

Course Outline

Session	Workshop Details
1.	Language and Feelings: what do we mean by emotional intelligence? The three major skill sets of emotional intelligence
2.	Language, Power and Prejudice: How does it work? How a supportive school environment can help reduce the potential threats to our pupils' well-being and increase their resilience, and that of their families
3.	Beyond 'Happy' and 'Sad': The power of 'naming' in support of thoughts and action
4.	Understanding Identity and developing inter-cultural competencies
5.	Resources for Developing Emotionally Competent School Communities



The **Ethnic Minority Achievement Team** is highly experienced and acclaimed and has in the last five years delivered training and consultancy to schools in more than 30 local authorities as well as providing the pan-London accredited course for London Challenge nationally and internationally.

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Ethnic Minority Achievement Service

EMAS



Emotional Intelligence
for Academic and Social Success

'Feelings Language'

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Emotional Intelligence for Academic and Social Success

- Do staff understand how feelings and language are related?
- Are staff equipped to help pupils understand this?
- Can pupils articulate how their feelings affect their thoughts and behaviour?
- How can a shared 'language of feelings' across a whole school help?
- How can we help pupils with English as an additional language develop 'feelings language' in English?

Recent research has shown that between 50% - 80% of pupils arrive at primary school without the language skills to learn and make new friends. At the other end of the age range the majority of young offenders have been found to have language and communication needs. In between, the pupils who are underachieving often do not have the words to describe how they feel, what they think, and how their feelings affect their thinking and learning. And increasing numbers of children are arriving in our schools without the language competency in English to express their feelings.

Find out:

- How feelings and language are related, and how feelings are related to thinking and to behaviour
- How we can control our own thinking and behaviour by understanding and developing our 'feelings talk'
- How we can help our pupils to develop their 'feelings talk' to enhance their academic learning and their social skills

Course aims:

- To outline some of the recent research on emotional intelligence
- To consider ways to promote a whole school ethos to improve emotional literacy and well-being among staff, pupils and their families
- To provide classroom strategies to ensure our pupils become increasingly 'self-directed' learners and provide a link to the SEAL materials

Who should attend?

Suitable for groups of up to 20 TAs, Parent Support Workers, teachers, and SLT from both primary and secondary phases

Which school would benefit from this course?

Primary or secondary schools with:

- Large numbers of pupils with poor language and communication skills
- A high percentage of pupils with English as an additional language
- Large numbers of pupils taking free school meals
- High mobility figures and a changing pupil profile
- Pupils needing a range of interventions for behaviour problems