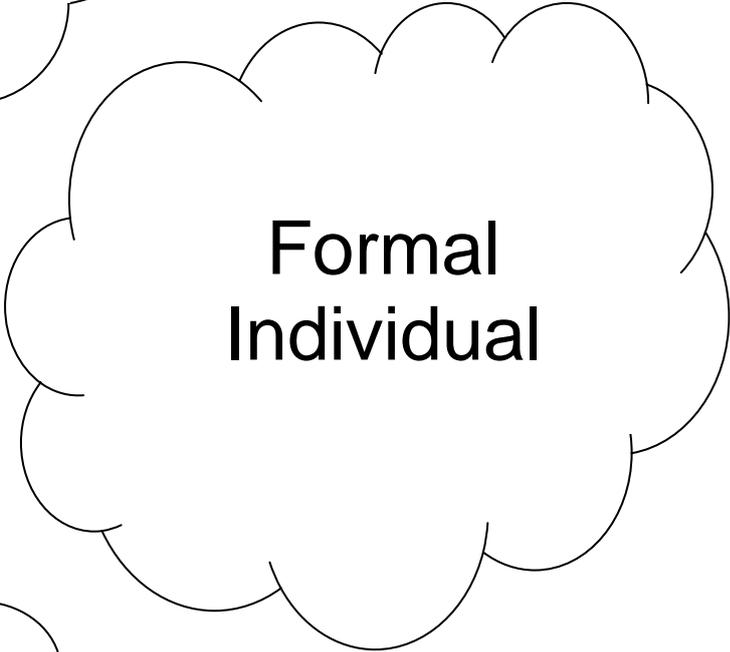
**The whole school level:** changes made by groups of people in the school (of which you may or may not be a part)

**The individual level:** changes that you have made, independently

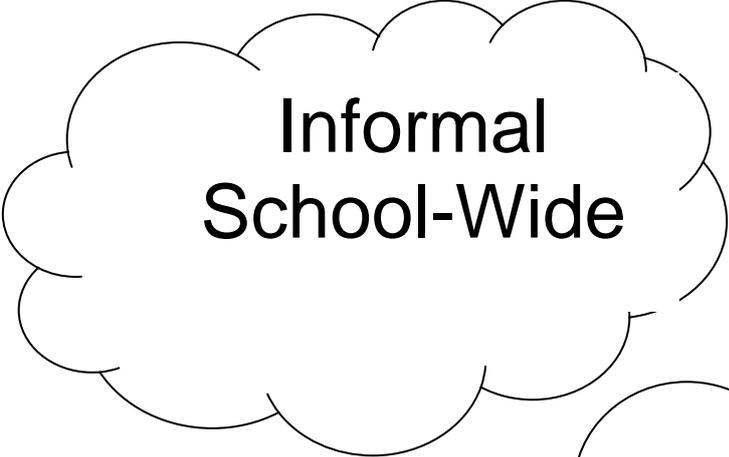
We will use the grid below to guide our discussion:



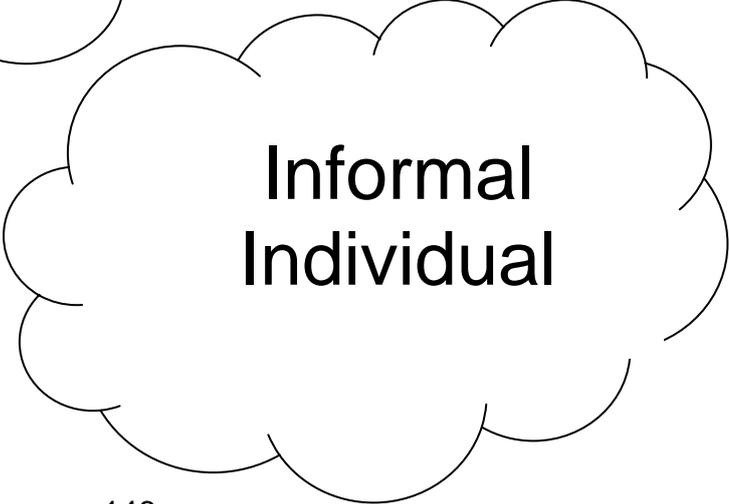
**Formal  
School-Wide**



**Formal  
Individual**



**Informal  
School-Wide**



**Informal  
Individual**

- Do you feel there have been any formal changes at a school-wide level?
  - What are they?
- Do you feel there have been any informal changes at a school-wide level?
  - What are they?
- Do you feel there have been nay formal changes to your personal practice?
  - What are they?
- Do you feel there have been nay informal changes to your personal practice?
  - What are they?

Think about how we might build upon the positive changes already made.

- How might we build upon the positive changes already made at a school level?
- What resources would we need to make these changes?
  - **Resources:** materials, time, people, equipment, organisation, permission
- What challenges might we face in trying to do so?
- How might you build upon the positive changes that you have already made at an individual level?
- What resources would you need to make these changes?
- What challenges might you face in trying to do so?

#### Research Question 4

- What role do you think I played in the Emotional Literacy Project?
- How do you think my role affected the Emotional Literacy Project?
- Are there any changes that you think would not have happened without my involvement?
- What changes do you think would have happened anyway?

## Appendix 11: KS1 Group Interviews: Prompt Sheet

### Friendship

- What does this word mean?
- Who can you be friends with?
- If you saw two people together how would you know if they were friends?
- Think of a friend.
  - Tell me about them
  - Why are you friends
  - What sort of things do you do, because you are friends?
- What skills do you need to be a good friend?
- What is the opposite of a friend?

Draw a bipolar construct for 'friendship'.

Talk about the middle area – people who are not friends and not 'not friends' but who have a relationship with.

- Explain that these are all types of relationship
- Can you be friends with a teacher, lunchtime supervisor, parent...etc?
  - Why do you think that?
  - How is your friendship with your teacher different to a friendship with another child?
  - How is it the same?
- What is the opposite of a friend?

Draw a bipolar construct for 'friendship'.

Talk about the middle area

Activity – placing people along the construct.

- Explain that these are all types of relationship

### Changes

- Have you noticed any changes to lunchtimes?
- Have you noticed any changes in your lessons?

## Appendix 12: KS2 Group Interviews: Prompt Sheet

### Introduction

Together, read through ethics form.

*"Thanks for agreeing to work with me. Remember, this is not a test and there are no right or wrong answers. I'm interested in your personal views as students of this school. Also, you might not have an answer for some of the questions that I ask and that's fine."*

### ICE BREAKER

Before we begin, I'd like to ask you a few questions about yourselves.

- Name
- Age
- Year
- Pets (real and ideal)
- Ideal dinner
- Favourite celebrity

Activity – Invisible Shopping list - adjective and noun (Twenty items max)

### Section 1: Constructions of Emotional Literacy and other terminology

#### Terminology Flashcards

- I'm going to show you some phrases. Some might be familiar to you, some might not.
- Tell me if you have heard of any of them before.

Split cards into two piles. For familiar phrases, ask:

- 'Could you tell me a bit more about...'

#### Emotional Literacy

##### Definition

- I'd like to think a bit more about one of these phrases: Emotional Literacy.
- I think that Emotional Literacy is a good way of thinking about the relationships we have.\*

\*If Emotional Literacy was identified as a familiar term, provide an explanation based around the discussion, but drawing attention to the 'relationship' element.

- **Introduce Relationship Circles and ask children to think about who they might place in each circle.**

- What do you think the word 'relationship' means?
- What relationships do you have in school?\*

\*Take note of children's responses to this question.

- What would a good relationship between a child/student and their/a ..... look like?
- What about a 'really bad' relationship?

### **Skills**

- What skills are needed for good relationships?
  - What skills do you need to get on well with other people?

Follow up with prompts if needed: E.g:

- A friendship can be an example of a good type of relationship.
- What skills do you need to be a good friend?
- What do you need to do to be a good friend?

### **Relationships in Oakwood**

- We've talked about emotional literacy and our relationships with other people.
- I'd now like to talk about the relationships you have with the other people in school.

Present children with the picture cards, one at a time.

Use the following prompts, as appropriate, to guide discussion:

**NB – use 'get on with' as a substitute for relationship, if needed.**

- When do you see these people / **How often?**
- How would you describe your relationship with them?
- What are the good points about your relationship?
- What are the bad points about your relationship?
- How do other children relate to this person?
- Do you think you could relate to them differently?
- Do you think other children could relate to them differently?

### **Section 2: Changes**

We've talked about relationships. I'd now like to talk about some of the changes that have been made, since the start of the year, to help improve relationships in school.

- Have you noticed any changes?
- Have you noticed any changes at lunch times?
- Have you noticed any changes to your lessons
  - What about SEAL?
- Have your relationships with other people changed?
- Are there any other changes that you think need to be made?

## Appendix 13 Summary of initial codes: by interview

The tables below provide a summary of all codes attached to data extracts from individual interviews. The codes included here are the initial codes, applied during the first cycle of analysis. The analytic process, however, involved several cycles of analysis through which codes were gradually refined and reduced to produce the final four themes.

Each code has been assigned a colour, to show how it relates to the final four themes. Red is used to indicate that a code forms part of the theme 'understanding emotional literacy as a concept'; blue for 'Emotional literacy in practice'; green for 'mechanisms facilitating change' and purple for 'the role of the TEP'.

The summary tables are followed by interview summaries for each staff interview. These differ only to the full transcripts in that the initial part of each interview, during which background information was gathered, has been removed.

| Interview 1   | Interview 2   |
|---|---|
| <p>Context influences behaviour</p> <p>Mental Health is separate to other terms</p> <p>Mental Health is 'Specialist'</p> <p>Language is important</p> <p>HI children have additional needs in relation to EL</p> <p>Teachers have responsibility for pastoral care</p> <p>The quality of relationships is important in schools</p> <p>There is a personal element to teacher-child relationships</p> <p>EL practice not consistent across all staff</p> <p>The EL Project has focussed thinking</p> <p>The project has taken a 'whole school approach'</p> <p>EL must impact upon learning</p> <p>Embedding change is a long term process</p> <p>TEP has provided challenge</p> <p>TEP used a consultative approach</p> <p>EL is ability based</p> <p>Cross School collaboration</p> <p>Use of SEAL</p> | <p>The EL project has brought EL to the fore</p> <p>EL is discussed more</p> <p>SMT facilitated change</p> <p>Embedding change is a long term process</p> <p>No significant change in day-day practice</p> <p>EL must impact upon learning</p> <p>Relationships important in EL</p> <p>TEP raised awareness</p> <p>TEP supported SMT</p> <p>Environment is linked to EL</p> <p>Mental health and mental ill health</p> <p>EL can be used to one's own means</p> <p>Linked SEAL and Learning</p> <p>EI similar to other terms</p> <p>EL is ability based</p> <p>EL not consistent across all staff</p> <p>EL not discussed informally</p> <p>Changes at lunchtimes</p> |

| Interview 3   | Interview 4   |
|---|---|
| <p><b>Mental Health as disability</b></p> <p><b>Not heard of EL</b></p> <p><b>Staff-student relationships have a personal element</b></p> <p><b>Interactions are important</b></p> <p><b>EL must impact upon learning</b></p> <p><b>The quality of relationships is important in schools</b></p> <p><b>There is a personal element to adult-child relationships</b></p> <p><b>EL practice not consistent across all staff</b></p> <p><b>Need for better staff collaboration</b></p> <p><b>Good relationships between support staff and DRAs</b></p> <p><b>There is a personal element to teacher-child relationships</b></p> <p><b>Changes at lunchtime</b></p> <p><b>Additional resources required at lunchtime</b></p> <p><b>Supportive SMT</b></p> <p><b>TEP as consultant</b></p> <p><b>TEP as empowering</b></p> | <p><b>EL linked with other terms</b></p> <p><b>Mental Health similar to other terms</b></p> <p><b>EL involves an understanding of needs</b></p> <p><b>EL is individual</b></p> <p><b>The EL Project has focussed thinking</b></p> <p><b>EL project has involved more people</b></p> <p><b>Changes at lunchtime</b></p> <p><b>Teachers can be insular</b></p> <p><b>Project has helped develop shared understanding</b></p> <p><b>EL has intangible elements</b></p> <p><b>EL can be evidenced in the environment</b></p> <p><b>Two way interactions between staff and students</b></p> <p><b>EL must impact upon learning</b></p> <p><b>The school is an integral part of the community</b></p> <p><b>Staff need to be aware of children's personal circumstances</b></p> <p><b>Project has involved all staff</b></p> <p><b>Project/ TEP has been consultative</b></p> <p><b>Top down policy has made change more difficult</b></p> <p><b>Project has raised awareness</b></p> <p><b>Supportive SMT</b></p> <p><b>TEP has encouraged new thinking</b></p> <p><b>Positive effect of SEAL</b></p> <p><b>Need to think about community</b></p> <p><b>Teachers building personal relationship</b></p> <p><b>Project has lead to increased awareness of demands operating on other staff groups</b></p> <p><b>Need to embed change</b></p> <p><b>TEP encouraging accountability / providing momentum</b></p> <p><b>TEP as providing an objective view</b></p> |

| Interview 5  | Interview 6  |
|--|--|
| <p><b>EL internal abilities, EL more practical</b></p> <p><b>Mental health as positive</b></p> <p><b>EL of relevance across social contexts</b></p> <p><b>SEAL has been implemented</b></p> <p><b>Project has involved everybody</b></p> <p><b>EL impacts upon learning (case example)</b></p> <p><b>EL requires personal and professional engagement</b></p> <p><b>EL must be part of a mindset</b></p> <p><b>Understanding of EL varies between staff</b></p> <p><b>Parents views are important</b></p> <p><b>In EL school, children have a meta-awareness of factors effecting learning</b></p> <p><b>Understanding of EL varies between people</b></p> <p><b>An understanding of EL takes time to develop</b></p> <p><b>EL looks different in different contexts</b></p> <p><b>EL takes time to embed</b></p> <p><b>Openness and opportunity for debate is important to build EL</b></p> <p><b>Language is important</b></p> <p><b>SEAL provides a frame of reference</b></p> <p><b>Project involved everybody</b></p> <p><b>Reprioritisation of staff development (TAs)</b></p> <p><b>Openess and accessibility important to HT</b></p> <p><b>Language is important for the development of EL</b></p> <p><b>Research process more important than content</b></p> <p><b>Shared understanding is important</b></p> <p><b>Project has involved whole staff</b></p> <p><b>Positive changes at lunchtime</b></p> <p><b>Need to develop a culture</b></p> <p><b>TEP provided support to SMT</b></p> <p><b>TEP as an outsider</b></p> <p><b>TEP involving everybody</b></p> <p><b>Length of time important</b></p> <p><b>TEP encouraging reflection</b></p> <p><b>TEP an 'objective insider'</b></p> | <p><b>EL and EL are similar</b></p> <p><b>Mental health and problems / diagnosis</b></p> <p><b>EL as value based</b></p> <p><b>EL as relationship based</b></p> <p><b>EL facilitates positive relationships</b></p> <p><b>EL schools are 'happy'</b></p> <p><b>Project has promoted thinking about EL.</b></p> <p><b>Introduction of SEAL</b></p> <p><b>Reference to Lunchtime project</b></p> <p><b>Project has raised awareness</b></p> <p><b>Support from SMT</b></p> <p><b>EL must impact upon learning</b></p> <p><b>Relationships have a personal element</b></p> <p><b>More discussion about EL</b></p> <p><b>Most staff share the same thoughts regarding EL</b></p> <p><b>Most staff share the same thoughts regarding EL</b></p> <p><b>Need to embed change</b></p> <p><b>Need to focus more on children with SEN</b></p> <p><b>TEP has helped SMT</b></p> <p><b>TEP has worked consultatively</b></p> |

**Appendix 14a**  
**Interview 1**

| Sp | Transcript  | Initial Codes                           |
|----|---|---|
| JG | Ok, erm, before you started the project here, did you do any work with EL before?   |   |
| CR | Only as far as, yes I'd done a, through my work with SEN children, I've been on an EL, just a workshop, but when I say just a workshop, it wasn't the quality of the workshop, just the time of it, it was like a one hour workshop on a SENCo conference, that type of thing and B did that.   |   |
| JG | Oh, B...  |   |
| CR | Yeah, and B was at the time, our school EP, so there were little bits of it that we followed up just informally between myself and B afterwards with certain children throughout the school, just on an informal, ad-hoc basis, really, and that only happened because she was our school EP, really, and she nagged me to go to her workshop, so I did as I was told, so er... | Embedding change is a long term process |
| JG | Ok, that's great, I've got some cards here with some terms that... you might have heard of some of them you might not have heard of others, I'm just wondering, are there any there that you do recognise?  |   |
| CR | Yeah, I recognise most of them yeah,  |   |
| JG | Are there any that you don't recognise, so we can get rid of those?   |   |
| CR | Not really, I think I recognise all of them.  |   |
| JG | OK, could you say a little bit about what you think each one means to you?  |   |
| CR | Erm, emotional social competence maybe the way a child, or an adult er, can er apply their skills and their understandings to a given situation, and that could be any situation, so it could be quite different if it's a situation out on the playground meeting a parent   | Context influences behaviour            |

|           |  |   |
|-----------|--|---|
|           | who is, you know, a bit annoyed by something or some person and how you might deal with that, as to how you might deal with a child in school. And its being able to apply...  |   |
| <b>JG</b> | So it's the... application of skills, appropriately?   |   |
| <b>CR</b> | Yes, using and applying, like with national curriculum, using and applying really that is.   |   |
| <b>JG</b> | Ok, that's great, what about this one?   |   |
| <b>CR</b> | Social Intelligence, that is, erm, well I think that would be, its quite similar to that, but its whether, its whether, erm, I would under there, put use of idioms and things like that, and whether children, and you know people as adults, can quite weigh up a situation, its alright knowing what to do in a situation, but can you weigh it up to begin with and I know some of our children are Aspergers and you know, they would have trouble with that. I don't know, is that what you'd count that as?   | <b>Context influences<br/>behaviour<br/>Language is<br/>important</b>   |
| <b>JG</b> | Yeah, I don't think there's any right or wrong answer, I think that's a brilliant answer.  |   |
| <b>CR</b> | ...just weighing it up and some of our children can't, you know, I said to one of our children whether they'd been asked to leave their coat on the floor by a class teacher, because the class teacher actually wanted to use that, to go back into the um, the place where they were and say, now look, that's there and it shouldn't be there, but no, the child 'it should be there' Mr Jones told me to leave it there' [laughs] and its like applying that understanding isn't it, 'ah yeah, but you were told that because...' but in fact it caused a real problem for that little boy |   |
| <b>JG</b> | OK, what about that one?   |   |
| <b>CR</b> | Well that's...well that's the SEAL project that we're doing now. And I think that's the whole area, the whole school, the whole community and also the whole child. Erm, you know, we have a lot of and how it effects their learning, like attitudes and relationships and erm, knowing where they are, where are they in this world? in  | <b>There is a personal<br/>element to teacher-<br/>child relationships<br/>Teachers have<br/>responsibility for</b> |

|    |  |   |
|----|--|---|
|    | <p>this situation? Where do they stand? And it is a good [inaudible]? It that a good or a bad feeling? You know and actually allowing children to, and staff, I think, really, to actually, to think beyond, to think towards that and actually know, well where do I stand in that situation? And you know, do I feel secure? In that... we're doing quite a bit of that, that comes about sometimes at this time of year when they're moving to be year sixes, who are usually so cock sure of themselves and all of a sudden [inaudible], 'ah miss, what happens if this and what happens if...' away from other people they'll be saying that, but its saying to them, well what would you do? To actually put that right, but I've, I think that's everything about the child and how it would effect learning and that relationship.</p> | <p>pastoral care</p>  |
| JG | <p>Right, these are brilliant examples...</p>  |   |
| CR | <p>They're all wrong.....that's sounds like something I'd say to the children; 'brilliant' 'great'.</p>  |   |
| JG | <p>...no, there really are no right or wrong answers, there really aren't.</p>   |   |
| CR | <p>...the emotional intelligence fits alongside the social intelligence, really, but is knowing feelings themselves and being able to actually think about being able to what they're doing and acknowledge this is a time when maybe I should be thinking about what happens here and that not everything is as straight forward and you can't always have a right and a wrong and a yes I'll do it, no I won't situation. I think some of that is being able to, I do that as summing it up, just like the social one really, being able to be aleart and sensitive to situations. Cos there are some who aren't sensitive to like major situations and then...</p>  | <p>EL is ability based<br/>Context influences<br/>behaviour</p>                               |
| JG | <p>...Ok what about that one?</p>  |   |
| CR | <p>Mental health, ooh, CAMHS, that's all I know, yeah, I think its recognising that all of this [other terms] amongst all of that, there, you've still got some children for whom erm, they, they, there are some mental health issues, and parents to some extent and that you know, the general wellbeing, you've got to have a good mental</p>  | <p>Mental Health is<br/>separate to other<br/>terms<br/>Mental Health is<br/>'Specialist'</p> |

|           |  |  |
|-----------|--|--|
|           | <p>wellbeing, to be mentally alert, to be able to apply yourself, none of that, if you can't apply yourself then, you know, its all so linked together really, but I think also knowing this and saying oh well we can teach this SEAL and we can do this, we can do that, we can do the other, I think its accepting that there are children upon whom we put huge stresses on, you know, we expect a lot. Little girl last year in year six who was told, well, when you come home tonight at four o'clock, you can decide if you want to live with your mum or dad. You know, and that's done quite often actually, to children and the sort of stresses and strains that she had erm and didn't know whom to speak to, well she felt she could come to me, but generally, it wasn't something she felt she could talk about with her friends because friends couldn't give her the answers, I couldn't give her the answers and I think if she wasn't given 'time for you' and proper counselling, there wouldn't, we're not counsellors, so we might be able to help with some of this [other terms], but we're not counsellors, so we can't really help with that [mental health].</p> | <p><b>Teachers have responsibility for pastoral care</b><br/> <b>The quality of relationships is important in schools</b><br/> <b>There is a personal element to teacher-child relationships</b></p> |
| <b>JG</b> | <p>Ok, and last of all, this one.</p>  |  |
| <b>CR</b> | <p>Erm, well, within the unit, I mean we, well we've extended quite a way really, beyond children being able to say 'well, I feel OK', or 'I don't feel OK', you know there's a whole gamut of stuff that hearing children, or some hearing children, are open to. You know, the TV is just on and they can see and understand what is happening by an emotion but they may not know how to describe that emotion by themselves and we need to give them, we've got a responsibility to give them more of [than] a 'yes I'm OK' 'no I'm not' or a 'I like it' 'no I don't'.. why don't you? And what I'm suggesting is, that hearing children may, not always, but may pick up on those skills far more easily, through incidental learning. Our children don't. and you know, I think that would be where you would get problems where something's thrown or something, because as they get older, we've got to remember that we've got to extend their literacy skills through their emotions just as much as hearing people would.</p>  | <p><b>HI children have additional needs in relation to EL</b><br/> <b>Language is important</b></p>  |

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| <b>JG</b> | Do you think the way in which you do that is different?   |  |
| <b>CR</b> | Erm, I think that we're very aware of it, we're more aware of it, so maybe our raised expectations slightly, you know, or say, why don't you like that, or why do you like the "H" car and you don't like a BMW, Mini, and stuff you know, on a very blaze level but, you know being able to say, no but you've got to say why. You know, think, is it the colour is it the, you know, what ever, and giving that, and then once you've started teasing it out over the simple matters, erm you know, like what do you want on your toast, or something like that, then you can extend that towards emotions and give them the sign for [inaudible], give them the sign for everything. Because at one point I can remember, people used to say, oh no, the deaf don't use that sort of language, this is a couple of years ago, oh the deaf don't use that sort of language. So, I think that that's important, but they need to play it out, hearing children need to play it out how many times, you probably know James, is it 300 times before they can feel it and learn it, well, we have to give our children that chance and actually, they don't always get that chance at home, so I think that's important. | <b>HI children have additional needs in relation to EL Language is important</b> |
| <b>JG</b> | Absolutely. Erm. Do you think your understanding, or your thinking about emotional literacy has changed, since we started the project in September?   |  |
| <b>CR</b> | I think its focussed more, its focussed more because the rest of the school are focussed on it. And its not just, we never focus just on the HI children anyway, we always consider ourself a whole school, but it has helped that it is whole school and it has, you know, I do recognise that there are certain children who I know very well in the mainstream classes, who have benefited from this, erm so I think you know,   | <b>The EL Project has focussed thinking</b>                                      |
| <b>JG</b> | Have you noticed any, erm changes, maybe if we talk about it in the HI unit first, is there anything that you're doing differently, with regard to EL, since September?   |  |
| <b>CR</b> | Erm, now, Lucy who teaches with me, she did some SEAL, she was open to SEAL anyway at the school for the deaf that she'd  | <b>Cross School collaboration</b>  |

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|           | <p>been to, erm as you say, we'd sort of dabbled in it a bit, within the unit situation, but I think it's the whole school impact really, and maybe the whole school impact, certainly are the assemblies and things being heightened you know, its not just us in the unit talking about this is, well could be, and explaining feelings more, although, I have always, for my sins, everyone says this, cos I'm so old, been an advocate of erm, circle time, and I actually think serious circle time in a lot of ways, you know, because it is a way through to many many classes, and they'll respond to circle time and they find out what's up.</p>   | <p><b>Use of SEAL</b></p>  |
| <b>JG</b> | <p>Ok, do you think that having an emotionally literate school impacts upon the learning of children?</p>  |  |
| <b>CR</b> | <p>Yeah, I think it must do. I think it must do, because it should impact upon everything really, but the major thing is relationships, and I think, tut, don't want to give a negative really, but I do think that we can still go further with it and I still think that we need to go further with erm perhaps, sometimes, some adults, who, who don't always, perhaps have that understanding and realise that what they are saying can have quite an impact. Yeah, they want it to make an impact but I'm not quite sure that if they you know sort of, you know really put it down and really looked at it, whether the impact is quite, you know sometimes I think that if other people say, yeah but they could have thought that, what? Never. No, no. I meant that. And sometimes that can, if you've got those misunderstandings straight away, if they can be sort of worked out, if you realise well no, a child may not always think that, so it's a bit different and that spreads right across the school community. It doesn't matter who they are.</p> | <p><b>EL must impact upon learning</b><br/> <b>EL practice not consistent across all staff</b><br/> <b>Language is important</b></p> |
| <b>JG</b> | <p>So its erm, one of the things you're saying is about putting yourself in the position of the child and understanding... I don't know if I interpreted that correctly...</p>   |  |
| <b>CR</b> | <p>...yes and perhaps understanding why children might misunderstand something, and it may not be oh they're not listening, it might be that they have misconstrued what has been said to them. And some of that might be, well one way is the use</p>   |  |

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|           | of idioms, but we tend not to use them, but it's the same type of thing, use of a phrase that really 'oh, does that mean that I do that every day, I don't do it every day, says the child, and its seeing where they're coming from as well   |   |
| <b>JG</b> | You've mentioned already, some of the things I was going to ask, so... we've seen some positive changes, where do we need to go next? You've already mentioned some of the things that you think we need to do, is there anything else? Any other changes that we could be making, anything to build upon our successes?   |   |
| <b>CR</b> | I think we need to continue with it, erm, you know, rather than, you pick something up and then if something else comes along in six months time, that takes priority, although I can understand when that happens. I think what we really need to do, is get it embedded, and its not going to be embedded until we've actually gone through the whole of it fully for a year, I know we started it, but we haven't been doing it for a whole year really, have we? As such, only certain areas of it. And I think if it can then be embedded into what we do, what we think, what we feel, then, I think it's um important.  | <b>Embedding change is a long term process</b>  |
| <b>JG</b> | Just now thinking at an individual level, about you as an individual practitioner, is there anything that you think you will be changing, going into next year, for example?   |   |
| <b>CR</b> | No, I don't think there is really, I think one thing I'd like to focus on is that, because I do a lot of the pastoral side of the school, only simply because we identified special needs and then we said, well there's the special needs which is like the phonics, the maths the whatever, where we get someone else to fill it in, you know, cover those needs, there's a pastoral side where we called it individual needs for children, then I think its actually widening that and being able to say that there are certain people that children can relate to, sounds awful, like it could only be one person that they come to, but I can see why they come to me, they come to me because erm, they see me as a sort of erm a member of staff obviously, but I'm not their class teacher. And so in a way that's why I've been involved in a lot of the pastoral care, because they'll come to me, | <b>Teachers have responsibility for pastoral care<br/>EL practice not consistent across all staff</b> |

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|           | <p>they're not complaining about something that's happened in my class, you know, and some of it's the same with the parents, it's being able to, so that you can talk in a quite a, you can say, well I'll go and find out about that, and yet if you're the person, the class teacher and the parent's [inaudible] you, you know, what am I, how am I going to answer that? But you can actually do that and I think there may be more opportunities for helping children and parents that way. And I think it will diffuse problems. I'm all for diffusing problems before they end up in a like, you know, as tended to happen in XXXXX School,</p>  |   |
| <b>JG</b> | <p>Ok, just two more questions. What role do you think I've played as a trainee educational psychologist, in the development of EL?</p>  |   |
| <b>CR</b> | <p>Well I think it was really useful to have someone in, to come in who would make all of us actually be able to air our views and think about it and to challenge people, because we've all got different understandings of what it all means and that includes teaching assistants, nursery nurses, erm lunchtime supervisors, and things like that, so I think its offering that challenge really and saying well what do you think is meant by this and I think it does us all good to do that really. And and erm, this sounds really silly, but I think because you're in a role as a trainee EP, I think they found, I think personally, that the other members of staff, I mean I knew you anyway, that I think they found it less threatening, you know, they felt oh we'll help, yes, that nice young man, you know, we'll help him out with his project, and but in a way I think that's sort of quite erm, it's a positive thing, rather than them having people come in who say 'I know all about this, I know the answer to that one, that one that one, but you tell me what you think.' You know and you'll just get them all, they just won't get involved. But I had positive, quite positive comments come back and people have been thinking about it so</p> | <p><b>TEP used a consultative approach</b><br/> <b>TEP has provided challenge</b><br/> <b>The project has taken a 'whole school approach'</b></p> |
| <b>JG</b> | <p>Ok... I think we'll round up there because...</p>   |   |
| <b>CR</b> | <p>We're going to have the children coming back, yeah that's fine.</p>   |   |
| <b>JG</b> | <p>Are there any other comments you'd like to make</p>   |   |

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| <b>CR</b> | No, not really, just want to say thanks for coming and doing it and I'm glad we nabbed you, I had the first question you see, S said 'would you like' and I said 'yes' yes, then I though oh, I'd better ask C [laughs], no but its something that's close to my heart really, that we can move this way, and I think that we have done it but I think that we need to carry on. |  |
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**Appendix 14b**  
**Interview 2**

| Sp | Transcript  | Initial Codes                       |
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| JG | Ok, I've got some words here, which I'd like you to have a look at. I'd like you to tell me if you've seen any of them before and if you know what any of them or if you think you might know what any of them mean.  |                                     |
| NA | Erm, the only one I've not, is this one, 'Emotional and Social Competence. Though I think you can sort of work out what is meant by it.   |                                     |
| JG | Ok, could you just tell me a little bit about each of these and what they mean to you, just very briefly?   |                                     |
| NA | Ok, well SEAL... I think, seeks to consider er... well what it says really, how people's social and emotional competence effects people's learning.   | Linked SEAL and Learning            |
| JG | What about this one...  |                                     |
| NA | Emotional intelligence, I think that's got to do with, I'm not sure I can see much difference between that and emotional literacy, which I think er, I can't really distinguish between them, they're about your own and other people's emotions and the impact they may have upon your interactions with other people, but also how it effects you personally. | EI is similar to other terms        |
| JG | Ok, what about social intelligence?   |                                     |
| NA | Well I guess that's related really, its... thinking about it, I suppose that's got to do with how, looking beyond the person, the individual, how perhaps groups, or... I was going to say something about how groups interact or cultures perhaps form and develop within groups. Not too sure about that, I'll be truthful there.                             |                                     |
| JG | It means different things to different people...  |                                     |
| NA | ..and mental health is to do with mental wellbeing, though people often use it when they're talking about mental ill-health. They talk about mental health issues, and that's got to do with, just as your physical body can be fit or less fit, so can your mind, your emotions, yeah, and how you perceive, whether you see, feel, hear...                    | Mental health and mental ill health |

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| <b>JG</b> | ok, thanks n. I'd just like to think a little bit more about emotional literacy, could you tell me a little bit more about that, what that means to you.   |  |
| <b>NA</b> | I think emotional literacy.. to me.. means.. being aware of your own and others' emotions and um, influencing others in a kind of underhand way, emotional blackmail, that sort of thing.  | <b>EL is ability based</b><br><b>EL can be used to one's own means</b>   |
| <b>JG</b> | Ok, thank you, do you think your understanding of emotional literacy has changed since September last year?  |  |
| <b>NA</b> | I would say so, yeah, um, in the sense that I've given it more thought. I don't know that its changed a great deal, but I've given it thought, you know as seeing some of the changes in school and the meetings that have taken place. So it's sort of brought it up the agenda, brought it to the forefront of the mind.   | <b>The EL project has brought EL to the fore</b><br><b>EL is discussed more</b>  |
| <b>JG</b> | Ok, what do you think brought about that change?   |  |
| <b>NA</b> | Er..I guess a primary dirver behind it was the new management team, that have been here since September, well, the new head started at easter last year and the deputy head aswell in September, so I guess erm, that has been a driver behind it.   | <b>SMT facilitated change</b>  |
| <b>JG</b> | ...and do you think the change in understanding has impacted upon your practice in any way? Are you doing anything differently now?  |  |
| <b>NA</b> | I'd love to say yes, but if I'm truthful, not greatly. But, I hope that over time, well I hope that it's already started...that as the awareness [inaudible] it's a bit more at the forefront of the mind, I hope that there's a sort of drip, a drip drip effect, and that over time it is, you know, going to continue to evolve and develop, so erm yeah, that's my answer to that. | <b>The EL project has brought EL to the fore</b><br><b>No significant change in day-day practice</b><br><b>Embedding change is a long term process</b> |

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| <b>JG</b> | Thanks. Um, if you were to walk into another school, as a site service manager, but on a supply basis, what would you look for, to tell you that the school was an emotionally literate school? What sort of things would you see?   |  |
| <b>NA</b> | I think the interactions between people within the school, whether its staff to staff, staff to children, children to children, whatever, looking at the interactions, um, and also how well... I mean, looking at it from my particular aspect, how well the site is cared for. I think er...that would show a lot. Um, and things like display boards, they look fresh and interesting and engaging, as opposed to something that was put up three years ago, and nobody's been bothered to review it since... | <b>Relationships important in EL Environment is linked to EL</b> |
| <b>JG</b> | Do you think, um, having an emotionally literate school impacts upon the learning of children?   |  |
| <b>NA</b> | I think it has to, yeah, I think it'll impact upon many aspects of their lives and obviously, learning is a big part of that in school. So yeah, definitely.   | <b>EL must impact upon learning</b>                              |
| <b>JG</b> | ...erm and do you think other people in school share the same understanding of emotional literacy as you?  |  |
| <b>NA</b> | . I would...guess so. I'm sure that the others, there's a range of people in school, and I guess we all come at it from our own viewpoint. But I would say, erm, yeah, I'm not alone in thinking this.   | <b>EL not consistent across all staff</b>                        |
| <b>JG</b> | Ok, just thinking now, erm, about the conversations that you've had with other school staff, erm, in relation to emotional literacy, so perhaps they might be related to SEAL, might be related to staff briefings or the changes at lunchtimes, anything that's broadly to do with emotional literacy, erm, I was just wondering what conversations or training or written communication or assemblies you might have observed, what sort of messages you've got across, first of all from teachers.            |  |
| <b>NA</b> | I find this a really hard one actually, because, I think even before September, one of the, something that attracted me to working at this school, was the, warmth that comes through. Erm, so I think, even if there wasn't much mention of the term emotional literacy, I think the practices that it had, even prior to this project, were pretty good. Erm, so I find that   | <b>EL not discussed informally</b>                               |

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|           | <p>really difficult to answer because, outside specific sessions, such as this, I wouldn't say that there's been a lot that I've heard, erm personally, erm, from anybody really. That's not to say that things haven't been put to practice or things haven't changed, but I wouldn't say that I've heard much in the way of conversations with anybody.</p>   |                                     |
| <b>JG</b> | <p>Ok. That's fine. Erm, I'd like you to think now, about any changes that you might have noticed at different levels, since September. We're thinking about change at two different levels, across the whole school and things about individual practice, we've already discussed individual practice, but just have a think again, have you noticed any formal changes at a school wide level?</p>  |                                     |
| <b>NA</b> | <p>The only thing that comes to mind is the er lunchtime changes, things that have happened there, erm in the dining room. I'm aware of those although normally, I'm not around at that time of day anyway, that's, you know, my time off. So although I'm aware of them, how they've actually worked, I don't really feel in a position to comment on at all.</p>  | <p><b>Changes at lunchtimes</b></p> |
| <b>JG</b> | <p>Ok, are there any informal changes?</p>  |                                     |
| <b>NA</b> | <p>I can't think of any changes, as I said a few moments ago, the practice here was already pretty good. In fact something I was going to mention a few minutes ago, was messages given to you by teachers, and the senior management team, that one here is on this list. I remember, before September, about last june, about a year ago, I was having some real issues with a cleaner, an agency cleaner, and I remember, I asked head for advice, and she was, her advice was brilliant, when she said, I remember she said to me, she advised me how to speak to him, she said if he comes back to you with a whole lot of ranting and raving, er she said, don't try and stop him, just let him go, it's just emotion, let it all out, so that worked, obviously, and a year on, its still stuck in my mind, and I still try to put that into practice when I'm dealing with people, not just in school, but in my daily life as well, trying to recognise that, that kind of er response that I get from people, so yeah, I think it was a really good exercise.</p> |                                     |
| <b>JG</b> | <p>That's great, thank you, just one final thing. What role do you think I've played in the emotional literacy project since September, within the school?</p>  |                                     |

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| <b>NA</b> | Again from my, I can only speak from where I'm at, and its really in raising the awareness of er, emotional literacy. Raising awareness and I guess, assisting management to put into practice certain things that and the discussions you've had, so yeah, as a facilitator I guess, | <b>TEP raised awareness</b><br><b>TEP supported SMT</b> |
| <b>JG</b> | Thanks, NA, is there anything else that you'd like to comment on that   |   |
| <b>NA</b> | Only this microphone, its so intrusive....  |   |

**Appendix 14c**  
**Interview 3**

| <b>Sp</b> | <b>Transcript</b>  | <b>Initial Codes</b>               |
|-----------|--|------------------------------------|
| <b>JG</b> | Right, well we've got here some terms which some people have heard of, other people might not of, it's just some of the phrases that are used in this area. I'm just wondering, are any of those familiar to you?  |                                    |
| <b>DF</b> | Only the mental health, I've not recognised any of those.  |                                    |
| <b>JG</b> | Ok, we'll put some of these away... what does that mean to you? Mental health.   |                                    |
| <b>DF</b> | Mental health, well I would say mentally a child is not capable of doing what most other children would be capable of doing, maybe probably due to illnesses or something they're not able to you know, compete in a lot of things and that.   | <b>Mental Health as disability</b> |
| <b>JG</b> | And what about this phrase, EL?  | <b>Not heard of EL</b>             |
| <b>DF</b> | Erm, well I'm not too sure about that.   |                                    |
| <b>JG</b> | If you had to have a guess, what would you say? It is a subjective term it means different things to different people.   |                                    |
| <b>DF</b> | Erm... I just don't know.  | <b>Not heard of EL</b>             |
| <b>JG</b> | Alright, OK, its constructed in different ways by different people, but to me, emotional literacy is about the quality of the relationships that we have with other people. It's nothing more than that, its about creating positive relationships within the school. Do you think that since September, your thinking about the way in which people relate to each other has changed? |                                    |
| <b>DF</b> | Erm, I think slightly, it probably has, erm, but not a great deal. No.   |                                    |

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| <b>JG</b> | Ok. If you were to go into another school, to work there for a week, what sort of things would you look for to tell you if that was a positive environment to work in, if the relationships were good.  |   |
| <b>DF</b> | Erm, I would say erm, the staff and the children had a bond kind of thing, like the dinner staff were bonded with the children, you know, and the children could relate to those dinner ladies.   | <b>Staff-student relationships have a personal element</b>  |
| <b>JG</b> | So what sort of things would you see?   |   |
| <b>DF</b> | Erm, happy, children happy and enjoying their playtime and that cos you know, we get here as well and actually just enjoying the lunchtime hour, you know and happy to be with friends and that and not just sat lonesome on a bench, you know in the corner somewhere  | <b>Interactions are important</b>   |
| <b>JG</b> | So sort of active and interactive with one another, but also active and interactive with the other lunchtime supervisors.   |   |
| <b>DF</b> | That's right.   |   |
| <b>JG</b> | Ok  |   |
| <b>JG</b> | Do you think that having a school with that sort of environment, do you think that it impacts upon the learning of...   |   |
| <b>DF</b> | I think it would have a great impact, yeah, because if that child can bond with, even if its just one of the dinner ladies then, you know, I think it would have a really good impact upon their learning. You know, because if they are struggling, they can always go to that dinner lady and say I don't know what to do, or can you give me some advice on something, you know. They're there for them, you know, so... | <b>EL must impact upon learning</b><br><b>The quality of relationships is important in schools</b><br><b>There is a personal element to adult-child relationships</b> |
| <b>JG</b> | Erm, so do you think other people, because we talked about a group of issues around relationships, the  |   |

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|           | emotional well being of the children, how do we get on with one another, and we've just talked about the importance of that for learning, do you think other staff, first of all, do you think other lunchtime supervisors share similar thoughts on that to you?  |  |
| <b>DF</b> | I'm going to be totally honest now and say, probably half,   | <b>EL practice not consistent across all staff</b> |
| <b>JG</b> | Ok, so that's half that sort of share your thoughts. About half.   |  |
| <b>DF</b> | Yeah.  |  |
| <b>JG</b> | And the other half...  |  |
| <b>DF</b> | [whispers] well the other half just don't want to be here. Yeah, cos I'm having a meeting with HEAD this afternoon... yeah... it's a very hard situation at the moment.  |  |
| <b>JG</b> | So you've got to manage with [inaudible]   |  |
| <b>DF</b> | Well, yes, this is the thing, at the moment, because everything's ok with the children but it's the staff themselves...../break/....   |  |
| <b>JG</b> | ...yeah... ok... erm, just thinking now about the messages, the messages that you've received from other people in the school about that group of things – the relationships – how well people get on, um, and messages could be conversations that you've had, or briefings, training, meetings with head, written communication, assemblies... erm, what type of messages do you think you've been given about this thing which I'll call EL?<br><br>First of all, what messages have you been given by the SMT, what have they said to you? |  |

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| <b>DF</b> | Well, nothing's actually been done about it to be honest with you. You know, I've been here and said we need to get together as a group and generally talk this through or not, because... but nothing gets done, so I've said can we have another meeting, because we need to get this sorted before September, you know, but there just doesn't seem to be anything between the staff and the lunchtime dinner ladies and that.   | <b>Need for better staff collaboration</b>         |
| <b>JG</b> | Did anything arise after the meeting that you had with me?  |  |
| <b>DF</b> | No. nothing came back after that, I've, I was hoping that head would be able to come in and speak to us on that day, but she was busy in the hall with her own meeting like, you know, but er.. is this is going on...[tape?]   |  |
| <b>JG</b> | This is confidential, so nobody in school will hear this or have access to the transcript   |  |
| <b>DF</b> | Right, ok.  |  |
| <b>JG</b> | Also, you're free at any point to say that you wouldn't like something used in this. What I might extract from this is your comments about communication between different groups of staff, but it wouldn't be specific to lunchtime supervisors. But if you have a think about that, then you can let me know about which part of the interview...   |  |
| <b>DF</b> | Yeah, you see, when we had that meeting with you the last time, you know, myself and three other ladies, they were all in agreement with me that four of the dinner ladies just didn't seem as if they wanted to be there. You know, they just gave us that impression that they wasn't interested. You know, they come because they had to come and that was it. You know, and I went to speak to Head about that a week later, because I went home, I was quite upset about that. You know. | <b>EL practice not consistent across all staff</b> |
| <b>JG</b> | What do you hope to be the outcome of the meeting with  |  |

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|           | Head, this afternoon?  |   |
| <b>DF</b> | Well, I hope the outcome would be that everybody would be together as a team. I mean, we want to be a team, because I've even asked if we can have our own school t-shirts, you know. So we look as though we're a team and that, you know, but erm, I don't know, I don't know if some of the dinner ladies are going to stay on or anything, cos some of them have got other jobs they're planning on going into, like in the new year, in the new term,   |   |
| <b>JG</b> | So, it is about creating that feeling of a team. Perhaps about looking at what your role is and getting agreement about that, and then its about communication with other members of staff within the school.  |   |
| <b>DF</b> | That's right, yes,   |   |
| <b>JG</b> | What messages have you got from class teachers?  |   |
| <b>DF</b> | Yeah. The teachers are very supportive, they are supportive and that, you know, if we have trouble with the children and that then we go to them and I say, please could you have a quiet word with so and so, or these boys need a man to man talk you know, about football rules, cos I don't know. So they will do that you, know, they will take them to one side and give them a few minutes of their time and just settle down and, so there is, yeah, they are there if you need them, but er they kind of hide away most of the time [laughs]. | <p><b>Good relationships between support staff and DRAs</b></p> <p><b>The quality of relationships is important in schools</b></p> <p><b>There is a personal element to teacher-child relationships</b></p> |
| <b>JG</b> | What about from children, have you had any messages from them about emotional literacy.  |   |
| <b>DF</b> | No. I don't think I have actually, no.   |   |
| <b>JG</b> | Do they talk about relationships or...   |   |
| <b>DF</b> | Sometimes, you might get children coming and saying 'I'm stopping at my mum's this weekend because my  | <b>The quality of relationships is important in schools</b>   |

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|           | <p>mum and dad don't live together you know, and everything starts to poor out then you know and you try and reassure them that everything will be fine and ok, so we do have a relationship in that way, where if they've got any problems or homework worries, then they will come to us and talk you know, and if we feel like their teacher may need to know something, then we'll go ahead and tell them.</p> | <p><b>There is a personal element to adult-child relationships</b></p> |
| <b>JG</b> | <p>Thinking now about what messages do you think you have given or would like to give to other people. We've talked about senior management, what messages do you think you've given to children in relation to emotional literacy?</p>  |  |
| <b>DF</b> | <p>Well I hope to think that they feel they could come to me with anything, you know, I'm here every day, touch wood, which I have for every day over 22 years, so yes, I could do with a star myself, so...</p>   | <p><b>There is a personal element to adult-child relationships</b></p> |
| <b>JG</b> | <p>Have you had any recognition for that?</p>  |  |
| <b>DF</b> | <p>No. nothing at all, but, and they always come up for a hug. Even the older children, they know, if they feel a bit down they can come up and have, and I think that's a good message, yeah, we've got a good relationship there, you know. Yeah,...</p>   | <p><b>There is a personal element to adult-child relationships</b></p> |
| <b>JG</b> | <p>And with teachers, what messages do you think you give to them?</p>   |  |
| <b>DF</b> | <p>Well hopefully, that I'm doing the job that I'm paid to do and that I'm looking after their children at lunchtime to the best of my ability. You know whether its just what they're doing outside, playing football, or if they've fallen over and hurt themselves you know, so hopefully, they'll see that I'm doing the best I can with the ladies that I've got. You know.</p>                               |  |
| <b>JG</b> | <p>...Ok...I'd like to think a little bit more about any changes</p>   |  |

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|           | that you've noticed... [finds and presents diagram]... it may be that you've not noticed any changes in this area, that's useful information to know, or it may be that you have. First of all, any formal changes at a school level, to do with lunchtimes?  |   |
| <b>DF</b> | Erm, I think on the whole, the behaviour's changed in the past few months. You know, I know it was hard when head and deputy head first came in, because they'd got so much to pick up on you know, to have the change over from the other heads and that, but I think, now they're in and they've been here for 12 months, I think behaviour at lunchtimes is a lot better, you know, although sometimes, we do get a bit of aggression from some of the children, you know, and then they stop and think I shouldn't have done that or I shouldn't have said that, so I think that's changed. | <b>Changes at lunchtime</b>                       |
| <b>JG</b> | Ok, what do you think, there have been some positive changes, so how do you think we can build upon that change as we're going in to next year?   |   |
| <b>DF</b> | Well hopefully, you know, if the children carry on the way they are, you know and the dinner ladies can you know.. if the children and dinner ladies can work together, then that makes for a good lunchtime. You know.   |   |
| <b>JG</b> | Um. And what resources do you think you need to continue doing that, and by resources I mean material but also time, people...  |   |
| <b>DF</b> | Well this is it, the people is the most important, because we do have erm 3 or 4 dinner ladies who will take a bit of time out of school, so that leaves us very short. So in other words that means that we can't do our play areas or play zones that we've been planning to try and do, then the children will have to try and make their own games, because we haven't got enough dinner ladies there on the day, to be there to play with them or show them how  | <b>Additional resources required at lunchtime</b> |

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|           | to do games, you know.  |  |
| <b>JG</b> | ...so staffing  |  |
| <b>DF</b> | That, that is the main issue, yeah.   |  |
| <b>JG</b> | And who within the organisation do you think is able to support with that?  |  |
| <b>DF</b> | Head probably. Head is there all the time. She says are you full staffed today, if not, where do you want me to go? You know, so I've got the back up of a lot of the staff. They'll say, we'll go where you need us to go, either in the lunch room or playground, especially if we're more than two dinner ladies short, which we've been down to three, three only in school, out of eight, and that's a lot to try and keep the whole school running just for an hour, you know. So that is the main problem, its just the staff. You know.   | <b>Supportive SMT</b>                                |
| <b>JG</b> | Are there any other challenges you think you face?  |  |
| <b>DF</b> | Er. I don't think so, erm, I will say the children love the coloured table cloths and everything, they love that and even the reception children, they'll come to me in the morning, when I bring my grandson to school 'oh can we have the strawberry table today miss', you know, so they are, they are taking notice of what they've got there you know. And they're enjoying that and yeah. We've only had one major accident with the water spillages and that yesterday and they got the cloths and they poored and they were doing that with the cloths and it was just going everywhere, but yeah, its been good. | <b>Changes at lunchtimes</b>                         |
| <b>JG</b> | Ok, I mean we've been going through a process of change since September, what role do you think I was able to play in that process?   |  |
| <b>DF</b> | You, well you played a major role, because you showed us things that we didn't even think that we could do  | <b>TEP as consultant</b><br><b>TEP as empowering</b> |

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|           | <p>probably, like erm changing the lunchroom round and that, you know and er, just sort of little things and that, and you just think, yeah, we could do that. But as you say, it's the staff, if the staff are willing to go ahead and do it. I mean, I've said to head on many occasion, I would love no more to go out on the field and play with the children, get my trainers on and run round because that's what I've always done in the past, but it's just this last twelve months, I've not been able to do that. Because... it's the staff, yeah.</p> |  |
| <b>JG</b> | I'm going to stop that...  |  |

**Appendix 14d**  
**Interview 4**

| Sp | Transcript   | Initial codes   |
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| JG | Ok. Right, A, these are some terms which are sometimes used by different professionals to talk about a similar group of concepts. I was just wondering if you, if you've seen any of these before?   |   |
| AC | Yes. I've seen them all  |   |
| JG | All of them.   |   |
| AC | Them all, aha.   |   |
| JG | I was wondering if you could say a little bit about each one for me and maybe start, well start where you'd like.  |   |
| AC | <p>Ok well I'll start with SEAL because this is something that we have introduced this year in school. And from my point of view in the EY its going particularly well. And it has surprised me how the children have been able to relate to the issues that we've shared.</p> <p>Erm. EL, erm, we've talked about in school as part of the project that you've been doing. And erm I think it goes along with... well all of them sit together really in thinking about how we can meet the needs of the children in the most appropriate ways. And ensure their well being, and that in turn would link to...</p> <p>Mental health and people's state of mind and the way in which they feel they fit into a</p> | <p><b>EL linked with other terms</b></p> <p><b>Mental Health similar to other terms</b></p> |

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|           | <p>particular scenario. Erm and to ensure that, well looking at all of them actually, to ensure that we as a school are happy to be there ourselves and that the children are happy with what we have on offer for them. So really, they're all interlinked, those cards, to me. Erm and all of them are necessary to ensure that we all have, all of us, children and staff and families, the wider community, everybody feels comfortable with the situation we're in.</p> |   |
| <b>JG</b> | <p>That's great, erm just thinking about that one in a bit more detail, and what specifically that term might mean to you and whether you think that's any different to what that term means to you.</p>   |   |
| <b>AC</b> | <p>To me, its about er having an awareness and a broad understanding of the needs of others and the needs that we have ourselves in order to be able to encompass all the tings that we want to do in a way that is meaningful to the children and to us within the school as a staff so that we're all working towards the same goal and to take account of the different emotions and needs that we all have in different ways.</p>  | <p><b>EL involves an understanding of needs</b><br/><b>EL is individual</b></p>   |
| <b>JG</b> | <p>Do you think that your understanding of that term has changed in any way since September, last year?</p>  |   |
| <b>AC</b> | <p>... I think that because it has been a focus in school, that perhaps I've thought about it more. But I would hope that the philosophy and thoughts that are in my head have always</p>  | <p><b>The EL Project has focussed thinking</b><br/><b>EL project has involved more people</b><br/><b>Changes at lunchtime</b></p> |

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|           | <p>been there and that I've tried to practice them, perhaps for something like SEAL, looking at that aspect, perhaps I've been more focussed specifically on erm aspects of EL that we've wanted to transfer to the children. I hope they've always been there those aspects, but, I think, we've just been more focussed this year with the dinnertime project. That has been something important to us that has been good, because its reached a wider circle of people and we've all been working to the same goal at the same time, which I think has had a positive effect.</p>   |  |
| <b>JG</b> | <p>...a wider circle of people?</p>  |  |
| <b>AC</b> | <p>Well. Perhaps we discuss it as staff, teaching staff, but we've made a point through what you've been doing and you yourself have made a point of incorporating DRA's and support assistants within the school, so sometimes I think teachers can be a bit too insular and forget to consult and reflect upon the values and ask for the values from the wider circle, so that can be the wider circle. We can talk about it in staff meetings were only we are there but we've made a point, through you of encompassing everybody and that gives you a better and more comprehensive picture of what you're trying to do and sometimes reveals to you things that er you perhaps don't perceive in the same way that others do because they fill.. fulfil a different role and so you're getting a better picture</p> | <p><b>Teachers can be insular</b><br/> <b>EL project has involved a wider circle of people</b><br/> <b>Project has helped develop shared understanding</b></p> |

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| <p><b>JG</b></p> | <p>If you were to go to another school for a day, to work, in the same role that you do here, but on a supply basis, erm, how would you know whether or not the school was an emotionally literate organisation. How would you, how could you see EL?</p>   |   |
| <p><b>AC</b></p> | <p>I suppose there are some things that may be there that are not apparent initially. If you are new to somewhere you just have the initial perception and I think the initial perception is important because it's the same when parents come to a school you get a feel for an atmosphere, how you feel, how you're greeted, how you're welcomed, er what the reaction is of the first people you meet and also what the building's like, you know, the whole, the whole, erm scenario erm says something to you, gives you a message about what you've perceived the school to be, erm the longer you're there, sometimes what isn't apparent immediately becomes clearer and it could be that there are underlying good threads but that they don't manifest themselves as obvious as they should be. Which is perhaps part of what we're trying to do, make sure that the emotional literacy that we're trying to erm develop is, is, to the forefront and not sort of in the back of our minds as much as it might be, erm, so, I suppose if I went somewhere new I'd get a feeling if the place felt happy, if the children were as welcoming as the staff, if you felt that your presence was valued, if you felt that consideration was given to others, which ever way round the interaction was, you know,</p> | <p><b>EL has intangible elements</b><br/> <b>EL can be evidenced in the environment</b><br/> <b>Project has focussed thinking</b><br/> <b>Two way interactions between staff and students</b></p> |

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|                  | <p>adult to child, child to, erm, and what it said just in terms of the building, you know, what the displays say what the general presentation of the place is all part of how something presents itself.</p>  |  |
| <p><b>JG</b></p> | <p>That's great, Thank you. Erm. Do you think having an emotionally literate school impacts upon children's learning?</p>   |  |
| <p><b>AC</b></p> | <p>Yes. [laughing] It's got to, it's got to. It's got to because erm, if we're all looking out, for want of a better expression, to ensure that everybody's needs are met, then that can only raise the self esteem of everybody. A) that the staff, for example if they're propagating that way of looking at things, then that's going to make them feel better, if they see the results, which indeed I feel they will do, erm and if the children are happier, I think too, we also, as teachers or as a school, the people who work in a school have to take on board children who come from another context, what ever that might be, and they don't come without emotional baggage, whether it be positive or negative, so we're the kind of, I would like to think that we are the oasis for want of a better expression, where, at least for that period of the day, they can experience things that are positive and well meaning and that will enrich them in whatever way they are able. But also, that they can take some of those experiences back out into the community and the other way, that they bring to us the experiences that we need to value and respect and celebrate,</p> | <p><b>EL must impact upon learning</b><br/> <b>The school is an integral part of the community</b><br/> <b>Staff need to be aware of children's personal circumstances</b></p> |

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|           | so, it's a two way thing, outside and inside, but, I'm waffling not waffling, but I've er, lost the thread of the question, what was the question again?  |  |
| <b>JG</b> | ...just thinking about how it impacts...  |  |
| <b>AC</b> | Yeah, it just makes everybody's life the better and for some children, they perhaps don't have the boundaries or the continuity that makes them feel secure and so by having an environment in which they do get respect, and they're not stereotyped, erm, that can only be a plus and helps to enrich them as well as us.   | <b>The school is an integral part of the community</b>   |
| <b>JG</b> | <p>Thanks. Erm, just moving on now to thinking about erm, change, and we're going to consider change at two different levels, the whole school level and the individual level, and we can think about two types of change, formal change and informal change. I'd like you to think about EL and any changes that may have happened since September and talk briefly about each one.</p> <p>First of all, do you think there have been any formal changes at the level of the whole school?</p> |  |
| <b>AC</b> | I think that from talking together, from sharing with you the concepts and the ideas that we've been able to do, and then applying formal changes, in the way, for example the dining room, as one example, erm, practical things that we can change, to put into place, to erm, try and make that experience for everybody,  | <p><b>Project has involved all staff</b></p> <p><b>Project/ TEP has been consultative</b></p> <p><b>Top down policy has made change more difficult</b></p> <p><b>Project has raised awareness</b></p> <p><b>Supportive SMT</b></p> <p><b>TEP has encouraged new thinking</b></p> |

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|           | <p>dinner ladies, staff, children, erm, a more positive one, erm, then that's, that's been good. I think also, the greater degree of consultation that this has engendered with DRAs, erm, and support staff, has been positive and its something that can easily, over the years, can easily get forgotten about and that you tend to have to follow a prescribed course because you have as a school, as teaching staff, you have a lot of things which drip down upon you from government, LEA, that sometimes we forget about the people at the base and this has just raised awareness again of the need to consult and share, and share that information, C's been very good and so have you, at actually sharing that information with the others, so you can consult with the DRAs, but that's fed back to us, and sometimes those things happen in isolation, but the fact that its all just melded together, I think has just made everybody feel more of a family and that everybody's views are important and there are things that obviously, in the dining room, the DRAs would perceive [cough] excuse me, that we wouldn't because they experience it from a different way, that we wouldn't have thought about in our consultation, so its important to assimilate those things as well [cough]</p> |                                |
| <b>JG</b> | <p>...and what about at an individual level? Has your practice changed in any way over the...</p>  |                                |
| <b>AC</b> | <p>In terms of things like SEAL, in the classroom, it certainly has changed, because, although</p>   | <b>Positive effect of SEAL</b> |

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|                  | <p>PSED, for example, is a very key aspect of our work and is on a daily basis and it permeates everything, actually having a SEAL session timetabled, on a weekly basis, for both sessions, morning and afternoon, has a) focussed me to deliver a continuum, of,, erm,, subjects which you want to share with the children, aspects, of their emotions, and its also surprised me, bearing in mind that it is the summer term, so they're comfortable with us and they're used to us, but it has surprised me how articulate they are in being able to express, I mean we're talking about 3 and 4 years olds.. I was surprised that they came out with as many things as they did. So, the SEAL resources have been helpful to me, because although I thought I'd probably cover every base, they've helped me to channel the delivery of those aspects in a way that has perhaps brought more out than I would have if I'd have don't it my own way, so that's been very positive, and erm, you'll have to direct me back to the question again.</p> |  |
| <p><b>JG</b></p> | <p>...OK...just changes in your individual case...</p>   |  |
| <p><b>AC</b></p> | <p>Oh in my, well I think it also, like I've said before, it just.. reminds me to think about the needs of the other people in the community of the school, at home, yes ok, in terms of our families, because we have daily contact with them, I feel quite comfortable that that's always at the front of my mind but for people like the DRAs, especially for us in Early Years, I mean for nursery which I'm actually based in,</p>  | <p><b>Need to think about community</b><br/> <b>Teachers building personal relationship</b><br/> <b>Project has lead to increased awareness of demands operating on other staff groups</b></p> |

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|                  | <p>they don't stay for dinner, so, its not to the fore with me, but reception, certainly is, because I know they go in, and I've actually spent time in there, on purpose, actually going and eating my lunch in there, since this project started, not every day, but a good chunk and not just sort of dipping in one day, but I've gone for several weeks on a trot, so I can see what happens, and its taught me a few things, in terms of how I see they have to manage , erm, the DRAs for example have to manage the children and the children have to manage their dinner time, so its raised my awareness.</p>                                      |                                    |
| <p><b>JG</b></p> | <p>OK, that's great, just two more questions, I'm aware of time, we've got three minutes. So what do we need to next, how can we build upon the positive changes that we've already made?</p>  |                                    |
| <p><b>AC</b></p> | <p>I suppose we have to evaluate and reflect upon what we feel we've achieved, so far and when I say we, I mean all of us, so its consulting everybody to see how everybody perceives it because we may not all perceive it in the same way, and I think erm, its come at such a time during the year that we're going to have a new cohort, you know that, everything's going to change and the Year sixes are leaving and we're going to have a new reception class, so we need to embed what we feel is valuable and worth retaining and perhaps then decide upon what we might extend, to ensure that the momentum is kept up and that...[inaudible]</p> | <p><b>Need to embed change</b></p> |

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| <b>JG</b> | Just finally, what role do you think I played in the project, you've mentioned some things already...  |  |
| <b>AC</b> | Well, I suppose you provided the catalyst, which a) in terms of the momentum and time, there're so many things that impinge upon us that we'd probably have thought 'yes we must do that' but you've enabled us to keep going because you keep coming back [laughs] no, but I mean that has been a good thing because, it's taken a greater, its taken a greater focus, than it might have done, it might have slipped and got looser, along with the millions of other things that we get, erm, just remind me again... | <b>TEP encouraging accountability / providing momentum</b> |
| <b>JG</b> | Just my role in the...   |  |
| <b>AC</b> | Oh, and your role, I think its important because, you are taking that objective view, we are participant observers and participants in the thick of it and sometimes its difficult to see the wood for the trees, so having that neutral person on the outside of things, is kind of a check on how everything is experienced and that can only be valuable to have an outsider's point of view, although you're not really an outsider any more, you're part of the family...   | <b>TEP as providing an objective view</b>                  |
| <b>JG</b> | That's an interesting point actually.... I'll thank you first of all, and then stop the tape there.  |  |

**Appendix 14e**  
**Interview 5**

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| <b>JG</b> | What we've got here are some terms which are sometimes used to talk about a similar group of concepts. Are any of those that are familiar to you?   |  |
| <b>CB</b> | Well I think all of them really   |  |
| <b>JG</b> | Could you just say a little bit about what each one means to you?   |  |
| <b>CB</b> | <p>I suppose this one, the SEAL has been, in a sense the framework for thinking about aspects, social and emotional, intelligence, competence, it's been a format for that.</p> <p>Emotional intelligence, emotional literacy, I remember right at the beginning having a conversation with you about the differences there and the intelligence would be something that I would say is partly innate actually, and partly erm, nurtured, through a variety of different peoples and settings.</p> <p>And literacy as being some of those 'how to's and underneath that, emotional and social competence, almost being like a triangle really, and that being an outcome.</p> <p>And social intelligence, I suppose I'd put erm, and mental health, social intelligence I'd put within there as again, I'd split them like that, but I think they come down to making that part there and mental health is something I suppose overarching, that we'd all want.</p> | <p><b>EI internal abilities, EL more practical</b></p> <p><b>Mental health as positive</b></p> |
| <b>JG</b> | Ok, erm, you've been in Howes for about a year...?  |  |

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| <b>CB</b> | Just over a year, a yeah in April. Yeah.  |   |
| <b>JG</b> | Before that, where were you working?  |   |
| <b>CB</b> | Before that, I was working in a British International School in America and before that in Birmingham for the last ten years, so...   |   |
| <b>JG</b> | Did you have any experience of EL in those roles?   |   |
| <b>CB</b> | Yes. I mean I think erm, for me personally, EL, although it's a relatively new term has been something that has been part of my background, unstated in those terms for a long time, but I did a counselling course when I was at university doing my B.Ed and those aspects, the Maslow's pyramid, all of that stayed with me as a key building block, so that would be one thing. Personally I think some of the seven habits stus, things on emotional intelligence for adults, so sideways I suppose, to completely involve in education, those terms would have been quite important. And then in the latter ten years when I was in Birmingham, from 1990 to 2000, erm, I think that was beginning to emerge with circle time and awareness of the other dimensions of children's, things that effect children's learning, so that's becoming part of what we did, erm. And the PSHE umbrella was starting to widen and we were doing learning to learn projects, 1995, I'd gone on Allistair Smith, Alight project and there was the pull again from accelerated learning and understanding that. So that was sort of some of the background to what I've done and also then as a deputy I'd gone on a course at the pacific institute which was about investment in excellence, which was basically fundamentally like the seven habits type thing, sort yourself out then sort | <b>EL of relevance across social contexts</b><br><b>Reference to theory</b> |

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|           | <p>your organisation out and that's true for people as much as it is for an organisation and for children, so those aspects were not just classroom centered in terms of EL, then in 199...2000, we had an OfSTEd inspection, and at that time, I'd bought and was reading the Daniel Goleman book, EI, and so that, that for me, that phrase was very much in my mind as a working phrase and then when I went to the British International School, erm, what struck me about that was, I went from working with very erm, children in difficult situations, social and emotional and poverty, to children who are very well, well educated on one level and very wealthy, affluent, children, but what struck me was their EL needs, they still had them, they were maybe different, and I found that extremely fascinating to have those two, in a sense, poles of social context to consider the importance of EL / EI. And actually, the children who were from those sometimes very affluent homes had very little emotional literacy backbone, where as some of my children in Birmingham had incredible backbone, stamina, resilience, but not necessarily opportunity, so...</p> |  |
| <b>JG</b> | That's quite comprehensive [laughs]   |  |
| <b>CB</b> | Sorry [laughs]  |  |
| <b>JG</b> | Erm, I mean, you've done a lot, before coming to this setting, has your thinking around EL changed in any way, since September, do you think?   |  |
| <b>CB</b> | I think, in two ways really, one, in that we've taken on board the SEAL materials and that, I hadn't been in Britain what that had come out, but I was aware of it, and that was important, secondly, I think through the   | <p><b>SEAL</b>      <b>has</b>      <b>been</b><br/> <b>implemented</b><br/> <b>Project</b>    <b>has</b>    <b>involved</b><br/> <b>everybody</b></p> |

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|           | <p>opportunity of working with you and therefore investigating that further, erm, that has allowed us more time and scope for everybody to be involved, so its not just about teachers and children, its about TAs and the wider community, and that's been a significant... and I'd add a third thing in probably, and that's to do with quite a challenging year and children and having to work, because there was no other way, to work very very hard on their er social and emotional needs erm, and heavy input in that, whether it be something overt like SEAL or building bridges which we did with year six, that we had to do that, we were not going to effect any difference in terms of children's learning unless we did that, unless we recognised those aspects, those competencies that they needed to do, to develop, so yes, it was part of a very timely set of circumstances and inputs.</p> | <p><b>EL impacts upon learning (case example)</b></p>  |
| <b>JG</b> | <p>If you were to go into another school, as a head, for a week, on a supply basis..</p>  |  |
| <b>CB</b> | <p>A supply head [laughs] yeah</p>  |  |
| <b>JG</b> | <p>[laughs] supposing you did, how would you know, looking around that school whether it was emotionally literate or not? How could you see EL?</p>   |  |
| <b>CB</b> | <p>Taking the context you've just given, going into a school, I think to successfully develop EL within children, you've got to have a staff who are engaged with that, both at a personal and a professional level and you have got to have some sort of framework, a frame of reference, to have those discussions and to layer that across the curriculum and the whole way you'd approach things. So I would be expecting to see staff, not necessarily agreeing, but certainly having a</p>  | <p><b>EL requires personal and professional engagement</b><br/> <b>EL must be part of a mindset</b><br/> <b>Understanding of EL varies between staff</b><br/> <b>Parents views are important</b><br/> <b>In EL school, children have a meta-awareness of factors</b></p> |

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|           | <p>quality of working together, of relationship and teamwork, and er, having developed some sort of mind set, which was shared and common and I think, erm, even if it wasn't there completely, I would still be looking, because you're developing it and not everybody's at the same spot, but I would expect that you'd be able to see aspects of it. Having said that, going down the [inaudible] in terms of what you'd expect to see in the children, I would expect to see their learning, showing real reference to the how we learn, and erm an awareness of that as a critical thing and linked therefore to parents and how parents feel about their children's learning and their children's achievements beyond just erm, the academic.</p> | <p><b>effecting learning</b></p>  |
| <b>JG</b> | <p>You've given a very full description of what EL means to you, do you think its, do you think other people within the school share the same or a similar understanding?</p>  |   |
| <b>CB</b> | <p>I think people are at different stages, and what I described to you earlier was a journey of twenty five years, so I don't see it as everybody being at the same point. But what I do think, is that there are emerging understandings and that for me as a head, I'm looking at times for mindset shift, in terms of, for example, one of the earliest things I did was around behaviour, erm, when I first started teaching you had discipline policies, then you had behaviour management policies, and you could say now we've got respect and attitude policies, so the whole semantic world of it changes, but erm, I suppose I've forgotten the question now, but er...</p>  | <p><b>Understanding of EL varies between people</b><br/><b>An understanding of EL takes time to develop</b></p> |
| <b>JG</b> | <p>...do other people share the same...</p>  |   |

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| <p><b>CB</b></p> | <p>Right, I think everybody's on their own journeys about it, but as a head I think I'm looking for a mindset shift and a frame of reference to put in, so these things are important, so for example, for the behaviour, that's why I said that, so right at the beginning, I said lots of things effect the way we behave and that was quite important, so it was little really, a stick figure with lots of behaviours, an Australian thing that I got fiftenn years ago, and I've just used it ever since, because I thought it was a really good statement that we're all effected by different things. You know, the angry parent comes in, full of emotion, and sometimes its about absorbing it to calm it, calm the emotion bit down, just to be able to understand whats going on, so everybody's at different points and it looks like different things in different situations, erm fundamentally, we're talking about children, but equally, we're talking about the relationships that staff have in order to bring the best out of their own practice but also out of each other, and obviously the children,</p> | <p><b>EL looks different in different contexts</b></p>  |
| <p><b>JG</b></p> | <p>Ok, thinking about change now, erm, we've been developing this since September, and thinking at a whole school level, what formal changes have you noticed at that level, what are you aware of? So it could be things like resources, ways of doing things...</p>  |   |
| <p><b>CB</b></p> | <p>Alright, I suppose two or three areas really, one area would be what I've referred to as mindset change, and having a very definite idea in my mind about, a clear set of values about what things we would consider to be important and that we would, you have to grow those, some people are on different parts of their understanding at a different time, but it's a growing</p>   | <p><b>EL takes time to embed<br/>Openness and opportunity for debate is important to build EL<br/>Language is important</b></p> |

capacity, a growing awareness of that, and I would see that in terms of that, I remember the first staff meeting I did was right..., I asked everybody, I want you all to recount a time in your learning, one that's been a good experience and one that's been a negative experience and they all just sat there, and I thought 'oh' and the teacher in me went 'ok, we don't do talking together', so I said, ok, well talk to the person next to you and that was huge for me, that they weren't used to talking, or expressing their own point of view, hugely, that that part of the erm discussion process and the team-i-ness of things wasn't there so it was like, Ok, so I have to build that in, so building in the opportunity to have an opinion and to say what you think and to explore ideas well, actually took some time. And that example was really important, and if I went into another school, I'd do exactly the same thing on day one, because what came out was they were able to list off all the, they told their stories about what was good learning and I said well lets look at some key words from the good learning stories and we got all the key words down there, then we looked at the experiences that were not so good and we got the key words down from there, and by doing that we ended up with what was a definition of good learning, straight from the houses mouth, from their own experience, and I think ok, well we're saying all these things are really good for children, are we achieving that at the moment? And from that, that core of words, we moved forward into what things we wanted to see and do and how we might go about doing that, so that was a really important marker point, which was actually based in every individual's point of view. You know, it was very

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| <p>real to them, so that was one thing. And I do see it as formal, in that it formalised that the words we thought were important and they became the core to the things we went on to do from that, because I kept on using them as a reference point, so we were developing this, remember we said that this was important to learning, so that links with that.</p> <p>Secondly, the SEAL project had been going for a while, though I personally had not had a lot to do with it, but it was recognisable to me as soon as I flicked through it, I thought yes, we need to get on and do this. Which is what we did, and that provided a frame of reference for teachers to explore some of the things that we were talking about in other contexts. So the SEAL project was a formalised system.</p> <p>I think thirdly, and it refers back to what I was saying before, about setting up systems and structures and expectations that we will have a discussion and that everybody's ideas are valuable and important and formalised through the type of staff meetings that we had. Everybody came to the staff inset, not the teacher day, the staff inset day, whether they were TAs or what ever, they didn't just get to tidy out cupboards, but that they were part of that, and that's gone onto, we had phase meetings starting in September, which haven't worked brilliantly, but which we will get the, make them better and then and we will do, we decided we will put in TA training, every half term, so we've shifted our structure so that they'll go home fifteen minutes earlier one night a week, all through the first half term and then one week, they'll stay till half four, five o'clock, and so we've put in</p> | <p><b>SEAL provides a frame of reference</b></p> <p><b>Project involved everybody</b></p> <p><b>Reprioritisation of staff development (TAs)</b></p> |
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|                  | <p>training, because that was one thing I thought was out of kilter with that, so in terms of approaching it, I think that is a formal structure for saying, 'yes' your opinion matters, how you perceive things is important, erm, so those three areas, does that...</p>  |  |
| <p><b>JG</b></p> | <p>That's great. That's great... and informally, at a school level, have you seen changes in terms of how people interact, how they react to events, the language they use, the way they frame, think about behaviours that they see in school</p>  |  |
| <p><b>CB</b></p> | <p>I'm going to answer that with two extremes right, erm I think erm, I'm not a very confrontational person, I don't work very well like that I'm not good at it, but something occurred in about October time, partly to do with the way in which we were having to deal with a very challenging child and there were a lot of mutterings going on in the staff room about you know, we should ring the union, you don't have to put up with this, that and the other, and for me, I just went no, I can't have that, so I had a meeting straight away and I said, I understand there's some concern about this and that people are expressing these points of view about this this and this, I want to say to you right now, that if you have a concern, you have to come and tell me, you cannot sit and talk about it in the staffroom, because that will undermine everything and everyone. I said it to teachers and I said it to TAs. I surprised myself, but I think it was such a core thing for me that it mattered so much that it didn't matter that I found that sort of thing difficult. It had to be said.</p> | <p><b>Openness and accessibility important to HT</b><br/> <b>Language is important for the development of EL</b></p> |

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|           | <p>And I say informal, but I suppose it wasn't that informal really, but it was a really important thing that was said because it was going this is the value, this is the operation of it and if you have a problem, you've got to know you can come and see me about it, and I think as people have got to know me they would come to understand that, but time, you have to let time do its own message giving.</p> <p>And then today, I'm going to the other extreme now, informally, we have adopted a certain language about children and certainly I have used it all the time, you know, we say 'make better choices', be the best you can be, you know, all those sorts of things, and today, in one of my more challenging children's reports when he was writing what his targets were, as he goes into year seven, so his targets were like maths and writing and then his third target was 'to be the best I can be' and when you drip in language like that..</p> <p>[disruption – knock at door message from another member of staff]</p> <p>So he...</p> |  |
| <b>JG</b> | ...would you like a moment to think?   |  |
| <b>CB</b> | <p>No no, its OK, I'll deal with that in a minute, so he erm written 'to be the best that I can be' and its drip feeding sometimes phrases or whatever, because you're trying to build a language that's beyond 'I just did it because I did it' you know, and actually build a whole way of... sometimes the language allows for emotional flow around the system, so if you say, I want to be the best that I can be, then it allows you to</p>  |  |

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|                  | <p>go positive, pro-active, you know it's a carrier, sometimes language carries the possibility of something when children are often stuck emotionally in lots of different situations, putting in language, circle time is like that, fifteen twenty years ago, when we first introduced it, the older children were like 'I'm not saying that', the younger children were quite happy, but by the time they started moving through school the language of circle time, of expressing an emotion was, began to occur, so I think it's a similar thing. Language is a carrier and its not not important, it is important.</p>   |   |
| <p><b>JG</b></p> | <p>Ok, I don't want to keep you beyond twenty past, which leaves two more things to a, about two minutes for each. Erm, we've identified a lot of positive changes already in the school, but where are we going next? What are the next steps? How do we build upon the positive changes we've already made, going into next year?</p>   |   |
| <p><b>CB</b></p> | <p>I think of the, there were I think six key areas which we wanted to look at and lunchtime's sort of there, and its funny, I'm not even sure that the six things areas critical as the act of doing is, because as soon as you act upon something, you have to work with others, and that, the teamness of that starts to build consensus and you build identify and you build togetherness, so actually, does it really matter it was lunchtime? Could it have been sometime else? It's an interesting one because its actually its involved a more diverse group of staff and children than it would have done had we just done something to do with children. So that's quite important really, so its about building the ethos and as I said, the mindset before.</p> | <p><b>Research process more important than content</b><br/> <b>Shared understanding is important</b><br/> <b>Project has involved whole staff</b><br/> <b>Positive changes at lunchtime</b><br/> <b>Need to develop a culture</b></p> |

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|           | <p>So yes, there are things to do, and there are aspects to improve about lunchtimes, so I had a meeting with lunchtime supervisors and I know there are some immediate concerns that they've got, but a year on, I was sitting looking at them in my room, they're not sort of freaked out sitting in the head's office saying what we need to do next, that's the norm now, they are used to doing that and they feel that they've got the opportunity to express their ideas and they are being far more pro-active about it, it's still, dinner time's still going to be a pain at times, so I think that that's been a, the next steps are tangible in terms of right, lunchtime project needs to move to the outside, erm, front office is what I said that I feel we need to address, plus yes, the other projects that we have going, I'd like to do any one of those. But those are my two in my mind, but I really need to feed back with you about where everyone else is, erm, so those are the tangible projects, the intangibles are to do with people changing and getting into the flow and working together and building a culture which is saying, you know, we're all in this together, so that's two things really.</p> |  |
| <b>JG</b> | Thanks... the final few questions,  |  |
| <b>JG</b> | What role do you think that I played as a trainee educational psychologist, in the work that we've been doing since September?  |  |
| <b>CB</b> | Erm, I think it was on a number of levels actually, I think it was the fact that you could touch base with all levels which has been an important part to it, erm, firstly, I think for P and I it was really useful in, as a catalyst for thinking about the borader, wider, deeper,   | <p><b>TEP provided support to SMT</b></p> <p><b>TEP as an outsider</b></p> <p><b>TEP involving everybody</b></p> |

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|           | <p>longer implications of what we've been talking about. As an SLT, you facilitated that discussion, it wasn't Carol saying yet another thing, it was somebody else, from outside, which supported some of the things I was saying but also extended it beyond what I knew about, that was useful. I think the fact that everybody was involved and that you were involved with all peoples at a variety of levels and it wasn't hierachial in that sense, so it was facilitating the thinking and discussions and people felt, it was a bit more formal, in that you know, of who you were and the research project and that their opinion was important, there were all those sort of things that gave it a sort of another level of credence</p>  |  |
| <b>JG</b> | <p>What do you think would have happened anyway, out of these changes?</p>   |  |
| <b>CB</b> | <p>We would not have got to the clarity of thinking that we did get. I also think the length of time would be a good thing that I'd want to comment about, that you were with us regularly, over a period of time, and it wasn't that it had to be lots of time, its just that it was regular and it was a journey through twelve months and not a month or an intensive six-week project, because what we're talking about in terms of EL is a much longer game than just a, you know, project of a few weeks, and I think that everytime you came was a reflection point, a reflection point even if it went backwards, because the dinner ladies said to me they'd been telling James about how bad it was on the floor, and I said, yeah, its going to go like that some days and why does it? But its that, they feel quite happy to say that this went wrong, or that went wrong, and this isn't good enough and that isn't good enough,</p> | <p><b>Length of time important</b><br/><b>TEP encouraging reflection</b></p> |

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|           | and that's fine, because they start being solvers of their own problems, instead of just putter-uppers. You know, that sort of thing, so does that answer your question?   |                                   |
| <b>JG</b> | Absolutely.  |                                   |
| <b>CB</b> | So, yes I mean, so facilitating, at a number of levels, the discussions and comments. I suppose I've got one question back, I need it in order to answer something else. I am also aware that I have got my own agenda about where I'm going, what I want to do, and erm, so your coming to us was really timely, it helped me reach, in a way that I hadn't got the time or the energy or the, sometimes the knowledge to do that, and because of being in the system it was a bit more difficult, where as because you were outside of it, you were a bit more of an objective other, so I think that, that was really important, erm, what was the question..? it was about being involved and not involved, it was that objectivity, which I thought was really helpful. |                                   |
| <b>JG</b> | It's been interesting for me, I mentioned to P about a similar thing, being somebody from outside the organisation, but at the same time, now being a year in, feeling that I've developed some relationships within the organisation as well, its you know, where do I place myself as a researcher and it's interesting.   |                                   |
| <b>CB</b> | Yes, and as soon as you become, I was going to say embroiled, but that's a negative word, as soon as you become organically part, and you are, because if we say 'james is coming in, no-one goes 'who?', we know who you are, so to be organically part of that, you see it in a different way, you see it in a relationship way, in  | <b>TEP an 'objective insider'</b> |

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|           | <p>a way that is not just looking at it from above, and whilst you may have a view of it from above and as an objectivity thing, equally, there's a lot to see from within an organisation, which erm, is harder to see, but very important, because some of the subtleties are there. I mean, I know, just as an example of this, that when, before I was a parent, the words effective and efficient meant something very different to they did when I had children, I thought god, those two words mean something completely different. It's that sort of difference that when you're in something, in the context of it, you see something in quite a different way. Because it feels quite different. So, it has a life of its own too, I think, when you're related to it, so, thank you.</p> |  |
| <b>JG</b> | Thank you ever so much... I think we'll stop there.   |  |

**Appendix 14f**  
**Interview 6**

| Sp | Transcript   | Initial Codes   |
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| JG | Ok thanks, I've got some terms and phrases...I'd like you to have a look over them... and tell me which ones you recognise. Some you will recognise, others you might not.   |   |
| SM | ...SEAL... Emotional literacy, mental health...emotional intelligence....  |   |
| JG | OK, what about these ones?   |   |
| SM | No, I don't think so, I could take a guess at what they mean but I'm not sure.   |   |
| JG | OK, we'll get rid of these then. Could you tell me a bit about each of these terms, the ones you do recognise?   |   |
| SM | Erm... OK, SEAL is what we've started doing with the children, its like a curriculum, a programme. Emotional literacy, that's the project that we've been doing with you and emotional intelligence – I'm not sure exactly what that one means but I think it's similar. Mental health, that's like whether a person has a diagnosis of a mental health problem, that sort of thing... | <b>EL and EL are similar</b><br><b>Mental health and problems / diagnosis</b> |
| JG | Thanks, that's great. I'm especially interested today in this term [points to EL]... could you tell me a bit more about what this means to you?  |   |
| SM | ...I guess its about how people get on in a school... the way they treat each other... whether they respect each other, that kind of thing.  | <b>EL as value based</b><br><b>EL as relationship based</b>                   |
| JG | ...Ok. Thanks. I'd like you to have a think now, imagine that you went to work in a new school for a few days, somewhere you'd not worked before... how would you know if the school was an emotionally literate place or not..  |   |
| SM | For me, one of the things would be that the staff were happy   | <b>EL facilitates positive</b>  |

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|           | and worked well with each other...and with the children... that people felt they could talk to each other about... it's one of the things that I like about this school, the last place I worked wasn't like this. You couldn't have an open conversation. There was a lot of like office politics, stuff like that, you know.               | <b>relationships</b><br><b>EL schools are 'happy'</b>                |
| <b>JG</b> | Ok... and do you think your understanding of emotional literacy has changed since the start of our work in back in September?  |  |
| <b>SM</b> | Erm. I've thought about it more... definitely... and I'd say that S and I talk about it when we're planning – for SEAL and things like that. I'm not sure my understanding has changed all that much...perhaps I think a bit more about it... about helping the children to make friendships and sort out disagreements, that kind of thing. | <b>Project has promoted thinking about EL.</b>                       |
| <b>JG</b> | Ok, you've touched on this already, but I was wondering, could you tell me a bit more about whether your practice has changed in any way since September. Do you do anything differently?  |  |
| <b>SM</b> | As I said, I think it's more important when we're planning and we definitely talk about it more. I guess we do SEAL now... that's something we didn't do before – and I think the kids do really well at that, I guess there's the stuff at lunchtimes too. I know one or two of the dinner ladies have said that's going well.              | <b>Introduction of SEAL</b><br><b>Reference to Lunchtime project</b> |
| <b>JG</b> | Thanks... Um. So you've mentioned a few changes there. What do you think helped to bring about the changes?  |  |
| <b>SM</b> | I think just talking about it more really... having that awareness of it and I guess it's been a priority for us in the school this year with the work that you've done.   | <b>Project has raised awareness</b>                                  |
| <b>JG</b> | Ok...  |  |
| <b>SM</b> | And probably I'd say that senior management have said that   | <b>Support from SMT</b>  |

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|           | it is important too – I think that helped.  |   |
| <b>JG</b> | OK. So. Um... do you think that emotional literacy helps children with their learning?  |   |
| <b>SM</b> | I'd say so, yes... It's got to really...  | <b>EL must impact upon learning</b>   |
| <b>JG</b> | ...why do you think that is?  |   |
| <b>SM</b> | Erm...I'd say if people get along better – they feel able to talk to people about their problems then they'll be more able to learn. It's like if something has upset you and you're feeling cross about it, you just think about that thing... it can be difficult to concentrate on work when you're feeling like that. And I think for our kids, they sometimes do have lots of things going on in their lives and if they feel that can talk about those things in school, that's a good thing...   | <b>Relationships have a personal element</b>  |
| <b>JG</b> | ...Aha...   |   |
| <b>SM</b> | So yeah, I'd say it does.   |   |
| <b>JG</b> | OK, thank you, that's really useful information. OK, again we've already spoken about some of this, but let's think a bit more broadly now about changes in the school as a whole. Have you noticed any changes since September?  |   |
| <b>SM</b> | Erm... well we've started SEAL and there has been the lunchtime project, so I guess there have been a few changes there, I know things are happening differently in the lunch hall... and I guess, yeah, people are talking about that kind of thing more, in some of the staff meetings... I think people vary though, some teachers are really into it, most of the teachers, some are well, not against it, but I think talk about it less maybe and that effects what you can do in class. But I'd say this is a good school for that kind of thing – people really care about the children here. | <b>More discussion about EL<br/>Most staff share the same thoughts regarding EL</b> |
| <b>JG</b> | So... do you think people generally share the same understanding of emotional literacy as you... or do you think  |   |

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|           | it varies between people.  |   |
| <b>SM</b> | As I said, I think its always going to vary a bit between people, but people here do care about the children, they're a lot more open to this kind of thing here. So I'd say generally people think in the same way about this... and I think that the work you did helped with that...  | <b>Most staff share the same thoughts regarding EL</b>      |
| <b>JG</b> | ...OK then... just a few more questions left... We've talked a lot about that changes that have happened since September, in relation to emotional literacy, what do you think we still need to do? Where do we go next?   |   |
| <b>SM</b> | That's a tricky one. I guess we need to keep on doing what we're doing. It's been good that we've been doing this work over a long time, sometimes you go on a course about this kind of thing, or about literacy or something and you come back and you've forgotten it all, so I think its good that we've had things happening over a long period of time. I guess we need to carry on really, make sure it doesn't just fade away. | <b>Need to embed change</b>                                 |
| <b>JG</b> | ...any specific changes you think we need to make, anything we need to do differently?   |   |
| <b>SM</b> | Erm... I'm not sure to be honest. Maybe we need to look more at how we support special needs children... how we get them involved?...  | <b>Need to focus more on children with SEN</b>              |
| <b>JG</b> | Thanks... sorry to push you there, just want to make sure I ask all the questions I need to – there're quite a few [laughs]  |   |
| <b>SM</b> | That's ok [laughs]   |   |
| <b>JG</b> | Ok then, last couple now... firstly in what way do you think that I, as a Trainee Educational Psychologist helped with the changes?  |   |
| <b>SM</b> | I'd say you helped out SMT, but also you made everyone feel involved. When we had that meeting at the start of the year, I think it was a good way of getting everybody on board, you know. So yeah, I'd say getting everybody on  | <b>TEP has helped SMT<br/>TEP has worked consultatively</b> |

|           |   |  |
|-----------|---|--|
|           | board.  |  |
| <b>JG</b> | OK, and what changes do you think would have happened anyway?   |  |
| <b>SM</b> | I guess we'd have done something, but we wouldn't have had anyone to check up on us [laughs] so I don't know how well it'd have gone. |  |
| <b>JG</b> | OK, thanks for that... i think we'll stop it there.   |  |

# Supporting Lower Attaining Pupils with Reading

James Gillum

Coventry Educational  
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# Aim

Today's session will help you to

- Support pupils to develop their word-reading skills.
- Help pupils to develop accurate and fluent reading.

# Part 1

Theory



# Who are lower attaining pupils?

- Think of a pupil, with whom you are working, that you would describe as 'lower attaining'.
- **Why** might they be lower attaining?

# Who are lower attaining pupils?

- When working with lower attaining pupils it is important to remember that there are multiple reasons for low attainment.
- These can be located in the systems around the child and may impact upon their **emotional well being, motivation** and their **ability to engage with learning** at school.
- It is important to continue to support pupils holistically.

# How do we currently teach Literacy?

- How is Literacy taught in the school?
- What strategies do **teachers** use?
- What strategies do **you** use when working in small groups or one-one with a pupil?

# How do we currently teach Literacy?

- How is Literacy taught in the school?
- What strategies do **teachers** use?
- What strategies do **you** use when working in small groups or one-one with a pupil?
- **What assumptions do you make about the way in which pupils learn to read? Why do you teach literacy in the way that you do?**

**How do we learn new skills?**



# Activity

- Experiences of learning a new skill
- Driving
- Using a computer / the internet
- Salsa dancing
- Cooking
- Parenting

# The Instructional Hierarchy

- In learning any new skill, we progress through four stages in moving from novice to expert.
- Teaching needs to match the current stage of the learner.



# Acquisition

- The student understands the ‘mechanics’ of a skill, but is neither accurate nor fluent in its application.
- A child may be able to ‘read’ a book, but relies heavily on sounding out. Reading is laboured, and errors are frequent.
- Teaching at this point needs to focus on accuracy. Children require immediate feedback on all errors they make.

# Fluency

- The student is largely accurate at applying their developing skill, but slow.
- A child reads a book accurately but slowly, they have poor comprehension because they are still focusing on decoding.
- The teaching focus at this stage is fluency. Feedback on errors can be less frequent.

# Generalisation

- The student is now accurate and fluent, but only in one context.
- The child may be able to read their book with you, but not be able to read a worksheet on their own.
- The child must be given as many opportunities as possible to practice the **specific skills that they have developed**, in a **range of contexts**.

# Adaptation

- The student is accurate and fluent in a range of contexts. The goal now, is to extract transferable elements from the learned skill.
- The child is a confident reader of English and may now try to apply their understanding to another language.
- Help the child to make explicit the links between learned and new skills.

**How do children learn to read?**



# How do children learn to read? The Reading Wars

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Highly Structured Systemic Phonics

Vs

Natural approaches, real books, reading in  
context

# How do children learn to read? The Simple View of Reading

$$RC = LC \times D$$

- Is now the theoretical framework underpinning the Primary Framework for Literacy.
- Emphasises a balanced view.
- Reading comprehension requires both accurate and fluent decoding skills AND good listening comprehension skills.

# Listening Comprehension

- What opportunities do pupils have to listen to stories being read aloud?
- How do we assess listening comprehension?

# Decoding

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Effective decoding is

**accurate** and

**fluent.**

# Accuracy

- Accuracy refers to the number decoded correctly.

# Fluency

- Fluency refers to the rate at which a child is able to accurately decode words.
- E.g. the number of words that a child can read correctly in 1 minute.
- Fluent reading is thought to occur when a child reads at a rate of **50 words per minute**.

# Fluency

- Developing fluency allows the child to develop automaticity in their reading. They are able to read text without having to think about it. Fluency allows cognitive resources to be focussed on comprehension.
- In contrast, not fluent reading is laboured and mechanised. Making comprehension more challenging.

# Break

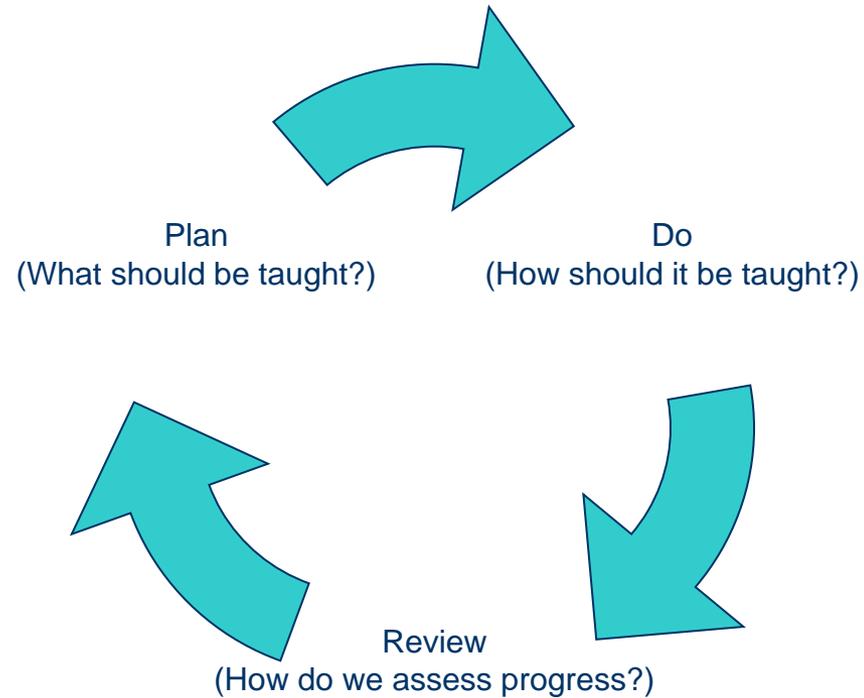
- 5 minutes.
- Q & A session afterwards.

# PART 2

Application



# The plan-do-review cycle



**What should be taught?**



# Listening comprehension

- The SVR suggests that good listening comprehension skills help with reading comprehension.

# Decoding skills

- High frequency words and phonics.

# Advantages of teaching high frequency words

- Teaching high frequency words is an efficient use of teaching time
- If children know the first 100 high frequency words, they can accurately read approximately 50% of the word tokens in a reading scheme, child or adult book.
- A possible positive impact on reading self efficacy.

# But...

- The Second Edition of the *Oxford English Dictionary* contains full entries for 171,476 words in current use.
- It would take a long time to teach them all as whole words!
- Also, teaching words beyond the 100 highest frequency words is less useful to children; they occur less frequently in texts.

# What is meant by the term phonics?

- Teaching 'phonics' usually means:

Teaching the rules that govern the relationship between phonemes (spoken sounds) and graphemes (written sounds).

Teaching segmentation and blending

# Points to consider when teaching phonics

- The English language is a comparatively irregular language.
- The teaching of phonics in English is, therefore, a complex task and a systematic approach is needed.
- Teaching phonics allows pupils to ‘have a go’ at decoding unfamiliar words.

# Teaching phonics

See Guidance from PNS Literacy Framework, but in summary:

- Common single letter sounds
  - Common double letter sounds
  - Long vowel sounds
  - Alternative grapheme –phoneme correspondences.
- 
- Interpretations of this vary between phonic programmes.

Teaching should provide:

- Direct instruction in grapheme–phoneme correspondences
- Practice in segmenting and blending

# The Precision Teaching Assessment Probes

- These can be used as a tool for deciding:
  - where to begin a programme and
  - finding the right balance between teaching phonics and whole-words
- They are useful for finding out what a child knows already and what they need to know.
- Information from them should be interpreted using your professional knowledge of the child.

**How should it be taught?**



# Teaching more through teaching less

- It is easier to remember a small amount of information, than it is a large amount.
- By teaching only a small number of words or phonic rules, it is easier to allow children to read fluently and in a range of contexts.

# Distributed learning

- Learning is facilitated when teaching sessions are frequent, short and regular.
- 5 minutes a day beats 2 hours once a month.
- Think about your attention, motivation to learn and the amount of information that you would be required to remember.

# Interleaved learning

- When we are presented with new information, we can forget what we have learned previously.
- E.g. phone numbers.
- It is, therefore, important to mix old learning with new learning.

# Contextual diversity

- In order for learning to be consolidated (generalised), it needs to be practiced in a range of contexts.
- Flash cards, probe sheets, reading books, single word writing, creative writing, orally.

# Links with whole class teaching

- Following from this, it is important to follow up small group and 1-1 teaching with whole-class teaching.

# Assessment through teaching

- Regular, accurate feedback on our performance, is essential if we are to progress with any skill.
- Children need to be given feedback on their reading.

# Principles into practice

- Short but frequent sessions (5 mins every day)
- teaching a small number of words or phonic rules and
- using a variety of approaches,
- in which old and new learning are mixed,
- assessment is regular and leads to accurate feedback and
- from which there are close links to class-based learning.

# Break

- 10 minutes
- Q & A session afterwards
- What do your support sessions look like at the moment?
- Could you use the principles that have just been discussed?
- What changes would need to be made?
- What resources would you need?
- Who would need to be involved in change?

# How do we assess progress?

A precision teaching  
approach



# PT in a nutshell

- Plan which words / phonic rules to teach
- Teach the words / rules
- Assess progress using a 'probe'
- Record progress using a graph
- Share progress with the child
- Plan the next session

# Designing a probe



# The probe

- Links assessment with teaching.
- Allows both fluency and accuracy to be assessed

# Building a whole-word probe sheet

- the
- of
- could
- did
- make
- The number of words included in a probe depends upon the level at which the child is working.

# Building a whole-word probe sheet

- the
- of
- could
- did
- make

# Building a whole-word probe sheet

- the
- of
- could
- did
- make

|       |       |       |       |       |
|-------|-------|-------|-------|-------|
| the   | could | of    | did   | make  |
| of    | did   | the   | could | make  |
| make  | of    | did   | the   | could |
| could | the   | make  | did   | of    |
| make  | of    | could | did   | the   |

# Building a phonics probe sheet

- Rule: 'th'\*
- It is a phonic rule that is being taught, not a collection of words.

# Building a phonics probe sheet

- Rule: 'th'

e.g

- thing
- that
- with

# Building a phonics probe sheet

- Rule: 'th'

e.g.

- thing
- that
- with
- fish
- van

etc.

# Building a phonics probe sheet

- Rule: 'th'

e.g.

- thing
  - that
  - with
  - fish
  - van
- etc.

|       |        |       |       |      |
|-------|--------|-------|-------|------|
| thing | van    | that  | with  | fish |
| than  | think  | the   | monk  | dove |
| with  | myth   | can   | make  | do   |
| that  | though | film  | snake | fan  |
| vole  | wild   | can't | thin  | with |

# Testing using the probe



# Testing using the probe

- When testing with the probe, it is important to assess for both accuracy and fluency.
- How many words did the child read correctly?
- At what rate did they read them?

# Testing using the probe

- The child should be tested on the probe for exactly 1 minute.
- Ask the child to start reading at the top right hand corner and read each word in turn.
- If the child reaches the bottom left hand corner before 1 minute has elapsed, they should return to the top right word and continue reading.
- Once 1 minute has elapsed, stop the test.

|       |       |       |
|-------|-------|-------|
| the   | could | of    |
| of    | did   | the   |
| make  | of    | did   |
| could | the   | make  |
| make  | of    | could |

# Recording the child's responses during testing

- Use two copies of the probe sheet. One for the child and one for you.
- During testing record correct and incorrect answers on your sheet (perhaps using a 'o' and '.' rather than tick and cross).
- At the end of the test calculate: the total number of words read correctly, and the total number of errors.

|       |       |       |
|-------|-------|-------|
| the   | could | of    |
| of    | did   | the   |
| make  | of    | did   |
| could | the   | make  |
| make  | of    | could |

# Other points to remember during testing

- Do not provide any support to the child.
- Do not correct incorrect answers during testing.
- In most cases, do not point to words on the probe.
- Encourage the child to move on if they are unsure of a word.
- Record missed words as incorrect.
- Have fun!

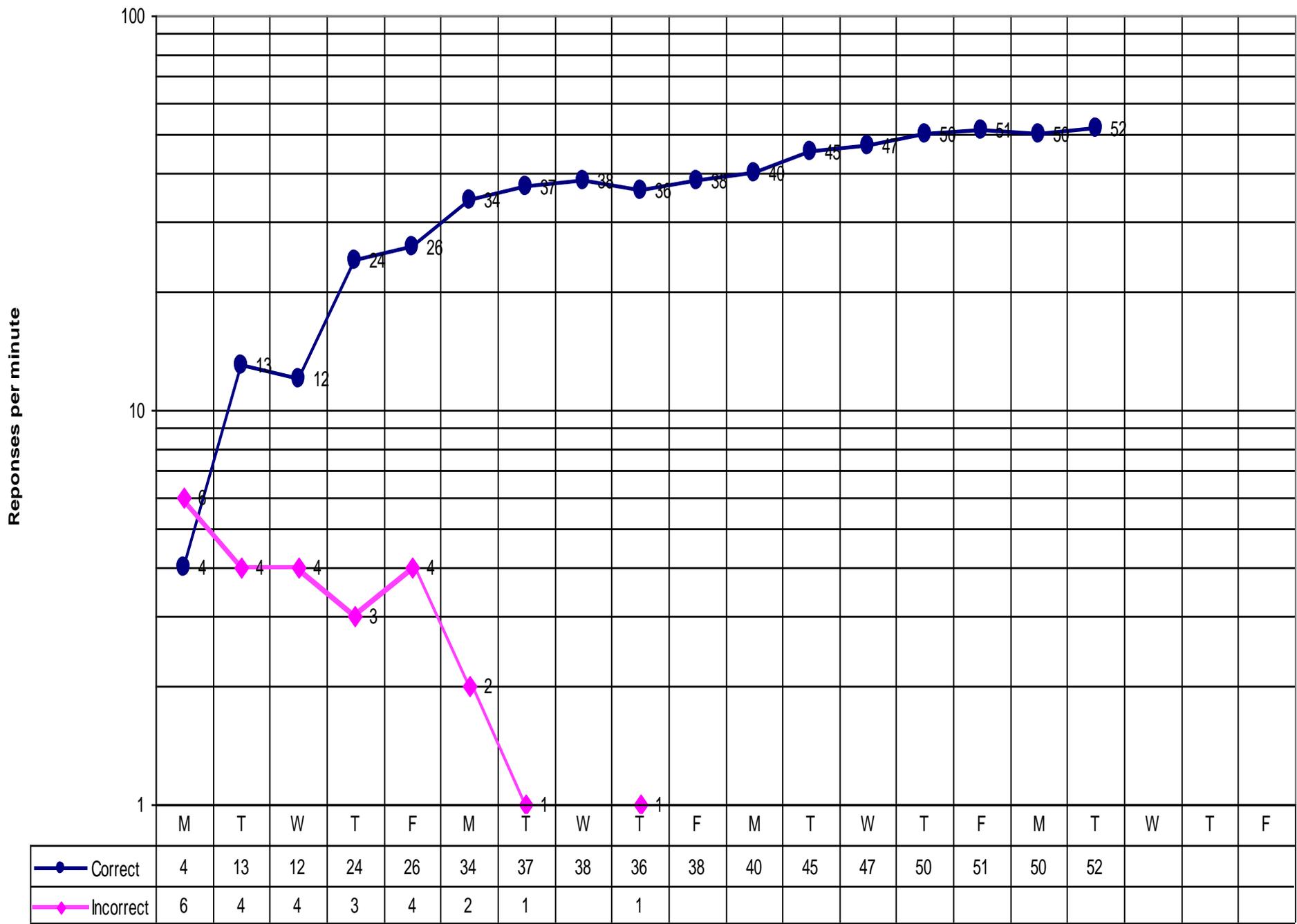
|       |       |       |
|-------|-------|-------|
| the   | could | of    |
| of    | did   | the   |
| make  | of    | did   |
| could | the   | make  |
| make  | of    | could |

# Activity

- Administering the probe

# Recording progress using a graph

- What is a logarithmic graph?
- Why use a logarithmic graph?
- Why record progress using a graph?
- Why share progress?



# Why share progress?



# Adapting the probe



# Adapting the probe

There are two occasions when you will adapt a probe

Either:

When the child reads all words accurately and fluently

Or

When the child fails to make progress or plateaus

## When the child reads all words accurately and fluently

- Accurately: All words are read correctly.
- Fluently: Words are read at a rate of 50 per minute.
- This is achieved on three consecutive occasions.

## When the child fails to make progress or plateaus

- The child is considered to have stopped making progress when:
- Their fluency rate remains the same, or falls over a period of five consecutive days.

# When the child fails to make progress or plateaus

- First, check your teaching. Ask:
- Have I been doing enough teaching? (at least five minutes a day)
- Have I been linking my teaching to the items on the probe?
- Is the child motivated to learn in my teaching sessions?
- What teaching approaches have I been using?

# When the child fails to make progress or plateaus

- If you are happy with your teaching, then consider adapting your target words and the probe, by:
  - Substituting words or
  - Removing words

# Additional tools for planning

- Assessment probes

# Quick note: Probe format

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- It is OK to use different size grids.

## Appendix 15

### Summary of codes and sample data extracts, by theme

The tables below illustrate how initial codes relate to each of the final subthemes. Although in practice, several cycles of analysis were completed between initial coding and the identification of final themes, the tables below help to illustrate the link between raw data, codes and themes. Sample data extracts are also included, to further evidence the link.

#### 15a Understanding emotional literacy as a concept

| Emotional Literacy and other terms are conceptually distinct from 'Mental Health'   | Emotional Literacy must impact upon learning  |
|---|---|
| <p>Mental Health is separate to other terms<br/> Mental Health is 'Specialist'<br/> Mental health and mental ill health<br/> Mental Health as disability<br/> EL linked with other terms<br/> Mental Health similar to other terms<br/> Mental health as positive<br/> Mental health and problems / diagnosis</p> | <p>EL must impact upon learning<br/> EL impacts upon learning (case example)<br/> EL must impact upon learning</p>  |
| <p>Some children require Emotional Literacy to be taught in a different way</p>   | <p>Other</p>  |
| <p>HI children have additional needs in relation to EL</p>  | <p>Context influences behaviour<br/> Language is important<br/> EL practice not consistent across all staff<br/> EL not consistent across all staff<br/> EL practice not consistent across all staff<br/> Understanding of EL varies between people<br/> An understanding of EL takes time to develop<br/> EL as value based<br/> EL as relationship based</p> <p>EI and EL are similar<br/> EL is ability based<br/> EL is ability based<br/> EL not discussed informally<br/> EL involves an understanding of needs<br/> EL is individual<br/> EI internal abilities, EL more practical</p> <p>Not heard of EL<br/> EL can be used to one's own means<br/> Linked SEAL and Learning</p> |

- Mental health, ooh, CAMHS, that's all I know, yeah, I think its recognising that all of this [other terms] amongst all of that, there, you've still got some children for whom erm, they, they, there are some mental health issues,
- ..and mental health is to do with mental wellbeing, though people often use it when they're talking about mental ill-health. They talk about mental health issues, and that's got to do with, just as your physical body can be fit or less fit, so can your mind, your emotions, yeah, and how you perceive, whether you see, feel, hear...
- Mental health, well I would say mentally a child is not capable of doing what most other children would be capable of doing, maybe probably due to illnesses or something they're not able to you know, compete in a lot of things and that.
- Yeah, I think it must do. I think it must do, because it should impact upon everything really
- Yes. [laughing] It's got to, it's got to. It's got to because erm, if we're all looking out, for want of a better expression, to ensure that everybody's needs are met, then that can only raise the self esteem of everybody
- I think it has to, yeah, I think it'll impact upon many aspects of their lives and obviously, learning is a big part of that in school. So yeah, definitely.
- And what I'm suggesting is, that hearing children may, not always, but may pick up on those skills far more easily, through incidental learning. Our children don't. and you know, I think that would be where you would get problems where something's thrown or something, because as they get older, we've got to remember that we've got to extend their literacy skills through their emotions just as much as hearing people would.

## 15b Emotional Literacy in Practice

| Emotional Literacy can be 'seen' and 'felt' in the environment of the school.  | Relationships between members of the school community have a personal element  | Other  |
|--|--|--|
| <p>Environment is linked to EL<br/>           EL has intangible elements<br/>           EL can be evidenced in the environment<br/>           EL schools are 'happy'</p> | <p>Teachers have responsibility for pastoral care<br/>           The quality of relationships is important in schools<br/>           There is a personal element to teacher-child relationships<br/>           Relationships important in EL<br/>           Staff-student relationships have a personal element<br/>           Interactions are important<br/>           The quality of relationships is important in schools<br/>           There is a personal element to adult-child relationships<br/>           Good relationships between support staff and DRAs<br/>           There is a personal element to teacher-child relationships<br/>           Teachers building personal relationship<br/>           EL requires personal and professional engagement<br/>           Relationships have a personal element</p> | <p>EL of relevance across social contexts<br/>           Staff need to be aware of children's personal circumstances<br/>           EL looks different in different contexts<br/>           EL must be part of a mindset<br/>           Understanding of EL varies between staff<br/>           Parents views are important<br/>           In EL school, children have a meta-awareness of factors effecting learning<br/>           Two way interactions between staff and students</p> |

- Erm, I would say erm, the **staff and the children had a bond kind of thing**, like the dinner staff were bonded with the children, you know, and the children could relate to those dinner ladies.
- **Sometimes, you might get children coming and saying 'I'm stopping at my mum's this weekend because my mum and dad don't live together you know, and everything starts to poor out then you know and you try and reassure them that everything will be fine and ok, so we do have a relationship in that way**, where if they've got any problems or homework worries, then they will come to us and talk you know, and if we feel like their teacher may need to know something, then we'll go ahead and tell them.
- Even the older children, they know, if they feel a bit down they can come up and have... and I think that's a good message, yeah, we've got a good relationship there, you know. Yeah,...
- I suppose if I went somewhere new I'd get a **feeling if the place felt happy, if the children were as welcoming as the staff, if you felt that your presence was valued**, if you felt that consideration was given to others, which ever way round the interaction was, you know, adult to child, child to, erm,
- C's been very good and so have you, at actually sharing that information with the others, so you can consult with the DRAs, but that's fed back to us, and sometimes those things happen in isolation, but the fact that its all just melded together, **I think has just made everybody feel more of a family**

- I think its accepting that there are children upon whom we put huge stresses on, you know, we expect a lot. Little girl last year in year six who was told, well, when you come home tonight at four o'clock, you can decide if you want to live with your mum or dad. You know, and that's done quite often actually, to children and the sort of stresses and strains that she had erm and didn't know whom to speak to, **well she felt she could come to me,**
- I remember the first staff meeting I did was right..., I asked everybody, I want you all to recount a time in your learning, one that's been a good experience and one that's been a negative experience and they all just sat there, and I thought 'oh' and the teacher in me went 'ok, we don't do talking together', so I said, ok, well talk to the person next to you and that was huge for me, that they weren't used to talking, or expressing their own point of view, hugely, that that part of the erm discussion process and **the team-i-ness of things wasn't there so it was like, Ok, so I have to build that in, so building in the opportunity to have an opinion and to say what you think and to explore ideas well, actually took some time. And that example was really important, and if I went into another school, I'd do exactly the same thing on day one**

## 15c Mechanisms facilitating change

| Focus and shared understanding   | Longitudinal Input  | Other  |
|--|---|--|
| <p>The EL Project has focussed thinking<br/>           The EL project has brought EL to the fore<br/>           The EL Project has focussed thinking<br/>           The project has taken a 'whole school approach'<br/>           EL is discussed more<br/>           EL project has involved more people<br/>           Teachers can be insular<br/>           Project has helped develop shared understanding<br/>           Project has involved all staff<br/>           Project has involved everybody<br/>           Project involved everybody<br/>           Shared understanding is important<br/>           Project has involved whole staff<br/>           Project has raised awareness<br/>           More discussion about EL<br/>           Most staff share the same thoughts regarding EL</p> | <p>Embedding change is a long term process<br/>           Embedding change is a long term process<br/>           Need to embed change<br/>           EL takes time to embed<br/>           Length of time important<br/>           Need to embed change</p> | <p>SMT facilitated change<br/>           Supportive SMT<br/>           Project/ TEP has been consultative<br/>           Project has raised awareness<br/>           Openness and opportunity for debate is important to build EL<br/>           Language is important<br/>           Research process more important than content<br/>           Support from SMT</p> |

- I suppose we have to evaluate and reflect upon what we feel we've achieved, so far and when I say we, I mean all of us, so its consulting everybody to see how everybody perceives it because we may not all perceive it in the same way,
- I think we need to continue with it, erm, you know, rather than, you pick something up and then if something else comes along in six months time, that takes priority, although I can understand when that happens. I think what we really need to do, is get it embedded, and its not going to be embedded until we've actually gone through the whole of it fully for a year, I know we started it, but we haven't been doing it for a whole year really, have we? As such, only certain areas of it. And I think if it can then be embedded into what we do, what we think, what we feel, then, I think it's um important.
- I also think the length of time would be a good thing that I'd want to comment about, that you were with us regularly, over a period of time, and it wasn't that it had to be lots of time, its just that it was regular and it was a journey through twelve months and not a month or an intensive six-week project, because what we're talking about in terms of EL is a much longer game than just a, you know, project of a few weeks, and I think that everytime you came was a reflection point,
- I think its focussed more, its focussed more because the rest of the school are focussed on it.
- ... I think that because it has been a focus in school, that perhaps I've thought about it more

## 15d The role of the TEP

| TEP as consultant  | Other   |
|--|---|
| <p>TEP has provided challenge<br/> TEP used a consultative approach<br/> TEP as consultant<br/> TEP has been consultative<br/> TEP has encouraged new thinking<br/> TEP as an outsider<br/> TEP encouraging reflection<br/> TEP an 'objective insider'<br/> TEP involving everybody<br/> TEP has worked consultatively</p> | <p>TEP raised awareness<br/> TEP supported SMT<br/> TEP has helped SMT<br/> TEP provided support to SMT<br/> TEP as empowering<br/> TEP encouraging accountability / providing momentum<br/> TEP as providing an objective view</p> |

- You, well you played a major role, because you showed us things that we didn't even think that we could do probably, like erm changing the lunchroom round and that, you know and er, just sort of little things and that, and you just think, yeah, we could do that. But as you say, it's the staff, if the staff are willing to go ahead and do it. I mean, I've said to head on many occasion, I would love no more to go out on the field and play with the children, get my trainers on and run round because that's what I've always done in the past, but it's just this last twelve months, I've not been able to do that. Because... it's the staff, yeah.
- We would not have got to the clarity of thinking that we did get. I also think the length of time would be a good thing that I'd want to comment about, that you were with us regularly, over a period of time, and it wasn't that it had to be lots of time, its just that it was regular and it was a journey through twelve months and not a month or an intensive six-week project, because what we're talking about in terms of EL is a much longer game than just a, you know, project of a few weeks, and I think that everytime you came was a reflection point...
- ...As an SLT, you facilitated that discussion, it wasn't C. saying yet another thing, it was somebody else, from outside, which supported some of the things I was saying but also extended it beyond what I knew about, that was useful. I think the fact that everybody was involved and that you were involved with all peoples at a variety of levels and it wasn't hierachial in that sense...

## Appendix 16 Information from interviews with students

Interviews with students comprised two parts. The first addressed students' views of emotional literacy and the second, students' views of the change process.

### Views of emotional literacy

In this section, Key Stage One children were asked to consider what the term 'friendship' meant to them. Key Stage Two children were asked to do likewise with the term 'relationship'. In addition, Key Stage Two children were asked to define several key terms associated with emotional literacy. Some of the key findings to be identified during analysis are summarised in the table below.

|                             |   |
|-----------------------------|---|
| <p><b>Relationships</b></p> | <ul style="list-style-type: none"> <li>• The complexity of children's discussion regarding relationships with adults in school increased across age groups. Key stage one children described the strength of their relationships with staff, based on the amount of time they spent together, whether or not they were 'nice' and how 'polite' they were; children in years three and four added to this a functional aspect, for example how much teaching assistants were able to help them with their work. Children in years five and six, emphasised the pastoral and personal elements of relationships.</li> <li>• There were also some common aspects to children's descriptions of relationships. All stressed the pastoral role of support staff (i.e. they talked about caring staff, who helped them to keep safe and who 'look after you'). Trust and respect were also either explicitly or implicitly mentioned in all interviews.</li> <li>• Children in Years 5 and 6, but not those from other year groups suggested that relationships between teachers and children could be reciprocal (i.e. students could help teachers).</li> </ul> |
| <p><b>Terminology</b></p>   | <p>It was difficult to identify themes, across all interviews, in relation to students' understanding of terminology. However, the following main points can be made:</p> <ul style="list-style-type: none"> <li>• Most students regarded 'mental health' as 'something serious'. Some linked it to mental illness.</li> <li>• When asked to describe SEAL, Key Stage Two children described it as a lesson, in which they sometimes sat in circles. Key Stage One children were unfamiliar with the term.</li> <li>• All students linked 'Emotional Literacy' to reading and writing, some children suggested that it could mean writing about feelings.</li> <li>• This information was fed back into the RaDiO Process</li> </ul>  |

## Views on the organisational change process

Students were also asked to comment on any changes that they had noticed, since the preceding September (when the organisational change process was begun). Students spoke of both 'issues' which were ongoing in the school and the changes that they had noticed since the beginning of the project. After consent was gained from students, this information was shared (anonymously) with the senior management team and was used to inform the ongoing process of organisational change.

|                |   |
|----------------|---|
| <b>Issues</b>  | <ul style="list-style-type: none"><li>• At lunchtime, adults shout and are sometimes inactive in solving playground disputes.</li><li>• There is a lack of equipment</li><li>• At both playtimes and lunchtimes, adults sometimes give mixed messages, particularly regarding access to the toilet and conflict resolution.</li><li>• Children are rude to each other and to adults, particularly at lunchtimes.</li><li>• Children waste food at lunch,</li><li>• During lessons, students in higher (ability) groups do not receive enough support.</li></ul> |
| <b>Changes</b> | <ul style="list-style-type: none"><li>• There has been a reduction in the amount of mess in the dining room, at lunchtimes.</li><li>• Dining room assistants are stricter and more pro-active.</li><li>• Conflicts are resolved more easily, particularly those relating to football.</li><li>• There is better communication with the head teacher (students liked being consulted about the lunchtime project).</li></ul>   |

## Appendix 17

### Journal Specification for 'Educational Psychology in Practice' (Taylor and Francis Group)

#### Aims & Scope

The defining feature of *Educational Psychology in Practice* is that it aims to publish refereed articles representing theory, research and practice which is of relevance to practising educational psychologists in the UK and beyond. In its focus on applied psychology it occupies an important complementary position to those journals which emphasise the experimental work of academic psychologists. Whilst the majority of articles submitted to the journal are written by practising psychologists in the UK, submissions are welcomed from outside the profession and from outside the UK.

The journal promotes an interdisciplinary approach, reflected in articles which report major pieces of research, debate issues, detail project evaluations, note research, and describe aspects of professional practice. Content also includes book and software reviews, letters, and brief resource updates. *Educational Psychology in Practice* is the major publication of the [Association for Educational Psychologists](#), the professional association for over 2000 educational psychologists in England, Wales and Northern Ireland.

#### Instructions for Authors

**\*\*\*Note to Authors:** please make sure your contact address information is clearly visible on the **outside** of all packages you are sending to Editors.\*\*\*

**Manuscripts.** Authors are invited to submit articles which might fit one of five broad headings, although these headings should not be seen as exclusive: Research or review articles of 2,000 to 6,000 words (about 5 to 16 typewritten A4 pages); Articles reporting research in brief, 1,500 to 2,000 words (about 4 to 5 typewritten pages); Research notes of 800 to 1,000 words (about 2 to 3 typewritten pages); Practice articles of 1,500 to 2,000 words; Articles reflecting on practice, 1,500 to 2,000 words.

Manuscripts for consideration should be sent to: Stephanie James, Editor, *Educational Psychology in Practice*, Highland Council Psychological Service, Camaghael Hostel, Camaghael, Fort William, PH33 7ND, UK e-mail: [stephanie.james@highland.gov.uk](mailto:stephanie.james@highland.gov.uk)

All articles are refereed anonymously by two members of the editorial board. Articles should be of direct relevance to the theory, research and practice of educational psychologists. Articles should be original work, where appropriate should acknowledge any significant contribution by others, and should not have been accepted for publication elsewhere. Authors should confirm that clearance has been obtained from a relevant senior officer of the LEA if the article concerns the policies and practices of the LEA.

Books & software for review should be sent to: Dev Sharma, Book and Software Review Editor, *Educational Psychology in Practice*, 42 Charter Avenue, Ilford, Essex, IG2 7AD, UK

Unless otherwise stated, copyright is vested in the Association of Educational Psychologists. Authors are responsible for obtaining any written permission that may be required by copyright law to quote material that has appeared or is about to appear in another publication.

Please type on one side of A4, with double spacing and adequate margins, without justifying lines on the right margin. The title should be on page 1 and not exceed 10 words (50 letters), and should be followed by a summary of not more than 100 words. Since articles are refereed anonymously, please list the name(s) of the author(s) under the title on a separate sheet of paper.

To facilitate communication with readers and for receipt of proofs, please enclose a separate sheet which lists forename(s), family name(s), current role(s) and address for correspondence. The main text should be broken up into sections so that after about every 6 paragraphs there is a subheading of no more than half a line of print; paragraphs themselves should not be overlong.

All pages should be numbered. Footnotes to the text should be avoided wherever this is reasonably possible.

**Style and Use of Language.** Care must be taken to use language which is non-sexist, non-racist and non-discriminatory. On this matter, the Journal follows the British Psychological Society Style Guide and the Publication Manual of the American Psychological Association.

**Electronic Submission.** Authors should send the final, revised version of their articles in both hard copy paper and electronic CD forms. It is essential that the hard copy (paper) version **exactly** matches the material on CD. Please print out the hard copy from the CD you are sending. Submit the three printed copies of the final version with the CD to the journal's editorial office. We prefer to receive CDs in Microsoft Word in a PC format, but can translate from most other common word-processing programs as well as Macs. Please specify which program you have used. Do not save your files as 'text only', or 'read only'.

**Tables and captions to illustrations.** Tables must be typed out on separate sheets and not included as part of the text. The captions to illustrations should be gathered together and also typed out on a separate sheet. Tables should be numbered by Roman numerals and figures by Arabic numerals. The approximate position of tables and figures should be indicated in the manuscript. Captions should include keys to symbols.

**Figures.** Please supply one set of artwork in a finished form, suitable for reproduction.

## **Appendix 18**

### **Public Domain Briefing and Commentary**

In June, 2010, I was asked to present to a full governor's meeting and describe the research that I had completed with the school over the past year. I elected to make the presentation as interactive as possible, and in doing so provided all those present with a handout to structure a series of questions. The handout is included here, together with a brief commentary to summarise my presentation.

#### **Introduction**

I introduced the research by stating its two aims, firstly to build a shared understanding of emotional literacy and secondly to bring about organisational change.

#### **Building a shared understanding of emotional literacy**

I began discussion by suggesting that emotional literacy is a subjective term; that it means different things to different people in different contexts. I contrasted this with the current trend for top down initiatives and imported definitions. Those present at the meeting, agreed that the term was likely to vary across contexts.

I next asked them to think about what the term 'emotional literacy' meant to them, and offered to try and answer any questions they had. Most questions related to the differences between emotional literacy as a subjective concept and how it related to more prescriptive terms. There was also some interest in how emotional literacy impacted upon learning outcomes.

#### **Background to the SEAL agenda**

Following this discussion, I provided a brief overview of current policy relevant to emotional literacy. I commented on each of the documents below and offered to forward additional information, if required.

- Social and Emotional Aspects of Learning (SEAL)
- Targeted Mental Health in Schools Project
- Every Child Matters
- Healthy Schools
- The CAMHS Review

I also introduced two meta reviews of relevant research, Weare and Gray's (2003) review of literature to inform SEAL and the TAMHS review.

#### **Emotional Literacy in Oakwood**

I introduced the early stages of the research in Oakwood school by using one of the stimulus activities that had been used during stage 5 of the RaDiO process. I asked those present at the meeting to think of a positive relationship from work and consider the factors that contributed to it being positive. I then explained how we used this during a whole school consultation to arrive at the six important aspects of emotional literacy for staff in Oakwood school.

## **Explanation of Collaborative Action Research**

I then explained the purpose of my research as part of a doctoral thesis and provided a synopsis of my research questions. In doing so, I explained that the research was exploratory and that I was interested in seeing whether emotional literacy (when construed as a subjective, systemic term) could be used to bring about organisational change within a school.

I then explained how collaborative action research differed to traditional research. In doing so, I explained that:

- The current project was a collaborative venture between myself and members of the school staff and that all staff had been involved in formulating an understanding of emotional literacy and identifying areas for change and development.
- That the current project was part of an ongoing process that would continue after my involvement, informed by a continuing cycle of review planning and action.
- That action was central to the research and that its primary purpose was to bring about positive change.

## **Results**

At the time of providing this presentation, I had not yet analysed information from interviews with staff. I was however, able to comment on two initiatives brought about through the project:

- the introduction of SEAL and
- the lunchtime project

and also describe two further areas for development:

- the student council, and
- inter-staff collaboration.

I concluded by inviting questions from the governors.

**Howe's Emotional Literacy Project  
Presentation to School Governors  
30<sup>th</sup> June, 2009**

In September, 2008, the school began an 'Emotional Literacy Project' in collaboration with James Gillum, Trainee Educational Psychologist. The project aims to:

- create a shared understanding of 'Emotional Literacy' amongst school staff and students;
- identify areas of existing good practice;
- find ways to build upon good practice and
- evaluate any changes made.

**What does Emotional Literacy mean to you?**

**What questions do you have about it?**

**Relevant National Policy and Reports**

Social and Emotional Aspects of Learning (SEAL)

- A cross-school curriculum programme designed to promote the development of the social and emotional aspects of learning.

Targeted Mental Health in Schools Project

- A pathfinder project (currently running in Coventry), looking at finding innovative methods through which to provide 'mental health support' to children through schools.

Every Child Matters

- A national plan for supporting children's holistic development, including their emotional wellbeing.

Healthy Schools

- A long term initiative that promotes the link between good health (including social and emotional wellbeing), behaviour and achievement.

The CAMHS Review

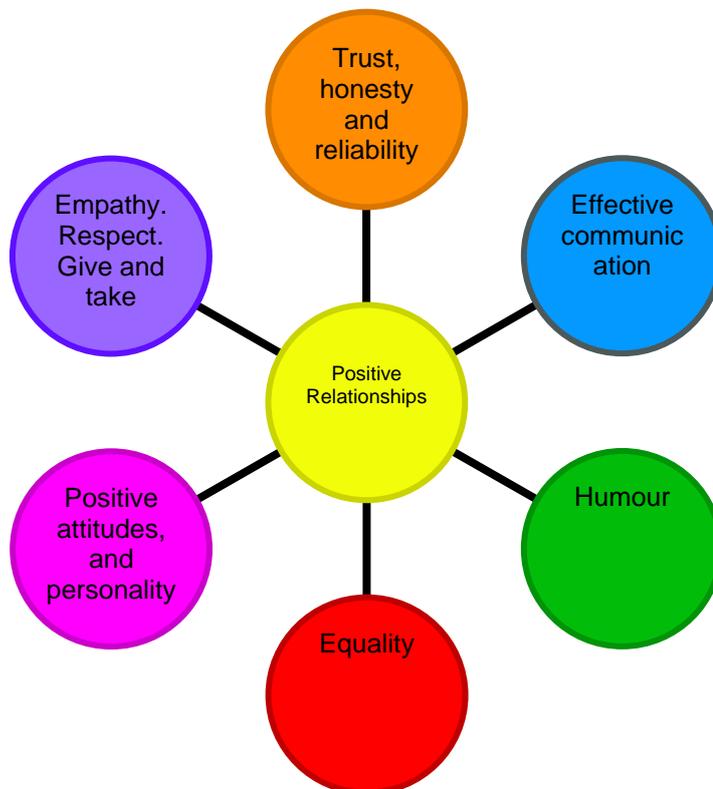
- A national review of mental health services for children and young people. The review concludes that mental health is 'everybody's business'.

## Research Evidence

- A good summary of 'what works' can be accessed through the 'Targeted Mental Health in Schools Project' Website – "Targeted Mental Health in Schools Project: Using the evidence to inform your approach."
- I can also forward a copy of the literature review used to inform the SEAL project (Wear and Gray, 2003).

***"Think of a really positive work relationship.  
Below, write five factors that contributed to making that relationship so positive."***

- 1.
- 2.
- 3.
- 4.
- 5.



*Please contact me if you have any further questions or comments:  
James Gillum, Trainee Educational Psychologist,  
james.gillum@xxxxxxxxx.gov.uk*

## Chapter Four: Critical Reflection

McNiff and Whitehead (2002) suggest that when reporting action research, it is important for researchers to discuss the significance of their work with reference to "personal practice, institutional influence and the wider body of educational knowledge" (pg. 141). The impact of this study on the institution in which it was completed has been discussed in chapter three. The remainder of this chapter will consider the impact of the research on my own views and practice and the contribution of the study to research in Education. In doing so, it will also consider how some of the study's limitations could be addressed through further research.

### 4.1 Impact of research on personal views and practice

I began this research with an attempt to define and differentiate between the concepts of 'emotional intelligence' and 'emotional literacy'. In Chapter Two, I argued that the former should be considered a set of traits or abilities *within* individuals and the latter an emergent property of those individuals' relationships. I still feel that it is important to differentiate between these two approaches to study, however, I now feel that consistent use of terminology is secondary to acknowledging the many ways in which non-cognitive aspects of development can be studied in schools. To date, government policy and curricula have focussed on the development of traits, abilities and skills within children. It is perhaps now important to consider, in more depth, the role that a school's social and emotional environment has on its students.

With respect to the *construct* of emotional literacy, as presented in chapter two of this thesis, I now appreciate that it may overlap with other established fields of enquiry, such as school culture and ethos; organisational change; moral and spiritual education; and citizenship education. This appreciation will inform my future research.

The research process has also led me to reflect critically on my research stance and in particular, on issues of power and ownership. The inclusion of an action research unit in the case study meant that the school community benefitted from the research process. If I were to complete the study again, however, there are things that I would do differently to embed ownership of the research more firmly within the school community. I would, for example, have asked the Senior Management Team to consider including other members of staff, parents and students in the action research reference group. I would have also have attempted to further reduce my own influence, as an external researcher, on the data gathering process. Perhaps by involving members of the school community in the data analysis process and using a less structured approach in interviews.

I still consider myself a beginner researcher, beginning an ongoing and reflexive process, through which my understanding of research philosophy and method will be adapted and refined. I am keen, however, to examine further how action research can be applied by Educational Psychologists, to support school communities, and to this end have helped set up a second Action Research project in my Local Authority. Also, whilst at present, the critical realist research tradition provides me with a

pragmatic philosophical standpoint from which to continue applied research, I would like to reconsider its validity in light of constructivist criticism.

## **4.2 Contribution to Educational Knowledge**

A key hypothesis to arise from this study is that shared, context-bound and value-based definitions of emotional literacy can provide alternatives to imported, nationally-agreed definitions, curricula and learning objectives, and that these definitions can be linked to whole-school organisational change.

Marrying a value-laden conceptualisation of emotional literacy to collaborative action research is not, however, without its challenges. Not least of which is how to measure the effectiveness of change. Those working within the philosophical framework of emotional intelligence are free to select from a range of psychometric measures to evaluate the development of pupils' emotional abilities or traits. Those working within the framework of emotional literacy (as outlined in Chapter 2), must first consider what, if anything, the school community regard as effective change and then, if appropriate, design their own strategies for evaluating that change. This type of analysis is likely to be more time consuming, require a greater appreciation of research design and methodology and result in complex, qualitative reports. It is unclear whether this type of data would satisfy the various requirements of School Governors, OfStEd and Local Authority inspectors, central government and the media.

In addition, by adopting a value-based approach to the study of emotional literacy, and actively seeking the views and involvement of all members of the school community, research teams are likely to encounter contrasting viewpoints. In response to this, McNiff and Whitehead (2002), present the case for pluralism and suggest that researchers should not necessarily seek a compromise between these viewpoints, but instead encourage dialogue and help develop a situation in which different viewpoints can co-exist whilst maintaining good social order.

The findings of the study also encourage reflection amongst Educational Psychologists (EPs). School staff were consistent in highlighting the sustained involvement of a Trainee Educational Psychologist (over a year) and the involvement of the whole school community in data gathering as factors that facilitated the running of the project and the organisational change process. Chapter five in volume two of this thesis (entitled 'Reading Instruction: An evidence-based approach') considers in more detail how EPs can support schools through longitudinal involvement, rather than short or single session training and interventions.

### **4.3 Limitations of the current study and future research**

This section considers the main limitations of the study and suggests how investigation in the field of Emotional Literacy could be strengthened through further research.

This study used an exploratory case study design to investigate two research foci: the way in which emotional literacy is understood by school staff and the efficacy of collaborative action research in bringing about organisational change relevant to emotional literacy. The case study approach allowed for critical analysis of the action research process, the identification of mechanisms facilitating organisational change and analysis of staff views of emotional literacy. The breadth of analysis, however, when combined with resource and word limitations, limited the level of detail that could be provided in the written report. Future research could address this limitation by:

- further investigating staff perceptions of emotional literacy. Perhaps by employing a group interview process, similar to that outlined in Chapter Four of Volume Two of this thesis<sup>1</sup>.
- undertaking and reporting further 'stand-alone' action research, in the field of emotional literacy.

The organisational change that resulted from this project, was primarily related to practice<sup>2</sup>. The concept of organisational change is, however, broader than this and encompasses ethos and organisational culture. The length of this project was limited by the deadline for its submission as a thesis and, therefore, it was not possible gather data in relation to changes in ethos and culture, which inevitably take longer to embed themselves within a system. Nevertheless, these are important aspects of

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<sup>1</sup> Entitled 'Actions, Artefacts and Roles: A discourse analysis of EP's perceptions of mental health and their role in relation to it

<sup>2</sup> It involved changes to lunchtimes and the role of lunchtime supervisors; the introduction of SEAL; a staff collaboration project and the setting up of a student council.

organisational change, which could be investigated through, case study research undertaken over a period of two-three years, once an initial action research cycle has been completed.

One of the mechanisms through which organisational change was realised in the current study was the frequency and length of my involvement as an external consultant and Trainee Educational Psychologist. It is important, however, to consider the practicalities of undertaking similar research as a link EP; within delegated services it is unlikely that the same amount of time would be available for research. Those interested in completing similar research will, therefore, need to negotiate with both their services and case schools, to strike an adequate balance between providing a considered, reflective and supportive service as a research consultant and encouraging the case school to take ownership of and accountability for the enquiry process.

From the outset, this study focussed on the views of staff and their role in facilitating organisational change. It did so to address a gap in the literature. However, it is important for any organisational change project to involve all members of the organisation, in which it is completed. In the context of a school, this means involving students and their parents. This study did not seek the involvement of parents (due to time and resource limitations) and although an attempt was made to involve students, there are some limitations to the process through which this was attempted.

Firstly, group interview was selected as a method of gathering information from students. The rationale for this was to provide a naturalistic setting in which students would feel comfortable to share their views. To this end, the interviews were structured around a series of differentiated activities and open questioning was used. The loose structure did, however, provide information which diverged from the research questions, data from students was therefore primarily used for triangulation and was not reported directly in the results. In addition, students' views on the validity of my analysis were not sought, a step which would have increased the validity of the data gathered. Through this study, and through other research examining the views of students (for example Chapter 2 of Volume 2 of this thesis), I have come to appreciate the complexities of collecting data from children and young people. Further research in this field will need to tackle these difficulties and consider how students' and parents' views of emotional literacy can be collected in a valid and reliable way and how they can be more fully involved in the organisational change process.

The present study was undertaken in a single form entry primary school, it was, therefore, possible to involve all school staff in an initial consultation. Secondary schools differ from primaries, in both size and organisational complexity. Completing a whole-school organisational change project in a secondary school may, therefore require a qualitatively different approach to that used in this case study.

Finally, in addition to these avenues for further enquiry, at a broader level, there is need for further debate concerning the role of the state in supporting children's social,

emotional and moral education. Given the limited reliability and validity of existing measures of emotional intelligence (summarised in Chapter 2), it may also be appropriate to consider how the impact of emotional literacy can be measured in schools and adopt a healthy, critical approach to such top-down ventures.

#### 4.4 References

McNiff, J. and Whitehead, J. (2006) **All You Need to Know About Action Research**. London: Sage