

EMOTION WORKS PRACTITIONER ACCREDITATION APPLICATION

Name of applicant:	Pauline McKibben
Role:	Principal Teacher
Place of Work:	St Joseph's Primary School Glasgow

PART 1: INTRODUCTION

Please provide a brief outline of the context you work in, your role and the children/young people/clients you work with or support generally

I'm the Principal Teacher at St Joseph's Primary School in Glasgow. The school is located close to the city centre with a role of 212 pupils. 72% of our children have English as an additional language. My remit for the school includes support for learning, promoting positive behaviour, Health and Wellbeing and Parental Partnerships.

Who have you been using Emotion Works with and how? eg. 1:1/small group/class, directly/indirectly, frequency?

I first introduced Emotion Works to Primary 1 as part of their Health and Wellbeing input once a week for a six-week block. After feeding back to the Head teacher regarding the children's enthusiasm for the programme she asked me to develop a programme for Primary 7 linking it to their novel study.

I introduced Emotion Works to the whole school during assemblies when I made use of Fischy Music songs as a main feature. This set the stage for training all teachers in November.

Following staff training in November, I've been supporting other teachers to get started on a class plan and delivery, and have been co-ordinating and putting together a whole school plan around Emotion Works and wellbeing. I've also assisted the Primary 1 and Primary 7 teachers to develop their programme following on from the work I started with their classes.

Which Emotion Works levels of engagement have you been working across? (highlight or underline)

- *Non-verbal, pre-language*
- *First words/developing vocabulary*
- *Introducing cog concepts/making simple links*
- *Using the 4- and 5-part Model*
- *Intensity concept and 6-part model*
- *Influences concept and 7-part model*

Do any of the children/young people/clients you are using Emotion Works with have particular support needs or learning challenges? Please briefly describe what these are.

The majority of our Primary 1 pupils have English as a second language therefore they have a very limited vocabulary with regards to naming emotions. Early conversations indicated that some of the children were able to name some emotion behaviours but had little understanding of body sensations or triggers.

Last session the pupils had the opportunity to work on creating our school values so the P7 pupils had a good working knowledge of how this impacts on their wellbeing. They were familiar and confident talking about their emotions however I felt a more in-depth knowledge of Emotional Literacy was required.

During a previous Health and Wellbeing input regarding alcohol, there were a number of pupils identified as needing Nurture support so this was taken into consideration at the planning stages of the programme.

PART 2: EVIDENCING PRACTICE

The information you have provided in PART 1 will have given us a general impression of your work, how you are making use of Emotion Works, who with, the levels you work across etc.

In this section we ask you to share some *selected* examples from your experiences which you feel meet the practice criteria particularly well.

Criteria 1:

My Emotion Works practice demonstrates awareness of Emotion Works levels and progression -

Criteria 2:

My Emotion Works practice makes use of Emotion Works resources and learning processes at appropriate levels

Criteria 3:

My Emotion Works practice makes use of meaningful stimuli and contexts for learning/communicating about emotion

Criteria 4:

My Emotion Works practice considers and addresses support needs and learning challenges using the Emotion Works Additional Support Framework and tools (required for Additional Support submissions)

- I. Relationship considerations/knowing a child well
- II. Communication Supports and Adjustments
- III. Relevance and Personalisation
- IV. Managing Arousal Levels

Criteria 5:

My Emotion Works practice involves a team approach to planning and delivery (required for Additional Support submissions)

Criteria 6:

My Emotion Works practice is reflective and evidences the impact it is having on learning, language development, behaviour and wellbeing

The following 16 slides provide a summary of some of my Emotion Works practice carried out during the course of the past year.

*I have indicated on each slide which criteria I feel the work evidences well. **Criteria 1, 2, 3 and 6 are well covered.** I also feel my that my practice shows good teamwork and collaboration when planning (criteria 5), and takes into account children's learning needs based on having good relationships with them and knowing them well (criteria 4i). I am also very aware of the need to adjust communication (criteria 4ii)*

Moving forward I will be introducing Emotion Works in our new Nurture base, and incorporating it into a whole school approach to raising attainment and promoting positive behaviour. In this work I anticipate addressing and focusing more on the Emotion Works ASL framework and practice criteria.

Mentoring and Championing activities

- > acting in a mentoring capacity to help colleagues get started using the approach and resources (please find 2 mentee referees attached)
- > co-ordinated and contributed to whole staff training
- > led on a whole-school 6-week planning block
- > running school assemblies focusing on Emotion Works using Fischy Music
- > organised an open afternoon to inform parents about the programme
- > helped display and present work from classes across the school for staff and parent showcases
- > supported the setup of our pupil-led break-time drop-in clinic