
Preface

How to Use This Book

This book is written for classroom teachers, aspiring educators, school administrators, staff developers, and others with an interest in the relationships between teacher emotional intelligence and student learning.

It is based on two premises. The first is that teachers who have strong emotional intelligence support more effective and efficient student learning than those with only limited emotional intelligence. We will offer considerable evidence to support this contention. The second premise is that although some people seem to be born with excellent interpersonal skills and others not, emotional intelligence is malleable and can be developed. Put simply, teachers, even gifted ones, can choose to raise their emotional intelligence.

The structure of the book follows Daniel Goleman's (1995) five components of emotional intelligence (EQ) and represents an exploration of how these qualities relate to the work of classroom teachers, specialists, and administrators. The chapters focus on aspects of emotional self-awareness, self-regulation, motivation, social awareness, and relationship management.

Each chapter contains a discussion of some of the theoretical aspects of EQ illustrated with actual case studies drawn from the authors' more than 30 years experience in schools around the world. Following the theoretical discussion, each chapter includes a series of practical activities and exercises that teachers can use or staff developers can employ to facilitate professional development in the area of emotional intelligence.

The final chapter is a synthesis of the overarching ideas that connect teacher emotional intelligence with effective and efficient student learning.