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Emotional intelligence teachers

Teachers who rebuke their students, who have no empathy, who punish them instead of saying I'm here if you need help, and who also aggressively confront their students lack emotional intelligence. These behaviors stem from their inability to manage their emotions. We don't learn it at home or at school, which is why so many people don't have these emotional management skills. Putting ourselves in the shoes of teachers We did not write this article to point the finger at teachers. Most of them do their best with the resources they have. In many cases, the lack of emotional intelligence in teachers increases the anxiety of facing challenges such as students who have problems at home, parents who do not come to parent-teacher meetings, or parents who are too demanding, and always ask why their children have what they consider low grades. Every day there are more cases of bullying in schools. Who prepares teachers to deal with these violent situations? Almost none of them have experience in emotional management of problematic groups. However, the vast majority experienced such a situation. Emotional management of a problematic group begins with managing the teacher's emotions. Teachers do not turn into machines when they enter the classroom, nor do they leave their emotions outside the door. They teach with their dreams, but also with their own concerns. On the other hand, many students drop out of school because their teachers have lost their enthusiasm. Teachers can really influence students, so much so that students can benefit if their teachers change for the better. Therefore, emotional intelligence is very important for teachers. A teacher strikes eternally; can never tell where his influence stops. -Henry Adams- Basic skills to improve emotional intelligence in teachers Emotionally intelligent people have five basic skills. To describe each of them, we were inspired by the work of Salovey, who organized these skills in the following order: self-knowledge: Knowing one's emotions and the relationship they have with our thoughts and actions will allow us to be more self-aware. Emotional control: It allows us to master the impulsivity that can arise in stressful or chaotic class situations. Ability to motivate: It helps teachers understand how to motivate themselves, which then allows them to motivate their students. Empathy: Helps teachers communicate with students and understand them. Because maybe that student who doesn't open his book in class is in the middle of his parents' divorce and doesn't pay much attention to them. Social and leadership skills: make it possible effectively with students and do so without losing authority. Children are like wet concrete. Whatever falls on them makes a -Haim Ginott- Emotional Intelligence helps protect against stress Emotional intelligence helps teachers deal with certain stressful situations where their actions can affect students' learning and well-being. In addition, it helps them address new challenges that come with problematic groups of students, crowded classrooms, or a lack of motivation. We live in a society where value education and managing student problems more comprehensively are important. Teachers have more influence than we think. Being a teacher is not easy. Too many lessons, too many students and anxiety define a teacher's daily life. However, we cannot forget that we were the students many years ago. We had our own problems and we thought no one understands me. How good would it have been if instead of getting condescending looks from the teacher, we would have had a speech at the end of the lesson that would show us that we are special and that they support us? What is Emotional Intelligence? Emotional intelligence is a confluence of skills developed to: (1) know and value oneself; (2) build and maintain a variety of strong, productive and healthy relationships; (3) get along well and work well with others to achieve positive results; and(4) effectively address the pressures and needs of daily life and work. The development of emotional intelligence is an intentional, active and engaging process. Affective learning requires a person-centric process for the growth and development of teachers and students. When emotional intelligence skills are at the heart of learning, teachers and students are building human development behaviors that are intricately linked to the positive achievement, achievement of goals, and personal well-being. The teacher's emotionally intelligent behavior is reflected in ways characteristic of (1) thinking, (2) identifying, managing and expressing feelings, and (3) choosing effective behaviors. Becoming an emotionally intelligent teacher is a journey and a process, not a state of arrival or a final result. Emotionally intelligent teachers are active in their orientation towards students, work and life. They are resilient in response to negative stress and less likely to overwhelm themselves with pessimism and strong and negative emotions. An emotionally intelligent teacher learns and applies emotional intelligence skills to improve:(Stress management) physical and mental health by acquiring knowledge/techniques to break the habit of emotional responsiveness (Self-esteem and confidence) productivity and personal satisfaction, helping to harmonize their thinking and feeling minds (positive personal change) self-esteem and learning specific skills of emotional intelligence (assertion) communication in personal and work relationships (Anxiety Management) ability to manage and improve performance under pressure (Comfort) ability to quickly establish and maintain interpersonal relationships (Empathy) ability to understand and accept differences in others and issues of diversity (Decision Making) ability to plan, formulate, implement effective problem solving procedures in stressful situations (Leadership) ability to positive impact, persuade, and influence others (Unity Force) ability to direct energy and motivation to achieve personally significant goals (Time Management) ability to manage time to achieve Anger Management Ability to control and manage anger and improve performance in stressful conditions and situations Teachers who intentionally develop emotional skills and model emotionally intelligent behavior on a daily basis experience more success and satisfaction in their professional career and life. Emotionally intelligent teachers are more resilient and proactive in responding to stressors and less likely to react to stress. Teachers who model emotional intelligence are characterized by: intentional (non-reactive) reflective behavior, more flexible (non-change resistant), assertive communication (non-aggressive or passive), more optimistic and confident (non-pessimistic and negative), and relies on positive abilities and habits (non-responsive habits)— Darwin B. Nelson, Ph.D., Gary R. Low, Ph.D., Kaye Nelson, Ed.D. Social and Emotional LearningActivities Even if your school hasn't set up a formal program to support social and emotional learning, there are plenty of activities that you can start directly in your class. For starters, recognizing that an emotionally intelligent teacher is the first step toward an emotionally intelligent classroom. Consider how your communication with and student treatment shapes emotional intelligence. Here are some student-centric activities and resources you can use to support your classroom efforts: Institute morning meetings. Starting the day with a classy morning meeting offers numerous opportunities to support social and emotional learning: it helps build a sense of community, creates a climate of trust, encourages respectful communication, and much, much more. You'll find information about morning meetings, as well as other strategies to promote emotional intelligence, on the Responsive Classroom website. (See more information about this resource below.) Introduce journal writing. This family educational tool can be an effective way to help students develop self-awareness. For an introduction to different tasks in magazines supporting social and emotional learning, read, Emotional Intelligence Toolbox: Toolbox: Journals, one of many useful articles in EQ Today.Emphasize responsibility. Formalize classroom tasks, such as keeping whiteboards or whiteboards, bringing documents to the school office, or delivering playground equipment during recreation. Such tasks help encourage a sense of responsibility among your students and gives everyone the opportunity to contribute to the day-to-day management of the class. Encourage creativity. Joshua Freedman, program director of Six Seconds, a nonprofit organization that supports emotional intelligence in families, schools, businesses, and communities, suggests that creativity is more necessary in times of emotional distress, such as when we're frustrated or angry. By providing your students with the continuous opportunity to express their creativity, you also get them to manage the inevitable curveballs that life throws at them. You'll find a useful article on ideas and activities to use creativity to promote emotional intelligence in kidsource online's article Encouraging Creativity in Early Childhood Classrooms. ResourcesSelevate these organizations, programs, and publications for further assistance in promoting emotional intelligence in children:The Southern Poverty Law Center's teaching tolerance program lists The Best of the 2006-2007 School Year, a directory of favorite resources for visitors to the Teaching Tolerance website. Educating minds and hearts: Social Emotional Learning and the Passage into Adolescence, in turn by Jonathan Cohen and published by the Association for Curriculum Supervision and Development, presents articles by many social and emotional learning experts and includes useful strategies for all stakeholders interested in promoting emotional intelligence in our schools. Promoting social and emotional learning: Guidelines for educators, written by Maurice Elias and others and published by ASCD, is a comprehensive resource for teachers, administrators, and school board members. The Center for the Advancement of Ethics and Character offers many resources, including a series of K-4 lesson plans to teach character education in the classroom. The Child Development Project, a well-respected program created by the Center for Social Studies, has developed a comprehensive approach for K-6 schools to support social and emotional learning that focuses on reading based on literature and language arts, collaborative classroom learning, a problem-solving approach (rather than rewards and punishments) to class management and discipline, parental and family involvement and community building activities for children and adults. The Collaborative for Academic, Social, Emotional Learning was founded in 1994 by Daniel Goleman and Eileen Rockefeller Growald to establish social and emotional learning as an integral part of high school to high school education Visit the CASEL web site for informative articles, as well as extended links to other SEL resources online. The Resolving Conflict Creatively Program, an initiative of Educators for Social Responsibility, is the nation's largest and longest-running school program, focused on conflict resolution and inter-group relations. The RCCP model (co-founded by Linda Lanteri, director of the Inner Resilience Program, part of the Tides Center in New York City), supports school staff, parents, families, and the community in teaching young people conflict resolution skills, promoting intercultural understanding, and providing models for positive ways to address conflicts and differences. Responsive Classroom, a project of the Northeast Foundation for Children, is based on the concept that the social curriculum in schools is as important as the academic curriculum. The Responsive Classroom model is based on the development in children of a set of fundamental social skills: cooperation, assertion, responsibility, empathy and self-control. Visit your organization's website for information about professional development opportunities, articles, and other resources. Social and emotional learningAll grades

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