



MELROSE PRIMARY SCHOOL

Emotional Intelligence (EQ) POLICY

Rationale:

We are committed to providing our students with an education that affords high achievement and wellbeing in life. To achieve this we incorporate emotional intelligence as a core subject in our curriculum. Current research supports the notion that cognitive abilities alone are not enough to guarantee success in life. Children need to be given an education in managing and understanding their own and other's emotions. Traditionally, family life has been children's first and only schooling in emotional intelligence. It was within the family unit that children learnt the ability to control impulses, delay gratification, motivate themselves, read other people's social cues, and cope with life's ups and downs. Current research suggests that the family alone is no longer the ideal vehicle. Families have shrunk from an extended community to its strict minimum, and much less time is spent in the family than in school.

Aims:

Through an EQ program students will learn to:

- Recognise emotions in self and others
- Understand the causes and consequences of emotions
- Label emotions accurately
- Express emotions appropriately to the situation and time
- Regulate emotions and change as needed

Implementation:

- Emotional Intelligence is taught explicitly in years F-6, with a minimum of four hours each week being allocated.
- Emotional Intelligence is taught implicitly through immersion in a school culture that values and promotes emotional intelligence ie Serve and Learn program, Welcoming Ceremony
- The EQ Curriculum is supported by the framework of To Know Yourself, To Choose Yourself and To Give of Yourself (KCG model).
- EQ skills are modelled off the RULER program from Yale University.
- Classroom programs include a range of approaches designed to teach the skills of EQ. This includes Cooperative Games (PITW Wilson McCaskill), Class Meeting, Knowledge-based Lessons, Skill-based Lessons, and the 4 Anchors – Class Charter, Mood Meter, Meta Moment, Blueprint.
- Ongoing professional development and training is provided to both new and existing staff members
- Budgets that provide for the needs of the EQ program will be developed by the EQ Coordinator each year in consultation with staff and resourced by school council.
- The EQ Coordinator is allocated the responsibility of leading and coordinating the strategic action plan and ongoing program development.

Evaluation:

- This policy will be reviewed as part of the school's three-year review cycle.

This policy was last ratified by School Council in....

November 2014

School Council President.....**Deb Covill**..... (signature)