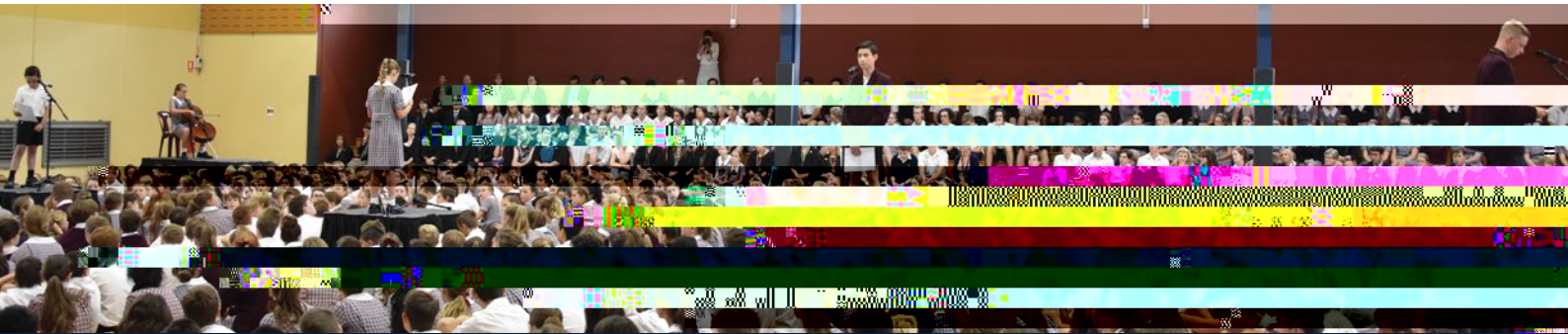
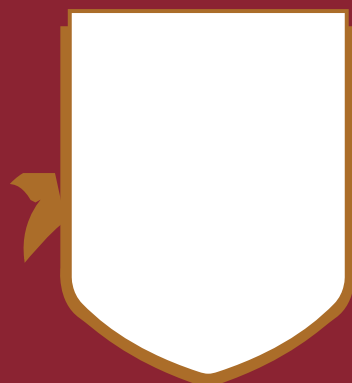


IMAGINE

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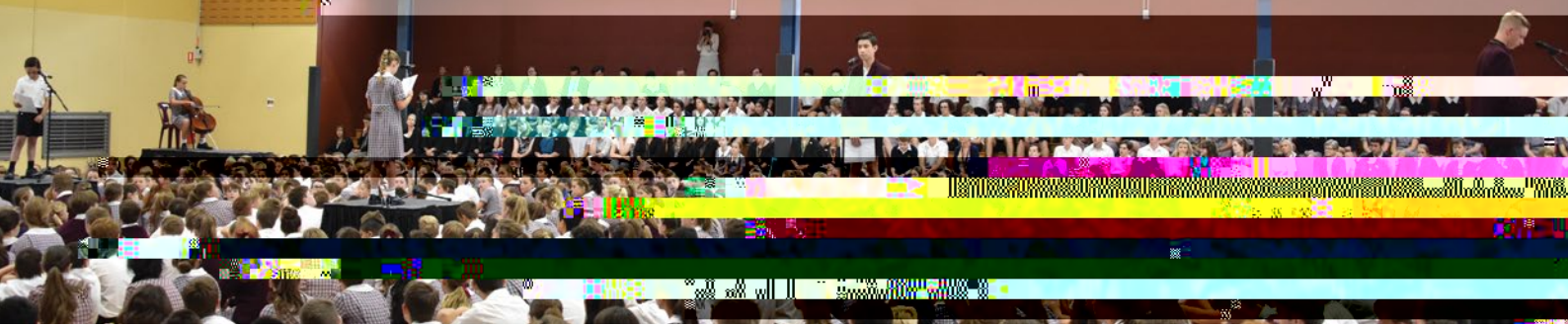


GIRTON GRAMMAR SCHOOL
EMOTIONAL INTELLIGENCE
CREATING THE ENDURING REALITY



IMAGINE

Girton Grammar School Bendigo



The Emotional Intelligence Charter is a vision developed jointly by Girton Grammar School students and staff. It includes ways we can learn together and interact positively by providing a safe and supportive environment for all.

Staff will work with students on these badge values so that students develop an age-appropriate understanding of what each badge represents.

There is no stipulation on wearing a badge every day but students must wear them at formal occasions such as Foundation Day, Carols Service and Speech Night.

Students will only ever receive one badge. However a unique quality of this badge is that it may be swapped with a peer or an adult once a year but with one stipulation. To swap a badge, a student must have a member of staff present and hear the student explain what it means to wear "Imagine Trust" or "Imagine Respect" as they hand it over to their friend.

Our staff is committed to developing these values and we will work with students on the Charter and Badge values throughout the year. Students are asked to wear their badge with pride.



We encourage parents to openly discuss their child's badge with them. The badge will be a talking point and wearing a badge means staff, students and the community will ask students what it stands for. We expect students can, in time, answer this confidently and give examples of behaviours that identify their badge.

Mr Paul Flanagan
Head of Emotional Intelligence Programs
Girton Grammar School



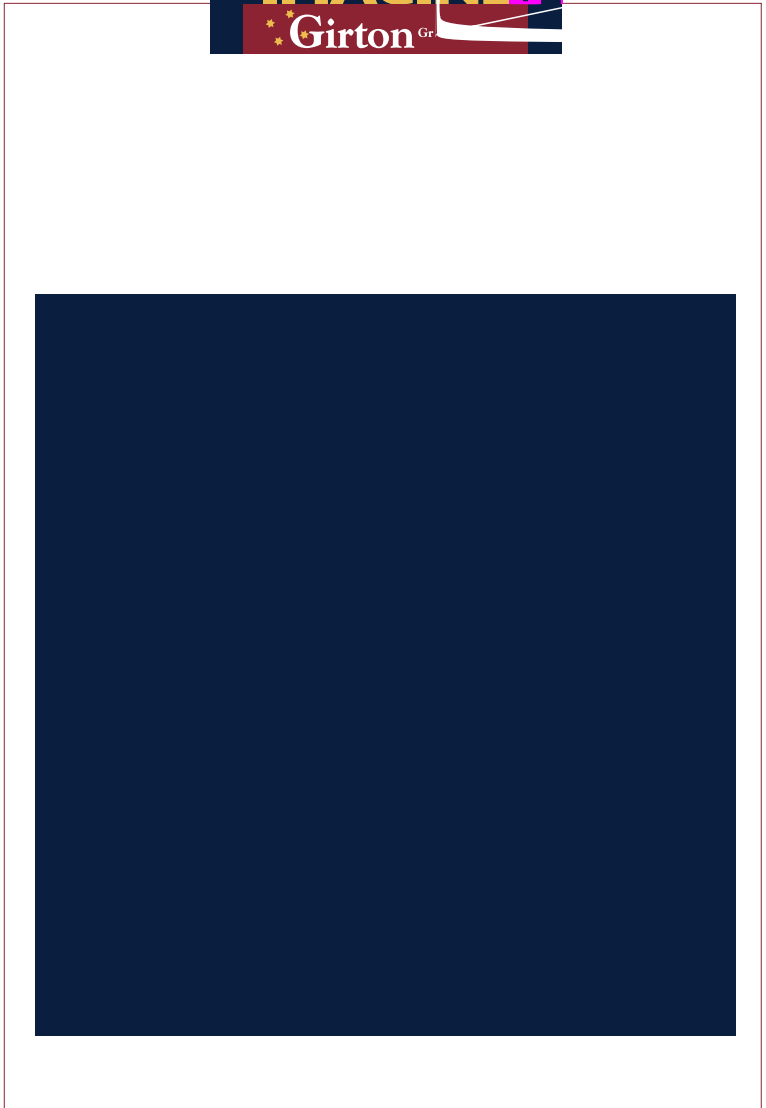
Imagine a school where emotional intelligence is deeply valued.

Where how we feel influences how we learn, who we are
and who we will become.

Emotions can either help or hinder relationships, and we all have moments that get the better of us. Regulation strategies allow students and staff at Girton Grammar School to handle strong emotions so that they make positive decisions for themselves and their community.



Regulation is a brief step back from a situation where we pause and think before acting. We ask ourselves, how would my "best self" react in this situation? What strategy can I use so that my actions reflect my best self? Over time and with practice, students and staff replace ineffective responses with productive and empowering responses to challenging situations.







SOCIAL AWARENESS

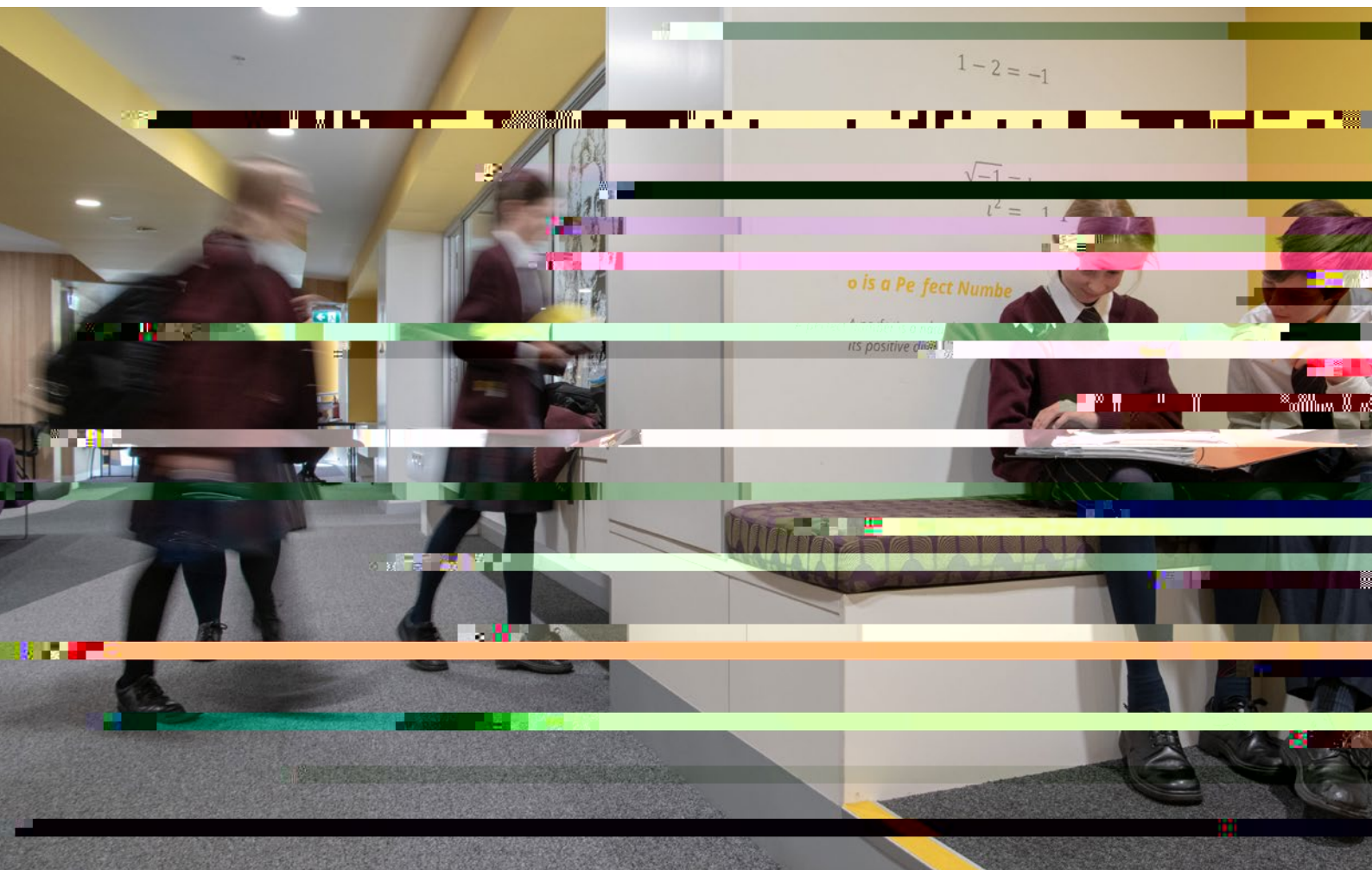
is an important Emotional Intelligence skill. It helps develop empathy and allows you to understand another person's emotions, needs and concerns. It allows you to look inside a social construct of peers, colleagues and friends. An awareness of social situations means you carefully consider what people want, and plan to communicate with them in a way that is intended to meet both yours and their needs. In simple terms, being socially aware is a natural response to people, taking their situation and needs into account as much as possible.



Self awareness doesn't stop you from making mistakes, it allows you to learn from them

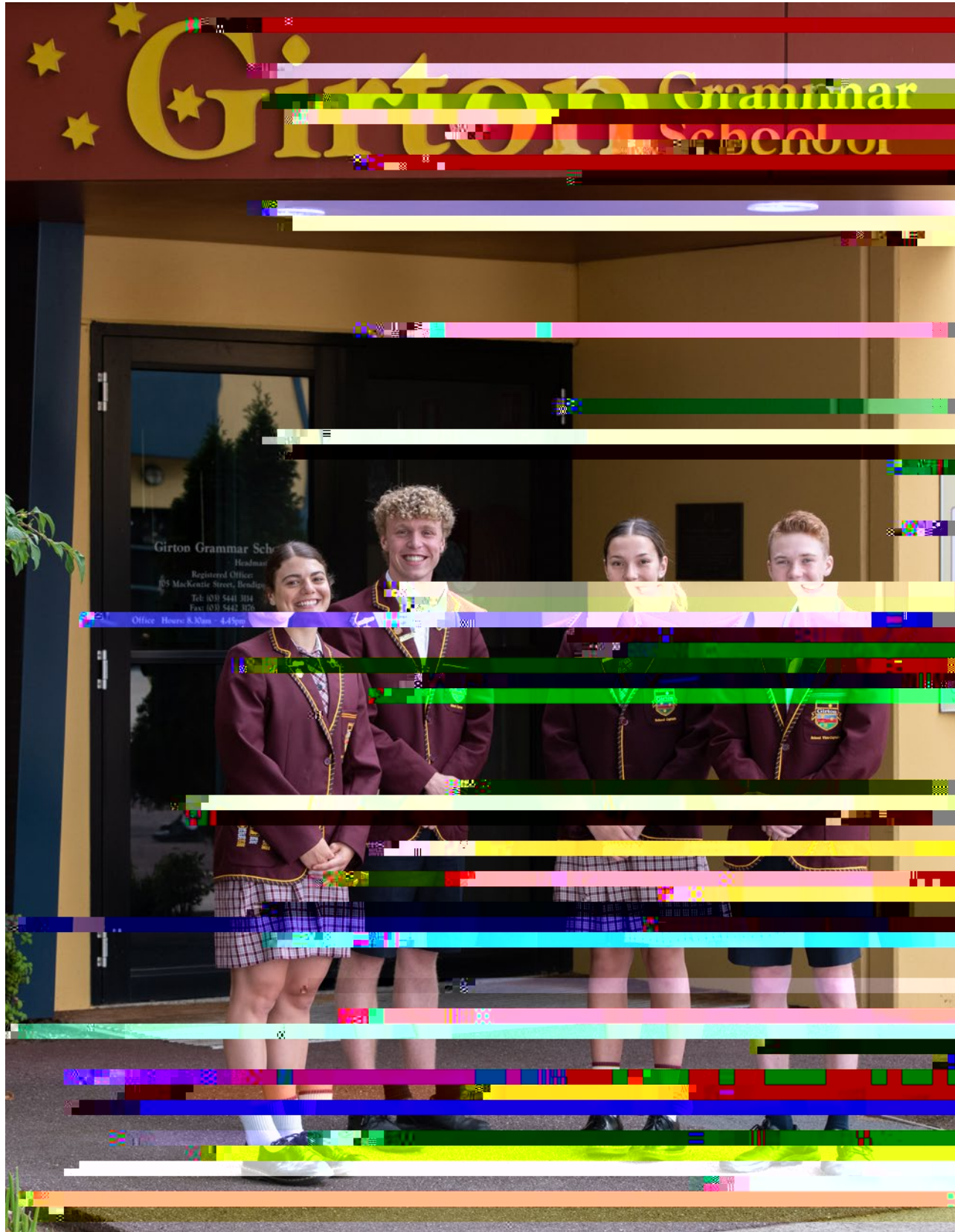
SELF AWARENESS

Self-awareness helps students become focused on their own character, feelings, motives, and desires. The ability of students to think about their thinking increases with age. When teachers work with students to teach them to reflect, monitor, and evaluate themselves, students are able to become more self-reliant, productive, and flexible. Students improve their ability to weigh their choices and think about their options, especially when the correct answer is not obvious. Self awareness gives students tools to self-reflect and grow in their emotional and social lives.

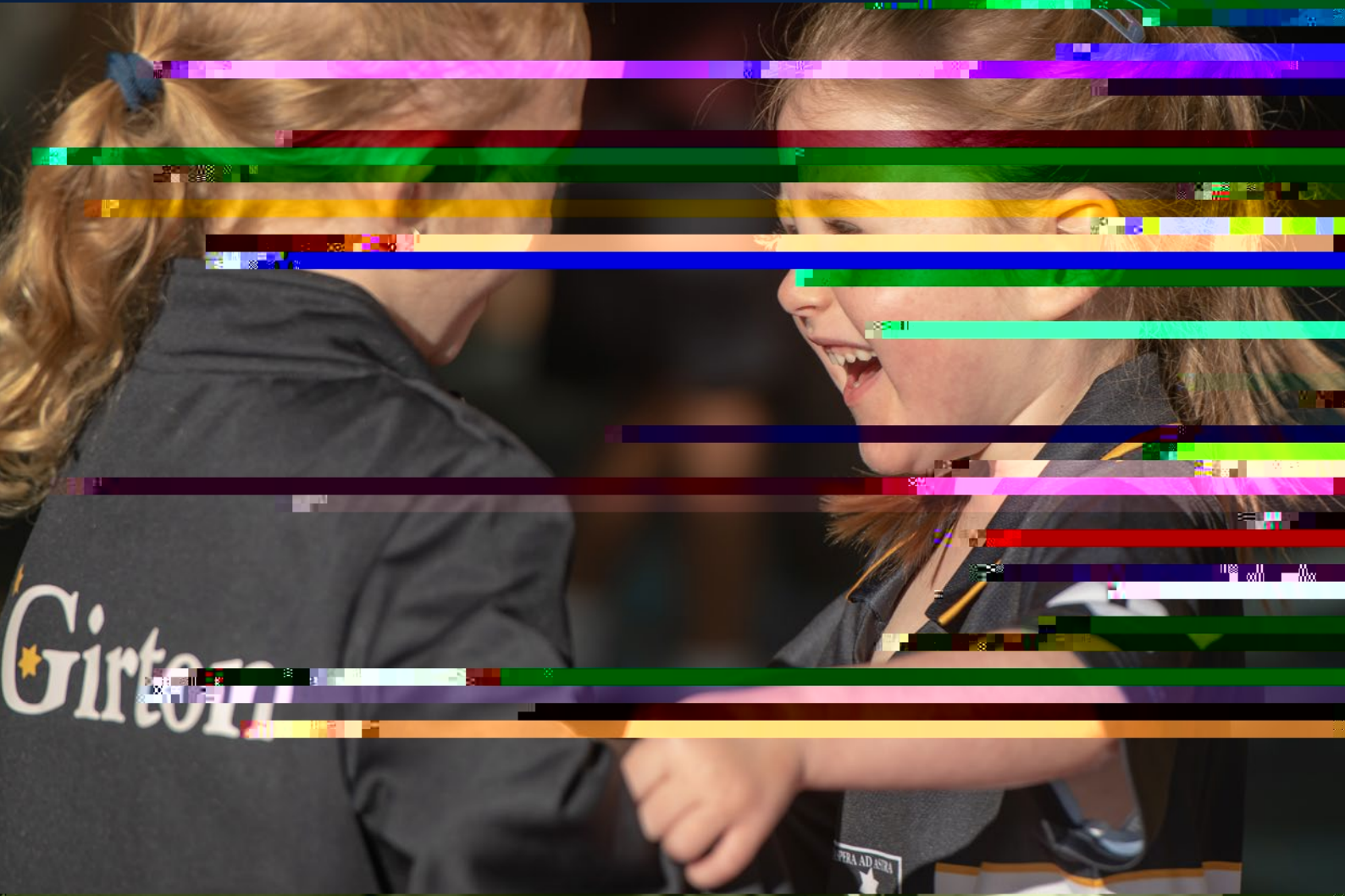


B.

- Keep a journal- write daily reflections
- Check in on the Mood Meter and map your week
- Be open to feedback-Ask a trusted friend to describe you
- Allow time for self reflection



EMPATHY



Developing Empathy

At Girton we want students and staff to See, Listen and Feel from a range of perspectives to help develop empathy. A culture that encourages trust and friendship and develops empathy will support students and staff in relating to one another and in tackling challenges, especially disagreement.

Building empathy helps heighten awareness of emotions. Increasing self and social awareness is critical because emotions often drive thinking, decision making, and behaviour. When students reflect on their own feelings as well as the feelings of others, they are more able to understand, prepare for, and cope with many different emotion-laden situations. Too often, students (and adults) react to challenging circumstances in unproductive ways. When we take the time to reflect on context and consider perspective everyone benefits.

When we can understand and share the feelings of another person, deeper connections are made and positive relationships ensue, inside and outside the classroom.

Another advantage of developing empathy and perspective is that it engages students more deeply in academic learning. Teachers can use the Blueprint questions to help students become emotionally connected to the characters they encounter in literature, history, and current events.

A reflective approach that accounts for context can help students to avoid repeating their mistakes. In essence, they become better thinkers and problem-solvers as they become more mindful of their reactions to various people and circumstances.

When students consciously consider diverse ways of handling conflict and generate ideas for alternative, more helpful approaches, they are building a repertoire of strategies for regulating their own emotions and for managing similar situations which they are able to draw on for the rest of their lives. We want to empower our students and our staff with these life-long skills.





The Blue Print is a tool that helps students and staff solve problems, make good decisions, and resolve conflicts or other challenges.

The Blueprint process can be enriched and extended by adding reflection questions to the basic series of Blueprint questions. These prompts can be especially helpful when used for a conflict between two people.

How helpful was the way I handled the situation? What went right? What went wrong? What did I do that was effective?

In what other ways could I approach the situation now or next time? Could I seek support from an adult, parents, House Tutor, Classroom Teacher or friend?

THE BLUEPRINT

Solve problems with The Blueprint

Describe	What happened?	
RULER Skill	Me	Other Person
Recognize & Label	How did I feel?	How did _____ feel?
Understand	What caused _____'s behavior?	
Express & Regulate	How did _____ and regulate my feelings?	and regulate his/her feelings?
Reflect & Plan	What could I have done to handle the situation better? What can I do now _____?	

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Envision trying each of the new approaches in the given situation. As you envision each approach, ask yourself:

- What is likely to happen? Now? In the future? Do I want these things to happen? Would they be helpful?
- How will this way of handling the situation make me feel? Make others feel? Now? Later? Do I want to feel this way? Do I want others to feel this way?
- How easy will it be to try this approach? What kinds of things may stand in my way?
- Overall, what is the best solution to this problem?
- How will I follow up to make sure the problem is resolved?
- What can I do now to improve the outcome in this situation?



