



Emotion and School: Understanding How the Hidden Curriculum Influences Relationships, Leadership, Teaching, and Learning (Advances in Research on Teaching)

By Melissa Newberry

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Emotion and School: Understanding How the Hidden Curriculum Influences Relationships, Leadership, Teaching, and Learning reports the history, developments, applications and possible future directions of relational and emotion-focused school research from North America, Asia-Pacific and Europe. It begins by scoping the field from both a psychological and sociological perspective. The chapters frame the key debates in the research literature while adding the unique perspective of experts from the field, before honing in on the school: the administration context, teacher context and student context. The book explores the contests within the field, including psychological and socio-cultural knowledges, individual and collectives, emotions as inputs/outcomes, and the false binary of emotions and rational thought. The middle sections of the book take these perspectives into the field to see how they operate in schools. First, methods for identifying and responding to emotion and relationships in schools are presented. Second, the positive and negative products of emotions and emotion work are outlined and their effects on relationships and school functioning are discussed. The book provides readers with new insights into the hidden curriculum. It offers new ways of working with emotion in a variety of relationships for positive outcomes: the selection and induction of teachers; the role of emotions in leading; emotional and emotion learning; and, the inter-relationship between emotions, school culture, classroom and staffroom dynamics.

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Editorial Review

Review

Newberry (teacher education, Brigham Young U.) et al. bring together education, psychology, and information technology scholars from North America, Europe, and Australia for 13 chapters on various aspects related to emotions and teaching. They discuss research on emotion, emotional style, and neural resonance and neuroplasticity and its implications for education; emotion regulation and cognitive load; the role of emotions in educational policy; effects on teacher leaders; the impact of schools on the life satisfaction and morale of teachers; emotion and identity development during student teaching; professional identity and appraisal in classroom situations; the emotional work of teaching; developing caring relationships with students in online courses; person-centered classroom management; the emotional coping of teachers; and the place of emotion in teaching and teacher education. Distributed in North America by Turpin Distribution. --Book News Inc. Portland, OR

About the Author

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Andrea Gallant - Deakin University, Australia

Philip Riley - Monash University, Australia

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