

Thinking, Feeling, Including
An Exploratory Study of Emotional Intelligence and Attitudes
and Intentions Towards Inclusion Among a Sample of Irish
Primary School Teachers

Volume 2 of 2

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This thesis is being submitted for the
Degree of Doctorate in Education (D.Ed.)

School of Education

Trinity College Dublin

2024



Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

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Appendix A

Epigeum Research Integrity Certificate of Completion



Appendix B
TCD Ethical Approval Application
Form for Study
Cover Page

School of Education, Trinity College Dublin
Application for Ethical Approval of Research Proposals

Title of Research **An Exploration of the Emotional Intelligence Profile of Irish Primary School Teachers and the Experience of Inclusion in the Classroom**

Researcher Name(s) **Michèle Kehoe**

Trinity Email Address **mikehoe@tcd.ie**

Supervisor Name (if applicable) **Dr. Conor Mc Guckin**

Supervisor Email (if applicable) **mcguckic@tcd.ie**

Category of Proposer (please tick) **Student** **Principal Investigator (Staff)**

Course of Study (please tick) **BMusEd**
PME **MEd**
DEd/PhD
ASIAP
CertC21T&L

Please indicate the level of approval required

(See Code of Practice for the School of Education Research Ethics Committee document on <https://www.tcd.ie/Education/research/ethics/> for description of levels)

Level 0 **Level 1** **Level 2**

Has your proposal been submitted to any other Research Ethics Committee?

Yes

No

If yes, please provide details:

Declaration by All Applicants:

I have read and understood the School of Education's policy on ethics in educational research: <http://www.tcd.ie/Education/research/ethics/> and Trinity College Dublin's Policy on Good Research Practice: <https://www.tcd.ie/research/dean/assets/pdf/TCD%20Good%20Research%20Practice%20Policies%20copy.pdf> including requirements in relation to data protection in Trinity College Dublin as set out here: https://www.tcd.ie/info_compliance/data-protection

I declare that the details provided reflect accurately my research proposal and I undertake to seek updated approval if substantive changes are proposed after this submission. I have consulted an authoritative set of educational research guidelines.

Applicant's Signature:

Signed:



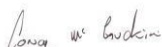
Date 14th February 2022

Declaration by Supervisor (if applicable)

I have read this application. I am satisfied that it is in line with the criteria set out by the School of Education Research Ethics Committee in their published Code of Practice and application form templates.

Supervisor's Signature:

Signed:



Date 14th February, 2022

In instances where supervisors feel that their specialised expertise may be important, information for the REC to take into account (e.g. in relation to researching highly sensitive areas such as trauma/abuse), please submit an additional page with any relevant information.

Appendix C

Confirmation from TCD of Ethical Approval for Study

The screenshot shows a Blackboard My Grades page for the course 'ET7259-202122 (RESEARCH ETHICS)'. The page displays a table of activities with their status and dates. The user's name is MICHELE KEHOE. The page is dated 30 March 2022 00:35.

ET7259-202122 (RESEARCH ETHICS) 30 March 2022 00:35

ET7259-202122 (RESEARCH ETHICS)

Filter: All (selected), Marked, Upcoming, Submitted. Order by: Last Activity

ITEM	LAST ACTIVITY	MARK
Weighted Total View Description Marking Criteria		-
Total View Description Marking Criteria		-
Application Status View Description	30-Mar-2022 00:35 MARKED	Approved
February 24th Ethics Submissions and Resubmissions DUE: 24-FEB-2022 Assignment	25-Mar-2022 17:58 MARKED	Approved
Scanned Signed Consent Forms DUE: 30-AUG-2020 Assignment	UPCOMING	- /100

Show all X

EUR/INR +0.50% 16:23 20/05/2023

Appendix D

Sample Questions for Pilot Study of Interview

The sample of the questions for semi-structured interview.

1. What is emotional intelligence?
2. In what ways are you emotionally intelligent?
3. How does this impact on your practice in the classroom?
4. What does the concept of inclusion mean to you?
5. In what ways are you inclusive in your approach to your teaching practice?
6. If you could make one change to make your classroom or school more inclusive, what would that be?

Appendix E

Emerging Item Pool – EI & Inclusion

CONCEPTS	Understanding	Practice	Experience	Enhancements
Emotional Intelligence – Individual Level	<p>What does the term 'EI' mean to you?</p> <p>What traits do you have that make you emotionally intelligent?</p>	How does your EI influence your practice in the classroom?	What situations has your emotional intelligence helped you to manage effectively?	What support could be provided to further enhance your level of EI?
Group Practice & EI	What do teachers that you work with think and feel about emotionally intelligence?	In what ways do other teachers behave that demonstrates their level of EI?	What situations challenge the EI skills of teachers?	How do you think teachers should be supported to develop their EI?
School Practice & EI	At the level of the school organisation, is EI recognized as being important?	What activities are undertaken at the level of the school which recognize the importance of EI?		What could be done at a school level to promote EI?
Inclusion – Individual Level	What does the term 'inclusion' mean to you?	How does your understanding of inclusion influence your practice in the classroom?	<p>What has your experience been of inclusion in the classroom?</p> <p>What has your greatest challenge been regarding inclusion in the classroom?</p>	What support would you like to maintain or create an inclusive classroom?
Group Practice & Inclusion	What do teachers that you work with think and feel about inclusion?	In what ways are the teachers that you work with inclusive in their approach?	In what situations do teachers find inclusion challenging?	How do you think teachers should be supported in their understanding and

				practice of inclusion?
School Practice & Inclusion	At the level of the school	What activities are undertaken		What could be done at a
	organisation, is inclusion recognized as being important?	at the level of the school which recognize the importance of inclusion?		school level to promote inclusion?
EI & Inclusion	Does emotional intelligence play a role in the creation of an inclusive classroom?			

Appendix F

Pilot Interview Participant Information Sheet

Participant Information Sheet

I would like to invite you to take part in a research study. The purpose of my study is to explore emotional intelligence and inclusion in Irish primary school teachers to gain an insight into how the emotional intelligence profile of primary school teachers affects the experience of inclusion in the school classroom.

Before you decide to participate you need to understand why the research is being done and what it will involve for you. Please take time to read the following information carefully and ask questions if anything you read is not clear or if you would like more information. Take time to decide if you wish to participate. You have the right to withdraw from the study at any time.

This research study is being undertaken as part of the Doctorate in Education in Trinity College Dublin. Participation in this study will involve approximately an 30 minute semi- structured interview. You will be asked a number of questions. Please see the interview structure below. This interview will be held at a time of your convenience on Microsoft Teams. This interview will not be recorded by the researcher, but notes detailing your responses will be taken. You have been selected to take part in this study as you are a primary school teacher. It is important that you are aware that participation is completely voluntary and that you have the right to refuse participation, refuse any question and withdraw at any time without any consequence whatsoever.

The benefit of participation in this study is that you may have time to reflect on areas emotional intelligence and inclusion and identify future training and development that may be required.

In addition, your participation will provide valuable information which contribute to this study on the relationship between emotional intelligence profile of primary school teachers and inclusive practices in the classroom. No physical or psychological harm is foreseen as an outcome to your participation in the study.

All the information that you provide during the interview about yourself, other individuals, or organisations, will remain confidential and all records will be anonymised.

The notes taken during the interview will be anonymised and will be stored securely. These notes will only be accessed by the researcher. Due regard will be paid to all GDPR regulations and under freedom of information legalisation you are entitled to access the information you have provided at any time.

The results of the study will be used for the purpose of collecting general information about emotional intelligence profile of primary school teachers and inclusive practices in the classroom.

For further information please contact Michèle Kehoe (mikehoe@tcd.ie).

This study is being conducted under the supervision of Dr Conor Mc Guckin, (conor.mcguckin@tcd.ie) Associate Professor, School of Education, Trinity College Dublin and as part of the Research Methods module under the supervision of Dr Andrew Loxley, Associate Professor, Director D.Ed. Programme, School of Education, Trinity College Dublin.

Thank You.

Michèle Kehoe

Please see below questions for your consideration in advance of the interview.

1. What is emotional intelligence?
2. How is an understanding of EI enhance your teaching practice?
3. In what ways do the teachers in your school demonstrate their EI?
4. Is your school as an organisation emotionally intelligent?
5. What is inclusion?
6. In what ways are you inclusive in your practice?
7. Is being inclusive challenging?
8. What do others around you think and feel about inclusion?
9. Would you describe your school as being inclusive?

Appendix G

Pilot Interview Participant Consent Form

Participant Consent Form

Title of Research Project:

An exploratory study into how the emotional intelligence profile of Irish primary school teachers affects the experience of inclusion in the school classroom.

Consent to take part in research

- I..... voluntarily agree to participate in this research study.
- I understand that even if I agree to participate now, I can withdraw at any time or refuse to answer any question without any consequences of any kind.
- I understand that I can withdraw permission to use data from my interview within two weeks after the interview, in which case the material will be deleted.
- I have had the purpose and nature of the study explained to me in writing and I have had the opportunity to ask questions about the study.
- I understand that participation involves doing interview about the topics of emotional intelligence and inclusion in the classroom.
- I understand that I will not benefit directly from participating in this research.
- I agree to my interview being audio-recorded.
- I understand that all information I provide for this study will be treated confidentially.

- I understand that in any report on the results of this research my identity will remain anonymous. This will be done by changing my name and disguising any details of my interview which may reveal my identity or the identity of people I speak about.
- I understand that disguised extracts from my interview may be quoted in the dissertation, conference presentation, and /or published papers.
- I understand that if I inform the researcher that myself or someone else is at risk of harm they may have to report this to the relevant authorities - they will discuss this with me first but may be required to report with or without my permission.
- I understand that signed consent forms and transcript of the interview will be retained in a secure location and only accessed by the researcher until the exam board confirms the results of their dissertation.
- I understand that a transcript of my interview in which all identifying information has been removed will be retained for two years from the date of the exam board.
- I understand that under freedom of information legalisation I am entitled to access the information I have provided at any time while it is in storage as specified above.
- I understand that I am free to contact any of the people involved in the research to seek further clarification and information.

Names, degrees, affiliations and contact details of researchers (and academic supervisors when relevant).

Signature of research participant

Signature of participant

Date

Signature of researcher

I believe the participant is giving informed consent to participate in this study

Signature of researcher

Date

Appendix H

Pilot Interview Protocol

1. Information

Start time of the interview-

Finish time of the interview-

Date of interview –

Location of interview –

Name of interviewer –

Name of interviewee –

2. Introduction –

Hello, my name is Michèle Kehoe and I am a doctoral student in the School of Education in TCD. Many thanks for agreeing to participate in this interview as part of my study.

I have been a lecturer for almost thirty year. Teachers, especially primary school teachers, make very significant and valuable contribution to the lives of students. In order to support teachers, it is important that there is an understanding of the factors that influence their practice in the classroom.

Purpose of study-

My research aims to provide an insight into how the emotional intelligence profile of primary school teachers affects their experience and practice of inclusion in the school classroom.

Even though you have already been provided with the Participant Information Sheet, I would like to remind you that all the information presented and recorded during this interview will remain confidential and will be anonymised. You have the right not to answer any or all the questions and have the right to withdraw your participation at any time.

Structure of the interview-

The interview duration will be approximately 30 minutes. Your responses will be recorded. You will be asked a number of questions which will be based on the one that were included as part of the participant information sheet.

Any questions-

Do you have any questions or need clarification on anything?

Define some important terms that are used during the interview-

Before we start the interview, I would like to provide you with an understanding of the meaning that I have attached to the term inclusion in this study.

Inclusion is understanding and catering for the needs of all children.

3. Opening Question –

Tell me about yourself -

- What type of school do you teach in?
- What is your role in the school?
- How long have you been teaching?
- What class are you currently teaching?

4. Content Questions –

1. What does the term ‘emotional intelligence’ mean to you?
2. How does your EI influence your practice in the classroom?
3. What situations has your emotional intelligence helped you to manage effectively?
4. What do teachers that you work with think and feel about emotionally intelligence?
5. In what ways do other teachers behave that demonstrates their level of EI?
6. What does the term ‘inclusion’ mean to you?
7. How does your understanding of inclusion influence your practice in the classroom?
8. What do teachers that you work with think and feel about inclusion?
9. In what ways are the teachers that you work with inclusive in their approach?
10. In what situations do teachers find inclusion challenging?

5. Using Probes –

At the level of the school organisation, are the concepts of EI and inclusion recognised as being important?

Does emotional intelligence play a role in the creation of an inclusive classroom?

What support could be provided to teachers around the areas of emotional intelligence and inclusion?

Is there any further information that you would like to add?

Are there questions that you think I should ask?

6. Closing Instructions –

Many thanks for your time.

Do you have any final questions?

Please be assured that all the information will remain confidential.

Appendix I
Pilot Interview Transcript

Start time of interview - 5.16pm

Finish Time of interview – 6.02pm

Date of interview – 11th May 2021

Location of interview – Garden of Interviewer’s House

Name of interviewer – Michèle Kehoe

Name of interviewee – 0001

Any questions

Do you have any questions or need clarification on anything?

I don't really know what EI is and might learn along the way.

Define some important terms that are used during the interview.

Before we start the interview, I would like to provide you with an understanding of the meaning that I have attached to the term inclusion in this study.

Inclusion is understanding and catering for the needs of all children.

Assume there is a main group and people that don't fit are brought into that group. There are all sorts, minority, ASD, disadvantage in terms of language, culture.

Opening Question –

Tell me about yourself -

- What type of school do you teach in? *DEIS Band 2*
- What is your role in the school? *Special Education Needs (SEN) Teacher*
- How long have you been teaching? *34 years*
- What class are you currently teaching? *4th class*

Content Questions –

1. What does the term 'emotional intelligence' mean to you?

For me that a person is able to read and handle their own emotions and to read and understand others and respond in an appropriate manner. Awareness of self and others.

2. How does your EI influence your practice in the classroom?

I would be very sensitive to how children are feeling and affects their learning. I would be aware that their relationships, social, get along with others will affect how they feel and learning. Sensitivity and awareness.

3. What situations has your emotional intelligence helped you to manage effectively?

Example help to know when to focus on a child or to take focus away. Or how to inject humour into situation to relax. Today, I saw a child from another pod trying to get involved in conversation and other trying to exclude. I saw this was hurtful and intervened. Said no child should be let out. In grouping children for learning that all have a role to play, given specific role.

4. What do teachers that you work with think and feel about emotionally intelligence?

Most teachers are sensitive to children's needs are seated in the right place to calm them and help when needed. Thought into how children are grouped.

5. In what ways do other teachers behave that demonstrates their level of EI?

See changes in children they report them. Try to meet, notice, take into account if someone is very quiet. Find out what is going on and get in touch with parents. Report to Care Team, liaison person.

For children with extreme behaviour there are behaviour plans and reward system.

Building relationships is prioritised in plans.

Check in each day, watch in playground. Specific behaviour plan. Specific praise.

Teachers are very kind.

Always on watch for a child who is unhappy or demonstrates a particular need.

Flexible around needs.

Need for movement breaks, chats on-to-one time.

6. What does the term 'inclusion' mean to you?

It would mean to me that a child with special needs is made part of the main group and is enabled to participate to some extent and interact with better and less able children. Made to feel like part of it.

<p>7. How does your understanding of inclusion influence your practice in the classroom?</p> <p>Example give all children same opportunities, responsibilities, ensure all have voice, have chance to speak, model respect in listening. Respect everybody's voice, opinion. Value each child's work, model, give good example and children pick up that each child is valued and their contribution. Make all children feel included and valued and model for all children.</p>
<p>8. What do teachers that you work with think and feel about inclusion? In my experience teachers don't think special classes are a good idea, needs together.</p> <p>Teachers understand that it is valuable to mix children with needs.</p>
<p>9. In what ways are the teachers that you work with inclusive in their approach? Try to do a small group and pair work. Give children different roles, record, draw, present, speak.</p> <p>Learning and teaching to ensure that you differentiate to level, set task appropriate. Varied curriculum. Some children excel in sport, music and contribute and feel like a valuable part.</p>
<p>10. In what situations do teachers find inclusion challenging?</p> <p>Biggest problem so may children with needs. Question of getting around. Listening and ensuring all sitting in right place. You can't force it. You can teach social skills, but if child doesn't come in every day. Difficult to teach social skills, provide opportunity to learn through games. Some children haven't got attention and don't listen.</p> <p>Stories are a great way of teaching about feeling about how we treat each other.</p> <p>If teacher doesn't know much about need such as Down Syndrome.</p> <p>Not trained for all these situations.</p>

Using Probes –

<p>At the level of the school organisation, are the concepts of EI and inclusion recognised as being important?</p> <p>Yes, why we keep in a uniform and time.</p> <p>Practical stuff.</p> <p>All learn to potential.</p> <p>Ensure all have a meal, books.</p> <p>Teaching and learning work is differentiated. The school ethos, what is really valued.</p>
<p>Does emotional intelligence play a role in the creation of an inclusive classroom? Yes, very linked.</p>

What support could be provided to teachers around the areas of emotional intelligence and inclusion?

Summer courses.

Own self development.

Ongoing CPD and opportunities.

Mentoring, Droichead, Buddy or organising and planning.

Is there any further information that you would like to add?

Develop language.

CPD always valuable.

I assume because I see children this way it doesn't mean others will.

Knowing about where children are coming from.

All helps.

Are there questions that you think I should ask?

No

Final comments of Interviewee:

Inclusion as a concept is vague and need to be explained more. Teacher sets example and tone and it comes from the top.

Appendix J

Revised Semi-Structured Interview Schedule

1. What does the term 'emotional intelligence' mean to you?
2. How does your EI influence your practice in the classroom?
3. What situations has your emotional intelligence helped you to manage effectively?
4. What practices do teachers engage in that shows their emotional intelligence?
5. What does the term 'inclusion' mean to you?
6. How does your understanding of inclusion influence your practice in the classroom?
7. What practices do teachers engage in that are inclusive?
8. In what situations do teachers find inclusion challenging?
9. Would you describe your school as having an inclusive ethos? How is this demonstrated?
10. What support could be provided to teachers around the areas of emotional intelligence and inclusion?

Appendix K

Text Message Sent to Prospective Participants

Hi XXXX. My name is Michèle, I am doing my DEd in TCD. My research is on the relationship between emotional intelligence and attitudes to inclusion. The first stage of the research involves interviews with a small number of primary school teachers. I would be very happy if you would like to be a participant. The interview will be done on MS Teams and will take about 45 minutes. I can do it on a day and time that suits you. If it is not for you, that id OK too! Many thanks. Michèle Kehoe

Appendix L

Interview Participant Information Sheet



INTERVIEW PARTICIPANT INFORMATION LEAFLET

NAME OF STUDY

Emotional intelligence and inclusion unite the heart and mind in the classroom

An exploratory study into the relationship between the meaning and practice of emotional intelligence and inclusion in Irish primary school teachers.

I would like to invite you to take part in my research study. The purpose of the study is to explore the relationship between the meaning and practice of emotional intelligence and inclusion in Irish primary school teachers. Before you make the decision about whether you would like to participate in the study, it is important for you to understand why the research is being done and what taking part involves. Please take time to read the following information carefully and discuss it with others if you wish. Please feel free to ask me if there is anything that is not clear or if you would like more information. Take time to decide if you wish to participate. You have the right to withdraw from the study at any time.

Background information to the study

This research study is being undertaken as part of the Doctorate in Education in Trinity College

Dublin.

You have been selected to take part in this study as you are a primary school teacher.

This project will be conducted in two phases:

Phase one: Interviews with Primary School Teachers about emotional intelligence and inclusion and the impact on teaching practice.

Phase two: Online questionnaire about emotional intelligence and inclusion and the impact on teaching practice.

Please note that if you decide to participate in this research, your participation is required for Phase One only.

Benefits

The benefits of taking part in this study are that it will provide you with an opportunity to reflect on your understanding of the concepts of emotional intelligence and inclusion and the impact on your practice in the classroom.

Your participation in this study may add to knowledge in the area, stimulate further research, increase awareness, and influence practice. This will benefit those involved in teaching and research in the field of education.

Disadvantages

The interview will take approximately one hour.

Do I have to take part?

It is important that you are aware that participation is completely voluntary and that you have the right to refuse participation, refuse any question and withdraw at any time without any consequence whatsoever. It is your choice whether you would like to take part in the study or not. If you do not wish to participate, you do not have to give a reason and you can change your mind at any time.

Please contact Michèle Kehoe at mikehoe@tcd.ie if you wish to withdraw from the study at any time.

What happens if I take part?

What will taking part in this research involve? Participation in this study will involve an online individual semi- structured interview.

What is the duration of the interview? Approximately one hour.

Where and when will the interview take place? The interview will take place online using MS Teams at a time that is suitable for you. The interview will be recorded by the researcher. You can request the transcript of your interview to review and will be given two weeks to complete the review.

The topics for discussion during the interview will be as follows:

1. Background information about your teaching experience and the type of school that you are currently working in.
2. Nature of emotional intelligence and the impact on your teaching practice.
3. The meaning of inclusion and the impact on your teaching practice

The individual online interviews will be recorded using MS Teams. All data collected will be saved securely to Trinity College Dublin cloud storage. The content of the interviews will be transcribed and analysed by the researcher. The data will be kept for a period of two years and will then be deleted/destroyed. The data collected will not leave the State.

Will my records remain confidential?

It is important to ensure you that your privacy is very important to me and TCD. Any information that leaves TCD will have the name removed so that your identity remains confidential. I will never share your audio or video files with any third parties. If any information arising from this study is shared with the scientific community or industry it will be anonymised.

What will happen to the results of this research?

The information from this study will be presented in my dissertation and may be published in scientific papers and on public registries. In addition, the research may be presented at conferences, included in publications, and used for teaching

purposes. If this is the case, your identity will remain confidential, and no one will know that you took part in the study.

What do I do if I have any further questions?

Please ask me any question that you may have about the online interview or if you require clarification about any aspect of the study by emailing me at mikehoe@tcd.ie.

For further information please contact Michèle Kehoe (mikehoe@tcd.ie). This study is being conducted under the supervision of Dr Conor Mc Guckin, (conor.mcguckin@tcd.ie) Associate Professor, School of Education, Trinity College Dublin.

THANK YOU

Michèle Kehoe

TCD Doctorate in Education (D.Ed.) candidate

DATA PROTECTION INFORMATION

Data Controller	Trinity College Dublin
Data Protection Officer	Data Protection Officer Secretary's Office Trinity College Dublin Dublin 2 Dataprotection@tcd.ie

What are my rights in relation to your use of my personal data?

You are entitled to:

- The right to access to your data and receive a copy of it
- The right to restrict or object to processing of your data
- The right to object to any further processing of the information we hold about you (except where it is de-identified)

- The right to have inaccurate information about you corrected or deleted
- The right to receive your data in a portable format and to have it transferred to another data controller
- The right to request deletion of your data unless the request would make it impossible or very difficult to conduct the research. You can exercise these rights by contacting Michèle Kehoe mikehoe@tcd.ie or the Trinity College Data Protection Officer (contact details above). Please note that these rights relate to data which could identify you (personal data). If your data has been anonymised, we will not be able to access or delete it, as we will have no way of being able to link the data to you.

Appendix M
Interview Participant Consent Form

INTERVIEW CONSENT FORM



Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

<p>STUDY NAME:</p> <p style="text-align: center;"><i>Emotional intelligence and inclusion unite the heart and mind in the classroom</i></p> <p>An exploratory study into the relationship between the meaning and practice of emotional intelligence and inclusion in Irish primary school teachers.</p>
<p>Centre ID:</p> <p>Identification Number for study:</p>

<p>The interview consent form asks you to place an X in the box if you agree with the statement.</p> <p>Please leave the box blank if you do not agree.</p> <p>The end of this form is for the researcher to complete.</p> <p>Please ask <u>any</u> questions you may have when reading each of the statements.</p> <p>Thank you for participating in my study.</p>	
<p>General</p>	<p><i>If you agree with the statement, please place an X in the box</i></p>
<p>I confirm that I have read and understood the Interview Participant Information Leaflet for the above study. The information has been fully explained to me and I have been able to ask questions, all of which have been answered to my satisfaction.</p>	
<p>I understand that this study is entirely voluntary, and if I decide that I do not want to take part, I can stop taking part in this study at any time without giving a reason.</p>	

I understand that I will not be paid for taking part in this study.	
I agree to take part in this research study having been fully informed of the risks, benefits and alternatives which are set out in full in the information leaflet which I have been provided with.	
I agree to take part in this interview which will be carried out in a sensitive and non-stressful manner.	
I know how to contact the researcher if I need to.	
I agree to being contacted by the researcher by email as part of this research study.	
I agree to take part in an online individual interview using MS Teams as part of this research study.	
Data	Tick box
I understand that any identifiable information about me (personal data), will be protected in accordance with the General Data Protection Regulation (GDPR).	
I understand that anonymous information from this study may be shared with third party academics worldwide for research and learning purposes.	
I understand that interview using MS Teams will be recorded as part of this research study. All data collected will be saved securely to Trinity College cloud storage.	
I understand that the recording of the interviews will be transcribed and analysed by the researcher. The data will be kept for a period of two years, and it will then be deleted / destroyed.	

Participant Name (Block Capitals) _____

Participant Electronic Signature _____

Date _____

To be completed by the Principal Investigator or nominee.

I, the undersigned, have taken the time to fully explain to the above participant, the nature and purpose of this study in a way that they could understand. I have explained the risks and possible benefits involved. I have invited them to ask questions on any aspect of the study that concerned them.

I have given a copy of the information leaflet and consent form to the participant with contacts of the study team.

Researcher name: Michèle Kehoe
Title and qualifications: Doctorate in Education (D.Ed.) candidate

Signature: _____  _____

Date: _____ 13th April 2022 _____

Appendix N

Interview Schedule

Opening:

Welcome!

Thank you for your time and for consenting to be part of my study.

I assure you that that all information will be anonymised and confidential.

You are not obliged to answer any question and can withdraw from the interview at any time without consequence.

The interview will have three parts. The first part will help me to get an understanding of you and your experiences as a primary school teacher. The second part of the interview will be about emotional intelligence and how it affects your teaching practice. The final part of the interview is about inclusion in school and beyond.

Section A – Background Information

1. Tell me about yourself. What is it that you think I should know about you?

2. Have you worked in any other jobs? Are you involved in any voluntary, community, or sports groups?

3. How many years of primary school teaching experience do you have?

Do you like teaching? What would you wish for to make the job better?

4. What are your roles in the school? What kind of things do you lead on or are responsible for in school?
5. Are you happy at the school? Does the experience of working in the school you're your needs for growth and development?
6. Who is the patron of your school?
7. What type of school do you teach in? Is it all girls, all boys, or mixed?
Is it a DEIS school? Is it in an urban or rural location?
8. What are the approximate number of pupils are enrolled in the school? How many teaching staff approximately are in the school?
How many other staff approximately are in the school?

Section B – Emotional Intelligence (EI)

9. Where would you rank your understanding of EI on a scale of 1 to 5, with 1 representing extremely poor knowledge of EI and 5 representing an excellent knowledge of EI?
10. What does the concept of EI mean to you?

11. If I walked into your classroom, how would I see you being emotionally intelligent in your practice?
12. If I went into the staffroom, what would your colleagues say about you and your approach to teaching?
13. How do you use EI when working with pupils, colleagues, and parents?
14. Who do you believe you are responsible for while doing your job?
15. Did your teacher training provide you with the knowledge and skills needed to manage the emotional aspects of teaching?

Section C – Inclusion

16. What does the term inclusion mean to you?
17. Outside of differentiation and additional needs, in what ways are you inclusive in your teaching practice?
18. Do you have the training and support that you need to create a more inclusive classroom? If no, what type of additional training would you like to receive?

19. If you could implement a change to make your classroom or school more inclusive, what would that be?

20. If you could do something to make education and society more inclusive, what change would you make?

Closing:

Many thanks for participating in the interview and for taking time out of your day to take part in my study.

Your participation in this study provides a very important perspective on emotional intelligence and inclusion in Irish primary schools.

Appendix O

TA Familiarisation - Table of Interview Questions and Participant Responses

Interview Question	P1	P2	P3	P4	P5	P6
Background 1-8	<p>BA, MA Psychology 25yrs exp. I wish I could spend more time thinking about teaching ideas rather than doing the paperwork that has been increased hugely in the last 15 years. 115-119. There's a lot more time doing the paperwork and planning than there was before. 122 I think there's less time then to actually find some nice ideas that I could teach. 126-127. Senior member of staff. Job-sharing. Happy. You don't do it if you don't like it. 178-179. You get a sense of achievement because you can see the learning going on and you see them getting better at things. 182-183. Big school – 800 students</p>	<p>30 years teaching exp. All levels – infants to 6th class. A lot of exp with SEN children. Deputy principal. Consider teaching a really valued profession. Secondment with the national induction programme for teachers (NIPT). Regional Development Officer. Last four years. Voluntary-local church, reader and member of pastoral council. Book club. Vincent de Paul. Absolutely love teaching. Smaller class sizes would be my number one wish. 157. Head of SEN in schools.</p>	<p>1.3 years exp teaching infants. 4 years exp. Permanent position. 2. Worked with children beforehand and still would outside school. Irish dancing, football, soccer team sports, macra na feirme, basketball, dedating. 3(a) 4 years 3(b) It's definitely very rewarding and I couldn't really see myself for the minute anyway in kind of any other profession. 131-132 The paperwork can be overwhelming at times. 139-142. You can kind of feel a lot of pressure especially with the younger age that you're</p>	<p>Mainstream primary school South Dublin. Teach 6th class. Graduated from St. Pats in 2012. 10 years exp. Masters in Education. Post grad dip in Inclusion and Special Ed. Interested in area of inclusion and education. I think that teaching is a job that and teachers are a profession where you are in a privileged position because you have the opportunity to have a positive influence on the children that are in front of you in a classroom and you're entrusted with the most, you know the most precious of all parents possessions, their children. 61-72. It is a job that comes with great responsibility as well because you</p>	<p>1. Undergrad in early childhood education 2012. Repeated higher level Irish to become primary school teacher. Worked as special needs assistant. 5 years exp. Maters in Education 2022. 2. Art & Hobby shop. 3. Subbing since September 2021 in an FET capacity and mainstream class capacity. 3 (b) I love it absolutely and I really enjoy working with the children and I think one of my favourite parts is getting to see the progress from September to June, such a lovely kind of feeling getting to be part of it. 89-91 3(c) Maybe Some more continual professional development kind of</p>	<p>1.20 years exp. Before works as a civil engineer for 15 years. Construction on building sites. Did primary HDip. I'm definitely a more natural teacher than I am an engineer. 71. Choir. I love teaching. 48. 3(c) I'd wish for less paperwork. 166 It's becoming ridiculous. 166-167. This primary language curriculum, the</p>

	<p>Urban Co. Wicklow</p>	<p>Lead on thinks like standardized testing, all diagnostic testing. Yard rota. Instigating CPD for my colleagues and myself. Inducting newly qualified teachers into our school and other members of staff. Inducted SNAs. Very good relationships with parents, so I was kind of wheeled out if there were issues. 5. Obviously no, because that is why I am in the seconded role. 197-198. After about 20 years of teaching, I felt that I wanted to do something else. I went on and I did a masters. I did lots of different types of CPD. I went around and started delivering CPD myself. 198-200 There was nowhere for a teacher to go unless they wanted to be a</p>	<p>almost like a second mother to them and so that can be tough. 158-165 It can be hard to kind of leave things in school. 169. 4. Coach & manage girls football team. Help with Irish dancing. Rum Ceili for Seachtain na Gaelige. Green schools. Digital things like photo collages or videos. Plays for infants. 5(a) Yes. 255 I know it is the kind of the job for me. 262. The good outweighs the bad. 266. 5(b) Realistically, unless you take up an AP post or something like that you're kind of the same level for the rest of your life. 286-287. I kind of at times been considering like maybe there is something else like in maybe like the evenings or something</p>	<p>have an opportunity to not only have the children and be their teacher, but hopefully then to also mold children into active participants in society, responsible citizens. 73-83. There's something very special about being able to work with children because they're, you know, they're very honest and the have great positivity about the world around them and that's very infectious to have in a classroom. 84-89. 3(c) Smaller pupil teacher ratio that would help in the quality of the education we could provide to children. At the moment we have one of the highest pupil teacher ratios in the EU. 95-99. Curriculum reform. At the moment we teach 11 individual subjects which is a huge amount of curriculum content to cover, a lot of teachers are</p>	<p>incorporated into the job. 103-104. 4. At the moment I'm covering and FET position. It's split between two schools. So, my main role at the moment has been taking part in IEPs, monthly planning and carrying out work with the small children. 121-122. I think it's called a cluster teacher or cluster role. 130. I think it is quite tricky. 157. 5. Yeah, absolutely I am. 5(b) I think so, I've only been there for a short while, but both roles have afforded me, I suppose, challenge to help me grow as a teacher. 199-200. 6. I am not 100% sure. 218. 7. The first is an all-boys school with children from 2nd class to 6th class and the other school is mixed from junior straight tp to 6th class, but it's multigrade. So junior and senior infants together, 1st and 2nd together. 227-231.</p>	<p>way it's set up. I really find it so hard to just, I can't follow what people are talking about. 206-207. But to me, and any of the older teachers, we all say the same thing, this is just a waste, you know, this is rubbish. Like you know, it's not helping our teaching. 211-212. I'd get rid of some of that and allow us more time to actually just teach rather than planning what we're going to teach.</p>
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		<p>principal. 203-204</p> <p>6.Paton of school – Bishop of Ferns.</p> <p>7. Rural middle-sized school. Very mixed, some children are quite poor and some quite wealthy.</p> <p>8. 250 pupils.</p>	<p>I could get into that would kind of help fulfil that goal. 293-297.</p> <p>6. The Catholic Church. 315</p> <p>7. Big, mixed school. Very kind of positive kind of work environment and there's a lovely atmosphere in the school. 326-329.</p> <p>Rural setting. 342.</p> <p>Next year ...DEIS rural. 349</p> <p>300 students.</p>	<p>facing a lot of curriculum overload. 107-111.</p> <p>More pluralistic school system where children attend school not based on their religion, but based on the school that is closest to them. And I think that will lead to a more diverse experience for children in the classroom and hopefully in turn then would create a more inclusive and diverse society then in the future as well. 122-127.</p> <p>4. Mainstream class teacher. 6th class.</p> <p>I also hold a middle management position in our school, which is called an assistant principal 2. 145-146.</p> <p>I would be responsible for the implementation of the primary language curriculum from an English point of view. 147-148.</p> <p>I'm responsible for induction of new primary teachers in the school. 149.</p> <p>We have an induction programme that was</p>	<p>Urban setting and both of them are in South County Dublin. 8.150 in each.</p>	<p>227-228.</p> <p>4. Apart from teaching...I'm looking after the IT in the school now. 238-239.</p> <p>5.I'm happy. 265.</p> <p>I like school. 266.</p> <p>5(b) Probably not, but I mean I'm happy there. 300.</p> <p>It's just in teaching there's very little room to go anywhere, like career wise, there's very limited opportunity. 303-304.</p> <p>Sometimes I find myself looking around thinking is there something else I could do</p>
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			<p>introduced a number of years ago called Droichead. So, I coordinate and lead that programme for the induction of newly qualified teachers. 149-151.</p> <p>Also have responsibility for online learning and the introduction of seesaw as our online learning platform. 154-155.</p> <p>Also the organizer of the local INTO branch as well. 161.</p> <p>5. Yeah, it is a very nice school to teach in and well supported by a supportive staff, supportive principal. 171-172.</p> <p>It's a school where education is very highly valued and I think that's due in a large part as well to the area that we are in. It's quite a well-off area and where the parents place a high value on education and the children are coming to school ready to learn. 178-180.</p> <p>And that makes our job</p>		<p>now? 306-313.</p> <p>I don't particularly want to retire, so sometimes I think would I go into a sideways role. 313-314.</p> <p>6. It's a diocese school. 352.</p> <p>7. DEIS school and a mixed school. Like it's boys and girls both 50/50. 364.</p> <p>Very urban ...inner city. 373.</p> <p>650 students. 382.</p>
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				<p>much easier and much more enjoyable because we are coming in as teachers. 180-181.</p> <p>5. There are lots of opportunities here to take on different projects and to lead on new initiatives that we might like to introduce in the school, so definitely from that point of view it does and there are lots of opportunities here. 195-197.</p> <p>One of the difficulties with teaching is that there are very few opportunities for career progression. 200.</p> <p>It is hope that around 1400 additional middle management positions will be restored to the primary school sector and in the coming year as part of the current pay agreement. 206-207.</p> <p>Schools need middle and robust management structures to function effectively. 212.</p> <p>6. The Archbishop. 221</p> <p>7. I teach in an urban school;</p>		
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				<p>it is a Roman Catholic mixed school. It's a vertical school, so it goes from junior infants to 6th class. There are two classes at each level, and there are approximately 450 students in the school. 236-238.</p>		
<p>EI Meaning 9,10</p>	<p>9. 4 on scale. 269 10. It would never be touched on in any teacher training. 273 Dealing with emotions. 288 Understanding their emotions. 291 Get along with others. 294 Share tasks. 297 Empathy for others. 298</p>	<p>9. 4 on scale. 286 10. An awareness of myself and then if I have an awareness of myself, I should be able to control myself. 301-302. I should also have empathy with other people. 305. Social skills. 309. To be able to reflect as well. 311 Self-awareness, self-control, empathy, social skills and the ability to reflect. 311-315.</p>	<p>9. 2 on scale. 443. 10. It's how you kind of deal with your emotion and how you recognize them or the ability to recognize them. 463-464. How you deal with those feelings and feelings that you've recognized. 465-466.</p>	<p>9. 4 on scale. 272. 10. I think that emotional intelligence is about having the awareness of being able to deal and work with people. 278-279. Empathy and being able to empathize with other and I suppose having all those social, that social capital or that social knowledge where you can interact successfully and navigate that whole social world and where you are able to show empathy with others, collaborate with other people, cooperate.</p>	<p>9. 4 on scale. 350. 10. So I suppose emotional intelligence for me would be about and awareness of my own emotions and how they affect my life, how I manage them, but also the emotion of the people around me and how they, their emotions would impact me as well.</p>	<p>9. 4 on scale. 449. 10. I suppose the kind of being able to read people and read situations and kind of understand, kind of have an empathy and being able to understand people and to just like, you know, you see, I see I would see it with kids, like some kids can kind of read the room.</p>

						464-472. I suppose being able to understand and other people or understand and how they're feeling, maybe and empathize with the. 476-477.
El in Practice 11	11. I suppose as teachers, we'd always kind of think where the children are coming from. 305. Very aware of each child and each child is so, so different. 313-314. Do a lot of SHPE lessons. 322-324. We don't teach emotional intelligence. 323 I'm always thinking about the children and where they're coming from. 334-335.	11. I would be in control. 360. I'd show empathy. 365. Social skills. 368. With my colleagues ...be sure to greet them in the morning and to greet the children in the morning and to ask them how they were. 373-374. Acknowledge everybody who is there....it's always a good start to the day. 375-376. If everyone feels that they've been seen and noticed and appreciated for turning up at least to	11. Some mornings when I come in I kinda acknowledge how I'm feeling. 476-477. Just make sure that kind of what I am feeling doesn't necessarily transfer into how the kids would see me and I would say if you walked in also. 485-486. This year I do have one child who does have kinda a great difficulty with expressing or recognizing emotions. So I find trying to give him coping mechanisms or whatever to kind of	11. I hope that you would see me demonstrating understanding with the children and listening to what they have to say. 298-299. Being aware of the needs of the different children. 302. Suppose showing respect for everyone in the class. 311-314. To correct the children in a way that addresses the issue or the misbehaviour, but also preserves their dignity and also maintains that very important relationship between the student and the pupil where you're able to	11. Reflection would come in a lot there, kind of reflecting on maybe why a lesson went well, why it didn't go well. 386-387. Learning from that and also I suppose a reliance and communication with my peers, with other teachers in the school. 396-397. I suppose checking in with the children, kind of modelling for them kind of identifying their emotions, labelling their emotions, how they would cope with them, stuff like that. 396-399.	11. I try to teach, treat kids like they're people because I remember what it was like to be a child and to be sitting there all day. 511-512. I think you get more out of them if you're trying to, you know, understand and how they're feeling. 515.

		school. 376-377.	deal with that I kind of have to show up myself as that it's not just me telling him what to do that an kind of shoe him my practice as well. 492-503. I've never had a child who's had such a difficulty with expressing his emotions. I suppose it's made me kind of think about how I deal with my own emotions myself and probably as not the best at recognizing. Well, I probably I recognize how I feel, but I never kind of act upon it. 528-530.	separate the behaviour that has occurred from the child themselves. 326-338. I'd be gauging my questions and to match the children's needs. 358. These little lollipop sticks here with each child's name on it... the children don't know but each lollipop stick is colour coded based on the child's ability. 359-363.		I think you kind of have to be tuned in to what the kids you know just to their feelings and that they're people as well and they're going to learn better if they're happy. So, I kind of try to keep them happy. 543-548.
Colleagues say about your approach to Teaching 12	12. Organised. 354 Patient. 360 Put a lot of time into the class. 370.	12. I would enjoy my class and enjoy the children and be very concerned for ensuring that they engaged in learning and were provided opportunities with to succeed and that I would go to the ends of the earth to find	12. It's kind of a very calm environment in my classroom. 541. Fun. 556.	12. I think they would say probably that I would be very dedicated that definitely I would be someone who would always be seen as putting the children first and who would be, I suppose, yeah, very committed to their job. 408-410.	12. I think that the staff would say that I am a very patient teacher and somebody who takes the time to get to know the children, build a bond and a relationship with them first before, you know, we even start in on anything else and that I would be very approachable,	12. I'd say they would think that I am not too bothered about maybe the rules or how it's supposed to be done with certain

		<p>out if I didn't know how to help a child. 399-401.</p> <p>I was helpful and that I would share my resources and my time and knowledge with them, but still be happy to ask for support. 406-407.</p>		<p>Someone who tries to build a good rapport with children from the outset. 416.</p> <p>Try to get the best out of the children as the year goes on. 433-434.</p>	<p>very sociable with other teachers, and that I quite enjoy my job and, you know, have a lot of enthusiasm. 427-430.</p>	<p>things. 565-566.</p> <p>They would know me as a person who would speak up at meetings when they all put their heads down and say nothing, so they might see me as they might use me. 566-568.</p> <p>It's a very female environment and a lot of people say nothing. 578-579.</p> <p>I'm an OK teacher. 584.</p> <p>They might just think I take shortcuts and you know, I'm not as meticulous...about things like</p>
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						planning and I like feel I don't need to write everything down just to get everything done. 587-589.
Using EI when working 13	<p>13. I would probably do a lot of thinking about, you know, each individual and even parents as well. 395-398</p> <p>When you're talking to a parent, you'd always kind of assess the situation first and see you know how open they are to hearing things. 401-402</p> <p>Assuming that there's someone who's going to need help. 423</p> <p>Never be sitting down on your chair. 423.</p> <p>You always be kind of on the ball looking for somebody who's stuck on something and the same with staff members as well. 428-429</p>	<p>13. Because you're self-aware you're able to control yourself. 426-427.</p> <p>Empathy is really important, that I would listen and to the parent and listen to the child. 433-434</p> <p>Listen to understand not to respond. 435.</p> <p>Social skills I think are important as well. 452.</p>	<p>13. Sometimes their emotional intelligence kind of plays on how I react. 568</p> <p>Not to bounce their negativity with my negativity. 580-583.</p> <p>I do find dealing with parents to be kind of one of the more difficult aspects of teaching, and especially since Covid as the kind of parent teacher relationship has become a lot kind of closer.</p> <p>We use like class Dojo in school so you're always kind of very easily contactable.</p> <p>I found it was creeping into my own life.</p> <p>You can see it like the</p>	<p>13. I think one of the big things that you need is to have...good relationships with your colleagues. 442-443.</p> <p>I suppose I've learned ...that you just listen, listen to what that parent has to say. 470-471.</p> <p>Just confirm that you have heard them and interpreted them correctly. 474-478.</p> <p>And then I suppose trying to move forward then to find a solution where you might need a little bit of compromise. 484-485.</p> <p>When you're dealing with your colleagues...to always compromise and without I suppose compromising your principles or</p>	<p>13. I think that open communication with colleagues and with parents is very important, I think highlighting as well if you're struggling with something, or maybe you're finding something difficult to kind of acknowledge that. 437-439.</p> <p>With your colleagues, with parents, I think a lot of reflection. 442.</p> <p>Personal reflection and honest communication. 460.</p>	<p>13. I kind of think it is easy because I am a parent. 608.</p> <p>I try to relate it back to ... my own personal experience. 614-617.</p> <p>When I go to meet my children's teachers sometimes, you'd be nervous. 629-630.</p> <p>I suppose it's just down to empathy. 657.</p>

			<p>difference between the older kind of teachers and the younger teachers like. 617-618.</p> <p>We kind of nearly feel like we owed it to parents, but that it's kind of part of the job...whereas older teachers would be very much like once your child come in like they're in school and they leave school and that's kind of it.624-628</p> <p>More onus on us to kind of build up...a relationship. 632</p> <p>Colleagues – I think with the younger members of staff I would be very different to and kind of more open with them than with the older members.656-659.</p> <p>It's kind of like respect your elders. 663.</p> <p>They might think my ways are kind of too different or whatever I might think there's are. 674.</p> <p>With the younger</p>	<p>your you know your values as well. 488-492.</p> <p>You need lots of emotional intelligence definitely to walk that tightrope when you're dealing with lots of different groups and different people. 495-496.</p>		
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			<p>staff I'd feel more comfortable kind of sharing with them. 676</p> <p>When it comes down to decision making or things like that I would kind of take a step back. 685-686</p> <p>Children – Mindfulness has become a big thing in recent years.697</p> <p>I understand that I need to talk them through how they're feeling. 706</p> <p>With that little boy for instance... I have ...a picture chart with feelings and every so often I might check with him. 709-713.</p> <p>If I asked him how he's feeling, he would just say like I just don't know and would kind of guess. 719.</p>			
<p>Believe you are responsible for? 14</p>	<p>14. All the children in my class and their development and their happiness and their growth, you know, academically and socially and emotionally as well. 439-443</p> <p>I also have an SNA in</p>	<p>14. I'm responsible for the children who I work with, ... management team,... teaching and learning in the school as a whole. Duty of care not only to the children</p>	<p>14. I definitely feel the kinda onus to be there for the children. 733.</p> <p>With the principal obviously. 756.</p> <p>Don't want to beak the kind of good</p>	<p>14. I am responsible for the children. 503.</p> <p>You act as, I suppose, in loco parentis for the children and we have a duty of care to each child in the class. 510-511.</p>	<p>14. I think I'm responsible for all of the children in class. I'm responsible for myself and responsible for other members of staff that I come into contact with. 486-487.</p>	<p>14. The kids like, yeah, they come first. 670.</p>

	<p>classroom, so I suppose I feel responsible for her as well. 443-444</p> <p>Making sure that the child with special needs you know, make sure they're all working ok. 447.</p> <p>We also liaise with learning support teachers. 448-449</p> <p>I'd be supporting them as well, suggest things that they could do with the children who go out. 452-453</p>	<p>but also to the members of staff in the school. 476-480.</p>	<p>tradition where in the school of the like good standard of teaching. 764-767.</p> <p>As the older members would be retiring and stuff, and it kind of falls on us to kind of keep the kind of staff morale up and the kind of staff atmosphere and things like that. 771-773.</p>			
<p>Teacher Training & Emotional Aspects 15</p>	<p>15. No, I don't think so at all. 467</p> <p>Only time...when we were doing training for SPHE. 479-480.</p>	<p>15. Absolutely not. 496.</p>	<p>15. I probably would say not. 784</p> <p>A lot of it, you don't really learn until you're on the job. 793-794.</p> <p>Things come up everyday really that you wouldn't have been taught how to deal with. And I found there was a lack of in college how to deal with say like every day things like...feelings and stuff. 794-798.</p> <p>You were taught a lot on like if they had like different like educational</p>	<p>15. In a word no. 521.</p> <p>I believe that having a module or a course and initial teacher education based around communication relationships. 521-522.</p> <p>It would be very useful because so much of what we do is around communication and working with other people. 528-529.</p> <p>It is very emotionally draining. 550.</p> <p>It's a very draining role. You give a lot of yourself during the day. 553-554.</p> <p>As soon as you come in</p>	<p>15. No, I wouldn't agree.523.</p> <p>There is definitely room for more emphasis placed on that within the teacher training for sure. 530-531.</p>	<p>15. I don't know. 689.</p> <p>I think you learn far more in the classroom. 692.</p> <p>I think the best training is when you go into the classroom and you meet and also you learn a lot from your colleagues as well from other</p>

			<p>difficulties, but emotional difficulties I felt wasn't really touched on there. 803-806.</p> <p>When we were in college it was...based on the educational aspect rather than the emotional side of things. 809-816.</p>	<p>you're giving them yourself and so I think it would be very helpful to have some sort of course or module that initial education teacher education that would prepare teachers for that. 563-564.</p>		<p>people. 715-716. Nothing replaces actual practical experience. 726.</p>
<p>Meaning of term inclusion 16</p>	<p>16. I always think of just including everybody. 494</p> <p>Everyone gets the same fair and equal chance. 498</p>	<p>16. We have a lovely graphic that we use in NIPT. 523</p> <p>And the graphic we use is the child in a wheelchair and all their pals are on a seesaw and the child's is enjoying looking at their pals on the seesaw. So, they were integrated, but they were still different. Whereas in the next picture, we have a picture of all the children on the seesaw and the wheelchair is empty. And obviously the child who was on the seesaw, who was in the</p>	<p>16. Inclusion would mean that every child in the class well in the school has kind of equal opportunities to learning and that there's no kind of, no matter what kind of barriers or difficulties that may have, that they don't get in the way of their kind of school experience. 823-825.</p>	<p>16. Inclusion for me would mean ensuring that all children regardless of ability or background or race would be able to engage with, say, the curriculum. Engage in school life in a meaningful way. 598-605.</p> <p>In order to do that they would be provided with the appropriate supports and resources necessary for them to reach their full potential that they can engage with school life with the curriculum in a meaningful way so for me, inclusion has to be much more than just tokenistic. 611-618.</p> <p>In order for meaningful</p>	<p>16. Inclusion would be about making sure that everybody takes part regardless of I suppose any kind of difference in terms of race, religion, gender, anything like that, that everybody's included, that everybody is a valued member of the group or that they have a voice, that their opinions are heard. 552-555.</p>	<p>16. Every child in the class has the same right to the same amount, same education. 739-740.</p> <p>I kind of have to remind myself that, you know, the kid who is sitting in the corner, that you find it hard to like and who causes a lot of trouble and is very disrupti</p>

		<p>wheelchair, is now on the seesaw. And you can't tell which child is the child who was on the seesaw. 528-532. Inclusion is where everybody is facilitated to keep to take part and to enjoy and attain and achieve and participate in the classroom and it's up to us as teachers to make that happen. 535-550.</p>		<p>inclusion to happen the resources, the structures, the training for teachers has to be in place. So that we can properly support each child in reaching their full potential. 631-637.</p>		<p>ve that he or she is actually entitled to as much of my time, as you know, the one who's getting a STEN of 10 at the end of the year. 756-761. To me what inclusion is, is that you're trying to bring everyone along. 769-770.</p>
<p>Ways you are you Inclusive in your teaching practice? 17</p>	<p>17. You're including every child who come from a totally different background and totally different homes. 520-527 Each child learns differently. 530 You know you're including everyone to I suppose give them a sense of belonging and that they are part of a group. 536-537</p>	<p>17. If we think about including all learners, I'm including the children with the particular learning difficulties, I'm also including the children with EAL and who don't have good English, maybe I'm also including children who have got maybe social and emotional</p>	<p>17. That little boy... aware of how I'm including him. 832-835. Children from different backgrounds that you kinda have to ensure that the kind of language barrier doesn't prove a kind of school experience barrier for them so that they can participate at the same level as a</p>	<p>17. You create a kind of culture in the classroom where each child's voice is respected, or children feel like they can participate. 683-684. Like you come from homes where English isn't their first language or might have joined the school from a different country, or children who would be identifying as LGBTQ or so. 724-725. You</p>	<p>17. I suppose from a social point of view to try and make sure that the children have access and have opportunities for inclusion on a social level. So, for instance, a lot of group work and a lot of peer mentoring kind of buddy system and games and different activities that suit children with so that would demonstrate their different</p>	<p>17. Encourage kids to interact with each other. 786-789. I would make sure that everyone has a friend as much as possible, or you know, just not have anyone</p>

	<p>I think you kind of do it all day long. 540 You are just always including. 547 You don't look at why they can't do it you just look at how they can do it. 559.</p>	<p>problems. 570-575. Inclusion is really about considering everybody with all the different needs. 578. I would facilitate all the children to play and try and be clever. 611-612. Inclusion is including everybody and trying to kind of get rid of the differences to make everybody, give everybody an equal chance. 642-646 Everybody needs to be included because we all have needs. 648-649. Include everybody by knowing the children. 663.</p>	<p>child who would have English as their first language. 835-846. Our school isn't very inclusive for children who might have like kind of physical disabilities and anything like that. 880-881. There's so much you can do in the classroom, but I mean, if the school isn't inclusive itself you're kind of fighting a losing battle. 890-891</p>	<p>would try and be very inclusive just in your day to day kind of language and the like. 731. Inclusion I suppose is valued and all that's kind of broadest meanings. 763.</p>	<p>strengths. 564-567.</p>	<p>left out. 793-794. You try and praise everybody at some stage. 806 Most people are good at something you know, no matter what it is. 807-808. I suppose you're always trying to find a way in for kids. 830-831.</p>
<p>Training & Support to create more inclusive classroom 18</p>	<p>18. No. They are giving us training at the moment on inclusion. But I wouldn't say it was good so far. 566-569 It is a little bit piece meal. 597. It is not that good. 600. It is a bit disjointed. 601 I don't see a kind of a great plan for it. 604.</p>	<p>18. I do think it has got better, but I do think that there is training that you can attend but it's optional. 676-677. And it is not rolled out as part of the curriculum, an it's not prioritized and it's not mandatory for all</p>	<p>18. Yes, I would definitely say with like the support in our school anyway is brilliant. 898. You never feel like you're on your own to create the kind of inclusiveness. 906-907. One thing about our school is that you do feel</p>	<p>18. I would feel that I'd be in a fairly good position to meet the needs of the children in the class. 794-795. That being said most of the needs of the children in the class in terms of educational needs would be high incidence needs. 798-801.</p>	<p>18. I think that it's certainly an area that I would welcome more training in absolutely, I think, given the diverse nature of the classrooms within the Irish education system. 579-581. It's something I'm very conscious of in my practice to make sure that</p>	<p>18. I don't know. 868. I think we teachers we get too much stuff flung at us from the point of view of training. 880-881. I think our</p>

	<p>There wasn't any practical advice. There was a lot of buzzwords and a lot of ideas but nothing practical that you could use in the classroom. If we're given an idea, we'll use it. But if we're not given it and we have to go off looking and then search for it, it's just there is less chance that it'll be done. 629 - 634.</p>	<p>teachers. 683-684. I think it should be mandatory for all teachers and time should be given for training in the area. 689-690. So if we really want inclusion and emotional intelligence to become part of the way we work in schools, we need to give it time and spend some money on it. 720-721.</p>	<p>like you can go to anybody about anything. 911. I would love to learn sign language. 934.</p>	<p>I'd be very comfortable in having to meet those needs and if there are more low incidence needs like a child with say downs syndrome....I would probably need more support in dealing with that. 808-822.</p>	<p>no one is left out. 582-591. Nobody's left behind. 597. I definitely think that it's an area that I would welcome more professional development. 606-607. Maybe inclusion more with children from I think the travelling community. 614.</p>	<p>school, I think it's something we're good at is kind of inclusion. 915-916. We have so many children all the time from different countries and with different backgrounds and different needs and different gifts, and it's brilliant. 961-962.</p>
<p>Implement change to make classroom more inclusive 19</p>	<p>19. Parents could get more language support. So they could understand and then help their children. Because I think there are always playing a catch-up game. 658-665 We have children with special physical needs. 674. It would be nice to have more</p>	<p>19. The first change is smaller class size. 744 I think our curriculum is overloaded and I think that is putting awful pressure on teachers to maybe not give the time to the hidden curriculum and inclusion is, I suppose, part of the</p>	<p>19. Wheelchair accessible. 958 Our school is quite diverse like you'd have quite a few different kinds of backgrounds. 967-968 Have things around the school related to their home countries could be a big thing for them. You know that they kind of</p>	<p>19. Looking at early intervention. So I would put a much greater focus on intervention and team teaching at the lower end of primary school so junior and senior infants. 836-840. At that stage you can do as much as possible to bridge the gap that may be emerging between the children that</p>	<p>19. I suppose if we could include people from different cultures more so, for instance, we would have children in the school from many different countries. So, if we could maybe take care of their own knowledge of their own country. 653-655. Signs of their own culture or their own language. 662.</p>	<p>19. It might be nice to get the parents together. 1039. Some of the parents would be very isolated. 1047. Because their parents haven't got that kind of social network...</p>

	<p>equipment. 682-683. Even things like technology to help children. 702-703</p> <p>If they had more tablets and things like that in the classroom, we could include more. 706-707</p>	<p>hidden curriculum. 753-755. Primary teachers are obliged to write plans... 'how to include everybody this week' or 'another step towards inclusion this week'. 762- 767.</p>	<p>see their own language. 978-982.</p>	<p>have educational needs and the rest of the class. 839-847.</p> <p>Place a greater emphasis on team teaching in class support at the junior end of the school 849-850.</p> <p>I'd hope then that by the time the children would reach 3rd to 6th class they would be in a position where they would be able to meaningfully engage with the curriculum in a meaningful way. 853-857.</p>	<p>Celebrate days within the school. 668.</p>	<p>sometimes I feel that those kids maybe don't get enough playtime outside school so, maybe it may be something to educate the parents as bit like that.</p>
<p>20. If you could make education & society in general more inclusive, what would you change? 20</p>	<p>20. I think a lot more funding. 732</p> <p>To see children coming in without bits and pieces. Where there's homes that aren't supportive. It is just so hard to see. 753-739.</p> <p>Teaching with all the paperwork...it is not as nice a job as it was because of that and I think it'll turn, you know, graduates off and turn people off going into teaching. And if they can't even afford...</p>	<p>20. I'm back to lower class sizes. I'm back to the smaller the maybe less extensive curriculum. 797.</p> <p>Teacher who had a visible disability. 799</p> <p>Very few teachers of different ethnic origins. 803</p> <p>Different types of people, and included in our education system. 811</p> <p>LGTB+ people and the fact that they should be allowed</p>	<p>20. The teacher pupil ratio at the minute is extremely high. 992.</p> <p>So some days you would find at the end of the day,... did I actually talk to that child? And then you have this guilt that you weren't including them. 1003-1005.</p>	<p>20. I would have smaller classrooms. 868.</p> <p>I would have then the appropriate professional supports outside of teachers available to children with additional educational needs. 874.</p> <p>Supports may be there, but not for all children that need it. 876-877.</p>	<p>20. I definitely think more resources and more funding for including children with autism, kind of within mainstream classes. 711-712.</p> <p>Ultimately, more funding, and I suppose more training and more awareness of it, would have a big effect. 741-742.</p>	<p>20. I'd probably take religion out of schools anyway , altogether. 1086.</p> <p>I think every school could be like our school from the point of view of the mix of the kids. 1093-1096</p> <p>The way you know, people</p>

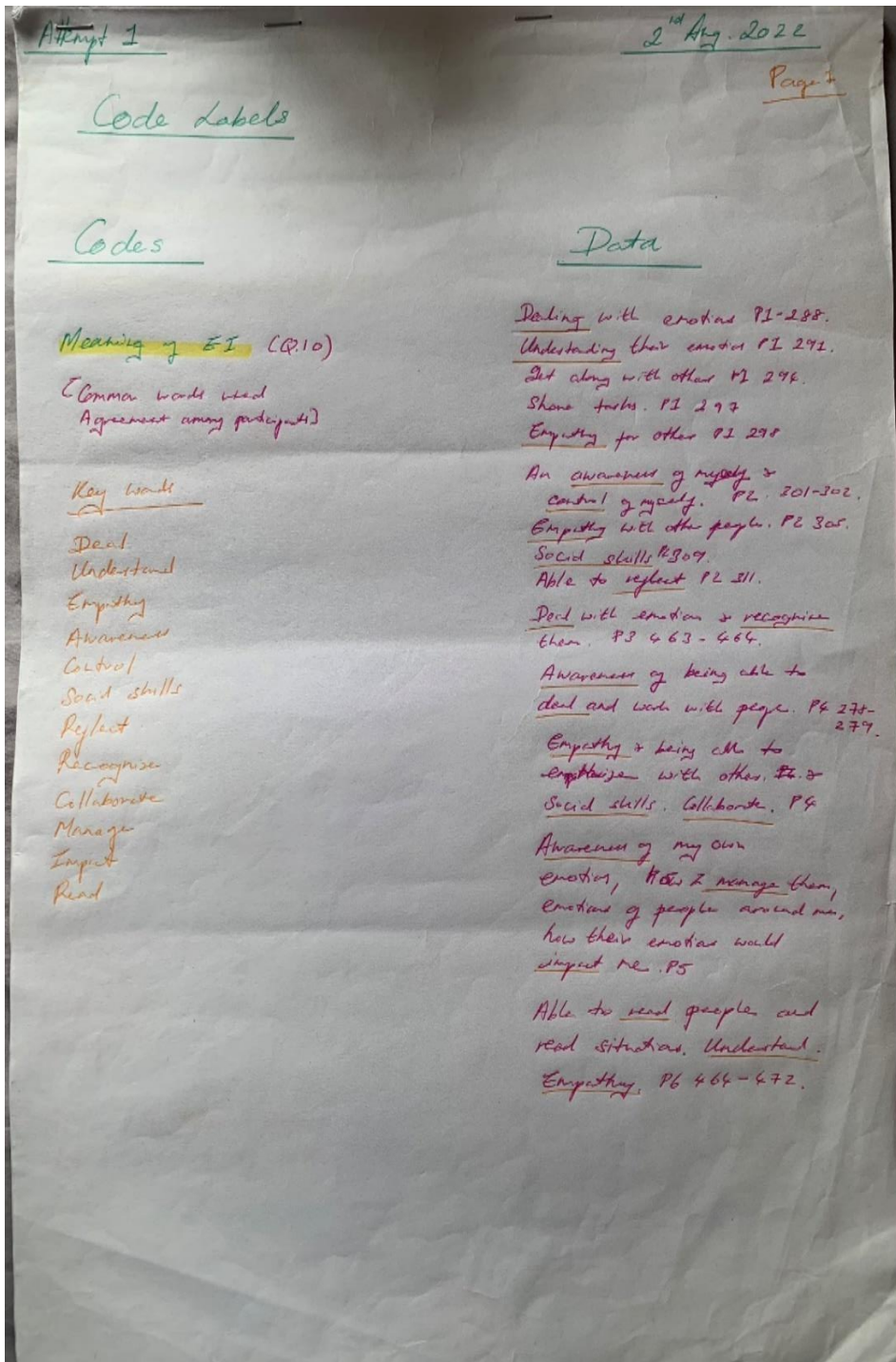
	<p>financially to live in Dublin. 739-745 A mountain of paperwork doesn't help a huge amount with your actual teaching. 766-769.</p>	<p>to be who they are and not be afraid to say who they are and what they are. 815-816 We have come so far. 822 We just need to keep doing what we're doing and listening and learning from the research as well to move on and make it better. 823-825. Could have a look at what they are doing around emotional intelligence. 854-855 We deliver as part of NIPT, alright, but not most newly trained teachers. 861-864.</p>				<p>put their names down for schools . 1102-1103. Like if the whole world could be like our school. 1190.</p>
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Appendix P

Complete Set of Researcher's Handwritten Record of the Development of Code Labels

(Pages 1-14)

Page 1 – Meaning of EI (Q.10)



Page 2 – EI & Practice (Q.11)

Codes

Data

EI + Practice (Q.11)

A practice of giving

- EI used to meet needs of others; selfless.
- Children First Approach.
- Many ways to practice EI

Key words

- Think
- Aware
- Empathy
- Social skills
- Acknowledge
- Everyone feels
- Make sure
- Transfers
- Give
- Show up
- Understand
- Listen
- Respect
- Preserve Dignity
- Maintain
- Relationship
- Image

* Action / Practice / Doing is best interest of others.

Outward / other orientation

Think where the children are coming from. P2 305.

Aware of each child & differences. P1 313-314.

Always thinking about the children and where they're coming from. P1 334-335.

Empathy. P2 365.

Social skills. P2 368.

Greet children & colleagues. P2 373-374.

Acknowledge everybody. P2 375-376.

Everyone feels they have been seen & noticed and appreciated. P2 376-377.

Acknowledge how I'm feeling. P3 476-477.

Make sure that what I'm feeling doesn't necessarily transfer into how kids would see me. P3 485-486.

Give coping mechanisms. P3 492-503

Show up myself. P3 503

Think about how I deal with my own emotions. P3 528-530.

Understanding & listening to what they have to say. P4 298-299.

Aware of the different needs of children. P4 302.

Respect for everyone in the classroom. P4 311-314.

Preserve dignity } P4
Maintain that very important relationship. } 362-388

Measure ourselves to match needs. P4 358

Code

EI + Practice (cont'd)

Key words

Reflection

Reliance

Communication

Checking in

Modelling

Labelling

Remember

Understand

Tuned in

Keep

Reflection on lesson. P5 386-397.

Reliance & communication
with peers. P5 396-397

* Checking in with the children,
Modelling for them kind of
to identify their emotions, ~~to~~
Labelling their emotions,
how they would cope. P5 396-
399

Remember what it was like
to be a child. P6 511-512.

Understand how they're feeling.
P6 515.

Tuned in. P6 I try to
Keep them happy. P6 543-548.

Where is the self?

Code

Meaning of Inclusion (Q. 16)

Inclusion means everyone

Inclusion involves action
Teachers make inclusion happen

Key words

Everybody

Equal

Integrated

Up to us

Every child

All

Meaningful

Valued

Voice

Same Right

Active process of inclusion

Teachers make inclusion happen

I always think of just including everybody. P1 696

Everyone get the same fair and equal chance. P1 698

Integrated but different. P2 528-530

Everybody is facilitated - take part, enjoy, attain, participate. P2 Up to us as teachers to make that happen. P2 535-550

Every child in the class, in the school, has equal opportunities to learning. Barriers don't get in the way of their kind of school experience. P3 823-825

All children regardless of ability or background or race would be able to engage with curriculum, school life, meaningful way. P4 598-605

Reach their full potential. P4 More than just tokenistic. P4 611-618

Everybody takes part regardless of any difference. Everybody's included Valued member. They have a voice and opinions are heard. P5 522-555

Every child in the class has the same right to same amount of education. P6 739-740

Trying to bring everyone along. P6 769-770

Page 5

Code

Inclusion & Practice (Q.17)

Teachers are always practicing inclusion.

Inclusion is an activity.

Inclusion is about knowing & understanding the person.

→ Inclusion is personal

* levels/pages of inclusion (Personal, Interpersonal, classroom, school, home, culture)

Key words

- Including
- Belonging
- All day long
- Not can't but can
- Facilitate
- Equal chance
- All have needs
- Knowing
- School experience barrier
- Culture
- Voice
- Valued
- Access & opportunities
- Interaction
- Friend

Praise & strengths
Find a way in

Data

Including every child. P1 520-527.

Give sense of belonging. P1 536-537

I think you kind of do it

all day long. P1 540.

You don't look at why they can't do it you just look at how they can do it. P1 554.

Inclusion is really about considering everybody with all the different needs. P2 578.

Facilitate all the children. P2 611-612.

Get rid of differences. Give everybody an equal chance. P2 642-646.

Everybody needs to be included, we all have needs. P2 648-649.

Include everybody by knowing the children. P2 663.

Language doesn't prove a kind of school experience barrier. P3 835-846.

Physical barriers to inclusion. P3 880-887

Classroom vs. school inclusion. P3 890-892.

Create a kind of culture in the classroom. Each child's voice is respected. Feel they can participate. P4 683-684.

Inclusive in language. P4 722

Valued & broad meaning. P4 763

Code

Inclusion + Practice (p. 17)

Cont'd

Teachers as ^{key} ^{Experiences / opportunities} gatekeepers of inclusion.

↓
Key relationships

- Children
- Among children
- School
- Parents

Recognising individuality
creating unity.

Teachers as the glue to
inclusiveness in the classroom.

Responsibility for inclusion

Data

Children have access & opportunities for inclusion.
On a social level.

Demonstrate different
Strengths. P5 564-567.

Encourage kids to interact
with each other. P6 786-789.

Make sure that everyone has
a friend, not have anyone
left out. P6 793-794.

Try to grain everybody at
some stage. P6 806.

Most people are good at
something. P6 807-808.

You are always trying to
find a way in for kids.
P6 830-831

Code

Data

Responsibility (Q.14)

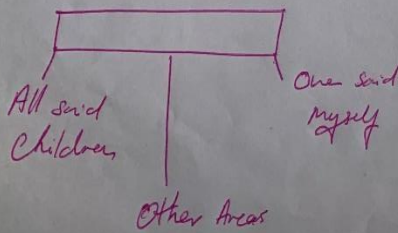
Many areas of responsibility for children and beyond.

Tangible areas of responsibility & intangible aspects too!

Key words

1. Children ✓
2. SNA
3. Special needs
4. Learning support
5. Management team ✓
6. Teaching & learning
7. Principal ✓
8. Good tradition ✓
9. Morale & atmosphere
8. Loco parents
9. Myself

Is there a hierarchy of responsibility?



All the children in my class - development, happiness, growth - academically, socially, emotionally. P1 439-443.

SNA P1 443-444.

Child with special needs. P1 447.

Learning support teacher. P1 448-449.

Children, management team, teaching & learning in school. Members of staff. P2 476-480.

Ours to be there for the children. P3 733

Principal. P3 756

Good tradition of school. P3 762-767.

Morale & atmosphere. P3 771-773

The children. P4 503

Loco parents & duty of care to each child. P4 510-511.

All of the children in class. ~~EE~~ Myself, other members of staff. P5 485-487.

The kids, they come first. P6 670.

Code

Data

Training & Support

1. EI & teaching (Q.15)

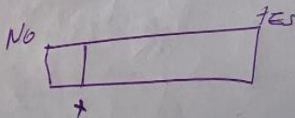
Training did not provide knowledge and skills to manage emotional aspects of teaching.

5 out of 6 agree.

Value of on the job learning.

Question of preparedness for everyday ~~at~~ emotional aspects.

5/6 said No



No P1 467

Absolutely not. P2 496

Not. P3 784

Don't learn until you are on the job. P3 793-794.

Lack of in college how to deal with everyday things. P3 795-798.

Education rather than emotional side of things. P3 809-816.

No. P4 521

Initial teacher education based around communication & relationships. P4. 522-522.

Very emotionally draining. P4 550.

You give a lot of yourself during the day. P4 553-554.

Prep teachers. P4 563-564.

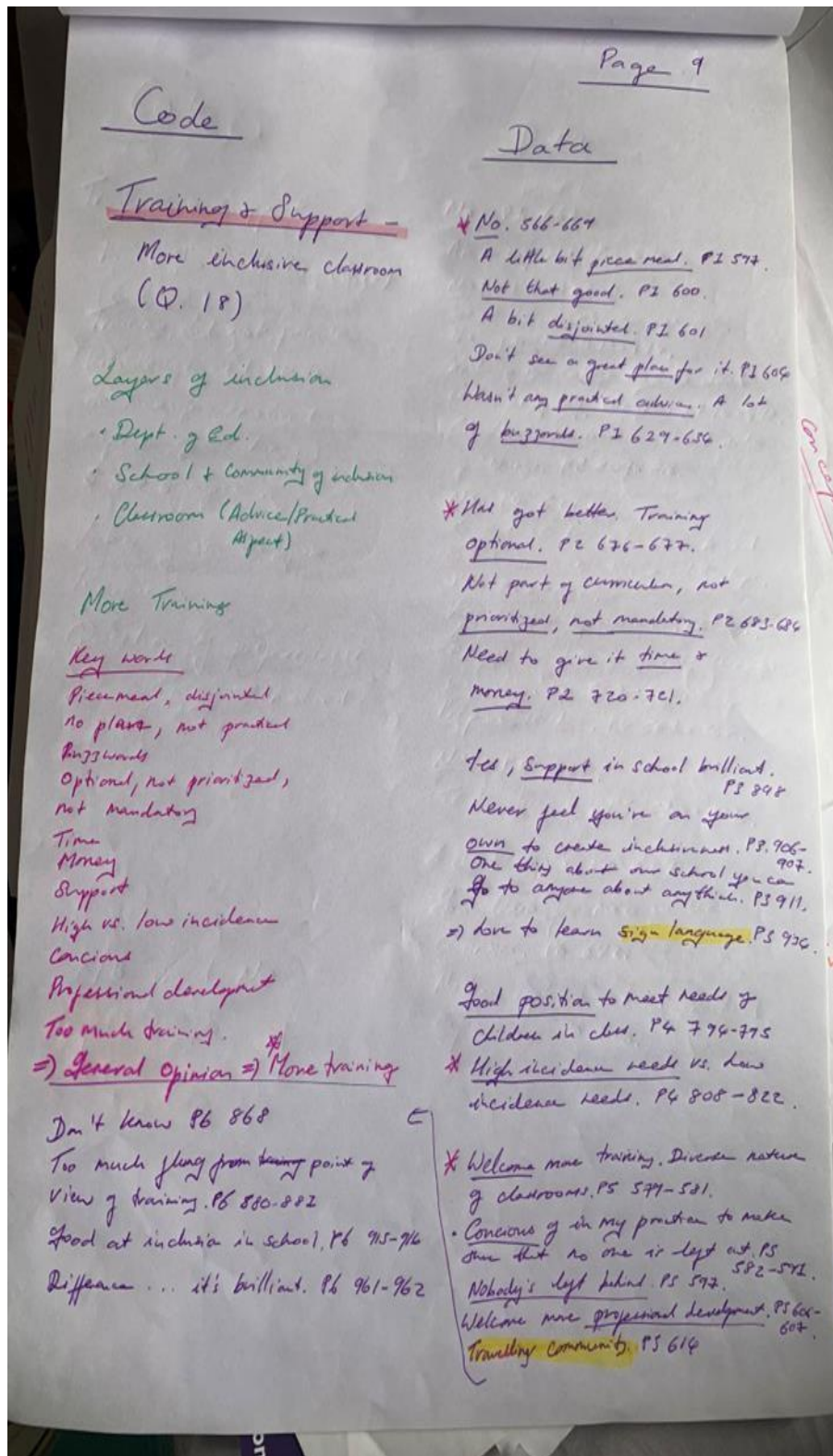
No. P5 523.

Teacher training. P5 530-532.

I don't know. P6 689

You learn for more in the classroom. P6 692.

Nothing replaces actual practical experience. P6 726.



Page 9

Code

Data

Training & Support -

More inclusive classroom
(Q. 18)

Layers of inclusion

- Dept. of Ed.
- School + Community of inclusion
- Classroom (Advice/Practical Aspect)

More Trainings

Key words

- Placement, disappointed
- No plans, not practical
- Pinpoints
- Optional, not prioritized, not mandatory
- Time
- Money
- Support
- High vs. low incidence
- Conscious
- Professional development
- Too much training.

General Opinion => More training

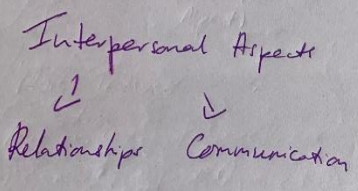
- Don't know P6 868
- Too much flung from being point of view of training. P6 880-882
- Good at inclusion in school. P6 915-916
- Difference ... it's brilliant. P6 961-962

- * No. 566-664
- A little bit grice real. P1 577.
- Not that good. P3 600.
- A bit disappointed. P1 601
- Don't see a great plan for it. P1 609
- Hesit any practical outcome. A lot of buzzwords. P1 627-656.
- * Not got better. Training optional. P2 676-677.
- Not part of curriculum, not prioritized, not mandatory. P2 683-684
- Need to give it time & money. P2 720-721.
- Yes, support in school brilliant. P3 848
- Never feel you're on your own to create inclusion. P3 906-907.
- One thing about one school you can go to anyone about anything. P3 911.
- => love to learn sign language. P3 936.
- Good position to meet needs of children in class. P4 774-775
- * High incidence needs vs. low incidence needs. P4 808-822.
- * Welcome more training. Diverse nature of classrooms. P5 579-581.
- Conscious of in my position to make sure that no one is left out. P5 592-592.
- Nobody's left behind. P5 592-592.
- Welcome more professional development. P5 604-604.
- Traveling community. P5 614

Code

EI - Colleagues (Q.12)
- Practice (Q.13)
(link to Q.11)
→ Relationships → Q. 9 (Q.12)
→ Q. 10 (Q.13)

EI - active
- Practice of giving
- Outward orientation



Data

P1 - Organised, patient
Put a lot of time into class.

P1 - Do a lot of thinking about
each child and parents as well
Assess situation with parent.
Assume someone is going to
need help.
Never be sitting down. P1 623.
Looking for someone who's
strong, staff member as well.
P1 628-629.

P2 - Enjoy class + children.
Concerned for ensuring they
engaged in learning, provided
opportunities to succeed. I
to ends of earth to find out
if I didn't know how to help
a child. P2 399-402.
Helpful, share resources -
time & knowledge.
Ask for support. P2 406-407.

P2 Self-aware & able to control
self. P2 426-427
Empathy is really important.
Listen to the parent, listen
to the child. P2 433-434.
Listen to understand not
to respond. P2 435.
Social skills. P2 452.

P3 Calm environment. P3 551
Fun. P3 556.

P3 Their EI plays on how I react. P3 568
Not to bounce their negativity
with my negativity. P3 580-583.
Dealing with parents one of the
more difficult aspects of job. P3

Code

Data

Con'td

Q. 12

Q. 13

P3 (cont'd)

Creeping into my own life. P3 617-618

Feel like we owed it to parents.

P3 624-628.

Ours to build up relationship. P3 632

Younger vs. older members of staff.

↓ ↓ ↓ ↓
Respect Openness Sharing Decision making

Talk children through how they are feeling. P3 706.

P4 Dedicated

Seen as putting the children first.

Committed to the job. P4 408-410.

Builds a good rapport with children. P4 416.

Try to get the best out of the children. P4 433-436.

P4 Good relationships with your colleagues. P4 462-463.

Listen to what the parent has to say. P4 470-471.

Move to a solution + compromise. P4 484-485.

Walk the tightrope when you're dealing with lots of different groups and different people. P4 695-696

P5 Very patient teacher

Takes time to get to know the children, build a bond, relationships.

Approachable
Social

Enjoy my job

A lot of enthusiasm. P5 427-430

Code

Data

P5 Open communication with
colleagues. P5 437-439.
Personal reflection and honest
communication. P5 660.

P6 Not too bothered about the
rules. P6 565-566.
Person who speaks up. P6 566-568.
Old teacher. P6 589.
Shortcuts, don't like planning.
P6 587-589.

P6 Easy because I am a parent. P6 608.
Relate it to own personal
experience. P6 616-617.
It is just down to empathy.
P6 657.

Code

Making a change to
make classroom and
education and society
(Q. 20) more inclusive.

- * Selfless
- * Cultural orientation
- * Make ed. exp. better
- * Very practical orientation.

→ Classroom - Class size
- Equipment
- Technology
- Curriculum
- Teachers + Diversity
- Early intervention
- Team teaching

→ Parents - language support
get together

→ Environment - Accessible
- Signs of culture

→ Dept. of Ed - Class size ↑
Ed. System Early intervention ↑
Professional support.
Funding
+ Removal of Religion

* Where is the self?

Data

P1 Parents could get more
language support. Always
playing catch up. P2 658-665.
Equipment. P2 682-683.
Technology. P2 702-703.

P1 More funding. P2 732.
A mountain of paperwork. P2
766-769.

P2 Smaller class size. P2 744.
Curriculum is overloaded,
pressure on teacher. P2 753-755.
Use plans to 'another step
towards inclusion this week'.
P2 762 + 767.

P2 Lower class sizes, less
extensive curriculum. P2
797.

Teacher with a visible
disability. P2 799.

Teachers of different
ethnic origins. P2 803.

Different types of people
included in education
system. P2 811.

Links + learn from research. P2
823-825.

ET training. P2 861-866.

Code

Data

Cont'd

Q.19

Q.20

P3 Wheelchair accessible. P3 758
Have things around school related
to home communi. P3 978-982

P3 High pupil teacher ratio. P3 992.
* Did I actually talk to that
child? I wish that you weren't
including them. P3 1003-1005.

P4 Early intervention.
Team teaching + junior and senior
injury. P4 836-840.
Bridge the gap - educational needs. P4
839-847.
Meaningful engage in curriculum.
P4 853-857.

P4 Smaller class. P4 868.
Appropriate professional supports P4 874.

P5 Include people from different cultures,
take care of their own knowledge &
country. P5 653-655.
Signs of own culture or language. P5 662.
Celebrate days within the school. P5 668.

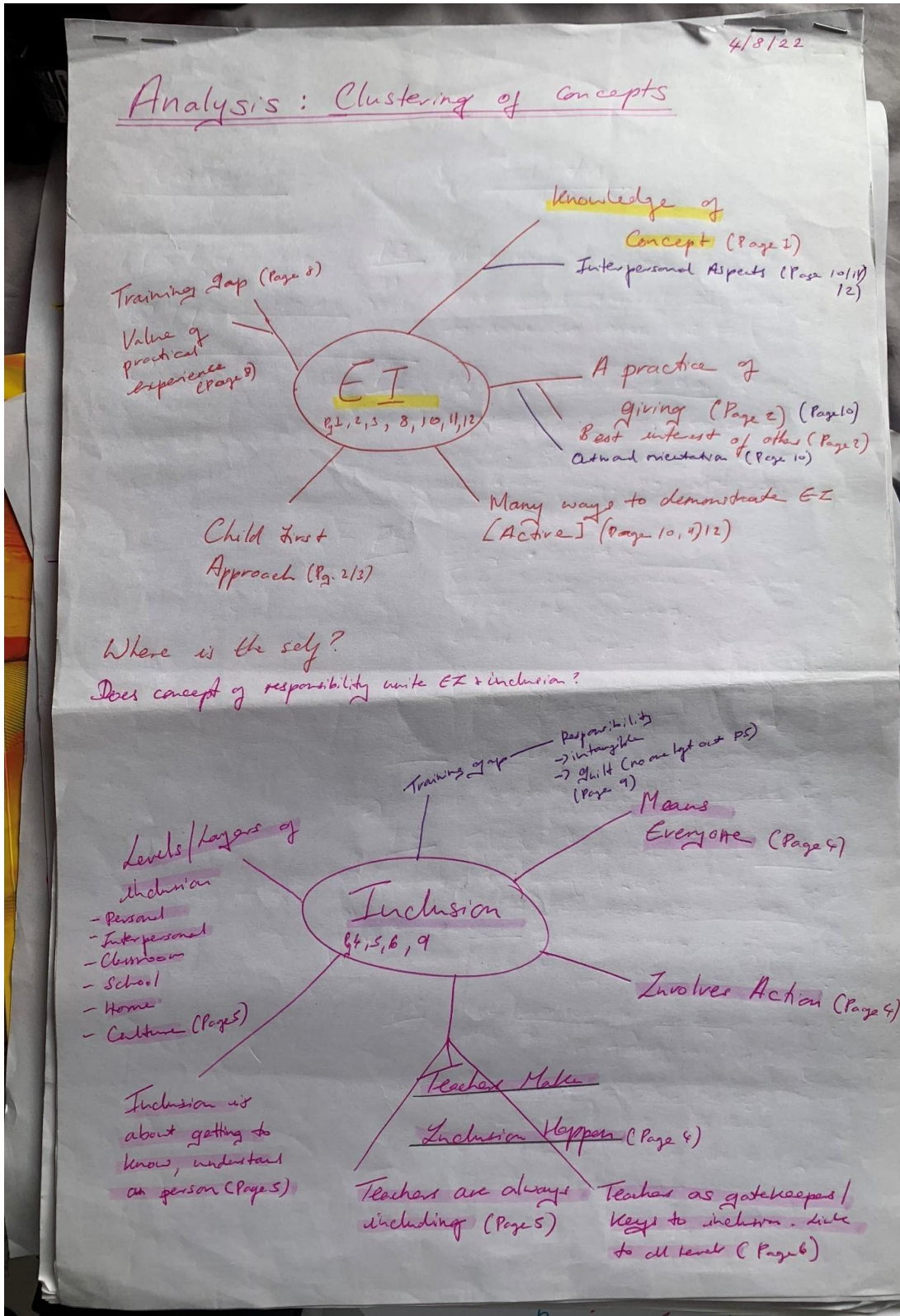
P5 More resources and funding for autism. P5 711-712.
More training + awareness of it. P5 741-742.

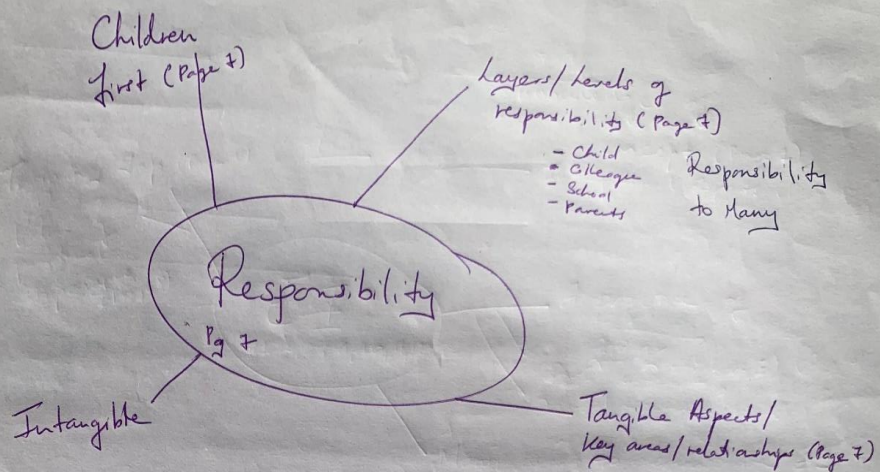
P6 Get parents together. P6 1089
Some very isolated. P6 1067
Social networks of parents limits playtime
of children. Educate parents. P6

P6 Take religion out of schools. P6 1086
If the whole world could be like our school.
P6 1190.

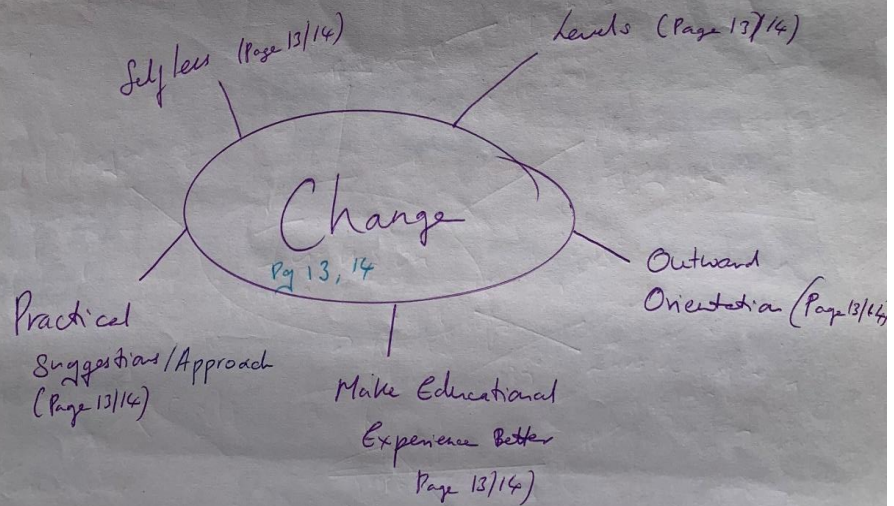
Appendix Q

Set of Researcher's Concept Clusters and Theme Development Figures





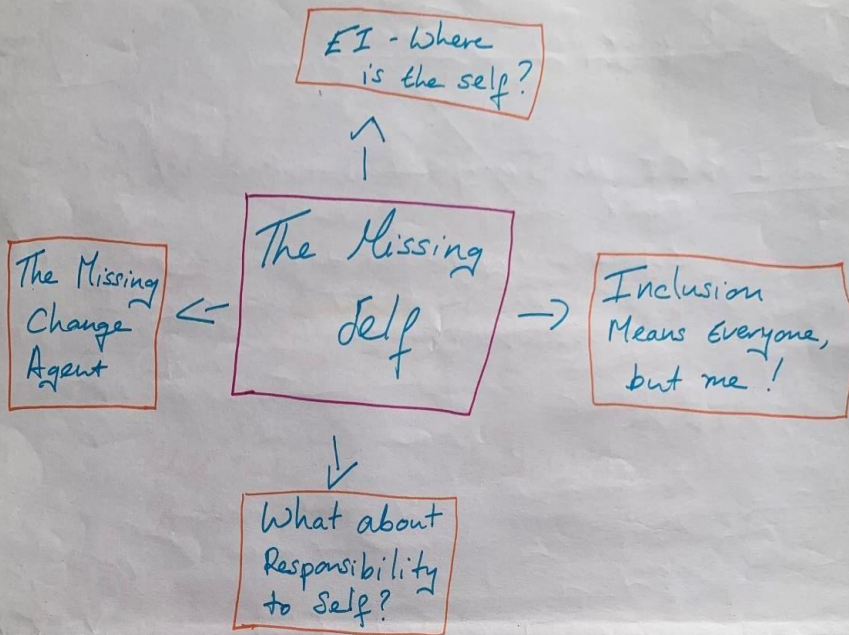
What about responsibility to self?



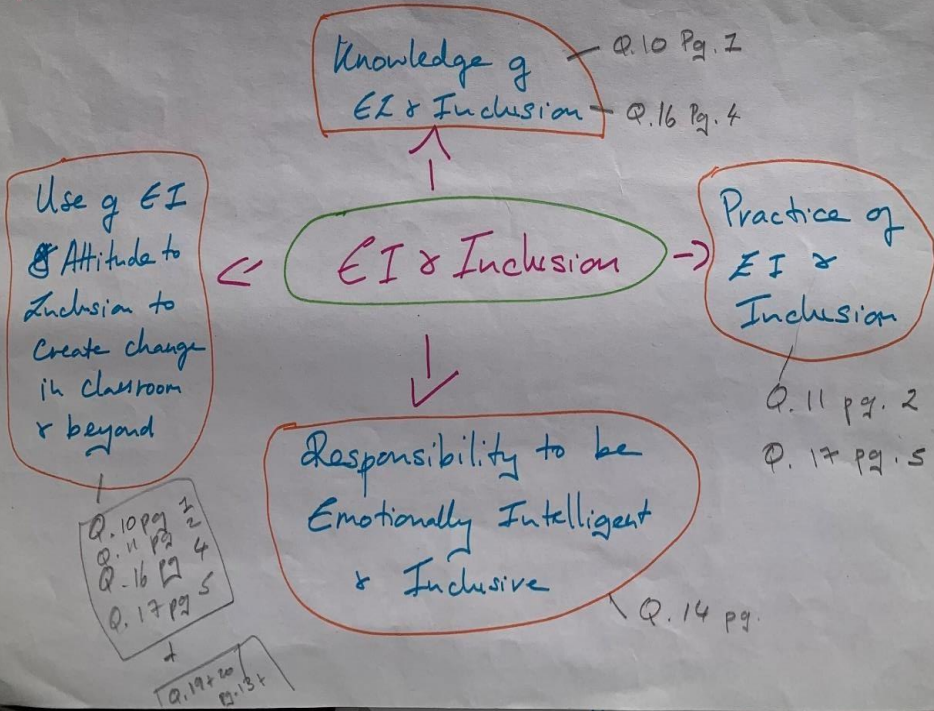
The self appears missing?

15/1/23

Theme 5



Theme 6



Appendix R

Online EI & Inclusion Questionnaire Presented on Qualtrics Platform

EI & Inclusion Survey

Survey Flow

Standard: Part 1 Participant Information (2 Questions)
Standard: Part 2 Participant Consent (1 Question)
Block: Part 3 Background Information (9 Questions)
Standard: Part 4 Emotional Intelligence Questions (1 Question)
Standard: Part 5 (a) Inclusion Questions (2 Questions)
Standard: Part 6 Responsibility (1 Question)
Standard: Part 7 Change & Training (2 Questions)

Page Break

EI & Inclusion Survey

Part 1 Participant Information

An exploratory study into the emotional intelligence profile of Irish primary school teachers and attitudes to inclusion in the classroom

I would like to invite you to take part in my research study. Before you decide if you wish to participate in the study, it is important for you to understand why the research is being done and what taking part involves. Please take time to read the following information carefully and discuss it with others if you wish. Please contact me, Michèle Kehoe, mikehoe@tcd.ie, if anything is not clear or if you would like more information. You have the right to withdraw from the study at any time.

This research study is being undertaken as part of a Doctorate in Education in Trinity College Dublin.

You are invited to take part in this study as you are a primary school teacher. The benefits of taking part in this study are that it will provide you with an opportunity to reflect on your understanding of the concepts of emotional intelligence and inclusion and the impact on your practice in the classroom. Your participation in this study may add to knowledge in the area, stimulate further research, increase

awareness, and influence practice which will benefit those involved in teaching and research in the field of education.

The questionnaire will take approximately 15 minutes to complete.

Participation is completely voluntary, and you have the right to refuse participation, refuse any question and withdraw at any time without any consequence whatsoever. It is your choice whether to take part in the study or not. If you do not wish to participate, you do not have to give a reason and you can change your mind at any time.

All data is collected and held anonymously and will be saved securely to Trinity College Dublin cloud storage. The data will be kept for a period of two years. It will then be deleted/destroyed. The data collected will not leave the State. The information from this study will be presented in my dissertation and may be published in scientific papers and on public registries. In addition, the research may be presented at conferences, included in publications, and used for teaching purposes. Your identity will remain anonymous, and no one will know that you took part in the study.

For further information please contact me, Michèle Kehoe (mikehoe@tcd.ie). This study is being conducted under the supervision of Dr. Conor Mc Guckin, (conor.mcguckin@tcd.ie) Associate Professor, School of Education, Trinity College Dublin.

DATA PROTECTION INFORMATION Data Controller Trinity College Dublin Data Protection Officer

Data Protection Officer Secretary's Office Trinity College Dublin Dublin 2
Dataprotection@tcd.ie What are my rights in relation to your use of my personal data? You are entitled to:

- The right to access to your data and receive a copy of it
- The right to restrict or object to processing of your data
- The right to object to any further processing of the information we hold about you (except where it is de-identified)
- The right to have inaccurate information about you corrected or deleted
- The right to receive your data in a portable format and to have it transferred to another data controller
- The right to request deletion of your data unless the request would make it impossible or very difficult to conduct the research.

You can exercise these rights by contacting Michèle Kehoe at mikehoe@tcd.ie or the Trinity College Data Protection Officer (contact details above). Please note that these rights relate to data which could identify you (personal data). If your data has been anonymized, we will not be able to access or delete it, as we will have no way of being able to link the data to you.

Many thanks for your interest in my study. Your participation is much appreciated. Best wishes,

Michèle Kehoe

DEd Candidate TCD

End of Block: Part 1 Participant Information

Start of Block: Part 2 Participant Consent

PART 1 Participant Consent

	Please select Yes or No	
	Yes (1)	No (2)

1. I confirm I have read and understood the Participant Information for the study. The information has been fully explained to me and I have been able to ask questions if needed, and if I have done so, my questions(s) have been answered to my satisfaction. (1)

2. I understand that participation in this study is entirely voluntary, and if I decide that I do not want to take part, I can stop taking part in this study at any time without giving a reason. (2)

3. I agree to take part in this questionnaire which has been designed to be sensitive in nature and non-stressful. (3)

4. I understand that I will not be paid for taking part in this study. (4)

5. I agree to take part in this research study having been fully informed of the risks, benefits and alternatives which are set out in full in the information leaflet that I have been provided with. (5)

6. I know how to contact the researcher if I need to. (6)

7. I agree to take part in a questionnaire about emotional intelligence and inclusion and their impact on teaching practice. (7)

8. I understand that any identifiable information about me (personal data), will be protected in accordance with the General Data Protection Regulation (GDPR). (8)	<input type="radio"/>	<input type="radio"/>
9. I understand that anonymous information from this study may be shared with third party academics worldwide for research and learning purposes. (9)	<input type="radio"/>	<input type="radio"/>
10. I understand that all the anonymous data collected for this study will be saved securely to Trinity College Dublin cloud storage. (10)	<input type="radio"/>	<input type="radio"/>
11. After submitting my final responses, I understand that I will be unable to withdraw my information as the data will be anonymised immediately following submission. (11)	<input type="radio"/>	<input type="radio"/>
12. I consent to participate in the study. (12)	<input type="radio"/>	<input type="radio"/>

End of Block: Part 2 Participant Consent

Start of Block: Part 3 Background Information

Q1 What is your gender?

Q2 What age are you?

Q3 What primary school class are you currently teaching?

Q4 How many years teaching experience do you have?

Q5 What type of school do you teach in? Please select all relevant categories

- Denominational School (1)
 - Multi-denominational School (2)
 - Non-denominational School (3)
 - Irish Speaking School (4)
 - Special School (5)
 - Non State-Aided Private Primary School (6)
 - DEIS School (7)
 - Other (8)
-

Q7 What county is your school in?

Q8 What type of location is your school in?

- Urban (2)
 - Rural (3)
-

Q9 How many children are in your primary school class?

Q10 Approximately how many children are in your school?

End of Block: Part 3 Background Information

Start of Block: Part 4 Emotional Intelligence Questions

Q11 Emotional Intelligence Questions

15. I can
always
calm
down
quickly
when I
am very
angry
(15)

16. I
have
good
control of
my own
emotions
(16)

Part 5 (a) Inclusion Questions

Inclusion Questions A

This scale measures educators' attitudes to the inclusion of students with diversities in regular schools. Inclusion means that students who have diverse learning needs are educated in regular classrooms alongside their peers with necessary support to students and the teacher. Please rate your agreement by choosing one of the 7 anchors that best reflects your agreement with each statement. Please note there are no right or wrong answers.

Part 5 (b) Inclusion Inclusion Questions B

These questions relate to your teaching in relation to working with students who need additional support. Please indicate how likely will you do this. Please note that the anchors used for the items below are different from those used above.

Part 6 Responsibility

Q.13 In your role as a primary school teacher consider those to whom you have responsibility and rank them from 1 to 10. Please move items to place them in order. 1 is highest level of responsibility and 10 is lowest level of responsibility.

- _____ My school (1)
_____ Children in my class
(2)
_____ The parents of
children in my class (4)
_____ The principal (5)
_____ Myself (6)
_____ Other teachers in the
school (7)
_____ Children in the school
(11)
_____ Department of
Education (8)
_____ Management team in
school (9) _____ Other,
please state (10)

Part 7 Change & Training

Q14 Change & Training

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)
1. I can easily introduce changes to my teaching practices (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The changes that I can make to my teaching practice are limited by rules and regulations (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Decisions about changes that should be made to teaching practice are made by my school (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Decisions about changes that should be made to teaching practice are made by the Department of Education (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I feel in control of how I teach (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. My workload is reasonable (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The pupil teacher ratio in my class is appropriate (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I have the training needed to cope with the emotional aspects of teaching (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I have the training needed to create an inclusive classroom (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I was well prepared in college for my role as a teacher (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part 8 Your Opinion

Please make any comment or provide any suggestion that you would like make.

Thank you very much for participating in my study. Your time and insights are much appreciated. Please contact me (mikehoe@tcd.ie) if you would like to discuss any aspect of this research with me.

Best wishes,

Michèle Kehoe

DEd candidate

TCD

Appendix S

Information About the Study and Qualtrics Link to the Questionnaire Posted on WhatsApp, Twitter, and LinkedIn



Michele Kehoe • You

Assistant Professor II National College of Ireland |DEd candidate Tri...

10mo • Edited •

Are you a primary school teacher?

I am researching the emotional intelligence profile of primary school teachers and attitudes to inclusion in the classroom.

If you are a primary school teacher, I would really appreciate your participation in my study by completing my questionnaire (see link below). It should take about 10-15 minutes of your time and will make a contribution to research in education.

Thank you.

[#primaryschoolteachers](#) [#inclusionmatters](#) [#emotionalintelligence](#)
[#teachereducation](#) [#research](#)

Emotional Intelligence & Attitude to Inclusion Survey

qfreeaccountssjc1.az1.qualtrics.com • 1 min read

The aim of this survey is to explore the emotional intelligence profile of primary school t...

Appendix T

Email Sent to Relevant Work, Personal Contacts, and Local Primary Schools

DEd Survey on Emotional Intelligence & Inclusion



Hello,

I am a DEd student in TCD investigating the emotional intelligence profile of primary school teachers and attitudes to inclusion in the classroom. I would really appreciate your participation in my study by completing my anonymous questionnaire (see link below). It should take about 10 minutes of your time and will make a contribution to research in education.

https://qfreeaccountssjc1.az1.qualtrics.com/jfe/form/SV_eJUsls8ponER82

Please share this link with any other primary school teachers that may be interested.

Many thanks,

Michele Kehoe

Appendix U

Comments or Suggestions Made by Respondents (R) to Open-Ended Question on Questionnaire

Q.	Please make any comment or provide any suggestion that you would like make.
R.1	Training does not prepare for life challenges (eg close family death of a child) but focusses on academics.
R.2	I think that the most valuable lessons are learned in the job and through CPD. College covers the basics of teaching very well but cannot cover what is learned in the job.
R.3	I work over 100 hours a week every week, getting paid for 37.5. There is no work life balance. The priority is simply the children. A quote from the head of school, on the first day of my employment; “thank you for dedicating your life to our pupils. We would appreciate if you did not proceed with having a young family and ensure social endeavours do not hamper your commitment to our school”.
R.4	My college training informed me on how to deliver the curriculum. Experience has taught me how to best differentiate for students in my class and how to communicate with parents.
R.5	While I feel I have an inclusive vision, I experienced trauma in pupils/ staff last year due to the Presence of a child with very severe SEBD...parents refused assessment...it was only when a pupil was hospitalised after severe injury, that parents opened to dialogue...poor child was extremely distressed and completely compromised the safety and learning of whole class. Teacher was extraordinary as was SNA but mainstream was not the correct setting. He moved to school catering for SEBD and is presently on suspension, age 6. Very sad.
R.6	Inclusion was explored very well in Froebel college, however little to no information was given to us in relation to the practicalities of the job/self-care for minding ourselves in the job, particularly in our NQT year.
R.7	As well as training, resources (or lack of them) are a huge factor for inclusion- the physical size of classrooms in older school buildings greatly inhibits the use of strategies and methodologies which aid inclusion. Teacher student ratios are not conducive to effective teaching of multiple children with additional needs in the one class.

R.8	Colleges teach you the curriculum and some aspects of the methodologies you can use to teach them. There is not a huge emphasis on social emotional learning, inclusive based methods or how to deal with issues that can arise within your class as a result of this.
R.9	Differentiation on its own is not enough. With the proper supports including appropriate SNA and SEN support, access to expert professionals and more time to consult with parents and other teachers, inclusion would be much more realistic. Without these supports inclusion of children with significant needs adversely affects time and energy that I have for other children in my class.
R.10	The Berry Street Education Model is incredible for helping prepare you for a challenging classroom.
R.11	In my opinion it took me about 5 years of classroom teaching, before I 'felt' like a teacher and so trusted my own knowledge and relationships to inform my daily practice. College can really only lay the foundations it is up to us as professionals to keep building upon these.
R.12	The best learning for my role as a teacher took place during TP.
R.13	Changes to embedded teaching practices need to be school wide so teachers can support each other.
R.14	I feel college did not prepare me for a huge aspect of the job especially parents needs/issues, how to address them. Etc.. how to cope with all the different needs when in one classroom, who can help me with any problems I am experiencing.
R.15	Class teachers need more support from external agencies such as SLT and OT .
R.16	Theoretically and curriculum wise I feel prepared it is hard to get the practical experience during covid19 etc.
R.17	The landscape of teaching has change dramatically over the course of my teaching career so far and I do not feel that we are adequately trained or equipped for all of the aspects of the job that we are now expected to cover.

R.18	<p>I have never taught any students with severe additional needs, but having a family member with special needs and - as a result – knowing many people with different levels of special needs has influenced my answers here. I don't believe that we as teachers are adequately adapting the curriculum to meet the needs of any learners, never mind those with AEN.</p>
R.19	<p>As I work in a special class for autistic children I work with several supporting adults.</p> <p>I feel a more formal induction programme for SNAs should be put in place to help them and the children they work with.</p> <p>This is certainly an area of work I'd like further support in. Dealing with children with behaviours of concern can be very difficult when wraparound services outside school are unavailable.</p>

Appendix V

Thematic Analysis of Data form Open-Ended Question on Questionnaire

Codes	Examples of Quotes from Respondents	Themes
College doesn't prepare for realities of classroom	My college training informed me on how to deliver the curriculum. Experience has taught me how to best differentiate for students in my class and how to communicate with parents. (R.4)	Focus of college is academic, the classroom is where the real learning takes place.
Value of learning on the job.	The best learning for my role as a teacher took place during TP. (R.12)	
All about the children	There is no work life balance. The priority is simply the children. (R.3)	Many challenges of inclusion.
Academic focus of college	Colleges teach you the curriculum and some aspects of the methodologies you can use to teach them. There is not a huge emphasis on social emotional learning, inclusive based methods or how to deal with issues that can arise within your class as a result of this. (R. 8)	
Challenges of inclusion & SEN	While I feel I have an inclusive vision, I experienced trauma in pupils/ staff last year due to the Presence of a child with very severe SEBD. (R. 5)	Teachers need support.
Resource issues & inclusion	As well as training, resources (or lack of them) are a huge factor for inclusion. (R. 7)	
Support from others	Class teachers need more support from external agencies such as SLT and OT. (R. 15)	

<p>Inadequate ongoing training</p>	<p>The landscape of teaching has change dramatically over the course of my teaching career so far and I do not feel that we are adequately trained or equipped for all of the aspects of the job that we are now expected to cover. (R. 17)</p>	
------------------------------------	---	--