

**THE HEART OF THE MATTER: A TEACHER'S SELF-STUDY OF THE
EMOTIONAL CURRICULUM IN THE FOUNDATION PHASE**

BY

FATIMA DAWOOD MALEK

SUBMITTED IN FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE

OF

MASTER OF EDUCATION-TEACHER DEVELOPMENT STUDIES (TDS)

IN THE
SCHOOL OF EDUCATION
UNIVERSITY OF KWAZULU-NATAL
EDGEWOOD CAMPUS

Date: NOVEMBER 2014

Supervisor: DR KATHLEEN PITHOUSE-MORGAN

COLLEGE OF HUMANITIES

DECLARATION - PLAGIARISM

I, **FATIMA DAWOOD MALEK**, declare that

1. The research reported in this thesis, except where otherwise indicated, is my original research.
2. This thesis has not been submitted for any degree or examination at any other university.
3. This thesis does not contain other persons' data, pictures, graphs or other information, unless specifically acknowledged as being sourced from other persons.
4. This thesis does not contain other persons' writing, unless specifically acknowledged as being sourced from other researchers. Where other written sources have been quoted, then:
 - a. Their words have been re-written but the general information attributed to them has been referenced
 - b. Where their exact words have been used, then their writing has been placed inside quotation marks, and referenced.
5. This thesis does not contain text, graphics or tables copied and pasted from the Internet, unless specifically acknowledged, and the source being detailed in the thesis and in the References sections.

Signed.....

STATEMENT BY SUPERVISOR

This thesis is submitted with/without my approval.

.....

DR KATHLEEN PITHOUSE-MORGAN

ACKNOWLEDGEMENTS

- It is only with the power and mercy of the Al-Mighty who has afforded me this remarkable opportunity, instilling in me the ability, the discipline and the resources in pursuing my dreams. I am ever so grateful to the Al-Mighty for this educational journey which was an extraordinary trip of being a life-long learner and researcher as encouraged in my religion. There grew within me a yearning and quest for knowledge, were deep sense of satisfaction has been found in following this path of making my dreams a reality, all thanks to the Al-Mighty.
- This heart-full piece of work is dedicated to my late paternal granny and my late maternal grandfather who were instrumental in my rearing, whom had a profound impact on my personal and professional development. Their belief in me resonances so vividly being a tool of motivation for my success.
- I would also like to thank my beloved husband who provided me with the support and endless motivation to reach this height of my academic career. It is only with his patience, understanding and helpful nature that afforded me the time in completion of this thesis. He has believed in me even when I lost that belief in myself at times through this long journey.
- I am ever so grateful to my parents for my memorable growing years which have shaped me into who I am today. Along this educational journey their wise words, constant communication and faith in me is unforgettable.
- To my supervisor, Dr Kathleen Pithouse-Morgan a heart-full thanks for her motivation, support, direction and helpful ideas in assisting me along this educational journey.
- I would also like to acknowledge all my critical friends for the dynamic interactive, inspiring sessions forming an crucial component in completing the “Heart of the Matter”

ABSTRACT

The focus of this self-study research was on understanding and attending to the emotional curriculum in my practice as a teacher within the Foundation Phase (grade 1-3). Taking a humanistic perspective in my study allowed me to understand the emotional curriculum as a process of attending to the inter-related emotional, academic and social needs of learners. The ‘heart of the matter’ was a recurring metaphor, representing learners’ and teachers’ emotions, as well as heart-full teaching and learning. As the central research participant, I retraced and re-examined my own personal history and created strategies to facilitate the emotional curriculum in my grade 3 classroom. 23 grade 3 learners were also participants in the study. My critical friends, my fellow Master of Education (MEd) self-study researchers, participated by providing support and advice. I used the personal history self-study method to recall significant instances that shaped my personal and professional development. I used artefact retrieval, journal writing, memory drawing and family storytelling to assist me in remembering key experiences. Three main themes arose from my personal history narrative: a) affection, warmth and care; b) attentiveness and special awareness; and c) motivation and positivity. These themes offered me initial ideas that I extended in implementing the emotional curriculum. The developmental portfolio method enabled me to account for the enactment of the emotional curriculum. Through deep reflection into the implementation of the heart-full teaching and learning, three significant themes arose: a) heart-full communication; b) careful observation and special attention; and c) relationships. Through this self-study research, I became aware that there is a need for learners to obtain not only academic support at school, but also the emotional support that was mostly lacking in my own schooling, but that I did receive at home. This self-study research has made me realise that many learners experience emotional difficulties at school and at home and that they require assistance in learning to express and deal with these challenges. The emotional wellbeing of learners is the heart of education.

ABBREVIATIONS

BEd	Bachelor of Education
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
DoE	Department of Education
FET	Further Education and Training
HoD	Head of Department
ICDL	International Computers Drivers' License
MEd	Master of Education
MiET	Media in Education Trust
OBE	Outcomes-Based Education
SACE	South African Council of Education

TABLE OF CONTENTS

LIST OF TABLES	[xi]
LIST OF FIGURES	[xii]
CHAPTER ONE: INTRODUCING ‘THE HEART OF THE MATTER’	
Introduction	1
The metaphor of the ‘heart of the matter’	1
Heart-full learning: Getting started with my research	3
Understanding the significance of emotions in teaching and learning	5
My research questions	8
My methodological approach	9
Conclusion and overview of the thesis	10
CHAPTER TWO: RESEARCHING ‘THE HEART OF THE MATTER’	
Introduction	12
My methodological approach	12
My research context: My grade 3 class	13
My research participants: Myself and my grade 3 learners	13
My critical friends	15
Addressing research question one:	
What can I learn from my personal history about facilitating the emotional curriculum?	16
Addressing research questions two and three:	
What can I learn from facilitating the emotional curriculum? And How can I facilitate the emotional curriculum?	20
Data analysis and interpretation	20
Challenges of study	22
Trustworthiness	23
Ethical issues	23

Conclusion	24
------------	----

CHAPTER THREE: MY HEART-FULL STORIES OF THE PAST

Introduction	26
My personal history	27
My paternal family	27
My maternal family	28
My parents	31
My early days	35
My school days	41
My tertiary education	52
The beginning of a new life	54
My teaching experience	55
My first mentoring experience	56
My professional growth	57
Conclusion	57

CHAPTER FOUR: HEART-FULL LEARNING FROM MY PERSONAL HISTORY ABOUT FACILITATING THE EMOTIONAL CURRICULUM

Introduction	59
The aorta: Affection, warmth and care	64
The pulmonary artery: Attentiveness and special awareness	75
The pulmonary vein: Motivation and positivity	78
Conclusion	87

CHAPTER FIVE: FACILITATING HEART-FULL TEACHING AND LEARNING

Introduction	90
Implementation of the emotional curriculum	91

Daily discussions	124
Conclusion	126
CHAPTER SIX: LEARNING FROM FACILITATING HEART-FULL TEACHING AND LEARNING	
Introduction	127
Heart-full communication	128
Careful observation and special attention	139
Relationships	146
Conclusion	155
CHAPTER SEVEN: A HEART-FULL WAY FORWARD	
Introduction	157
A review of the thesis	157
Methodological reflections on the study	160
Personal-professional reflections on the study	161
Conclusion	162
REFERENCES	164
APPENDIX A	175
APPENDIX B	178

LIST OF TABLES	PAGE
Table 2.1 Pseudonyms allocated to my learners	14
Table 2.2 My critical friends	15
Table: 5.1 Factors that affected learners' emotions.	125

LIST OF FIGURES

FIGURE	CAPTION	PAGE
Figure 3.1:	“My beloved parents”	32
Figure 3.2:	“Beautiful baby girl was I...”	33
Figure 3.3	“Drowning in tears”.	34
Figure 3.4	“Special birthdays!!!”	36
Figure 3.5:	“My every Birthday special! Poses with dresses and cakes.”	36
Figure 3.6:	“The model in me...”	37
Figure 3.7:	“ALWAYS well taken care off!	38
Figure 3.8:	“My Handsome little brother and I”	40
Figure 3.9:	“Mum always held us close”	40
Figure 3.10:	“Remembering the Emotional Agony of the Green Cream Soda Nesquik.”	41
Figure 3.11:	Memory drawing of my writing booklet	44
Figure 3.12:	“The card to my Success!”	45
Figure 3.13:	“Heart breaking humiliation at its peak!	47
Figure 3.14:	“Ticket to my learning Adventure.”	51
Figure 3.15:	“Officially Mrs Malek.”	54
Figure 4.1:	A concept map of My heart-full Experience – the heart center of the emotional curriculum	60
Figure 4.2:	This section of my concept map illustrates the four main chambers of the heart and what they metaphorically represent.	62
Figure 4.3:	This section of concept map shows the main arteries and veins of the heart	63
Figure 4.4:	The Arota “Affection, warmth and Care”	64
Figure 5.1:	“The beginning of the heart of the matter”: A photograph of the heart cushion	91
Figure 5.2:	“Random fruits”- Pat’s drawing in response to the topic “I Love...”	95

Figure 5.3: “I love School!” – A drawing in response to the topic “I love...”	96
Figure 5.4: “I wish I had Magic” – A drawing showing a learners wish.	97
Figure 5.5: “If only love was in the air”- A drawing shows a learners wish.	97
Figure 5.6: “My parents make me feel happy and sad.”- A drawing about a learners mix emotions about her family.	100
Figure 5.7: “Feeling Chart” – A copy of a learner’s feeling chart showing their different feelings during the day.	105
Figure 5.8: “I will not be bullied!” This drawing clearly illustrates an incident of bullying but the learner took a stand against being bullied.	110
Figure 5.9: “I feel today...” This drawing represented a learners feeling on that day which was I am feeling happy.	114
Figure 6.1: The actual implementation of the emotional curriculum was facilitated through heart-full teaching and learning.	128

CHAPTER ONE: INTRODUCING ‘THE HEART OF THE MATTER’

Introduction

The focus of this self-study research was on exploring and implementing the emotional curriculum in my practice as a teacher within the Foundation Phase (grade 1-3), thus addressing learners’ emotions in order to enhance learning. The purpose of this research was to better understand and to apply the emotional curriculum in the Foundation Phase, through my self-study. As part of this, I aimed to develop understanding about learners’ emotions and the effect this can have on learning. I also intended to develop a better understanding of the emotional curriculum through exploring my past learning experiences. Additionally, my objective was to better understand and enrich my present and future teaching of the emotional curriculum.

In this introductory chapter, I offer a discussion of the recurring metaphor of ‘the heart of the matter’ which underpins the thesis and also conveys my rationale for the study. Next, I explain how I got started with this research. Thereafter, I state and elaborate on my three research questions. I go on to give an introduction to the scholarly perspectives that have helped me to understand the significance of emotions and the emotional curriculum in teaching and learning. To follow, I offer a brief introduction to the methodological approach of the study. (I have given an in depth account of my methodological approach in Chapter Two.) To end, I outline each chapter of the thesis.

The metaphor of the ‘heart of the matter’

The ‘heart of the matter’ is a recurring metaphor in this research. Firstly, the heart forms a strong metaphorical representation of learners’ emotions, which is a core element within the Foundation Phase. Correspondingly, the heart is literally defined as the “innermost organ” of the body (Oxford Dictionary, 3RD Edition), which is core to the body’s functioning. In addition, the heart in this research also symbolises the Foundation Phase. The heart of teaching and learning begins in the Foundation Phase, which is a vital phase for a learner’s academic, social and emotional development.

The ‘heart of the matter’ also symbolises heart-full teaching, as a figurative representation of teachers considering and ensuring the emotional well-being of their learners through an

emotional curriculum, which ensures that the learners' emotional needs are attended to and learning is enhanced. Significantly, in my understanding, in order for teachers to be successful, they need to capture the hearts of their learners. Essentially, this would also entail accessing the feelings and thoughts which often affect their learning. Furthermore, I believe that through capturing learners' hearts, trust will develop. In my view, this is a crucial element in the teaching and learning process as learners will feel more comfortable to disclose matters close to their hearts once confidence in their teacher is developed through heart-full teaching.

Furthermore, the 'heart of the matter' in this research reflects heart-full learning. In this study, the relationship between learners' emotions and their learning is explored through the implementation of an emotional curriculum. I consider how the emotional curriculum can expose factors that influence learners' emotions positively or negatively and, in turn, reveal learners' emotional, social or academic needs. In addition, I seek to understand how the emotional curriculum can provide support by responding to the needs of the learners.

Lastly, 'the heart of the matter' also echoes teacher emotions in the teaching and learning process, which can result in teacher burnout due to "emotional labour" in teaching (Isenbarger & Zembylas, 2006, p. 121). In my view, teachers' emotions form an influential component within the teaching and learning process, as the teacher is the facilitator of this process. Teachers' emotions influence learners' emotions through their close proximity and interaction. This can have a positive or negative effect on learners' progression. Hence, emotional management is a necessity for teachers to be positive, dedicated, organised and also heart-full in displaying affection, warmth and care. However, in my experience, teachers can be unaware of emotional management and labour, because of a lack of professional development in this sector. As Schutz and Zembylas (2009, p. 10) explain, "teaching is often perceived as rational activity, but the emotional complexity of teaching is neglected."

As a Foundation Phase specialist teacher in a private, prestigious Islamic school, I have realised that learners' emotions are often regarded as insignificant because matters of the academic curriculum take precedence. As teachers, we often seem to overlook the crucial relationship between learning and the learners' emotions, which can either impact on their learning either positively or negatively. In addition, through reflecting on my own past learning experiences, I have become aware that I received inadequate emotional support and care at school (see Chapter Three). My past learning experiences of emotional neglect have

haunted me; however, recalling and reflecting on these experiences has helped me to see that my own learners are in need of emotional care.

Heart-full learning: Getting started with my research

After registering for my Master's degree in 2012, there were a few topics that consumed my thoughts. I wondered about the educational implications of single sex education. I also thought about how learners' emotions could either enhance or restrict learning. Those ideas constantly played on my mind as I felt their relevance in my everyday teaching. Through thinking about these ideas, I attempted to understand these phenomena within my own school situation. I began to become aware that within me lay a burning desire to express my past learning experiences, where I felt that emotional and academic neglect was prevalent. Hence, after soul-searching, my research focus began to take shape.

After my first session with my research supervisor, I was overwhelmed with excitement. I made frequent entries in my reflective journal, revealing incidents of my past learning experiences. I attempted to formulate my research topics and questions and several drafts of my research topic were constructed. My initial focus area was the importance of emotions in learning. However, through group discussions with my fellow students and sessions with my research supervisor, the topic of the emotional curriculum began to emerge.

From the early stages of my research journey, I started writing about my past and present learning and teaching experiences. I began by focusing on periods in my life in which I recalled emotional and academic neglect. But mistakenly also, I began taking down notes in my first reflective journal on certain learners in my class who were struggling academically and emotionally. Later, I learned in a supervision meeting that I might learn more about my practice as a teacher by focusing on the responses of the class as a whole, rather than just on a few individuals. Significantly, I also learned that no observation or note taking can be done without the research being ethically cleared by the university and a letter of permission being obtained from my school.

However, I was quite intrigued by my initial classroom observations. My topic began to lean towards learners' and teachers' emotions, as well as understanding, acknowledging and extending learners' knowledge of their emotions, and adapting curricula to their diverse

emotional needs. My topic thus focused now on innovative pedagogy that can be termed the emotional curriculum.

The emotional curriculum has been researched previously by Storrs (2012), who illuminates the vital significance of learners' emotions in enhancing learning. Storrs (2012) specifies the value of the emotional curriculum, which responds to the emotions of the learners to enhance their learning experiences. According to Storrs (2012), literature in Higher Education is rich pertaining to emotion and learning. However, within the South African context, I have found a limited amount of literature pertaining to emotions and education within the Foundation Phase. Thus, I anticipate that this research will extend the literature I have reviewed.

In the South African educational policy context, one of the seven roles of a teacher is to be a pastoral care giver, where the teacher must "respond to the educational and other needs of learners" (Department of Education [DoE], 2000, p. 14). In addition, this role makes reference to the emotional needs of the learners. The DoE (2000) specifies clearly that teachers need to attend to the diverse needs of a learner, which include not only their emotional needs, but also their social needs. Therefore, teachers are supposed to provide effective academic, emotional, social support for the holistic development of their learners. The DoE (2000) document clearly stipulates that all these learner's needs must be responded to, of which care forms one of the most basic yet crucial needs. Similarly, the South African Council for Educators (SACE) clearly specifies that teachers must recognise and attend to the different needs of learners, thus enabling them to reach their potential (as cited in The Media in Education Trust [MiET], 2009). Therefore, teachers need to provide both academic and emotional support to learners.

My research encompasses implementing the emotional curriculum, in a manner appropriate to the Foundation Phase, drawing on other research which was conducted at high school and tertiary levels (for example, Boler, 1999; Storrs, 2012). Furthermore, I seek to portray learners' emotions visibly and creatively through art-based methods such as drawings and creative writing, thus illustrating the impact that emotions can have on learners' social, academic and emotional development. I also explore how the emotional curriculum can be a form of assistance to learners and teachers. Additionally, I aim to develop effective strategies that that can be implemented to enhance the emotional curriculum in the Foundation Phase.

Understanding the significance of emotions in teaching and learning

In order to gain an initial understanding of research on the significance of emotions in teaching and learning, I have explored three issues that directly relate to the focus and the purpose of my study. Nash (2004) counsels researchers who adopt a personal narrative approach to use scholarly references when they are directly related to the research text, thus enhancing or adding to the writer's ideas. Likewise, I integrate relevant literature at relevant points in the thesis rather than presenting it in a separate literature review chapter.

Issue 1: Emotions and education

According to Boler (1999), the goal of education is predominantly to discipline and shape behaviour both socially and morally. In addition, she argues that education serves to enhance learning and broaden the thinking capacity of the learners. Significantly, researchers such as Damasio (1994) and Ledoux (1998) maintain that "one cannot reason without emotions" (as cited in Varlander, 2008, p. 146). Likewise, Boler (1999) argues that there is an inextricable connection between emotion and cognition. Similarly, Varlander (2008, p. 146) explores the deeper role of emotions in learning where current findings "in neurology show a strong link between emotion and reason, feelings and thoughts." Additionally, Varlander (2008, p. 146) argues that, "an emotion is manifested through an inner state of subjected feeling" which "includes both cognitive and dispositional elements." Moreover, Storrs (2012) argues that emotion and reason in the teaching and learning process cannot be separated, thus verifying the need to attend to the learners' emotions within the classroom.

Storrs (2012, p. 10) maintains that learning and teaching are enhanced "when emotions are enhanced and responded to." Similarly, Lefstein (2005) argues for the significance of the emotional aspects in education. He contends that education cannot be characterised as technical, but is instead personal. Lefstein further addresses issues of emotional care in schooling. Thus, Storrs and Lefstein highlight the need for paying attention to emotions in teaching and learning. Garza (2009) and McKinlay (2000) highlight the value of eliciting emotions through acts of care and trust building in teaching and learning. Furthermore, research by Freedman and Goldstein (2003) clearly indicates that emotional care is central to teaching. In addition, Rogers and Webb (1991) contend that specific acts of emotional care are linked closely to good teaching. Additionally, Gilligan (1982) and Noddings (2011) maintain that emotional care enables a connection to be formed between the teacher and

learner. Hence, communicating and nurturing emotions in teaching and learning (O’Brein & Leigh, 2010) should form part of the emotional curriculum in progress.

Furthermore, Boler (1999, p. 2) points out that emotions “are a site of social control.” Similarly, Varlander (2008, p. 147) supports Boler’s argument by stating, “Emotions are not simply present in individual acts, but pervade all social interactions.” Isenbarger and Zembylas (2006) argue that the social and emotional needs of learners need to be addressed simultaneously. These researchers are concerned about the holistic emotional, academic and social development of the learners. Hence, the inseparable link of emotion and education, which is also a social process.

Issue 2: What is the emotional curriculum?

The term “emotional curriculum” is explained by Storrs (2012, p. 1) as “innovative pedagogy” which involves “explicit attempts to acknowledge, access, and respond to student emotions to enhance the learning experience.” The word *emotional* stems from the root word emotion which means a feeling which is strong. It denotes a conscious state which is in direct relation to a person’s feelings (Oxford South African School Dictionary). The word *curriculum* implies the subject matter that is taught in schools (Oxford South African School Dictionary). The emotional aspects of teaching and learning often form part of the hidden or null curriculum (Boostrom, 2010; Quinn, 2010) as they are often not recognised officially (Ahwee et al. 2004, p. 26).

For the purpose of my study, the “emotional curriculum” represents an intersection of teaching and learners’ emotions (Storrs, 2012). Acknowledging the significance of the emotional curriculum denotes an acknowledgement and affirmation of learners’ emotions (Erickson & Pinnegar, 2010). Hence, I am seeking to learn about how the curriculum can be modified in accordance with the emotional needs of learners (Storrs, 2012). Furthermore the “emotional curriculum” entails paying attention to learners’ emotions and the impact their emotions have on their learning, either enhancing or constraining it (Storrs, 2012).

The key concept underpinning this research, *the emotional curriculum*, can be understood from a humanistic perspective, which views the individual in interaction with others (Lincoln & Denzin, 1994). According to this humanistic perspective, the teacher’s main concern must be the needs of the learners (Allender & Allender, 2006). Learners’ needs “have to be the

place where planning teaching begins” (Allender & Allender, 2006, p. 15). This corresponds with the characteristics of the emotional curriculum, which focuses on the learners’ emotional needs and on adapting the curriculum accordingly (Storrs, 2012). In taking a humanistic stance, I have intended to develop a personal connection between myself as the teacher and my learners (Allender & Allender, 2006). According to this humanistic perspective, the teacher tries to understand the students and show a personal interest in each and every learner (Allender & Allender, 2006). I anticipated that this could be done through an emotional curriculum where learners’ emotions are acknowledged and attended to. Finally, the humanistic approach is centred on the holistic development of the learner (Allender & Allender, 2006). In pursuit of developing the learner through the emotional curriculum, the learner is viewed “as a whole person” (Isenbarger & Zembylas, 2006. p. 121), taking into consideration the emotional, academic and social needs of the learner.

Issue 3: How can teachers enact innovative pedagogy through the emotional curriculum?

Storrs (2012) asserts that teachers can enhance pedagogy by paying special attention to learners’ emotions. Additionally, as Storrs points out, this can result in identifying the effects of learners’ emotional state on their academic progression. Storrs (2012) affirms that the emotional curriculum can be implemented by various attempts to elicit and respond to the emotions of the learner. Storrs (2012) advises that teachers should encourage learners to be critical in examining and discussing their own emotions, adjusting the curricula according.

The emotional curriculum can further include the creation of a caring environment, in which the teacher facilitates a trust-full atmosphere (Charney, 1992), which involves sustaining the emotional connection and responding to others with sensitivity (Goldstein & Lake, 2000). Hence, open communication and encouraging dialogue are essential to being sensitive to the emotional needs of the learners.

Teachers can create interactive activities and enrichment exercises that can elicit and respond to learners’ emotions (Goldstein & Lake, 2000). For example, innovative pedagogy can be enhanced through the writing process. Murray (2006) and Moore (2003) elaborate on how personal writing can enable learners to reveal the self and emotions through writing, which can enhance the emotional curriculum. In addition, Pithouse (2005) points out how journal writing can allow learners to express emotional issues and give teachers opportunities to respond to these concerns. Kwak (2011) explains how self-understanding and self- knowledge

can develop through writing. He explains that writing can be an essential medium for formulating a humanistic approach to teaching and learning.

Furthermore, drawing is another medium that can enhance innovative pedagogy as it can be used to engage with and express emotions in learning and teaching, as illustrated by Pithouse (2011). Drawings can have personal meanings embedded with inner emotions which can be vital in enhancing the emotional curriculum. Derry (2005) explains that drawings can bring to life past emotions and that through drawing these emotions can be communicated and explored.

My research questions

The following three questions underpin my research:

1. *What can I learn from my personal history about facilitating the emotional curriculum?*

In exploring this question, I sought to reflect on and learn from my own emotional experiences from my childhood years until adulthood. I aimed to learn about facilitating the emotional curriculum through re-examining my past experiences. In order to answer this question, I chose significant artefacts to assist me in the construction of my personal history narrative (as presented in Chapter Three). Keeping a reflective journal also allowed me to recall key episodes that formed part of my personal history. In addition, family story telling served as an effective means of me revealing my past personal encounters. Using the heart as a metaphor enabled me to identify and discuss the following themes in response to my first research question: *Theme 1: Affection, Warmth and Care; Theme 2: Attentiveness and Special Awareness; Theme 3: Motivation and Positivity* (see Chapter Four).

2. *How can I facilitate the emotional curriculum?*

In order to respond to this question, I developed and implemented an emotional curriculum in my Foundation Phase class. A teaching portfolio, which included learners' drawings and written activities, as well as my journal entries, assisted me in recording exactly how the emotional curriculum was implemented. The day-to-day implementation of the emotional curriculum is described in Chapter Five.

3. *What can I learn from facilitating the emotional curriculum?*

To address my third research question, I built on the analysis of my personal history narrative (as presented in Chapter Four) to see what I could learn from reflecting on my implementation of the emotional curriculum (as described in Chapter Five). In Chapter Six, I discuss how, while implementing heart-full learning and teaching with my grade 3 learners, the following elements of teaching and learning arose as being vital to the emotional curriculum: *a) heart-full communication; b) careful observation and special attention; and c) relationships.*

My methodological approach

The methodological approach for this research is self-study of educational practice (Samaras, 2011). Pinnegar and Hamilton (2009) specify that the overall aim of self-study is to better understand yourself as a practitioner, thus allowing for a transformation in your practice. I used a self-study methodology in this research to trace my past experiences – both personal and educational – and to interlink these with my current and future personal and professional growth. Similarly, Samaras, Hicks and Berger (2004) explain how self-study can enable researchers to review their own personal and professional growth, thus creating an awareness of themselves in both the personal and professional domain. Masinga (2013) further adds that the self-study researcher aims at gaining understanding of an area of concern in practice in order to bring about positive change. In my case, I aim to bring about positive change in relation to the emotional curriculum.

Conclusion and overview of the thesis

In this introductory chapter, I have discussed the significance of heart-full teaching and heart-full learning, which embodies both teacher and learner emotions. I also considered the important connections between emotions and learning, illustrating the vital need for this research. In addition, this chapter provided insight into how I as a teacher and as a researcher developed the focus and purpose for this research. I also introduced my research questions and my methodological approach.

In Chapter Two, I outline the research methodology for this study. The methodological approach is discussed, followed by an introduction of my research context. I then discuss my research participants and my critical friends. Thereafter, I give particulars of how I responded to each of my three research questions. I also discuss trustworthiness, challenges of the study, and lastly, ethical issues.

In Chapter three, I use a personal history self-study method to begin addressing my first research question: “*What can I learn from my personal history about facilitating the emotional curriculum?*” I relate my personal history with the aim of exploring and understanding what I can learn from my past lived experiences. Masinga (2012) explains that, through revealing our personal history stories, re-learning and understanding of our past can occur, which can positively impact the future. In the chapter, I lead my reader through my memory stories. I began with my grandparents, and my parents’ growing years, leading to my conception and development. I trace in detail my past learning and personal encounters from primary schools days and high school, my tertiary education, the beginning of a new life, my teaching experience and, lastly, my mentoring experience. This chapter exemplifies the educational worth of supportive family and motivational teachers, as well as the negative educational effects of academic and emotional neglect by teachers.

In Chapter Four, I re-examine my lived experience as narrated in Chapter Three to respond to my first research question: “*What can I learn from my personal history about facilitating the emotional curriculum?*” I aim to develop a better understanding of key aspects of the emotional curriculum through exploring my past learning experiences. This re-examination of my personal history enabled me to see ‘the heart of the matter’ as a recurring metaphor in my lived experience. In Chapter Four, I begin by discussing the heart as a recurring metaphor. I then go on to identify and discuss the following themes: *Theme 1: Affection, Warmth and Care; Theme 2: Attentiveness and Special Awareness; Theme 3: Motivation and Positivity.* This chapter demonstrates how personal history self-study provided me with useful information about my personal growth and learning, as well as significant ideas for facilitating the emotional curriculum with learners. The themes I developed from my personal history offered me some initial ideas about facilitating the emotional curriculum that I then built on and extended in implementing the emotional curriculum with my grade 3 class.

Chapter Five offers an in depth description of the actual implementation of the emotional curriculum with my grade 3 Foundation Phase class. I respond to my second research question: “*How can I facilitate the emotional curriculum?*” In order to answer this question, I draw from my developmental teaching portfolio (Samaras, 2011). My developmental teaching portfolio documents the integration of the facilitation of the emotional curriculum within the life-skills curriculum, under the theme of feelings. It includes learners’ written and drawing activities for the lessons on the emotional curriculum. Furthermore, it contains a

daily recording of learners' feelings. This chapter reveals how, through implementing the emotional curriculum, I became more conscious that learners need supplementary support and help in dealing with their emotions and developing beneficial, affirming relationships with others. Chapter Five also demonstrates how using a range of creative and interactive activities, such as group discussions, creative writing and drawing, can help learners with communicating and making sense of their feelings.

In Chapter Six, I address my third research question: "*What can I learn from facilitating the emotional curriculum?*" I explain how, through reflecting on the implementation of heart-full teaching and learning, I identified significant themes. The themes I present in Chapter six build on and link to the themes presented in Chapter Four. Significantly, *careful observation and special attention*, which is very similar to the theme of *special attention and awareness* (as discussed in Chapter Four) emerges as a key theme in my analysis of my implementation of the emotional curriculum. *Heart-full communication* and *relationships* also emerge as central themes in Chapter Six.

Chapter Seven is the closing chapter. In this chapter, I provide a reflective review of this thesis. Thereafter I offer my methodological reflections on the study. I give my personal and professional reflections on the study and consider the way forward.

CHAPTER TWO: RESEARCHING ‘THE HEART OF THE MATTER’

Introduction

The focus of this self-study research is on understanding and enacting the emotional curriculum in my practice as a teacher within the Foundation Phase (grade 1-3), thus attending to learners’ emotions. The purpose of this research is to better comprehend and implement the emotional curriculum in the Foundation Phase through my self-study. As part of this, I plan to boost understanding about learners’ emotions and the relationship between emotions and learning. I also intend to gain a better understanding of the emotional curriculum through re-discovering my own past learning experiences. Additionally, I aim to enrich my current and future teaching of the emotional curriculum.

In the previous chapter, I offered an explanation of the recurring metaphor of ‘the heart of the matter,’ which also communicated my rationale for this study. Next, I described how I got started with my self-study research. I then stated and elaborated on my three research questions. I indicated the scholarly perspectives that have helped me to make sense of the significance of emotions and the emotional curriculum in teaching and learning. To follow, I briefly introduced the methodological approach of the study. To end, I gave an overview of the thesis.

Chapter Two offers an in depth look at the research methodology for this study. I begin by discussing my self-study methodological approach. I then introduce my research context and discuss my research participants and my critical friends. This is followed by a detailed explanation of how I responded to each of my three research questions. Lastly, I discuss trustworthiness, challenges of the study, as well as ethical issues.

My methodological approach

The methodological approach for the research is self-study (Pinnegar & Hamilton, 2009; Samaras, 2011). As Kim and Green (2011) explain, self-study involves expanding on one’s awareness of the world in order to teach from the soul through touching and knowing the souls of the learners. Through self-study, I have explored my past experiences related to the emotional curriculum, because as Bullough and Pinnegar (2001) explain, self-study entails drawing on our own encounters and our understandings. Therefore for this research, I have

focused on my personal history as it reveals its influential nature on my construction of an emotional curriculum. Likewise, Pinnegar and Hamilton (2009) point out that self-study focuses on the self, revealing the relationship between the self and professional practice. Therefore, in exploring this relationship I have observed my learners and their interaction with the emotional curriculum and the impact that their emotions have on their learning. To end this, I have implemented the emotional curriculum within my professional context, paying special attention to learners' and teachers' emotions. As Pithouse (2011) highlights, self-study entails noticing that which is overlooked and asking questions that could result in educational and social change. Essentially, this research is focused on the emotional aspects which are often overlooked or as viewed as insignificant in education. My intention is to bring about change in this area.

My research context: My grade 3 class

The research on the implementation of the emotional curriculum was conducted with my Foundation Phase grade 3 class. The research context was a private, prestigious independent school situated in the Durban central area. This school is positioned in a residential middle class area. It is a well-resourced school that is always in pursuit of academic excellence. The school comprises all the phases, ranging right from grade 000 to grade 12. The medium of instruction is English, but there are several additional languages taught. There are currently approximately 1300 learners and 90 teachers at the school. There is a diverse racial and gender mix of learners and teachers. The low learner to teacher ratio results in small class numbers where individual attention maximises learning. Additionally, the school has updated technology and smart boards to ensure that learners and teachers are abreast with the changing times.

My research participants: Myself and grade 3 learners

Myself

In my role as the central participant for this research, I retraced and re-examined my own personal history. I also devised strategies to implement the emotional curriculum in my Foundation Phase class. I planned the lessons and activities, conducted the lessons, observed and recorded the learners' responses and also recorded my own responses in my reflective journal. My intention was to gain a better understanding of the emotional curriculum.

My learners as research participants

I conducted research in my grade 3 form class in the Foundation Phase. My learners of my registration class were participants in the study. The entire class was included as part of the study. This included 11 boys and 11 girls. My learners were very excited and enthusiastic to participate in this research. One little learner voiced to me how special she felt to be part of this research, obtaining a sense of importance by being included in research. However, there was one mother that refused for her child take part of the research. Consequently, while this learner participated in the class activities during my research project, I did not use the learners' work as data for my research.

	Pseudonym	Gender
1.	Kelly	Female
2.	Kevin	Male
3.	Sam	Male
4.	Amy	Female
5.	Nelly	Female
6.	Sammy	Female
7.	John	Male
8.	Peter	Male
9.	Mary	Female
10.	Susan	Female
11.	Patrick	Male
12.	Pat	Male
13.	Elizabeth	Female
14.	Rena	Female
15.	Tom	Male
16.	Sipho	Male
17.	Jerry	Male
18.	May	Female
19.	Liya	Female
20.	Ivan	Male
21.	Sally	Female

Table 2.1 Pseudonyms allocated to my learners

My critical friends

My critical friends, who are my fellow Master of Education (MEd) self-study researchers, also played a significant role in this research. They assisted me to “to gain new perspectives in understanding and reframing” my thinking about my research (Samaras, 2011, p. 281).

We began the Master’s research project with five students in our self-study research group. For the past three years, we have met once a month for a supervision small group session. Sadly, due to personal circumstances, we lost a vital member of our group. His thought patterns and questions always left me intrigued as it was clear he was a deep thinker. His loss was felt, but the group realised that we needed to stand stronger together with one member short. In addition, for the first two years we also attended monthly Master’s group sessions with other students who were using the narrative study methodology for their research. In the final year of our research study, we still had the monthly small group supervision sessions and more time was allocated to us individually for revising and completing our writing.

Critical Friend	Age	Gender	No. of years of teaching	Socio economic background of the school.
1.	40	M	13 years	Disadvantaged school built in an informal settlement.
2.	39	M	13 years	Disadvantaged school rural area.
3.	50	F	28 years	Disadvantaged community in semi-urban environments.

Table 2.2 My critical friends

Samaras Hicks and Berger (2004) state that the self-study research is done through collaborative inquiry. Hence, my critical friends accompanied me through my heart-full encounters of teacher and learner emotions. They lent me their ears as they understood me and provided a means of support, acknowledgement and most importantly also advice. Also crucially, they gave me their hearts as they felt my emotions and I felt theirs through our learning journeys. We shared not only on our professional encounters, but we also shared the impact of our research journeys on our personal selves within our different school contexts (Vilakazi, 2013). Over the years of studying together, we have developed trust in each other and I also took heed of the opinions and suggestions offered by my critical friends (Costa & Kallick, 1993). We gave each other diverse outlooks in asking questions, analysing the data,

and critiquing each other's work (Costa & Kallick, 1993). We deliberated and discussed in detail each student's research. Our group supervision sessions were dynamic and when I left I always felt recharged and motivated to put all my effort into this study. In addition, our sessions also provided me with a different viewpoint on how I could pursue the research.

Addressing research question one: *What can I learn from my personal history about facilitating the emotional curriculum?*

Self-study method: Personal history

According to Samaras, Hicks and Berger (2004, p. 910), "personal history self-study entails the opportunity to disrobe, unveil, and engage in soul-searching truth about the self." For this reason, I used the personal history self-study method to generate data in response to my first research question. This is where I opened up my heart to reveal my heart-full memories (Chapter Three). As Vilakazi (2013) explains, "writing these memory stories about myself has helped me to examine and revise issues or incidents that I have gone through" (p. 19). Also, this has allowed for healing to occur as memories that were both pleasant and hurtful were reviewed and discovered (DeSalvo, 2000). Additionally, Samaras et al. (2004) point out that personal history self-study develops "self-knowing towards personal and professional growth". I selected this self-study method as a way of "exploring [my] personal history connections to [my] teaching and learning" (Samaras et al. 2004, p. 913) with the aim of "understanding and learning from my own experiences" (Vilakazi, 2013, p. 11).

According to Samaras et al. (2004), personal history self-study assists the researcher in opening up hidden and unexamined memories in recalling their life experiences. My motivation to conduct this research was based on my past (mainly negative) emotional encounters in schooling. However, through this journey of personal history self-study I was able to reflect on both the personal and professional instances that shaped my development as teacher. As Onyx and Small (2010) explain, this process enabled me to better understand the past and the impact it has had on my present. In order to elicit "deliberate remembering" (Mitchell, 2011, p. 444-46), I used artefact retrieval and memory drawing to aid me in recalling significant lived experiences.

As demonstrated in Chapter Three and Chapter Four, my personal history self-study stimulated deeper learning about myself, leading to professional and personal growth

(Samaras et al, 2004). Through relating my personal history in Chapter Three, I gained a better understanding of myself, which helped me to make meaning of my past lived experiences and connect them to my current experiences. Vilakazi (2013) highlights that personal history self-study reveals that teachers' personal encounters do influence their professional practice. Similarly, Samaras et al. (2004, p. 905), state that personal history self-study examines the "contextualised experiences of our lives that influence how we think about and practice our teaching". Therefore, my learning from recalling and re-examining my personal history (see Chapter Four) was used when I designed and implemented the emotional curriculum (as explained in Chapter Five).

In retracing my personal history, I reflected on my past emotional and learning encounters in detail. The stories of my past revealed in my personal history narrative (Chapter Three) were a key element in my understanding of the emotional curriculum. These stories gave me ideas and suggestions for what I could do when implementing the emotional curriculum in my classroom.

Personal history data generation

Pinnegar and Hamilton, (2009) state that in generating data for self-study, different qualitative strategies are used. I used journal writing, artefact retrieval, memory drawing and family storytelling to generate data for my personal history narrative. Using a variety of methods, assisted me to re-examine my personal experiences from a variety of different perspectives (LaBoskey, 2004).

My reflective journal

From the onset of my Master's studies, I kept a journal, to assist in documenting and making sense of the overwhelming thoughts and emotions that enveloped me. I began recording my thoughts in detail as I remembered specific encounters or incidents from my personal history. A journal is a tool for writing that provides a space for writer to uncover and reflect on her feelings and viewpoints (Pinnegar & Hamilton, 2009). Pithouse, Mitchell and Weber (2009, p. 50) affirm that a journal can be an "informal and unthreatening [space]" where writers can express themselves freely with no pressure to be academically correct." I agree with Masinga (2012, p. 128) who eloquently expresses that learning through journaling occurs in "private moments of remembering," which I also encountered through my heart-full journey. Therefore, journaling became a tool for learning about my past and also about my present,

through which my self-understanding developed. As described by Masinga (2012), journal writing enables a researcher to share a part of her soul. By sharing a part of my soul, journal writing assisted me in understanding my memories and dealing with and reflecting on the different emotions that these evoked.

Through journal writing, I was able to reveal aspects of myself, understand them better and attempt to learn from them. I tried to connect my past experiences to my current experiences. I tried devising topics that I felt passionate about in planning my research proposal, but most importantly, I started to narrate my personal history stories. Through this journal, I was able to record my past experiences and also link these to my current thoughts and emotions.

Artefact retrieval

Artefact retrieval is a tool that allows us to make connections with our past experiences (Allender & Manke, 2004). It enhances self-understanding and can lead to both personal and professional growth (Cole, 2011). Therefore, I used artefact retrieval to assist me in retracing my personal history (Vilakazi, 2012).

For this study, I attempted to look for artefacts that represented my heart-full encounters in my growing years. This entailed searching for artefacts from my personal history and from my past learning that were imbued with emotional significance. I retrieved artefacts such as my family photographs (see Chapter Three). These photographic artefacts were significant tools which assisted me to reminisce about my past and which held emotional importance for me. Many of the photographs (such as Figure 3.4, Figure 3.7 and Figure 3.9) that I have chosen to include depict family warmth and care. I brimmed with happiness while I reviewed these photographs and recalled fond memories. I smiled to myself remembering my father's wise words, my mother's delicious food and also both my parents' and grandparents' support in my education. These photographs reminded me that I had received both emotional and academic support from my family.

However, there was a moment of sadness that overwhelmed me and tears ran down my cheeks as I stumbled upon my late grandmother's photograph (figure 3.3). The despair of my loss of my beloved granny (Dadi as I called her in Gujarati) enveloped me as eight years later the pain of losing her still struck hard. I gained comfort with the thought that my Dadi always said, "Fatima will run the entire house... she is very independent and *usjaar*" (clever).

Through my tears, I smiled, remembering my late granny's words. Similarly, Vilakazi (2013), expressed sadness when she viewed a photograph of her late grandmother, which served as a personal history artefact.

Conversely, the artefact of the Nesquik label (Figure 3.10) reminded me of the emotional pain that I experienced in my growing years at school. This was significant in both my personal and professional growth as I vowed to myself to always be a caring and empathetic teacher, unlike the teacher who forced me to drink Nesquik (as described in Chapter Three).

Memory drawing

According to Pithouse (2011), memory drawing as a method in self-study promotes self-awareness of the significance of personal experiences. My memory drawing of my primary school writing booklet (Figure 3.11) re-opened wounds, reconnecting me with my daunting schooling experiences. Derry (2005) states that through memory drawing, emotion can be communicated and this can aid with dealing with these emotions. After reliving my experience through drawing, I became more aware of how children need emotional care and support at school. As I drew, I was able to focus my thoughts more clearly on the episode related to the writing booklet. I was able to vividly recall the event as I drew the booklet. This assisted me with writing about the incident.

Family storytelling

According to Mitchell and Pithouse-Morgan (2014), through oral storytelling, exchanges of past events occur, where emotions and relationships are revealed. Through family storytelling, I was able to trace my family roots. Pictures formed in my mind about my paternal and maternal grandparents and also about my parents' growing years. I was able to vividly comprehend and understand their lives as I recalled the stories that had been told to me over the years. I grew up in a home where we often spoke about my parents' and grandparents' past experiences and their lives, which I was always so interested in. My late paternal grandmother who reared me would often bring up and reveal tales of our family past. I loved hearing these stories even though they were repeated time and again. I have realised that I have already started the storytelling process by telling my young son tales from my life.

Addressing research questions two and three:

What can I learn from facilitating the emotional curriculum? And

How can I facilitate the emotional curriculum?

Self-study method: Developmental portfolio

The second self-study method that I employed was the *developmental portfolio self-study method* (Samaras, 2011). I used this method to respond to my second and third research questions. Using this method enabled me to trace my implementation of the emotional curriculum every step of the way. Chapter Four provides information of how I implemented the emotional curriculum in class. In creating my portfolio, I included my lesson plans, my daily recording journal, as well as learners' writing and drawing activities. I also used my reflective journal (as explained above) to record suggestions from critical friends, as well as my observations about my teaching and my learners' responses. My entries revealed my, "feelings, interpretations and judgements" (Pinnegar & Hamilton, 2009, p. 123).

For the implementation of the emotional curriculum, I devised a range of creative and interactive activities that were conducted in Life Skills lessons. I reviewed each lesson daily and formulated future lessons based on the need of the learners. As I show in Chapter Four, through the process of implementing the emotional curriculum, I assisted learners to deal with their emotions but also learnt about the significance of my own emotions. Thus, through this process I was developing myself personally and professionally.

Data analysis and interpretation

My personal history reflects my past personal, learning, and professional experiences. In re-examining my personal history narrative (Chapter Three), my focus was on understanding and interpreting this narrative by "reflection, analysis, and meaning making" (Kasl & Yorks, 2002, p. 6). I reviewed my personal history narrative to search for emerging patterns and themes in response to my first research question. I used colour coding to highlight similar, recurring issues or events in the same colour. This was an idea that emerged from our critical friends' group discussions on analysis. Three main themes arose from my personal history narrative through processes of reflexivity and introspection. The colour chosen for each theme symbolically represented the mood or feeling that the theme suggested to me. For the first theme, *affection, warmth and care*, I chose the colour pink. I then carefully found all aspects within my personal history narrative that reflected affection warmth and care. Thus, I was

able to clearly see the incidents that denoted affection warmth and care. Secondly, *attentiveness and special awareness* was another significant theme that arose. I chose a bright yellow to represent this theme. All ideas that represented attentiveness and special awareness from my Chapter Three were highlighted in bright yellow. The yellow caught my attention and helped me to focus as I was able to pinpoint experiences of attention and special awareness in my personal history. Thirdly, I used the colour blue to highlight the third significant theme of *motivation and positivity*. The colour blue symbolises to me emotions that are found within that prompt people to move ahead. To me, it represents a way forward, as it has the absence of fear and coolness of safety.

This re-examination and colour-coding of my personal history enabled me to see ‘the heart of the matter’ as a recurring metaphor in my lived experience. In discussion with my supervisor, I realised that I could use the heart as a metaphor (Moser, 2000) in my analysis also, as I had done in developing the rationale for my research (see Chapter One). An insightful journey of concept-mapping (Butler-Kisber & Poldma, 2010) followed. As explained in Chapter Four, by drawing the heart as a concept map, I was able to relate the four chambers of the heart to the four main components of the emotional curriculum. I was amazed as I saw the pieces of my thoughts fit together as I drew each component of the heart. For example, as I was drawing the aorta, I questioned myself, “What aspect of the emotional curriculum is best represented by the aorta?” The aorta is the main artery of the heart, pumping blood throughout the body. It then dawned on me that the heart of the matter rested on a basis of *affection, warmth and care*, which formed my first theme. Thus, the aorta symbolises the importance of affection, warmth and care within the emotional curriculum. I decided that *attentiveness and special awareness* could be metaphorically represented by the pulmonary artery. The pulmonary artery carries oxygenated blood to the lungs. This is crucial for human life. So too are attentiveness and special awareness indispensable within the emotional curriculum. *Positivity and motivation* form another core aspect of the emotional curriculum and I realised that this could be represented by the pulmonary vein. The pulmonary vein is one of the largest blood vessels of the heart, having four branches, two for each lung. Significantly, these branches carry oxygenated blood to the heart. So too, positivity and motivation give life to learning and teaching.

Through the use of ‘the heart of the matter’ as a central metaphor, I gained new insights about facilitating the emotional curriculum from re-examining my personal history. The three

themes that I mapped out in my heart concept map offered me some preliminary ideas about facilitating the emotional curriculum, which I then used as a foundation for the implementation of the emotional curriculum with my grade 3 class (as described in Chapter Five).

In addressing my third research question – “*What can I learn from facilitating the emotional curriculum?*” – I built on the personal history narrative analysis that I presented in Chapter Four. Again, I went back over my in depth representation of the daily activities of the emotional curriculum (as presented in Chapter Five) and colour-coded recurring ideas and events, keeping in mind what I had learned from my re-examination of my personal history narrative. Significantly, *careful observation and special attention*, which is related to *special attention and awareness*, emerged as an important theme in my analysis of my implementation of the emotional curriculum. *Communication* also stood out as a vital element within the teaching and learning process of the emotional curriculum. Finally, *relationships* arose as being fundamental to understanding and engaging with learners’ emotions. In considering each of these themes, I made links to what I had learned through my personal history self-study.

Challenges of the study

In developing my personal history narrative, I searched for old photographs of my great grandparents and grandparents. Much to my dismay, I only found one photograph of my grandmother at my wedding crying. It was not even a posed photograph, but a picture taken on the spur of the moment. I was despondent at first, but realised that this unposed photograph had great emotional significance for me (See Chapter Three).

I found while inserting my scanned artefacts (such as photographs, drawings and other documents) in the thesis that the writing often became unclear and blurred. Therefore, I decided rather to take pictures from the iPad and inserted them directly into my thesis. Through that process, I was able to maintain good picture quality.

I was keen to video record the lessons I taught while implementing the emotional curriculum. However, due to the stringent Islamic ethos that governs the school, I was unable to do so. Many parents with Islamic beliefs are against videoing or having photographs taken.

I struggled initially with analysing my data as I found that almost everything was important. However, as I worked closely with my data, certain aspects stood out and formed a connection with others. I managed the challenge that the analysis posed with constant effort, although I spent long hours; day after day I persevered. Most importantly, I was willing to learn and tried the colour-coding and metaphor approaches as discussed with my supervisor and critical friends. These strategies assisted me to progress with my data analysis, which was once a major challenge for me.

Trustworthiness

For trustworthiness to be established in this self- study, I have provided detailed and clear explanations of the data sources used and also the process of how data were generated and analysed (Feldman, 2003). Additionally, in self-study, in order to gain multiple perspectives, a variety of methods needs to be used (Pinnegar & Hamilton, 2009). Hence, I have used a variety of methods for exploring my own past experiences of the emotional curriculum as well as my present lived experiences. Furthermore, I have provided evidence of my current teaching practice to demonstrate the implementation of the emotional curriculum showing the impact and improvement in my practice (Feldman, 2003).

Relating my personal history in Chapter Three revealed episodes from my past. I was able to enhance authenticity by clarifying my memoirs with my parents and through going back to certificates and photographs which were dated.

Ethical issues

Firstly, permission was obtained from my school principal to conduct the research. Once approved by the principal, a written notification was sent to learners' parents, seeking their permission and outlining the nature of the research for them to acknowledge and sign. Parents' permission was required as the learner participants are under age. They were informed that they were under no obligation to participate and could withdraw at any given time. Assurance was provided that participants would remain anonymous and their true identities would remain confidential and pseudonyms will be used.

During the term three parent-teacher consultation, I informed the parents of my grade 3 class of my intention to conduct research. Furthermore, I explained exactly what the research would entail. In addition, I gave a detailed account of all the above ethical aspects discussed. Luckily

for me, feelings and emotions form a significant section in the grade three Life Skills curriculum. Only one parent stated that she did not want her child to participate in the study. However, I explained that feelings and emotions are an important section in Life Skills, so the child would still need to participate in the class activities, but her child's work would not be used for research purposes.

According to Ellis (2007), relational ethics encompasses dealing with the reality of relationships over a period of time. When we are writing about personal histories, our writing includes writing about others who are close to us (Ellis, 2007). It is imperative that their permission is obtained for the writing to be ethical. The ethical issues in relation to my personal history were that I obtained consent from my family to use our family stories and the few available photographs. I negotiated with my family about which episodes and incident I would relate in my personal history narrative. I gave my personal history narrative to my mother and father to read. They felt a sense of honour and pride as they saw that I viewed my growing years and my days spent with them as being crucial to my personal and professional development. In retracing my personal history, I also wrote about my late paternal grandmother who played a significant role in my development. Ellis (2007, p. 14) explains that writing about the deceased can “[serve] as memorials that keep our loved ones in our memories.” In revealing details about my growing years and my late paternal grandmother's impact on my life, permission was obtained from my father as her eldest son.

Conclusion

In this chapter, I have outlined the research methodology for this study. I have explained the methodological approach of self-study. This was followed by a description of my research context. I then discussed my research participants and my critical friends. Thereafter, I gave details of how I responded to each of my three research questions. I also discussed trustworthiness, challenges of the study, and lastly, ethical issues. Self-study was an appropriate methodology for my research as it allowed me to trace and learn from my personal and professional encounters that were meaningful for this research. This methodology allowed me to become more in touch with my past and my inner self and assisted me to understand what it means to me to be a humanistic teacher.

In following chapter, Chapter Three, I begin addressing my first research question: *What can I learn from my personal history about facilitating the emotional curriculum?* I relate my

personal history narrative with the aim of exploring what I can learn from my past lived experiences.

CHAPTER THREE: MY HEART-FULL STORIES OF THE PAST

Introduction

The focus of this personal history self-study research is on discovering and applying the emotional curriculum within the Foundation Phase, thus attending to learners' emotions in order to enrich their learning. The purpose of this research to better understand and enact the emotional curriculum in the Foundation Phase through my self-study. As part of this, I intend to enhance understanding about learners' emotions and the consequences thereof for education. I also aim to develop a better understanding of the emotional curriculum through exploring my past learning experiences, as portrayed in this chapter.

In the previous chapter, Chapter Two, I discussed my research process. I explained my self-study methodology. I then introduced my research context and discussed my research participants and my critical friends. Thereafter I provided specific information on how I responded to each research question. In addition, I discussed the challenges of the study. I also addressed trustworthiness and ethical issues.

In this chapter, I use a personal history self-study method to begin addressing my first research question: *What can I learn from my personal history about facilitating the emotional curriculum?* I relate my personal history with the aim of exploring and understanding what I can learn from my past lived experiences (Samaras, Hicks, & Berger, 2004). Masinga (2012, p. 121) states that stories are an "integral part of our existence as they give meaning to our past." She further explains that through revealing our personal history stories, re-learning and understanding of our past can occur, which can impact the future. In this chapter, I lead my reader through my personal history stories. I began with my grandparents and then recall my parents' growing years, leading to my conception and development. I trace in detail my past learning and personal encounters from my primary school and high school days, my tertiary education, the beginning of a new life, my teaching experience and, lastly, my mentoring experience.

This chapter is titled "my heart-full stories" because it reveals deeply emotional and personal stories of my life. It captures significant remembered experiences from my grandparents' to

my parents' time which have impacted on my development. It also reflects my own vivid memories from my early childhood days to adulthood.

My personal history

In retracing my personal history, I have realised that my family has played a significant role in my personal and professional development. This began before I was even born as their upbringing influenced the people that they became and the manner in which they reared me. Throughout my growing years, I have always been intrigued by my family history and our cultural and religious roots. This has led me to deep discussions with my grandparents and parents, which I reflect back on in this chapter. Family storytelling therefore serves as an important source for my personal history narrative. Masinga (2012) explains that stories can assist in reconnecting with our emotions. My family storytelling connected me with my past and elicited emotions within me such as a sense of pride and happiness of my family's achievements and growth through the years.

My paternal family

My father's early years

In the 1960's, my father was born to a single mother and an extended family that reared him as his parents had separated before he was born. Having one biological sister two years his senior and many cousins, the home that my father was brought up in was always full of love and warmth. The roles his grandfather and his mother's brother played in his life were instrumental in his upbringing. This left no space for the yearning for his biological father who he had never seen.

My father's growing years

Quality of life is evident in my father's growing years. He walked to school daily. This was a few minutes away from home in the Indian suburban area of Sea Cow Lake. He excelled in his academics and also in the extra curricula activities he participated in. Additionally, due to expertise in soccer he became the captain of the squad and on several occasions steered his team to victory. This resulted in him being the soccer "right" of his day!

The weekends were spent by my father working hard but also having immense fun and enjoying the outdoors to the fullest. On Saturday mornings, he would accompany his grandfather to central Durban. As a young lad, he would stand outside his grandfather's shop selling essential items such as ball point pens and socks. He was always rewarded afterwards

by spending the remainder of the weekend fishing in the Blue Lagoon area. They would also camp overnight as the love of fishing grew in my father. Fishing helped my father to become a more patient man, which in my view is a rare quality of refinement every man should possess.

Although my father was not brought up in an affluent family, he was always sustained with good nutrition and was adorned in the best of clothes. Additionally, he received extra support from his grandfather and uncle; not just monetary support, but also emotional support. His grandfather was a stern and staunch Muslim and was very dictatorial in nature. However, he had a soft spot for my father and treated him with immense love and kindness. Through learning from his grandfather's manner and faith, my father evolved into a disciplined and religiously inclined individual.

After matriculating

My father began his psychology degree at the University of Durban Westville in 1983. He travelled daily to campus by bus and persevered in his studies while working part time. A miracle followed when he was at a tender age of 19. Destiny has it written such that with the divine grace of the Al-mighty, my parents from opposite ends of the world met. It was instant attraction. My dad describes love at first sight when he laid eyes on an angel so fair in nature, petite, modest, yet extraordinary, that left him mesmerised. At that time, my father was working part time at a reputable chain store in order to pay for his studies. My mother was still in high school in a suburban village area called Verlumn, 30 kilometres from Durban city centre. The deep profound attraction that my parents shared grew stronger. My father often visited my mother, taking a few buses at that time. He showered her with gifts, flowers and most importantly, much love.

My maternal family

My maternal grandfather

My maternal great grandparents were brought from India to South Africa by ship and first settled on the South Coast in an area named Kelso. This is where my maternal grandfather was born and brought up close to the shoreline and sugar cane fields.

At an early age of 19, my maternal grandfather lost his father and thereafter brought up his five sisters and seven brothers. Intermittently, he also nursed and took special care of his

terminally ill mother. After he accepted his first post at the Enterprise office in Verulam, he bought a house in Todd Street and supported his entire family.

My maternal grandfather was an extremely handsome man. He was tall, slender and fair skinned, with black hair and a structured jaw line. He captivated people with his good looks and they were even more mesmerised by his personality. During the apartheid era, he received all the privileges of a white man for he appeared to be white. Hence, he could sit on the benches labeled “whites only” and could swim in the sea at the beaches that were especially reserved for whites.

I can recall several joyous occasions spent with my maternal grandfather (I called him “Nana”) who made a lasting impression on me during my growing years. My grandfather had a farm house in Kelso that we used every holiday. Hours were spent by the seaside; swimming, fishing and picnicking and quality time with my family and extended family were leisurely enjoyed. Elaborate meals were relished as menus were devised by the mothers of the family. We also found delight in picking fresh guavas from the trees while we took early morning walks to the beach. The beautiful scenery from my grandfather’s farm house was breathtaking. I could actually smell the difference in the air which was so fresh and refreshing. As a little girl, I would often stand outside the Kelso house, breathing in the fresh air with the mountains in view, imagining what my future life would be. Often my grandfather’s voice sliced through my deepest thoughts as he would call me “Surgeon Rawat!” Looking back, I think that my grandfather called me that as a motivation for me to pursue a professional career. Although we were on holiday, I remember that we still prayed often and this became an important part of my lifestyle during my growing years.

My maternal grandmother

My maternal grandmother was a city girl, who was brought up in the heart of Durban. She was reared by her grandparents, whom she assumed to be her parents. Only when she got married and was expecting her first child did her bubble burst. She was devastated to discover that her parents were actually her grandparents! Additionally, she discovered her real parents were her uncle and aunty who could not take care of her as they had many children.

The education my grandmother received was limited as she left school in standard four (now called grade 6). Thereafter, she went for sewing classes, and then learned how to cook. In addition, my granny went for a first aid course.

My grandmother was exceptionally lovely; she had sharp features complemented with thin pretty pink lips. She was not as fair as my grandfather, but he was enchanted by her. At the age of 18 she was married. Two years later my mum was born at King Edward Hospital.

My mother's early years – Immense love for her dad

My mum was born into an extended family. Her five paternal uncles, their spouses and children lived together with her seven unmarried paternal aunties. Just like my dad, she grew up with a great deal of cousinly warmth and love.

After my mother turned three, my grandfather moved away to Groom Street due to the pressures of living with the extended family. He started a Popsicle business in the Canelane area a few minutes out of Verlum. He first called his Popsicle business “Naf-saj”, the first syllables of the names of my mum and her second sister.

My mum was very attached to her dad. She always accompanied him to the Popsicle business and even occasionally to the mosque a (place of worship for Muslims). She loved being around her dad who inevitably spoilt her and she even slept in his bed until she was a pre-teen.

The Islamic ethos governed my mum's upbringing

My mum was brought up in a very conservative and orthodox environment. Her family life was dictated by the Islamic faith and belief, allowing no flexibility for the western culture. My mum and her three siblings, two sisters and a brother, were indoctrinated in conforming to their religious culture and their own viewpoint held no validity if they contradicted religious edicts. The girls were adorned daily in exceedingly modest garments, often loose pants and a long top that covered their bottoms. It was compulsory for them to cover their hair with a head scarf, not leaving a single strand exposed. Garments such as jeans and t-shirts represented modern culture and hence were prohibited.

My mum always excelled

My mum was a brilliant academic student at school with great leadership skills. She held the badge of deputy head prefect in high school. She was dedicated to her studies, and did not let the religious orthodoxy of her life hinder her academic growth. She fought and persevered in order to complete her matriculation (final year of schooling) as her father wanted her to leave school when she was in standard seven to learn domestic chores. My mum also was superb at tennis and was the captain of the team. Her weekends and holidays were spent sneaking her siblings out the house to play tennis with her as this was against her parent's religious beliefs, which prohibited females from engaging in sport.

My lovely mother put tremendous effort into her studies, resulting in her being one of the top 24 matriculation students in Durban, and being accepted to pursue a career in pharmacy. To her dismay, her father totally rejected the idea of her pursuing a career as he strongly believed that a women's place was at home. My mum had other options available to her to pursue her career, such as living with her maternal grandmother. However, the harsh reality to accept was losing her father. She mourned for days about her lost career, but resided by her father's side, which, to her, took precedence. She would not trade her father in for anything in this world. In the interim, she had met my father and, after three years, they decided to get married.

My parents

My parents' wedding

My maternal grandparents instantly took to father's manner and refined character, adoring him. They were ecstatic when my parents married with their blessings in December 1984. After my parents' marriage, my mum moved into my father's extended family home. I was conceived almost instantaneously as exactly nine months later my mum went into a 15 hour tough and wearisome labor. Elaborate gifts were bought and collated in *kunchas** (gifts wrapped together artistically) by my paternal granny who enthusiastically anticipated the arrival of her first grandchild. The excitement was exhilarating as I was also the first maternal grandchild and both families united to share this glorious moment.



Figure 3.1 “My beloved parents”

This photograph of my parents was taken in our beautiful double story Morningside home. It was taken when I was a teenager. To me, this picture depicts my parents as a couple who were always together.

Born a “mistake”

In September 1985, I was born a “mistake”, as my mum was at the tender age of 19 and my dad at the early age of 22. Consequently, whenever I made a mistake as a child I escaped with a marvelous excuse: “I am born naturally to make mistakes!” Secretly, this became my driving force, which drove me to be become more conscientious and dedicated. I did not want to live the rest of my life as a mistake. Rather, I yearned to be the exact opposite. In my mind, I have always envisaged success!

My arrival: A shocking surprise



Figure 3.2: “Beautiful baby girl was I...”

This photograph was taken in a photographic studio when I was three years old. Looking at this photo makes me aware of the attention and love I was given from a young age. It reminds me of how my family took a special interest in me.

As soon as I was born, I was received with overwhelming excitement and love. However, I was born with my right leg bandy. The story began after my parents’ wedding, as my mum started her first job at a bank. She used to sit often at the computer and hence my leg became stuck in her rib cage. My birth was a daunting experience for my mum as a special mid-wife had to rush to my rescue by massaging my leg out. Many of my family members were horrified to see a beautiful baby girl with a bent foot. The talk in the corridors was: “Who is going to marry her with such a disability?”

However, my paternal grandmother (as I called her, Dadi) and my parents did not lose hope. Continuously, granny rubbed my foot because she believed that the bone of a baby was soft and could be shaped. Repeated visits to a specialist doctor joined with many prayers. My foot finally began to take shape. I did learn how to walk after some time, only to be marred with a crooked bandy walk. Throughout my growing years, I never understood why people, most often my own extended family, would laugh at my bandy walk.

I can clearly remember the time of my dad’s first cousin’s wedding. I was the bridesmaid walking in before the bride, throwing down the petals. I was elated by the pink dress and brimmed with confidence. I awaited the video footage in earnest, only to see the excellent videoing shot of the cameraman who focused on my crooked bandy walk. The room burst into

laughter. I can vividly recall my father's cousins roaring with laughter. I trembled and broke inside emotionally. However, I did not show my hurt. I just ran to my mum and hugged her and I think that she felt my pain more than me.

Significantly, this is another motivational element in my life that drives me to be the best I can be. I now see how this disability motivated me positively, leading to my professional development and success. Once I started maturing, I realised how lucky I am that I can even walk. A change in mind set paved a way to a successful future.

Life blessed me with two mummies

I was most fortunate in being born into family where I was reared by two mothers, as the role that my paternal grandmother played was that equivalent to a mother. From the time I was a baby fresh out of hospital, I slept with my granny. She was a remarkable woman. Even before I could wake for my feed she would have it ready and would feed me timeously. She was a selfless individual who gave me all her time and love while my mum worked. My beloved granny habitually took care of us when my parents went away on holidays.



Figure 3.3 “Drowning in tears”.

This photograph was taken in July 2005 and shows my Dadi (paternal grandmother) on the day I was married. She cried endlessly as she knew that marriage meant giving me away. It is evident in this photograph that my granny was adorned in white – as I discuss below.

I received an endless amount of care from my Dadi. I can clearly remember her spending many hours of her time sitting up with me when I was sick. During nights of long fever, she never rested until my fever came down. Often she rubbed my right leg as I had persistent pain in that foot. In my growing years, she often massaged my back and stomach when I was in pain. My Dadi's hand always did the trick. In her, I found my security and my strength, always easing my pain. After her separation from my grandfather, she devoted her entire life to her children and then to her grandchildren, never taking a single cent from her husband.

Tears well in my eyes as I envisage my Dadi's smile, her round chubby face and her warm eyes. My Dadi always adorned herself in white long dress as it was religious custom for her as a Muslim woman to be adorned modestly. She is, without doubt, the most remarkable and angelic woman that I have ever met. Her days were spent rearing us and cooking for us as she had the hands to make the yummiest of delicacies. The secrets to her cooking and baking were kept in her heart as she was illiterate and could not read from a recipe book. She was extremely homely and loved the indoors.

I can recall running home excitedly after school to see my Dadi, enquiring what was for lunch, rushing to the kitchen and back to her. I would sit and have my lunch meal on a tray while I chatted in Gujarati (an Indian home language) with her. Mum would often ask me to slow my voice while talking as Dadi had a hearing problem. So, I would always talk loud enough for her to understand me. This resulted in me forming a habit of talking in a high tone.

My early days

My early days were spent with my granny and my dad's family at home, while my mum worked. Later, when I started Preschool A in the year 1990, the lift club car would to pick us up from home. My granny used to make sure that I was ready and that my bag was packed.

I was always made to feel very special by my parents and also by my granny who reared me. For every birthday from the time I was a year old until I was 13, my gran used to order a fancy birthday cake. My parents would also purchase me a good few outfits. My granny would book a studio where I had to dress up and take photographs (see Figures 3.4, 3.5, 3.6). This was a lasting gesture that I have never forgotten. Photography was not a norm within our family; however, due to my granny's and parents' dear affection for me, they felt the need to capture my special days, well dressed in a studio with always with a delicious cake.



Figure 3.4 “Special birthdays!!!”

This photograph taken at a studio clearly highlights my special birthdays. It also reveals the extra effort that my family took in making me feel special and loved.



Figure 3.5: “My every birthday special! Poses with dresses and cakes.”

This photograph highlights that for every birthday in my growing years I had a birthday cake and a beautiful dress.



Figure 3.6: “The model in me...”

This photograph displays a young confident girl. My family recognised the need for me not only to be expressive but confident too, as illustrated by the picture. Looking at this photograph makes my heart brim with happiness at having a wonderful family.

In my early years, my dad received a manager’s post in a reputable shoe outlet. His studies ‘took a back seat’ as the need to provide a better life for his family took precedence. Often when I was asked about my dad’s occupation I would respond by saying very proudly that my dad was a shoemaker. As a little child, I envisaged my dad literally making and selling shoes.

When I started school, my mum left work. She would drop and fetch me. After school, I went to my dad’s shop where he always bought me lunch and readied me for Madressah (an Islamic learning centre). I used to love those days. My dad spent time talking to me; I clung onto and adhered to his every word. I can recall the moments that I sat on a high chair, gazing at my dad in awe of his charm. The manner in which he addressed me made me feel so special. I was heard and to him my opinion was always important.



Figure 3.7: “ALWAYS well taken care off!

From the photograph it can be seen that I was always adorned with beautiful outfits as my parents and my grandmother (Dadi) took a special interest in rearing me. After all, I was the first maternal grandchild from my family.

The quality time that my parents, especially my dad, spent with me has remained with me. Weekend after weekend, endless hours were spent with my dad and me either watching cricket and rugby or playing it outside. I developed a love for sports which instilled discipline in me, as well as a zest for life. I can vividly recall Sundays spent at Sunkiss Park, kicking the rugby ball, as dad assisted me in developing proper cricket and rugby skills. I loved every moment of sliding on to the grass, jumping for a catch, whacking the ball. Most of all, I loved those precious moments spent with my dad. Those moments counteracted the religious norm that a girl should not be engaged in a rough sport, or any sport at all, for that was for the boys only.

My dad was my friend, my sports buddy, my spiritual master and my hero as I always aspired to be like him. He inspired me and believed in me, shaping me into an open minded, holistic individual. Importantly, my dad always allowed me a voice, but also when he spoke I took

heed of his every word as we had developed a strong, communicative relationship. This helped me to mature, as I felt myself to be understood by my dad and also in turn I felt that I understood him although I was years younger. Additionally, I developed trust in my dad and I found my security within him. I would wait eagerly for him to arrive home every day and would be elated when he arrived. I knew that my dad always believed in me and I honestly always believed in him. I looked up to him and most definitely respected him, as I secretly sensed that my dad was destined for greater success, which is the reality today.

Significantly, my dad saw the need for me to be educated as he motivated me to study and to take my studies seriously. He saw within me the potential that only now in my later years I have been unleashing. My dad always drove me forward. Never once did he discourage me, although he was rigid and stern about my academic progress and achievements. It is only now that I understand the reasoning behind it.

My mother always ensured that I was nourished with the yummiest of goodies. She would wake early in the morning to bake me hot scrumptious muffins and scones for my lunch, and for breakfast she always prepared the most appetising porridge, especially the Soji porridge which I loved. I would be awakened most often by the divine aroma of porridge that filtered through to me when I was fast asleep. It was the ideal way to start the day, in a home bursting with love and warmth. On Saturdays, mum would prepare an elaborate lunch meal followed by a decadent dessert which dad and I always indulged in after a good sports match.

There were moments when my mum was away, either on holiday with my dad or gone aboard with her family, that I felt a pang within me. Although my granny or dad was always with me, a part of me felt lost, and I would often get sick with a high fever due to missing her so dearly.

At the beginning of every school holiday, my mum would always buy my younger brother and me a gift. This was always something elaborate and big that left us overwhelmed with excitement. But most importantly, it was always something that brought out our creativity, such as creative art kits where we had fun through learning.



Figure 3.8: “My handsome little brother and me.”

My brother was born four years after me and we enjoyed many growing childhood memories together. It was with him that I was first a teacher as I often taught him using a chalkboard. This picture shows that even at my brother’s birthday I was still spoilt with a fancy new outfit.

Most significantly, in my growing up years, mum always paid special attention to my education. When I was in my primary school she would assist me on a daily basis with all homework and schoolwork. She would try her best in teaching me the concepts that I struggled with and she assisted me with my handwriting and reading. My mum even used to go the extent of buying us additional work books, nursery rhymes and story books to enhance our learning.



Figure 3.9: “Mum always held us close”

This photograph illustrates and makes me think about how my mum reared us, keeping us close to her always.

My school days

Preschool B

In 1991 attended Preschool B which was located in the heart of central Durban. It was a few minutes' walk away from the shoe store that my dad managed. It was situated along one of the busiest roads leading onto the N3 freeway. Looking back I recall that it was here that I had the most distressing emotional experience.



Figure 3.10: “Remembering the emotional agony of the green cream soda Nesquik.”

This artefact reminds me of the emotional horror that I experienced in my early primary school days.

The artefact of the Nesquik (flavoured milk) label (see Figure 3.10) reminds me of the emotional distress I encountered in my early school days. I wrote the following memory story in response to the artefact of the Nesquik label:

The sounding of the buzzer rang through my ears. Feelings of dread consumed me. It was the worst time of the day, Lunch time! Around me the smell of lunch lingered, the horrible stench of polony mixed with sauces. I gulped!! Nausea passed through me as I got a whiff of the smell of the different lunches. Very slowly, I opened my lunch bag, peering at the red door in front of me, hoping that the dragon lady would not step in. I could hear wheels of a trolley squealing across the perfectly polished brown floors,

causing fear to envelop me further. The trolley was pushed into the middle of the room, with the learners seated on a mat in a circle around it. Quickly a glass of Nesquik was passed to every learner. "Oh no!" I screamed in my thoughts. My eyes were fixed on the green cream soda Nesquik, which was the most potent, yuckiest, most horrible drink on planet earth, which I dreaded! I tried to cheer myself up. "Yummy samoosas", I thought to myself, but I could only swallow a few bites due to the nausea. My body could not handle the nausea that was at the pit of my tummy!

I sipped at the Nesquik, with my eyes tightly shut, feeling the slimy drink run down my throat. I gagged! My body would not allow me to consume any more. I instantly knew that trouble loomed. This was followed by a tap on my shoulder. I trembled. The daily routine followed...

"Fatima! Take your lunch outside and finish it now!!!" Her loud piercing voice penetrated the inner membrane of my eardrum. There she appeared before me, her huge bold eyes popping out of her glasses, her hair ear length and pin straight, with a fringe half covering her eyes. I shook with fear. Slowly I walked out the room feelings of remorse enveloping me, with my shoulders slouched, fighting back the tears. Outside the red door I sat, tears streaming down my sad face, my eyes wandering along the empty corridors. All that accompanied me was loneliness. The silence was interrupted quickly when the dragon lady appeared with the glass of nesquik, which I had purposely left behind in the class, and insisted that I drink it.

(Reflective journal, 14 April 2012)

The incident described above was a recurring problem in my preschool days and I can see that had a detrimental effect on me at that time. This vivid and painful memory remained with me throughout my schooling career and was taken up into my tertiary years, until three years ago, when for the first time ever, I expressed those deep feelings to someone that mattered! This happened to be the former principal of Preschool B. She heard me out while I unleashed all the hurt of feeling excluded and misunderstood by my teacher. Looking back, I realise that this scar ran deep and made me lose confidence as a learner due to the fear that the teacher painfully engraved within me. From being a bubbly, happy child, I became withdrawn and reserved to such an extent that I did not want to even participate in the class discussions.

I can now see that it took some time before I recovered from the impact of that teacher. In my mind, she does not even deserve the title of “mam”, which was too human for her. I remember how I associated her with dragon-like qualities. In addition to her attitude and manner towards me, I recall that there was limited communication between us. What she roared went; not even giving my feelings the least of consideration made her seem far from human. However, looking back, I have realised that those episodes of being ostracised and excluded made me into a stronger person with a broader perspective on education and most definitely helped me to develop into a humanistic teacher!

Primary school B

My formal schooling began in 1992 when I entered the Primary School of which Preschool B was a part. At this school, I completed my grade one and two. My initial years of learning at Primary School B were confined to a school that resembled a prison, except that it did not have prison bars. I can see now how the location of the school restricted the holistic growth of learners because it was situated in the city centre and there was no space for a sports field or outdoor activities. The school failed to provide extra-curricular activities as there were no facilities to accommodate these. The majority of the learners who attended the school were Indians from average to poor socio-economic backgrounds.

Looking back, I can see that learning was a passive process for us learners. We were taught and we had to memorise, with no integration of group learning or group work. School was a nightmare for me, for I was not active in my own learning. All lessons were teacher centred with the drill method approach. Rote learning was emphasised. I recall that the culture of teaching and learning was formal and rigid, where the educator was in total control and dominated all. There seemed to be no room for sensitivity towards the needs of the learners. We sat in rows facing forward; I remember how an atmosphere of dread encircled the room as soon as the teacher entered.

I can visualise the uniform that we adorned ourselves with on a daily basis, which at some stages, I could not bear. Especially during the hot summer days, having the scarf fastened around our heads and the white school uniform with long pants was stifling. The uniform was the reflection of the ethos of the school, which was Islamic. Teaching and learning not only included the academic subjects, but also Islamic studies lessons which were conducted after school.

Looking back, I realise that even at primary school level, I encountered emotional and academic neglect, which is illustrated by the following story.

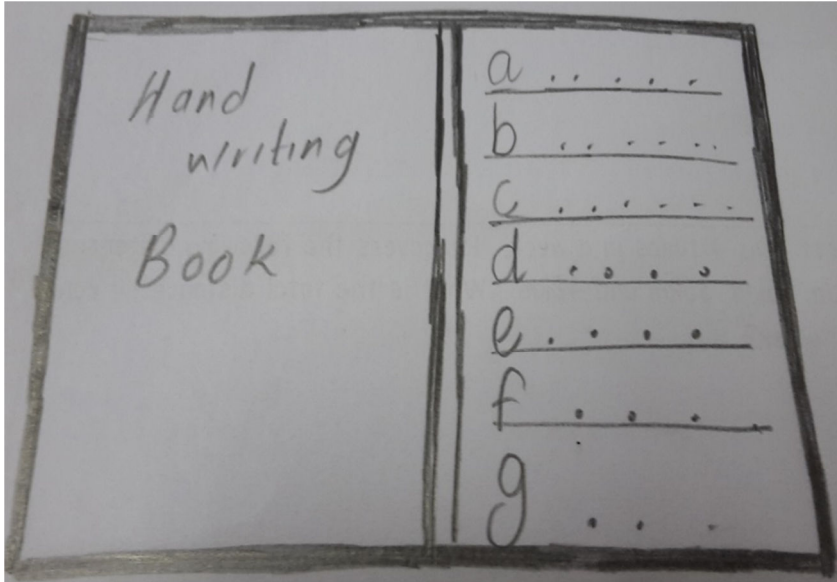


Figure 3.11: Memory drawing of my writing booklet

The artefact of my grade one writing booklet (see Figure 3.11) reminds me of my struggle with learning to write:

After school, I can remember finding a corner dustbin in the dull gloomy corridor and, quietly checking behind my shoulder, I quickly shoved my writing booklet in the bin and ran off. I will never forget how having my booklet's pages ripped apart by my teacher, ripped something in me. Tears well in my eyes as I picture myself being intimidated by the ghosts of my primary school years. This was my stumbling block, for I cannot remember being taught how to form the letters with a specific size. Yet, I was expected to know what to do. I received no hands on support or motivation or even guidelines pertaining to the given task and yet the expectation was to complete it successfully. "Is this what teaching and learning entails?" I question myself in dismay. I shake my head with remorse that my primary school days were consumed with sadness as I clearly remember waiting eagerly for each day to end.

The bell always saved me, whether it was from writing or even reading. I managed somehow to find solace by the bell being rung. As the above indicates, I also not only

encountered problems with my writing, but my reading too. I struggled immensely with phonics or decoding of words. Hence, receiving no support to enhance my learning, I was left drowning on my own, struggling to keep afloat.

(Reflective Journal, 14 April 2012)

Despite my struggle with reading and writing at primary school, I do recall my weekly visits to the library with my mum who took a keen interest in my learning. I vividly recall her assisting me choose books in my initial years, followed by helping me to read and understand the text. She tried very hard to instill a love for reading in me. Many long nights and days during my holidays were spent reading. Moreover, there was a point when I started reading the material that my mum had read to me. Through recalling my past experience here, it has dawned on me that my first reading environment of home was a catalyst for my learning. I realise that I would have not come so far in my studies and developed as a teacher thus far if it were not for the personal motivation that I received from my family.



Figure 3.12: “The card to my success!”

This photograph is of my library card in my growing years. From the photograph it is evident that my mum took me to enroll for the card as her signature is on it. The weekly reading sessions at the library with my mum were instrumental in supporting my learning and filling my learning gaps.

This photograph (Figure 3.12) illustrates my first library card, which I have kept with me always through the years. After more than 20 years, I have a vivid picture in my mind of our weekly visits to our local library, and I can recall the musty smell of books that lingered in the air. I remember the excitement I felt when mum assisted me to choose books. After choosing books, we would sit together either at a small table in the corner or on our bottoms

on the floor, going through each book. At times I struggled with certain words, but mum would help me break down a word if I did not understand it and would then help me pronounce it. Thereafter, she would explain the meanings of the words in context and I can recall her laugh and say, “Am I your walking dictionary Fatima?” Thus, mum was an instrumental figure in my learning, compensating for the lack of academic support at school.

Mum saw the need to provide me with the extra help that I did not receive at school to assist me with both reading and writing. Her support did not stop there. As I was attending an Islamic ethos school, Islamic Studies was an additional subject, where mum assisted in my learning of the Holy Quraan. This was time consuming, and much of what should have been learned at school was done with my mother after school and during the holidays.

Every holiday, my parents would invest in workbooks for both Mathematics and English. They sat with me and assisted me. Later they would even test me on the work done. Most importantly, I recall how my parents physically and emotionally supported me with my learning. I cannot remember ever once feeling discouraged by them or being made to feel useless or stupid. They kept emotionally encouraging me, believing in me, while assisting and facilitating my learning.

Islamic School A

Much to my excitement, when I was in grade 3, in the year 1994, my parents transferred me to Islamic School A, which was a combined primary, secondary and high school. It had three large grounds and a school building with an appearance far from that of a prison. My days spent at Islamic School A have left a lasting impression on me, providing me with a clear sense of how other schools, like the one I previously attended, could be improved. Islamic School A was an Islamic co-educational school, which allowed mixing between the sexes, whereas many other Islamic schools prohibit mixing between the sexes. I also thoroughly enjoyed the sports offered, which were not only available to the males. We females could also participate on an equal basis with males. I utterly enjoyed every break time, when I was engaged actively in playing cricket or basketball. The thing that fascinated everyone was that I was just as excellent as the boys on the sports field. Looking back, I see that this was an instrumental trigger for my self-growth and confidence. Sports gave me an adrenalin rush, releasing ‘feel good’ hormones. Without doubt, my home environment had prepared me with the necessary expertise to participate and excel in sports at school.

However, emotional neglect was still evident at this school as the incident described below illustrates:

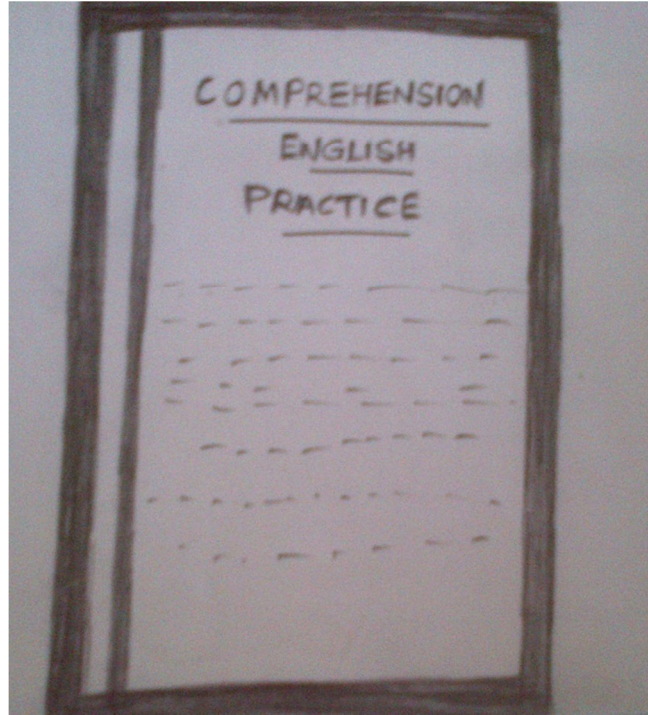


Figure 3.13: “Heart breaking humiliation at its peak!

This is a memory drawing of a text book called “Comprehension English Practice” which evoked negative emotions such as a humiliation and embarrassment in me. It reminds me of the devastating effects of fear in learning.

This picture (Figure 3.13) illuminates my memory drawing of the artefact of a Comprehension English Practice exercise book. This book filled me with terror and these emotions were evoked in me afresh as I drew it:

“My comprehension English Practice book is an artefact reminding me of an early experience of intimidation, embarrassment and hopelessness, which had laid a lasting negative impact on me.

This incident occurred when I was in grade 4. I used to love to read, and I was caught reading while my teacher walked into the room. He was a dictator and tyrant who expected us to be ready with our books as soon as he walked in. I was enjoying

reading the book as he walked in, and then I could hear him bawling, “Rawat! Stop that!” ... “Come to the front and continue reading!” I was shocked and disbelieving. I was totally humiliated as he taught the lesson while I had to stand and read aloud to the class. The class found it funny and laughed at me.

Looking back, I can see how this incident negatively affected my learning as it destroyed my confidence and self-esteem. Devastatingly, it also bred in me a fear of that teacher, resulting in having a negative attitude towards his subject. Throughout my teaching, I have never aspired to be like him.”

(Reflective Journal, 2 March 2012)

High school A

High school was without doubt the stage of my school life where the most meaningful learning occurred. In 1995 my parents transferred me to a prestigious private school, High School A, where academic excellence was the standard and learners mostly came from affluent homes. Looking at the physical appearance at the school, one would mistake it for a ship, because of its largeness and beauty! Learners were meticulously dressed, proudly wearing their uniforms. High School A was a dream school to attend, ranked amongst the best independent schools in the province of KwaZulu-Natal and always producing excellent academic results. It provided learners with an education and more, where remedial lessons, coaching, workshops, excursions, all free of cost, were offered, thus developing not only learners but their families too.

It was a co-educational school; however the Islamic ethos was quite stringent and therefore, intermingling between the sexes was regarded as an offence. According to Islamic Shariah Law, men and women cannot mix freely.

Looking back, I can see High School A built a foundation that helped me develop into a dedicated, organised, responsible and well-rounded student, which I in turn have carried into my teaching career. My potential was finally unleashed at high school. The culture of teaching and learning stemmed from the very strong Islamic ethos. Some of the academic lessons also incorporated certain levels of Islamic studies. Thus, not only did the school provide an excellent academic environment, but also it placed importance on moral, values

and character building. The school strived to instill discipline in learners as an integral part of the learning process.

Unlike my previous schooling experience, learner centred pedagogy was central to learning in this school and learners were always actively and creatively involved in their lessons. Their creative work was displayed in the school corridors, as reflection of what was being taught. Although there was a separation between the girls and the boys, the same level of work was done in both the classes and a common examination was written.

The teacher who believed in me...

After several negative encounters with teachers in my primary school days, a new phase began when I entered high school. During my high school years, from grade 9 to 12, I had one form teacher who, having a shared birthday and a special 'spot' for me, encouraged me to achieve my goals! We also had similar characteristics; we were confident, loud, cheerful, and yet straight forward and frank in nature. This teacher was also my Biology teacher. I can clearly hear her voice echo loudly and bubbly in my ears: "Rawat you are just like me!" This teacher took under her wing, and reared me as her own. Smiling to myself now, I recall the telephone calls to me about my well-being when I was ill. Although the invaluable worth of this teacher did not fully dawn on me at that time, I can now see that this was a teacher whose influence not only changed my life but also contributed to who I am as a teacher. She was the only teacher that believed in me!

Biology was the subject that I attained the highest marks for, as this teacher always motivated me and encouraged me. I felt ecstatic in the Biology class; not only was I extremely happy to be around my teacher, but importantly I had taken a keen interest in her subject. I competed with earnestness and determination to obtain the highest grade mark in Biology. Reflecting back, I see that I put endless hours of work into Biology because this amazing teacher inspired and stimulated me. Most importantly of all, she kept pushing me to achieve at a higher level.

Certain incidents occurred that I now realise clearly indicated this teacher's care and concern for my academic progression. For example, at every term end, this teacher would find my report first and call out my marks, making me aware of my strengths and areas where I needed to work harder. The tears well up in my eyes as I vividly remember her flipping rapidly through the end of the year reports. My heart sank, not knowing the outcomes of my

results. I can still hear her calling, “Rawat your marks have improved!” Relief swept through me. Then her bubbly tone sank, “You could have done better in...” This unconditional care motivated me to new heights. During my examinations, this teacher informed me of extra workbooks that would help me to obtain better symbols. Because of her keen interest, I started giving my studies my all.

I discovered that my teacher’s favorite subject was Biology and she was living her passion. Moreover, she cultivated that passion in me. Through her care, motivation and hands on assistance in my learning, I began to prosper academically. It was not just a consistent steady improvement, but a huge leap from a C symbol to an A plus! Looking back, I realise the positive impact that a teacher can have on a learner.

Additionally, on the sports field, this teacher cheered me and gave me the extra push required. Over a period of time, her role as my teacher began to transform. In my mind, I envisaged her as a caring mother figure. She often spoke to me and questioned me about my feelings. For me, this illustrated her deep sense of concern for my well-being. Peering into her eyes said it all. I saw warmth and a profound love, symbolic of how a mother feels towards her child. There was genuineness about how she felt towards me. I was able to easily distinguish this, for my other teachers were very different. Apparently to them it was only about the academics, with no emotion attached. Their cold attitude expressed: “This is just my job!” However, from this special teacher I picked up that teaching is a calling and has to come from within you.

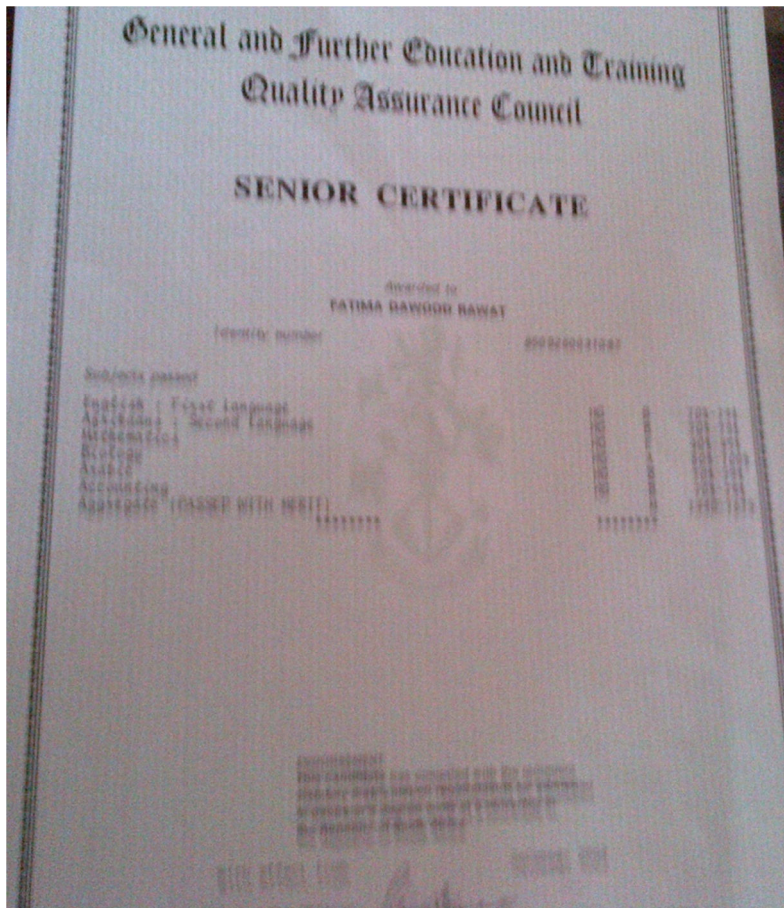


Figure 3.14: “Ticket to my learning adventure.”

This photograph of my matriculation certificate (2004) represents to me my personal and academic growth. It is the ticket of adventure to my life. This certificate was also a stimulus for my parents to encourage me to pursue a career in teaching. It marked the turning point in my life and prompted my lifelong teacher learning journey.

My matriculation certificate (Figure 3.14) echoes my past learning and gave me a platform for my future teaching. After months of deep reflection into which artefact is most significant to my personal and professional development, I arrived at the answer. It was my matriculation certificate, for the most significant changes in my life occurred due to it. This is illustrated by the following extract from my journal:

Reflecting back in thought about my matric certificate revealed my excellence in the area of English and Biology. This motivated me to become a high school (Senior FET) teacher, specialising in English and Biology.”

(Reflective Journal, 16 October, 2012)

This piece of paper was a stimulus for me to become the teacher that I am currently. Completing my final year of school (matriculation) was a turning point in my life. It marked a beginning to a new and unknown future. Having sense of a passion that I needed to fulfill, I took heed of the wise words of the women who bore me, my beloved mother. My mother persuaded me that teaching was an ideal career for a Muslim woman to have. Today, I realise the worth of her advice.

It is now only that I realise the impact of the decision that I made nine years ago that was a catalyst for my growth professionally and personally. The path to my teaching career began as a student teacher.

My tertiary education

At the start of my pre-service teacher education I was consumed with feelings of dismay. I had applied to do my education degree at the University of Durban-Westville, but that very same year this university merged with the University of Natal, making the Edgewood campus the only available education faculty from 2004. That meant a sad goodbye to my school friends who were going to be attending university at the Westville campus of the newly merged university. However, within a short space of time, I started mixing, joining groups and later forming my own clique. At the time of registration, I signed up for the Senior and Further Education and Training phases, majoring in Biology and English, because I excelled in these subjects.

University was a major change for me. At first, adjusting was not easy. For my entire life I had attended Islamic Schools, and now suddenly I was thrown into the deep end to mix with people whose names I could not even pronounce. I realised that my schooling experience had robbed me of the pleasure of socialising and intermingling with people belonging to different races and ethnic and religious groups. I was also now free to mix and socialise with members of the opposite sex, which was prohibited at high school level.

The teaching and learning at university was based on the Outcomes-Based Education (OBE) system where we students engaged in learning tasks individually (Kunene, 2009). The classes entailed a fair amount of group work, experimentation and demonstration and we mixed with students from diverse backgrounds, which enriched our lessons with different views and opinions. I was able to learn about the diversity of cultures and races.

We were also exposed to a variety of literature and resources, including a LAN which was a computer lab, where information could be attained and printing done. There was also a library, where journals and books could be accessed, which in turn assisted us in our learning. In my experience, students at the Edgewood campus seemed to have a serious attitude, and lecturers were firm with regard to registers, which were signed on a daily basis, just like in a school.

A thrill that will always remain with me is when I taught lessons to my fellow students at university which I thoroughly enjoyed. I oozed enthusiasm while teaching my lessons, which impressed all the students and sparked competition about who could be the best teacher! This experience enabled me to gain confidence in teaching.

My tertiary education was most definitely most rewarding and beneficial to me. It helped me grow from a teenager into a young adult with the passion and dedication to teach, providing me with vision and focus in my life.

Every year, for a period of one month, we were sent to a school to conduct our practice teaching. In my four years as a student teacher, I chose schools in four different socio-economic contexts, for a good overview of the education system and its operation at the different schools. Practice teaching done at one particular primary school was the most fulfilling teaching experience. It was an under privileged, under resourced school and yet it was the most rewarding experience of my life. Many of the learners looked undernourished and were wearing faded and torn uniforms; yet these learners seemed to appreciate the education they received. They looked up to the teachers, respecting them and I found that they needed extra love and warmth, for many of them were children from a shelter. I reflected on the impact of this teaching practice experience in my journal:

“After an entire semester of studying modules in the Senior FET I was placed in a Foundation Phase class for my teaching practice. That is when I literally melted. Without doubt I wanted to become a Foundation Phase educator.”

(Reflective Journal, 16 October, 2012)

After my first experience in a school at the Foundation Phase, I realised that I reached out to assist the learners by shaping them and building a strong foundation for a better future. This filled me with inner satisfaction that I could teach a child something that might be life changing, touching him or her forever. I become conscious that it is not what you do for a person that they will always remember, but rather how you make them feel. This is something that they will never forget.

The beginning of a new life



Figure 3.15: “Officially Mrs Malek.”

This photograph was taken at my wedding ceremony. This was on a Saturday evening on 16th July 2005 at the 45th Cutting hall in Sherwood. This photograph marked a beginning of a new life, signalling my development from a young girl to a married lady.

It was in late November 2004, towards the end of my first year of tertiary education when I was left enthralled by someone that I met at university. As we began talking, a meaningful friendship developed. Indeed he was different to the other young lads I met at that time. His insight into his spiritual being left me mesmerised. I was fascinated and absorbed into by stories of the past great saints and spiritual leaders which were all fresh to me. Slowly within me a profound sensation developed as we fell in love with each other. He was in his late 20’s and I was at the tender age of 19. At that time, marriage was the last thing on my mind. I did not take him seriously, until I had the tingles every time I saw him. I will never forget how

my heart raced and my world was lit up by his presence. The realisation hit that I was madly in love with him!

In early March 2005, he proposed to me and he left me rolling in soft modest giggles when he popped the question. As the months passed, we grew inseparable. Deep within me, I was determined that he was 'the one'. This was followed by the happiest day of my life, when we were married on the evening of 16 July 2005. A new journey of our lives began together to a destination called 'forever' and it did not scare me one bit.

When I was a little girl I was always intrigued by the beauty of the Durban harbour, which filled me with a sense of astonishment at the impeccable view. I often argued with my dad that this was where I wanted to stay during the drives when he took us there over the weekends. However, he dismissed my dream by stating that it was way too dangerous to live there! However, after I married, my new home was situated exactly where I had yearned to live. To be able to take in and appreciate the breathtaking view of the harbour was beyond what words can describe. Gradually, I began to see a pattern in my life, as my dreams were becoming a reality.

With my husband's blessings and motivation I continued my studies at Edgewood even while I was married. As time elapsed, my husband became an instrumental figure and driving force in ensuring that I pursued my career. During the university holidays, he encouraged me to attend a ICDL (International Computers Driver's License) course for which he registered me and assisted me with. With his support, I manage to successfully complete the Bachelor of Education degree followed by the Honours degree and I am currently working on a Master's degree. His simple, down to earth nature, which never makes demands on me, has allowed me the opportunity to balance my work, studies and home life successfully. I am so grateful for my husband's support, which commenced before our marriage and until now is assisting me to develop personally and professionally.

My teaching experience

I completed the Bachelor of Education degree in 2007. This was an extraordinary achievement, as I was the first female in my family to graduate from university. I was filled with joy when I went for an interview and got a job straight away, at a private, prestigious school. It was High School A, the very same school from which I had matriculated! At the

beginning of 2008 I started work, only to find out that many teachers had been interviewed for my post. This filled me with confidence and provided me with the encouragement that I needed, especially coming out fresh out of university to a school where academic excellence is the priority.

My new job involved teaching grade 3 learners and also being their form educator. It really surprised me that the school management had awarded me such a responsibility, and I felt that this indicated their belief in me. Not only was I the grade 3 teacher, but also the Foundation Phase computer teacher. I had studied ICDL (International Computers Driver's License), which provided me with the experience to teach computers. High School A has their own "computers for kids" programme as the formal curriculum for the computer class. Software is installed onto the computers and lesson plans are systematically provided according to the grades, having different themes and so on.

My first mentoring experience

In 2010 was entrusted with taking on the role of being a mentor for a novice teacher, which I received with enthusiasm. A module on mentoring that I had taken in my Honours course had equipped me for socialising my mentee into the new school context. I was able to assist and develop her with the necessary skills required as she was able to draw on my passion for teaching. She began taking an active role in school and asked me various questions on our daily planning and implementation on aspects that she was uncertain about. We began to develop a relationship where we often discussed important matters that arose in the class, in the teaching sector and so on.

I am a loud, bubbly person and I had always assumed that good teachers were like that. I was surprised to learn that a softly spoken, sweet girl such as my mentee could also capture the class with her words. I learned from her in the process, as she was very keen on the early childhood sector of teaching and facilitating new methods and activities. Her presence and input were as valuable to me as mine were to her. I enjoyed our conversations as our mentoring relationship grew into a meaningful and healthy one. The unique and stylish manner in which she carried herself was also reflected in the quality of teaching that she produced and I was often taken aback by her meticulous nature. I kept motivating and inspiring her and somehow in her I saw myself when I was younger. I still encourage her by saying that she was born to teach as we are closely connected together through this mentoring

relationship. From this experience I have learned that, as much as we need to teach others, we also need to learn from others, regardless of whether they are younger or older than us. Currently my mentee is working for a renowned remedial centre and is still completing her degree.

My professional growth

My professional growth from being a novice teacher to a confident grade 3 teacher was rapid. I grasped all opportunities that arose. I will never forget my first year of teaching when my Head of Department reviewed my progress at school and was shocked at my rapid development. She remarked very positively that my work seemed to reflect years of experience. I now realise that I was only able to reach this level because I always asked for assistance from my Head of Department and other teachers whenever I was lost or confused. I learned from other teachers' lived experience, but I also found myself adopting and implementing new methods and strategies. I was never afraid to change my style and strategies, as I embraced change and criticism with open arms. Failure also never formed a barrier to me as I was always keen to learn from every situation, good or bad. With this mindset, I was promoted in 2014 from a level one educator to being the grade coordinator at the tender age of 28 years old. I have realised that my key to gaining professional excellence is focusing on every task with all my effort. The reason for this is that I passionately love what I do. I do question myself as to how this passion has developed within me. Looking back at my personal history, I can see how this passion was nurtured by the support I received from my parents, my life-long partner and the only teacher who encouraged and motivated me to succeed. It is important to note that these people were instrumental in positively influencing my emotions which encouraged and motivated me to be the best I can be.

Conclusion

This chapter reveals my heart-full stories because it discloses my personal history narrative. It captures significant memories from my grandparents' to my parents' time, which have influenced my personal and professional development. It also reveals my own vivid memories from my early childhood days to my adulthood. I have traced in detail my past learning and personal encounters from my school days, my tertiary education to the beginning of a new life, my teaching experience, my mentoring experience and lastly my professional growth.

For me, this chapter illustrates the educational significance of family and motivational teachers. It also highlights episodes of academic and emotional neglect by my past teachers, which had a negative impact on my learning. In retracing my personal history, it has become evident to me that communication, inspiration and love from my family and my one motivational teacher were the elements that assisted me in conquering the negativity instilled by some of my past teachers.

The chapter that follows is Chapter Four. In this chapter, I re-examine my lived experience as narrated in Chapter Three by engaging again with research question one: *What can I learn from my personal history about facilitating the emotional curriculum?* Building on the heart metaphor, I identify and discuss the following themes from my personal history: *a) Affection, warmth and care; b) Attentiveness and special awareness; and c) Motivation and positivity.*

CHAPTER FOUR: HEART-FULL LEARNING FROM MY PERSONAL HISTORY

Introduction

The focus of this self-study research is on the emotional curriculum in my practice as a teacher within the Foundation Phase (grade 1-3), thus dealing with learners' emotions in order to advance learning. The purpose of this research to learn how to recognise and implement the emotional curriculum in the Foundation Phase. My target is to enhance insight into learners' emotions and the effects their emotions can have on learning.

In the previous chapter, Chapter Three, I went on a memory journey through my past. I narrated my personal history by relating stories of my past lived experiences. I began with my grandparents' and my parents' stories and then went on to trace in detail my past learning and personal encounters, which have shaped my educational and emotional development. I looked at my heritage in order to "better understand my present and my future" (Dlamini, 2013, p. 17). According to Noddings (2011, p. 156), "stories can provide powerful inducements to reflect on our own practices." Thus, recalling our personal histories can lead to both personal and professional development.

In this chapter, I re-examine my lived experience as narrated in Chapter Three to respond to my first research question: *What can I learn from my personal history about facilitating the emotional curriculum?* I aim to develop a better understanding of the emotional curriculum through exploring my past learning experiences. As explained in Chapter Two, I reviewed my personal history narrative to search for emerging patterns and themes in response to my first research question. I used colour coding to highlight similar, recurring issues or events in the same colour. This re-examination of my personal history enabled me to see 'the heart of the matter' as a recurring metaphor in my lived experience. In this chapter, I begin by discussing the heart as a recurring metaphor. I then go on to identify and discuss the following themes in response to my first research question: *a) Affection, warmth and care; b) Attentiveness and special awareness; and c) Motivation and positivity.*

Concept mapping: The heart as a metaphor

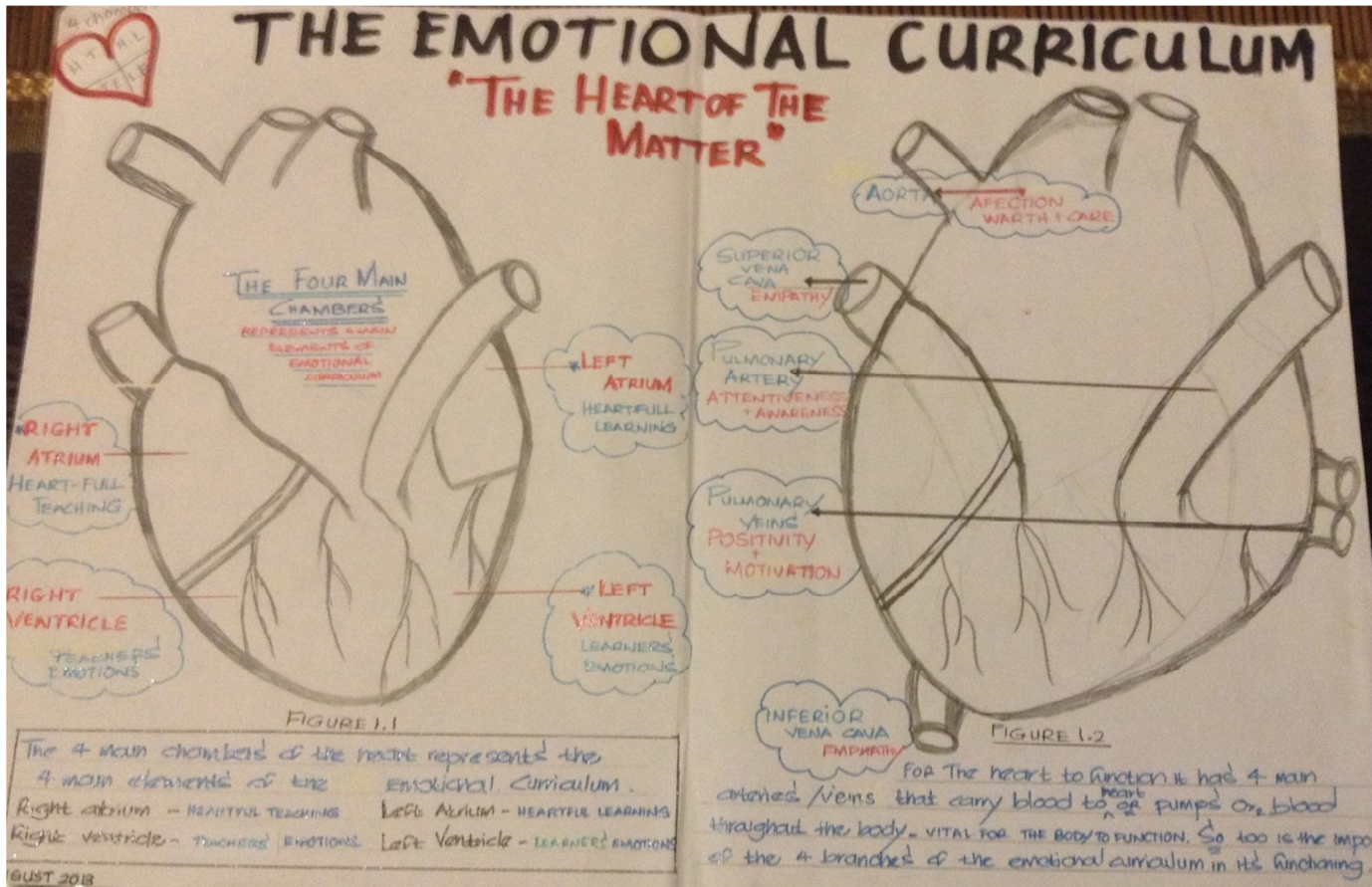


Figure 4.1. A concept map of my heart-full experience – the heart centre of the emotional curriculum

While reconsidering my personal history in order to learn about the emotional curriculum, it dawned on me that emotionally charged or heart-full episodes persisted in my memory and were remembered in more detail than other events in my life. As Powell and Powell explain (2010, p. 3), “our emotions play a powerful role in determining what we pay attention to and what we select to remember.” Likewise, Medina (2008, p. 211) maintains, “An emotionally charged event is the best-processed kind of external stimulus ever measured. Emotionally charged events persist much longer in our memories and are recalled with greater accuracy than neutral memories.” Therefore, Powell and Powell (2010, p. 3) affirm that that our emotions are a driving force in prioritising where we focus our attentions and also influence what we remember.

The heart as a metaphor in my research forms a literal and figurative representation, which signals the significance of emotions within teaching and learning processes. This

“overarching metaphor” (Carpenter, 2008, p. 275) provides a central theme showing a connection and relationships between concepts (Moser, 2000). It denotes the heart as being at the centre of every person, highlighting the influence of emotions within our personal and professional lives. This is evident within my personal history as the emotional aspects of the experiences that I underwent in my growing years had both positive and negative effects on my learning and then later on my teaching. While recalling my personal history in order to learn about facilitating the emotional curriculum, I became aware of how my lived experiences were infused with deeply felt emotions. Looking back at my personal history has shown me a significant link between heart-full learning and heart-full teaching.

I have used the heart metaphor to develop a multidimensional, layered view (Tidwell & Manke, 2009) of my personal history in relation to the emotional curriculum. Through the use of ‘the heart of the matter’ as an overarching metaphor, I have obtained different insights into what I can learn from my personal history about facilitating the emotional curriculum. The heart as a metaphorical basis has assisted me to respond to my first research question through developing a concept map.

In my concept map (see Figure 4.1), the four main chambers of the heart characterise the four main components of the emotional curriculum. The heart receives deoxygenated blood and pumps oxygenated blood to all parts of the body. Just as deoxygenated blood is brought to the heart, so too are learner and teacher emotions brought to the emotional curriculum. Learners’ and teachers’ past experiences and emotions are then filtered through the emotional curriculum which acts as a pump. This filters teacher and learner emotions into the four chambers. Awareness and understanding is created through the expression of feelings. The emotional curriculum sifts out these toxic and negative emotions, thereby pumping out emotions filled with positivity and motivation. Hence this allows for the effective functioning of the emotional curriculum.

For me, the heart symbolises the four main elements of the emotional curriculum, which are: *heart-full teaching*, *heart-full learning*, *teacher emotions* and *learner emotions* (see Figure 4.2.). The four chambers form the foundation of the heart, representing the same as components within the emotional curriculum. The heart of the Foundation Phase is essentially the emotional curriculum for the effective and holistic development of the learners.

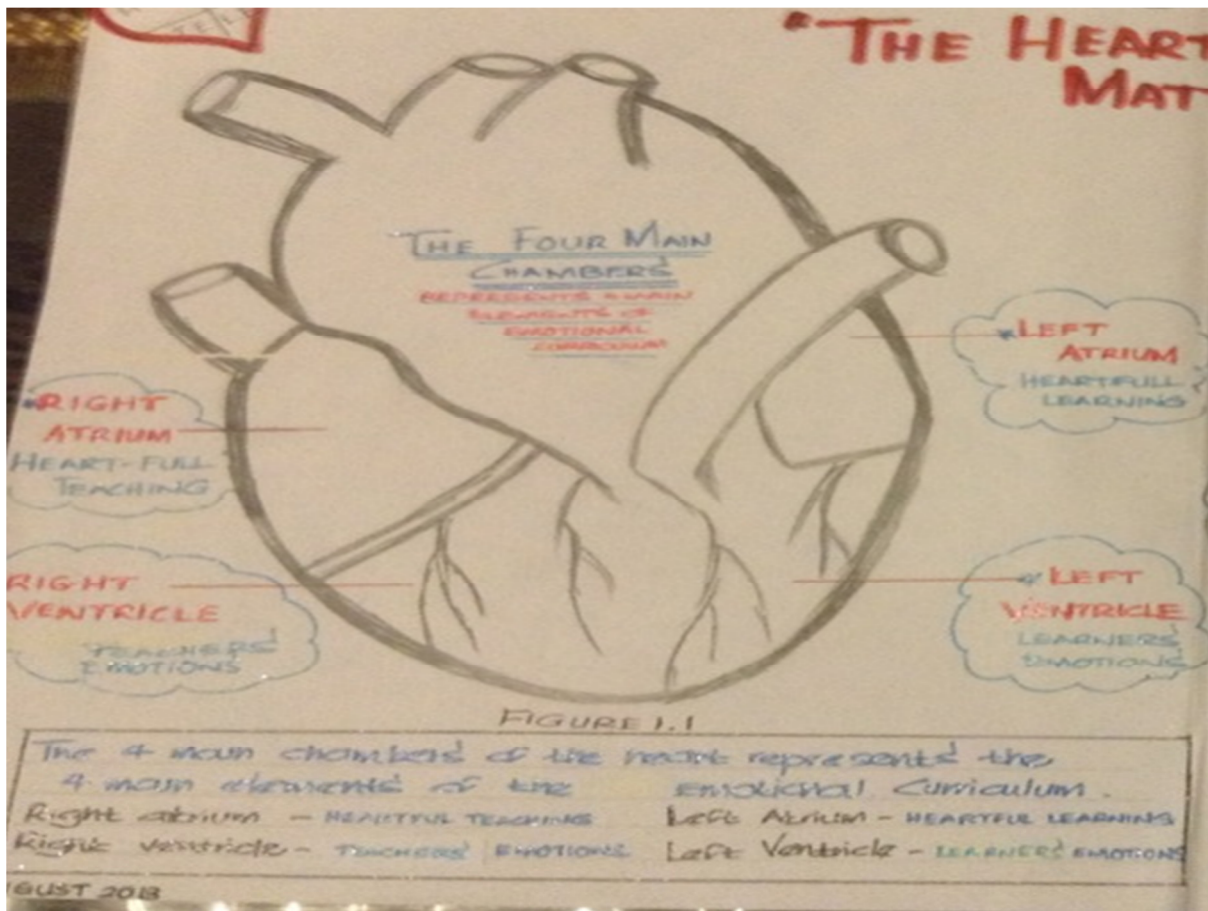


Figure 4.2. A section of my concept map illustrating the four main chambers of the heart and what they represent metaphorically.

This section of my concept map (Figure 4. 2) shows the four main chambers of the heart and what they represent metaphorically:

1. The Right atrium, which represents Heart-full teaching
2. The Left atrium, which represents Heart-full learning
3. The Left ventricle, which represents learner emotions
4. The Right ventricle, which represents teacher emotions

Blood enters the heart via the atria and is pumped out via the ventricles. The atria represent *heart-full teaching* and *heart-full learning*. The ventricles represent *teacher emotions* and *learner emotions* that are “pumped” or evoked through this process.

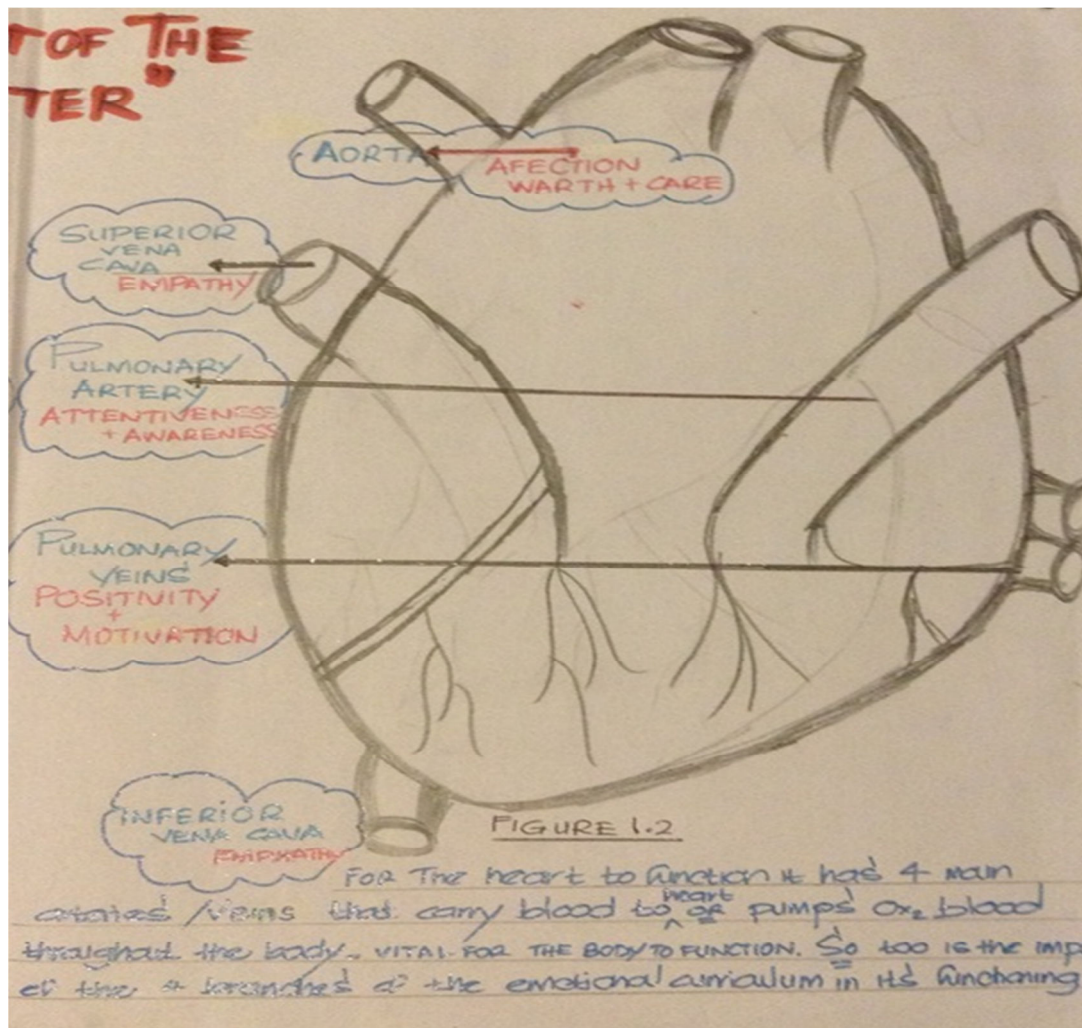


Figure 4.3. This section of my concept map shows the main arteries and veins of the heart

Figure 4.3 portrays the main arteries and veins of the heart. It depicts how the main arteries and veins are represented by key components required for heart-full teaching and learning. For the effective and normal functioning of the heart, the heart has important arteries and veins that pump blood throughout the body. Significantly also, as the above image represents, within heart-full teaching and learning there are three branches that form the basis of the emotional curriculum which metaphorically are represented by the aorta, pulmonary artery, pulmonary vein. These components require effective systematic functioning collaboratively in order for the emotional curriculum to be successfully facilitated. These three components are: a) *affection, warmth and care*; b) *attentiveness and special awareness* and c) *motivation and positivity*. Through retracing my personal history, I have realised that each component is of the vital importance within the emotional curriculum.

Aorta: Affection, warmth and care

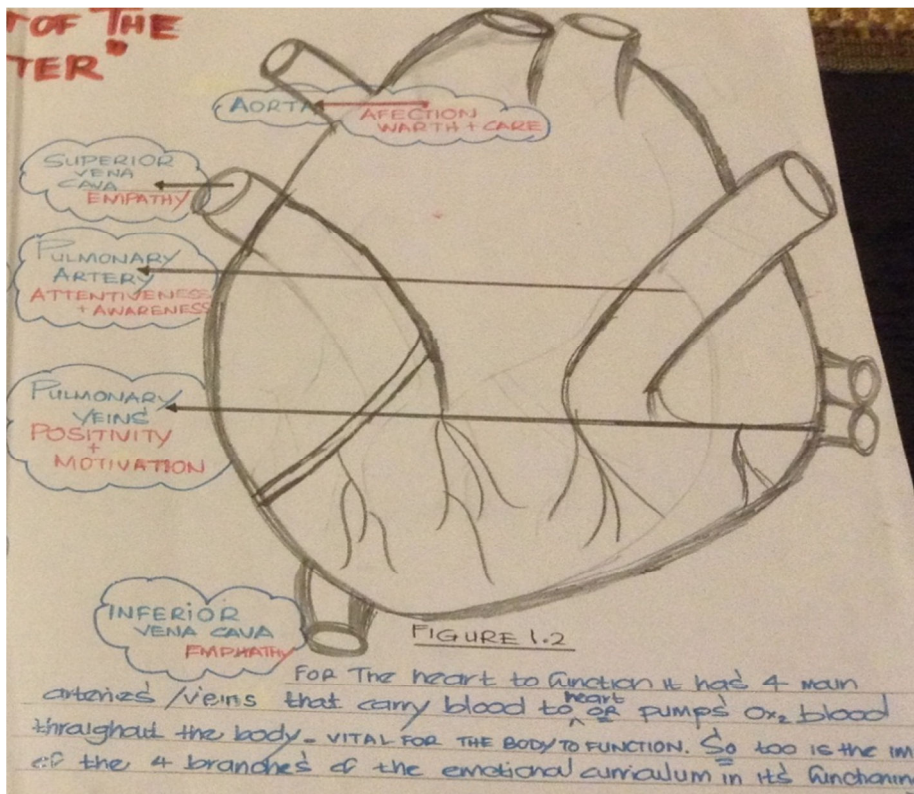


Figure 4.4. The Aorta “Affection, warmth and care”

A re-examination of my lived experience as represented in Chapter Three revealed that *affection, warmth and care* together form the main branch of the emotional curriculum, which is represented metaphorically by the aorta. The aorta is the main artery of the heart, pumping blood throughout the body. The aorta symbolises the importance of affection, warmth and care within the emotional curriculum. Without these elements, the emotional curriculum would be denatured or unsuccessful.

In the following discussion, the theme *affection, warmth and care* is divided into two main categories. I consider affection, warmth and care received from home and also from school.

Home: Affection, warmth and care

Endless affection warmth and care from home

The main theme which emerged from deep reflection into my personal history narrative is *affection, warmth and care*. Throughout my growing years I received endless affection, warmth and care from my home environment. My memoirs highlight the role my grandmother, father and mother played in providing affection, warmth and care.

According to Teven (2001), care is the essential element of all human relationships. He proposes that “caring is an essential attribute of most, if not all, human relationships” (Teven, 2001, p. 159). Therefore, I was without doubt most privileged to be reared by two mothers and a father who showered me with care. This is highlighted in my personal history as follows:

“I was most fortunate in being born into family where I was reared by two mothers, as the role that my paternal grandmother played was that equivalent of a mother.” (Chapter Three, p. 34)

The affection and warmth from home made me feel special. Those warm feelings and memories remain with me. This is illustrated by my personal history narrative:

“I was always made to feel very special by my parents and also by my granny who reared me.” (Chapter Three, p. 35)

Additionally, the following extracts reflect affection and warmth in my growing years:

“My mum on the other hand would always ensure that I was nourished with the yummiest of goodies. She would wake early in the morning to bake me hot scrumptious muffins and scones for my lunch... I would be awakened most often by the divine aroma of porridge that filtered through to me when I was fast asleep. It was the ideal way to start the day, in a home bursting with love and warmth...” (Chapter Three, p. 39)

“The quality time that my parents especially my dad, spent with me has remained with me, especially my dad.” (Chapter Three, p. 38)

My personal history narrative highlights the emotional encounters which formed a lasting memory during my growing years. These positive memories have remained vivid as they have deep emotions embedded in them. The quality time that my family spent with me remains unforgettable. It was the most priceless gift. For example, every birthday was made special, as described in my personal history narrative:

“For every birthday from the time I was a year old until I was 13, my gran used to order a fancy birthday cake. My parents would also purchase me a good few outfits. My granny would book a studio where I had to dress up and take photographs. This was a lasting gesture that I have never forgotten.”(Personal History, Chapter Three, p. 35)

The following extract from my personal history narrative reveals the bond created with my grandmother from the time I was a baby:

“From the time I was a baby fresh out of hospital, I used to sleep with my granny. She was a remarkable woman. Even before I could wake for my feed she would have it ready and would feed me timeously. She was a selfless individual who gave me all her time and love as my mum worked.”(Chapter Three, p. 34)

According to Goldstein and Lake (1999, p. 862), “caring involves the establishment of meaningful relationships and the ability to sustain connections.” This is clearly evident in my personal narrative. For example, my grandmother showed me consistent care, as I describe in my personal history narrative:

“I received an endless amount of care from my Dadi. I can clearly remember her spending many hours of her time sitting up with me when I was sick. During nights of long fever, she never rested until my fever came down. Often she rubbed my right leg as I had persistent pain in that foot. In my growing years, she often massaged my back and stomach when I was in pain. My Dadi’s hand always did the trick. In her, I found my security and my strength, always easing my pain.” (Chapter Three, p. 35)

Likewise Vilakazi (2013, p. 24) describes her grandmother’s unconditional support and her grandmother’s lasting influence on her.

Academic care from home

I was privileged to receive not only emotional care but also academic care from my parents and my grandmother. I have realised that academic care forms a crucial component in facilitating the emotional curriculum. Vilakazi (2013, p. 24) explains in her dissertation that her memories of her grandmother “[inspire] [her] to keep on learning.” Additionally, Vilakazi

(2013, p. 27) states that she, “remembers [her] grandmother was very helpful in filling in the gaps. She also always encouraged [her] to do my homework and she helped [her] with my homework.” Similarly, I received assistance from my parents in areas that I struggled with such as:

“..reading and writing at primary school, I do recall my weekly visits to the library with my mum who took a keen interest in my learning. I vividly recall her assisting me choose books in my initial years, followed by helping me to read and understand the text. She tried very hard to create a love for reading in me.” (Chapter Three, p. 45)

The above extract reveals my mother’s assistance in my learning, especially my reading. Similarly, Dlamini (2013) discusses how her mother was influential in developing her love for reading. As Dlamini, explains, “My mother made me read her the stories in the Bible from the first chapter....Her love letters from our father were read and replied to by me” (p. 22).

My mother was instrumental in providing me with both the emotional and academic support that I required. Her unconditional love surfaced as she motivated and encouraged me constantly. Similarly, Dlamini (2013, p. 27) describes how even though her mother was illiterate, she still motivated her by expressing her wish of having an “educated child.” The following extract discloses my mother’s efforts to support my learning on an everyday basis:

“When I was in my primary school she would assist me on a daily basis with all homework and schoolwork. She would try her best in teaching me the concepts that I struggled with, and assisted me with my handwriting and reading.” (Chapter Three, p. 40)

Communication as a key to happy affectionate and caring relationships

Significantly, I also realised while re-examining my personal history that an important ingredient in my success, which developed my confidence, was the excellent communication I had with my family. This is evident in my personal history narrative where I describe the communicative relationship I had with my father:

“I can recall the moments that I sat on a high chair, gazing at my dad in awe of his charm. The manner in which he spoke and addressed me made me feel so special. I was heard and my opinion to him was always important.” (Chapter Three, p. 37)

“My dad spent time talking to me; every word I clung onto and adhered to his every word.” (Chapter Three, p. 37)

“Importantly, my dad always allowed me a voice, but he also he spoke I took heed of his every word as we developed a strong, communicative relationship.” (Chapter Three, pp. 38-39)

Due to my father not only demonstrating care, affection and warmth through his actions, but also through creating open channels of communication between us, I was able to confide in him as I trusted him. This was evident in my personal history:

“Additionally, I developed trust in my dad and I found my security within him, I would wait eagerly for him to arrive home every day and would be elated when he arrived.” (Chapter Three, p. 39)

According to Jairam (2009, p. 129), the characteristics of caring relationships have great “warmth, empathy and also genuineness.” All of this was and still is displayed by my father. I was indeed most fortunate to have this loving, open, communicative relationship with my dad.

From the above, it can be gathered that I was able to speak my mind, to express my deepest thoughts and feelings and to be understood. Conversely, Dlamini (2013, p. 55) expresses that in her growing days she was not exposed to hearing her parents or even her teachers communicate words of affection, especially not, “I love you,” which was “reserved for lovers only.” However, Dlamini (2013) explains that although she was not shown care verbally, the actions of her teachers and parents spoke louder than words could. Nonetheless, in my family we expressed our affection on a daily basis through hugs, kisses and words.

School: Affection, warmth and care

Emotional and academic neglect at school

In contrast to my family life, at primary school I received inadequate emotional and academic care. I do not remember having been shown any affection, warmth or care; instead my preschool and primary school teachers appeared to be insensitive to my emotional and academic needs. This is confirmed by several incidents, one of which I can vividly recall as I reflect on the Nesquik incident:

“The artefact of the Nesquik (flavoured milk) label reminds me of the emotional distress I encountered in my primary school days...” (Chapter Three, p. 41)

Recalling this lived experience has shown me that the needs of the learner must come first. It is as important to attend to learners’ emotional needs as it is for us teachers to address learners’ academic needs. As Boler (1999, p. 17) explains, “emotions are a significant feature of the educational transaction and process.” Furthermore, according to Coetzee and Jansen (2007, p. 31), “the emotional needs of the learners have an impact on their desire to learn.” Therefore, learners need to be given opportunities to be able voice their opinions, views and feelings, as I could not in my early schooling. I reflect back with dismay on how, as a little girl, I was forced to drink that flavoured milk as the other learners did without my teacher understanding my needs. However, this incident has taught me something significant about implementing the emotional curriculum. I have realised that it essential to consider learners’ emotional needs, together with the importance of communication and empathy.

According to Teven (2007, p. 435), care needs to be effectively communicated to learners: “Teachers must be able to communicate with their students that they do care about them in order for students to perceive them as caring.” Furthermore, Coetzee and Jansen (2007, p. 27) state that we as teachers, “need to ask how communication can promote [learners’] personal growth.” From recalling my personal history, it has dawned on me that through effective communication skills, both verbal and non-verbal, affection, warmth and care can be enacted in the classroom. This interpersonal relationship is imperative for growth and development and forms a crucial element in development of a bond between the teacher and learner, which is necessary for the effective implementation of the emotional curriculum. Coetzee and Jansen (2007, p. 27) discuss the significance of developing “healthy connections with our learners”. They explain that “compassion is a way for teachers to reach out to their learners when they are hurting. Compassion makes learners, feel cared for, seen, felt, known and not alone.” Therefore, through compassion learners can feel cared for. Likewise, Teven (2001, p. 159)

explains “that caring is an important characteristic of effective teachers. Not only do caring teachers tend to produce greater achievement gains on the part of their students, but they also tend to produce better affective responses from their students and have more positive classroom atmospheres.”

Thus, I have learned from my personal history that communication forms a vital component of the emotional curriculum, which involves acknowledging and responding to the needs of learners and assisting them in dealing with their emotions. Very importantly, it is the manner that we communicate with our learners “that has a huge influence on their sense of psychological safety, their self-image, their feeling of belonging and their sense of competence” (Coetzee & Jansen, 2007, p. 43). This indicates that creating a climate of warmth in the class, where teachers are viewed as approachable, gentle and affectionate, is essential within the teaching and learning process. This can further enhance the emotional curriculum, which can have a positive impact on learners’ emotions, and also influence their academic progress.

By contrast, I experienced a lack of affection, warmth and care as a young learner in my early school days. There was not a single teacher that touched my heart. To my dismay, I was a learner who required extra academic support and emotional motivation to achieve higher results. However, in my experience learners like me who have poor spelling and handwriting are often perceived as borderline learners with low potential. Therefore, in order to develop caring relationships in the classroom I have learned that a crucial requirement in teaching is looking at each learner with new fresh pair of eyes. This is supported by Isenbarger and Zembylas (2006), who explain that the learner should not be hindered and impaired by previous teachers’ ideologies, but rather given a chance, a chance that I was never given. Isenbarger and Zembylas (2006, p. 121) contend that “critical to establishing the atmosphere of caring and acceptance in my classroom, and to give those students who need a fresh start, is to find out one good thing about each student and compliment him or her about it.”

Just thinking back to primary school days fills me with an overwhelming feeling of remorse. A shiver swims through me as I vividly recall those dark days of my life filled with emotional humiliation and neglect by my teachers. Yet ironically, those days are supposed to be the happiest days of learning through creativity in a child’s life. According to Reid and Petocz (2004, p. 45), “creative teaching could be said to consist of setting up a learning environment

that encourages students to see the connectedness between the diverse areas, to take in and react to new ideas and to include the element of surprise into their work.” My personal history shows the opposite:

“I recall the culture of teaching and learning was formal and rigid, where the educator was in total control and dominated all. There seemed to be no room for sensitivity towards the needs of the learners. We sat in rows facing forward; I remember how an atmosphere of dread encircled the room as soon as the teacher entered.” (Chapter Three, p. 43)

I sigh with dismay as I read this, knowing the vital importance that primary school education plays in a life of a learner. In addition, I can vividly recall the dark, dull corridors where a musty smell always lingered. It reflected the gloominess and sadness that riddled my everyday primary school experience. To myself, I vowed secretly that one day I would be a teacher who would show emotion and care and go the extra mile in order to put a smile on learners’ faces.

Furthermore, another incident expressed in my personal history indicates the deficiency of academic care I experienced at school:

“I struggled immensely with phonics or decoding of words. Hence, receiving no support to enhance my learning, I was left drowning on my own, struggling to keep afloat.” (Chapter Three, p. 45)

Due to reflecting critically on my past emotional and academic neglect, I became a teacher who believes that if you win a learner’s heart then the teaching and learning process will become much more effective. I resented going to school, all because of the teachers’ forceful, dictatorial and uncaring manner towards me. As Teven (2007, p. 435) explains, “teachers who use verbally aggressive messages (i.e character attacks, competence attacks, background attacks, physical appearance attacks, ridicule, threats, swearing and nonverbal emblems) are perceived as less competent and less caring.”

Retracing my personal history has made me more aware of considering the feelings of the learners. I wish not to hurt them, but rather to consider, accommodate and assist them and to

allow for some degree of flexibility, depending on the situation. To me, a caring teacher actively plays a role in a learner's life by ensuring that he/ she is being developed holistically. To illustrate, from Dlamini's (2013) personal history, it emerged that the small favours done on a daily basis by teachers for their learners can unleash their potential. As Dlamini (2013, p. 55) explains, "These acts of caring might be unintentionally performed, yet they can make a tremendous contribution to the 'cared for' by encouraging, guiding and giving hope and direction for a long time, if not for the rest of their lives."

By contrast, belittling learners and destroying their self-confidence further undermines them, which is what is illustrated in my personal history:

"Looking back, I can see how this incident negatively affected my learning as it destroyed my confidence and self-esteem. Devastatingly, it also bred in me a fear of that teacher, resulting in having a negative attitude towards his subject. Throughout my teaching, I have never aspired to be like him." (Chapter Three, p. 48)

The level of emotional distress that I encountered in my early schooling is vividly described in my personal history:

"I shook with fear. Slowly I walked out the room, feelings of remorse enveloping me, with my shoulders slouched, fighting back the tears. Outside the red door I sat, tears streaming down my sad face, my eyes wandering along the empty corridors. All that accompanied me was loneliness. The silence was interrupted quickly." (Chapter Three, p. 42)

From recalling this experience, I have become conscious that learners should be given the opportunity to express their likes and dislikes pertaining to classroom matters so that the teacher can assist in eradicating the barriers that pose problems for their learning.

From reflecting on my past educational experiences, I have become aware that the majority of my teachers did not provide me with the essential care and academic assistance that I required. Therefore, my past negative experiences, which were riddled with overwhelming feelings of dismay and negativity, have prompted me to conduct this research. This negativity

received from my past learning became my driving force to become a humanistic, caring teacher.

Emotional care from one teacher

At high school, however, I did have one teacher who showed me affection, warmth and care. This is demonstrated in my personal history as follows:

“She often spoke to me and questioned me about my feelings. For me, this illustrated her deep sense of concern for my well-being. Peering into her eyes said it all. I saw warmth and a profound love, symbolic of how a mother feels towards her child. There was genuineness about how she felt towards me. I was able to easily distinguish this, for my other teachers were very different.” (Chapter, Three p. 50)

This one caring teacher always inquired into my emotional and academic well-being. She often heard me out, probed and questioned me, in order to assist me in the best possible way she could. Teven (2001, p. 159) explains that “in instructional context, there is substantial evidence that caring is an important characteristic of effective teachers.” In addition, Goldstein and Freedman (2003, p. 441) highlight that “caring is widely believed to be a central facet for teaching.” Similarly, Rogers and Webb (1991, p. 174) maintain that, “good teachers care, and good teaching is inextricably linked to specific acts of caring.” According to Isenbarger and Zembylas (2006, p. 120), “caring teaching ... is a vital intellectual and professional stance.” Additionally, Isenbarger and Zembylas (2006, p. 121) explain that caring teachers are “concerned about the student as a whole.” This attitude was apparent from this teacher as she was concerned and took heed of my holistic welfare and development.

Implications for facilitating the emotional curriculum

Affection, warmth and care form a foundation for the emotional curriculum. Significantly, Teven (2001) highlights that a central criterion of effective teaching is creating an atmosphere of cordiality, empathy and consideration. According to Lake and Goldstein (1999, p. 862) through the creation of a caring environment the teacher constructs “an atmosphere of trust.” Similarly, I have become aware that when a teacher enacts care, trust can be developed; this can allow learners to be better able to express themselves, which is essential within the emotional curriculum. According to Houser and Frymier (2000, p. 217), “when a trusting caring relationship develops between teachers and students, a safe learning environment is

created.” Significantly also, according to Powell and Powell (2010, p. 146), “trusting relationships can actually make accessing the curriculum more efficient in that students feel emotionally invested in the classroom.”

The main question arises from this theme is, “*How can I effectively show affection, warmth and care to my learners?*” I have learned from my revisiting past experiences that, to facilitate the emotional curriculum, care in teaching needs to be communicated. Likewise, Powell and Powell (2010, p. 81) describe teaching as, “an interactive, interpersonal experience that requires personality and communication.” Learners need to be assured and protected through interactions with their teacher. Thus, teachers need to be aware of how their voices are pitched and the tone in which messages are delivered.

While writing my personal history narrative in Chapter three, I realised that it was the smallest things that made my home one of happiness, filled with love, warmth and care. For example, the smell that lingered at home every morning, where my mother always baked me fresh hot muffins, or the weekends my father and I spent watching and playing sport. What made the difference was the smiles that they had, that tap on my back and the loving hugs and kisses that I received from them.

Therefore, I have learned that in facilitating the emotional curriculum, small gestures can make a great difference in relating to and understanding our learners. Reflecting on my personal history has made me realise that an atmosphere of love and warmth needs to be created within the classroom as it was created in my home. The tender loving look, the hug and tap on the back is essential in creating an emotionally conducive learning environment. As Powell and Powell (2010, p. 4) state, “we tend to work harder for those who care about us.” Hence through implementing the emotional curriculum, learners’ academic progress is likely to improve through the motivational love and care received.

Powell and Powell (2010, p. 51) explain that “how a student performs in school is influenced heavily, some might argue actually determined, by what teachers believe and think they student is capable of.” Likewise Teven (2001, p. 159) argues that, “not only do caring teachers tend to produce greater achievement gains on the part of their students, but they also tend to produce better affective responses from their students and have more positive classroom atmospheres.” Thus by enacting care, learners’ self-esteem can be enhanced. This

places the teacher in the centre as a central source of responding to a learner's intellectual and emotional needs. Rogers and Webb (1991) clarify that caring classrooms are places where dialogue is encouraged with sensitivity to learners' needs and where learners are provided with materials that would stimulate their thinking. According to Isenbarger and Zembylas (2006, p. 123), "emotional understanding," is an essential component for care growth. This entails listening to learners' needs, providing them with guidance and creating love and warmth to assist them along. Similarly Zembylas and Schutz (2009) explain that caring relationships can sustain positivity. Caring thus forms a vital component in the teaching and learning process as it can enhance learning.

The pulmonary artery: Attentiveness and special awareness

Attentiveness and special awareness are metaphorically represented by the pulmonary artery. The pulmonary artery carries oxygenated blood to the lungs. This is essential for human life. So too are vital attentiveness and special awareness essential within the emotional curriculum. Learners need to be observed carefully, taking into account their special emotional and academic needs and modifying the curricula accordingly to their needs.

Hence, the second theme that emerges from my personal history is *attentiveness and special awareness*. Looking back at my personal history, I can see how my family always provided me with special attention, both on an emotional and academic level. It is important to note that they were aware and gave me their attention and time. Likewise, it is essential for teachers to carefully observe and to be attentive and aware, which allows them to understand learners' individual needs, be they emotional, social or academic. This attentiveness and special awareness of learners' needs can create within the learner a sense of security, knowing that the teacher ultimately cares. Once a realisation of care is created within the learners, they can develop trust and express themselves more openly instead of withdrawing.

Home: Special attention

In Chapter Three, I related my personal history which evidently has influenced my personal and professional development. In looking back at my growing years it has become apparent that these stories of my past are have formed part of the induction process into my learning. This was highlighted in the beginning of Chapter Three:

“In retracing my personal history, I have realised that my family has played a significant role in my personal and professional development. This began before I was even born as their upbringing influenced the people that they became and the manner in which they reared me.” (Chapter Three, p. 27)

My mother’s role is illustrated in personal history:

“When I started school, my mum left work. She would drop and fetch me.” (Chapter Three, p. 37)

This highlights how my mother sacrificed her job in order to do my school rounds, spending endless hours with me. Correspondingly, Varathaiah (2010) draws attention to the important role mothers often play in the education of their children. Likewise, Boggs and Golden (2009) highlight the influence our mothers can have in shaping the teachers we become. In addition, my family as a whole always provided me with special attention, both at an emotional and academic level. It is important to note that they gave me their attention and time. This was revealed in my personal history narrative:

“Most importantly in my growing up years mum always paid special attention to my education. She ensured that on a daily basis when I was in my primary years of school that she would assist me with all homework and schoolwork.” (Chapter Three, p. 40)

Through this careful attention and awareness, my parents heard my views and took into consideration my feelings and opinions. They also paid special attention to my academic progress. Weare (2004, p. 117) confirms that “actively paying attention, including listening to someone, is one of the most powerful ways to help them learn, including, and especially emotional and social competence.”

Lack of attention and special awareness at school

On the contrary, at school, I experienced a different reality. There was a huge adjustment as there was a lack of attentiveness to my emotional and academic needs. Sadly, as my personal history reveals:

“I was always saved by the bell, whether it was my writing or even reading. I managed to somehow find solace by the bell being rung.” (Chapter Three, p. 41)

The reality needs to be explicitly stated: I was virtually shunned! Never did my teachers provide me with the warmth or solace that I required. My past teachers always remarked that I had the potential, but in my view, not a single teacher in my primary school days from grade 0 to 9 ever assisted in unleashing that potential.

My past learning experiences do reveal inadequate emotional and academic attention and awareness impacting negatively on my personal growth and development. Allender and Allender (2006) argue that our past experiences as learners can influence the teachers that we become. In my case, this negativity had driven me positively to want to pay attention to the needs of my learners. As I explained in my personal history narrative:

“...looking back, I have realised that those episodes of being ostracised and excluded made me into a stronger person with a broader perspective on education and most definitely helped me to develop into a humanistic teacher!” (Chapter Three, p. 43)

This should be every teacher’s attitude towards her learners, to wholeheartedly take a keen interest in them. Weare (2004, p. 117) maintains that paying attention to our learners “is one of the best ways of promoting someone’s self-esteem and sense of attachment, of helping them consolidate their learning, of helping them practice skills or sort out their thoughts, and of motivating them to continue.” Unfortunately, Weare highlights that some children may never experience such positive attention at school.

Implications for facilitating the emotional curriculum

Teachers need to enact their pastoral role by being aware of and attending to learners’ needs and areas of emotional and academic concerns. Similarly, Dlamini (2013) argues that teachers need to recognise and take care of their learners’ needs. Likewise, Weare (2004, p. 117) explains that as teachers, “we can show we have paid attention and that [learners] matter to us by remembering what [learners] have said or done on a later occasion and referring to and building on it.”

Curricula should be extended and made flexible for lessons that can address and assist learners with their varying needs. As Storrs (2012) explains, while implementing the emotional curriculum, she modified the curriculum in order to take into learners' needs into account. I have learned that it is crucial that we teachers plan according to our learners' needs and levels of understanding, taking into consideration their backgrounds and significant contributing factors such as their emotional responses.

The pulmonary vein: Motivation and positivity

Home: Motivation and positivity

Positivity and motivation form another core branch of the emotional curriculum and are represented by the pulmonary vein. The pulmonary vein is one of the largest blood vessels of the heart, having four branches, two for each lung. Significantly, these branches carry oxygenated blood to the heart. So too, positivity and motivation give life, to learners and teachers, allowing them to love and enjoy both teaching and learning. Positivity and motivation also prompt them to move forward to becoming better teachers or learners. Positivity and motivation are to the emotional curriculum as the heart is to the body, receiving the oxygenated blood and pumping this to all parts of the body. The oxygenated blood ensures that the body functions effectively. Positivity and motivation within the teaching and learning process can enhance learners' emotional wellbeing and academic performance. According to Dlamini (2013, p. v), "children's learning can be enhanced if they are motivated and given energy to progress with their education."

First, I will discuss motivation and positivity from home. This includes both my embedded motivation and also extrinsic motivation, which includes motivation from my parents and grandparents. This is followed by a discussion on motivation and positivity from school.

Embedded motivation

In my understanding, embedded motivation is motivation that is intrinsically developed within an individual who has an urge to strive and achieve. In my experience, intrinsic motivation is for personal gratification and enjoyment stemming from the individual. Similarly, Froiland (2011, p. 136) highlights intrinsic motivation as being "associated with numerous psychological and academic benefits such as persistence in the face of difficulty, creativity..., positive affect, deeper understanding of what is studied ..., better grades and ... fewer behavioral problems." Likewise, Vilakazi (2013, p. 59) explains, "By being self-

motivated, I was able to fulfill my wishes and goals without being forced to by another person.” Through processes of deep reflection into my past, I have come to see how I have turned negative experiences into positive motivation.

It became evident from retracing my personal history that: a) I was born a mistake; b) at birth I had a right bandy leg; c), I was first female in my family to graduate. As illustrated in my personal history narrative:

“In September 1985, I was born a “mistake”, as my mum was at the tender age of 19 and my dad at the early age of 22.” (Chapter Three, p. 32)

Although I learned that I was “born a mistake” through the stories that my grandparents and parents told me, this motivated rather than demotivated me. There was a yearning that grew within me to be the best I could be. I emphasised this in my personal history narrative:

“Secretly, this became my driving force, which drove me to be become more conscientious and dedicated. I did not want to live the rest of my life as a mistake. Rather, I yearned to be the exact opposite. In my mind, I have always envisaged success!” (Chapter Three, p. 32)

My personal history narrative also reveals how I was born with a bandy right leg. As I related in in Chapter Three:

“The story began after my parents’ wedding, as my mum started her first job at a bank. She use to sit often at the computer and hence my leg became stuck in her rib cage. My birth was daunting experience for my mum as a special mid-wife had to rush to my rescue by massaging my leg out. Many of my family members were horrified to see a beautiful baby girl with a bent foot. The talk in the corridors was, “Who is going to marry her with such a disability?” (p. 33)

It was only later in my growing years that I became aware of the talk in the corridors when I was born. Through the open, expressive relationship that I had with my parents and grandparents, I discovered how my extended family perceived my bandy foot as a scar and an

abnormality for life. It was my grandparents and parents who never gave up hope for me. Their encouragement and belief that supported me:

“However, my paternal grandmother (as I called her, Dadi) and my parents did not lose hope. Continuously, granny rubbed my foot because she believed that the bone of a baby is soft and can be shaped. Repeated visits to a specialist doctor joined with many prayers. My foot finally began to take shape. I did learn how to walk after some time, only to be marred with a crooked bandy walk.” (Chapter Three, p. 33)

Nevertheless, I did remember being mocked:

“Throughout my growing years, I never understood why people, most often my own extended family, would laugh at my bandy walk.” (Chapter Three, p. 33)

In addition, I can vividly remember a particularly hurtful incident:

“I can clearly remember the time of my dad’s first cousin’s wedding. I was the bridesmaid walking in before the bride throwing down the petals. I was elated with the pink dress and brimmed with confidence. I awaited the video footage in earnest, only to see the excellent videoing shot of the cameraman who focused on my crooked bandy walk. The room burst into laughter. I can vividly recall my father’s cousins roaring with laughter. I trembled and broke inside emotionally. However, I never showed it. I just ran to my mum and hugged her and I think that she felt my pain more than me.”
(Chapter Three, p. 33)

According to Shaw, Sarver and Field (2003, p. 347), “Research has demonstrated that individuals who are self-determined are more successful in achievement of their stated goals.” My personal history narrative demonstrates how my disability helped to make me more determined to succeed:

“...this is another motivational element in my life that drives me to be the best I can be. I now see how this disability motivated me positively, leading to my professional development and success.” (Chapter Three, p. 34)

Shaw et al. (2003) indicate that, “placing a stronger focus on self-determination [is] a promising practice that could contribute to more positive experiences for persons with disabilities” (p. 339).

My self-determination motivated me to study, thereby obtaining a Bachelor of Education degree. Thereafter, I completed a post-graduate degree in Islamic Law when I started teaching at an Islamic School to enhance my Islamic knowledge. Within me lay a burning desire to achieve more. There was a passion that developed not, only for teaching but also for learning. Hence I am a life-long learner, currently completing my Master’s degree.

I have learned about the impact that disability can have on a child from my personal experience which formed my motivation to achieve more. I have noticed that often within the schooling system these learners’ cries are silenced while they are being bullied, humiliated and made fun of. Hence, I have learned from my personal history that the emotional curriculum should include aspects to deal with bullying behavior. I have also learned from my personal history that learners should be made aware of the potential impact of their thoughts. They should be made aware that positive thoughts can influence their actions positively, which can have a progressive impact on their growth.

The third most significant element that has contributed to my embedded motivation is that I was the first female from my family to graduate. My personal history narrative reveals, that both on my maternal and paternal side, I was the first female to attend university and graduate:

“I completed the Bachelor of Education degree in 2007, for it was an extraordinary achievement, entitling me with the award to be the first female in my family to graduate.” (Chapter Three, p. 55)

This achievement further enhanced my self-belief and intrinsic motivation to pursue my studies.

While re-examining my personal history, I realised how my parents’ lived experiences had influenced the manner in which they reared me. Masinga (2012, p. 121), supports the above by expressing that our past stories influence our future as these memories and stories are an

“integral part of our existence as they give meaning to our past” but also influence the future. It became evident to me from retracing my personal history that, in my father’s growing years:

“The weekends were spent by my father working hard but also having immense fun and enjoying the outdoors to the fullest.”(Chapter Three, p. 27)

I noted that my father reared me within the same sporting culture that he grew up in:

“The quality time that my parents, especially my dad, spent with me has remained with me. Weekend after weekend, endless hours were spent with my dad and me either watching cricket and rugby or playing it outside... I developed a love for sports.”
(Chapter Three, p. 38)

In addition, inquiry into my mothers’ past revealed that:

“her father totally rejected the idea of her pursuing a career as he strongly believed that a women’s place was at home...” (Chapter Three, p. 31)

I have come to see that this was a catalyst for my mother motivating and encouraging me to study, and taking my learning very seriously.

My exploration of my family history also revealed that neither my maternal nor my paternal grandparents were graduates. For example:

“The education my grandmother received was limited as she left school in standard four (now called grade 6). Thereafter, she went for sewing classes, and then learned how to cook. In addition, my granny also went for a first aid course.” (Chapter Three, p. 30)

In addition, my paternal grandmother was illiterate:

“She is, without doubt the most remarkable and angelic woman that I have ever met. Her days were spent rearing us and cooking for us as she had the hands to make the yummiest of delicacies. The secrets to her cooking and baking were kept in her heart

as she was illiterate and could not read from a recipe book. She was extremely homely and loved the indoors.” (Chapter Three, p. 35)

My father graduated with a degree, thereby being the first male from the Rawat’s (my maiden surname) family to graduate. My mother, however, was unable to pursue a career as:

“To her dismay, her father totally rejected her pursuing a career as he strongly believed that a women’s place was at home.” (Chapter Three, p. 31)

Thus this meant that I was the first female from both my maternal and paternal family across all the generations to graduate. This became an unstoppable force within me. I felt the urgent need to pursue my studies as a tribute to all the members in my family who were disadvantaged due to apartheid or cultural regimes and unable to pursue their education.

My home environment had a positive impact on my personal and educational development, strengthening my personal beliefs and developing a stronger identity as I prevailed against cultural and societal norms of women not studying. I was able achieve this due to having of confidence, motivation and dedication infused within me from the beginning of my growing years.

Extrinsic motivation

According to Swart et al. (2002, p. 45), “Our past experiences influence our lives in the present. Understanding how the past influences the present enables us to see meaning in behavior or feelings”. Exploring my past experiences has helped me to understand their influence on my current life experiences. The positivity and motivation from my past, from my family and from one motivational teacher formed the external support and extrinsic motivation I received.

Maimane (2006, p. 247) explains that extrinsic motivation “results from external factors as favourable circumstances or favourable environmental influences such as an ideal teacher.” In my case, it was my parents’ actions and words that stood out and were always motivational which infused positivity within me. Likewise, Dlamini (2013, p. 52), describes how “motivation pushes you and gives you strength to go forward in everything that you do, knowing that your family is behind you.”

My recollection of my past revealed the deep belief that my parents had in me, motivating and shaping me into the individual that I am:

“My dad was my friend, my sports buddy, my spiritual master and my hero as I always aspired to be like him. He inspired me and believed in me shaping me, into an open minded, holistic individual.” (Chapter Three, p. 38)

My dad was very interactive in my life. Besides giving me the financial support, he was my confidant, my pillar of strength and always caring:

“I knew that my dad always believed in me and I honestly always believed in him. I looked up to him, and most definitely respected him, as I secretly sensed that my dad was destined for greater success, which is the reality today.” (Chapter Three, p. 39)

I valued the time spent with my father and I am grateful for having a father who always believed in me and motivated me. Likewise Dlamini (2013, p. 52) explains how she appreciated the “mere presence” of her father because she had, “observed that some children without fathers that [she had] taught have experienced emotional difficulties that have impacted negatively on their learning and performance at school.”

My parents taught me never to give up, always instilling me with optimism:

“Significantly, my dad saw the need for me to be educated as he motivated me to study and to take my studies seriously. He saw in me the potential that only now in...”
(Chapter Three, p. 39)

Furthermore, I can recall vividly the positive impact of my mother’s motivation and support in my learning, which is discussed in detail in my theme of affection, warmth and care.

In addition, I noted while retracing my personal history how my parents gave me hands on assistance in my learning. I required guidance and support while working with educational tasks but I also required motivation and encouragement:

“Most importantly, I recall how my parents physically and emotionally assisted me with my learning. I cannot remember ever once feeling discouraged by them or made to feel useless or stupid. They kept emotionally encouraging me, believing in me, while assisting and facilitating my learning.” (Chapter Three, p. 46)

Importantly, it was not only my parents who motivated me, but my grandparents were instrumental too. Likewise, Vilakazi (2013) also recalled receiving motivation and encouragement from her grandmother. I can remember how:

“Often my grandfather’s voice sliced through my deepest thoughts as he would call me “Surgeon Rawat!” (Chapter Three, p. 28)

My grandfather was a knowledgeable and gifted man, who foresaw that I would be successful. I believe that this manner in which he so lovingly addressed me as “Surgeon Rawat” showed that he knew deep within him that I one day would pursue my studies. His once firm belief that a women’s place was at home was softened by his deep love for me. This subconsciously drove me to study. Whenever I felt like giving up, his words struck a chord in me. There were moments after I got married and had my first baby, while working and studying that I did feel the pressure of the extra responsibilities. It was then I always recalled the motivational words of my grandfather. Likewise, Vilakazi (2013, p. 58) expresses that her grandmother used to inspire her also with a slogan: *“If you have an education then nobody can touch you – keep on learning!”*

My personal history also revealed that another individual who played a significant role in my personal, and my professional development was my dear husband. Similarly, Khan (2013) highlights the central role played by her husband in supporting her lifelong learning. I was married in my second year first semester of my under-graduate studies. My husband motivated me not to only pursue my undergraduate studies, but to extend my studies:

“During the university holidays, he encouraged me to attend an ICDL course for which he registered me and assisted me with.” (Chapter Three, p. 55)

“I am so grateful for my husband’s support, which commenced before our marriage and until now is assisting me to develop personally and professionally.” (Chapter Three, p. 55)

Thus I have received motivation from my parents, grandparents and also my husband. Their continual motivation and encouragement has assisted me to develop personally and professionally.

School: Motivation and positivity

In recalling my personal history, I became aware that I could only remember one motivational teacher:

“Although the invaluable worth of this teacher never dawned on me at that time, I can now see that this was a teacher whose influence not only changed my life but also who I am. She was the only teacher who believed in me.” (Chapter Three, p. 49)

I now see that my past learning experience with this beautiful teacher was an example of the emotional curriculum. Rabin (2013, p. 242) contends that it is in these, “caring relationships that students could learn to respect one another’s idea and to care.” Therefore at the heart of education is the relationship between the teachers and learners. This relationship can be a motivational tool or a de-motivational tool, either enhancing or constricting learners’ progress.

From this special teacher, I learned the value of emotional care and also academic support and assistance. This teacher was able to provide me with both:

“As a teacher, she took me under her wing, and reared me as her own...” (Chapter Three, p. 49)

This teacher’s tone and manner towards me were always encouraging and motivational. Dlamini (2013, p. 25) vividly describes her motivational teachers as “quick to spot the potential in[her] and [nurture] it into a flame.” I feel the very same way about my one motivational teacher:

“Her care, motivation and hands on assistance in my learning, I began to prosper academically. It was not just a consistent steady improvement, but a huge leap from a C symbol to an A plus! Looking back, I realise the impact that a teacher can have on a learner.” (Chapter Three, p. 50)

My motivational teacher also provided me with the extra academic support that I needed:

“During my examinations, she informed me of extra workbooks that would help me to obtain better symbols. Because of her keen interest, I started giving my studies my all.” (Chapter Three, p. 50)

Thus, from this teacher, I have learned that when we teachers believe in our learners, we contribute in assisting them to unleash their potential. The affection, motivation and positive reinforcement I received from this teacher helped me to develop confidence in myself as a learner, as well as enthusiasm for the subject of Biology. Powell and Powell (2010, p. 164) confirm how teachers can “articulate and arouse enthusiasm for the subject matter and for learning.” For me, the end result was that:

“Biology was the subject that I attained the highest marks for, as this teacher always motivated me, believed in me and encouraged me. I felt ecstatic in the Biology class; not only was I extremely happy to be around my teacher, but importantly I had taken a keen interest in her subject. I competed with earnestness and determination to obtain the highest grade mark in Biology.” (Chapter Three, p. 49)

Therefore in my looking back at my personal history I have learned that, “our emotional and intellectual lives do not run on separate tracks but are connected” (Powell & Powell, 2010, p. 3). A positive and motivational relationship with a teacher can have a ripple effect on learners’ progression in a particular subject.

Implications facilitating the emotional curriculum

Through reflecting on my personal history, I have realised that motivation and positivity are central to the emotional curriculum. Storrs (2012, p. 7) indicates that “students respond differently to emotions – understanding the impact of their emotions on student motivation and academic behavior is important for teachers to effectively support students learning.”

Similarly, Varathaiah (2010, p. 48) explains how, in her study, teachers' "educational achievements whilst at school emerged from the motivation to achieve that [they] gained from parents' and other family members' attitudes towards learning rather than from their economic circumstances." Therefore, in my view, learners require constant motivation and encouragement in order for them to develop into positive and confident beings. Similarly, Jansen and Coetzee (2007, p. 3) argue that, "learners become motivated when they are approached with respect, genuineness, and empathy." According to Isenbarger and Zembylas, (2006) a teacher should try to discover at least one positive about each learner and compliment her or him on this. Through this focus on their positive attributes, learners can become more motivated.

Conclusion

In this chapter, I re-examined my personal history narrative (as presented in Chapter Three) to respond to my first research question: *What can I learn from my personal history about facilitating the emotional curriculum?* Through concept-mapping, I use the "heart of the matter" as a metaphor through which I mapped out significant themes emerging from my personal history narrative. This elicited three main themes of *a) affection, warmth and care, b) attentiveness and special attention* and *c) motivation and positivity*. I learned from my personal history that these core elements are fundamental to the emotional curriculum.

Through this process of reviewing my personal history, where I recalled memories and observed them critically, I gathered stories which have provided me with valuable information about my own development and learning, as well as key ideas about facilitating the emotional curriculum. Significantly, paying special attention to the heart-full stories of my past elicited emotions. From revisiting my personal history narrative, I have become aware that the emotions that I carry into the classroom as a teacher are likely to influence my learners positively or negatively. According to Powell and Powell (2010, p. 150), "teachers can 'infect' their students with their moods," thereby influencing learners' emotions. Writing and analysing my personal history narrative induced understanding of my emotions related to learning and teaching (Noddings, 2011). Some of the stories elicited negative emotions, for example, the Nesquik incident. However, through personal history self-study, I have been able to transform this negativity into hope for the future by gaining different perspectives through deep reflection on and analysis of my past experiences.

The themes I developed from my personal history offered me some preliminary ideas about facilitating the emotional curriculum that I then built on and extended in implementing the emotional curriculum with my grade 3 class. In the following chapter, Chapter Five, I provide a comprehensive description of the day-to-day implementation of the emotional curriculum with my grade 3 Foundation Phase class. I respond to my second research question: *How can I facilitate the emotional curriculum?*

CHAPTER FIVE: FACILITATING HEART-FULL TEACHING AND LEARNING

Introduction

This self-study research centres on discovering and implementing the emotional curriculum within the Foundation Phase, thus paying attention to learners' emotions in order to improve learning. The purpose of this research is to better comprehend and apply the emotional curriculum in the Foundation Phase through my self-study. As part of this, I wish to enhance understanding about learners' emotions and their effect on learning. My objective is to develop a better understanding of the emotional curriculum through exploring my past learning experiences. Additionally, my goal is to better understand and enhance my present teaching of the emotional curriculum.

In the previous chapter, Chapter Four, I analyse my lived experience to respond to my first research question: *What can I learn from my lived experiences about facilitating the emotional curriculum?* This is done by analysing my personal history narrative (as presented in Chapter Three) through introspection and making links to relevant literature. In examining my personal history, the heart of the matter emerged as a significant metaphor, which I used to map out the following themes that emerged in relation to my learning about the emotional curriculum: *Theme 1: Affection, Warmth and Care; Theme 2: Attentiveness and Special awareness; Theme 3: Motivation and Positivity.* These themes from my personal history provided me with some initial ideas about facilitating the emotional curriculum that I then built on and extended in implementing the emotional curriculum in my grade 3 classroom.

In this chapter, Chapter Five, I offer a detailed account of the actual implementation of the emotional curriculum as conducted with my grade 3 Foundation Phase class. I respond to research question two: *How can I facilitate the emotional curriculum?* In order to answer the question, I draw on my developmental teaching portfolio (Samaras, 2011). My developmental teaching portfolio includes the integration of the facilitation of the emotional curriculum within the Life Skills curriculum, under the theme of Feelings (Department of Basic Education, 2013). It includes learners' written and drawing activities for the lessons on the emotional curriculum. Furthermore, it contains a daily recording journal of learners' feelings.

Where necessary, I have edited spelling and grammar of learners' responses, to make it easier for the reader to understand what they tried to express. The learners' written and spoken responses are in italics for emphasis. For confidentiality, all learners' names have been changed.

This chapter describes the actual implementation of the emotional curriculum. It describes the daily activities, together with learners' responses either written or drawn or both. It provides a day to day breakdown of the implementation of the emotional curriculum. Firstly, learners' feelings were discussed, as well as their dreams and aspirations. Thereafter, I tried assisting learners in building relationships with their peers and family members. Finally, I relate the daily discussion of feelings that was held every morning.

Implementation of the emotional curriculum

The heart of the matter...Day one



Figure 5.1 “The beginning of the heart of the matter”: A photograph of the heart cushion

I began my first lesson of the emotional curriculum by passing around a heart cushion (see Figure 5.1). Learners were instructed to close their eyes, so that they would not see what this object was. They were ecstatic, all smiles, but were also very disciplined. Every learner was

captivated by the object being passed around, and I did notice a few learners peeking, which was quite the norm for mischievous eight year olds!

There was not a sound in the class, until the learners were asked to open their eyes, as I hurriedly placed the cushion back into the box. All eyes were glued on me as I asked them to think about how the object *felt*. Naturally, they were enthusiastic in guessing what the object was. I emphasised the importance of how the object felt. Several answers arose speedily. “*Soft*”, “*squishy*”, “*warm*”, “*cuddly*” were the most common responses received. My learners were on the edge of their chairs as they eagerly awaited the next twist in the lesson. By using an unconventional method, I was able to get the learners thinking about how the object *felt* being more important than the actual object itself. For me, this symbolised the importance of feelings in our everyday lives, regardless of our age, gender, race and so on. Finally, I asked the learners about the shape of the object that was passed around. After hearing their responses, which were “*It’s a toy,*”; “*It’s a pillow,*” and so on, I showed it to them. I explained that our hearts are also soft, warm and yes, squishy too! At this, some learners giggled. I then prompted a discussion about our hearts being similar to the heart cushion that was passed around. I explained that our heart is the primary organ for our body to function but it is also the symbolic centre of all human emotion and feelings which affect our mood and influence our state of happiness.

A lively discussion began when I questioned the learners about how their hearts felt. The learners’ eyes lit up. Learners were also requested to give a reason for why they felt that way. I found that learners’ responses varied according to their individuality, and also their personal backgrounds.

For many learners, happiness was attributed to material things, as they said that felt happy when something was bought for them. In this regard, it is important to note that the majority of learners in our school are from affluent backgrounds. In my experience, neglect can be present within some of these affluent homes, predominantly emotional neglect. This often seems to occur as a result of parents being preoccupied with their work or with their travels abroad to spend much time with their little ones. Hence, in my opinion, these learners are often ‘bought off’ by material gifts as instant gratification and replacement of time.

In addition, learners' responses revealed that they felt cheerful when they had interaction or spent time with their families, including their grandparents or cousins. Also, learners explained that they felt joy when parents returned from a holiday or business trip.

Learners also said that they felt happy when they had friends and participated in fun activities at school. Most learners said that they felt happy coming to school. Some learners expressed that they felt happy coming to school because I was a "nice", "kind" teacher, and they felt happy being with me.

While discussing what made them happy, learners also included and pointed out on their own, "*I am not happy when...*". Learners openly expressed feelings of sadness related to being sick, being bullied, having no friends, being shouted at, sibling rivalry, getting hurt, school results or work quality, not being with "mam" (referring to me their teacher), or being absent from school.

To conclude the lesson, I asked learners to write a few sentences about what made them happy and sad, including an illustration. When I reviewed learners' written responses, I felt shocked and despondent. As much as the oral discussion had revealed learners' emotions, I realised that there were still deep emotions that learners had held back. To me, this indicated that some learners did not feel comfortable sharing their deepest feelings with the rest of the class. Instead, they only felt safe and secure to share these with me. I sighed with a sense of relief that I had decided to include the written activity. I had assumed that the discussion would reveal all that they would write! However, I was proven wrong.

I became aware that as much as I had tried to create an atmosphere of warmth and care within this class, learners still felt sceptical about revealing their true feelings to their class mates during this first activity. I was dismayed when I read responses such as, "*I feel sad when I see my mum and dad not together...*". In addition, sibling discord was vividly described as "*my brother kicks and bullies me.*" The responses that I read seemed to worsen as I read each one carefully. For example: "*when my parents hit me I feel sad.*" I was upset and disappointed by these responses. Significantly, I then realised that the emotional curriculum should at some point include an aspect to deal with learners' feelings about their relationships with their parents in particular. However, there was a niggling feeling within me as I knew I would be

opening a ‘can of worms’, as parents might feel that I was interfering in their home matters. From this initial activity, I started to develop further topics for discussion as I took my learners’ immediate needs into account (Masinga, 2009).

What is love?... Day two

After deep reflection on my learners’ responses, I decided that it would be helpful for the learners to focus on the positives in their lives to help in developing their self-confidence and self-esteem. I thought that a drawing activity would be effective in creating a relaxed atmosphere for them to express creatively what made them happy. I chose the topic of “Love” for this lesson, with the main focus being “I Love...”

At the beginning of the lesson, I captured my learners’ attention by hanging a photograph on the whiteboard in front. The learners examined the photograph in wonder. Breaking the silence, a hand shot up, “*Do we have to guess who are the people in the photo, like we guessed what the cushion was?*” As the loudness of the learner’s voice pierced my inner ear membrane, I ground my teeth but quickly composed myself, remembering I was in front of a class.

I began my class discussion on love by asking, “What is love?” I pointed to the picture of an extremely old couple, who had spent decades of their lives together, very similar to many of our grandparents and parents. I focused on the importance of family time and family love. I aimed at encouraging learners to attach emotional significance to the concept of love rather than perceiving love materially.

Learners participated actively in discussing what they loved and this seems to generate high levels of delight in the class. This I observed by their facial expressions and tone of voice. Learners articulated that they loved their family, friends, school, their teachers, holidays, and even eating junk food! Through this discussion, I tried to build learners’ trust in each other.

As learners discussed what they loved, I observed the intensity of the cheerfulness buzzing in the classroom. But then my eyes fell on a sorry sight. As every other learner participated in earnest, there he sat, swollen in his chair, seeming rather reserved and distant. This exciting lesson on love did not appear to leave the slightest impression on Pat as he sat despondently in ‘switched off’ mode. Pat eyes were clouded, and his face was shadowed. His blank

expression was accompanied by a downcast demeanour. I was startled that the exciting topic of love did not tickle his fancy. He did not seem to be the least bit intrigued. To me, it appeared as if his entire being rebelled against the idea of love.

When I walked around the class and enquired from Pat what he loved, he shrugged his shoulders and did not utter a single sound. The other learners roared with excitement when it was their turn. Many learners responded by saying that they loved, “*school*”, “*their families*”, “*friends*”, “*teachers*”, “*pets*”, “*playing*”, “*grandparents*”, “*books*”.

One learner clearly said he felt happy and safe because a certain learner was no longer attending our school. Many hands popped up simultaneously as learners expressed a sense of relief and said they were going to start loving to come to school now that this particular learner had left.

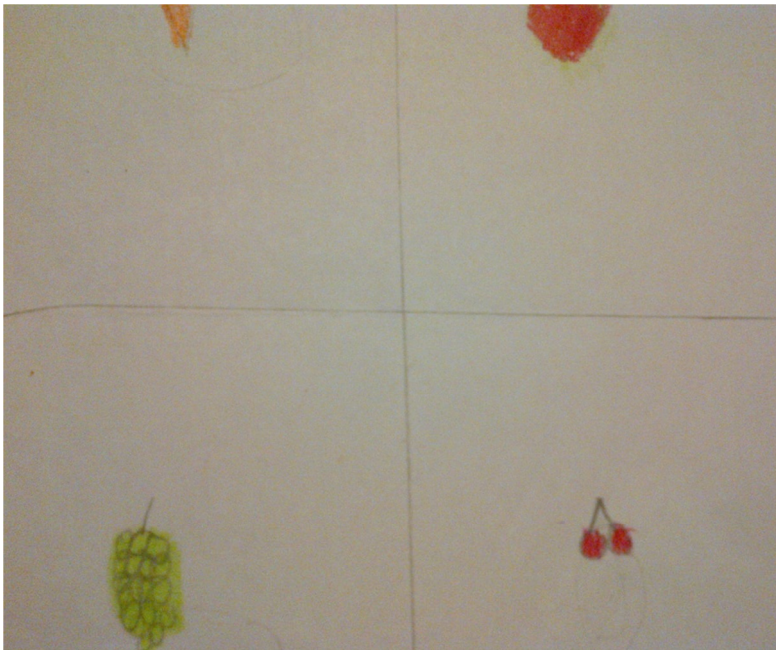


Figure 5.2: “Random fruits”-- Pat’s drawing in response to the topic “I Love...”

Figure 5.2 shows Pat’s drawing on the topic “I love...” I also asked learners to draw what they loved. Learners’ drawings reflected their discussion on the topic of love. However, Pat just drew random fruit items. He did not draw a picture of his family or school or anything else that seemed to me to have emotional significance. To me, he seemed to be experiencing emotional and social difficulties.



Figure 5.3: “I love School!” – A drawing in response to the topic “I love...”

Figure 5.3 demonstrates that some learners feel happy when they have friends at school. In addition, learners indicated that they are happy when they are busy learning or spending time doing their hobbies.

I wish... Day three

As soon as I entered the room, I settled my learners. I asked them to pack away all their belongings from their tables. I requested them to have only one pencil each on their tables. Learners were fascinated and, within minutes, their tables were cleared.

For the first five minutes, I taught my class breathing techniques: how to breathe by inhaling deeply and holding the breath in and thereafter gradually releasing the breath. I attempted this in my pursuit of relaxing my learners. Thereafter, I asked them to close their eyes and make a silent “wish.”

While their eyes were closed, I walked around and passed a piece of paper to each learner. I then asked my learners to jot down their wish on this piece of paper. Learners smiled and their eyes gleamed. This lesson seemed to ignite a positive spark in them.

Each learner was asked to come to the front for a minute to explain what she or he wished for. The learners and I were left in amazement at hearing these wishes. A few of the oral responses of learners’ wishes were:

1. Elizabeth – *“For my parents to get back together.”*

2. Pat – “*To have friends.*”
3. Susan – “ *To go to space*”

Hence, from the learners’ oral responses, I learned what learners wished for varied from emotional longing to material belongings. The following drawings reveal two examples of the learners’ wishes:



Figure 5.4 “I wish I had Magic” – A drawing showing a learner’s wish.

Figure 5.4 reflects a learner who wished very heartily that she was able to perform magic.



Figure 5.5: “If only love was in the air”-- A drawing shows a learner’s wish.

The above drawing highlights a learner's emotional longing to have her parents together. Besides her written words she drew two figures of her parents and a heart between.

Learners' written responses which echoed their future career aspirations included:

1. Susan - *"I was an optometrist."*
2. Mary - *"I wish I could be a doctor."*
3. Patrick - *"I wish I was the president."*

Some learners' responses expressed emotional yearning:

1. Rena – *"I wish I had friends."*
2. Elizabeth - *"I wish for my mum and dad to get back together and be happy."*

Learners' responses were also from fairy tales and from their imaginations:

1. Sally- *"Teddy bears could talk and unicorns and fairies existed." Also, "Children could have their own little playing gardens and in their gardens it's always sunny."*
2. Kelly - *"I was born intelligent and knew everything." Also, "I wish that I could be the princess of the world."*
3. Pat- *"I wish was big and rich and I will give a thousand Rand charity."*
4. Sam - *"I wish was a pet rabbit."*
5. Nelly- *"I wish I was a queen I want people to listen to me when I talk."*
6. Anonymous- *"I wish everyday was a fun day."*
7. Amy- *"I wish I had magic."*
8. Sammy - *"I wish I was big."*
9. John - *"To have the key for paradise."*

Getting along with parents... Day four

Relationships with parents and siblings were a recurring theme in our discussions of feelings. This showed me that learners' emotions were often impacted positively or negatively by their parents' attitude and behaviour towards them. This in turn seemed to have a ripple effect on how the learners behaved and reacted at school.

For this lesson, I set a serious tone. I wanted to assist my learners in an earnest attempt to address and understand how they felt towards their parents. I began the lesson by sitting on

the mat with my learners, joining them in a discussion. I wanted to create an atmosphere where learners could express their deeply felt emotions to one another. Also, I wanted them to feel that I was part of them.

The discussion started with, “My parents make me feel...”. The responses I received included: *“happy”*; *“cute”*; *“spoilt”*; *“special”*; *“angry”*; *“sad when they shouted at me”*; *“sad when they favour my younger sister”*; *“sad when they do not spend enough time with me”*; *“happy when they buy me things”*; *“happy when they take me overseas”*; *“sad when I am left alone”*. From this discussion, I gathered that parents play an instrumental role in influencing their children’s emotional state. Hence, I anticipated that the emotional curriculum could aid in assisting learners to express and make sense of their emotional responses to their parents.

In the written activity, I instructed learners to complete sentences that I had started. This was an activity directly aimed at connecting them with their interaction with their parents. Learners’ written responses revealed:

One thing my parents do that I especially like is:

“My parents help me,”; *“When they talk to me,”*; *“When they listen to me.”* *“Cook for me, take me out whenever I want to go.”* *“When they play with me”*; *“They spoil me”*, *“When they let me play psp [play station- computer game].”* *“When they take me .where ever I want.”* *“Give me toys.”* *“When they tickle me.”*; *“Taking me out for supper.”*; *“Get me stuff like toys.”*; *“That they will always be there for me and love me.”*

The above responses revealed to me what learners especially like their parents to do. The answers varied from demonstrating care and affection through giving of hugs and kisses and spending time with them, to more materialistic responses such as spoiling them with toys.

I also asked learners to write about something that their parents do that they don’t like:

“scream at me,”; *“when they shout me,”*; *“shout me,”*; *“fight with each other,”*; *“shout me for doing bad,”*; *“nothing!”*; *“When they tell me not to play station ,”*; *“shout me,”* ; *“when they hit me,”*; *“shopping.”*; *“when they hit me,”*; *“there is nothing about my parents that I do not like.”*

Learners expressed explicitly that they did not like it when their parents shouted at or hit them. They also explained that they did not like it when their parents fought with each other. I

found it interesting that the last response which stated, ***“There is nothing I do not like about my parents”*** was written by an extremely ‘bright’ learner, who always displayed excellent leadership skills and correct etiquette. For me, it seemed significant that this learner appeared to come from a happy environment, free from shouting, hitting or parental dispute. Another learner’s answer sheet revealed:

One thing my parents could do to make life easier and pleasant for me is: *“to help me and do fun stuff with me.”* In addition, her next answer exposed: One thing I could do to make life easier and more pleasant for my parents is: *“to spend time with me.”* Additionally, the follow up response was, One thing I think I think parents and children should talk about is: *“spending time with the family.”* Furthermore, her response to the prompt, One thing that I hope to remember to do for my children when I grow up, was: *“to have fun with them.”*

For me, these responses highlighted the emotional significance of parents spending time with and playing with their children.

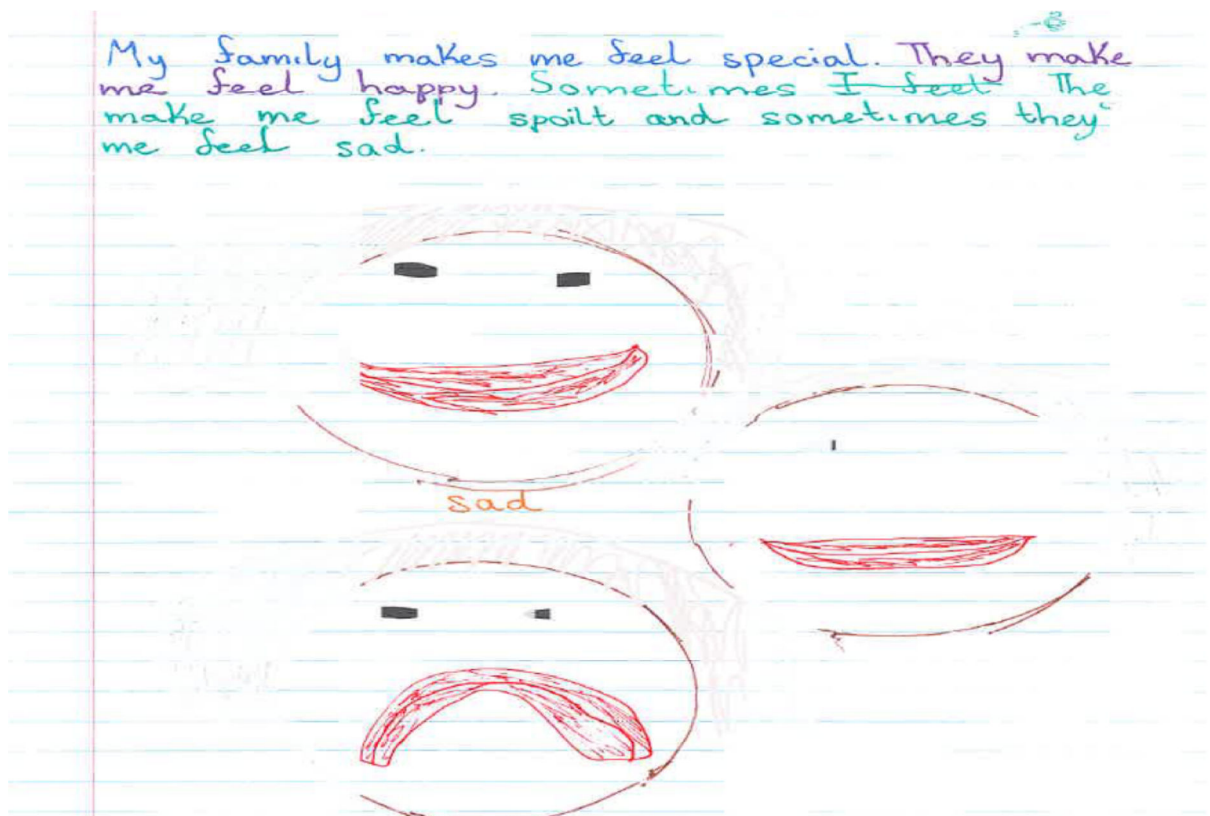


Figure 5.6: “My parents make me feel happy and sad.” – A drawing about a learner’s mixed emotions about her family.

The above drawing revealed a learner’s mixed emotions about her family.

When I grow up...Day five

As the teacher and facilitator of the emotional curriculum, I felt that there was a need for me to try to influence learners' emotions positively. I believed that learners' perceptions of themselves and insights into their future goals and ambitions were crucial in building their self-esteem and confidence. Hence, for this lesson I focused on "When I grow up..."

Our initial discussion revealed that learners aspired to be: "designer"; "soccer player"; "dressmaker", "pilots", "artist"; "pop star"; "doctor"; "author"; "teacher" ; "good mother" ; "cricket player"; "pharmacist"; "model". Learners were thrilled and motivated about their future dreams and where they saw themselves going. I realised that this discussion offered learners the opportunity to 'live' their dreams of what they hoped to achieve. Thereafter, I asked learners to write a paragraph and draw a picture in response to the prompt: "When I grow up..."

The written response that stunned me was from the same learner who had expressed emotional pain during the previous lesson. I read the following with dismay:

"I would like to be a teacher and when I am at home I would be a good mother. I would spoil my kids. I will give my kids phones and will give them whatever they want. I will send them to a rich school and let them do what they want. They will have to do what I say. I will not ground them." (Rena)

I realised that this learner was crying out for help. This had also begun to manifest in her unruly behaviour towards other learners and even towards teachers.

I had filled in a psychological report on both Elizabeth and Rena because I felt they required professional assistance in dealing with their emotional issues. This was forwarded to the Foundation Phase Head of Department for authorisation and was then forwarded to the school's guidance counsellor. Also, as another intervention measure, I referred their cases to the school's deputy principal who has had years of experience in assisting learners with behavioural and academic disorders. Furthermore, I took it upon myself to provide emotional development individual sessions with them. These were held after school or during second break where they could express their feelings to me and I would try to guide them accordingly. I felt that these learners lacked motivation and belief in themselves and hence I aimed at helping them develop positive self-concepts.

Other learners' written responses filled me with elation as a few learners aimed for great heights. For example, I read: *"I will help the sick and needy. I will find the cure for aids."* In addition, some learners aspired to be the best they could be: *"I will be the best cricket player in the world."* To me this this signified self-confidence and belief in themselves and their future prospects. I smiled to myself as I read: *"I will make books for babies, adults, and some talking books. That can read any stories."* (Susan). Another little girl, who always brimmed with sureness and buoyancy, wrote: *"I can do anything and everything."* I felt that this was the type of confidence that learners needed to have. However, I did realise that learners with emotional problems who lacked confidence were unlikely to perform to the best of their ability.

My heart races when...Day six

I felt a need to understand what triggered learners' emotional states and hence I formulated the following topic for this lesson: "My heart races when...". To start, learners were asked to sit in test conditions and were given a blank page to write a paragraph on "My heart races when...". I found that the written responses had become more detailed than in previous lessons, as learners appeared to be becoming more in tune in expressing their feelings. This lesson evoked both positive and negative feelings within my learners. Reviewing the paragraphs at the end of the lesson left me wordless as I read:

"My heart races when I'm sad because my mum and dad own a shop and they have no time for us. And I'm sad about that. I do not like my life. That is why I am angry all the time and why I bully, a liar, bossy boots. So I get very angry and start with them."
(Rena)

Thus, Rena expressed that her heart raced when she was angry and sad. I started to notice a pattern. For every written response activity, Rena expressed her feelings of wanting her parents to acknowledge and spend time with her.

Another learner's paragraph revealed that:

"My heart races when I feel happy. Everyone makes me happy except Rena. Everyone hates Rena because she is mean and loves to likes to fight with everyone..."

Sammy added:

"My heart races when I am sad. I feel sad when people fight because I don't like to fight. I just like to be friends with everyone. When I am friends with Rena she is the

boss of me... so she started telling me that I must walk behind her. I said no way. Then she decided that I must be her servant.”

Thus, through these written responses, I was able to see the negative emotional impact of Rena’s behaviour on the other learners in my class. However, I was relieved and proud that Sammy was able to take a stand for herself and not fall into the trap of being bullied.

Additionally, Sally’s written response expressed:

“My heart races when I am sad. The place or thing that makes me sad is getting a shouting at, the other thing that makes me sad is bullies. They surely make my heart race.”

She went on to explain:

“My heart races when I am nervous. I might be nervous when I stand in front of lots people. I am kind of scared that they will laugh at me. That would be kind of embarrassing, don’t you think.”

However, Sally expressed positively that her:

“heart races when I am happy. I’m so sure that my heart is racing right now because I’m having a great time...I just love this topic.”

Thus, the responses to this topic showed me that learners could identify different circumstances that led to their hearts racing both positively and negatively. I also realised that some learners felt nervous in front of a group of people. Learners also indicated in their written responses that their hearts raced when they felt nervous, but also, as Kelly wrote “because when someone bullies” her and also when she “was saying a speech.” John also wrote that he felt scared when he was being bullied.

Peter’s paragraph related to sibling rivalry. It read:

“My heart races when I am angry. I do not like my sisters when they make me angry. This is not a nice thing to say but I wish my sisters were not born at all. I know that is mean. Sometimes I wish I was the only child.”

He further elaborated that his heart raced when:

“I am also frightened of my dad. When I don’t do my homework. It is not fair when my sisters do not do their homework and dad does nothing.”

Similarly, Nelly indicated in her writing that, her “heart races when I am sad, when my brother fights with me. He pushes me, hits me every day and swears and I hit him back.” I noticed another expression of sibling rivalry in Sam’s writing: “My heart races when I am

angry because my brother always teases me that is when I get very angry.” On the other hand, he noted, *“My heart also races when I am very excited when my mother or father buys me a new toy or a new game.”* He added that his heart raced when he was scared: *“I am scared to watch scary movies and when I lose something that is very special of mine. Also when I see something very scary.”* Furthermore Sam wrote that he felt excited when his father took him to Ushaka (an amusement centre and theme park) *“or I feel excited when it is my birthday, when I get lots of presents. Or when I go to my friend’s house.”* In addition, John’s heart raced with excitement *“when my dad buys me a lot of sweets and buys me remote control cars and everything I want.”* Therefore, I realised that some learners’ heart raced with excitement when they were bough gifts or taken out on exciting outings.

Reflecting on the negative factors that made the learners’ heart race, the ones that stood out for me were sibling rivalry and bullying. In addition, I noted that learners’ hearts raced positively due to having parents that spoilt them materially or when they progressed excellently at school.

Furthermore, one response from a learner clearly outlined self-confidence, where she stated at the end of her page:

“I love myself the way I am.” (Amy)

I noted that this was the same learner that always excelled at school, and appeared to have a happy home environment.

Feeling chart... Day seven

On this day when learners walked into the room they were given a Feeling Chart (see Figure 5.7): How do I feel today? As the class filled up, I explained that they would record their feelings as the day progressed according to the different columns. Learners were asked straight away to answer the first column which read, *“When I arrive in school...”* The responses were very encouraging as, for example I read, *“When I arrive at school I feel happy because I am going to do lot of work and I will become clever.”* Other positive responses included:

“I feel happy because it is a nice fresh day.”

“I feel happy so I can see my mam and my friends.”

“I feel happy because I am at school.”

“I feel tired because lots of work will be given. But not tired all the time.”

“I feel excited because I want to see what the day has in store for me.”

“When I arrive at school I feel happy.”

“I feel absolutely great.”

Furthermore, when I reviewed the Feeling Chart at home time, learners’ responses were:

“I feel sad because school is over and it is home time.”

“I feel sad because school is over.”

“I miss school.”

“I feel happy and excited. I get hyper active.”

When I arrive in school	After playtime	After lunch	Home time
I feel happy I can play with my friends	I feel tired because running jumping playing soccer	happy so I can do my work and then I can play	sad because school is over that's why I am

Figure 5.7: “Feeling Chart” – A copy of a learner’s feeling chart showing different feelings during the day.

From the responses in Figure 5.7, I gathered that this learner felt happy when she was with her friends at school. This learner looked forward to the day ahead. She displayed sadness at home time, while other learners were excited to go home.

I get cross when...Day eight

For this lesson, I wanted to find out what triggered learners’ feelings of anger. I started the lesson by showing my learners an emoticon (a symbol representing a facial expression used in electronic communications to express the writer's feelings) of an angry face. I asked learners

to think about incidents or events that made them angry. The discussion revealed that learners felt angry when: *“I had to wait after school for my parents to fetch me”*; *“called names;”* *“bullied”*; *“had no friend”*; *“poor marks”*; *“sworn and shouted at”*; *“when no one listens to me”*; *“...fights with me”*; *“teased;”* *“when someone irritates me”*; *“sibling rivalry”*.

From the discussion, I gathered that factors that affected learners’ emotions negatively often caused them to feel angry.

Learners were then asked to write a paragraph and do a drawing on: *“I get cross when...”* The written responses included:

“I get cross when my cousins fight with me. I get cross when I am learning because everyone one makes a noise. I get cross when people tease me. I get cross when no one wants to play with me.” (Mary)

In this written response the learner expressed various reasons why she became cross. I realised that as teachers and parents it is important that we ‘hear’ our children out as many of my learners explained that they became *“cross when nobody listens to me. I get cross when I get a shouting”* (Amy). Similarly, another learner stated, *“I get cross when my sisters do not listen to me, when someone swears me. I get cross when someone fights with me. I also get cross when someone calls me bad names.”*

Another learner explained, *“I get cross when my brother is not listening to me.”* Conversely, she went on to state, *“I will hit him, and he will cry. He is naughty, but I love my small brother.”* This written response further created an awareness within me that the while tackling issues of bullying or sibling rivalry, both the victim and perpetrator need support. I addressed this issue by writing a note back to this learner. It began, *“I am here to hear you out daily as you are my little angel.”* I added:

“It is very wrong of you to hurt your younger brother as he does not understand. By hitting him you are teaching him that hitting and fighting is acceptable behaviour. I plead with you to refrain from such actions. Please meet me after school to explain this note. Love Mrs Malek.”

I tried to help this little girl see that hitting her younger sibling was unacceptable. However, from the discussion we had on a one to one basis, I realised that she was also hit by her parents.

Materialism also arose as a key element when a learner expressed, *“I get cross when my mother and father don’t buy me anything”* (Sammy). To me, this response suggested a need for material things for instant gratification. I realised that when learners are refused material gifts, anger and resentment can grow towards parents.

Bullying was another recurring element that arose in learners’ writings. As one learner stated, *“I get cross when I get bullied. I get very cross because I do not like to get bullied. I also get cross when my brother or anyone teases me. ..”* (Sam). Likewise, another learner vividly described a drawing of bullying, where he stated, ***“I get cross when I see a fight, or when I fight. I get cross when someone bullies me.”*** (Patrick). A written response by another learner read, *“I get cross when someone from the group teases people.”* This learner actually named the children that were bullying others. In addition, this learner brought to my attention: *“I get cross when I am ignored and when people from my group fight.”* Bullying was expressed as, *“I get cross when people steal my things, and boss me around. When they tell me what to do.”* (Tom)

On a more subtle level another learner disclosed: *“When my cousin hurts my feelings and does not play with me and ignores me...”* This was the only learner who highlighted the emotional significance of her family by stating that, *“I will get cross if anything happens to my family and parents”* (Susan). I noted that only one learner from a class of 22 revealed that she would get cross if anything had to happen to her family. To me this was disappointing as I would want more learners to feel the need to ‘stand up’ for their family.

I noted that all the factors mentioned that triggered anger seemed to be by products of painful emotions. In my understanding, when learners felt emotionally hurt, this could lead them to feel anger and resentment.

How would you want your life to be different? ... Day nine

After the activities and discussions that I had conducted in my class, I reached a point where I felt the need to understand each learner’s outlook on their life currently and what they would like it to be like ideally. For this activity, I chose a story writing approach. Learners were asked to write a story on, *“How would you want your life to be different?”* I asked them to write a story to reduce the formality of the activity. I wanted to allow each learner to view his or her life thus far as a story and hence be more descriptive of his or her life. I anticipated that

this story writing activity would allow learners to be more creative in their writing. I wanted learners in a story form to narrate to me as to how they would want their life to be different, so they did not feel the need to be embarrassed if they were placed in uncomfortable situation. I wanted these learners to write freely with no worry of being victimised or thought less of due to their current home situation.

However, many of my learners lost focus in their stories. They somehow wrote their responses to “How would you want your life to be different?” in a paragraph form, forgetting the guidelines I had given them for writing a story. Thus, I was left rather dissatisfied and disappointed. This was not only because their written responses did not conform to the story writing guidelines, but also because the tone and manner of many of their responses filled me with horror. For example, I was shocked as I read, *“I want my life to be different by being spoilt and to have a phone. I want nice parents and not the miserable ones I have now. I want new parents.”* (Rena). To me this suggested a deep sense of animosity towards her parents.

The majority of learners’ responses were focused on materialism. They wanted their lives to be different by having *“mansions”; “palaces”; “water slides” “phones”; “pools.”* Conversely, a few learners stated they would want to help people by being doctors and giving to charity.

These answers I received from learners were displeasing to me as I had expected that this activity would reveal a more detailed account of their feelings. I felt disappointed, as for me this was the first activity where my objectives were only partially achieved. However, what became apparent to me was that materialism was a significant factor and learners seemed to aspire more towards satisfying their material needs than their emotional. Or maybe these needs were just easier for them to express?

Bullies... Day ten

Learners’ responses to previous activities repeatedly pointed out the different levels at which they were being bullied. Therefore the topic for this lesson was “Bullying...”. I began the lesson with a stern tone, as I informed my learners that we would be discussing a serious matter. I began with a discussion on bullying where learners expressed their feelings and described incidents of bullying. I hoped that this would be an educational experience for those

who were bullying other learners. I also hoped to assist learners who were the victims of bullying.

The discussion in the class revealed that bullying did not only occur on the playground or after school, but also during class time. Learners shared that they were being bullied and pushed in class for their: *“lunch”; “pritt [glue]”; “tuck -shop money”; “pencil”; “fancy stationery”; “answers in class.”* They explained that if they did not give bullies what they wanted: *“they would not play with us”, “be mean and tease us”; “they even say we are greedy”; “call us silly nicknames”; “swear”; “even hit us and kick us”; “push us out of the line.”*

My learners’ oral responses shocked me as they vividly described being bullied. Victims of bullying expressed that they had *been “kicked”; “sworn”; “punched”; “pushed”; “slapped”; “had a bust lip” “bruises”; “shown tongue”* on the playground. One learner voiced that bullies were *“irritating”* and also very *“mean”;* and *“evil.”* Learners protested strongly against bullying and explained that they felt very hurt by other learners.

I explained the importance of sharing with one another, but also pointed out that it was not correct to push around another learner for his or her belongings. I went on to ask them how they would feel if they were placed in that situation. In addition, I explained about how we are supposed to behave and treat another person according to Islamic principles. In addition, I talked with my learners about how to be assertive, by saying “no” to bullies and immediately informing a teacher or adult to intervene. I explained that bullies need to know that teachers and parents will not accept their unruly behaviour and that if it continues a punishment will be given as a deterrent for repeated unacceptable behaviour.

Learners’ written responses were just as horrifying to me. For example, I read, *“... used to bully me but I did it back.”* Responses such as this stirred a sense of uneasiness in me. I felt that at grade three level learners were fully aware of how they were treated by other learners. It seemed that some retaliated in a similar fashion regardless of the morality of the situation. I was livid!

In their written responses, learners included the bullies’ names and also described the incidents of bullying such as, *“... always bosses me and tells about me. Also she sometimes*

swears. She will swear me...” (Kelly). Similarly, another learner stated, “*...only bullies and fights with me. Sometimes he even uses bad language*” (Tom). Swearing was a common theme in the discussion and it became evident that learners were sworn at more often than being physically hit. Additionally, another learner wrote “*... chases boys and swears me,*” (Sipho). One learner described his bully as being very “*bad*”: “*...he hits me, swears me, all the bad things you can think of he does that to me.*” (Pat)

The following written responses clearly described how learners were being bullied:

“..trip me and push me. He will push me while I am playing soccer. Takes the ball from me and kicks the ball in my face.” (John)

“I do not like bullies. At break time sometimes when I am going to the toilet one prefect stands by the toilet and does not let me go to the toilet.”

“On Friday the boys come and push me to the back of the line. I do not get a chance of eating.”

“At break time when I am sitting on a table they come and chase me and they sit.”

“Sometimes when I am running at break some boys throw stones or trip me so I can get hurt.”

“In break when there is no teacher _____ hits me.” (Patrick)

One learner related her story of bullying and how she dealt with it:

“... was a bully to me. She told me to be her servant. But I said No way! So then she told me to do whatever she says. I said no again. Then she said I must walk behind her. Then I got angry and said that I won't be her friend. So at least she is not a bully anymore.”(Sammy)

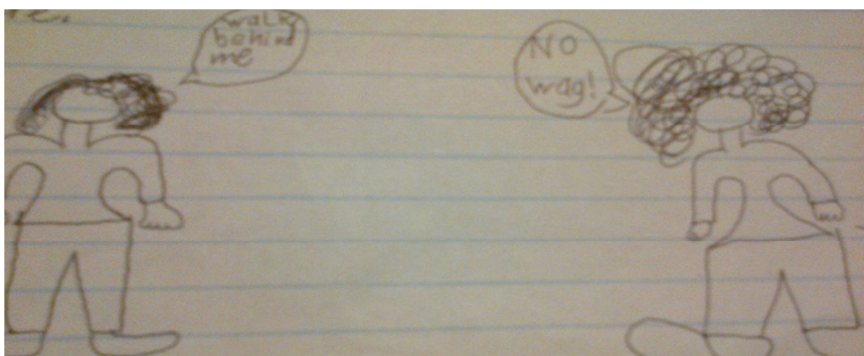


Figure 5.8 “I will not be bullied!” This drawing illustrates an incident of bullying where the learner took a stand against being bullied.

When I read the above account by Sammy and looked at the accompanying drawing (Figure 5.8), I felt happiness envelope me as I saw that some of my learners were taking a stand against bullying. It also created awareness in me of the effectiveness of and need for the implementation of the emotional curriculum within classrooms.

Only two learners from a class of 22 expressed that *“no one bullies me.”* This indicated that bullying was prevalent in and outside our class and needed to be monitored closely by me and other teachers in order to ensure the safety and happiness of our learners.

My heart breaks when...Day eleven

As the days passed, I felt the need to assist in learners in coping with various emotional disturbances. Therefore, I created a topic for my lesson called, *“My heart breaks when...”*. I wanted to find out specifically what broke their hearts.

I began the lesson with a picture of a broken heart pasted onto the whiteboard. I engaged learners in a discussion on what a broken heart means. Learners showed a sense of eagerness to participate actively and the discussion grew meaningfully.

Learners explained that their hearts broke when they: *“lost their best friend”*; *“lost a pet”*; *“parents fight”*; *“teases me”*; *“people laugh at me”*; *“get shouted at”*; *“when I am bullied”*; *“laugh at me”*; *“being backbitten about”*; *“brother or sister fights with me”*; *“cousins do not play with me”*; *“parents are sick”*; *“when I see my father sad”*; *“when I get hurt.”*

The discussion revealed how learners were emotionally affected by different negative factors in their lives. However, I noticed a pattern in learners’ written responses. Learners were often left heartbroken when their emotions were impacted negatively.

Learners’ written responses revealed that their hearts broke when they were bullied, hit, shouted or screamed at:

“My heart breaks when people shout and screams at me...” (May)

“My heart breaks when I get bullied. When someone fights with me.” (Albert)

“My heart breaks when my brother fights with me.” (Liya)

“My heart breaks when my sister fights with me... When my friends do not want to play with me. When I am bullied.” (Mary)

“My heart does not break. It only breaks when my parents hit me.” (Ivan)

“My heart breaks when someone talks bad about me. My heart breaks when I am embarrassed. Also when everyone is laughing at me.” (Kelly)

“My heart breaks when I get teased. I do not like getting tease at all and when I get bullied. Or when someone hits me for nothing.” (Sam)

“My heart breaks when someone teases me...” (Sipho)

“My heart breaks when I am bullied, teased, shouted at...” (Amy)

“My heart breaks when nobody wants to play with me at break. I also feel sad when people fight with me.” (Sally)

“My heart breaks when people tease me. She pulled at my face. She breaks my heart when she says that I am mummy’s little babyish girl. I got so mad I thought of hitting her.”* (Sammy)

“My heart breaks when people tell me to get lost and when they tell me that they are never going to be my friend. When they scream at me and when people laugh at me.” (Tom)

“My heart breaks when my cousin’s does not play with me...” (Susan)

“My heart breaks when I get hurt and when I do not get what I want.” (John)

For me, the above responses indicated that learners felt heartbroken when their emotions were impacted by a negative comment, attitude, response or situation. Learners felt mostly bullied when they were ill-treated, verbally and physically, by their friends and even family members. I became aware that a deep sense of hurt is felt when learners experience bullying. However, I felt that this in session both the discussion and written responses assisted learners in revealing their hurt. By sharing it with class and me, they realised that they were not alone. Additionally, learners learned that help was available to them in dealing with bullies. I realised that this was important because their responses indicated that often victims isolate themselves instead of divulging their traumatic experiences to an adult who can support them.

In the following responses, learners attached emotional importance to their families:

“My heart breaks when I go to Bethal, and I miss my mummy. I feel sad... and when I do not see my daddy.” (Elizabeth)

“My heart breaks when I see my father and mother sad...” (Nelly)

From these responses I realised that children whose parents are separated or experiencing marital discord often yearn for their parents to be living together happily. Their parents' relationships with each other do emotionally affect them.

From this lesson, I learned that there are many factors, at school and at home, that can cause heartbreak and demotivate learners. Learners shared a piece of their heart by disclosing the things that broke their heart, which was often when they were bullied, had no friends, parental separation and also when parents could not provide them with material gifts.

2.12 I feel today... Day twelve

For this lesson, I wanted to focus on learners' emotions and how they felt on a daily basis. I chose a topic called "I feel today..." Reflecting back on learners' responses to the previous activities, I realised that the lessons that included a drawing activity excited learners as they seemed happier to draw than to write paragraphs. I noticed that certain learners were able to successfully demonstrate their feelings in a drawing form. In addition, I was amazed at their creative pieces of art and the colours that they used to express their feelings. These drawings gave visual clues of how the learners felt with the pictures and colours depicting emotion. I noticed that learners' drawings included speech bubbles to illustrate deep emotions, which enhanced their drawings further. Therefore, this lesson was based entirely on the double D method (this was my original idea). The focus was on how my learners felt that day, through a discussion and drawing method (double D method).

Learners in my class expressed that they were having a good day, and surprisingly no learner had been bullied. I was hoping that the lesson on bullying had had a positive impact on learners' behaviour and feelings. The discussion in the class exposed that some learners felt excited and happy due to them having received high test marks. However, some learners expressed that they felt "scared" and also "anxious" to take home their test scripts as they had performed poorly. Our class discussion moved from feelings to believing in ourselves that "we tried our best" and "will work harder as a team in class and individually at home to produce the best results we think we can." That was my advice in assisting my learners to cope with the pressures of poor marks.

Later, when I reviewed learners' written responses they revealed:

"I am feeling a 10 because I am writing a test." (Kelly)

“I feel happy because we are writing Life-skills test.” (Sally)

“I feel today cool and fun.” (Nelly)

“I feel happy because I got good marks in my tests.” (Amy)

“I feel happy today because we are doing work.” (Mary)

“I feel sad today because I left my book at home.” (Elizabeth)

Learners’ drawings and written responses correlated with the discussion that we had in the class. From the above responses I concluded that tests and assessments influence learners’ emotions. Learners that produced excellent results seemed to feel happy and more motivated to learn. On the other hand, learners that had progressed poorly portrayed sadness and poor self-confidence and low esteem. These learners were quiet and were shy to discuss their poor marks.

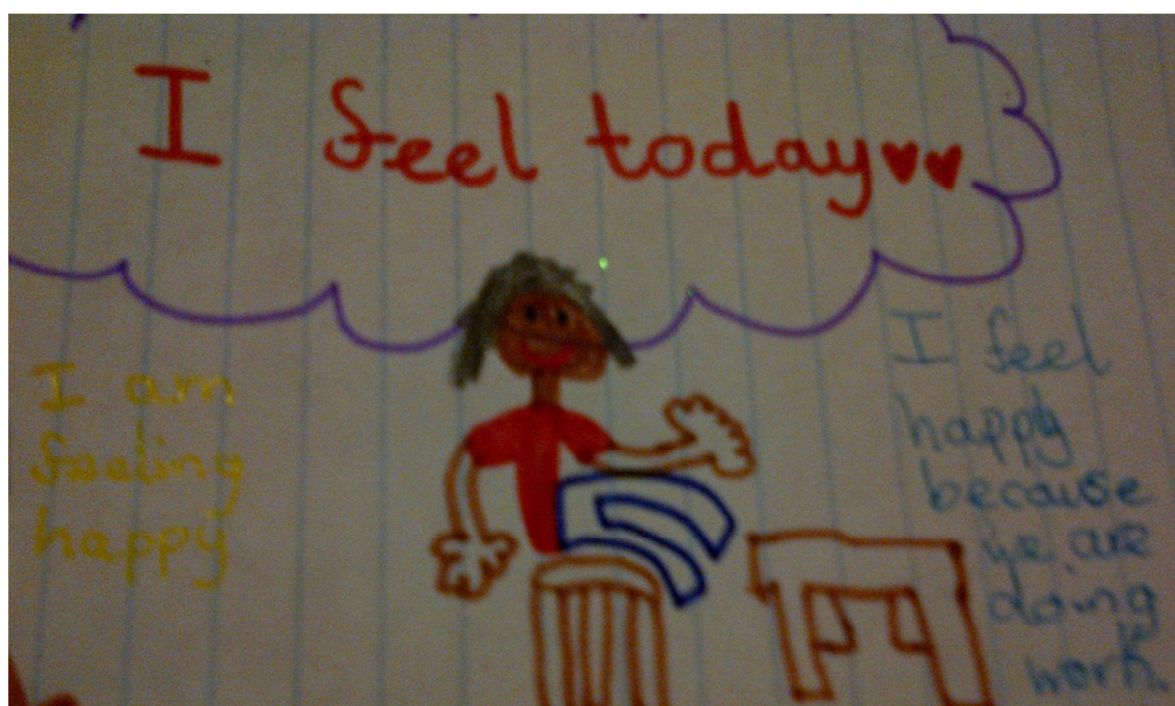


Figure 5.9: “I feel today...” This drawing represented a learner’s happy feelings.

The drawing in Figure 5.9 reflects a learner’s happiness at school as he/she is busy doing work.

My reflection on this activity revealed that classwork, tests and examinations impacted on learners’ emotions either positively or negatively depending on their progress. Learners also

disclosed that they felt excited when they had particular subjects, which suggested to me that certain teachers were more liked than others. I wanted to understand this better and hoped that the next lesson would provide me with the answers I required.

My favourite teacher... Day thirteen

In this lesson, I wanted to explore and understand my learners' perspectives on their favourite teachers. I chose a topic called "My favourite teacher." I aimed to understand what made certain teachers more well-liked. I informed the learners that for this activity there would be no discussion; instead they needed to write down exactly how they felt about their favourite teacher. In addition, I emphasised that "honesty is the best policy" in expressing their feelings as no extra marks would be given to learners who wrote long flattering remarks about me. Additionally, I explained that this report could refer to teachers from their past, right back to the learners' preschool days. Learners were then asked to write a written report on their favourite teacher.

Learners' written responses revealed:

"She is so kind and sweet like a flower. When she smiles I get happy and she is very smart. She is smart like a rose and she is the most beautiful person ever. Sometimes she shouts us because she wants us to be good children..." (May)

"I have a lot of favourite teachers because for all the years at [School E] all my teachers were kind to me. There were a few and a little bit about them: Mrs Malek – has a kind heart! Beautiful! Mrs... understands my brother very well." (Amy)

"I like Mrs... because she is fun and she is so kind. She does not shout that much. T... mam is very awesome because she does painting with us...I like Mrs... because she does art with us and I love art that I even watch art attack. Also Mr... is nice, he is good at soccer and he also plays for the girls." (Sammy)

"She is the best teacher. She gives us lots of work. She cares for us. She is also very fair and just. I never had such a kind and nice teacher. She shouts me whatever wrong things I do..." (Sipho)

"My favourite teacher is... mam because she plays with us. She is so sweet and plays with us games. Sometimes she puts us for Islamic songs and we sing with it." (No name).

“My favourite teacher is [my grade 1 teacher]. She is my best teacher ever. She is also strict...” (Peter)

“mam...gives us lots of comments and helps us to understand our work. She loves to understand us. Mr... gives us tons of P.E which is so fun. Everybody loves P.E”
(Sally)

“...because she teachers us really cool stuff like Numeracy and Literacy...” (Pat)

“She is the best teacher in the world. She is kind to us. She is beautiful. She does fun work with us...” (Liya)

In these responses, learners expressed that their favourite teachers had characteristics of being kind, understanding, caring, and were those who planned exciting lessons for them. One ‘bright’ learner also commented that her or his favourite teacher loved to understand them. From this lesson, I concluded that favourite teachers are the teachers that care for their learners, who go the extra mile to assist them, by planning enjoyable activities and seeing to learners’ different developmental needs. Learners were able to relate to these teachers and to understand how these teachers felt towards them. In most cases, their favourite teachers consistently showed them emotional and academic care.

My family makes me feel... Day fourteen

In reflecting on the previous lessons, I realised that additional time needed to be spent in assisting learners to deal with their feelings about their families. Therefore, the topic for this lesson was, “My family makes me feel...” . Learners were asked about how their families made them feel. Learners’ oral responses expressed that their families made them feel happy because *“they buy me things”*; *“they are loving”*; *“they care for me”*; *“give me an education”*; *“they spoil me”*; *“take me out”*; *“ they make me feel super.”* I felt excited and heartened by my learners’ oral responses about how their families made them feel. I noted that learners seemed to have learned from the previous lessons to focus on the positives in their lives, and therefore were expressing all the positives. However, I did feel a sense of wariness in case a learner did not express his/her negativity due to the majority of the class relating to us how happy their family made them feel.

I followed up the discussion with writing and a drawing activity to help me better understand how learners were relating to their families. Learners’ written responses revealed:

“My family makes me feel spoilt, loved, cared and safe. They make me feel special sometimes. I love my family a lot. They give me presents, they tease me but I like it. Both my parents love me a lot.” (Elizabeth)

“My family makes me feel happy because they are kind and sometimes I get scared because they shout at me. They make me feel cared and loved.” (Sipho)

“My family make me feel really special. They are very loving to me. They care for me. They help me. Sometime they make me happy. My family is the best and love them.” (Susan)

“My family makes me feel special. I feel they love me.” (Amy)

“My family makes me feel happy. I feel happy because they take good care of me at all times. But my brother likes to play tricks on me. But my brother really helps me with my homework.” (Sam)

“My family makes me feel special. They make me feel happy. sometimes they make me feel spoilt and sometimes they make me feel sad.” (Mary)

“I feel happy in my family because they are kind and loving...” (John)

“My family makes me feel very happy because my family is very special. They do fun stuff with me. They tickle me, play x and o with me and even play cricket with me.”(No name)

Thus quite a few learners expressed that their families made them feel happy, special, spoilt, loved and cared for.

However, a few learners’ did attach materialism to how their families made them feel:

“My family makes me feel great because they buy me lots of gifts...My family loves to spoil me especially when we go out somewhere.” (Sally)

“My family makes me feel spoilt. Everyone in my family spoils me because they are rich and they give me whatever I want. My mother also spoils me because she is rich and has enough money to buy me anything.” (Sammy)

Additionally, learners expressed that their families rewarded them and made them feel special for producing good results at school:

“My family makes me feel special because I get the highest marks in the reports.” (Patrick)

“My family makes me feel special because I am the only son in the family. They spoil me the most. My mum and dad love me...My family makes me feel loved when I get 10

out 10 for spelling they give R20 if I get full marks...My family makes me feel happy because my sisters help me with my homework.” (Peter)

While I read the written responses I tumbled through waves of different emotions. I was glad that none of my learners seemed to be experiencing significant problems at home. However, I was disappointed that certain learners boasted in their written work about being spoiled and wealthy. I noted that at grade 3 level learners were fully aware of their families’ socio economic situations.

When reflecting back on learners’ written responses, I felt that they revealed that learners felt happy and special in families that gave them love, care, attention and time. However, it seemed to me that certain learners were being ‘bought off’ with material goods instead of receiving the necessary emotional care.

I feel during exam time... Day fifteen

From previous lessons, I sensed that tests and examinations had an effect on learners’ emotions. Therefore, I chose a topic called “I feel during exam time...” I started the lesson with a discussion on how learners felt when it was exam and test time.

Learners expressed that exams made them feel “*tensed*”, “*excited*”, “*scared*”, “*anxious*”, “*sad*”, “*bored*”, “*pressurised*”, “*stressed*.” The responses surprised me as learners were able to pinpoint exactly how they felt and the manner in which they spoke startled me, as if they were little adults.

My discussion with the learners further focused on tips to motivate them. I explained to the learners the importance of being consistent with their work and homework and that they should plan in advance and focus on the revision that is done in class. In addition, I explained that during test time, play time was also important for them to de-stress. I also advised that they should try to achieve a balance in their lives, together with the correct nutrition.

Learners written responses revealed that during exam time:

“I feel nervous and excited at first but proud to get my results. I’ll be proud to see all my hard work joined together to make me pass.” (Amy)

“I love exam time, before we write a test I feel nervous. But when I write a test it feels great. I feel excited when I write the test. I feel superb with the marks I got. If I got bad marks I tell myself I think I can do better.” (Susan)

Susan always worked hard and excelled both in her written and oral tasks. Her response suggests that when learners achieve high marks it has a positive effect on their emotions. However, it was evident from many learners’ written responses that tests and examination did make them feel anxious and stressed:

“I feel scared and nervous. I feel nervous. I feel anxious to know what my mark is. I feel very worried.” (Mary)

“I am worried at exam time because I am scared if I get low marks.” (Kelly)

“I feel nervous at test time because I think I am going to fail. I also feel happy when I get my marks.” (Sipho)

“During exam time I feel scared that I will get low marks for my exam. So I need to study very hard. But I also get tired of studying...” (Sam)

“I feel worried if I got bad marks...” (Elizabeth)

“...I feel very excited to write exams but also very nervous...” (Sally)

“I feel nervous during exams because I want to keep my results of my report up...” (Patrick)

Learners felt excited when they produced good marks and felt despondent when they progressed poorly. After reviewing their written responses, I was glad that we had covered this topic and had held a discussion to try to help learners deal with the stress that they felt.

My best friend... Day sixteen

For this lesson, I wanted to lighten the mood in the class. Consequently, I wanted to focus on a topic that learners would feel excited about. I chose a topic called “My Best friend...” Learners were given a few minutes to think about their best friends. I then asked them to come to the front of the class and tell us about their best friends. I could see that glances amongst the learners were exchanged as they smiled at each other. Some were pointing to each other, indicating, “I am going to talk about you.”

I noticed when certain learners came to the front of the class they were very confident, while other learners seemed a little nervous at first but then opened up. Learners spoke about their childhood friend, their school friend, neighbour and even their cousin. They described their

best friends as being *“very short”, “kind”, “caring”, “talkative”, “thin”, “pretty”, “quiet”, “shy”*.

In this activity, I focused more on building learners’ communication skills by explaining to them the importance of listening carefully to the speaker. In addition, I asked them to speak loudly and clearly and not to rush with their words. Furthermore, I encouraged learners to speak from their heart.

Learners were then asked to write about *“My Best Friend...”* Learners’ written responses revealed:

“Her name is Sammy. She is from Durban. She is a little loud. Her favourite color is green. She is short, thin, cute and small.” (Rena)

“My best friend is Patrick. He is from Egypt. He is a funny...he always makes me laugh...” (Sam)

I learned that friendships positively influenced learners’ emotions. They found happiness in having peers who they could play with and rely on. Learners were excited when they spoke about their friends, relating the games they play and how they make them feel. I gathered that the learners valued having friends and those who did not have friends yearned for friends.

Learners disclosed when they had friends they did not feel alone. Learners wanted to have friends to give them company and play with them. In addition, learners did express that some of them had friends not only in school but also at home. I was intrigued by the manner in which they described their friends and often I smiled to myself, thinking that children are so original and unique. Most importantly, learners felt ecstatic when describing their best friends.

The happiest day of my life...Day seventeen

To keep a sense of positivity flowing in the class, I decided on a topic called the, *“Happiest Day of my life...”* Learners discussed their feelings of extreme happiness. Some examples of their oral responses were:

“when I went to Dubai for the Summer holidays...”

“when my mum did up my room.”

“When my dad bought a new house.”

“when I got a dog”

Learners' written responses revealed the following in response to the prompt, "The happiest day of my life..."

"was when I bought my new house..." (John)

"is when I got a psp [sony play station- remote control game] ..." (Peter)

"is when I went to Egypt..." (Patrick)

"when at home they buy me something..." (Albert)

Many learners' expressed that their happiest day of their life was when they received something material or went for a holiday overseas.

In addition, two learners said that their birthday was their happiest day of their life:

"the happiest day of my life was my eight birthday. I had a big party..." (Mary)

"when it was my fifth birthday... and the last day of the third term..." (Sammy)

Furthermore, another two learners stated that the happiest day of their life was they had a pet and when their pet gave birth:

"is when I got my first pet..." (Susan)

"the grade 3 braai [food that is cooked on charcoal] and when my bunny has babies..." (Amy)

Lastly, fun school activities such as the fun day and the grade 3 braai (barbecue) were events that learners' really enjoyed. Sam confirmed this by expressing that the happiest day of his life, *"is when we had our fun day..."*

Learners' written responses revealed that their happiest day could be at home or at school. However one written note stood out, as it read, *"I do not have a happy day at all"* (Rena). To me, this indicated the extent of the unhappiness that enveloped this learner. I was feeling a sense of helplessness in relation to Rena. In spite of the determined effort I had made in assisting this learner emotionally and in providing her with the extra academic support, I felt disappointed that my efforts were not fruitful. However, I did come to the realisation that learners themselves need to be receptive to change their mind set and start a new day. Still this is easier said than done when learners carry emotional scars.

Rena's response was a catalyst that prompted me to include an activity for learners to write about the saddest days of their life. I was felt cold as I read:

"was when I got hurt..." (Kelly)

"was when I went to the hospital..." (John)

"was when I went to the hospital because I was so sick..." (Peter)

These learners expressed the saddest day of their life as when they were sick or got hurt and had to go to hospital. In addition, a few learners remorsefully stated that their saddest day was when they were being bullied or when they had no friends:

"when my brother took my doll and he broke my best toy ever... and when a grade 9 pushed me..." (Nelly)

"when at school someone bullies me..." (Albert)

"when [someone] was troubling me at school...and when my parents had to go to China..." (Sammy)

"when I was new at this school, I had no friends." (no name)

Additionally, a learner identified her parent's divorce as the saddest day of her life:

"is when my mum and dad got divorced..." (Elizabeth)

Lastly, one learner expressed that her saddest day was: *"when my hamster died.."* (Susan).

The above responses from my learners indicated that negative experiences such as bullying, sibling rivalry, no friends, death of a pet, or parents' divorce made them sad. It was interesting to note that Rena who had said that she had no happy days handed in a blank page and therefore her response was the only one missing.

"I dream of..." Day eighteen

I still felt the need to infuse my learners with a sense of positivity and with aspirations for the future. However, for this activity I wanted to grasp and understand learner's innermost dreams. I called the topic for this lesson "My dreams..." In the introductory part of the lesson I facilitated a general discussion on the dreams that learners had had or currently were having. This was followed by an activity where learners were asked to write a paragraph on "My dreams..."

Examples of learners written responses were:

“I dream of the ocean with talking fish. I dream of sweet birthday cakes and a tiger helping me to blow the candles. I dream of giant dolls and teddy bears. I dream of elves in factories...” (Susan)

“I dream to be rich. I dream to lay in a big lovely house with a pool...” (Peter)

“I dream of a castle and I was a princess. I could fly it would be so wonderful...”
(Kelly)

“I dream of cupcakes land. I want to be the queen of cupcake land.” (Rena)

“I dream of everyday being a fun day...” (Albert)

“My mother she is home, she is cooking and when she is finished she will play with me...” (Nelly)

The above responses that I reviewed left me smiling as I could see that my learners were able to use their imagination and creativity in relating their intimate thoughts and feelings.

However there were two written responses that created a sense of weariness within me as I read, *“I dream of scary stuff. Only of ghost dreams...”* (Sam). I became aware that Sam was fearful. I asked him how often he had bad dreams and through talking to him I realised that his fear was constructed by his sibling who scared him at night!

Another interesting response was:

“One day I was dreaming that I was in Egypt watching the pyramids and a rock fell on my head...” (Patrick)

Patrick was born in Egypt and I always sensed through our discussions a deep sense of longing to go back there.

I was quite pleased with my learners’ ability to describe their personal thoughts and dreams creatively. This suggested to me that through the activities that we were doing as part of the emotional curriculum learners had become more expressive of their feelings and thoughts.

2.19 “My feelings about the new year ahead (2013)...” Day nineteen

I thought it was crucial to unpack how learners were feeling about the new year ahead of them. With this lesson, I aimed to provide them with an opportunity to understand the need for change and the acceptance of this change with a positive mind set.

Due to time constraints, for this activity, I asked learners to just write about, “My feelings for the new year ahead...” It was clear as I read learners’ written responses that some of them understood how they felt and were able to express themselves coherently, for example:

“I feel excited. But a bit nervous. I feel nervous because we are going to do 11 subjects. It would also be nice to meet my new teachers. In my mind I wonder how it would be to be in a grade 4 classes. But I will never forget the teachers that taught me in grade 3.” (Susan)

“Grade 4 seems to be very exciting...” (Sally)

“I feel excited. I feel a bit nervous. I feel happy about going to grade 4...” (Mary)

However, there were learners that also expressed a sense of remorse or trepidation:

“I feel sad because I am going to miss my mam...” (Elizabeth)

“I am going to be nervous because I do not know whose class I am going to be in...”
(Sammy)

“...I am sad because I am going to miss my teachers...” (Rena)

“I am feeling nervous because I think I did bad in my report...” (Tom)

“I feel very sad and cross because I am going to miss my beautiful teacher...” (May)

I did a follow up lesson the next day during the registration period, where we had a discussion was on learners’ feelings about the next year ahead. This discussion aimed to infuse positive energy into the learners to encourage them to be receptive to the changes that they would inevitably be faced with.

Daily discussions

In addition to the 19 different lessons that I planned and facilitated in trying to implement the emotional curriculum, I decided to begin each day with interactions with my learners about their feelings. I peered into their eyes, and observed their body postures for the non-verbal communication and gestures that could at times provide me with clues that spoken words could not be express.

I reflect back to my daily morning encounters during the morning registration period where a full 10 minutes was spent carefully observing the learners’ verbal and non-verbal communication. I would ask them to rate their morning on a scale from 0 to 10, 10 being happiest. This served as an indication of how my learners were feeling Daily learners wrote

one sentence under the date: I feel.... because (Revealing clearly how a learner felt that day).

Close monitoring of learners’ feelings via a daily recording of feelings book revealed various factors that seemed to contribute to learners feeling happy or sad. Learners began to express why they felt a particular way, which assisted me with developing and implementing the emotional curriculum. As learners’ emotions were acknowledged and expressed, I modified learning activities to attend to the different emotional needs that arose.

I was able to adapt the curriculum to the emotional needs of the learners through a process of careful observation and special attention to learners’ emotions. Thus, I was able to develop a lessons based on topics that were relevant to my learners’ needs. The topics devised were formulated in order to understand my learners’ emotional states and to assist them in their holistic development.

From the daily discussions and recording of learners’ feelings, I was able to formulate and distinguish different factors that affected learners’ emotions. In summary these are:

Happy	Sad
Friends	Parents are away
Family	Parents are ill
School	No friends
Outings during weekends or holidays	Bullying
Shopping	Sibling rivalry
Parties	Sick or ill
	Funeral

Table: 5.1 Factors that affected learner’s emotions.

From the table it is evident that relationships with family and friends form a core aspect of learners’ emotional state. Hence learners’ emotions were affected by the relationships they had with others. Therefore, relationship building arose as a significant component of the emotional curriculum

Conclusion

This chapter offered a detailed account of the actual implementation of the emotional curriculum as conducted in my grade 3 Foundation Phase class. I drew on my developmental teaching portfolio, which documented the integration of the emotional curriculum within the Life Skills curriculum, under the theme of Feelings. Furthermore, while implementing the emotional curriculum, I kept a daily recording journal of learners' feelings.

In this chapter, I demonstrated in detail each lesson topic, together with the writing, drawing and oral learning activities. I gave examples of and discussed learners' written and drawn responses in the lessons on the emotional curriculum. Learners' actual feelings on the subject matter were revealed, exposing learners' innermost thoughts and feelings. This chapter dealt with the actual heart-full teaching and learning where the 'heart of the matter' focused on learners' emotions. Through implementing the emotional curriculum, it has become evident to me that learners require additional support and assistance in dealing with their emotions and developing positive relationships with others. I have also become aware that using a range of creative and interactive activities, such as class discussions, creative writing and drawing, can assist learners with expressing and making sense of their feelings. In particular, drawing seems to allow learners to reveal their feelings, with pictures, colours and speech bubbles illustrating their emotions.

In the next chapter, Chapter Six, I address my third research question: "*What can I learn from facilitating the emotional curriculum?*" I explain, how through the process of deep reflection into the implementation of the heart-full teaching and learning (as presented in Chapter Five), three significant themes arose: *a) heart-full communication; b) careful observation and special attention; and c) relationships.*

CHAPTER SIX: LEARNING FROM FACILITATING HEART-FULL TEACHING AND LEARNING

Introduction

The focus of this self-study research is on attending to learners' emotions in order to develop them holistically. The purpose of this research is to better comprehend and implement the emotional curriculum in the Foundation Phase (grade 1-3). As part of this, I seek to boost understanding about learners' emotions and about the effects that emotions can have on learning. Additionally, I aspire to better understand and enrich my own teaching of the emotional curriculum.

In this chapter, I address my third research question: "*What can I learn from facilitating the emotional curriculum?*" Here, I am building on the personal history narrative analysis that I presented in Chapter Four. In Chapter Four, I explained how, through the use of 'the heart of the matter' as a central metaphor, I gained new insights about facilitating the emotional curriculum from re-examining my personal history. *Affection, warmth and care* was the first theme I identified. The second theme discussed was *attentiveness and special awareness*. Lastly, the third theme was *motivation and positivity*. These three themes offered me some initial ideas about facilitating the emotional curriculum, which I then used as a basis for the implementation of the emotional curriculum with my grade 3 class.

In Chapter Five, I detailed the implementation of the emotional curriculum through heart-full teaching and learning. Each lesson that I facilitated was described, including lesson topics, learners' oral and written responses and my understanding of these responses. In addition, I drew attention to how learners were able to reflect on and communicate their emotions through interactive and creative learning activities.

In Chapter Six, I explain how, while implementing heart-full learning and teaching with my grade 3 learners, I became aware of the significance of the following elements of the emotional curriculum. First, *communication* stood out as a vital element within the teaching and learning process of the emotional curriculum. Through communication, care and trust were crucial components that were developed. In addition, *careful observation and special*

attention also emerged as key to facilitating the emotional curriculum. Finally, *relationships* arose as being fundamental to understanding and engaging with learners' emotions.

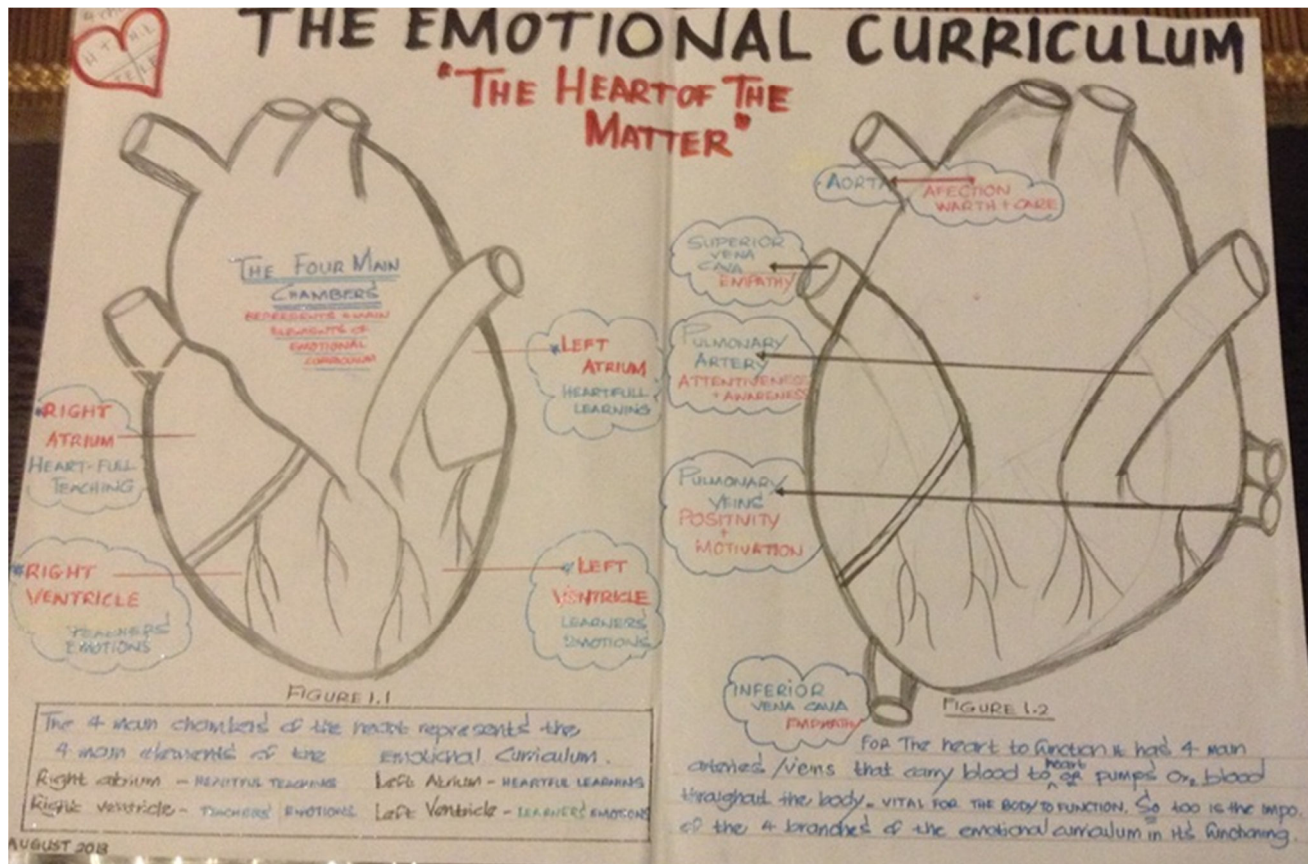


Figure 6.1 The actual implementation of the emotional curriculum was facilitated through heart-full teaching and learning.

Heart-full communication

The first theme that has emerged from my implementation of heart-full teaching and learning is *communication*. While re-examining my personal history, I realised that an important factor in my personal development was the excellent communication I had with my family (as discussed in Chapter Four). Likewise, communication was the medium through which the emotional curriculum was implemented.

As demonstrated in Chapter Five, while implementing the emotional curriculum I “..prompted a discussion...” (p. 93), “...explained that our hearts...”(p. 94), “I asked learners...”(p. 95). The implementation of the emotional curriculum was reliant on the effectiveness of my communication with learners. This occurred through discussions, questions, feedback and diverse oral and written activities. According to Jansen and Coetzee

(2007), communication “with learners in the classroom has a huge influence on their sense of psychological safety, their self-image, their feeling of belonging and their sense of competence” (p. 43). Therefore, my communication with learners was a vital part of the emotional curriculum.

The metaphorical representation of the heart links to and reflects the core elements of heart-full teaching and learning. Shuell (1990) deliberates that, “if a picture is worth a 1000 words, a metaphor is worth a 1000 pictures! For a picture only provides a static image while a metaphor provides a conceptual framework for thinking...” (p. 102). The metaphor of the heart has provided me with a framework for making sense of my personal history narrative and my implementation of the emotional curriculum. In the heart metaphor, communication can be represented by the blood. The heart will fail to function in the absence of the blood. So too, the emotional curriculum will cease to exist without communication. In order for the effective functioning of the heart, blood must be pumped to all parts of the body.

Keenan (1996) explains that “strong [feeling affects] communication for better or worse” (p. 60). Thus our communication in the classroom was affected by the emotions that surfaced through the emotional curriculum. Hence, the importance of communication within the emotional curriculum; communication is filtered through the emotional curriculum carrying along teacher and learner emotions within heart-full teaching and learning. This was highlighted in Chapter Five where learners’ emotions were clearly influenced by the enactment of the emotional curriculum: “*The learners eyes lit up*”(p. 92).

A key aim of the emotional curriculum is to acknowledge and discuss learners’ emotions in the teaching and learning process. According to Storrs (2012), “the value of an ‘emotional curriculum’ [involves] explicit attempts to acknowledge, access, and respond to student emotions to enhance the learning experience” (p. 1). This teaching and learning process relies on communication. In Chapter Five, I highlight that communication occurred through constant interaction such as:

“*I began my class discussion on...*”(p. 94).

“*..I asked learners..*”(p. 105).

Therefore, communication occurred through “conversing, persuading, teaching, negotiating...” (Keenan, 1996, p. 5). Through this process of communicating with my learners, I began to develop a closer relationship with them. According to Hargreaves (2001), close bonds with learners, where an emotional understanding is created, can result in more successful teaching and learning.

Communication was core to establishing a close relationship with my learners. I aimed through effective communication to understand each learner and also my emotions as the teacher. Therefore, I used different strategies to capture my learners’ attention and to prompt meaningful communication. For example:

“Learners were instructed to close their eyes, in order to conceal the identity of the object. They were ecstatic, all smiles, but were also very disciplined. Every learner was captivated by the object being passed around, and I did notice a few learners peeking, which was quite the norm for mischievous eight year olds!”(Chapter 5, p. 91)

In addition, I used different pictures to stimulate thinking, and evoke feelings which resulted in significant discussions. This was highlighted in:

“At the beginning of the lesson, I captured my learners’ attention by hanging a photograph on the whiteboard in front. The learners examined the photograph in wonder. Breaking the silence, a hand shot up...” (Chapter Five, p. 94)

Creating channels to open up communication

To achieve my goal of developing the emotional curriculum, I tried to open up channels of communication so that learners would be able to express themselves. An essential ingredient was showing interest in the learners. Likewise, Keenan (1996) explains, “being interested in other people is an essential ingredient for good communication” (p. 54).

To show interest in my learners, I asked them to write about their feelings every morning:

“during registration period where a full 10 minutes was spent carefully observing the learners’ verbal and non-verbal communication. I would ask them to rate their morning on a scale from 0 to 10, 10 being happiest. This served as an indication of how my learners were feeling...”(Chapter Five, p. 124)

I also recorded learners' feelings in a daily recording journal: *"From the daily discussions and recording of learners feelings..."* (Chapter Five, p. 125)

Additionally, I tried other methods to open up the channels of communication with my learners. I wanted the learners to feel safe with me, to develop trust in me and see me as one of them. To illustrate:

"I began the lesson by sitting on the mat with my learners, joining them in a discussion. I wanted to create an atmosphere where learners could express their deeply felt emotions to one another." (Chapter Five, p. 99)

Moreover, to facilitate communication, *"A lively discussion began when I questioned the learners..."*(Chapter Five, p. 92) directly about learners' feeling, views and opinion.

I also tried out with different ways to get my learners to express themselves, allowing for interaction with each other:

"Each learner was asked to come to the front for a minute to explain what she or he wished for. The learners and I were left in amazement at hearing..." (Chapter Five, p. 96)

In this way, learners shared ideas with each other. This did not only capture their interest, but also elicited their thoughts and ideas, thereby enhancing their communication with each other.

I became aware that as the teacher I needed to ask particular questions and start discussions on certain topics in order to gain learners' insights and perspectives. But also I needed to demonstrate my care for and interest in my learners by asking questions about what they were expressing (Shapiro, 2008). In addition, I tried using non-verbal tactics in gaining learners interest and creating channels for communication:

"At the beginning of the lesson, I captured my learners' attention by hanging a photograph on the whiteboard in front. The learners examined the photograph in wonder. Breaking the silence, a hand shot up..." (Chapter Five, p. 94)

Learners' needs revealed through effective communication

Powell and Powell (2004, p. 114) confirm that, “warmth and good relationships do not exist in the abstract: to be real they have to be expressed through effective communication.” I asked my learners about their feelings and grievances, thereby illustrating my affection, warmth and care for them. Hence, through communication, trust was developed by the enactment of affection, warmth and care, creating a pathway for learners to express their needs. Through talking and enquiring, I was able to connect with my learners:

“A lively discussion began when I questioned the learners about how their hearts felt. The learners’ eyes lit up. Learners were also requested to give a reason for why they felt that way. I found that learners’ responses varied according to their individuality, and also their personal backgrounds.” (Chapter Five. p. 94)

Learners revealed how they felt and identified factors that affected their emotional state. Similarly, Cornwell and Bundy (2008, p. 33) affirm that “children should be encouraged to recognise the important role that emotions have to play in the process of learning through discussion of personal experiences.”

Through this process, I was able to sift out the different needs of my learners, which formed the core of implementing the emotional curriculum. Thereafter, I devised topics based on learners’ needs, such as assisting them with relationship development with their family and peers. This is highlighted in Chapter Five: *“I felt a need to understand what triggered learners emotional states”* (p. 102). Learners become more comfortable in expressing themselves and hence the lessons were based on the needs of the learners that I identified. This is evident in Chapter Five:

“From this initial activity, I started to develop further topics for discussion as I took my learners’ immediate needs into account (Masinga, 2009).” (Chapter Five, p. 94)

I prompted learners in express their feelings and probed to understand why they felt that way. Weare (2004, p. 45) affirms that, “teachers need to get behind the often baffling behaviour that children can confront them with, and start to work out what they mean.” Through communication, I was able to reach out to the learners, express my care and concern for them, empathise and provide them with the direction and support required. Through the

development of a 'talking relationship' learners were able to express their joys and also concerns, thereby receiving appropriate 'hands on' emotional and academic support. Isenbarger and Zembylas (2006, p. 122) point out that in attempting to address emotional aspects of teaching and learning, "teachers may need to be more receptive and learn new skills." Therefore, teachers need to become more attuned to the emotional needs of learners. Furthermore, Nodding (1992) points out the requirements of care in teaching can be demonstrated by listening carefully to learners' feelings and prompting questions.

As the following extracts from Chapter Five reveal, I realised that, through communication, learners' needs became more evident:

"The written response that stunned me was from the very same learner who had expressed emotional pain during the previous lesson. I read the following with dismay:

"I would like to be a teacher and when I am at home I would be a good mother. I would spoil my kids. I will give my kids phones and will give them whatever they want. I will send them to a rich school and let them do what they want. They will have to do what I say. I will not ground them. (Rena)

"I realised that this learner was crying out for help. This began manifesting in her unruly behaviour towards other learners and even towards teachers." (Chapter Five, p. 101)

I also planned different lessons in order to evoke different emotional responses from my learners:

"... in trying to implement the emotional curriculum, I decided to begin each day with interactions with my learners about their feelings. I peered into their eyes, and observed their body postures for the non-verbal communication and gestures that could at times provide me with clues that spoken words could not express." (Chapter Five, p. 124)

Developing effective communication skills

While implementing the emotional curriculum, I realised that heart-full teaching and learning was built on effective communication. Therefore, I paid attention to developing my learners' communication skills. I focused on the importance of listening and respecting the speaker, and

on responding with meaningful feedback or suggestions. Likewise, Weare (2004, p. 118) affirms that, “listening enhances learning in the classroom.” In order for the emotional curriculum to be successfully implemented, I needed the learners to be able to express themselves coherently, but also for the other learners to listen and take heed of this. I emphasised this in Chapter Five:

“...I focused more on building learners’ communication skills by explaining to them the importance of listening carefully to the speaker. In addition, I asked them to speak loudly and clearly and not to rush with their words. Furthermore, I encouraged learners to speak from their heart.” (Chapter Five, p. 123)

In addition, Shapiro (2008) explains that, “It is important to have ‘body language’ that shows you are listening” (p. 7). He claims that if your back is turned towards the speaker, she or he will assume you do not care about what she or he has to say. In addition, Weare (2004, p. 117) advises out that teachers should acknowledge and encourage “active listening” every time they see it. Shapiro (2008) adds that by listening respectfully to others, one is more likely to receive the same in return. Thus, through effective listening one can also develop better relationships with others. Hence, the vital need for learners to be encouraged to be accomplished listeners.

Listening was one of the most important skills I taught my learners to adopt. This was done from the beginning of the implementation of the emotional curriculum. I emphasised that through listening learners would be able to understand other learners and their experiences. Likewise, I added that I would be able to understand them and have an ‘open eye view’ into their lives and feelings. In addition also, I re-iterated that listening is key to learning.

While implementing heart-full teaching and learning, learners expressed the need to be heard:

“I realised that as teachers and parents it is important that we “hear” our children out as many of my learners explained that they became “cross when nobody listens to me. I get cross when I get a shouting.” (Amy) (Chapter Five, p. 106)

I used questioning as an important tool to expose the diverse needs of the learners while implementing the emotional curriculum. This is evident in Chapter Five when “... I question

the learners about ...” (Chapter Five, p. 92) thereby prompting ideas leading to “...*learners openly expressed...*” (Chapter Five, p. 93) their views and feeling about the subject matter.

As I facilitated the emotional curriculum, I realised that communication is a two way process, and the need for teachers to question their learners in a manner that will elicit effective ideas. Through this process, I learned that teaching involves not only explaining to our learners, but to also formulating questions that will develop our learners into critical thinkers. I realised that questioning is not about obtaining the correct answer, but rather it is about teaching our learners the skills that will lead them in the direction to that answer, which can be done through effective questioning. Genuine interest needs to be shown, “by asking pertinent questions” (Keenan, 1996, p. 53). Thus, I began to provide my learners with “descriptive feedback as opposed to evaluative,” which sent the message that I wanted them to improve. This, according to Powell and Powell (2010, p. 53), “builds trust.”

In Chapter Five, I highlight how, through effective communication, “... *lively discussion began when I questioned the learners about how their hearts felt*”(p. 92). In addition, “*I asked learners to think...*”(p. 105) about the subject discussed, or their inner thoughts and feelings about it. Some questions were aimed directly at unleashing learners’ emotions on a matter, while other questions were sowed as seeds for thought and later future discussion. Keenan (1996, p. 42), states that, “by querying, you test your understanding of the message and also let the speaker know you have been actively listening.” So, through this process, I was able to gauge how learners felt and also to assure the learners that they were closely heard.

However, I found that this questioning can only be successful once trust is developed so that learners will open up readily and expose their feelings. Likewise, Powell and Powell (2010, p. 146) point out that, “trusting relationships can actually make accessing the curriculum more efficient in that student feel emotionally invested in the classroom.” Chapter Five clearly reveals that some learners were hesitant in expressing their inner feeling and thoughts orally at the beginning of the research project. Instead of speaking about their feelings, they wrote about them. This was evident in:

“I became aware that as much as I had tried to create an atmosphere of warmth and care within this class, learners still felt sceptical about revealing their true feelings to their class mates during this first activity.” (Chapter Five, p. 93)

However, through the constant interaction with each other, learners’ communication levels increased as they began to bond. This formed an integral part of the emotional curriculum, as *“I tried to build learners’ trust in each other”* (Chapter Five, p. 94). As the emotional curriculum was facilitated, learners became more expressive as levels of trust increased. According to Goldstein (1999, p. 655), “interpersonal relationship can be considered a significant factor in cognitive development.” Learners began to share and discuss their ideas and feelings more freely which elicited learning.

Houser and Frymier (2000, p. 217) affirm that “when trust develops it is much easier to ask ‘stupid questions’, or ask for feedback and clarification. All teachers know that such questions can make the difference between confusion and enlightenment in students.” Furthermore, Powell and Powell (2010) argue that when trust is compromised, it tends to have a negative impact on learning. While the emotional curriculum was being implemented, learners were becoming more comfortable with each other. They began to air their views more freely and coherently as a safe learning environment was created. I realised that this can only occur when a trusting and considerate bond develops between the teacher and learners (Houser & Frymier, 2000).

In addition to questioning and discussing, I motivated my learners to do their very best. While facilitating the emotional curriculum, learners began to learn from each other and to form their personal experiences by the discussions and activities that were done. Dlamini (2013, p. 55) confirms that, “there is lot you can learn from other children in the class.” Learners in my class became more conscious of their emotions and experiences and somehow related to those of their fellow friends, thereby learning from each other.

Thus, I have learned that it is essential to include the two C’s, communication and care, to grow and develop learners’ trust in me as a teacher. Trust is vital in the teaching and learning process, for it enables learners to be expressive of their inner feelings and emotions. Trust gives learners the security and confidence they require in order to feel comfortable to be themselves, often unleashing their once hidden potential. Likewise, Powell and Powell (2010,

p. 146) elaborate that, “trust is about how we depend upon other people and how we can enhance relationships by decreasing our personal sense of vulnerability.” Through developing a trusting relationship with my learners I am better able to assist them both emotionally and academically.

I was able to gain learners’ trust by demonstrating care for them. For example, I would join them in their group activities and sit on the carpet with them through our discussions.

Additionally, I wanted to build trust amongst the learners as, initially, some learners were reluctant to express their feelings openly. Communication assisted in building trust:

“Learners participated actively in discussing what they loved and this seems to generate high levels of delight in the class. This I observed by their facial expressions and tone of voice. Learners articulated that they loved their family, friends, school, their teachers, holidays, and even eating junk food! Through this discussion, I tried to build learners’ trust in each other.” (Chapter Five, p. 94)

Learners showed a sense of eagerness to participate actively and the discussion grew meaningfully. (Chapter Five, p. 111)

“I emphasised that “honesty is the best policy” in expressing their feelings.” (Chapter Five, p. 115)

Through oral communication, learners were constantly interacting with other learners and me, allowing for meaningful information to be conveyed through social interaction. According to Titsworth (2010, p. 432), “emotions and communication are inherently intertwined.” This develops a connection between teacher and learners, allowing them to get to know each other and to develop confidence and trust in one another.

Implications for facilitating the emotional curriculum

While facilitating the emotional curriculum, I learned that communication is a vital element of heart-full teaching and learning. It also served as a means of showing care for learners and of building trust. Houser and Frymier (2000, p. 217) explain that there is a growing body research indicating, “that effective teaching means personal communication between teachers and students as well as expertise and effective delivery of the content.”

I have realised that a teacher's personality traits and individual nature influences communication. Therefore, a heart-full teacher would be more aware of not only her emotions, but also her learners' emotions, thus increasing levels of communication. There is a need for teachers to be aware of how their emotions and their learners' emotions can influence learning and teaching. However, a teacher with no past experience of an emotional curriculum might not be aware of the significance of emotions in learning and the attendant need for effective communication. However, as Powell and Powell (2010, p. 7) confirm, "the good news is that we can all develop enhanced skills in emotional intelligence." Hence emotional competence can be learned. Furthermore, according to Weare (2004, p. 15), "there is an increasing recognition...[and] acceptance of the idea that we need to become more skilled in this area [of emotional proficiency] if we are to be effective in our personal lives and in our communities."

Through the effective communication, I was able to maintain discipline, capturing my learners' interest, while facilitating the emotional curriculum. This was illustrated in Chapter Five:

"As soon as I entered the room, I settled my learners. I asked them to pack away all their belongings from their tables. I requested them to have only one pencil each on their tables. Learners were fascinated and, within minutes, their tables were cleared. For the first five minutes, I taught my class breathing techniques: how to breathe by inhaling deeply and holding the breath in and thereafter gradually releasing the breath. I attempted this in my pursuit of relaxing my learners. Thereafter, I asked them to close their eyes and make a silent "wish". While their eyes were closed, I walked around and passed a piece of paper to each learner. I then asked my learners to jot down their wish on this piece of paper. Learners smiled and their eyes gleamed. This lesson seemed to ignite a positive spark in them." (Chapter Five, p. 96)

Additionally, in another lesson:

"... I set a serious tone. I wanted to assist my learners in an earnest attempt to address and understand how they felt towards their parents. I began the lesson by sitting on the mat with my learners, joining them in a discussion. I wanted to create an atmosphere where learners could express their deeply felt emotions to one another. Also, I wanted them to feel that I was part of them." (Chapter Five, p. 99)

Thus, through effective communication discipline was maintained. Likewise Ndaleni (2013) highlights a positive correlation between communication and discipline: “I tell a learner that it is more fulfilling to achieve something out of his or her own effort than to be forced to do it. Hence, when a disciplinary problem persists, I call a learner aside and talk to him or her” (p. 26). Learners were able to ‘pick up’ the tone of my voice and were conditioned through communication from day one about acceptable and unacceptable behaviour. Because I had developed an effective relationship with my learners, I was able to capture and sustain their interest, thereby maintaining effective discipline. Similarly, Teven (2001) maintains that a caring classroom environment not only enhances learning but also play a significant role in decreasing disruptive behaviours of learners.

Careful observation and special attention

A second theme that emerged from Chapter Five is *careful observation and special attention*. In revisiting my personal history, I became of how my family always provided me with special attention (see Chapter Four). In the same way, as I facilitated the emotional curriculum, learners were carefully observed and special attention was paid to their emotional or academic needs. According to Gonzalez-Mena (2008, p. 43) observation is, “the act of watching carefully and objectively. The usual goal involves paying attention to details for the purpose of understanding behaviour.”

To illustrate:

“I had filled in a psychological report on both Elizabeth and Rena because I felt they required professional assistance in dealing with their emotional issues. This was forwarded to the Foundation Phase Head of Department for authorisation and was then forwarded to the school’s guidance counsellor. Also, as another intervention measure, I referred their cases to the school’s deputy principal who has had years of experience in assisting learners with behavioural and academic disorders. Furthermore, I took it upon myself to provide emotional development individual sessions with them. These were held after school or during second break where they could express their feelings to me and I would try to guide them accordingly. I felt that these learners lacked motivation and belief in themselves and hence I aimed at helping them develop a positive self-concept.” (Chapter Five, p. 101)

Careful observation and special attention impacts positively on learning

While facilitating heart-full learning and teaching I observed my learners carefully. I took special notice of the manner in which they interacted and communicated with one another. Moreover, I paid special attention to their emotional demeanour. Similarly Gonzalez-Mona (2008, p. 43) explains, “through observation you get to know a child and what is behind his or her behaviour.”

I could see patterns forming with regard to certain learners’ academic performance and their emotional state. I observed also that learners with emotional and behavioural difficulties required extra assistance and support with their academic work. For example:

“I was able to adapt the curriculum to the emotional needs of the learners through the process of careful observation and special attention to learners’ emotions. I was able to develop a curriculum with topics that were relevant to my learners needs. The topics devised were formulated in order to understand my learners’ emotional state and to assist them in their holistic development.” (Chapter Five, p. 125)

From facilitating the emotional curriculum, I learned that our learners need to feel wanted, to be attended to, and to be provided with emotional warmth and care. I found my learners overwhelmed with the attention that I was able to provide them with, and this seemed to have a positive impact on their learning. As Storrs (2012, p. 1) explains, “student emotions can significantly enhance or distract from learning.” Therefore, there is a need to pay special attention to learners’ emotions as this can affect their learning. For example, in my reflective journal I noted down the following after careful observation:

“from careful observation of Jerry, I noticed that he was always far away, lost in thought. His face always had a blank look and he was forever in a daze. I would try every means possible to try and catch his attention and even often crack a joke. I had to literally prompt and probe him to participate in class discussion. Completion of tasks totally depended on his mood. Certain days he would rush through and complete his work. His handwriting was always untidy. He literally shocked me after his results from the first control test. He was without doubt an intelligent learner who just could not focus due to the tremendous weight of his emotional problems.” (Reflective Journal, 17 October, 2012)

According to Cornwell and Bundy (2008) the emotional curriculum aims to, “provide a framework for developing children’s social and emotional competence” (p. 6). Therefore, I tried to build learners’ self-esteem and confidence by paying attention to their social and emotional development. Similarly, Coetzee and Jansen (2007, p. 5) point out that, “the essence of developing a healthy self-esteem in learners is to treat them in ways that help them to trust their own minds and let them know that they are worthy of happiness” (p. 5). Also, Jansen and Coetzee (2007, p. 6) highlight the need for developing learners’ self-esteem as it nourishes their capacity for creative thinking and their motivation for learning. This confirms the need for teachers to focus on developing learners’ self-esteem and confidence through the implementation of the emotional curriculum.

Furthermore, I elaborated that, *“After deep contemplation and reflection on my learners’ responses, I decided that it would be helpful for the learners to focus on the positives in their lives to help in developing their self-confidence and self-esteem.”*(Chapter Five, p. 94)

Through the use of inspiring and motivating words, learners were able to gain confidence in themselves as:

“Learners smiled and their eyes gleamed. This lesson seemed to ignite a positive spark in them.” (Chapter Five, p. 96)

“The other learners roared with excitement when it was their turn. Many learners responded by saying that they loved, “school”, “their families”, “friends”, “teachers”, “pets”, “playing”, grandparents”, “books”. (Chapter Five, p. 95)

While facilitating the emotional curriculum, I acknowledged and applauded every positive. Learners were complimented for their appropriate behaviour and excellent work, task completion, peer relationships, neat uniforms, creativity and even for their manners and etiquette. I learned that this positive attention was fruitful:

“Other learners’ written responses filled me with elation as a few learners aimed for great heights. For example, I read, “I will help the sick and needy. I will find the cure for aids.” In addition, some learners aspired to be the best they could be, “I will be

the best cricket player in the world.” To me this this signified self-confidence and belief in themselves and their future prospects.” (Chapter Five, p. 102)

Special attention and observation revealed areas for emotional and academic care

I provided learners with extra academic and emotional support. This was revealed in my reflective journal:

*“... I would often take time during break to chat to *. To enquire as to how is he feeling? Who are his friends why does he want to take revenge on his class boys? I tried to tap into his inner feelings as to enquire why! He would tell me frankly, that his name is not the name we call him. That fellow is in hospital etc... his whopped imagination and creativeness shocked me. I referred this case to the guidance counsellor and the deputy principal for further assistance. (Reflective Journal, 17 October, 2012)*

Another reflective journal entry revealed how learners were assisted emotionally:

“...I spent an additional twenty minutes after school chatting to. I requested to chat to her after noticing her speech detoriate. Her stuttering was worsening by the day. Into enquiring about her condition she disclosed confidentially that she dearly missed her dad who was living 600km away from Durban. She says she just cannot be happy! I tried consoling her assuring her firstly that both her parents love her dearly. Secondly, clearly outlining that mummies and dadies sometimes have to separate because they cannot be happy together and everybody needs happiness in their lives. Thirdly, I re-assured her that her parents’ separation is not her fault. Fourthly, that she is not an isolated case. There are many parents and children that are experiencing these problems on a daily basis. Learners like this little girl felt helpless...” (Reflective Journal, 22 October, 2012)

The above journal entries illustrate how, while facilitating the emotional curriculum, I was able to identify learners’ diverse needs. In addition, I was able to provide effective academic and emotional care to assist them. Jairam (2009) confirms that teachers need to develop caring relationships with learners, especially those whose life circumstances have overwhelmed them, leaving them emotionally strained.

Implementing the emotional curriculum meant accessing the factors that affected learners' emotions both positively and negatively. According to Jansen and Coetzee (2007, p. 1), "the emotional state of teachers and learners affect the children's attention, focus, perception, the time spent on tasks and their academic performance." Therefore I needed to understand the variables that either enhanced or negatively affected learners' emotions. This was done with an intention to provide the learner with the necessary emotional, social and academic support:

"I followed up the discussion with writing and drawing activity to help me better understand how the learners were relating to..." (Chapter Five, p. 116)

When I facilitated the emotional curriculum it became evident:

"...that tests and examinations had an effect on learner emotions...learners expressed that exams made them feel..." (Chapter Five, p. 118)

This revealed that learners' emotions were affected by tests and examination. In addition, heart-full teaching and learning:

"revealed that classwork, tests and examinations impacted on learners' emotions either positively or negatively depending on their progress. Learners also disclosed that they felt excited when they had particular subjects, which suggested to me that certain teachers were more liked than others."(Chapter Five, p. 115)

I facilitated the emotional curriculum by providing learners with:

"... tips to motivate them. I explained to the learners the importance of being consistent with their work and homework and that they should plan in advance and focus on the revision that is done in class. In addition, I explained that during test time, play time was also important for them to de-stress. I also advised that they should try to achieve a balance in their lives, together with the correct nutrition."(Chapter Five, p. 118)

Learners clearly indicated that they became nervous and experienced anxiety during test and examinations. For example: *“I am worried at exam time because I am scared if I get low marks.”* (Chapter Five, p. 119). Consequently, learners *“felt despondent when they progressed poorly”* (Chapter Five, p. 119). This was expressed by one learners as: *“I feel worried if I got bad marks...”* In addition, it appeared that when learners achieved high marks, it had a positive influence on their emotions:

“ I feel excited when I write the test. I feel superb with the marks I got. If I got bad marks I tell myself I think I can do better.” (Susan) (Chapter Five, p. 119)

This was further explained as:

“Susan is one learner that always worked hard and excelled both in her written and oral tasks. Her response suggests that when learners achieve high marks it has a positive effect on their emotions.”(Chapter Five, p. 119)

I facilitated the emotional curriculum by assisting learners to deal with their emotions during tests and examinations. I saw this as a ‘sore’ point that mostly affected learners negatively. Therefore, *“After reviewing their written responses, I was glad that we had covered this topic and had held a discussion to try to help learners deal with the stress that they felt.”* (Chapter Five, p. 119)

Implications for facilitating the emotional curriculum

I have learnt that an essential aspect of facilitating the emotional curriculum is acknowledging and attending to learner’s emotions within the teaching learning process. This can result in adapting the curriculum according to their needs. Hence special attention needs to be paid to learners.

As a teacher and educational researcher, it has become evident to me that learners’ needs differ. From tracing my personal history (Chapter Three), it is evident that a teacher’s personal experience and history plays a vital role in their teacher development. The same insight can be applied in understanding our learners and development, which is influenced by their personal and academic histories and backgrounds (Masinga, 2009). In my view, it is imperative to be able to identify learners’ needs, whether academic, emotional or, social, as

this form an important part of their growth and advancement. Thus, I see identifying learners' needs as the starting point for remediation and further support.

In my experience, learners' needs become evident when teachers pay careful attention to their academic written and oral work, together with their personal and social development. Through constant interaction with our learners on both a personal and academic level, the 'grey areas' in a learner's life can clearly become visible. Through careful observation, learners can be assisted in their social and emotional development.

According to Gonzalez-Mona (2008, p. 34), "observation is an important means to making connections and building relationships." I did observe my learners carefully, and I gathered from this experience that learners' behaviour or actions can speak louder than words. At times, this may vary from a silent plea to shrieks of help. Hence the need for teachers to observe learners' actions carefully as often a pattern can be noted. As I described in Chapter Five:

"...I observed the intensity of the cheerfulness buzzing in the classroom, as learners discussed what they loved. But then my eyes fell on a sorry sight. As every other learner participated in earnest, there he sat, swollen in his chair, seeming rather reserved and distant. This exciting lesson on love did not appear to leave the slightest impression on Pat as he sat despondently in 'switched off' mode. Pat's eyes were clouded, and his face was shadowed. His blank expression was accompanied by a downcast demeanour. I was startled that the exciting topic of love did not tickle his fancy. He did not seem to be the least bit intrigued. To me, it appeared as if his entire being rebelled against the idea of love." (Chapter Five, p. 94)

I also took note of non-verbal responses that were expressed through learners' drawings:

Reflecting back on learners' past activities, I realised that the lessons that included a drawing activity excited learners as they seemed happier to draw than to write paragraphs. I noticed that certain learners were able to successfully demonstrate their feelings in a drawing form. In addition, I was amazed at their creative pieces of art and the colours that they used to express their feelings. (Chapter Five, p. 113)

However, despite all the effort of emotional and academic assistance I rendered, two learners still required professional emotional support and were referred to the school counselor for further intervention. Significantly, Jairam (2009) motivates for the need for trained counsellors in South African schools, but also advises that all teachers should learn basic counseling skills. Similarly, Weare (2004, p. 119) suggests that, “counseling does not necessarily have to be offered by specialists and some schools have trained their own staff to be effective in listening to and advising students.”

Relationships

The third significant theme that appeared during the implementation of the emotional curriculum was *relationships*. My re-examination of Chapter Five reveals that relationships were an influential factor that either enhanced or negativity impacted on learners’ emotions. For example:

“Relationships with parents and siblings were a recurring theme in our discussions of feelings. This showed me that learners’ emotions were often impacted positively or negatively by their parents attitude and behaviour towards them.” (Chapter Five, p. 98)

I noted that learners’ emotions were influenced by their relationships with their parents, peers, siblings, teachers and grandparents. I recognised that the quality of these relationships: *“in turn seemed to have a ripple effect on how the learners behaved and reacted in school.”* (Chapter Five, p. 87)

I found myself building relationships with my learners as I attempted to assist them to develop healthy relationships with others. In this theme, I consider the significance of teachers’ relationship with learners, learners’ relationships with peers and learners’ relationships with parents and siblings.

Teachers’ relationships with learners

I realised that in order for my learners to build strong relationship with others, they first needed to value and love themselves. I used affection, warmth and care to motivate my learners just as I was motivated positively in the past (see Chapter Four). Through this, I have learned that it is important for teachers to establish constructive relationships with their

learners in order to enhance learning by creating an “emotionally warm classroom atmosphere [in which learners] feel good about themselves and expect to succeed” (Jansen & Coetzee, 2007, p. 18). This was illuminated by:

“She is the best teacher. She gives us lots of work. She cares for us. She is also very fair and just. I never had such a kind and nice teacher...” (Sipho). (Chapter Five, p. 115)

“In these responses learners expressed that their favourite teachers had characteristics of being kind, understanding, caring, and were those who planned exciting lessons for them. One ‘bright’ learner also commented that her or his favourite teacher loved to understand them.” (Chapter Five, p. 116)

Thus, learners expressed that their favourite teachers were the ones who displayed affection and care, who were kind, fair, understanding and who had exciting learning activities planned for them. Additionally:

“I concluded that favourite teachers are the teachers that care for their learners, who go the extra mile to assist them, by planning enjoyable activities and seeing to learners’ different developmental needs. Learners were able to relate to these teachers and to understand how these teachers felt towards them and their favourite teacher in most cases consistently showed them emotional and academic care.” (Chapter Five, p. 116)

These favourite teachers showed care “by teaching beyond the curriculum. Over and above what was prescribed, they added something out of love and passion for teaching,” (Dlamini, 2013, p. 66). As Dlamini (2013) explained, these teachers would go to every extent to ensure that their learners received the assistance required.

In addition, empathy arose as a crucial element which I used to develop and enhance my relationship with my learners while implementing the emotional curriculum. I addressed their negative experiences or emotions with empathy and compassion. Chapter Three reveals that, during my childhood, my parents and grandparents showed understanding of my feelings. They were always empathetic and were able to relate to how I felt. Although my father was firm and we brought up with respect and discipline, he was able to come down to my level of

understanding and was able to acknowledge how I felt, especially when a time of distress arose. Hence, I learned from my personal history that for the successful implementation of the emotional curriculum teachers need to be empathetic towards learners' needs and emotions. Empathy "is the ability to tune into others and to feel and to feel what they are feeling" (Jansen & Coetzee, 2007, p. 26). This can be established by understanding others feelings and viewpoints by listening and communicating. According to Cornwell and Bundy (2008, p. 2) empathy, "involves the ability to listen and understand what other peoples are communicating, verbally and non-verbally and to sense what others are feeling."

Peers influence learners' emotions

Another significant element that emerged from close examination of heart-full teaching and learning is the influence that peer relationships can have on learners' emotions. According to Ladd (1990), peer relationships can either function as a support for learners or form a stress factor for some learners. Ladd (1990) explains that that peer friendships are an important source of emotional support which influences learners' feelings of belonging and also affects their achievement at school. Furthermore, Véronneau, Vitaro, Brendgen, Dishion, and Tremblay (2010) highlight how academic achievement can be impaired through peer rejection.

Constantly, my learners expressed the need to have friends:

Pat's wish – "To have friends."(Chapter Five, p. 97)

Rena's wish – "I wish I had friends." (Chapter Five, p. 98)

When I compared the above two wishes with other oral and written responses of these learners, it revealed that these learners were struggling emotionally and required extra emotional support. These learners needed assistance in developing their social skills.

The emotional curriculum revealed further: "*Learners openly expressed feelings of sadness related to being sick, being bullied, having no friends, being shouted at, sibling rivalry, getting hurt...*"(Chapter Five, p. 93). Learners expressed that they got angry when they were: "*called names*"; "*bullied*"; "*had no friends*"; "*sworn and shouted at*" (Chapter Five, p. 106). In addition, learners expressed remorse when they did not have friends and when they were bullied. For example:

“My heart breaks when I get bullied.” (Albert) (Chapter Five, p. 111)

“My heart races when I am sad. The place or thing that makes me sad is getting a shouting at, the other thing that makes me sad is bullies.”(Chapter Five, p. 103)

The above responses clearly indicate that learners’ emotions were negatively affected by their peers through bullying. Learners expressed that they felt sad, heart-broken, scared and even cross when being bullied by peers. According Swearer, Espelage, Vaillancourt and Hymel (2010) bullying is a widespread problem that is often neglected at schools. In addition, Swearer et al. (2010) draw attention to the negative emotional impact of bullying: victims of bullying are more prone to illnesses, tend to make poor academic progress, and have high levels of anxiety with low self-esteem, often leading to depression.

As I explained in Chapter Five:

“learners felt heartbroken when their emotions were impacted by a negative comment, attitude, response or situation. Learners felt mostly bullied when they were ill-treated, verbally and physically, by their friends and even family members.” (p. 112)

This was affirmed by reflecting, *“on the negative factors that made the learners’ heart race, the ones that stood out for me were sibling rivalry and bullying”* (Chapter Five, p. 104). As I reviewed learners’ written and oral responses, I was able to empathise with victims of bullying:

“I became aware that a deep sense of hurt is felt when learners experience bullying. However, I felt this in session both the discussion and written responses assisted learners in revealing their hurt and by sharing it with class and me they realised that they were not alone. Additionally, learners learned that help was available to them in dealing with bullies. I realised that often victims isolate themselves instead of divulging their traumatic experiences to an adult who can support them.” (Chapter Five, p. 112)

I noted that learners needed help in developing relationships, especially the learners who bullied others. Through the emotional curriculum, an awareness of bullying was created and we had meaningful discussions about this:

“I began with a discussion on bullying where learners expressed their feelings and described incidents of bullying. I hoped that this would be an educational experience for those who were bullying other learners. I also hoped to assist learners who were the victims of bullying.”(Chapter Five, p. 108)

It became evident that bullying adversely influenced learners’ emotions. By creating a heightened consciousness of bullying, I aimed to provide support to the victims and the perpetrators. I saw the need to attend to the root causes of why learners bully.

I learned that our lessons on bullying did seem to be effective as learners began taking a stand against bullying. Implementing the emotional curriculum seemed to aid in building learners’ confidence and also addressing the varying needs of the learners: *“However, I was relieved and proud that Sammy was able to take a stand for herself and not fall into the trap of being bullied.”* (Chapter Five, p. 103). A follow up session was conducted on severe cases of bullying, besides dealing it with it in the classroom.

Thus, I learned that learners who experience bullying require emotional support and extra attention. I aimed for my learners to understand that they could talk about bullying and that it would be taken seriously and addressed in constructive ways.

Family relationships influence learners’ emotions

A deep reflection on our heart-full teaching and learning also revealed that relationships with family influenced learners’ emotions. From my learners’ responses, I became aware that family relationships form an integral part of our daily lives. Conversely, the extent of their influence often goes unnoticed.

Issues with parents constantly surfaced and resurfaced as I became aware that my learners that seem in need of assistance in getting along with their parents .Similarly, Shapiro (2008), contends that we want other people but especially our parents, to understand how we feel. While facilitating the emotional curriculum I learned:

“...that parents play an instrumental role in influencing their children’s emotional state. Hence, I felt that the emotional curriculum could aid in assisting learners to express and make sense of their emotional responses to their parents.”(Chapter Five, p. 99)

In addition, I learned that learners yearned for affection, love and care from their parents. This was evident where some learners expressed that they wanted their parents to demonstrate *“...care and affection through giving of hugs and kisses and spending time with them...”* (Chapter Five, p. 74). I realised while facilitating the emotional curriculum that learners wanted their *“parents to acknowledge and spend time with...”* them (Chapter Five, p. 11). This was further elaborated in Chapter Five: *“... learners felt happy and special in a family that gave them love, care, attention and time”* (Chapter Five, p. 118). Hence, learners exposed their need for love, care and warmth from their parents, which formed a crucial element in my own emotional development (as demonstrated in Chapter Three).

Through the discussions and written activities, learners indicated that they felt the need for their parents to spend more time with them. Some of the learners wanted their parents to acknowledge them. This was sometimes as simple as being heard. Learners felt relieved that they could express these views in class, where they able to see that their’s was not an isolated case as other learners also felt the same way. Learners wanted to feel the affection, warmth and care which impacts their emotions positively. Conversely, I came to see how emotional neglect from parents can affect learners’ emotions negatively.

Cohen (2001, p. ix) highlights that, “those few are the students fortunate enough to have adult support in their homes and community. With that support, they managed to form the building blocks for academic learning”. I learned while facilitating the emotional curriculum that learners’ emotions were deeply affected by the absence of their parents and also by a separation between their parents. To illustrate:

“My heart breaks when I go to Bethal, and I miss my mummy. I feel sad... and when I do not see my daddy.” (Chapter Five, p. 112)

Moreover, one of my learners wished *“For my parents to get back together.”*(Chapter Five, p. 96). This confirmed that, *“..that children...often yearn for their parents to be living together happily, which does emotionally affect them”* (Chapter Five, p. 113). According to

Keith and Amato (1991, p. 26), “numerous studies have examined the implications of parental divorce for children’s scholastic achievement, conduct, psychological adjustment, self-esteem, social competence and relationships with parents.” According to Amato (2005), children brought up both biological parents are less likely to experience emotional, cognitive, social problems, not only in childhood, but also in adulthood. In addition, Amato (2005) explains that children who are reared in stable homes tend to experience a higher quality of life, accompanied with more effective parenting and emotional stability. Similarly, Bernardi and Radl (2014) confirm that divorce can have negative implications for learners’ academic progress. Huurre, Junkkari, and Aro (2006) highlight the long term psychosocial effects of parental divorce and explain that the stress from childhood can persist into adulthood.

As learners disclosed their feelings, I gathered that parental absence or separation did affect learners’ emotional states. Learners often became sad and despondent. I also observed the effects this seemed to have on learners’, attendance, behaviour and also academic performance. I realised that these learners were in need of emotional and academic assistance. Additionally, learners indicated “...*that they did not like it when their parents fought with each other*” (Chapter Five, p. 99). Neither did they like when their parents, “*shouted at or hit them*” (Chapter Five, p. 99). The above factors both seemed to influence learners’ emotions negatively.

Facilitating the emotional curriculum created a consciousness within me that some parents needed to be made aware of the emotional significance of “*spending time with and playing with their children*” (Chapter Five, p. 100). I thought the ideal time would be the school awards ceremony. After approaching my principal and discussing my concerns with him, we devised the “T’s of parenting.” This was formulated in order to assist and create awareness among parents of the importance of: TALK, TOUCH, TONE, TRY. Therefore, for the 2013 Foundation Phase awards ceremony, my principal’s address to our parents was on building their relationship with their children. The T’s of parenting were discussed as follows:

1. Talk: the need to communicate with our children effectively, having open channels of discussion and building trust with our children in order for them to open up to us. Listen to your children, hear them out and acknowledge their thoughts and views as important.

2. Touch: The importance of hugging and holding our children, thus showing them affection physically. Affirm children with a handshake or tap on the back. Recognise and acknowledge them by holding your children close to you.
3. Tone: a).Tone down in the manner that you talk to your children. Be soft spoken, polite and respectful. In return, you will receive the same back from them as children mimic what they hear and see; b).Tone your children’s motor skills by physically participating with them in activities. This will create bonding between parent and child.
4. Try: a) Always try to spend maximum time with your children. Together with time, add in effective communication and play, which will blossom your little being into a secure, self-confident child; b) Always try to make your child laugh and smile. Sing and play with him or her. Always try to put the effort into developing and simulating your children; c).Try to always use positive re-enforcement as positivity will motivate and develop your child instead of breaking their self-esteem and confidence.

I was most thrilled that my principal agreed with my suggestion of the T’s of parenting. He saw the need as I did, for creating awareness of how to develop parent-child relationships and to enhance learners’ emotional development. I saw this event as a turning point and I hope that, one day, the emotional curriculum will be infused throughout my school. The emotional curriculum in practice was having a greater impact than I had anticipated. It did not only focus on my small grade 3 class; instead, it began to roll out into the Foundation Phase.

Another element that emerged from learners’ responses was that, *“that materialism was a significant factor and learners seemed to aspire more towards satisfying their material needs than the emotional”*(Chapter Five, p. 108). Materialism arose as an influential factor, either enhancing or hampering the parent child relationship. This was highlighted in Chapter Five:

“Materialism also arose as a key element when a learner expressed: “I get cross when my mother and father don’t buy me anything.” (Sammy). To me, this response suggested a need for material things for instant gratification. I realised that, when learners are refused material gifts, anger and resentment can grow towards parents.”
(p. 107)

Another example was:

“My family makes me feel spoiled. Everyone in my family spoils me because they are rich and they give me whatever I want. My mother also spoils me because she is rich and has enough money to buy me anything...” (Sammy). (Chapter Five, p. 117)

Learners also specified that they would want their parents to be, *“spoiling them with toys”* (Chapter Five, p. 99).

Through heart-full discussions with my learners I was able to encourage an awareness of the significance of family that should precede the love of material things. In addition, I encouraged learners to talk about how they felt, *“instead of expecting others to know”* (Shapiro, 2008, p. 1). I elaborated on this in Chapter Five as:

“I began my class discussion on love by asking, “What is love?” I pointed to the picture of an extremely old couple, who had spent decades of their lives together, very similar to many of our grandparents and parents. I focused on the importance of family time and family love. I aimed at encouraging learners to attach emotional significance to the concept of love rather than perceiving love materially.”(Chapter Five, p. 94)

Hence, through the emotional curriculum I aimed to create awareness that emotions and relationships were more important than material things.

“I love myself the way I am” (Amy). I noted that this was the same learner that always excelled at school, and appeared to have a happy home environment.”(Chapter Five, p. 104)

While looking back at Chapter Five, I became aware that only one learner was able to express the value of her family:

“This was the only learner who highlighted the emotional significance of her family by stating that, “I will get cross if anything happens to my family and parents.” (Susan). (Chapter Five, p. 107)

I found it interesting that this response: *was written by an extremely 'bright' learner, who always displayed excellent leadership skills and correct etiquette. For me, it seemed significant that this learner appeared to come from a happy environment, free from shouting, hitting or parental dispute.*"(Chapter Five, p. 100)

Learners narrated incidents which clearly illustrated how sibling relationships can influence learners' emotions:

"My heart races when I am angry. I do not like my sisters when they make me angry. This is not a nice thing to say but I wish my sisters were not born at all. I know that is mean. Sometimes I wish I was the only child." (Chapter Five, p. 103)

I wrote back to this learner in order to affirm the learner that I was there to support and assist him. Although I disliked his action of hitting his brother, I felt that I needed to explain this in person in a diplomatic manner and tone:

"It is very wrong of you to hurt your younger brother as he does not understand. By hitting him you are teaching him that hitting and fighting is acceptable behaviour. I plead with you to refrain from such actions. Please meet me after school to explain this note. Love Mrs Malek." (Chapter Five, p. 106)

Implications for facilitating the emotional curriculum

I have learned the emotional curriculum can be effectively implemented if relationship development forms a core aspect. The emotional curriculum revealed that learners' emotions were influenced by relationships they had with others, including me as their teacher. Hence, I saw the need to assist learners to develop better and stronger relationships with me and other significant people in their lives. Therefore I realised that caring teachers do not "teach children what is in the book only. They also add moral lessons because they care about their children" (Dlamini, 2013, p. 69).

Conclusion

This chapter built on the personal history analysis that I presented in Chapter Four. Significantly, *careful observation and special attention*, which is very similar to *special attention and awareness* (see Chapter Four), arose as a key theme in my analysis of my

implementation of the emotional curriculum. My interaction with my learners revealed that they are sensitive beings. They require attention, warmth, care, and also words of inspiration to further motivate them. I learned that, for effective teaching and learning to occur, a vital requisite is warmth, understanding, and caring within the classroom. This can only be done if teachers are aware of learners' emotional states and also their own.

Implementing the emotional curriculum opened not only my eyes to the significance of learners' emotions and experiences, but also opened my heart up to my learners. I learned that ongoing *communication* is vital for heart-full teaching and learning to occur. The lack of or insufficient communication can have negative effects on learners' emotional development. Communication, together with *careful observation and special attention*, emerged as essential for the effective facilitation of the emotional curriculum. Learners' emotional and academic needs surfaced through heart-full communication and careful observation and special attention. Through this process, I also became aware that learners' emotions are influenced by their *relationships* with others, including their teachers.

Chapter Seven is the concluding chapter, in which I provide a reflective review of this thesis. Thereafter I discuss my methodological reflections on the study. This is followed by my personal and professional reflections on the study.

CHAPTER SEVEN: A HEART-FULL WAY FORWARD

Introduction

The focus of this self-study research is on understanding and attending to the emotional curriculum in my practice as a teacher (grade 1-3) within the Foundation Phase. The purpose of this research is to better comprehend and implement the emotional curriculum in the Foundation Phase. In this concluding chapter, I provide a review of this thesis. Thereafter, I offer my methodological reflections on the study, followed by my personal and professional reflections on the study. I end by considering a heart-full way forward from this study.

Review of the thesis

Chapter One

In this opening chapter, I introduced the recurring metaphor of ‘the heart of the matter’, which showed the need for heart-full teaching and learning, embodying both teacher and learner emotions. This supported my rationale for the study. Thereafter, I explained how I began the research, thereby also considering the important connections between emotions and learning, illustrating the vital need for this research. Next, I listed and explained my three research questions. In addition, I provided an introduction to the scholarly perspectives that have helped me to understand the importance of emotions and the emotional curriculum in teaching and learning. I explained how taking a humanistic perspective allowed me to understand the key concept underpinning this research, *the emotional curriculum*, as attending to the inter-related emotional, social and academic needs of learners, thus aiming for holistic development of learners (Allender & Allender, 2006; Isenbarger & Zembylas, 2006). I then gave a brief introduction to my self-study methodological approach. The chapter ended with an outline of each chapter of the thesis.

Chapter Two

In this chapter, I described the methodological approach for this study. This was followed by an explanation of my research context. I then introduced my research participants and my critical friends (my fellow Masters’ students). Thereafter, I explained how I responded to each of my three research questions. I also discussed trustworthiness, challenges of the study, and lastly, ethical issues. The chapter showed how the personal history self-study method allowed me to retrace and recount significant memories from my past which have influenced my development as a learner and as a teacher. Personal history enabled me to explore and understand my lived experiences in order to enhance my future practice as a teacher. In

addition, the chapter demonstrated how the developmental portfolio method enabled me to document the daily implementation of the emotional curriculum. This portfolio helped me to make visible learners' deepest emotions, as expressed through their oral, written and drawn responses to class activities. Furthermore, in the chapter, I demonstrated how, through the use of 'the heart of the matter' as a metaphor to organise my inductive analysis of my personal history narrative, I was able to map out some preliminary ideas about facilitating the emotional curriculum, which I then used as a basis for the implementation of the emotional curriculum with my grade 3 class.

Chapter Three

The title of this chapter is "my heart-full stories" because it discloses significant stories of my life. This chapter captured important remembered experiences from my grandparents' to my parents' time that have influenced my development. In addition, it reflected my memories of my emotional and educational experiences from childhood to adulthood. In this chapter, I used a personal history self-study method to address my first research question: *What can I learn from my personal history about facilitating the emotional curriculum?* I narrated my personal history with the aim of exploring and understanding what I could learn from my past lived encounters. This chapter highlighted the educational significance of family and motivational teachers. It also described incidences of academic and emotional neglect by my past teachers, which had a negative impact on my learning. In retracing my personal history, it became apparent to me that communication, inspiration and love from my family and one motivational teacher were the foundation that assisted me in conquering the negativity instilled by some of my past teachers.

Chapter Four

In Chapter Four, I re-examined my personal history narrative (as presented in Chapter Three) to respond to my first research question: *What can I learn from my personal history about facilitating the emotional curriculum?* I used the 'heart of the matter' as a metaphor for concept mapping, which revealed three main themes of: *a) affection, warmth and care; b) attentiveness and special attention; and c) motivation and positivity.* This thematic analysis of my personal history narrative provided me with valuable information about my own development and learning, as well key ideas on which I could base the implementation of the emotional curriculum in my grade 3 classroom. By paying special attention to the heart-full stories of my past, I became aware that the emotions that I carry into the classroom as a

teacher are likely to influence my learners positively or negatively. Through personal history self-study, I was able to transform negative past experiences into hope for the future by gaining different perspectives through deep reflection on and analysis of my past experiences.

Chapter Five

In Chapter Five, I provided a detailed account of the actual implementation of the emotional curriculum through heart-full teaching and learning with my grade 3 class. Each lesson that I facilitated was explained. I gave details of the lesson topics, learners' oral, written and drawn responses and my interpretation of these responses. Additionally, I drew attention to how learners were able to reflect on and communicate their emotions through interactive and creative learning activities, such as drawing, creative writing and class discussions. I highlighted how drawing in particular seemed to enable learners to communicate their feelings, with pictures, colours and speech bubbles showing their emotions. Furthermore, while implementing the emotional curriculum, I kept a daily recording journal of learners' feelings. This chapter revealed learners' feelings on the lesson topics, disclosing learners' innermost thoughts and emotional states. Most importantly, this chapter dealt with the actual heart-full teaching and learning where the 'heart of the matter' focused on learners' emotions. Through implementing the emotional curriculum, it became evident to me that learners require specific support to help them in understanding and expressing their feelings, dealing with emotional, social and academic stress, and building positive relationships with teachers, peers and family members.

Chapter Six

This chapter built on the personal history narrative analysis that I presented in Chapter Four. In this chapter, I answered my third research question: "*What can I learn from facilitating the emotional curriculum?*" I explained how, in facilitating heart-full learning and teaching with my grade 3 learners, I became aware of the significance of the following elements of the emotional curriculum. First, *communication* emerged as an essential component within the teaching and learning process of the emotional curriculum. Through communication, care and trust were key elements that were developed. Furthermore, I identified *careful observation and special attention* as crucial to facilitating the emotional curriculum. Lastly, I became aware that *relationships* with teachers, peers and families play an important role in learners' emotional wellbeing. Overall, by reflecting on the implementation of the emotional

curriculum, I learned about the educational significance of heeding learners' innermost emotions and personal experiences.

Methodological reflections on the study

Firstly, the personal history self-study method was most suitable and applicable in addressing my first research question: *What can I learn from my personal history about facilitating the emotional curriculum?* Personal history self-study allowed me to recover the stories of my life, which I called "my heart-full stories." Through this method, I was able to capture and reveal important remembered experiences from my grandparents' to my parents' time that have influenced my development. It also allowed me to reflect on my memories from childhood to adulthood, showing personal and professional challenges and growth. In addition, personal history self-study provided me with an avenue to explore and understand my past lived encounters, allowing me to learn from them in order to inform my practice as a teacher.

Secondly, I used a developmental portfolio method to answer my second research question: *How can I facilitate the emotional curriculum?* The developmental portfolio method was most appropriate and successful to use in addressing this research question as it assisted me to account for the actual implementation of the emotional curriculum on a day to day basis. My portfolio detailed each lesson that I facilitated with lesson topics, learners' oral, written and drawn responses and my understanding of these responses. In creating my portfolio, I included my lesson plans, my daily recording journal, as well as learners' writing and drawing activities. I also used my reflective journal to record suggestions from critical friends, as well as my observations about my teaching and my learners' responses. This portfolio helped me to recognise and record learners' learners' innermost thoughts and feelings, as well as my own thoughts and feelings during the implementation of the emotional curriculum.

As explained in Chapter Two, my greatest methodological challenge was analysing my data. I found it difficult to decide what was most important in my personal history narrative (Chapter Three) and my account of the implementation of the emotional curriculum (Chapter Five). I engaged with the challenge that the analysis posed through effort and perseverance. Most importantly, I was willing to try new strategies as discussed with my supervisor and critical friends. For example, I used colour-coding to identify related or repeated topics or happenings in the same colour. This was a strategy that emerged from our critical friends'

group discussions on analysis. Colour-coding of my personal history narrative allowed me to see ‘the heart of the matter’ as a recurring metaphor in my lived experience. I became aware that I could use the heart as a metaphor in my analysis also, as I had done in developing the rationale for my research. As described in Chapter Four, by drawing the heart as a concept map, I related the biological components of the heart to key aspects of the emotional curriculum. These creative strategies of colour-coding and metaphor concept-mapping assisted me to move forward with my data analysis.

Personal-professional reflections on the study

As a Foundation Phase specialist teacher in a private, prestigious Islamic school, I have realised that learners’ emotions can too easily be regarded as insignificant because matters of the academic curriculum take precedence. As teachers, we can simply overlook the crucial relationship between learning and the learners’ emotions, which can impact positively or negatively on their learning. In addition, through reflecting on my own past learning experiences, I have become aware that I received inadequate emotional support and care at school (see Chapter Three). My past learning experiences of emotional neglect have haunted me; however, recalling and reflecting on these experiences has helped me to see that my own learners are in need of emotional care and attention.

Through this study, I became aware of the connections between emotions and relationships. It became evident that communication is essential for success in any relationship, including the teaching and learning relationship within the classroom. I was also able to understand that care is vital in any relationship, especially the one between teacher and learner. Through effective communication, care can be enacted. Care is an important variable which can either enhance teaching if it is enacted or it can restrict learner if it is absent. As Lake (2004) explains, “caring relationships with children is crucial to their emotional and intellectual development” (p.16). I also became conscious about that engaging learners in creative and stimulating activities can help teachers in demonstrating care and supporting learners’ emotional growth (Schutz & Zembylas, 2009).

I also learned that although emotions “can affect learning, in both a positive and negative way” (May & Fray, 2010, p. 15), the emotional domain within the education sector still seems to be under researched. As Schutz and Zembylas (2009) highlight, “research and theorization on teacher emotions is urgently needed as it will help the educational researcher,” (p. 4) to

gain a deeper perspective “of how emotions influence teaching and learning.” Therefore, I am committed to building on my Master’s study to continue with research on learner and teacher emotions.

The emotional curriculum can be enhanced by focusing on and exploring teachers’ emotions as a significant element in influencing learners’ emotions and learning. Research has illustrated that teachers’ negative emotions can intrude in the classroom and cause learning to suffer (Powell, 2010). For example, when teachers reveal negative emotions that can be caused by frustration and tiredness, the “fright, flight, freeze,” (Powell, 2010, p. 84) emotions can be evoked in learners. This inhibits thinking and blocks creativity, restricting learning. Alternatively, teachers’ positivity and motivation can enhance the learning process.

Research into teacher emotions reveals that negative emotions within the classroom can increase the number of teachers leaving the profession and also impact on learners’ emotions and their academic progress (Schutz & Zembylas, 2009). Researchers clearly exemplify that emotions are directly linked to teachers’ personal and professional development (Masinga, 2012), influencing their work and also shaping their identities (Schutz & Zembylas, 2009). Hence, the need arises for the development of emotionally knowledgeable schools, which view learners’ and teachers’ emotions as crucial elements of the teaching and learning process.

Conclusion

Through this self-study research, I closely examined my heart-full stories, relating my personal and professional encounters that were infused with high levels of emotions. Through the process, I became aware that there is a need for learners to obtain not only academic support at school, but also the emotional support that was largely absent in my own schooling, but that I did experience at home.

From this study, I can suggest that we as teachers need to focus on our emotions in relation to the emotions of our learners. We need to pay special attention to the level and effectiveness of our communication with learners and the means of opening up communication in order for learners to express themselves. We need to win the hearts of our learners by showing them emotional and academic care, which will enhance their learning. This research has prompted and motivated me to further pursue my studies in the field of emotions and learning. A flame has been lit in me and I hope to work with other teachers in recognising and attending to their own emotions and the emotions of their learners, within the teaching and learning process. In

addition, as explained in Chapter Five, I built on my learning about the emotional curriculum by working with my school principal to develop the “T’s of parenting.” Our intention was to help to raise awareness among parents of the importance of: TALK, TOUCH, TONE, TRY in building their relationships with their children. This is another area in which I hope to conduct further research.

This self-study research has made me realise that my own experiences of emotional neglect at school are not limited to me. I have become aware that many learners experience emotional difficulties at school and at home and that they require assistance and support in learning to express and cope with these challenges. Therefore ‘the heart of the matter’ is the emotional wellbeing of learners and this should be a focal point of education.

REFERENCES

- Allender, J., & Allender, D. (2006). How did our early education determine who we are as teachers? In L. M. Fitzgerald, M. L. Heston & D. L. Tidwell (Eds.), *Collaboration and community: Pushing boundaries through self-study. Proceedings of the sixth international conference on self-study of teacher education practices, Herstmonceux Castle, East Sussex, England, July 30 - August 3* (pp. 14-17). Cedar Falls, IA: University of Northern Iowa.
- Allender, J. S., & Manke, M. P. (2004). Evoking self in self-study: The analysis of artifacts. In D. L. Tidwell, L. M. Fitzgerald & M. L. Heston (Eds.), *Journeys of hope: Risking self-study in a diverse world. Proceedings of the fifth international conference on self-study of teacher education practices, Herstmonceux Castle, East Sussex, England, June 27 - July 1* (pp. 20-23). Cedar Falls, IA: University of Northern Iowa.
- Ahwee, S., Chiappone, L., Cuevas, P., Galloway, F., Hart, J., Lones, J., et al. (2004). The hidden and null curriculums: An experiment in collective educational biography. *Educational Studies, 35*(1), 25-43.
- Amato, P. R. (2005). The impact of family formation change on the cognitive, social, and emotional well-being of the next generation. *The Future of Children, 15*(2).
- Antoniou, M., & Moriarty, J. (2008). What can academic writers learn from creative writers? Developing guidance and support for lecturers in Higher Education. *Teaching in Higher Education, 13*(2), 157-167.
- Averill, M., & More, T.A. (2004). *Happiness*. In: Lewis M, Haviland-Jones JM (Eds) *Handbook of emotions* (pp. 663-676), 3rd edn. The Guildford Press, New York,
- Bernardi, F., & Radl, J. (2014). The long-term consequences of parental divorce for children's educational attainment. *Demographic Research, 30*(61), 1653-1680.
- Boggs, M., & Golden, F. (2009). Insights: Literacy memories of preservice teachers self-reported categories of impact. *The Reading Matrix, 9*(2), 211-223.

Boostrom, R. (2010). Hidden curriculum. In C. Kridel (Ed.), *Encyclopedia of curriculum studies* (pp. 439-440). Thousand Oaks, CA: Sage.

Boler, M. (1999). *Feeling power: Emotions and education*. New York: Routledge

Bullough, R. V., & Pinnegar, S. (2001). Guidelines for quality in autobiographical forms of self-study research. *Educational Researcher*, 30(3), 13-22.

Butler-Kisber, L., & Poldma, T. (2010). The power of visual approaches in qualitative inquiry: The use of collage making and concept mapping in experiential research. *Journal of Research Practice*, 6(2). Retrieved from <http://jrp.icaap.org/index.php/jrp/article/view/197/196>

Charney, R.S. (1992). *Teaching children to care*. Greenside, MA: Northeast Foundation for Children.

Chory, R. M., Horan, S. M., Carton, S. T., & Houser, M. L. (2013). Toward a further understanding of students' emotional responses to classroom injustice. *Communication Education*, 63(1), 41-62.

Cohen, J. (1999). *Educating minds and hearts: social emotional learning and passage into adolescents*. New York: Teachers College Press.

Cohen, J. (2001). *Caring classrooms/intelligent schools: The social emotional education of young children*. New York: Teachers College Press.

Cole, A. (2011). Object-memory, embodiment, and teacher formation: A methodological exploration. In C. Mitchell, T. Strong-Wilson, K. Pithouse & S. Allnutt (Eds.), *Memory and pedagogy* (pp. 223-238). New York: Routledge.

Cornwell, S., & Bundy, J. (2008). *The emotional curriculum: A journey towards emotional literacy*. Thousand Oaks: Sage.

Costa, A. L., & Kallick, B. (1993). Through the lens of a critical friend. *Educational Leadership*, 51(2), 49-51.

Derry, C. (2005). Drawings as a research tool for self-study: An embodied method of exploring memories of childhood bullying. In C. Mitchell, S. Weber, & K. O'Reilly-Scanlon (Eds.), *Just who do we think we are?: Methodologies for autobiography and self-study in teaching* (pp. 34-36). New York, NY: Routledge Falmer.

Department of Education (DoE). (2000). *Norm and Standards for Educators*. Pretoria: Government Press.

Department of Basic Education (DBE) (2011). *National Curriculum Statement – Curriculum and Assessment Policy Statement (NCS-CAPS) Grades R-3*. Pretoria: Government Press.

DeSalvo, L. A. (2000). *Writing as a way of healing: How telling our stories transforms our lives*. Boston: Beacon Press.

Dlamini, F. (2013). *Understanding pedagogical care: A teacher's personal history self-study*. Unpublished MEd dissertation, University of KwaZulu-Natal, Durban.

Ellis, C. (2007). Telling secrets, revealing lives: Relational ethics in research with intimate others. *Qualitative Inquiry*, 13(1), 3-29.

Erickson, L. B., & Pinnegar, S. (2010). Experienced curriculum. In C. Kridel (Ed.), *Encyclopedia of curriculum studies* (pp. 361-362). Thousand Oaks, CA: Sage.

Feldman, A. (2003). Validity and quality in self-study. *Educational Researcher*, 32(3), 26-28.

Froiland, J. (2011). Parental autonomy support and student learning goals: A preliminary examination of an intrinsic motivation intervention. *Child & Youth Care Forum*, 40(2), 135-149.

Frymier, A. B., & Houser, M. L. (2000). The teacher-student relationship as an interpersonal relationship. *Communication Education*, 49(3), 207-219.

Garza, R. (2009). Latino and white school students' perceptions of caring behaviors: Are we culturally responsive to our students? *Urban Education*, 44, 297-321.

Gilligan, C. (1982). *In a different voice*. Cambridge, MA: Harvard University Press.

Goldstein, L. S., & Lake, V. E. (2000). "Love, love and more love for children": Exploring pre-service teachers' understanding of caring. *Teaching and Teacher Education*, 16(8), 861-872.

Goldstein, L.S. & Freedman, D., (2003). Challenges enacting caring Teacher Education. *Journal of Teacher Education*, 54(5), 441-445.

Gonzalez-Mena, J. (2008). *Foundations of early childhood education: Teaching children in a diverse society*. New York: McGraw-Hill Higher Education.

Hargreaves, A. (2001). Emotional geographies of teaching. *Teachers College Record*, 103(6), 1056–1080.

Huurre, T., Junkkari, H., & Aro, H. (2006). Long-term psychosocial effects of parental divorce. *European Archives of Psychiatry and Clinical Neuroscience*, 256(4), 256-263.

Isenbarger, L., & Zembylas, M. (2006). The emotional labour of caring in teaching. *Teaching and Teacher Education*, 22(1), 120-134.

Jairam, V. L. (2009). "I am not a trained counsellor but I know I have to do something": Basic counselling strategies for teachers. In C. Mitchell & K. Pithouse (Eds.), *Teaching and HIV & AIDS* (pp. 125-137). Northlands: MacMillan South Africa.

Jansen, C. & Coetzee, M. (2007). *Emotional intelligence in the classroom*. Cape Town: Juta.

Kasl, E., & Yorks, L. (2010). "Whose Inquiry is This Anyway?" money, power, reports, and collaborative inquiry, *Adult Education Quarterly* 60(4), 315-338.

Keenan, K. (1996). *Management guide to communication*. Horsham, West Sussex Ravette Publishing Limited.

Keith, B., & Amato, P.R. (1991). Parental divorce and the well-being of children: A meta-analysis. *Psychological Bulletin*, 110(1), 26-46.

Khan, R. (2012). *Supporting Foundation Phase professional development: A self-study of a Head of Department*. Unpublished MEd dissertation, University of KwaZulu-Natal, Durban.

Kim, Y. M., & Greene, W. L. (2011). Aligning professional and personal identities: Applying core reflection in teacher education practice. *Studying Teacher Education*, 7(2), 109-119.

Kunene, A., (2009). Learner centeredness in Practice: Reflections from a curriculum education specialist. In K. Pithouse, C. Mitchell and R. Moletsane (Eds), *Making connections: Self-study and social action* (pp. 139-152). New York: Peter Lang.

Kwak, D.-J. (2011). The essay as a pedagogical form: Teacher education and Stanley Cavell's ordinary language philosophy. *Teachers College Record*, 113(8), 1733-1754. Retrieved from <http://www.tcrecord.org> ID Number: 16164.

LaBoskey, V. K. (2004). The methodology of self-study and its theoretical underpinnings. In J. J. Loughran, M. L. Hamilton, V. K. LaBoskey & T. Russell (Eds.), *International handbook of self-study of teaching and teacher education practices* (Vol. 2, pp. 817-869). Dordrecht;: Kluwer Academic Publishers.

Ladd, G. W. (1990). Having friends, keeping friends, making friends, and being liked by peers in the classroom: Predictors of children's early school adjustment? *Child development*, 61(4), 1081-1100.

Lake, V. E., Jones, I., & Dagli, U. (2004). Handle with care: Integrating caring content in mathematics and science methods classes. *Journal of Research in Childhood Education*, 19(1), 5-17.

Laviolette, G. (2009). Fostering intrinsic motivation in second language study: A French teacher's perspective. *Delta Kappa Gamma Bull* 75(3).

Lefstein, A. (2005) Thinking about the technical and the personal in teaching, *Cambridge Journal of Education*, 35(3), 333-356.

Lincoln, Y. S., & Denzin, N. K. (1994). The fifth moment. In N. K. Denzin & Y.S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 575-586). Thousand Oaks, CA: Sage Publications.

Lupton, D. (1994). *Medicine as culture: Illness, disease and the body in Western societies*. London: Sage.

Maimane, J. (2006). Motivating primary-school learners in mathematics classrooms. *Acta Academia*, 38(2), 243-261.

Masinga, L. (2007). *How can I effectively integrate sexuality education in my teaching practice in a grade 6 class? A teachers' self-study*. Unpublished MEd thesis, University of Kwazulu-Natal, Durban.

Masinga, L. (2009). An African teacher's journey to self-knowledge through teaching sexuality education. In K. Pithouse, C. Mitchell & R. Moletsane (Eds.), *Making connections: Self-study & social action* (pp. 237-252). New York: Peter Lang.

Masinga, L. (2012). Journeys to self-knowledge: Methodological reflections on using memory work in a participatory study of teachers as sexuality educators. *Journal of Education*, 54, 121-137.

Masinga, L. (2013). *Journeys to self-knowledge: A participatory study of teachers as sexuality educators*. Unpublished PhD thesis, University of KwaZulu-Natal, Durban.

May, B., & Fray, R. (2010). The influence of emotion, confidence, experience and practice on the learning process in mathematics. *Learning and Teaching Mathematics* (8), 15-19.

McKinlay, J. (2000). Match or mismatch? Attempting a feminist pedagogy for a course on biblical criticism. *Teaching Theology and Religion* 3, 88-96.

Medina, J. (2008). *Brain rules: 12 principles for surviving and thriving at work, home, and school*. Seattle, WA: Pear Press.

The Media in Education Trust (MiET) Africa. (2009). *Creating a caring school and classroom environment*. In C. Mitchell & K. Pithouse (Eds.), *Teaching and HIV & AIDS* (pp. 105-124). Northlands: MacMillan South Africa.

Mitchell, C. (2011). *Doing visual research*. London; Thousand Oaks: Sage.

Mitchell, C., & Pithouse-Morgan, K. (2014). Expanding the memory catalogue: Southern African women's contributions to memory-work writing as a feminist research methodology. *Agenda*, 28(1), 92-103.

Mlambo, S.C. (2012). *Supporting collaborative learning in the foundation phase: A self-study of a head of department*. Unpublished MED dissertation, University of KwaZulu-Natal, Durban.

Moore, S. (2003). Writer's retreats for academics: Exploring and increasing the motivation to write. *Journal of Further and Higher Education*, 27(3), 333-342.

Moser, K. (2000). Metaphor analysis in psychology—method, theory, and fields of application. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research*, 1(2). Retrieved from <http://www.qualitative-research.net/index.php/fqs/article/view/1090>

Murray, R. (2006). Reconfiguring academic writing. Paper presented at the Society for Research into Higher Education conference, December, in Brighton, UK.

Nash, R. J. (2004). *Liberating scholarly writing: The power of personal narrative*. New York: Teachers College Press.

Ndalen, T. (2013). *Teaching English oral communication to IsiZulu-speaking learners in a secondary school: A self-study*. Unpublished MEd dissertation, University of KwaZulu-Natal, Durban.

Noddings, N. (2011). Stories and affect in teacher education. In C. Day & J. C.-K. Lee (Eds.), *New understandings of teacher's work: Emotions and educational change* (pp. 151-163). Dordrecht; Heidelberg; London; New York: Springer.

Onyx, J., & Small, J. (2001). Memory-work: the method. *Qualitative Inquiry*, 17(6), 773-786.

Oxford South African School Dictionary. (2010). 3rd Edition. Cape Town: Oxford University Press.

Pinnegar, S., & Hamilton, M. L. (2009). *Self-study of practice as a genre of qualitative research: Theory, methodology and practice*. Dordrecht: Springer.

Pithouse, K. (2005). Self-Study through narrative interpretations: Probing lived experiences of educational privilege. In C. Mitchell, S. Weber & K. O' Reilly-Scanlon (Eds.), *Just who do we think we are? Methodologies for autobiography and self-study in teaching* (pp. 206-217). London: Routledge Falmer.

Pithouse, K. (2011). Picturing the self: Drawing as a method of self-study. In L. Theron, C. Mitchell & J. Stuart (Eds.), *Picturing research: Drawing as a visual methodology* (pp.37-48). Rotterdam: Sense Publishers.

Pithouse, K., Mitchell, C., & Weber, S. (2009). Self-study in teaching and teacher development: A call to action. *Educational Action Research*, 17(1), 43 - 62.

Powell, W., & Powell, O. K. (2010). *Becoming an emotionally intelligent teacher*. Thousand Oaks: Corwin.

Quinn, M. (2010). Null curriculum. In C. Kridel (Ed.), *Encyclopedia of curriculum studies* (pp. 613-614). Thousand Oaks, CA: Sage.

- Rabin, C. (2013). Care through authenticity: Teacher preparation for an ethic of care in an age of accountability. *The Educational Forum*, 77(3), 242-255.
- Reid, A., & Petocz, P. (2004). Learning domains and the process of creativity. *The Australian Educational Researcher*, 31(2), 45-62.
- Rogers, D. L., & Webb, J. (1991). The ethic of caring in teacher education. *Journal of Teacher Education*, 42(3), 173-181.
- Samaras, A. P. (2011). *Self-study teacher research: Improving your practice through collaborative inquiry*. Thousand Oaks, CA: SAGE Publications.
- Samaras, A. P., Hicks, M. A., Berger, J. G. (2004). Self-study through personal history. In J. J. Loughran, Hamilton, M. L., LaBoskey V. K. & Russell, T. (Ed.), *International handbook of self-study of teaching and teacher education practices* (Vol. 2, pp. 905-942). Dordrecht: Kluwer Academic Publishers.
- Schutz, P.A., & Zembylas, M. (2009). *Advances in teacher emotion research: The impact on teachers lives*. New York: Springer.
- Shapiro, L.D. (2008). *Learning to listen, learning to care. A workbook to help kids learn self-control and empathy*. Shattuk Avenue: Oakland.
- Shaw, F.S., & Sarver, M.D., & Field, S. (2003). Self-determination: A key to success in postsecondary education for students with learning disabilities. *Remedial and Special Education*, (24), 339-349.
- Shuell, T. J. (1990). Teaching and learning as problem solving. *Theory into Practice*, 29(2), 102-108.
- Storrs, D. (2012). 'Keeping it real' with an emotional curriculum. *Teaching in Higher Education*, 17(1), 1-12.

Swart, L., Sandenbergh, R., & Gibson, K. (2002). *Counselling and coping*. Cape Town: Oxford University Press.

Swearer, S. M., Espelage, D. L., Vaillancourt, T., & Hymel, S. (2010). What can be done about school bullying? Linking research to educational practice. *Educational Researcher*, 39(1), 38-47.

Teven, J. J. (2001). The relationships among teacher characteristics and perceived caring. *Communication Education*, 50(2), 159-169.

Teven, J. J. (2007). Teacher caring and classroom behavior: Relationships with student affect and perceptions of teacher competence and trustworthiness. *Communication Quarterly*, 55(4), 433-450.

The Media in Education Trust (MiET) Africa. (2009). Creating a caring school and classroom environment. In C. Mitchell & K. Pithouse (Eds.), *Teaching and HIV & AIDS in the South African classroom* (pp. 105-124). Northlands: MacMillan South Africa.

Tidwell, D., & Manke, M. P. (2009). Making Sense of practice through visual metaphor. In D. L. Tidwell, M. L. Heston, & L. M. Fitzgerald (Eds), *Research methods for self- study of practice*(pp.135-153). Dordrecht, The Netherlands: Springer. doi: 10.1007/978-1-4020-9514-6_9.

Titsworth, S., Quinlan, M. M., & Mazer, J. P. (2010). Emotion in teaching and learning: Development and validation of the classroom emotions scale. *Communication Education*, 59(4), 431-452.

Varathaiah, B. A. (2010). *Exploring the relationship between teachers' experiences and evolving teacher identities in post-apartheid South Africa: A narrative inquiry*. Unpublished MEd dissertation, University of KwaZulu-Natal, Durban

Varlander, S. (2008). The role of students' emotions in formal feedback situations. *Teaching in Higher Education*, 13(2), 145-156.

Véronneau, M.-H., Vitaro, F., Brendgen, M., Dishion, T. J., & Tremblay, R. E. (2010). Transactional analysis of the reciprocal links between peer experiences and academic achievement from middle childhood to early adolescence. *Developmental psychology*, 46(4), 773.

Vilakazi, B. (2013). *Promoting lifelong teacher learning in the Intermediate Phase: A self-study of a Head of Department*. Unpublished MEd thesis, University of KwaZulu-Natal, Durban.

Weare, K. (2004). *Developing the emotionally literate school*. London: Sage.

APPENDIX A

99 Lotus Road
Springfield
Durban
4001
23 August 2012

Dear critical friends

RE: Request for consent to use findings from discussions in critical friends meeting

Title of study: “The heart of the matter,” A teacher’s self-study of the emotional curriculum in the Foundation Phase

This study focus of this self-study research is on exploring and implementing the emotional curriculum within the Foundation Phase, thus addressing learners’ emotions in order to enhance learning.

The purpose of this research to better understand and implement the emotional curriculum in the Foundation Phase through my self-study. As part of this, I aim to enhance understanding about learners’ emotions and the effect this has on learning. I also aim to develop a better understanding of the emotional curriculum through exploring my past learning experiences. Additionally, I aim to better understand and enhance my present teaching of the emotional curriculum.

Currently I am a student at University of KwaZulu Natal (UKZN) and this research is crucial for the completion of my Master of Education study (M.Ed) and the findings will be used in my masters dissertation.

A senior lecturer at University of Kwa Zulu Natal from the school of Education, Dr. Kathleen Pithouse-Morgan is supervising my study and can be contacted on 031- 2603460.

I will be the principal participant in this study. I will gather information for my study from my daily teaching activities this will be done through careful observation and note taking, an attempt will be made to collect data in context of my study.

The methodological approach for the research is self-study I will firstly explore my past experience with the emotional curriculum. Additionally, although self-study is “self-initiated,” it does necessitate “collaboration with others in the practice.” Therefore, I will be observing learners and their interaction with the emotional curriculum and the impact that their emotions have on their learning. Moreover, as Pithouse (2011) highlights, self-study entails noticing that which is overlooked and asking questions that would result in “performances that can lead to social change”(Pithouse, 2011, p. 120). Essentially, this research is focused on the emotion which is often overlooked in education or as viewed as insignificant.

Furthermore, I will be using the personal history self-study and the developmental portfolio methods in my study. Learners’ drawings will be used, which consent will be obtained from their parents or guardians. Also, I would use group discussions with critical friend to gather information. The critical friends meetings are held during our M.Ed meetings and would not require extra time from you. Additionally during this time I would take notes from you.

I here-by request permission from you to refer to our discussions in my study. Data will be used only once consent is received from you. After your informed consent the data will be used appropriately respecting your privacy and dignity. The copies that are no longer required will be disposed of appropriately. Your names and the name of the school will be kept confidentially and will not be used in any publications. Additionally, participants will be informed that they are under no obligation to participate in the study and can withdraw at any given time and will not be prejudiced.

The University of Kwa Zulu Natal Humanities and Social Science Research Ethics Office can be contacted if any queries arise relating to rights of research participants on 031 2603587.

Thank you for your co-operation and assistance with my studies thus far.

Yours faithfully

Fatima Malek

(0837867113)

INFORMED CONSENT DOCUMENT TO CONDUCT RESEARCH

TITLE OF THE STUDY: “The heart of the matter,” A teacher’s self-study of the emotional curriculum in the Foundation Phase.

I, _____ here-by confirm that I understand the contents of this document and the nature of this study, and do consent to participate in the study.

I understand that participants are free to withdraw from the study at any given time if they want to, without any negative or undesirable consequences to themselves.

I consent the following data collection activities (please tick)

	Yes	No
Critical friends’ discussions		

Signature of critical friend

Date

APPENDIX B

99 Lotus Road
Springfield
Durban
4001
23 August 2012

Dear parent/guardian

Request for consent to use your child's/ward's writing or drawing as research contribution towards the emotional curriculum.

Title of study: "The heart of the matter," A teacher's self-study of the emotional curriculum in the Foundation Phase.

This study focus of this self-study research is on exploring and implementing the emotional curriculum within the Foundation Phase, thus addressing learners' emotions in order to enhance learning.

The purpose of this research to better understand and implement the emotional curriculum in the Foundation Phase through my self-study. As part of this, I aim to enhance understanding about learners' emotions and the effect this has on learning. I also aim to develop a better understanding of the emotional curriculum through exploring my past learning experiences. Additionally, I aim to better understand and enhance my present teaching of the emotional curriculum.

Currently I am a student at University of KwaZulu Natal (UKZN) and this research is crucial for the completion of my Master of Education study (M.Ed) and the findings will be used in my masters dissertation.

A senior lecturer at University of Kwa Zulu Natal from the school of Education, Dr. Kathleen Pithouse-Morgan is supervising my study and can be contacted on 031- 2603460.

I will be the principal participant in this study. I will gather information for my study from my daily teaching activities this will be done through careful observation and note taking, an attempt will be made to collect data in context of my study.

The methodological approach for the research is self-study I will firstly explore my past experience with the emotional curriculum. Additionally, although self-study is “self-initiated,” it does necessitate “collaboration with others in the practice.” Therefore, I will be observing learners and their interaction with the emotional curriculum and the impact that their emotions have on their learning. Moreover, as Pithouse (2011) highlights, self-study entails noticing that which is overlooked and asking questions that would result in “performances that can lead to social change”(Pithouse, 2011, p. 120). Essentially, this research is focused on the emotion which is often overlooked in education or as viewed as insignificant.

Furthermore, I will be using the personal history self-study and the developmental portfolio methods in my study. I here-by request permission from you, to use your child’s writing or drawings as a contribution towards this research. After I receive your consent the data will be used appropriately respecting your child’s/ward’s privacy and dignity. The copies that are no longer required will be disposed of appropriately. Your child’s/ward’s name or any information that might identify him or her will be kept confidentially and will not be used in any publications or presentation. Additionally, there are no direct benefits to your child/ward participation in the study. However, I hope that this study will make a significant contribution to research on the emotional curriculum. Lastly, there are under no obligation for your child/ward to participate in the study and can withdraw at any given time and will not be prejudiced.

The University of Kwa Zulu Natal Humanities and Social Science Research Ethics Office can be contacted if any queries arise relating to rights of research participants on 031 2603587.

Thank you for your co-operation and assistance with my studies thus far.

Yours faithfully

Fatima Malek

INFORMED CONSENT DOCUMENT TO CONDUCT RESEARCH

TITLE OF THE STUDY: “The heart of the matter,” A teacher’s self-study of the emotional curriculum in the Foundation Phase.

I, _____ here-by confirm that I understand the contents of this document and the nature of this study, and do consent for your child/ward to participate in the study.

I understand that participants are free to withdraw from the study at any given time if they want to, without any negative or undesirable consequences to themselves. I also understand that I can withdraw my child/ward if I want to.

I consent the following data collection activities (please tick)

	Yes	No
1. Learners written or drawing activities		
2. Audio recording of lessons		

Signature of parent/guardian

Date