

Pedagogy Matters: Episode 13 Transcript

Hello, welcome to the latest episode

of the Pedagogy Matters Podcast.

The purpose of this podcast is to bring to

the fore some key topics of conversation

in relation to learning and teaching,

to discuss to breakdown aspects

of practice and provide snippets,

advice and guidance as to how to

integrate these into our daily practice.

Today, I'm delighted to be joined by Al

McClain and will be exploring a topic of

emotional pedagogy so Alan good morning.

How are you good morning?

I'm very well. Thank you.

Good to see you.

Starting with an exchange for the now

heading towards summer, which is great.

I guess that ties in nicely.

I guess with elements of of emotion.

Already bought so yeah, so talk.

Emotional pedagogy know simply thinking wow,

it's gonna turn.

I've never heard before so I guess or do you?

What do we mean by this?

OK, what can be meant by this term?

Yeah, well I think I think the

term emotional pedagogies.

Be kicking around.

It came into my mind when I was

doing the recent webinar with for

the college Development network,

'cause it was pretty obvious that

when I was explaining my whole

emotion ring as I call it,

the model that helps us understand emotions.

That was pretty and that was we were looking

at how we can support vulnerable students.

It was obvious to everyone there that

that model applied to staff well being,

but also applied to this emotional pedagogy

and emotional pedagogic basically is just.

Emotionally,

it shouldn't.

Teaching that place is feelings

at the forefront of learning

and learning and teaching.

It's kind of emotionally skilled teaching,

and it's.

It's been around forever basically,

and everyone knows about it.

It's just we're just trying to make

it more explicit. I love some.

I love the courts in New York.

Everyone knows the the Maya Angelou

quote and people will forget

what you said and what you did,

but they never forget how you made them feel.

Everyone knows that looking

back in their own.

Education when you think

of your favorite teacher,

you could remember the teacher should
remember that the teachers that made
anymore an emotional impact on you,
usually a positive one.

There's another nice one out,

like John Maxwell.

People will hear your words,

but they feel your attitudes.

I think that's quite powerful.

Really, yeah,

you're absolutely right in terms of

you know the impact that we as people

in education can have on our students.

Actually fundamental,

and that effect comes back

from relationships and

that emotion is at the heart.

I think it's interesting the world

will pick us up to go through a

conversation this morning, obviously,

or maybe even go straight away with

the last 15 months is really flipped
elements on its head in terms of
education as we know it in terms of
face to face contact and face to
face relationships as just flipped
into a an online or hybrid world.

You know, yeah.

Some colleagues and I spoke to
kind of struggled with that from
a lecturer teacher's perspective
and all students have as well no.

But I think it would be fair to
say that the same principles apply
whether teaching face to face or
online around what's important is
going to be in tune with your motions
with his students and so on so forth.

But your thoughts on that.

That's a challenging one, it said.

Certainly is, I think it probably it's exact,
same exact same that the principles

of effective pedagogy or the same
in no matter what the context,
but it's probably paradoxically more
important in a kind of digital relationship,
but it's probably more difficult and
immediate thing that comes to my mind is.

Nonverbal communication.

Verbal communication is absolutely crucial.

Everyone knows that there's predominant
vehicle and but that's so difficult.

That's why I think people are framed, framed.

Find the legible relationship about
frustrating in the face is probably
the most important tool election.

Who's got?

But how do you communicate

facial expressions digitally?

So you probably have to exaggerate them,

which starts to that stuff

to what you worry about.

Authenticity is so and so I can

understand why election is a struggle,

and we also know about why it's

so draining because you're you're

you're having to fill it for sure.

Your emotional communication,

and that's probably what's what.

What makes it so exhausting and also

trying to pick up my my biggest challenge,

I think, would be to pick up.

His lectures are intuitively

tuned into students,

but actions into students

body language and faces,

and that it isn't so and so to pick

that up digitally is quite a challenge.

Yes,

I did throw it deep and straight

away without question,

but those issues that you mentioned

have been exactly issues that lecture

face in terms of the nonverbal cues

straight away that triggers or even
the the ad hoc relationships that I
built when moving around the classroom,
talking students and that has
been lost to a degree.

So I guess let's go back to basics.

So what I'm talking around.

Education education approaches more broadly,

I guess. Lectures, matchmaking rate.

I think I do this, but I'm not sure.

So from your perspective on.

Went on motional pedagogy.

What are the principles or can how can

it be done or what should be considered?

Alright,

can I just preface what I'm going to say,

but few brief comments about her emotions,

can I? I'll be brief.

This is the technical side.

Obviously emotions are pretty

central to our lives.

They underpin our relationships,
thinking and learning.

And there's no.

There's no better way to understand
ourselves and but they are at.

They are mysterious and in complex.

But my premise is that we can actually
master the more than we realize.

And this is all about mastery,
and McMaster is basically.

You know,

I define emotional well being as
as is not so much feeling good but
is being good at feeling and it
comes to this mastering emotions
and essentially mastering emotions
comes down to making sense that the
purpose of emotions and the technical
bridges for a second is what.

What are emotions we need to stop
and think about that?

And emotions are basically the
cognitive interpretations of
her physical sensations.

Sensations only become emotions
when we go through something called
cognitive framing with frame through our
words and our concept and that's when we
interpret the cause and purpose and soon
and her well we read sensations depend
on our kind of emotional vocabulary.

It's our skills and comparing emotions
basically and give you a simple analogy.

If you think if you're if you're an
expert in birds or trees or cars.

What football teams? You can sort.

You can sort them between.

You can compare and contrast them.

You can sort, and so whenever you
go in nature will you'll get much
more out of it and it's exact same
with them with emotions.

So my my big can a premises if with

lectures become more attuned to emotions,

they'll be able to kind of.

You know, understand what's going on better.

Their motion ring very,

very briefly as a visual model.

My beneficial person and I'm making

a systematized I like structure.

I like to organize things and the emotion

ring and it would be quite helpful.

People are listening to this,

but this podcast to have a copy of the

motion ring to and basically it's a.

It's a comprehensive and kind of

coherent kind of organizer as a

template of all the main emotion

concepts organized by the purpose.

And that gives a set of tools to

help develop emotional vocabulary.

Also helps us self reflect.

Helps us reflect.

Helps them to support students

through as a coaching tool,

and is among a group of students.

We can maybe talk about that,

but the most important thing from a

pedagogical point of view is it gives

us structure taken to reflect on.

How come that students responding well,

how come what happened there?

I blew it there. What happened there?

What's wrong with him and what did I

do so it's that's a useful so useful

structure to think about things.

I forgot about your washer first

with your question.

That's gonna really good introduction I

guess around emotions and it's purpose

within education 'cause you have to

write with the examples towards the end.

You know,

teaching and learning is not black

and white but teach you learn.

You know we're dealing with people,

not both, with our own emotions,

emotions of our colleagues,

but also the emotions of us humans.

I'm summarizing correctly here.

That greater awareness of emotions will only

enhance our practice and can make more aware.

Now we may not be able to change emotions,

but it makes us more aware as

lecturers and practitioners.

Yeah, absolutely. I mean,

it's a central point for me is when I

trace my work of the last 2324 years.

It's through behavior management through

anti building strategies through self

motivation through developing identity

through the the latest working emotion.

It's all I've been, it's all.

It's all been about self awareness.

I mean every election that

I've ever met in my career.

I've met thousands of them.

We all want to be as effective as we can be.

I'm convinced.

Everyone's pretty self motivated.

They want to improve and everyone's

everyone's got that commonality.

But we vary in our capacity for self

awareness or the connect the partner of that

self reflection and that's the challenge.

So all my works been about kind of

self reflection and then we'll really.

I'm into giving people structures

for self reflection.

Self reflection is really bloody

hearts 'cause the language is really

hard but we are very aware of how.

Other people impact on us,

but we're not.

We're not so weird on how we

impact on other people.

That's the tricky,

but 'cause we've got lots of

blind spots and self delusions and

self is it dissections and so on.

So anything that.

Cancel. Colleagues about and ask

for students for feedback, which is,

you know, fantastic thing to do.

I think that's gonna help us.

Cannot reflect.

I mean I give you a simple again a quick.

I like to give people thought

experiments or simple exercises an

ice exercise for elections to do

is just to take a class list. And.

Flip through it very quickly and then

write an emotion right beside each

student in terms of how they feel

about that student and the end of it.

Have a quick take away the students

names and then look at the emotions

and then summarize them and put them in
their structure and in short track colleague.

That would be a marvelous exercise
just to put them in touch with.

And you certainly don't know
from your experience,
but I think students have emotional
relationships with their classes.

And that's a really interesting
thing to explore, but so.

It's interesting because when you
take pause and reflect and you have a
conversation with other colleagues,
you broaden our perspective in
relation to students and how they
behave and how they act and and
how that works well for others.

And I know,

again,

just think back to my own past
experience of sometimes the most

frustrating comment was not

that then it works well for me.

Absolutely fine for me like

that doesn't help me.

Let's get on and pick that spirit back.

And when you talk then I'll

behavior management again.

From experience,

I've has like a key part of where

behavior management is effective is

where there's an effective relationship.

Now that's not as easy in practice

because there are a wide variety of

reasons why student behaviors or poor.

However, yeah,

I think what you're seeing is

the enhanced awareness of the

emotions of the individuals.

In this situation will have practitioner

consider your approaches and how you

manage and how you interact with the student.

Yeah, yeah,

absolutely.

But I don't know.

You've done a lot of work in this

space and yeah,

and it's it's kind of really quite

interesting and going back to kind

of the question asked initially

is still kind of given two ideas.

So phrases, how do lectures start with this?

She mentioned emotions ring.

You've mentioned having a look

at Lerner suspended payment thing

and actually what what emotion

would I allocate to that learner?

Yeah. How else would lecturers?

Build us in the process you

know of their own practice.

All that problem students.

It's it's a complex situation, yeah,

so how would they go about that?

Yeah,

I think I think a good starting point is a.

It's a very well.

Challenge people talk about supporting

signs all the time and I think we

all intuitively know that we the

keyboard there is and you know,

support and challenge.

And I think everyone knows that

from learning experience and

it's quite good to unpick that.

I find that really helpful helpful because

it fits very nicely on the theory of my ring.

Especially everyone knows that there's

no such thing as an unmitigated good.

You know, everyone knows.

It's the Aristotle concept of

the golden mean.

Everything in moderation.

What that means is 1 good quality

has to be balanced by another

good quality and support has to

be balanced with the challenge.

If we have too much support.

And not enough challenge that

becomes kind of problematic,

and I I think I think of the and I'm

gonna again if we gotta give people

a a nice simple thought experiment.

Think about your typical practice.

If you were to spend 20 share 20

points between support and challenge.

What would you? What would you give support?

Would you give a challenge?

For example,

you may give support 12 and you make.

So that means you give challenge

it or you may give challenge 15.

Your son is always going to end up that way,

and that's quite interesting.

Once since it is something I ask

something that I know a lot about them,

but I don't want you to add that up.

I want you to multiply these two figures.

So for example,

if you if you said 12 and eight for support,

that gives you a score of 96.

Which is pretty good.

You could have been bang on.

You could have said I'm a 10 by 10.

Just score of 100 so that shirt I

call that you're pretentious Lee.

I called out your beneficence,

which is basically your positive input.

Now you might be a.

A PE teacher or lecturer and and you

know electronics and you can imagine

I'm I'm I'm I'm stereotyping here,

but you may be a kind of match or I don't.

I don't go into all this touchy

feely rubbish, I'll let.

I'll leave support to other people.

I'm I'm 18 for challenge and

at least two for support.

Well, the bad news for you

is your beneficent is 36.

And the interesting thing is you can't.

You can't.

You may be brilliant.

That challenge you might be charismatic.

But you can't make up for your

lack of support through your

excellence in your challenge.

You need both.

So I I've I've given nice simple terms.

I like to talk about your IRA,

either a squeezer or a hugger.

Ideally, risk Walker squeezer,

squeezers election,

who's very high profile,

charismatic, demanding, challenging,

dynamic, pushy, probably,

very popular sense of urgency,

high demand, and so, and that's fantastic.

But if that person is not sensitive
to people's vulnerabilities,
then they slip into becoming a bruiser.
So the squeezer can become a bruiser
and the students are going to fear you.
They might respect you,
but they fear you,
and they're probably going to hate you.
Yeah, and that's devastating
from an emotional pedagogy POV.
Equally, the very nice warm Invitational
approach where people are very empathic and
sensitive and you're very caring and so on.
That's fantastic and people love you and
you'll have fantastic relationships.
But if you slip into being over
helpful or or or over caring,
you slip into being a bit overprotective,
smothering you actually even
start to intrude.
Yeah, and the students.

I don't want to tell you about my background.

Get lost so it's all about balance.

So I like to.

There's just a combination you know,

firm but fair. Everyone knows this,

and the challenge is to try and get.

The challenge is to reflect

on yourself and students can.

Staff can reflect on this very

neatly if he got onto our website,

there's a profile,

a self reflection profile

called the inspiring profile,

and that allows lecturers to take

20 minutes to stop.

And thankfully they evaluate themselves

on on the ring on the dynamics of

these teaching styles as I call it.

And that gives them a guess.

Imma give him a benchmark to think about

and to share with other colleagues and

if they really if they're courageous.

And they're really into partnership.

They can actually get the students

to complete profiles about them.

And we can actually help colleges

to conclude all these profiles

together in a neat little package

that gives instant feedback.

And then what would lecture

then does is be grateful.

But I can guarantee you will

take it very very thank you.

Very pretty maturely.

And not be delighted by

them as well to be asked.

So fantastic way to build partnership

and mutuality and and sorry and the

students the finish off the election.

It just has a discussion about

it and has a good as a good chat

about what you learn from it.

Yes please.

I'm just gonna jump back to

you know you gave a couple of

different examples of lectures

who may have different approaches,

as in yeah, emotions aren't.

For me, you're gonna come in here that

these are the rules of the classroom.

Yeah, and it's not about.

Everybody.

Really. Change your country.

Open their approach with students and

kind of making motions from the center,

but I think what we can see is it.

It's really important to have that awareness.

You know, everyone stares the

letter as a person as an individual,

but it's a really important.

Open approach to have within

your teaching style to have an

awareness and there's a key base.

The phrase that I've always used in
the past kind of know your learners,
and that's exactly this in terms of you
don't want to know everything about them,
but you need to be aware of anything that
impact on their their ability to learn,
of which emotions are a fundamental
element of that,
and that comes through taking that
comes from report that comes through
trust building. And so it's about.

It's not a quick fix.

I can prefer to see in terms
of actually do one thing,
and this is fixed,
but it's about embedding some of these
practices within your approach as a lecturer,
increasing your awareness.

Of emotions,

the impact of emotions,

that of your emotions on your learners but

also of your learners on each other and

of your learners on their circumstance.

So I think it would really simplify this.

It's just raising awareness of emotions

and its impact on learning but

ourselves as lecturers or managers.

We play an absolutely key role within

this absolutely and you just reminded

me of a great quote I got from

a 9 year old boy few months ago.

Jamie he said the best teachers

know you from the inside.

And us as not just as classic know

you and so know your students so.

Yeah again, or trying to get lectures

to introduce something else and people

are fed up more and more initiatives.

All I'm suggesting and I'm

scared I need to be careful.

Always introduce this as being a man.

I've genuinely come come to

the motion late late in life.

I have I have genuinely bluffed my way
through a career and educational psychology
and not really understanding emotions.

But once once this structure helped me.

I find a friend that really really useful,
so I'm just really saying to people.

Try and introduce this and use the
ring as a structure shove up in
your wall and reflect on it now
and again and just start to start.

Start to move yourself, you know.

Can I be emotionally skilled and what
would my class be like if I was?

I was more emotionally skilled?

I really good way to think about this.

And again, it's quite intuitive
and everyone will understand it.

Is the notion of priming,
priming, emotions, priming,
positive emotions, PPE, and.

A good place to start on notice sport mean?

What is framing?

Well I play golf and every goal for

all no speech play and what speech

play does is it puts it primes people.

So if you're standing standing up

there and you see you better watch that

bunker on your left and your partner

says but I didn't even notice that.

So that sort of thing I would do,

but what it does is it primes,

primes, anxiety and your opponent.

That puts an idea into your mind.

It's the same with Kevin Keegan,

the famous Kevin Keegan mind games.

Where was Alex Ferguson?

Just in Ferguson's typical Glaswegian,

smart Smart's attack,

he knew all about effective pedagogy.

He was intuitive, genius,

and he just warned him up,

and he just put doubts into his mind.

That's what priming is.

Other terms I've heard nothing at

the sports psychology world and

I'm trying to make it to sporty,

but it's obviously self talk,

which is exactly the same as us

in terms of you.

Give yourself positive cues,

but also imagery you know.

So in a really simple sporting world,

you know you've got your your

goal kick in rugby.

They visualize where the ball

is going to go away.

They go when it comes to priming.

It is what you're seeing here.

Then it is going to lecture as

I've got working with young people,

we we promote the positive behaviors that

we're seeing and in terms of problems,

possibly his last humans.

Raising awareness but also raising

awareness of how it could be done.

Archenhold not should be done but

but what if you're out with you?

Is that what you mean?

Yeah,

well you just you just give me

a lovely link to the next point.

You mentioned the word should.

This is an interesting word.

Should what should you be doing?

What should you be in?

Which should you be doing immediately?

That's that's a drag, isn't it?

That triggers defensive emotions,

resentment, puffiness. Try could instead.

What could you be doing like I

introduces possibility, hope, so.

Those are lovely example of framing are

you should take lecturer could lecture.

And that's that's what that's

what this is all about.

It so you know, advertising.

But we're getting framed all

the time to make purchases.

So we just need to stop and let let's

let's let's, let's be on the driving seat.

I'll give you another nice example.

Lovely, simple example.

The order in which we make requests

is really, really important.

And I'll, I'll talk about the famous

the two monks and talking to the Abbot.

And the first Monk says to the Abbot,

is it OK if I smoke?

Well, I pray, and the rabbit

gives him a clever in the year.

And then a second monkey.

Smarter comes back, comes up and says,

is it OK if I pray while I smoke?

And the rabbit says,

Oh yes, my son go ahead.

So both requests have been exact same.

The only difference is the sequence.

And what's happening is the

first part of the order.

The first part of the request

primes the emotional response.

So for example, instead of.

Instead of saying I want you,

instead of saying when I

explain these instructions,

I want you to listen you you

really should could be seen.

Well, wait to listen when I'm explaining

this complicated instructions,

so that's a nice simple one,

and it primes primes people

to look at it again.

A simple set of framing.

Zinc used all the time.

For example, I'll be looking out for.

Are you gonna really?

You're gonna find this really

interesting or this is going to be

cracking or you're going to love this.

You know it's just.

And people do that all the time.

That's what you're you're.

You're very successful.

Lecturers are doing all the time.

Yeah, I think it's interesting

specials often issues may arise,

you know, from challenging behavior

and I think what we're trying to

say here is not absolutely turns

out that behavior would be higher.

Spec tations are rules I gave in the

classroom, but in this context is

actually think about how you deliver

that message in terms of behavior.

Know something.

Will you be quiet and sit down?

Can you please sit down and be quiet?

No, it's a problem in terms of the
order of instruction that you were like.

Yeah, examples.

That type of thing as opposed to yeah,
remove the the negative on the threatening
site towards the end of the statement.

Yeah, examples interesting as well
that would please is interesting.

You know people are being polite.

Please please sit down on that.

That's without being too cynical.

That's that's too soft.

Yes, pleading you don't, you know.

Alright,

please just say I want you to do this.

Thanks very much.

Yeah that's much more assertive.

It's also very polite so.

No, in Russian culture,
timelines and walked almost all day.

But also yeah.

Babe,

it's touched upon emotional coaching

a little bit and I think this is just

before you were talking about framing,

but it's also useful to use the motions to

framing is all about going out going forward.

Looking for,

looking at it on my motions are also

good to take stock and look back.

And I'll give you a nice simple example

would be I don't think lectures.

I don't think we use enough in college.

You know the power of emotions as

I can have a valuation tool for

the for the students themselves.

'cause students intuitively know

through their emotions how they feel

about the project they just handed and so.

And that's too late.

So before you shouldn't be,

it could be encourage students to say right.

Last thing you do with your project.

Before you hand it in.

I never before you and I never ever.

How do you feel about that?

Talk to somebody and have you feel

a burden and then explore your

feelings and then so could not give

you some insight into how good it is

and can you then make some changes.

Because the emotions are going to help

you evaluate so the whole concept of

emotions as a valuation tools are really,

really useful.

And I don't mean I don't know anyone

who's been doing that would be great

to get some practice on that and get

some share some practice on that.

But I think just a touch up on that in a bit.

You said earlier on around something else

for lectures that you absolutely not.

This is just a mindset shift

in terms of how you learn it.

You know. So yeah, I've done some.

Yeah,

selection with different views

in the past month.

My former boulder housing.

Yeah, it's something else for me to do,

but you know, it's just part of

your practice and in terms of.

What we said earlier on in terms of

modern behavioral expectations and

modeling emotions are all those elements.

You know, as you said,

just probably not doable.

Alot of lectures are doing this,

but it's about the reader doing.

Sometimes explicitly realizing

all it is doing without realizing.

Yeah, like I think.

Well, my practice.

Actually as you said it took

me 4 years to realize this.

So probably soon for a lot of other

lecturers in terms of you are

shaped by your life experiences.

Yeah, you know.

And when you younger or newer

in the really quite naive,

but you don't know any naive.

Why is it that the more time

you spend in education on the

roller and a 5 leaf experience or

whatever your perspective broadens,

so now I'm totally agree with that.

Now that's a.

Useful,

.44 listens to consider is just to

get probably use our emotions kind

of ring to reflect and set back for.

Actually not great.

I do this fantastic.

Or yeah how could have is

approvers more with my student.

So how will this enhance

my learning experience?

Whether it be that assessment

example you just gave or when

challenging behavior or whatever,

not really interesting.

Yeah,

so emotional coaching so we touch upon

this before as a as a useful strategy.

I think it's probably fair to say.

So I guess what we found

is that was meant by this.

How would people go about doing this?

Or is that not the right tactic?

No, no, no.

I think I'm motional coaching is again

it can be can be anything you want it to be,

but it's basically.

I like,

I like the concept of coaching out.

There's a lot of vulnerable people around.

There's a lot of people that

can go through difficult times,

and I'm a great believer in

therapy without therapist,

so I'm a great believer and you know,

taking taking full advantage of the

phenomenal sensitivity and empathy

of so many staff in colleges.

I mean,

I've met thousands of college

lecturers and I'm always been

impressed by their empathy and their

commitment to students is can incredible,

and so I see so many.

I see so many therapists.

Basically they might not.

Then you don't need to be trained,

you know,

you just need to be a very caring,

so empathic so a person is this

interested in people.

And if you give them the structure.

So if you give people a better

training on on the emotion ring

and and we can use that to kind of

have groups of individual sessions.

Looks groups with small groups of

students just meeting regularly,

talking about what's happening in lives,

how that you know this.

Just talking about the stories

people need to understand and

develop their identity through

stories and sharing stories and

about what's been happening and how

they're feeling so we can use that.

We can use the ring and quite

formally in quite informally.

And if the Rolls Royce approach

is to is to invite students to use

the what's called a reflector,
which is a self profiling tool,
is freely available on our website,
takes about 20 minutes, students enjoy it.

They get a nice fancy chart,
but then they have to sit down and
ideally talk to somebody about it,
explain it to them and it cuts to the chase.

And as to as to what's
happening more informally,
you can take from the from the coaching
tools we've got on our website.

With God will be in ring,
and that's quite a nice,
simple simple thing.

We just ask students taking a look at
the 8 dimensions and plot where yard
on these things you just put up on the
spot and then you say to them right,
change that door into an arrow to tell
us what direction you're going in.

So you're gay.

I was basically on these 8

dimensions and you ask the students,

what do you think this is all about,

and so it cuts to the chase

and settle our time.

But and and it,

let's let's students cannot reflect

on on what's happening to them.

The most important thing

is I love Parker Palmer.

He's an American education is philosopher,

and he summed it up.

He says the human soul doesn't want

to be advised, solved or fixed.

It just wants to be witnessed.

Well, then that's a really nice thing.

So people don't want they don't want

to come to the one they come to the

mentor or coach. They don't want.

They don't the real estate.

They don't want to come to be fixed,

they just want to come to be

witnessed and just kind of.

Keep getting. This is a very

kind of emotionally attuned way.

A crucial thing I a crucial point.

You know, the most basic principle for me?

Yeah, she's so important.

It's about just giving.

It's just giving that you know,

time and space for students to explain.

I really feel in their own words

without being fixed without being

judged without being criticised.

And once we understand and it

shouldn't to their own words,

we can then maybe help them.

Yes, Sir, fancy words,

but we can only do that once.

Once with,

listen to them and and and

really understand I mean.

Please let you know when people

to students about or tell me

your favorite lecture and.

You know the lectures?

If you've had with your favorite one,

and I say So what about what?

So what about then?

The first thing is,

they said because I've got a sense

of humor and the settings thing

they'll say is because they gave me.

So what does that mean?

They gave me?

It means they understand me.

Then it means of tuned into making

a non judgmentally and the vast

may have asked me questions up in

the past nearly quick questions.

You know even busy election as I

really I would really encourage him

to stop for a few seconds and every

now and again try and find her.

But students were.

So what were they enter with their big thing?

What makes them tick?

Because once you've got that in your

mind you can have a conversation

with them and that they've got me.

You know I've got them.

How do you get students?

You get,

you get them so it's an interesting point.

I mean obviously my background is it.

Is it sports, extra PE teacher?

And often you know the perception is.

You can allude to before there.

The fun teacher there people

fit their peoples.

Fear that some students favorite

teachers typically at times

because of the phone or whatever.

And I saw a tweet the other
day on Twitter around actually.

Oop teachers, not don't.

It's not that they have a good
leadership students because actually
there Carol students are asked
that the weekends and how we gonna
sport and we've got that hook,
you know.

So it's not about it's a difficult
world being lecture because
professional boundaries left,
right, and center, you know.

And and absolutely right the store.

But as you just said there,
it's really important to know
your students and to build
that relationship students.

And whether that's how was your weekend,
you know?

Yeah, it's not Brian,

but we're dealing with people who
are doing the motion and wetting
students on a journey for themselves.

And kind of with us.

Or if you have time.

It's important for us to know them
and kind of what's working.

What's not working.

Without crying in any way,
shape or form.

Relationship to understand to really yeah.

Development and support
that learning relationship.

Yeah yeah I like to just throw in questions
and people people like questions but again,
slightly off tangent.

But I get question I've found with
students is you know catch him
off guard but give him a poster.

What percentage of your ability
are using in this class right now?

That gives you really good.

Start a conversation so it's 75% so,

so how come so? How come it's 75?

That's pretty good. What about this?

What about the other 25%?

You know that?

Get **** it gets you.

Did you just try to get inside their

head and and students like that?

As long as it's it's not intrusive in

the boundaries are crucial obviously so.

But they they must, that the crucial

thing about emotional coaching is regular

contact with people that you know.

Build up trust and all the rest of it.

You're talking is done regularly,

and I think that's a phenomenal a model.

And there's so many people in college

that would be so good at that,

given the given the structure and I pushed

the emotion ring as a useful structure.

I think now more than ever is a

really important thing is discussing

about runs like this and the reason

I say that is lost walking now.

15 months have been very much transitional

time for students and lecturers and managers.

Obviously for the next three months,

depending on how restrictions

go come always said summertime.

Then make it greater.

Return to college and yeah,

opportunities to to work with teams have

not set foreign accounts or 15 months

you know against quite prevalent in in

the media narrative in the media is around.

Mental health and right be sure

and it's it's quite simply got a

greater awareness and a lot more

people are talking around your mental

health and some importance and also

emotional mental element of that.

And I guess my view on the world.

Metro sis.

There's never enough time for

anything that we want to do,

but we are thankful.

The things that are important,

yeah,

changing our practices are ways of

working and if this is something then

that one enhance their practice and

answers soon experience fantastic.

Do it.

It should be part of our practice,

yeah?

Yeah, can I just mention the compendium of

emotions to finish off you just mentioned

we make things that are important and

that's what emotions are all about.

They tell us what's important.

They tell us what matters is that that's

why emotions are so central and everyone's

conscious of mental health and so on.

I mean, I like to see mental health

just as emotional well being,

but with so many terms for these things.

Resilience, resilience is just

well being when it's challenged.

It's all the same thing.

So I think emotional well being

being good at feelings,

quite a nice a nice way to think about it.

And when I was when I was writing,

knowing and growing the my last book,

the most interesting chapter,

the camera but was was was about the ring of

emotions and because it helped me as I say,

organize emotions and help me sort emotions

to help me compare them and and and

basically tell the difference between them.

'cause that's why emotions get incredibly

complicated and it was challenging.

Emotions get complicated.

Not because they're bad and wrong

with him is just like they they

get tangled up together and it's

trying to untangle them nuts.

That's the challenge.

Once we untangle them.

We gonna get in the way is that

perceptions of different emotions.

There isn't a border.

For example, you were away,

we don't. We're not,

we're envious and we're envious.

We think the rules against

that we get paranoid.

We think people are deliberately

trying to wind this up and be be be,

you know big big black Panthers or

when we're lonely we don't get in

touch with people because we're worried

we think we're going to reject it.

It's the perceptions.

So I'm really interested in just
giving people tools to think through
the emotion so their competitive
emotions are basically going to anyone.
It's an illustrated guide,
so resource for schools and colleges
details 14 major emotions but also 40
linked emotions and explores the life
purpose and their causes and so on
is going to part dictionary part of
this OS part reflection tool encyclopedias?
Just a complete primer and it's got a set of.
Reflection questions and it's
got lots of nice quotes and
that kind of just a few words.
Give a lot of kind of insight and.
And it's just a matter.
It's just this set of resources to help help
people explore the purpose of the motions.
And it's got.
It's got nice ways to.

To help help us soar with

the uplifting emotions.

For example,

if students are having a great time

and they're very successful course,

take pictures of this success.

Spell the positive emotions and it's

got wasted. Rest challenging emotions.

An example I use alot is 'cause

I've always been plugged Brazil

playing myself doubt if you have

get self Derby giving a talk.

Don't focus on yourself.

Do and so how do you get self confidence.

You don't get self confidence

about being conscious of yourself.

You just zoom in on your enthusiasm.

Your passion for the topic that

takes care of it and then you

just you just battle through the

presentation but with your enthusiasm.

And that takes care of your confidence.

So that's the kind of way of you.

You know this is just to give staff a
resource to help them work with students.

No, I think that's really interesting.

It's really quite fascinating conversation.

I think in two sides one is.

This shouldn't be such a
big deal if you don't need,
it should be anything running
or anything different,
but colleagues that I have worked in
the past I worked with in the past.

For some this would be.

Why was it quit rather than to talk about it?

Probably do it naturally,

but it's just an awareness

raising take approach,

whereas for some aspects of it on

emotions are building that space

for students is quite foreign and

access my personal experience.

So I think it's really useful

topic for people to be aware of

to consider to reflect on you.

Some resource is from your website

and also within the link to

the podcast will put a link to

that website there as well.

Yeah have a look at some of the

things that we're talking about here,

but I think the most important bit is.

And kind of my lasting thing as

required property is build time,

you know, make this important as part

of your daily practice with the students.

That doesn't mean talk about it.

Every day with students in it enforced way.

But build this into your approach

as a practitioner.

Yeah, yeah.

But any kind of lasting

thought to finish off with.

Golden share rituals.

There's a very nice emotional term

rituals everyone can do rituals,

and we can create our own rituals by

making that ritual is a nice way to end.

Really interesting conversation.

I really appreciate your time.

Thank you, I've enjoyed it. Thank you.