

CLASSROOM EMOTIONS AND TEACHER DECISION-MAKING PROCESSES:
A QUALITATIVE STUDY

by

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Abstract

Teachers experience a breadth of emotions while teaching, but their effect upon decision making is not well understood. Using Fredrickson's broaden-and-build theory as its theoretical framework, the present study investigated events teachers frame as positive and negative and the influence of positive and negative affect upon teachers' decision-making processes based on thematic analysis of open-ended responses from 68 educators in the Atlantic Canadian province of Nova Scotia. Five themes were identified related to positive affect and decision making: classroom management, cyclical engagement, awareness and reflection, ongoing positivity, and opportunities for upward extension. The effect of negative affect upon teachers' decision making resulted in three themes: expressed and experienced emotional incongruence, lasting effect on pedagogy, and teachers' sense of feeling limited in their choice of actions. Limitations and implications for educational practice are discussed, while results are linked back to existing literature and theory.

Keywords: teacher emotions, teacher decision making, broaden-and-build theory, emotion regulation, emotional labour

LIST OF ABBREVIATIONS USED

Applied suicide intervention skills training (ASIST)

Attention deficit hyperactivity disorder (ADHD)

Autism spectrum disorder (ASD)

Copenhagen Burnout Inventory (CBI)

Educational assistant (EA)

Emotion regulation (ER)

Emotional Experiences Questionnaire – Teacher Form (EEQ - TF)

English as a second language (ELA)

Functional behavioural analysis (FBA)

Hypothalamic-pituitary-adrenal (HPA)

Iowa Gambling Task (IGT)

Job Satisfaction Survey (JSS)

Multi-tiered system of supports (MTSS)

Nonviolent crisis intervention (NVC)

Positive and Negative Affect Schedule (PANAS)

Positive behaviour support (PBS)

Royal Canadian Mounted Police (RCMP)

School-wide positive behaviour support (SWPBS),

Social and emotional competence (SEC)

Teaching assistant (TA)

Twenty Statements Test (TST)

Vice principal (VP)

CHAPTER 1: LITERATURE REVIEW

Studying teacher emotions and decision making is a challenging task for several reasons, as emotions are in a constant state of flux (Schutz, 2014), while teachers' emotions and decision making are situated within norms set by society (Linnenbrook, 2006). Linnenbrook (2006) noted that *affect* is inconsistently defined in the emotions research literature. Distinguishing between *moods* and *emotions* is also difficult, though many separate them based on their intensity and duration. Moods are seen as longer lasting compared to the short, intense episodes of emotion tied to a particular event. Another key component is then understanding how these constructs manifest in classroom environments and how they relate to student engagement and learning. Škėrienė and Augustinienė (2018) likewise argue that pedagogical decision making is a complex process involving a cycle of setting goals, gathering information, structuring decisions, making a final choice, and then implementing/evaluating the decision. This process is informed by psychological, personal, and cultural factors, including the philosophy of education, analysis of learners' needs, adjustment of learners' and teachers' values, and the harmony of educational theory and practice (Škėrienė & Augustinienė, 2018). Similarly, Lloyd (2019) emphasized that teachers' decision-making processes are "personal yet socially constituted, pedagogically responsive yet institutionally constrained" (p. 169).

Teachers' decision making is also affected by their emotions experienced at the time of making a decision (Linnenbrook, 2006). Teachers' emotions and their associated decisions influence job satisfaction (Sezer & Can, 2020), burnout (De Stasio et al., 2017), and student performance and behaviour (Jennings & Greenberg, 2009), meaning the study of teachers' positive and negative emotions and the events that bring them about are important in influencing both the immediate and long-term functioning of a classroom for both teachers and students

alike. Various theories and approaches characterize researchers' approaches to studying emotions and their regulation both generally and in teaching contexts specifically.

Dynamical Systems Approach

Linnenbrook (2006) recommended a dynamical systems approach for studying teacher emotion because it takes both personal and contextual histories into account. Cognition and affect each affect each other, as cognitive appraisal can influence experienced emotions, while information can be stored and retrieved or processed differently based on affect. In education, affect plays a role in influencing motivation as well, which can affect students' learning strategies, self-regulation, and achievement along with teacher goal orientation (Linnenbrook, 2006). Emotional valence and intensity emerge based on teachers' evaluations of how successful their goal pursuits are within specific classroom contexts (Schutz, 2014). Linnenbrink (2006) also noted that both quantitative and qualitative (e.g., stimulated video recall, interviews, classroom protocol analyses) have been used to gauge teacher and student affect in an in-depth manner. Challenges in research concerning teacher emotions include inter- and intra-individual patterns in terms of emotional responses and the belief that any attempt to assess affect may inadvertently alter it.

According to Schutz (2014), teachers engage in emotional labour involving the energy, preparation, and control needed to express organizationally desired emotions during personal interactions. Similar to Linnenbrook's dynamical systems approach, Schutz (2014, p. 3) advocates for an ecological dynamic systems perspective that acknowledges and investigates "both the social historical contexts (ecological) in which emotional episodes occur and the dynamic transactions that occur during particular emotional episodes" (such as conscious or unconscious judgements about success at attaining goals or maintaining standards teachers have

created or that have been imposed). Teacher emotions can also be approached in terms of primary and secondary appraisals regarding goal relevance and goal congruence (Schutz, 2014). While primary appraisals affect the type and intensity of emotion experienced (e.g., if an event is appraised as important and going well, pleasant emotions are more likely, but if the event is appraised as being important but not going well, unpleasant emotions are more likely), secondary appraisals include agency and problem efficacy (e.g., coping potential during difficult classroom scenarios).

Schutz (2014) also explains how teacher emotions can be affected by social historical factors (e.g., passing a federal law). Contemporarily, teachers usually have to balance maintaining behavioural control over their classes with trying to appear as a caring teacher wanting to be close with students, leading to communication boundaries, relationship boundaries, and emotional boundaries. Schutz (2014) highlights that changing expectations and norms are constantly reciprocally evolving between both students and teachers. Social historical factors have led teachers to be expected to exhibit pleasant emotions like joy and excitement while suppressing negative emotions like frustration or anger (Schutz, 2014). Teachers must also consider when to get others (e.g., school psychologists or guidance counsellors) involved in negative situations in classrooms. Other research indicates that having emotionally competent teachers is paramount to student success.

Social and Emotional Competence

Teacher social and emotional competence (SEC) has important implications for various student outcomes (Jennings & Greenberg, 2009). Teachers with high levels of SEC have supportive and encouraging relationships with their students, implement behavioural guidelines that promote intrinsic motivation, encourage cooperation among students, and serve as a model

for prosocial, appropriate communication. Low SEC in teachers has been linked to teachers having classes that are less on-task, perform more poorly academically, and engage in inappropriate classroom behaviours (Jennings & Greenberg, 2009). In turn, this can lead to teacher burnout, resignation from the occupation, or a resort to more punitive styles of classroom management (Jennings & Greenberg, 2009).

Collie et al. (2012) provided empirical support to the importance of SEC in their study of 664 elementary and secondary school teachers in Canada. Collie et al. (2012) found teachers' comfort level in not only demonstrating SEC through their own behaviour but implementing social-emotional learning curricula (along with perceptions of school climate factors related to student behaviour and engagement) predicted teacher stress, job satisfaction, and teaching efficacy. As suggested by Jennings and Greenberg (2009), a lack of SEC can thus create a harsh, critical environment that leads to further problem behaviours in the classroom that become cyclical in nature. In contrast, teachers higher in SEC have better student-teacher relationships, are more likely to use more effective classroom management strategies that support learning, and they are better equipped to effectively teach social and emotional curricula due to their status as role models. Contextual factors like social norms, principal support, school climate, and educational policy all likely influence teacher SEC according to Jennings and Greenberg (2009), but teachers' perceptions of these factors matter just as much (Collie et al., 2012). Teachers higher in SEC have high self-awareness and social awareness to problem solve scenarios involving social and emotional learning, and they manage their own emotions in appropriate ways.

Students whose teachers are higher in SEC also benefit through having better mental health (Jennings & Greenberg, 2009). Behavioural disturbances are reduced as teachers promote

an atmosphere that is cooperative and helpful (Jennings & Greenberg, 2009). While this may be especially helpful for students in early elementary, Goldman and Goodboy's (2014) research with 159 undergraduate students indicated that college students' emotional interest, emotional support, and positive feelings about their class, as reported by self-report questionnaires, all benefit from teacher confirmation (e.g., responding to student questions, demonstrating interest in student learning, and using an interactive teaching style). Teacher confirmation is a similar construct to SEC in that both promote learning through interactive means and the formation of healthy instructor-student relationships. Of course, all teachers must choose emotion regulation (ER) strategies, which can affect classroom management as well.

Emotion Regulation Strategies

In a study of ER strategy selection, Tang and Huang (2019) found that contextual factors influence whether specific or broad ER strategies are used. In their study, Tang and Huang (2019) defined ER as the "process by which individuals consciously or unconsciously manage or modulate emotional dynamics to meet environmental demands" (p. 1). Tang and Huang incorporated components of the Big Five model of personality into their hypotheses. Their analyses included 203 participants that were almost evenly divided between males (49.3%) and females (50.7%) with a mean age of 34.02 ($SD = 10.67$) years. Participants were randomly assigned to one of four conditions of emotion states that differed in terms of valence and intensity. The conditions were strong positive (excited and happy), strong negative (stressed and upset), mild positive (relaxed and contented), and mild negative (sad and bored). Participants were then asked to select from 16 ER strategies based on the given emotion state and given contextual factors (e.g., being alone versus with others, being in a home, social, or professional setting). Results suggested that overall, most people were willing to use multiple ER strategies,

but commonly studied strategies in the ER literature (e.g., rumination and reappraisal) were among the least often selected strategies. More ER strategies were used for regulating negative emotions than positive emotions. Expressive suppression was the most popular negative covert ER strategy. Extraversion was “linked to more socially oriented overt strategies and neuroticism was linked to more maladaptive covert strategies” (Tang & Huang, 2019, p. 18), which was consistent with previous research. When acting in isolation, individuals selected more ER strategies, but covert strategies were favoured in both group and individual circumstances (Tang & Huang, 2019). This has implications for teachers insofar as they may have reduced social power in the presence of a classroom to select as many ER strategies. Social context, location, emotion valence, and personality traits influence ER strategy selection, but most of these factors are outside a teacher’s direct control in classroom settings, though teachers do exert control over their reaction and approach to classroom situations.

According to Lavy and Eshet (2018), there are differential effects of deep and surface acting as ER strategies used by teachers. Deep acting (e.g., reappraising a situation) involves a “deliberate change of the *experienced* emotion through regulating the precursors of the emotions” (p. 152, emphasis in original), while surface acting involves a change in expressed emotion without changing how the individual feels or experiences the emotion. Lavy and Eshet (2018) hypothesized that positive emotions would increase teachers’ use of deep acting and decrease their use of surface acting (increasing job satisfaction and leading to less burnout), while negative emotions would do the opposite. Sixty-two elementary, junior high, or high school teachers (57 women, 5 men) from northern Israel participated in their study by keeping daily measures of experiencing positive and negative emotions using the Short Positive and Negative Affect Scale, their daily use of ER strategies using the Emotional Labor Scale, daily

burnout using the Burnout Measure Short Version, and daily job satisfaction using the Job Diagnostic Survey. Each measure used a 7-point Likert-type scale.

Lavy and Eshet's (2018) results indicated that daily positive emotions were associated with less surface acting, while negative emotions were associated with increased surface acting and a smaller increase in deep acting. Daily surface acting decreased positive emotions and increased negative emotions. Deep acting increased positive emotions, but it did not decrease negative emotions. Surface acting was associated with increased burnout and decreased job satisfaction, while deep acting was only associated with increased job satisfaction. Lavy and Eshet (2018) argued that negative emotions thus result in spiralling. They also contended that positive emotions may not have led to more deep acting because fewer ER strategies are needed during positive emotions since they tend to match better with a teacher's job requirements. They concluded that teachers should receive more support and training in ER strategies so that they can be engaged in more deep acting throughout their teaching day.

Fu (2015) also implicated the role played by deep acting when examining the mediating role of psychological capital on the relationship between 385 preschool teachers' emotional labour and job involvement. Teachers function as emotional labourers by virtue of their words and body language, which must align with employer expectations while meeting the needs of students (Fu, 2015). From a positive psychology perspective, psychological capital, involving constructs such as self-efficacy, optimism, hope, and resiliency, enables individuals to successfully complete challenging tasks and overcome adversity (Fu, 2015). Fu's (2015) results suggested that deep acting could help facilitate increased psychological capital. A sustained sense of optimism helped explain the psychological capital preschool teachers could use to

navigate the intensive emotional labour involved in their day-to-day teaching duties (Fu, 2015), as an ongoing positive outlook can have long-lasting effects (Fredrickson & Joiner, 2018).

Swartz and McElwain (2012) found that preservice teachers ($N = 24$) in early childhood classrooms that engaged in ER through greater use of reappraisal strategies and perspective taking were better able to support students experiencing negative emotions while being more able to avoid nonsupportive responses to students' displays of positive emotions. Such skills in being able to take students' perspectives are helpful in avoiding misinterpreting the behavioural intentions of students. For example, Hirsh (2014) used grounded theory while researching Grades 2 and 3 students struggling with reading. These students' responses to reading activities were marked by fear and anxiety associated with embarrassment or ridicule from peers, but teachers often attributed avoidance of reading to within-person characteristics (e.g., having a negative attitude towards reading, poor work ethic, or low motivation). By considering student perspectives and reappraising the situation, such misattributions could be more readily avoided.

Lee et al. (2016) sought to unite emotional regulation theory with the concept of emotional labour, as they argued that deep acting in emotional labour is similar to the ER strategy of cognitive reappraisal, as "both focus on modifying internal feelings by reevaluating the situation" (p. 848). Meanwhile, regulating emotions via suppression and surface acting both involve modifying expressions despite internally experienced emotional states. One hundred eighty-nine secondary school teachers in southern Germany completed the German Emotion Regulation Questionnaire, Emotion Labour Strategies Scale, and Achievement Emotions Questionnaire for Teachers, each measure using a 5-point Likert-type scale. Contrary to Lee et al.'s (2016) expectations, the relationship between deep acting and reappraisal was only .21, while suppression and surface acting only correlated .31. Lee et al. (2016) reasoned that surface

acting differed from suppression in that the former requires faking emotions in addition to hiding truly felt emotions.

Despite the somewhat surprising results concerning the relationship between emotional regulation theory and concepts of emotional labour, Lee et al.'s (2016) research was consistent with previous findings insofar as reappraisal and deep acting were both more correlated with experiencing positive emotions (specifically enjoyment), while deep acting negatively correlated with negative emotions (e.g., anger, frustration). Suppression (anxiety) and surface acting (anxiety, anger, frustration) were both also correlated with experiencing negative emotions, with surface acting being negatively correlated with enjoyment. Lee et al. (2016) argued that this indicated surface acting as the most disadvantageous strategy for teachers emotionally, as it and suppression occur later in the emotion-arousing process (or in response to emotions already being experienced). In contrast, reappraisal and deep acting occur before behavioural displays of the emotion are made known, and they do more to modify teachers' inner feelings and expressions towards their class (Lee et al., 2016).

Cognitive reappraisal, involving shifting of goal-directed behaviour, was found to be a key implication from a study by Becker et al. (2015). These researchers used an appraisal-theoretical thinking model, which stipulated that teachers' emotions depended upon their subjective appraisals of situations. Appraisal is then thought to influence teachers' instructional behaviours, creating a cycle also affecting student behaviour. Using a diary-based data collection method with a sample of 39 German secondary school teachers, Becker et al. (2015) found that classroom conditions alone (i.e., student-reported class motivation and class discipline) only explained 24% and 26% of the variance in teachers' self-reported levels of enjoyment and anger, respectively, whereas the amount of variance explained increased to 65% for enjoyment and 61%

for anger after including goal conduciveness and coping potential (i.e., appraisals relating to the degree to which an individual has personal control over actions and events). The findings of this study are important in that they highlight that situational factors in classrooms are not as key to explaining teachers' emotions as are their appraisals.

According to Hoffmann et al. (2020), educators should take practical steps to ensure students learn the ER skills needed to achieve well academically and limit teacher stress while promoting teachers' efficacy and job satisfaction. In a multi-tiered system of supports (MTSS) framework, providing intervention school-wide (i.e., the first tier) for disturbances in students' emotional and behavioural functioning is key, as universal strategies can help prevent many problem behaviours before they occur (Kilgus et al., 2015). RULER, standing for recognizing emotions, understanding the causes and consequences of emotions, labelling emotions, expressing emotions adaptively, and regulating emotions effectively, is a first-tier tool for social emotional learning advocated by Hoffmann et al. (2020). RULER classifies ER strategies into thoughts (e.g., reappraisal, acceptance, positive self-talk) and actions (e.g., deep breathing, progressive muscle relaxation) that are to be explicitly taught to and modelled by teachers before students are explicitly taught about recognizing their emotions and selecting appropriate ER strategies in a developmentally appropriate way (Hoffmann et al., 2020). By using direct vocabulary instruction for describing emotions and implementing consistent use of a means by which students can identify their emotions by valence and arousal level (e.g., through using a Mood Meter or Zones of Regulation), students learn key skills needed to regulate their emotions, namely becoming adept at identifying their affective states so that appropriate behavioural and cognitive responses can be made as necessary (Hoffmann et al., 2020).

ER skills are important to teach in a developmentally appropriate way because the amount of support and direct modelling students require depends on their age, with young children not only needing to learn more simplistic vocabulary for emotions but also receive more support from teachers through explicit modelling (Hoffmann et al., 2020). Likewise, young children's means of using different ER strategies (e.g., having a comfort object, such as a security blanket, to reduce anxiety) often look different than those used with older children (e.g., keeping a comforting photo in one's locker), while scaffolding from teachers is also more predominant during the relatively dependent days of early elementary (Hoffmann et al., 2020). Nevertheless, children as young as 5 or 6 years old have been able to demonstrate use of metacognitive ER strategies to cope with negative emotions either through identifying strategies for a storybook character to use or ones they had used personally (Davis et al., 2010).

That young children can describe metacognitive ER strategies is also important given that they have their own frameworks for understanding the origins, consequences, and regulation of anger (Oolup et al., 2015). Oolup et al.'s (2015) content analysis of information gained during semi-structured interviews with Grade 3 students implicated that teachers have a role to play in ensuring harmonious social relationships within young students' classrooms, as harmful social relationships were often one of the main precursors to anger for this group. By using appropriate vocabulary to deconstruct, identify, and explain anger to early elementary students, teachers can potentially help students avoid antisocial behaviours and academic difficulties that are linked to anger at this age (Oolup et al., 2015). While teaching ER skills continues to benefit when taught using explicit instruction and modelling for any age group of students (Hoffmann et al., 2020), particular challenges can arise during the transient period of adolescence.

The results of research conducted by Cracco et al. (2017) with a sample of 1397 Dutch students between the ages of 8 to 18 years indicated that adolescence is typically marked by a shift in use to more maladaptive ER strategies. Students completed the FEEL-KJ, a validated self-report measure of seven adaptive and five maladaptive strategies commonly used by children and adolescents when addressing feelings of anxiety, anger, and sadness (Cracco et al., 2017). Reliability analyses suggest the FEEL-KJ's internal consistency, measured using Cronbach's alpha, has ranged from 0.64 to 0.87 (Cracco et al., 2015). Adolescents between the ages of 12 to 15 years were found to be less likely to use adaptive ER strategies involving problem solving, forgetting, distraction, acceptance, or humour enhancement, while students in this age group also endorsed using more maladaptive strategies, like giving up, withdrawal, and resorting to aggressive actions (Cracco et al., 2017). These results would suggest that teachers, both in their in-service training and in practice, should be cognizant of adolescent students' tendencies to gravitate towards these types of maladaptive ER strategies so that more supports can be offered at the school and classroom levels to help students undergoing these biopsychosocial changes of adolescence (Cracco et al., 2017). Brain imaging and behavioural experiments by Morawetz et al. (2019) further emphasize that encouraging adaptive ER is important for student well-being, as adaptive ER helped participants reduce risky decision making and increase brain activation in the dorsolateral and ventrolateral prefrontal cortex and cingulate cortex.

An important but perhaps overlooked component of healthy ER for any individual is the realization that emotions are changeable and that strategies can be used to change them. Ford et al. (2018) conducted a study with 136 14- to 18-year-olds and a follow-up longitudinal study of 227 10- to 18-year-olds to investigate the role of entity beliefs about emotion (i.e., the view that

emotions cannot be controlled) on youth's ER strategy use and depressive symptoms. Using adapted versions of the Implicit Theories of Emotion Scale, the Emotion Regulation Questionnaire for Children and Adolescents, and the Centre for Epidemiological Studies—Depression scale, Ford et al. (2018) found that entity beliefs mediated the negative relationship between reappraisal and symptoms of depression. Ford et al. (2018) theorized that entity beliefs most strongly affected ER strategies targeting experience (e.g., reappraisal) rather than expression (e.g., suppression) of emotions.

Relevant variables to teaching (e.g., teacher age or years of teaching experience) can also affect decision making in the context of emotions (Blanchard-Fields, 2007). From a developmental perspective, Blanchard-Fields (2007) argued that older adults (i.e., about 60 years to 80 years) tend to regulate their emotions using problem-solving strategies. Evidence suggests that even though cognitive abilities decline in older age, skills related to emotional processing, social behavior, and ER remain or even improve. Older adults also have more accumulated experiences to effectively solve problems. Older adults tend to endorse more passive ER strategies (which may be developmentally appropriate given lower energy levels), but they also use more action-oriented strategies as well (Blanchard-Fields, 2007). While younger adults may be more developmentally prone to meet autonomy goals in problem solving, older adults use strategies that appear to be more other-focused, promoting social connectedness. By using more dynamic strategies that match the demands of the situation (e.g., interpersonal versus instrumental), older people generally solve these types of problems more effectively. Blanchard-Fields (2007) concluded that emotions complicate social decision making in younger people, but they differentiate which decisions to make for older people. Besides highlighting the role of developmental stage in life in regard to decision making and ER, this research could also be

applied to teacher decision-making processes, as younger, inexperienced teachers may use a less diverse range of ER strategies in managing classroom behavior compared to teachers with many years of experience. Still, with so many potential variables affecting teacher emotions and decision making, an overarching theory of decision making based on emotional valence and intensity is warranted. Such a theory exists in Fredrickson's (1998) broaden-and-build theory, as it can help explain the roles played by positive and negative emotions in influencing teachers' decision making and their use of ER and emotional labour strategies.

Fredrickson's Broaden-and-Build Theory

Unlike many other theories of emotions, Barbara Fredrickson's (1998) broaden-and-build theory accounts for the experiences of both negative and positive emotions, which exhibit differential patterns of front brain activation as measured by electroencephalogram (EEG) recordings (Schmidt & Trainor, 2001). Fredrickson (1998) emphasized that specific negative emotions have been traditionally linked to specific action tendencies that prepare the body to respond to stimuli. Specific action tendencies arising from the experience of negative emotions are thus seen as serving an adaptive function (e.g., experiencing a negative emotion like fear spurs the body to a fight-or-flight response that helps the person to survive). Compared to negative emotions, positive emotions (e.g., joy, contentment, interest, love) do not fit this general-purpose model of emotions as well because they are fewer in number, and they are more difficult to differentiate. Fredrickson (1998) argued that understanding the role of positive emotions is important because "even though positive emotions may not spark problems of the same magnitude as negative emotions, they may in fact provide some important solutions to the problems negative emotions generate" (p. 302). According to Izard (1977), each positive emotion serves a specific function (e.g., interest spurs exploration, while contentment promotes

savouring of recent events), but their effects build individual physical, social, and intellectual resources that are more durable than the transient emotional states from which they originated (Fredrickson, 1998). Thus, narrowed thought-action repertoires while experiencing negative emotions cause people to “miss the forest for the trees” (Fredrickson, 1998, p. 307), while positive emotions lead to an expanded attentional focus. Together, these two opposing functions that positive and negative emotions provide in terms of thought-action repertoires form the basis of Fredrickson’s (1998) broaden-and-build theory.

To this end, Fredrickson (1998) argued that not all emotional experiences should require specific action tendencies and that it should not be presumed that emotions must spur physical action of some sort. Instead of specific action tendencies, Fredrickson (1998) conceptualized thought-action repertoires. According to Fredrickson (1998), when negative emotions are experienced, thought-action repertoires are momentarily narrowed. This leads to a narrow selection of “time-tested, ancestrally adaptive actions represented by specific action tendencies” (Fredrickson, 1998, p. 304), which have been historically especially useful during life-threatening situations. In contrast, experiencing positive emotions results in a momentarily broadened thought-action repertoire, allowing people to temporarily abandon automatic behavioural scripts “to pursue novel, creative, and often unscripted paths of thought and action” (Fredrickson, 1998, p. 304).

Besides its theoretical grounding, aspects of the broaden-and-build theory have received empirical support as well. Fredrickson and Branigan (2005) first provided empirical support for broadening through two separate experiments with 104 university students enrolled in an introductory psychology course. Short film clips eliciting positive, neutral, and negative emotions were shown to participants before they completed Emotion Report Forms that validated

that each film elicited its targeted emotion. Broadening was then assessed through measuring both breadth of attention and momentary thought-action repertoires. Breadth of attention was measured using an eight-item global-local visual processing task in which participants had to choose which of two stimulus figures more closely resembled the stimulus. The global figure was in the same overall shape as the stimulus, but it was composed of three differently shaped figures from the ones used in the stimulus. In contrast, the local figure had a different overall shape, but it used the same component shapes as the stimulus. A higher number of global selections indicated a more broadened approach to the task. Meanwhile, breadth of momentary thought-action repertoires was measured using a Twenty Statements Test (TST) in which participants had up to 20 lines of completable “I would like to _____” statements. Providing more statements was indicative of broadened thought-action repertoires.

Results of Fredrickson and Branigan’s (2005) experiments suggested that experiencing positive emotions broadened thought-action repertoires relative to a neutral state, but a corollary hypothesis that negative emotions would narrow thought-action repertoires was not supported in experiment one (the visual processing task) and only slightly supported in experiment two (the TST). TST results indicated that people experiencing positive emotions had more urges to be active and outdoors, while negative emotions reduced desires to consume, contemplate, and work. Still, this initial support for the broaden hypothesis was an important development specifically because positive and negative emotions were compared to neutral states rather than each other. Experimental studies like this one also allowed causation to be considered, as positive emotions research is a relatively recent area of study in the field of psychology and one in which most of the early research was correlational (Fredrickson & Joiner, 2018).

Shukla et al. (2019) provided further support for the broaden-and-build theory. They conducted an experiment with 44 college undergraduate students in the Northeastern United States in which a computerized version of the Iowa Gambling Task (IGT) was used as a measure of decision making after inductive positive, negative, or neutral affect using visual and audio materials. Their results indicated that the positive affect group had a rapid and stable bias favouring positive outcomes, as positive emotions appeared to buffer losses on the card selection task (i.e., by not altering strategy based on a single outcome on the card selection task), leading to more long-term success on the IGT (Shukla et al., 2019, p. 349).

Fredrickson's (1998) original conceptualization of the broaden-and-build theory was that everyday positive emotions could initiate psychological processes, which would lead to long-term benefits in terms of building up biological and psychological resources for an individual (Fredrickson & Joiner, 2018). Since then, the theory has been applied to areas as diverse as marketing, behavioural medicine, and public policy while also being used in clinical, social/personality, developmental, cognitive, health, military, sports, and educational psychology. While much of the focus so far in the present discussion has been on the broadening aspects of positive emotions, Fredrickson and Joiner (2018) also discussed the theory's building aspects, such as the upward spiral theory of lifestyle change. This theory claims that positive affect during health behaviours provides nonconscious motives for health behaviours, leading to engagement in health behaviours that promote further positive affect and built aforementioned biological and psychological resources. For example, Tabibnia's (2020) neuroscientific research suggests qualities like resilience operate via down-regulating the negative (e.g., through cognitive reappraisal) through the reduction of stress-related responses in the hypothalamic-pituitary-adrenal (HPA) axis, amygdala, and autonomic nervous system; up-regulating the

positive through activating mesostriatal pathways; and transcending the self (e.g., through religious engagement or mindfulness) via the default mode network (i.e., the medial prefrontal cortex, posterior cingulate cortex, and angular gyrus). Fredrickson and Joiner (2018) highlighted that research is still needed to test the causal pathways of the upward spiral theory of lifestyle change, while randomized controlled trials and longitudinal studies are needed to examine both between-person and within-person effects (e.g., social, health, psychological) of experiencing everyday positive emotions.

One promising area of further application for Fredrickson's (1998) broaden-and-build theory is in educational psychology. Supporting the building aspect of the broaden-and-build theory, Faulk et al. (2013) found that among a sample of 267 public school teachers, teachers characterized as experiencing a higher ratio of positive to negative emotions used fewer maladaptive coping strategies (e.g., behavioural disengagement and self-blame). Similarly, Gloria et al. (2013) found that teachers' resiliency is indirectly determined by positive affectivity rather than work stress (as measured by the Teacher Stress Inventory), with higher levels of positive affect also being related to lower levels of burnout. That positive responses and affect to negative classroom experiences built teachers' resiliency thus serves as further evidence of the building up of psychological resources.

The classroom setting provides an atmosphere in which teachers must frequently make decisions, and these decisions are likely influenced by the valence and intensity of emotions occurring at the time the decision is made. While teachers' own internal decision-making processes and emotions are influenced by school policy, pedagogical aspirations, and social norms, teacher emotions are also affected by the individual students (and their emotions), the overall functioning of the classroom, and school climate (Linnenbrook, 2006). Research suggests

that each of these variables also influences teacher emotions as measured through a number of indicators, such as stress, burnout, and ER strategy selection.

Effects of Positive and Negative Emotional Classroom Experiences

Using appraisal theories of emotions, which view individuals' subjective judgements of situations (i.e., expectancies, attributions, and values) as critical in emotional arousal, Frenzel et al. (2015) examined the person and content specificity of teacher emotions. Frenzel et al. (2015) defined context by academic content (i.e., the academic subject taught) and social context (i.e., the particular group of students taught). Their study took place in Germany with one group ($n = 135$; 70% female) being teachers teaching one class multiple subjects and the other ($n = 85$; 28% female) being teachers teaching the same subject to multiple groups of students. In the first group, over two weeks, teachers filled out an emotion diary directly after teaching their class periods (i.e., German, mathematics, or science class) and were asked to report the enjoyment, anger, and anxiety they experienced in the previous class period using a 4-point Likert-type scale. The teachers reported experiencing enjoyment in 97%, anger in 44%, and anxiety in 25% of all their class periods. Results suggested teacher enjoyment and anger can be considered clearly subject specific, while teacher anxiety depended less on the subject taught. Emotions were very specific to each teacher as well.

In a second part of Frenzel et al.'s (2015) study, the teachers were mathematics and physics teachers for four different groups of students. Just as in the first study, hierarchical linear modeling was used to gauge the degree of person specificity of teachers' emotions. Similarly to the first study, teachers reported experiencing enjoyment in 96%, anger in 38%, and anxiety in 19% of all their class periods. Teachers' anger and anxiety, but especially enjoyment, were subject specific even in similar subjects like mathematics and physics (Frenzel et al., 2015).

Teacher enjoyment, anger, and anxiety were also shown to be group specific. The findings highlighted the importance of subject for enjoyment and anger, but anxiety was not as dependent upon subject material. In other words, anxiety was clearly the most person-specific emotion of those reported. Frenzel et al. (2015) suggest that teacher training could involve “problem- and emotion-focused strategies to up-regulate their enjoyment and down-regulate their anger and anxiety during teaching” (p. 12). Evidently, teacher emotions are shaped by contextual variables, but how they affect teaching depends on the specific emotion and the individual teacher.

Using the Maslach Burnout Inventory with 17 teachers and taking measures of 406 students’ salivatory cortisol levels, Oberle and Schonert-Reichl (2016) investigated the effect of teacher burnout upon student stress levels in British Columbia. Salivatory cortisol levels were used as an indicator for HPA functioning, being measured among classrooms at 9:00 A.M., 11:30 A.M., and 2:00 P.M. (Oberle & Schonert-Reichl, 2016). Burnout on the Maslach Burnout Inventory was measured by depersonalization (e.g., “How often do you feel that you don’t really care what happens to these students?”) and emotional exhaustion (e.g., “How often do you feel burned out from your work?”) subscales using a 7-point Likert-type scale ranging from “Never” to “Every day.” Results indicated that students’ morning cortisol levels fluctuated between classroom settings, with classroom-specific variability reduced to 4.6% after accounting for teacher burnout. Examined through a stress contagion lens, this likely reflected a cyclical, reciprocal role between student stress and teacher stress (Oberle & Schonert-Reichl, 2016). The burnout teachers felt contributed to a less constructive classroom environment, leading to further potential for stress-inducing social and academic problem behaviours from students (Jennings & Greenberg, 2009). Meta-analytic research by Aloe et al. (2014) likewise concludes a significant relationship exists between classroom management self-efficacy and burnout (including lowered

personal accomplishment in addition to the aforementioned emotional exhaustion and depersonalization), suggesting that increasing classroom management self-efficacy would help reduce teacher burnout and its negative effects on both teachers and students.

According to De Stasio et al. (2017), teachers' personal resources, happiness at school, and job satisfaction are inversely correlated to all dimensions of burnout, which is characterized itself by negative emotional experiences within the classroom and school setting. Their sample consisted of 194 full-time in-service elementary and kindergarten special education teachers (96.4% of which were female) based in Rome, Italy. Dimensions of burnout were measured continuously using scores (rated on a 5-point Likert-type scale) of the Copenhagen Burnout Inventory (CBI). Teachers' happiness at school was measured continuously using the Teacher's Happiness at School scale, which was adapted from the School Children's Happiness Inventory. Job satisfaction was also measured continuously using the Job Satisfaction Survey (JSS), a 36-item survey with 9 subscales that are rated on a 5-point Likert-type scale. Analyses using three separate hierarchical multiple regressions indicated that personal burnout accounted for 47% of the variance, while school context (i.e., teacher kindergarten versus teaching elementary classes) did not seem to affect burnout levels (De Stasio et al., 2017).

The results of the study suggested that, after controlling for personal resources and sociodemographic factors, both teachers' happiness at school and their job satisfaction incrementally predicted variance in dimensions of burnout (De Stasio et al., 2017). Self-esteem, teachers' happiness at school, and job satisfaction were the factors that most strongly predicted personal, work-related, and student-related burnout. In turn, the authors suggested that teacher training is vital to promoting teachers' well-being and longevity, as "well-designed mentoring programs improve retention and also lead to gains in teachers' attitudes, feelings of efficacy, and

instructional skills” (De Stasio et al., 2017, p. 484). The authors also concluded that school principals can reduce the risk of burnout syndrome by embracing a more collaborative leadership style that promotes and aids teachers. Improving the working environment through building school-related positive interpersonal relationships can protect teachers from the risk of work-related burnout. In the context of Fredrickson’s (1998) work, one would suspect that happiness at school and job satisfaction would negate teacher burnout because of the broadening effects of positive emotions in this context.

In the same vein, Sezer and Can’s (2020) qualitative content analysis of school happiness suggested that teacher qualifications, physical equipment, school environment, social activities, effective educational policy, and a conducive learning environment are the main components of school happiness according to teachers, parents, administrators and students. Creating safer school environments, using cooperative learning methods, and strengthening school-parent relationships were the main suggestions given by Sezer and Can (2020), ideas which fall in line with De Stasio et al.’s (2017) suggestions about reducing teacher burnout. Travis et al. (2014), using focus groups with childcare providers ($N = 26$), found that affirming work conditions relied on trust and respect with parents, while job resources could be cultivated through optimizing physical space, successfully navigating stressful circumstances, and ascribing positive meaning to their role as professionals and in positively influencing child development. Travis et al.’s (2014) qualitative findings highlighted gratitude as one of the positive emotions contributing to job resources, and other research has further examined gratitude’s role in ER more generally.

Guan and Jepsen (2020) examined the moderating effect of gratitude upon intrinsic (i.e., reappraisal and suppression) and extrinsic (i.e., cognitive change of others’ interpretation of a

situation and employees' attempts to control residents' expressed emotions) ER strategies among 336 Australian residential aged care employees using the Emotion Regulation Questionnaire, Interpersonal Emotion Management Scale, Maslach Burnout Inventory, and the Gratitude Questionnaire. Guan and Jepsen's (2020) results indicated that gratitude reduced the likelihood of emotional exhaustion and depersonalization. While suppressing emotions led to lower levels of emotional exhaustion and increased personal accomplishment, gratitude only played a moderating role with extrinsic ER strategies. In an educational setting, teachers with higher levels of gratitude would thus be suspected of using extrinsic ER strategies with students to avoid burnout. Emotional resilience and engagement are two other factors that can contribute to healthy self-regulation.

Klusmann et al. (2008) used latent profile analysis to identify four self-regulatory types from 1,789 German math teachers. The four self-regulatory types identified included healthy-ambitious (having both high occupational engagement and resilience), unambitious (low occupational engagement but high resilience), excessively ambitious (high engagement but low resilience), and resigned (both low engagement and resilience). The most adaptive self-regulatory patterns were those marked by high levels of both occupational engagement and resiliency, as these teachers reported lower levels of emotional exhaustion but higher levels of job satisfaction.

With a subsample of 318 teachers, Klusmann et al. (2008) later found that teacher self-regulatory type predicted instructional quality as well, as it was linked to student motivation to achieve in the classroom. Instructional quality related to classroom management (with subscales of classroom disturbances and inefficient time use), tempo (timing for lesson plans and for individual student interactions), cognitive activation (perceived level of challenge and student

autonomy in solving problems), and perceived social support (with students' mistakes and personal support) as rated on a 4-point Likert-type scale by students. Tempo, cognitive activation, and personal social support were all rated higher with teachers in the healthy-ambitious self-regulatory type, while the resigned group scored lowest on these measures of instructional quality. Via personal support and cognitive activation, student engagement was higher in classes by teachers categorized in the healthy-ambitious self-regulatory type. Similarly, Zhang and Zhang's (2013) research with 362 college students in the United States and China suggested that positive teacher affect boosted student engagement and critical thinking, but they also highlighted the strong mediating role of student affect in this process. While these results highlight the importance of self-regulation for occupational well-being, quality instruction, and student engagement, teachers' attitudes towards students, particularly those with special needs, have important implications for learning as well.

Considering the importance of inclusion in modern educational practice, Levins et al. (2005) found that teachers express positive, negative, and neutral attitudes towards children with special educational needs. Attitudes were examined between pre-service third-year undergraduate teachers taking a unit on children with special educational needs ($n = 45$) and in-service teachers participating in a year-long in-service program about retraining as special education teachers ($n = 32$). Each participant was instructed to read one of four short stories about a situation involving a child with attention deficit hyperactivity disorder (ADHD), a physical disability (i.e., a hearing impairment), an intellectual disability, or no special educational needs before being prompted with the question, "How do you feel right now about what's happening in the story?" The stories only differed regarding the type of disability the student in the story had. Thirteen items (scored using a 7-point rating scale) gave teachers the

opportunity to identify the intensity of their positive feelings, worry, anger, and guilt associated with each story. Implicit attitudes were based on how well teachers recalled positive, negative, and neutral information presented about the child in the story. Explicit attitudes were rated using a 26-item questionnaire with individual items pertaining to beliefs about each of the four groupings of children in the stories (e.g., asking teachers to rate if they think children with ADHD can concentrate on tasks they like). Behavioural intentions were separated based on expressing positive actions (e.g., items stating teachers would include the student during lunchtime sporting events), negative actions (e.g., avoiding the student in the parking lot), and wanting to gain experience (e.g., having people with disabilities speak about issues in special education).

Overall, implicit attitudes towards children in the disability groups were more negative than positive, while explicit attitudes also varied widely among the participants (Levins et al., 2005). On average, explicit attitudes were more positive than negative. Teachers expressed moderate positive feelings, feelings of guilt, and worry but only low feelings of anger in stories about children with special needs. While implicit attitudes towards children with special needs appeared unaffected by professional and personal experiences with such children, explicit thoughts varied depending on if the child's needs were cognitive, social, or physical. Generally, teachers expressed more explicit positive than negative thoughts about children with physical needs. Children with cognitive needs (i.e., those with intellectual disability) were explicitly perceived more positively (effect size 1.0 *SD*) and less negatively (effect size 0.6 *SD*) than children with physical needs. Meanwhile, children with social needs (ADHD) were viewed explicitly less positively (effect size 0.6 *SD*) and more stereotypically negatively (1.0 *SD*).

Implicit thoughts were not found to be significantly linked to intentions to act toward children with special educational needs, but positive feelings were linked to positive behavioural intentions and negative feelings to negative behavioural intentions. Having fewer negative feelings was linked with more intentions to gain experience, while feelings of guilt linked to intentions to act negatively (Levins et al., 2005). Levins et al. (2005) concluded that teachers' explicit thoughts about children with special needs and their feelings of guilt, support, and constraint guide their behavioural intentions. Thus, it is important to optimise teachers' explicit thoughts and to alleviate feelings of guilt.

Armstrong (2018) argues that philosophical changes are needed in addressing the behavioural and mental health needs (i.e., impaired functioning of students due to disturbances in thought, mood, or behaviour) of students who are disadvantaged by a manage-and-discipline model frequently used in countries like Canada, the United States, and Australia. Under the manage-and-discipline model, Armstrong (2018) argues a punitive style of behaviour management is promoted, leading "to a spiral of escalation, prompting suspension, exclusion, or simply withdrawal from school" (p. 1001) due to funding being tied to school ranking and performance-based systems. Because such policies disproportionately threaten the attendance and inclusion of students with significant mental health challenges, alternatives have been promoted, such as positive behaviour support (PBS), school-wide positive behaviour support (SWPBS), and, at the classroom level, functional behavioural analysis (FBA). In practice, PBS, SWPBS, and FBA have not been overly effective because they are often abandoned in favour of resorting to more punitive styles of behaviour management, or the efforts to implement them are too great at the classroom level (Armstrong, 2018). Armstrong (2018) suggests changing teachers' attitudes and perceptions towards children with mental health difficulties so that these

difficulties are not viewed solely as a within-child deficit, as environmental factors and unmet educational needs are often responsible for prompting misbehaviour. By countering the effects of marketization and improving teachers' occupational conditions (e.g., by reducing burnout), more inclusive school and classrooms environment could exist for all students (Armstrong, 2018).

Decision-Making Processes in the Classroom

Aho et al. (2010) approached teacher decision-making processes and classroom management styles as a result of constant meaning making and interpretation occurring between both students and teachers. Aho et al. (2010) used George Herbert Mead's symbolic interactionism and classic pragmatism as their theoretical approach to teacher decision-making processes. The researchers video recorded three primary school teachers and interviewed them about the videos. They used NVivo software to transcribe speech, facial expressions, body movements, and other nonverbal communications. Their thematizing of the transcripts resulted in the selection of the following six main themes: knowing the students, teacher personality, emotional state, caring, the uniqueness of the educational situation, and the school's environment/social context. As part of these themes, Aho et al. (2010) asserted that individual students' personality, background, and circumstances were helpful in predicting student behaviour and thus in decisions of how teachers chose to communicate. Teacher personality may have thus affected spontaneous ways of reacting to in-class behaviours, but teachers often had to make a "gut" decision based on previous experience or theory-based methods, though previous experience was relied on more often with Aho et al.'s (2010) sample. Teachers also described trying to avoid having their emotional state affect their action if it would have negatively affected classroom management, but they acknowledged that attempting to hide negative emotions while trying to maintain a positive facial expression sent a confusing message to some

students. Caring for students individually and the class as a whole was achieved through mutual trust, but the teacher had to set the standard of care. The uniqueness of the educational system meant that unpredictability was prominent, and correct interpretations of situations often required teachers to take prospective repercussions because of how their decisions would be interpreted (Aho et al., 2010). Finally, school bylaws and culture affected which classroom management techniques were used, as teacher autonomy in classroom management was affected by these factors as well (Aho et al., 2010).

Examining the instructional decision-making processes of seven experienced general music teachers using a qualitative constructivist approach involving written open-ended responses to classroom scenarios and follow-up semi-structured interviews, Johnson and Matthews (2017) identified themes based on stages of music teachers' teaching involving planning, instruction, and reflection. For planning, music teachers identified the importance of planning proximal and distal goals, instilling a sense of creativity through music, and promoting an atmosphere of respect (Johnson & Matthews, 2017). While instructing, music teachers emphasized using methodologies to teach specific concepts and skills, building on concepts, and managing the classroom through having clear expectations for student behaviour and promoting student choice (e.g., where to sit for the week). Concerning reflection on their teaching and decision making, teachers emphasized being flexible, growing their pedagogy through professional development, and learning to quickly appraise student progress. Each area of planning, instruction, and reflection appeared to be important on their own but also together, as moments of instruction were based on plans, while reflection offered the opportunity to evaluate progress made during instruction time.

Examining 80 teachers' self-identified decision-making process during a pedagogical issue, Lloyd (2019) found that both novice and experienced teachers informed their decisions based on advice from others (novice: 92%; experienced: 85%), feedback from students (novice: 58.3%; experienced: 64.7%), academic research (novice: 50%; experienced: 27.9%), non-academic sources (novice: 33.3%; experienced: 25%), and the Internet (novice: 41.7%; experienced: 42.6%). Novice teachers were more likely to consider variables like student behavioural and social factors, subject matter, and their own confidence, while experienced teachers were more likely to emphasize student self-esteem, contextual factors (e.g., lesson duration, available resources, and classroom conditions), progressing through curriculum and lesson plans, and personal factors (e.g., available time, stress levels, and personal preferences). Both groups tended to perceive their decisions as somewhat effective (as opposed to very effective or not effective) and reported that they would use the same process to solve another issue, though experienced teachers were more likely to evaluate their decision-making process as confirming existing values and beliefs as opposed to challenging novice teachers' values and beliefs. A minority of teachers in both groups reported that their decision-making process extended their values and beliefs. Lloyd (2019) concluded that, pedagogically speaking, teachers "do not access the type of evidence to inform the decision process that would expose them to new ideas and innovations" (p. 179), while the formal reflective frameworks taught in teacher training programs did not inform decision-making processes either, as it instead appeared to be a self-determined process.

Analyzing classroom videos to understand teacher decision making provides a vivid second-hand experience of the events that take place during class, and it is typically seen as a cognition-driven process (Kleinknecht & Schneider, 2013). Kleinknecht and Schneider (2013)

used videos of classroom teaching to investigate its use as a learning tool and the emotional, cognitive, and motivational processes involved during video observation and analysis. Their sample consisted of 10 Grade 8 mathematics teachers whose teaching experience ranged from 2 to 30 years. Participants were from either an Own Video Group (examining video of themselves teaching) or Other Video Group (examining videos of other teachers teaching). Participants watched selected teaching clips and were asked to answer three reflection questions from any interval of the video. Participants were asked questions about what they noticed during the situation, what alternative decisions they could see, how they felt while watching the scene, and what connections they could make to their own teaching practices. Participants were also asked to describe their emotions among fixed responses for positive emotions (e.g., joy) and negative emotions (e.g., anxiety, anger, boredom).

Kleinknecht and Schneider's (2013) results indicated several differences among emotional, cognitive, and motivational processes between the Own Video Group and Other Video Group. First, Own Group members' comments contained significantly fewer references to emotions, as Other Group members reported more negative emotions and slightly more positive emotions as well. Enjoyment, anxiety, and shame were more frequently reported in the Other Group, while the Own Group gave higher ratings to guilt (ratings of anger and boredom were about equal between groups). Regarding content, Own Group teachers' comments focused more on external factors and students, whereas Other Group teachers focused almost exclusively on the teachers in the video clip. The Other Group's negative comments of disappointment connected to three main scenarios involving the teacher not reacting to student contribution, the situation being too teacher-centred, and poorly structured or incomprehensible introduction of new content. While teachers in the Own Group were not systematically more emotionally or

motivationally involved, they tended to only perceive, describe, and evaluate situations rather than suggest more alternatives for what they could have done.

Although theoretically there is a strong influence of emotions upon cognition, Kleinknecht and Schneider (2013) noted that very little video research exists to demonstrate this phenomenon despite video's greater ability as a teaching tool to activate engagement and sympathy compared to text cases. Kleinknecht and Schneider (2013) suspected that teachers from the Own Video Group might have had a more difficult time thinking of alternative courses of action during reflection because of how familiar they were with their own teaching practices compared to other teachers. Kleinknecht and Schneider's (2013) expectations were thus defied in that there was a positive association between negative emotions and in-depth reflection of alternatives within both groups (especially disappointment).

Meanwhile, the neurobiological link between emotions and decision making are important to consider for not just teachers and their decision-making processes, but also the students they teach. Immordino-Yang and Damasio (2007) referred to emotions as a rudder that help to guide one's actions and judgements. Immordino-Yang and Damasio (2007) used this analogy when discussing deficits in people who had experienced brain lesions to the ventromedial prefrontal cortex. People who had experienced these lesions appeared to lose the ability to use past emotional knowledge to guide decision making, leading to flawed reasoning because of deficits in social considerations (e.g., not being aware of others' emotional reactions and not realizing consequences of actions). Learning, memory, and decision making are all subsumed under emotional thought, which exists in a loop with bodily sensations and cognition. In a classroom context, this means that emotions affect the ability of students to consolidate and use logic and reasoning skills (Immordino-Yang & Damasio, 2007). Rather than healthy

emotional regulation playing a secondary role in the attainment of educational outcomes, modelling and explicitly teaching these skills becomes paramount, and evidence from Jennings and Greenberg (2009) suggests SEC then is associated with classrooms that are easier to manage and thus more likely to elicit positive emotions for both students and teachers.

Teachers also appear to be aware and consciously frame their classrooms as emotional spaces, which factors into decisions they make. Using a descriptive qualitative approach to teacher emotions, Sheppard and Levy (2019) found that teachers conceptualize the classroom as an emotional space into which students bring emotions and from which students respond emotionally depending on classroom content and experiences. Sheppard and Levy (2019) conducted interviews (with a duration of 45 to 60 minutes) with 17 American social studies teachers, asking them to describe the role of emotions in their teaching and how their conceptions of emotions influence their curricular and instructional decision making. Teachers attended to the emotional life of the classroom, considering students when making pedagogical decisions and working to create a “safe space” in the classroom. Especially given the more emotional tone due to differences in opinion over social issues in social studies classes, the role of emotions upon teacher decision making went well beyond anything covered in American Common Core Curriculum guidelines in Sheppard and Levy’s (2019) study. Most teachers prioritized creating a safe space to promote student well-being (including extra-curricular stressors in the students’ lives), but some teachers thought it would be unfair to avoid certain emotionally-charged topics because the content was still very important to teach (i.e., they wanted to foster democratic values in students while being sensitive to some students perceived to be more vulnerable). Thus, teachers had to be delicate in engaging students with course content using emotions while making appropriate decisions about how to present material given

real or anticipated responses and how they would contribute to maintaining a safe space (Sheppard & Levy, 2019).

With the burgeoning amount of scholarly research on the relationship between emotions and decision-making processes, Lerner et al. (2015) argued that incidental influences (e.g., weather), current emotions, personal characteristics of the decision maker, characteristics of options (e.g., interpersonal outcomes), and expected outcomes combine to also directly and indirectly influence evaluation that takes place prior to making a decision. Likewise, it is important not to dichotomize complex ER strategies by assuming that positive emotions are solely felt during positive experiences, while negative emotions are experienced only during negative events, especially when considering that teachers' options for expressing emotions are often constrained by the context in which they are experienced (Schutz, 2014). Instead, Waugh (2020) highlights that, during the experience of negative events, people often use positive reappraisal with the goal of increasing positive emotions. Similarly, positive emotions can mediate in the down regulation of negative emotions following a negative event. Incidental positive emotions may also moderate the ER process during negative events, while the building up of positive emotions also serves as a buffer to negative stressors (Fredrickson & Joiner, 2018).

Summary

As suggested by Linnenbrook (2006), Schutz (2014), and Lloyd (2019), teachers' emotions and decision-making processes are difficult to study because there are so many variables involved. While the fields of emotion, education, and decision making each have an abundance of theory, much of the research is correlational (Fredrickson & Joiner, 2018). Furthermore, theories like Fredrickson's (1998) broaden-and-build theory have a dearth of

research applicable to educational settings despite the importance of SEC upon students' functioning at school (Jennings & Greenberg, 2009). More research is needed to gain a detailed understanding of the roles played by everyday emotions (positive and negative valences) in teacher decision-making processes through applying principles of Fredrickson's (1998) broaden-and-build theory along with other theories of ER and emotional labour to teachers' interpretations of classroom management. Exploring the daily events teachers describe as either positive or negative would also provide a means of understanding what situations elicit strong positive and negative emotions and how these emotions are then used when making decisions during that particular event. The broaden-and-build theory has not yet been tested with this kind of naturalistic research exploring educators' daily positive and negative affect and decision making.

Understanding the role of positive affect on educators' decision-making processes would further inform if positive affect in the classroom builds resilience and coping potential that allow teachers to thrive (Faulk et al., 2013). Conversely, understanding the effect of negative emotions and decision making would help further inform the roles negative affect and its effect on decision making play in affecting teacher morale over a long-term basis (De Stasio et al., 2017). Providing practical solutions based on better understanding of these processes would not only benefit teachers, but students as well.

CHAPTER 2: CURRENT STUDY

Introduction

Škėrienė and Augustinienė (2018) argue that pedagogical decision making is a complex process involving a cycle of setting goals, gathering information, structuring decisions, making a final choice, and then implementing/evaluating the decision. This process is informed by psychological, personal, and cultural factors, including the philosophy of education, analysis of learners' needs, adjustment of learners' and teachers' values, and the harmony of educational theory and practice (Škėrienė & Augustinienė, 2018). Similarly, Lloyd (2019) emphasized that teachers' decision-making processes are "personal yet socially constituted, pedagogically responsive yet institutionally constrained" (p. 169). Teaching involves emotional complexity situated within cultural norms while consistently engaged with students (Linnenbrook, 2006; Schutz, 2014). Teachers' emotions and their associated decisions influence job satisfaction (Sezer & Can, 2020), burnout (De Stasio et al., 2017), and student performance and behaviour (Jennings & Greenberg, 2009), meaning the study of teachers' positive and negative emotions and the events that bring them about are important in influencing both the immediate and long-term functioning of a classroom for both teachers and students alike.

Emotions themselves can be evaluated in terms of their valence (i.e., positive or negative) and intensity (e.g., feeling mildly happy versus absolutely ecstatic). A key consideration about teachers' emotions concerns how they manifest in classroom environments and how they relate to student engagement and learning. Theories and approaches to studying teachers' emotions highlight the systems within which teachers operate, the emotion regulation strategies teachers use, and the emotional labour (i.e., work done to manage emotions in order to fulfil job requirements) involved in teaching.

Dynamical Systems, Emotional Labour, and Emotion Regulation Approaches and the Importance of Social Emotional Competence

Linnenbrook (2006) recommended a dynamical systems approach for studying teacher emotion because it takes both personal and contextual histories into account. Cognition and affect each affect each other, as cognitive appraisal can influence experienced emotions, while information can be stored and retrieved or processed differently based on affect as well. Meanwhile, emotional valence and intensity emerge based on teachers' evaluations of how successful their goal pursuits are within specific classroom contexts (Schutz, 2014). Linnenbrink (2006) also noted that both quantitative and qualitative (e.g., stimulated video recall, interviews, classroom protocol analyses) have been used to gauge teacher and student affect in an in-depth manner. Challenges in research concerning teacher emotions include inter- and intra-individual patterns in terms of emotional responses and the belief that any attempt to assess affect may inadvertently alter it (Linnenbrook, 2006).

According to Schutz (2014), teachers engage in emotional labour involving the energy, preparation, and control needed to express organizationally desired emotions during personal interactions. Similar to Linnenbrook's dynamical systems approach, Schutz (2014, p. 3) advocates for an ecological dynamic systems perspective that acknowledges and investigates "both the social historical contexts (ecological) in which emotional episodes occur and the dynamic transactions that occur during particular emotional episodes" (such as conscious or unconscious judgements about success at attaining goals or maintaining standards teachers have created or that have been imposed). Teacher emotions can also be approached in terms of primary and secondary appraisals regarding goal relevance and goal congruence (Schutz, 2014). While primary appraisals affect the type and intensity of emotion experienced (e.g., if an event is

appraised as important and going well, pleasant emotions are more likely, but if the event is appraised as being important but not going well, unpleasant emotions are more likely), secondary appraisals include agency and problem efficacy (e.g., coping potential during difficult classroom scenarios).

Schutz (2014) also explains how teacher emotions can be affected by social historical factors (e.g., passing a federal law). Contemporarily, teachers usually have to balance maintaining behavioural control over their classes with trying to appear as a caring teacher wanting to be close with students, leading to communication boundaries, relationship boundaries, and emotional boundaries. Schutz (2014) highlights that changing expectations and norms are constantly reciprocally evolving between both students and teachers. Social historical factors have led teachers to be expected to exhibit pleasant emotions like joy and excitement while suppressing negative emotions like frustration or anger (Schutz, 2014).

According to Tang and Huang (2019), emotion regulation (ER) is the “process by which individuals consciously or unconsciously manage or modulate emotional dynamics to meet environmental demands” (p. 1). Tang and Huang’s (2019) research suggests ER strategies are used more often for regulating negative emotions than positive emotions. When acting in isolation, individuals select more ER strategies, but covert strategies are favoured in both group and individual circumstances (Tang & Huang, 2019). This has implications for teachers insofar as they may have reduced social power in the presence of a classroom to select as many ER strategies. Teachers that use ER strategies like cognitive reappraisal and perspective taking are better able to support students experiencing negative emotions while also avoiding nonsupportive responses to students’ positive displays of emotion (Swartz & McElwain, 2012). By considering student perspectives and reappraising the situation, teachers can avoid

misattributions, such as mischaracterizing student avoidance of reading as a consequence of laziness or lack of motivation rather than anxiety about reading (Hirsh, 2014).

Lavy and Eshet (2018) found that teachers engage in emotional labour through both deep and surface acting. Deep acting (e.g., reappraising a situation) involves a “deliberate change of the *experienced* emotion through regulating the precursors of the emotions” (p. 152, emphasis in original), while surface acting involves a change in expressed emotion without changing how the individual feels or experiences the emotion. For teachers, daily positive emotions are associated with less surface acting, while negative emotions are associated with increased surface acting and a smaller increase in deep acting. Daily surface acting decreased positive emotions and increased negative emotions. Deep acting increased positive emotions, but it did not decrease negative emotions (Lavy & Eshet, 2018). Deep acting by preschool teachers also facilitates increased psychological capital (Fu, 2015).

According to Lee et al. (2016), reappraisal and deep acting are both more correlated with experiencing positive emotions (specifically enjoyment), while deep acting negatively correlates with negative emotions (e.g., anger, frustration). Meanwhile, suppression (anxiety) and surface acting (anxiety, anger, frustration) both correlate with experiencing negative emotions, with surface acting negatively correlating with enjoyment. Goal conduciveness and coping potential also help account for teachers’ self-reported levels of anger and enjoyment (Becker et al., 2015).

Besides using ER themselves to promote job satisfaction, teachers are responsible for teaching their students to use ER skills so that emotional dysregulation does not interfere with the acquisition of academic skills (Hoffmann et al., 2020). For example, conflict in the classroom can be avoided by teacher mediation of student-to-student conflict (Oolup et al., 2015). Teachers also must be aware of early adolescents’ tendency to gravitate towards more maladaptive ER

strategies (e.g., giving up, withdrawal), as they can monitor behaviour and provide support to students (Cracco et al., 2017). Evidently, even just making students aware that they can use strategies to change their emotions is important, as entity beliefs about emotions (e.g., believing actions cannot be taken to change one's mood) mediate the negative relationship between reappraisal and depression in adolescents (Ford et al., 2018).

Teacher social and emotional competence (SEC), which involves skillful use of ER, has crucial implications for various student outcomes (Jennings & Greenberg, 2009). Teachers with high levels of SEC have supportive and encouraging relationships with their students, implement behavioural guidelines that promote intrinsic motivation, encourage cooperation among students, and serve as a model for prosocial, appropriate communication. Low SEC in teachers has been linked to teachers having classes that are less on-task, perform more poorly academically, and engage in more inappropriate classroom behaviours (Jennings & Greenberg, 2009). In turn, this can lead to teacher burnout, resignation from the occupation, or a resort to more punitive styles of classroom management (Jennings & Greenberg, 2009).

A key aspect of SEC involves teachers' ability to teach social-emotional learning skills that enable students to be socially responsible for and aware of the effect of their thoughts and actions upon other students' emotional well-being (Collie et al., 2012). Teachers' comfort level in implementing social-emotional learning (along with perceptions of school climate factors related to student behaviour and engagement) have been found to be predictive of teacher stress, job satisfaction, and teaching efficacy in a sample of 664 elementary and secondary school teachers in Canada (Collie et al., 2012). Teachers higher in SEC have better student-teacher relationships, are more likely to use more effective classroom management strategies that support learning, and they are better equipped to effectively teach social-emotional curricula due

to their status as role models (Jennings & Greenberg, 2009). Contextual factors like social norms, principal support, school climate, and educational policy all likely influence teacher SEC according to Jennings and Greenberg (2009), but teachers' perceptions of these factors matter just as much (Collie et al., 2012). Behavioural disturbances are reduced as teachers promote an atmosphere that is cooperative and helpful (Jennings & Greenberg, 2009). While this may be especially helpful for students in early elementary, Goldman and Goodboy's (2014) research indicated that college-aged students' emotional interest, emotional support, and positive feelings about their class, as reported by self-report questionnaires, all benefit from teacher confirmation (e.g., responding to student questions, demonstrating interest in student learning, and using an interactive teaching style), demonstrating the value of teacher SEC for students of all ages. Teacher confirmation is a similar construct to SEC in that both promote learning through interactive means and the formation of healthy instructor-student relationships.

Clearly, teachers' decision-making processes and emotions are both affected by the environmental demands of school settings (Linnenbrock, 2006). In turn, environmental demands contribute to teachers' use of ER and their engagement with emotional labour so that they can demonstrate the emotional skills necessary for effectively teaching and achieving goals personally and with their classes (Škėrienė & Augustinienė, 2018). Teachers with high levels of SEC appear to have more positive classroom environments that are conducive to student learning and class functioning (Jennings & Greenberg, 2009), as such teachers effectively use ER and emotional labour strategies. Still, with so many potential variables affecting teacher emotions, ER, emotional labour, SEC, and decision making, an overarching theory of decision making based on emotional valence and intensity is warranted. Such a theory exists in Fredrickson's (1998) broaden-and-build theory, as it can help explain the roles played by positive and negative

emotions in influencing teachers' decision making and their use of ER and emotional labour strategies. Furthermore, broaden-and-build theory helps explain how positive emotions more commonly associated with high levels of SEC accumulate teachers' biological and psychological resources (Fredrickson & Joiner, 2018).

Fredrickson's Broaden-and-Build Theory

Unlike many other theories of emotions, Barbara Fredrickson's (1998) broaden-and-build theory accounts for the experiences of both negative and positive emotions. Fredrickson (1998) emphasized that specific negative emotions have been traditionally linked to specific action tendencies that prepare the body to respond to stimuli. Specific action tendencies arising from the experience of negative emotions are thus seen as serving an adaptive function (e.g., experiencing a negative emotion like fear spurs the body to a fight-or-flight response that helps the person to survive). Compared to negative emotions, positive emotions (e.g., joy, contentment, interest, love) do not fit this general-purpose model of emotions as well because they are fewer in number, and they are more difficult to differentiate. Fredrickson (1998) argued that understanding the role of positive emotions is important because "even though positive emotions may not spark problems of the same magnitude as negative emotions, they may in fact provide some important solutions to the problems negative emotions generate" (p. 302). According to Izard (1977), each positive emotion serves a specific function (e.g., interest spurs exploration, while contentment promotes savouring of recent events), but their effects build individual physical, social, and intellectual resources that are more durable than the transient emotional states from which they originated (Fredrickson, 1998). Thus, narrowed thought-action repertoires while experiencing negative emotions cause people to "miss the forest for the trees" (Fredrickson, 1998, p. 307), while positive emotions lead to an expanded attentional focus.

Together, these two opposing functions that positive and negative emotions provide in terms of thought-action repertoires form the basis of Fredrickson's (1998) broaden-and-build theory.

To this end, Fredrickson (1998) argued that not all emotional experiences should require specific action tendencies and that it should not be presumed that emotions must spur physical action of some sort. Instead of specific action tendencies, Fredrickson (1998) conceptualized thought-action repertoires. According to Fredrickson (1998), when negative emotions are experienced, thought-action repertoires are momentarily narrowed. This leads to a narrow selection of "time-tested, ancestrally adaptive actions represented by specific action tendencies" (p. 304), which have historically been especially useful during life-threatening situations. In contrast, experiencing positive emotions results in a momentarily broadened thought-action repertoire, allowing people to temporarily abandon automatic behavioural scripts "to pursue novel, creative, and often unscripted paths of thought and action" (Fredrickson, 1998, p. 304).

Aspects of the broaden-and-build theory have received empirical support as well. Fredrickson and Branigan (2005) first provided empirical support for broadening through two separate experiments with 104 university students enrolled in an introductory psychology course. Using film clips that elicited positive, neutral, or negative affect, evidence for broadening was shown, as inducing positive affect, relative to neutral and negative affect, led to broadened thought-action repertoires as measured by a global-local visual processing task. Breadth of momentary thought-action repertoires was measured using a Twenty Statements Test (TST) in which participants had up to 20 lines of completable "I would like to ____" statements. TST results indicated that people experiencing positive emotions had more urges to be active and outdoors, while negative emotions reduced desires to consume, contemplate, and work. Likewise, Shukla et al. (2019) found that positive affect leads to a rapid and stable bias favouring

positive outcomes on the Iowa Gambling Task (IGT). This is attributable to positive affect's ability to buffer losses on the card selection task (i.e., by not altering strategy based on a single outcome on the card selection task), leading to more long-term success on the IGT for those experiencing positive emotions (Shukla et al., 2019).

Fredrickson's (1998) original conceptualization of the broaden-and-build theory was that everyday positive emotions could initiate psychological processes, which would lead to long-term benefits in terms of building up biological and psychological resources for an individual (Fredrickson & Joiner, 2018). Fredrickson and Joiner (2018) also discussed the theory's building aspects, such as the upward spiral theory of lifestyle change. This theory claims that positive affect during health behaviours provides nonconscious motives for health behaviours, leading to engagement in health behaviours that promote further positive affect and built aforementioned biological and psychological resources. For example, Tabibnia's (2020) neuroscientific research suggests qualities like resilience operate via down-regulating the negative (e.g., through cognitive reappraisal) through the reduction of stress-related responses in the hypothalamic-pituitary-adrenal axis, amygdala, and autonomic nervous system; up-regulating the positive through activating mesostriatal pathways; and transcending the self (e.g., through religious engagement or mindfulness) via the default mode network (i.e., the medial prefrontal cortex, posterior cingulate cortex, and angular gyrus). Fredrickson and Joiner (2018) highlighted that research is still needed to test the causal pathways of the upward spiral theory of lifestyle change, while randomized controlled trials and longitudinal studies are needed to examine both between-person and within-person effects (e.g., social, health, psychological) of experiencing everyday positive emotions.

One promising area of further application for Fredrickson's (1998) broaden-and-build theory is in educational psychology. Supporting the building aspect of the broaden-and-build theory, Faulk et al. (2013) found that teachers characterized as experiencing a higher ratio of positive to negative emotions used fewer maladaptive coping strategies (e.g., behavioural disengagement and self-blame). Similarly, Gloria et al. (2013) found that teachers' resiliency is indirectly determined by positive affectivity rather than work stress (as measured by the Teacher Stress Inventory), with higher levels of positive affect also being related to lower levels of burnout. That positive responses and affect to negative classroom experiences built teachers' resiliency thus serves as further evidence of the building up of psychological resources.

The classroom setting provides an atmosphere in which teachers must frequently make decisions, and these decisions are likely influenced by the valence and intensity of emotions occurring at the time the decision is made. While teachers' own internal decision-making processes and emotions are influenced by school policy, pedagogical aspirations, and social norms, teacher emotions are also affected by the individual students (and their emotions), the overall functioning of the classroom, and school climate (Linnenbrook, 2006). Research suggests that each of these variables influences teacher emotions as measured through a number of indicators, such as stress, burnout, and emotional regulation strategy selection.

Effects of Positive and Negative Emotional Classroom Experiences

Teachers generally report experiencing enjoyment in most of their classes, while anger and anxiety are experienced less often (Frenzel et al., 2015). The subject being taught appears to be more predictive of enjoyment and anger than anxiety, which is linked more to teachers' personal characteristics (Frenzel et al., 2015). Sezer and Can's (2020) qualitative content analysis of school happiness suggests that teacher qualifications, physical equipment, school

environment, social activities, effective educational policy, and a conducive learning environment are the main components of school happiness according to teachers, parents, administrators and students. Creating safer school environments, using cooperative learning methods, and strengthening school-parent relationships were the main suggestions offered by Sezer and Can (2020). Similarly, Travis et al. (2014), using focus groups with 26 childcare providers, found that affirming work conditions rely on trust and respect with parents, while job resources can be cultivated through optimizing physical space, successfully navigating stressful circumstances, and ascribing positive meaning to teachers' roles as professionals and in positively influencing child development. Teachers' most adaptive self-regulatory patterns are those marked by high levels of both occupational engagement and resiliency, as these teachers report lower levels of emotional exhaustion but higher levels of job satisfaction (Klusmann et al., 2008).

Teacher self-regulatory type is predictive of instructional quality as well, as it is linked to student motivation to achieve in the classroom (Klusmann et al., 2008). Tempo, cognitive activation, and personal social support are all rated higher by teachers that report higher levels of engagement and resiliency. Similarly, Zhang and Zhang's (2013) research with 362 college students in the United States and China suggests that positive teacher affect boosts student engagement and critical thinking, but they also highlighted the strong mediating role of student affect in this process.

Gratitude in particular appears to play an important role in building long-term resources (Fredrickson & Joiner, 2018). For example, among Australian residential aged care employees, gratitude buffered cognitive change's effect on emotional exhaustion (Guan & Jepsen, 2020). Gratitude also buffered employees' emotional exhaustion and depersonalization associated with

employees' attempts to control residents' expressed emotions (Guan & Jepsen, 2020). In Guan & Jepsen's (2020) study, suppressing emotions led to lower levels of emotional exhaustion and increased personal accomplishment, while gratitude only played a moderating role with extrinsic ER strategies. In an educational setting, teachers with higher levels of gratitude would thus be suspected of using extrinsic ER strategies with students to avoid burnout.

Meanwhile, burnout levels among teachers and stress levels in students, as measured through salivatory cortisol, supports a cyclical, reciprocal role between student stress and teacher stress in which high levels of teacher burnout are associated with high levels of student stress, contributing to further burnout and stress (Oberle & Schonert-Reichl, 2016). This exemplifies the theoretical notion of downward spirals, depleting personal and social resources. Teachers' happiness at school and job satisfaction are negatively related to burnout, which is characterized itself by negative emotional experiences within the classroom and school setting (De Stasio et al., 2017). The burnout teachers feel contributes to a less constructive classroom environment, leading to further potential for stress-inducing social and academic problem behaviours from students (Jennings & Greenberg, 2009). Meta-analytic research by Aloe et al. (2014) likewise concludes a significant relationship exists between classroom management self-efficacy and burnout (including lowered personal accomplishment in addition to the aforementioned emotional exhaustion and depersonalization), suggesting that increasing classroom management self-efficacy would help reduce teacher burnout and its negative effects on both teachers and students. Similarly, a lack of SEC can create a harsh, critical environment that leads to further problem behaviours in the classroom that become a cycle of negative emotions and decision making (Jennings & Greenberg, 2009).

Considering the effect of emotions on teachers' decision making and the importance of inclusion in modern pedagogical practice, it is critical to consider teacher attitudes towards students with special needs and learning disabilities. Levins et al. (2005) found that teachers' explicit attitudes towards students with disabilities are more positive than negative. Explicit thoughts vary depending on if the child's needs are cognitive (i.e., those with intellectual disability), social (e.g., ADHD), or physical, with more explicit positive thoughts about children with physical needs compared to those with social needs (Levins et al., 2005). Positive feelings are linked to positive behavioural intentions and negative feelings to negative behavioural intentions, with feelings of guilt, support, and constraint guiding teachers' behavioural intentions (Levins et al., 2005). Changing teachers' attitudes and perceptions towards children with mental health difficulties so that these difficulties are not viewed solely as a within-child deficit, as environmental factors and unmet educational needs are often responsible for prompting misbehaviour, would be an effective way to make schools more inclusive for students with challenging behaviours or special needs (Armstrong, 2018).

Decision-Making Processes in the Classroom

Teacher decision-making processes and classroom management styles are a result of constant meaning making and interpretation occurring between both students and teachers, as individual students' personality, background, and circumstances are helpful in predicting student behavior and thus in decisions of how teachers choose to communicate (Aho et al., 2010). Teachers' decision-making processes are also related to stages of planning, instruction, and reflection, as proximal and distant goals must be set, methodologies must be used to teach specific concepts, and growing pedagogy through professional development is paramount (Johnson & Matthews, 2017). In their decision making, novice teachers are more likely to

consider variables like student behavioural and social factors, subject matter, and their own confidence, while experienced teachers are more likely to emphasize student self-esteem, contextual factors (e.g., lesson duration, available resources, and classroom conditions), progressing through curriculum and lesson plans, and personal factors using a self-determined process (Lloyd, 2019).

Incidental influences (e.g., weather), current emotions, personal characteristics of the decision maker, characteristics of options (e.g., interpersonal outcomes), and expected outcomes also combine to directly and indirectly influence evaluation that takes place prior to making a decision (Lerner et al., 2015). During the experience of negative events, people often use positive reappraisal with the goal of increasing positive emotions, or positive emotions can conversely mediate in the down regulation of negative emotions following a negative event (Waugh, 2020). The building of positive emotions, even incidental ones (Waugh, 2020), also serves as a buffer to negative stressors in the decision-making process (Fredrickson & Joiner, 2018). These influences upon decision making are particularly salient for teachers because their options of what decision to make are often limited, making their positive appraisal skills vital (Linnenbrock, 2006; Swartz & McElwain, 2012).

Describing their decision-making processes, particularly the influence of emotions upon decisions made, can be a difficult self-reflection task for teachers. For example, teachers reviewing videos of themselves make fewer references to emotions compared to teachers reviewing videos of other teachers (Kleinknecht & Schneider, 2013). Teachers reviewing their own teaching via video clips also focus more on external factors and students, whereas teachers reviewing other teachers focus almost exclusively on the teachers themselves, with negative comments of disappointment relating to teachers' not reacting to student contribution, the

situation being too teacher-centred, and poorly structured or incomprehensible introduction of new content (Kleinknecht & Schneider, 2013).

Emotions can be thought of as a rudder that help to guide one's actions and judgements, best reflected by the negative effects of brain lesions (i.e., damage to the ventromedial prefrontal cortex), that impair the ability to use past emotional knowledge to guide decision making (Immordino-Yang & Damasio, 2007). Such deficits are associated with flawed reasoning because of deficits in social considerations (e.g., not being aware of others' emotional reactions or not realizing consequences of actions). Jennings and Greenberg (2009) suggest teacher social-emotional competence (SEC) is associated with classrooms that are easier to manage and thus more likely to elicit positive emotions for both students and teachers.

Teachers conceptualize the classroom as an emotional space into which students bring emotions and from which students respond emotionally depending on classroom content and experiences (Sheppard & Levy, 2019). Sheppard and Levy's (2019) sample of 17 American social studies attended to the emotional life of the classroom, considering students when making pedagogical decisions and working to create a "safe space" in the classroom while highlighting the role of emotions upon teacher decision making went well beyond anything covered in American Common Core Curriculum guidelines. Teachers thus face a dilemma in presenting emotionally-charged topics, as they must be delicate in engaging students with course content using emotions while making appropriate decisions about how to present material given real or anticipated responses and how they would contribute to maintaining a safe space (Sheppard & Levy, 2019).

Current Study

As suggested by Linnenbrook (2006), Schutz (2014), and Lloyd (2019), teachers' emotions and decision-making processes are difficult to study because there are so many variables involved. While the fields of emotion, education, and decision making each have an abundance of theory, much of the research is correlational (Fredrickson & Joiner, 2018). Furthermore, theories like Fredrickson's (1998) broaden-and-build theory have a dearth of research applicable to educational settings despite the importance of emotional competence to students' functioning at school (Jennings & Greenberg, 2009). Likewise, while there is research outlining factors contributing to teachers' job satisfaction and school happiness (e.g., Sezer & Can, 2020), having a better understanding of what events teachers frame as positive and negative would help provide insight into the positive and negative emotions these events spur and this could contribute to planning for steps that can be taken to make positive events more likely to occur while reducing negative events. Thus, the purpose of the present study is to gain a better understanding of events teachers frame as either positive or negative and the roles played by everyday emotions (positive and negative valences) in teacher decision-making processes during self-reported positive and negative teaching events through applying principles of Fredrickson's (1998) broaden-and-build theory along with other theories of ER and emotional labour to teachers' interpretations of classroom management. It is anticipated that attributions for how emotions affect decision making will align with the broaden-and-build theory's propositions regarding broad perspective taking and divergent decision making during the experience of positive affect and the narrowing, convergent effects of negative emotions. The broaden-and-build theory has not yet been tested with this kind of naturalistic research exploring educators' daily positive and negative emotions and decisions. The research questions are thus as follows:

1. What everyday moments in teaching do teachers describe as positive?
2. What role do teachers believe positive everyday emotions play in their decision-making processes?
3. What everyday moments in teaching do teachers describe as negative?
4. What role do teachers believe negative everyday emotions play in their decision-making processes?

Answering these research questions will help provide several insights. First, it will contribute to knowing more about what experiences educators frame as positive or negative events, the positive and negative emotions related to these events, and the self-reported role of teachers' emotions on their decision-making during these events. Exploring the role positive and negative affect have upon decision making will provide a means of evaluating broaden-and-build, ER, and emotional labour theories. Practical implications can then be made based on the data teachers provide and existing theoretical frameworks. For example, understanding the role of positive affect on educators' decision-making processes would further inform if positive affect in the classroom builds resilience and coping potential that allow teachers to thrive (Faulk et al., 2013). Conversely, understanding the effect of negative emotions and decision making would help further inform the roles negative affect and its effect on decision making play in affecting teacher morale over a long-term basis (De Stasio et al., 2017). Providing practical solutions based on better understanding of these processes would not only benefit teachers but students as well.

Method

Participants

Data for this study came from two non-randomized convenience samples of educators in the Atlantic Canadian province of Nova Scotia. Participants from the first study ($n = 13$) consisted of teachers at an independent school in the Halifax area ranging from Grades Primary to 9. The second sample consisted of educators ($n = 55$), including classroom teachers, music teachers, resource teachers, and guidance counsellors, within the English regional centres for education in Nova Scotia, teaching Grades Primary to 12.

Considering both samples together, 84.9% of participants identified sex and gender identity as female, 13.7% identified sex and gender identity as male, and 1.4% identified as neither male nor female (i.e., selecting options of transgender, two-spirit, or gender non-conforming). Concerning ethnicity, 76.7% of participants were Caucasian, 8.5% were African Nova Scotian, 2.8% were Asian, 2% were Indigenous, and the remaining 10% did not report ethnicity. While 75.3% of participants were full-time classroom teachers, the remaining 24.7% of participants were school staff who served teaching roles as assistants, resource teachers, or specialists who spent time in classrooms with students. Participants ranged in age from 26 to 68 years old with a mean of 45 years ($SD = 9.88$ years). The range of years of teaching experience spanned from 1 to 40 years with a mean of 16.58 years ($SD = 9.34$ years). Considering school context, 56.2% of participants reported working with students in elementary schools, 19.2% worked in junior high or middle schools, and 24.7% worked in high schools.

Measures

Emotional Experiences Questionnaire – Teacher Form (EEQ - TF)

For both samples included in the original mixed-methods studies, teachers completed the Emotional Experiences Questionnaire – Teacher Form (EEQ - TF), which gauges self-reported descriptions of positive and negative events along with the effect emotions played in influencing thoughts and actions during these events. The EEQ - TF survey begins with an open-ended item requesting teachers to describe a positive classroom event in detail followed by close-ended items rating the intensity of emotions experienced during the self-reported event. Open-ended items followed asking teachers to first identify any additional emotions, positive or negative, that they felt during the event that were not included on the close-ended items. Next, teachers were asked to take a moment to reflect on how the emotions they felt during the event influenced their thoughts and actions. The EEQ - TF then repeats this procedure querying about a negative event, its associated emotions, and the influence of these emotions on thoughts and actions. The open-ended items asking teachers to describe the self-reported events and the effect emotions had on their thoughts and actions was created by Hayre and Ritchie (2018) and slightly revised in Barber (2020). The purpose of the open-ended items is to contextually situate the self-reported emotional experiences based on the Positive and Negative Affect Schedule (PANAS) (Watson & Clark, 1994), described below. At the end of the EEQ - TF, teachers answered demographic questions related to ethnicity, biological sex, role as an educator (e.g., permanent position classroom teacher), age, and grade-range of instruction. The survey items used for this study are highlighted yellow in Appendix A.

Positive and Negative Affect Schedule (PANAS) (Watson & Clark, 1994)

The Positive and Negative Affect Schedule (PANAS) was embedded in the EEQ - TF close-ended ratings of emotions by intensity and valence. The PANAS is a self-report measure asking respondents to use a 5-point Likert-type scale to rate the extent to which they have felt 20 different emotions. Ten items on the scale represent positive emotions (i.e., attentive, active, alert, excited, enthusiastic, determined, inspired, proud, interested, and strong), and 10 items on the scale represent negative emotions (i.e., hostile, irritable, ashamed, guilty, distressed, upset, scared, afraid, jittery, and nervous). The Likert-type ratings range from 0 to 4, representing “Not at All,” “A Little,” “Moderately,” “Quite a Bit,” and “Extremely,” respectively. The PANAS has strong psychometric properties, having been validated and used widely in the field of emotion research. Internal reliabilities subscales range from acceptable (0.74) to very strong (0.94).

Procedure

The Mount Saint Vincent University Research Ethics Board approved each of the studies from which the data for this analysis came, and they approved this study’s rationale and secondary analysis of data. The Certificate of Research Ethics Clearance for the current study can be found in Appendix B. Participants were not offered any individual compensation for their participation in the study. The private school was given a thank you gift of books for the library and chocolates with a thank you card for the staff room. Treats (gum, mints, chocolate bars, candy) were provided to public school teachers at the conference survey booth through the duration of the weekend conference.

For the private school sample, data were collected in the latter half of the 2017-2018 school year. An e-mail outlining the purpose of the study and where the participants could find the surveys was sent through the school’s head teacher. Following this, informed consent letters

and surveys were placed in the school's staffroom. The informed consent letters outlined the general purpose of the study, associated potential risks and benefits to participation, and the assurance that data would be kept strictly confidential. Following completion of the survey, the outlined instructions asked participants to place the completed surveys in a sealed box located in the staffroom. This information was also included in the e-mail sent through the head teacher.

For the public school sample, data were collected after researchers gave a 5-minute presentation to a group of 200 teacher delegates attending a weekend conference about provincial union leadership in May 2019. Researchers stayed at a booth for all hours of the conference, where the survey package was available to take, and a box with lid available to submit completed surveys. For both data collection sites, an informed consent letter was included, and it was explained that completing and submitting the survey indicated informed consent so as to maintain anonymity for teachers.

Data from the questionnaires were entered into an Excel datasheet by a research assistant, as written comments were transcribed verbatim with the exception of a few instances of words that were unrecognizable (noted as such when it did occur). Positive and negative emotions reported with a rating of 4 or 5 from the PANAS were listed along with the text descriptions given, the additional emotions felt, whether the teacher taught in a public or private setting, and the description asking to link thoughts and actions with the felt emotions.

Data Analysis

As a qualitative study, teachers' words about emotions and decision making served as data (Braun & Clarke, 2013). Data were analyzed following Braun and Clarke's (2006) method of conducting thematic analysis. Thematic analysis itself involves a double hermeneutic process (Smith & Osborne, 2003) in which interpretations are made to teachers' interpretations of their

actions reported during the positive and negative events they experienced. Theoretical thematic analysis (Braun & Clarke, 2006) was used, with themes selected at a latent level or interpretive level using a constructionist epistemology interested in understanding the ways in which teachers create their own realities with regard to their decision making and positive and negative emotions experienced while teaching. While attention was paid to the specific meanings created by each respondent's answers, the process was theory driven, as emotional appraisal and decision-making theories, particularly Fredrickson's broaden-and-build theory, were used as the lens through which the data were initially examined. This means that the researcher's theoretical perspective may have implicitly (but not explicitly) influenced data analyses, and it acknowledges that knowledge is constructed rather than discovered (Braun & Clarke, 2013).

The process used to analyze the data involved first carefully reading through the entire data set participant by participant prior to any coding. Next, re-reading participant by participant took place while noting initial ideas based on the data set as a whole (e.g., noting that student misbehaviour was frequently mentioned as a negative event). Each participant's data were then re-read again to generate initial codes (e.g., coding one teacher's response as indicative of their sense of appreciation, satisfaction in seeing students succeed, and desire for students to engage with the lesson plan). These initial codes were collated into initial themes and reviewed. Overarching themes with sub-themes contributing to each overarching theme were then identified based on review of commonalities between the initial themes (e.g., selecting an overarching theme of appreciation with sub-themes related to students, parents, and administration based on coding of each of these as initial themes). Themes were named based on identifying shared essential characteristics encapsulating each aspect of the theme or sub-theme. References to quotations exemplifying each theme appear in Tables 1 to 20, while only the most

salient examples appear in the Results section. To promote readability, spelling and grammatical errors from teachers' responses were corrected when referenced in text and in tables.

Results

Themes that were selected will be discussed sequentially, beginning with descriptions of the common positive events teachers described and then how their emotions experienced during these positive events influenced their thoughts and actions at the time. Next, common negative events will be described followed by how emotions influenced thoughts and actions during said events. These themes and results will be considered on their own and collectively in the discussion. Tables 1 to 20 contain supplemental quotations exemplifying each individual theme related to positive events, the effects of emotions on decision making during positive events, negative events, and the effects of emotions on decision making during negative events.

What Everyday Moments in Teaching Do Teachers Describe as Positive?

There were several common events teachers framed as positive. While the primary focus of this analysis is on the influence their emotions stemming from these events had on their decision making, it is nevertheless important to highlight the moments themselves that brought about feelings of positivity for teachers. Seven themes were identified regarding the positive events teachers described. These related to class engagement, goal congruence, breakthroughs with difficult students, relationship building with students, moments of support and appreciation, students' use of social-emotional skills, and special occasions like field trips. Each is discussed below and illustrated in Figure 1, though it is important to recognize that aspects of these themes overlap. For example, some teachers simultaneously mentioned engagement and appreciation from students.

Class Engagement

Many teachers commented about positive events involving engagement from their students, typically as a class collectively. Engagement served as means of confirming to a

teacher that an activity or lesson was being received well by students. When students were engaged in a lesson, teachers described their decision making in ways that could be characterized as energized, as conversations became reciprocal, allowing teachers to positively respond to student engagement by further engaging students (e.g., with humour or sarcasm). For example, a public high school teacher detailed engaging her students in a conversation about racism and stereotypes during a discussion of *To Kill a Mockingbird*. She explained that her happiness, enthusiasm, and appreciation during this exchange helped her to trust her students to discuss complex issues, with her own interest and motivation directing the class to engage further in the discussion. Similarly, another private high school English teacher described how her students engaged in a healthy, respectful conversation about gender norms while discussing *A Raisin in the Sun*. She reported using humour and sarcasm to pique student interest in this complicated topic. Further examples of the theme of student engagement can be found in Table 1.

Students Learning From Each Other. A key aspect to engagement from students was the sub-theme of students being able to learn from each other. One teacher described how her class's project on prime ministers led to students sharing information and working with each other to problem solve. Similarly, a math teacher mentioned an exploratory lesson involving finding the area of a circle in which "students created connections and 'light bulbs went off,'" creating an environment in which every student could learn.

Opportunities to Foster Engagement. Another sub-theme within engagement related to the opportunities teachers used to foster engagement, including competitions, presentations, and projects. One teacher wrote about a public speaking event in which students of varying abilities worked together and how, rather than focusing on remembering how the class placed, she remembered the pride she and her students felt at their work. In another instance, a Grade 6

teacher credited her approach to a presentation on bullying to the students, many of whom exhibited challenging behaviours, being completely engaged for the duration of the half-hour presentation. Using a reading workshop model, another teacher engaged students by making structural changes (e.g., organizing the classroom library), teaching the students about different book genres, and meeting with each student one-on-one, equipping them with the skills to make engagement with literature a more manageable task. Overall, teachers' roles in equipping students with the tools to be engaged in lessons and make them excited about learning created feelings that were, as one teacher overseeing a science fair put it, "overwhelming in the best way."

Goal Congruence

Teachers often mentioned positive events in which the goal, object, or outcome of a lesson was reached or exceeded, as exemplified by the excerpts in Table 2. These moments were sometimes described as "aha" moments in which students, either individually or collectively, grasped a concept. A private school teacher described her pride in students' fair projects, as she felt "they had such a deep understanding of the subject matter." The demonstration of deep learning—being able to apply learned concepts in a practical way—appeared to be a key aspect in goal congruence, as teachers' desires for student success go beyond the listed curricular outcomes. Having students realize the value of what they have been taught can serve as inspiration for teachers in seeing the more philosophical, pedagogical goals of teaching achieved in spurring inquiry, critical thinking, and citizenship.

Socially and Behaviourally Oriented Goals. The goals that were set out and achieved were not limited to strictly academic tasks. A guidance counsellor wrote about making "worry" boxes with Grade 2 students that facilitated honest, introspective discussions about their fears

and worries, as the task intended. In another object lesson with an entire school, a teacher successfully used a crumpled piece of paper to demonstrate the lasting effects of bullying. The students' recognition that the paper could not be made smooth again led to acknowledgements about the emotional scarring of bullying, again fulfilling the goal of the teacher's object lesson.

Exceeding Expectations. Besides achieving stated goals, exceeding those goals was a sub-theme that prompted positive emotions and feelings of shock and surprise for teachers. Teaching a Grade 9 citizenship course, a teacher described how students exceeded expectations for a group project in which students were assigned to political parties and had to research party platforms for various social and political issues. She described how she and a colleague were surprised by the success of the assignment:

Each student was expected to speak during the final discussions. The research days were ticking along, and things did not "appear" to be going well. We had fears that this major assessment piece was going to fail with all four classes. The day of discussion came, and what we both witnessed was incredible. Students were much more prepared than we expected. Not only were they speaking knowledgeably, but they were setting one another up for success. Stronger students introduced weaker students to help the "break into" discussion, they had planned comments and were all engaged in being a solid group!

Similarly, a music teacher shared about his Grade 5 class's struggles with a musical piece just days prior to a Christmas concert performance. The students themselves had not believed they were going to be successful, but they were able to work together to perform well. The teacher described being validated because his students successfully demonstrated that they were developing a passion for music during one of the most stressful times of the year for his job.

Goals that could be achieved despite the loftiness of achieving the goal were especially rewarding. A Grade Primary teacher described how proud she was of her class when teaching them about Terry Fox and cancer. A young boy from the class shared an experience about his father's prosthetic leg, which helped the students further understand Terry Fox's story and led to their cooperation and lack of complaining during a walk later. Similarly, a Grade 9 teacher was proud of his students after he was able to design a coding activity for a small group of them that successfully piqued their interest, fulfilling the goal of making a fun, collaborative activity for learning for a group of students whose academic skillsets varied greatly.

Breakthroughs With Challenging Students

Teachers described moments of breakthrough they encountered with students who struggled either academically or behaviourally. These moments were particularly commonly reported by resource teachers, whose roles tend to be exclusively focused on offering supports to students exhibiting such learning or behavioural challenges. Teachers reported feeling pride in seeing these students overcome previous struggles in order to be able to participate academically or socially with the rest of the class. See Table 3 for selected quotations contributing to this theme.

The academic learning challenges students overcame served as inspiration for the teachers who had often went to great lengths to achieve progress with these students. In some circumstances, the moment of breakthrough took many months of the school year, while others described it as a years-long process. For example, one teacher mentioned a girl who had behavioural and social issues at school for many years and required nearly daily trips to the school's learning centre, but after seven years of working with the student, she had overcome most of these struggles. Over a shorter duration, a senior English teacher described the positive

effect of helping a struggling reader find joy in literature, which brought both student and teacher to tears:

I had a student who at the beginning of the semester told me "I don't read." I told her the same as I tell all my senior high English students –“You haven't found the right book.”

Four weeks later during silent reading, she had tears running down her cheeks as she read her third novel in a month. I cried with her. She is now a literature major, writing children's books in her spare time.

Physical Displays of Emotion. Teachers described palpable joy at the success struggling students achieved, and the moment was often one to be shared with other educators (e.g., other teachers, interpreters, administrative staff), students’ parents, and, in some cases, classmates of the student. This was especially evident for students who previously stated great disdain or lack of understanding in math and literacy. The success of students who struggled to learn to read sometimes caused teachers to cry, as mentioned by one teacher who had worked with a young girl for months to improve her reading fluency. When her running record reached the benchmark, the teacher cried at her excitement for the student’s success in persevering. In another instance, a student with a reading disability spent several moments attempting to decode a word, and the success the student had appeared to be amplified by his classmates’ patience while he attempted to correctly pronounce the word.

Writing about a student who struggled with articulation issues during a life skills group with students with special needs, a teacher shared that she had the opportunity to witness the student and other members from the group spontaneously engage in conversation and play appropriately together, putting the skills they learned from her into practice in a non-classroom setting. Similarly, a resource teacher shared about the validation, pride, and appreciation she

garnered from seeing a student who previously feared using a stove learn to be comfortable using one in her cooking club. These skills for functional living were seen as important, so the appropriate use of them by students that exhibited deficits in these areas appeared to make teachers proud at the accomplishments given the time and effort put into teaching the skills.

Promoting a Strength. In other circumstances, the student's success was in a particular area of strength that stood in stark contrast to difficulties in other subject areas. For example, a junior high band teacher described a student "who did not achieve well in the classroom, but in the music room he shone." The teacher experienced many positive emotions (e.g., enthusiasm, inspiration, excitement, happiness) due to the student's perseverance in musical endeavours despite his great struggles academically. Furthermore, the student's success in this area prompted his willingness to try his best in other classes according to teachers throughout the school. Overall, breakthroughs with difficult students served as moments of success for the student, validation for the teacher, and shared joy and appreciation with other school staff and students.

Relationship Building

Teachers do more than just teach. In fact, teachers often described the relationships they build and maintain with their students as among the most important parts of their job. Healthy relationships with students produced positive emotions such as enthusiasm, pride, happiness, appreciated, and inspired. One chemistry teacher mentioned how a lab demonstration for at-risk students served as a learning opportunity for the students but also strengthened student-teacher relationships, forming bonds that lasted years after the short demonstration. Relational closeness appeared to be a driving force in supporting academic learning and the development of social and life skills students would need to be successful in life. Table 4 contains excerpts related to the theme of relationship building.

Student Vulnerability and Trust. A sub-theme within relationship building pertained to moments of vulnerability and trust on the part of students. Teachers reported being seen by their students as caring adults in whom students could confide. One teacher reported how she was the first person to know of a student's intention to transition genders. In other instances, whole classes were vulnerable with their teachers during their coursework, such as a Grade 11 class studying poetry. The topic led to a discussion about the students' childhoods, their transitions to being adults, and the responsibilities they now had. The teacher was able to witness deep conversations, tears from her students, and moments of realization as students contemplated the loss of their childhood. Reflections about growing up and transitioning roles prompted students to be open and honest with their teachers, as one teacher indicated that the closeness of her relationship with students and the classmates with each other helped students feel comfortable displaying their emotions, which led to tears being shed by both students and the teacher.

Another teacher relayed how a group of Grade 5 students of Mi'kmaq heritage worked on a reading program together, but what really stood out was the relational closeness and terms of cultural endearment she described from the rapport and trust that had been built with the students:

The mood was light, and we were joking around. One of the students, a young man with a challenging homelife had been one of my students for a while and was someone I checked on daily. When our session that day was over, he jumped up to leave, and leaned over the table to say to me "Bye, Aunty." This is a huge compliment in the Mi'kmaq culture, and I'll never forget it.

Pride in Relational Closeness. Teachers reported pride in being known as caring, but they also noted that much effort was put into building relationships with students, as it appeared

to be a part of their pedagogical approach to teaching. These efforts were important not just for their effect on teachers but also for the effect relational closeness had on students. One teacher described how talking with students during lunch and recess had a powerful effect on a student unbeknownst to the teacher at the time:

I was teaching at the high school. At lunch and recess, students came to my classroom to talk, sit and have a place to go. I cannot remember what we were talking about. Years later, a former student (then adult) told me that she was going to commit suicide. Our talks really helped her cope. I had no idea. I was humbled and flattered. I was so glad that I had been there for her. I have no recollection now, of our conversations. There were everyday topics, I suppose. I have been very fortunate, since then, to teach her son. I would never had had that chance if she had committed suicide in the 90s. I made a difference in someone's life. :) My conversation with her years later—when she told me that she was going to commit suicide but decided not to because of our talks.

Clearly, relational closeness with students served as one of the most positive and rewarding aspects of teaching. While delivering the curriculum and helping students learn are critical aspects of teaching, teachers emphasized the relationships they built with students as key to their teaching environment and the enabling of students to have a place in which they felt comfortable to learn and grow.

Moments of Support, Appreciation, and Recognition

As described here and further exemplified by quotations appearing in Table 5, teachers reported positive events associated with receiving recognition from parents, other teachers and school administration, or students themselves for their efforts with students. These communications sometimes happened one-on-one in face-to-face conversations, while other

times they occurred via e-mail, thank-you cards, or even during award ceremonies. Teachers mentioned positive comments and notes that, in some cases, were upwards of 25 years old but still fondly remembered.

Support and Appreciation From Students. With students, their praise and appreciation for teachers usually related to the teacher's ability to help them understand material or increase their skills in a certain area, sometimes as a task was happening or towards the end of a unit. For example, one English teacher relayed the satisfaction and honour she felt being deemed "the book whisperer" by her students. Students were also able to feel validated for their own efforts, as dual appreciation was shown by administrators and parents for both students' individual successes and the teacher's role in helping bring about this success. Student success and the appreciation of this success also appeared to serve as a means of validation for teachers in showing that they did belong as a teacher and were successful in their roles.

Parental and Administrative Support and Recognition. Parental appreciation, involving happiness at developing their children's independence and confidence, was helpful when students were demonstrating what they had learned in a meaningful way, but it was also significant when parents offered praise while acknowledging the difficulties their student might pose. One teacher mentioned words of encouragement from parents about how much their child loved the teacher despite struggling with oppositional behaviours. As a Primary school teacher in her first year of teaching, this message, and that the parents were passing on their praise to the superintendent, made the teacher feel appreciated, inspired, and thrilled among other positive emotions, but she also described it as buoying her confidence with a difficult-to-manage student. Describing appreciation from parents of another child with behavioural issues in the classroom, another teacher explained:

I received an e-mail from a parent of a student who has been with me since last year. He explained that his son was describing why his school was better than his friend's school. He said his teacher did fun things in class but what hit me was his next statement. He suffers from ADHD and ASD and can get very angry and violent. He explained that he struggled with this last year, but with my support he had a much better year and although he continues to have times of struggle, I am continuing to help him this year, and he feels he is doing really well.

Evidently, support and appreciation played important roles in creating positive events for teachers. The appreciation of students may have been more immediately rewarding given that these comments were reported predominately while teaching or in the classroom setting. Meanwhile, the comments of parents appeared to help solidify a working relationship between home and school for setting goals and expectations for students while highlighting the benchmarks students reached in their academic and behavioural functioning. Finally, positive comments being given by and forwarded to administration served to solidify teachers' confidence in their jobs and that their hard work was being noticed by those in charge of evaluating their work.

Students' Use of Social-Emotional Skills

Teachers also reported positive events relating to their students' use of social-emotional skills in a prosocial manner (see Table 6). Some of these moments came during moments of vulnerability with the teacher and rest of the class, such as when students shared and validated each others' feelings about transitioning from childhood to adulthood. When children behaved well and were able to problem solve on their own and play with each other appropriately, these stood out to teachers and other school staff.

Moments in which students used social-emotional skills occurred due to structure (e.g., prompted specifically by a lesson plan) or spontaneity, but it was often a combination in which an aspect of the lesson plan involving emotional skills (e.g., showing empathy, understanding someone else's perspective) were initially brought about by the lesson but expanded beyond curricular goals (e.g., doing a poetry unit, reading an emotionally moving story in class, learning about Terry Fox) by a particular student or the class as a whole. For example, the students that learned about Terry Fox were empathetic to the struggles associated with cancer, but they became further empathetic after a student in the class shared about his father, who had a prosthetic leg as well due to injuries incurred while serving in Afghanistan. The students recognized their teacher's reaction to the emotional moment involved in this story and a video about Terry Fox, prompting them to hug the teacher as a form of emotional support. Other times, staff outside the classroom walls (e.g., guidance) helped structure students' efforts to use prosocial emotional skills, such as a class that was given the opportunity to create a "me to we" group to help others in need, creating initiatives on their own but receiving support from guidance. The students' songs, projects, and presentations made the classroom teacher feel great pride and inspiration at young students' desire to improve others' lives.

As a class, students provided support (e.g., standing ovations, clapping) to other students when they had moments of breakthrough with subjects in which they struggled (e.g., reading), which led the students that had made the breakthroughs to react emotionally as well (e.g., by hugging the teacher, tearing up, expressing gratitude for the offers of support from classmates). While these moments made teachers proud of their students, they also described being nearly verklempt due to the positive actions of students. These moments were inspirational to teachers and viewed as a critical part of their roles in promoting these skills. A private school teacher

described the validation associated with these moments when describing her class's response to what a student shared with the class about having been called names:

During a whole group read aloud, a student made a personal connection to the story and shared that a few other students had been calling them names. I stopped reading and addressed this information by validating the student's share. Within seconds, approximately 10 other students in the class offered words of comfort and physical support (hugs, touches) to the student without having been prompted. The class had come together as a strong community to protect and heal one of its own. I felt a mixture of pride, happiness, and general warmth to watch my 5/6-year-old students respond to a peer with such emotional intelligence. I felt validated because my students applied prior socio-emotional learning to an independent event.

Besides the appropriateness of this response, the spontaneity of the students' response appeared to be important to the teacher. Additionally, the way in which the actions were described as restorative (i.e., healing) demonstrated that this moment was more important at the time than the task of reading to the class. While the event likely validated the student sharing and the rest of the class, it clearly also validated the teacher because she had played a role in developing the students' emotional skills.

Special Events

A host of special events served as a means of providing positive experiences for teachers (see Table 7). During these events, teachers reported experiencing emotions like enthusiasm, interest, excitement, and pride. Special events included student talent shows, projects that stood out for students or teachers, opportunities to explore learning beyond the designated curricula, competitions, dramas, culturally significant practices, local field trips, and even long-distance

trips (i.e., to other provinces). The ability to experience or demonstrate learning in a “hands-on” fashion, such as by learning through doing, was central to this theme. Additionally, these special events provided opportunities for students to directly interact or observe the materials they were learning about rather than simply reading about them or watching video materials related to them. For example, a Grade 9 social studies teacher at a private school described how her students shared about learning from each other and from special guests following visits to local churches, mosques, a synagogue, Hindu temple, and Buddhist centre during a unit on world religions. These destinations served as areas of cultural significance that led to the teacher feeling interested and attentive while allowing her students to be open to learning from each other. Similarly, another teacher described how a talent show provided the opportunity for two students to demonstrate their singing abilities and how she felt inspired, proud, alert, and hopeful during their practices. Considering the difference in sample size between the data from private versus public school teachers, the role played by special events in creating positive events was more commonly identified and reported by educators in private school settings.

Special events appeared to serve as the grounds for many of the other positive themes mentioned above, as these events provided opportunities for engagement, goal congruence, relationship building with students, and moments of appreciation from students, administration, and parents. For example, the excellent behaviour of students while on a band trip helped a band teacher to feel the goals of the trip were met or exceeded, but this of course would not have been possible without the availability of going on the trip. The positive reception of these events by students may have been what made them such positive experiences for teachers, as it provided the opportunity to see students be at their best in terms of conduct and attitude. For teachers, the opportunity to be away from the possibly by times mundane typical classroom setting also

appeared to be an explanation for the positivity of special events. Overall, special events were opportunities for enrichment, as described by a drama teacher's reflection about his class's trip to a live theatre:

It was amazing to see 40 kids sing the whole soundtrack for the 2-hour bus ride and then watching the show losing themselves in the moment. It was magic! They were so appreciative and thankful to get out of a classroom and see an actual production. Anytime I can take students out of the "traditional" classwork their learning is so enriched by an experience.

What Role Do Teachers Believe Positive Everyday Emotions Play in Their Decision-Making Processes?

Teachers described multiple ways in which their positive emotions during positive events influenced their decision making. That being said, teachers varied in their responses in terms of whether or not they attributed their emotions having any effect on decision making at all. There were several teachers that claimed their emotions did not affect how they conducted themselves, while most others indicated that their emotions were the driving force behind their actions. Their descriptions led to the identification of five main themes: classroom management, cyclical engagement with students, awareness and reflection, ongoing positivity, and opportunities for upward extension. Each is discussed below. See Figure 2 for a thematic map of these themes and related sub-themes.

Classroom Management

Teachers described how, even during the midst of positive emotional events within the classroom, classroom management remained paramount. Classroom management involved ensuring that the goals of the lesson could still be met, respecting timeframes, providing equal

opportunities for student engagement, and containing the excitement of students. For example, student excitement during a fieldtrip needed to be managed so that ample time was still allotted for each activity, avoiding negative behaviours that could have arisen from students missing out on one of the activities. Similarly, another teacher described how a student in Grade Primary who was deaf read a word correctly off the class's word wall. While the teacher's excitement prompted her to react with clapping and encouragement, she also needed to remember to make a note for record keeping of the student's progress, demonstrating that the positive emotions were important but could not supersede other teaching duties. One private school teacher, reflecting on the enthusiasm and excitement she felt during a field trip with her Grades 1 and 2 class, summed up the need to manage her and her class's positive emotions, writing, "There was so much excitement that I worked on managing the excitement of the students as well... making sure we followed the correct timing for the activity so that everyone could have similar experiences."

Teachers reported using their and students' positive emotions to foster a more conducive learning environment. One teacher mentioned that "positivity and enthusiasm can create an inclusive warm and welcoming environment where it is safe to take risks," as it allows students to be eager and willing to share their thoughts. Teachers also acknowledged that positive emotions appeared to make classroom management easier. For example, chaperoning the trip to a live drama performance remained an important task, but it was reported as easier to do, as the positive emotions had made the teacher better able to manage stress and more relaxed. In another instance, a teacher reported using sarcasm and humour to manage a discussion about gender roles, allowing students to feed off her comments rather than get sidetracked or argumentative. Managing the classroom's excitement or curiosity in learning while witnessing participation

across the class appeared to be an ideal scenario for teachers. Further examples of teachers' comments on classroom management in the midst of positive affect appear in Table 8.

Modulating Emotional Responses. A sub-theme within classroom management pertained to teachers' modulating their emotional responses to positive events. Their physical actions during positive events were more reserved than their thoughts. For example, the teacher mentioned above, witnessing the success of a student who was deaf with reading a word, stressed how even her thoughts needed to stay "analytical in the moment." Other times, positive emotional responses may have needed to be delayed until a more appropriate time to express them (e.g., with other teachers). The expected roles and behaviours of teachers may have also prompted teachers to be more reserved in their physical actions related to expressing their positive emotions, as interpretations of acceptable norms for teacher conduct may have influenced decisions. While crying and clapping for a student were considered acceptable actions in response to a student's success in band class, the teacher reported that standing up and cheering would not have been acceptable, though there was a desire to do so.

Clear, Focused Classroom Management. The sense that decision making was focused and clear served as another sub-theme pertaining to classroom management. Compared to the often chaotic nature of managing a classroom during negative events, positive events and their associated emotions of pride, appreciation, attentiveness, and happiness appeared to allow teachers' decision making to be, as one teacher put it, "focused and unclouded." One teacher, who had been tasked with doing an object to her whole school about the long-term effects of bullying, explained that her positive emotions inspired her with the clear goal of giving the students a new perspective regarding how their words and actions affect others. In this way, her positive emotions appeared to help guide the flow of her presentation. Similarly, a high school

learning centre teacher recounted how positive emotions helped her to be determined to help a student with autism spectrum disorder (ASD) realize that he could be successful and gain skills for independent living. By having clear decision making, the teacher was able to help the student defy his own expectations and initial reluctance to engage in a job placement program, which ended up encouraging the teacher, the student, and his family. Overall, the ability to focus and be immersed in the moment while achieving goals was clearly articulated as beneficial for the teachers that mentioned this sense of clarity during positive events.

Cyclical Engagement

In the positive moments of teaching or guiding their class through an activity, teachers highlighted how their emotions and student engagement allowed them to further engage with students. In turn, this created a loop in which teachers had energy to apply back into teaching, thus leading to further positive learning experiences by students (see Table 9). Because student engagement was a positive event, it allowed teachers to “feed off” students’ following along with the lessons, which teachers described as making it simpler to facilitate critical thinking for students. A resource teacher who shared a presentation on bullying with a Grade 6 class explained how student engagement and her associated emotions (e.g., happiness, gratefulness, excitement, pride, alert, inspired) affected her thought-action repertoire, as she explained, “My positive feelings about the class and their responses and engagement influenced my ability to respond to the students calmly and genuinely—fielding questions with honouring their feelings.” Another teacher, reflecting on the enthusiasm, determination, pride, and inspiration among other positive emotions, wrote about how these emotions related to nine-year-old students creating initiatives to affect positive change through a me-to-we group allowed her to further encourage the students and the rest of the school community:

The students recognized I was proud of them and their dedication. They were able to feed off my excitement for them and were encouraged as we discussed ideas to move forward. Like most children, they felt empowered when they knew an adult was happy for them. Their reactions made me want to pursue more of these projects with my students and inspired me to encourage more of these projects in the school. I was inspired to get more involved in extra curricular events within the school and more involved in bringing the school and community together.

Speed of Decision Making. The speed with which teachers were able to respond to students served as a sub-theme within the cycle of engagement positives emotions brought about. Teachers mentioned how their strong positive emotions allowed them to immediately praise and encourage their students. Another teacher explained, “When I’m so excited, my brain fires more quickly so I am able to engage students more through questioning and prompting,” which made an exploratory exercise in learning about finding the area of a circle especially successful for Grade 7 students.

Using Physical Expressions to Promote Engagement. Teachers’ emotions affected their expressions, body movements, and physical gestures towards students, which in turn were reflected back to teachers. For example, one teacher mentioned how her positive emotions led to more positive thoughts, including a relaxed state that she believed was evident to the student whose literacy skills had developed exponentially over the course of several weeks. More conducive learning environments, in which teachers can deliver a lesson plan that students receive well, were possible in part because of the ability of teachers to demonstrate their enthusiasm to students through their tone of voice and gesturing, which they believed were sensed by students and reflected back as a means of confirming the success of the activity.

Letting Students Take the Lead. Sometimes, students were so engaged that teachers expressed adapting a more passive role during these moments, leading to passivity in allowing students to take the lead be identified as sub-theme. When reflecting on this, multiple teachers commented that this passivity was atypical during a regular teaching day, but it was nonetheless what came up when asked to speak about a positive event that produced a strong emotional reaction. Teachers were able to “stand back” and observe, which appeared to provide a means of letting teachers witness the fruits of their labours. Additionally, it provided a means for them to witness stronger students assist students that were having more difficulty grasping the material. When students led the support being given, it also acted as a means of fostering what one teacher referred to as a “community of learners.”

Awareness and Reflection

Positive events and emotions led many teachers to be more aware of their role in the moment and to later reflect on their identity and competency as a teacher inspiring future generations. These positive feelings also inspired teachers to feel more confident in their own identities as teachers. One private school teacher described how her excitement, interest, and warmth at a young student’s failed attempt to count to one thousand during recess helped her to reflect on the gratitude she felt being able to be a teacher at that school simply because the moment captured the innocence of childhood in a lighthearted and rather silly manner. A Grade Primary public school teacher described how receiving praise from a parent over her management of their student’s difficult-to-manage oppositional behaviours buoyed her confidence as a first-year teacher, enabling her to believe in herself and her abilities. In another instance, a classroom teacher that was switching roles to become a school guidance counsellor felt joy, appreciation, and surprise from the comments she received from students stating they

would miss her and the rapport she had developed with them. Her positive emotions helped validate her sense of being a successful teacher. Another teacher attributed her excitement with class engagement to making her feel like a better teacher. Together, these examples illustrate how positive emotions helped teachers in framing their roles as difference makers in students' lives, while further examples can be found in teachers' quotations in Table 10.

Reaffirming Belief in Students' Capabilities. Besides increasing their own feelings of competence as teachers, positive events and emotions, particularly inspiration and pride in student accomplishment, made teachers consider the successes their students could achieve. For example, one high school English teacher had helped a student who claimed she did not read discover a passion for literature over the course of four weeks. The student's success after previous failures led her to realize that "the impact I made on her has reinforced my belief that every kid can be reader." Similarly, a private school teacher's witnessing of two students' singing inspired her to reflect on the students' "bright futures and how they would impact the world in a positive way." Seeing students succeed appeared to make teachers feel hopeful for what students could accomplish for future generations. One teacher, reflecting on a student who was terminally ill but still wished to spend some of her last days with her classmates, who reacted with compassion and care, mentioned how this experience changed her view:

The children showed me what humanity looked like. I was able to live it with them. It was so beautiful. My emotions drove the experience. Due to my emotional response to this experience, I became a kinder person. I saw a new reality to what a classroom could be.

Countering Self-Doubts and Criticisms. Teachers mentioned how positive emotions helped to counteract negative thinking patterns involving self-doubt or self-criticism. For

example, a music teacher described how his students' unexpected success helped him to feel confident in his abilities while negating feelings of doubt about his qualifications for his position:

As a teacher, I often feel like I have "imposter" syndrome, and who am I to be teaching kids about music when I feel like I am not the best musician that I could be myself. These experiences validate that I am good at what I do, and that "my kids" are developing a passion for music.

Similarly, struggles with self confidence for a teacher who taught a student with behavioural issues related to ADHD and ASD were diminished after she received an e-mail from the student's parents praising her for the role she played in helping the student progress:

This e-mail came at a very opportune time. I suffer from a lack of self-confidence and insecurity and had made a decision to work on these issues. So, this e-mail was well timed in order to affirm that I am a good teacher and I am making a difference. It is helping me fight my negative thoughts of myself.

Overall, positive emotions helped increase teachers' self efficacy. This appeared to be particularly true for teachers who had been experiencing doubts about their abilities. To feel appreciated, encouraged, or proud while navigating the often difficult day-to-day life of teaching thus seemed to provide a boost for teachers while spurring them to keep aspiring to their goals.

Ongoing Positivity

The positive emotions teachers reported were not limited to the moments during which they initially were experienced. Instead, positive emotions lingered, contributing not only to teachers' positive views of themselves as their own competency as mentioned in the previous theme, but also to a generally positive outlook towards their students and daily tasks (see Table 11). Some of these positive emotions were still having an effect on teachers many years after the

events first occurred and the emotions were first experienced. For example, receiving compliments made the drudgery of everyday tasks simpler, while positive emotions made for a more positive outlook on life in general. One teacher, describing her excitement and wonder during her Grade 6 class's egg hatching project, explained how her thoughts as a whole were more positive during that time, likening her mood to walking with a spring in her step. A music teacher commented how his emotions caused memories to remain stronger for a long period. With a sense of accomplishment over the success of a Grades 3 and 4 math lesson, another teacher explained how her emotions affected her attitude toward the rest of the day, future decisions, and her desire for excellence:

I was able to be in a better mood to carry out the rest of the day and respond appropriately to the events that followed. Having a positive experience encourages me to continue to strive to do my best and give my all in all aspects of my teaching career.

Rewarding. Teachers framed their positive emotions in response to student success as natural in that it was the appropriate response to pedagogical goals being met. Positivity, while associated with alertness and absorption in the positive events as they occurred, also allowed teachers to be in a state of feeling more relaxed.

The emotional reaction felt natural. As stress leaves the body and relief floods in, one is free to relax and soak up the moment. It is the climax of the movie, the plateau of reaching the mountain top, the visceral reaction to childbirth—it is life. The emotional reaction was from seeing the students succeed on their own and through the opportunity I had provided them.

Besides feeling natural, teachers reported being able to accomplish more goals and complete more tasks with students because of the pride, connection, and optimism teachers felt. The

ongoing positivity also contributed to the enhancement of rapport with students. Teachers experienced pleasure from student success and were determined to bring about more success, as it was framed as a rewarding feeling for them.

Erasing Anxiety Leading Up to the Event. Teachers identified that their positive emotions were not always immediate. In some cases, they had been expecting a difficult situation to arise or for goals to not be met, but they expressed being pleasantly surprised when events were successful. Witnessing positive responses from students also prompted teachers to sometimes adjust their approach to how to proceed with the task being completed (e.g., by spending more time than originally planned due to the positive reception by students). This made teachers less anxious and more comfortable with what they were doing, especially with tasks that were new or otherwise unfamiliar with a specific group of students. Together, positive emotions alleviated anxiety and other negative feelings preceding events while creating a more positive outlook that appeared to shape future aspirations and be fondly remembered.

Opportunities for Upward Extension

When experiencing positive emotions, teachers cited these feelings as motivating factors to accomplish more and extend, expand, and build upon learning opportunities for themselves, students, and sometimes their entire schools/communities (see Table 12). Positive emotions appeared to open new perspectives towards educational practice. This spurred teachers to want to provide their students with more ways in which to deeply learn material rather than merely covering it at a surface level, ensuring students had the best understanding they could of a topic. For example, the subjective feeling of success that accompanied the determination, enthusiasm, and excitement of a student overcoming difficulties with math led one teacher to comment:

When I feel I'm doing a good job, I am inspired to work harder. I looked for other ways to also support this student. To build on what she could do. I felt inspired to search for better supports or practices for her.

Having experienced positive emotions, teachers also mentioned being inspired to do more to empower disadvantaged students. Rather than simply be satisfied with having accomplished the task at hand, teachers viewed student success as motivation for addressing inequality. An upper elementary (i.e., Grades 4 to 6) teacher expressed such sentiments for students with reading disabilities, as she recognized that the challenges a technology program she had used to help alleviate reading issues extended far beyond the small group with which she had worked:

As much as I experienced my positive emotional reactions to see these students embrace and use the technology for anticipated success, I realized more broadly that within our school system, there are many other students who are not accessing this option / program. Inequality exists. This experience allowed me to empower these students and help them take control over their own learning. I was encouraged in my practice and felt affirmed in what I was doing. The positive feedback was rewarding from the parents and my observations with the students.

Besides extending educational opportunities, teachers also mentioned extending learning when it came to social and peer issues, such as racism, gender roles, and bullying. Through conversations, object lessons, and analysis of texts, these issues were addressed. Cultural practices related to sharing Indigenous history were also taught in a manner in which the goal was to extend topics like reconciliation to students so that they could be active participants in it rather than simply learning of it. Fostering independent thought and problem-solving skills to

analyze these important issues was a key goal of teachers' programming that they appeared to be more driven to do when experiencing positive emotions during these lessons with students.

What Everyday Moments in Teaching Do Teachers Describe as Negative?

Before discussing the perceived effects of negative emotions on teachers' thought-action repertoires, it is vital to first focus on the negative events themselves in order to help contextualize the decisions made surrounding them. Teachers were also able to describe a number of negative events they had experienced. The major themes of these negative events involved threats to physical safety, student misbehaviour, lack of administrative and parent support, trauma, and misalignment between expected and actual outcomes (see Figure 3). Importantly, these negative events are not mutually exclusive. For example, teachers who mentioned threats to physical safety as a negative event sometimes also mentioned a perceived lack of support from administration during the safety threat. Compared to positive events, only one teacher reported being able to more readily think of an example of a negative event (e.g., "Funny how this was much easier to think of"), while another commented about their relative obscurity (i.e., "I am surprised to notice that there is very little that I see as negative...").

Threats to Physical Safety

A commonly identified negative event involved having the physical safety of students and other staff put at risk due to dangerous problem behaviours from students (see Table 13). These moments often also threatened the physical safety of the teacher reporting the negative event as well. Reports of physical and verbal threats occurred with students ranging from early elementary (i.e., Grades Primary to 3) to high school. Besides incidences requiring non-violent crisis intervention (NVCII), concerns also related to times during which students were sick or injured. In cases in which students were ill (e.g., a student fainting or collapsing), uncertainty

about the seriousness of the student's health issues appeared to contribute to the event being labelled as a negative one. Reactions to threats to student safety typically involved taking swift action to follow protocols in protecting either the student engaging in the behaviour or the rest of the class. In some circumstances, teachers were aware of physical aggression or violence, but their responsibility was to occupy the class while other staff dealt with the safety issue itself.

Student Misbehaviour

Another commonly cited negative event involved students who misbehaved by violating rules or disrupting learning experiences for themselves and the rest of the class of which they were a part. Some of these rule violations occurred overtly during class field trips (e.g., a student bringing snacks and talking while at a play) or lessons (e.g., a student screaming while the teacher attempted to teach), while others were more covert (e.g., not listening or engaging in a lesson). Rule violations and acts of relational aggression were also mentioned. While rule violations could be considered acts like refusing to comply with instructions or distracting other students by yelling, relational aggression involved students not using appropriate social-emotional skills when dealing with or creating conflict with their peers. Defiant behaviour from students undermined teacher's authority and appeared to make all aspects of instruction more difficult for them. One resource teacher described the difficulty of not only managing one student's misbehaviour but also the effect the behaviour can have on other students, as it can disturb them as well and create further emotional and behavioural conflict. Quoted examples discussing student misbehaviour appear in Table 14.

Lack of Support From Administration, the Curriculum, and Parents

A perceived lack of support for teachers served as another one of the themes regarding negative events (see Table 15). The lack of support related to whose support was being withheld,

namely that of either school administrators or students' parents. In some cases, teachers wrote about not only feeling a lack of support but also feeling opposed by administration or parents, writing about them in adversarial terms. Importantly, multiple teachers mentioned negative events in which administrative support was given and commented that this support was appreciated. Nevertheless, a perceived lack of support still predominated in comments about administration's role in negative events.

Lack of support from administrative staff (e.g., principals) was discussed at both the classroom and district level. While some sensed a lack of support with specific classroom issues like students in need of NVCI, others discussed district-level decisions, such as the process of determining teaching assignments during the early spring each year. Supervisors were also sometimes described as unsupportive or harassing, failing to provide the proper guidance during negative events. Being limited in what constituted an appropriate field trip was another reported negative event that made a teacher's relationship with her class suffer, as the positive expectations she set for her class were squashed by administration's decisions, but the blame was placed on her as the teacher by the class.

Limits of Physical Space for Teaching. The classroom serves not only as place of instruction but as the office space of teachers. One teacher commented on being frustrated with perceived disrespectfulness due to school materials becoming cluttered in her space. Besides the practical concerns of making teaching more difficult, this action appeared to make the teacher indicate that she felt as if her input did not matter either. In this way, lack of support stemmed not only from inadequate interventions for students with behavioural needs but also from a lack of structural supports (i.e., adequate space in which to effectively teach and manage a

classroom), again indicating problems created in the classroom setting from a top-down decision at the administrative level.

Frustration With the Curriculum. Frustration with a lack of support from administration could also be tied to curricular demands and limitations put in place by district administration and enforced by local administration. Some teachers expressed that curriculum requirements made aspects of teaching more difficult. This also included certain aspects of Nova Scotia's Inclusive Education policy, as some teachers lamented that they lacked the necessary support or training to be equipped to handle certain student behaviours or learning needs. While being required to include all students in learning was also mentioned as a positive factor during some of the positive events, one teacher mentioned "the continual erosion of one's determination, something which is sapped by the lack of motivation seen in the demeanor of students," as a result of curricular requirements surrounding inclusion. He described it as follows:

When my students realize that the skills/knowledge I am imparting is and will be useful to them, it is thoroughly invigorating and inspiring to me, something which drives my teaching to a higher level. This happens often enough but the dumbing down of most curriculum due to the implementation of inclusion, effectively forcing everyone to lower their goals for the class as a whole; it is fast disappearing. This trend, seemingly unstoppable, creates an atmosphere whereby any course which needs to challenge students is avoided by most students because they can always find an option to real learning. Teachers are well aware that they are coddling to survive rather than building character and seeking to help them mature.

Students themselves also voiced frustration with the curriculum they were being taught, as one teacher shared about a Grade 10 class reflecting on the demand to get good grades

usurping opportunities to genuinely learn or deepen their friendships with others. The students' perspectives appeared to validate the teacher's unspoken frustration with the curriculum and its failure to serve the best interests of the students despite the efforts of the teacher to have a classroom that encouraged deep learning, curiosity, and critical thinking.

Lack of Support From Parents. Teachers also reported feeling a lack of appreciation from parents. Unsupportive parents tended to question the decisions teachers made either regarding their instructional methods or disciplinary procedures. In some circumstances, events that were already marred by negative emotionality (e.g., frustration occurring with a student's refusal to listen or follow rules) were then amplified by addressing these concerns with parents. For example, one teacher described an angry response from a parent regarding the teacher's attempt to support a student taking French immersion. The souring of the relationship with the parent appeared to only make the teacher's efforts to support the student more difficult.

A lack of parental support was also clear in cases in which parents had unrealistic or misinformed ideas about what a teacher's conduct had been or what their role was. One teacher lamented the combined lack of support from school administration and parents after admonishing a student in French during a field trip, as the comment the teacher made was decontextualized and led to disciplinary actions. Rather than being met with understanding, the teacher perceived herself as being judged as guilty without the facts of the matter being considered, as the parents and administration went beyond even the student's initial objections in punishing the teacher. The teacher had to continue with the ordeal as a conflict among herself, the student's parents, and the school administration long after the student had already seen the issue as resolved, as she commented that he likely did not even remember what the issue was about when she was forced to apologize. Concerning a lack of understanding of roles, a resource teacher mentioned

frustration from parents that had expected her to “fix” their child rather than realizing the role of resource teachers in providing compensatory devices and strategies for reaching educational outcomes.

Traumatic Events

Sometimes, teachers reported negative events involving trauma, such as the death of a student or another member of the school’s community (e.g., a parent). These traumatic events led to teachers reporting strong feelings of being alert, attentive, and strong, but also overwhelmed, confused, distressed, frustrated, sad, worried, and upset. Despite its hardships, traumatic events appeared to contribute to changes in teachers and their relationship with students. For example, a class crying together about the loss of one of their own classmates created a lasting bond of sadness for one teacher. Another teacher mentioned how multiple parental deaths within her class changed her view of herself. Students were seen beyond their role as students due to the experience of seeing a child have to deal with the trauma of losing a parent to cancer or suicide. Table 16 provides quotations from teachers discussing traumatic events.

Misalignment Between Expectations and Outcomes

The last major theme identified with negative events involved instances in which teachers’ goals for an event were not met or dissatisfied, as the outcome or actual events that transpired fell below their expectations (see Table 17). In most circumstances, this involved either student disengagement from tasks or complaints from students about the event. As a Grade 10 teacher teaching a multi-media class pointed out, students may not always appreciate the time and effort that go into planning the activities that take place during class. The negative reactions to these events served to undermine teachers’ confidence in themselves as capable teachers able to instil a love for learning in their students. Another teacher indicated that this issue may have

been more problematic early in his teaching career, which may be indicative that the expectations for how events will go may take experience to realistically establish, as practice with using certain techniques and lessons may help teachers prepare for student reactions to these methods.

Besides disengagement from students actively ignoring (e.g., through chatter) teachers' lessons, there were also instances in which teachers' plans for the goals of a lesson were met with unforeseen negatively interpreted consequences. For example, one Grade 9 teacher commented that a video intended to educate on topics related to gender identity ended up spurring discussions denouncing the very ideas the video was promoting. In turn, one student's comment garnered support from other students in the class, making the likely opposite intentions of the use of the video come about and evidently disappointing and shocking the teacher.

What Role Do Teachers Believe Negative Everyday Emotions Play in Their Decision-Making Processes?

From the negative events and associated emotions teachers described, three themes were identified (see Figure 4). Each is discussed in sequence. The excerpt below and the negative event associated with it captures each of these identified themes dealing with incongruence between experienced and expressed emotions, the lasting effect of the emotions beyond the duration of the event itself, and a narrowing of goal-oriented behaviour:

My care and concern for the other students was paramount. Pure panic inside, strong calm on the outside. This kind of situation forces you to act, and act quickly...who has time to think? I am sure my emotions are protective. In the moment, chaos-control drove my actions.

The teacher in this situation had to quickly react to a Grade 1 student's screaming and throwing objects around the room by attempting to calm the student, but focus on the lesson plan was interrupted for the rest of the day. The teacher became preoccupied with calming the rest of the class in her attempt to control a chaotic environment while not allowing her own experienced emotions to influence student reactions to the event. In this way, the teacher was engaged in meeting multiple demands, many of which went beyond curricular outcomes, while quickly needing to decide the best course of action to take for all parties involved in the situation. These processes were involved in most of the negative events teachers described, with the need to suppress negative emotions being one of the most often mentioned behaviours occurring during negative events in the classroom.

Expressed and Experienced Emotional Incongruence

When experiencing negative emotions, teachers often described consciously putting forth an effort to avoid having their felt emotions be their expressed emotions towards students or parents. Teachers mentioned the effort that was needed to either suppress their truly felt emotions or convey different emotions (i.e., as opposed to displaying a more neutral affect). Typically, the expressed emotions were described as being more helpful in the moment, as teachers appeared to figure that the emotions they conveyed could be reflected by students. This description was especially used with negative events involving threats to physical safety. When the negative emotions were too difficult to keep discrete, environmental adjustments were sometimes made to accommodate the teacher's felt and expressed emotions while minimizing student exposure to these emotions (e.g., by going to the back of the room to cry while students work independently). In other circumstances, teachers mentioned delaying the display of their felt emotions until being able to retreat to a safer space to do so, such as by having another

teacher or administrator take over managing their class while going to a breakroom or teacher's lounge. Quotations exemplifying the theme of expressed and experienced emotional incongruence can be seen in Table 18.

The Struggle to Conceal Negative Emotions. Even with the efforts to conceal their felt emotions during negative events, some teachers commented that their emotions definitely did affect thought-action repertoires. One teacher described how negative emotions led to negative thinking, which influenced the physiological response the teacher gave to the rest of the class (e.g., feelings of nervousness leading to thoughts about being nervous and then physically shaking). The struggle to keep a calm voice was also mentioned by another teacher. Failure to conceal felt negative emotions was viewed negatively by some teachers, as shame associated with allowing these emotions to negatively influence teaching (e.g., by being short-tempered or “snapping” at students). Concealing negative emotions becomes even more difficult when other students become visibly upset by the events transpiring (e.g., feeling scared due to a physical altercation between other students).

Wishing Students Understood. While the desire to avoid conveying negative emotions is often part of an effort to keep students from reflecting the same emotions, teachers also described sometimes wishing students understood the emotions the teachers were experiencing (e.g., if students could understand the teacher's level of frustration) in order to help them understand or modify inappropriate behaviour. For example, one teacher described how her Grade 5 students had engaged in a “game” in which the goal was to make other students cry. This was an ongoing issue that had already been addressed through conversations to the class, restorative circles among the class, consequences for engaging in the behaviour, administrative and guidance involvement, and even involvement from community partners (e.g., the RCMP).

While trying to teach, a boy in the class delivered another insult to one of the students in the class, which brought the teacher to tears. While this overt display of emotions would have been typically avoided, the teacher's tears served as the impetus to cease the class's derisive comments towards each other in the moment. The teacher attributed the end of this inappropriate behaviour to her emotional response, which sent the message to students that their comments not only hurt other students but also her as their teacher.

Roles and Responsibilities. Besides emotional incongruence, teachers expressed aligning their expressed emotions with their roles. One teacher described using mostly positive emotions (e.g., active, determined, attentive, alert, strong) when dealing with a student who was using a piece of equipment unsafely and initially refused to listen when called upon by the teacher. This teacher expressed feeling justified in her course of action in how she dealt with the student's misbehaviour. Times during which emotions were matched to different roles stood out as noticeable to teachers as well, as demonstrated by a teacher who had two students lose a parent in the same school year. While she felt traumatized, sad, scared, and overwhelmed about the event, she also felt strong and attentive during this event, as her approach to dealing with the traumatized students and class become more like a role of a parent than that of a teacher. While teachers normally are expected to conduct themselves within certain expectations and norms, this traumatic event blurred the lines for the teacher, as she mentioned that her "emotions helped me cross traditional barriers that separated my classroom from my students' issues."

Lasting Effect on Pedagogy

Negative events, like positive events, were described as having a lasting effect that went far beyond the event as it occurred (see Table 19). Teachers described how negative events affected their outlook for the duration of the day, week, months, and even years of their teaching

practices. The effect of having negative emotions did not end with the conclusion of the event or the ringing of the class bell. Future interactions with students, parents, and staff were all affected depending on the type of negative event (e.g., negative emotions from admonishment from an administrative member affected future interactions with administrations and policies within the classroom, whereas negative emotions with a certain class sometimes were reported as only affecting interactions with that class). Experiencing negative events also prompted self-doubt in teachers' abilities in either the specific area in which the negative event occurred (e.g., interacting with parents; controlling student behaviour) or more broadly (e.g., feeling poorly about all teacher-related decision making). Besides affecting pedagogy, teachers mentioned negative emotions' effect on relationships with family and friends. These negative emotions sometimes led teachers to perceive themselves as failures. Persevering through the rest of the day after a negative event appeared to make negative emotions fester longer, as teachers sometimes could not adequately address these feelings during the events which prompted them. Instead, the burden of these emotions was described as being fully expressed and felt at a later time. Besides shaping teachers' confidence in their pedagogy, these negative emotions affected teachers' thoughts about themselves as a whole.

Teachers also mentioned the ongoing effect of negative events and emotions on their mental and physical health. One teacher recounted having been physically assaulted by a student. The teacher had already been stressed about having the student in her class due to the student's past record of engaging in violent outbursts. The teacher emphasized that this experience tainted her mental health for months afterwards, describing the assault as putting her in a depressed mood. Fear for her life predominated in the moment but affected her ability to be decisive for some time after.

Feeling More Limited in Actions

While teachers did not always overtly identify having more limited thought-action repertoires, their responses indicated that this was so (see Table 20). A flight-fight-freeze response encompassed decision making, leading to either intense focus or a loss of concentration entirely. Actions especially seemed limited during negative events related to threats to physical safety, as maintaining student safety become the top priority. One teacher described how she went into a fight-or-flight response after being bit by a Grade 4 student with significant behavioural needs. Quick, decisive action was spoken about using terms like “adrenaline,” “survival,” and “out of my control.” Decisions were described as being made without thought or instinctively (i.e., without consciously thinking about what course of action to take), while others mentioned acting based on previous training or experiences related to the situation. Sometimes, decisions were spoken about as if they were the only tenable option to the teacher during the moment, such as a teacher who described being “rooted” in her position when dealing with a student’s misbehaviour, language which indicates other options were not being given substantial consideration. Teachers also simultaneously described being either very focused or not being able to concentrate depending on the situation, which could be likened to the freeze response in addition to fight-or-flight.

One of the most salient examples of feeling more limited in courses of action was a teacher whose student physically assaulted an educational assistant (EA) after recess. While the teacher was tasked with multiple demands during this event, including getting updates from the classroom, keeping students occupied, managing student reactions, and notifying the principal, she described the difficulty in focusing and simply not wanting to let students become frightened if her emotions showed. She described her decision-making abilities as being “disabled” at the

time, suggesting instinct took over during this traumatic event. Other times, freezing involved becoming quieter or acquiescing to less-than-ideal circumstances. In any event, negative emotions during these negative events clearly inhibited teachers' abilities to maintain classroom management and continue with teaching. While some teachers described using negative emotions and feelings of alertness and attentiveness as a catalyst for being supportive for students during a difficult time (e.g., following the death of students' parents), events involving frustration were more associated with disengagement or mirrored hostility towards students (e.g., following abysmal student reaction to planned activities).

While teachers were often limited and had to act quickly when experiencing negative emotions, especially in contexts involving immediate threats to safety or the well-being of students, there were a few instances in which teachers described experiencing negative emotions but carefully navigating their resulting thoughts and actions. One teacher described using strategies to calm down before speaking with a behaviourally disruptive student whose comments were self-deprecating and disturbing to the rest of the class. This approach also allowed the teacher to regulate her emotional response so that the student's response could be handled without escalating the situation further. Likewise, another teacher mentioned taking time to contemplate courses of action after a student she was working with tore up his papers and made a comment about killing himself. The time taken to contemplate what to do following these negative emotions and events should be contextualized with teachers' desires to display socially sanctioned emotional responses in helping to regulate their own and students' emotions and behaviour, as these were circumstances in which achieving such longer-term goals for classroom management may have been more possible than during negative events that were immediately threatening (such as physical altercations).

Discussion

The current study sought to answer four research questions: What everyday moments in teaching do teachers describe as positive? What role do teachers believe positive everyday emotions play in their decision-making processes? What everyday moments in teaching do teachers describe as negative? What role do teachers believe negative everyday emotions play in their decision-making processes? This was accomplished by identifying themes from educators' open-ended responses on the EEQ – TF and PANAS about positive and negative events they had experienced while teaching, the emotions they felt during these events, and how their emotions reportedly affected their decision making. The identified themes relating to positive and negative events and the effect emotions had on decision-making processes provide insight into how emotions are integrated into teachers' daily activities and roles. Many of the identified themes fit well with theoretical research on emotions and decision making, particularly as they apply to teachers.

Several explanations exist as to why some teachers commented about generally experiencing more positive events and emotions compared to other teachers reporting negative experiences as more common. Teachers reporting more positive emotions may have higher levels of SEC, which has been linked to students' being more cooperative and on-task (Jennings & Greenberg, 2009) and thus more likely to exhibit behaviours teachers would be likely to report as promoting positive affect. The spiralling effects of daily positive emotions (Fredrickson & Joiner, 2018) may also have played a role in shaping teachers' overall views about their teaching experiences, leading to a more positive outlook in general. Alternatively, teachers' moods while filling out the questionnaire may have also led them to be more preoccupied with discussing negative versus positive events or vice versa, while incidental events like weather or current

stress levels could have also influenced teachers' reporting styles (Lerner et al., 2015; Waugh, 2020).

How Positive Emotions Influence Teacher Decision Making

In the present study, seven themes related to positive events and affect, namely class engagement, goal congruence, breakthroughs with challenging students, relationship building with students, moments of support and appreciation, students' use of social-emotional skills, and special events. In turn, the positive emotions experienced during these events influenced classroom management, led to a cycle of engagement with students, made teachers reflective, resulted in ongoing positivity, and created opportunities for extension. In most circumstances, these influences clearly led to decisions that were well received by teachers and students alike.

Several teachers in the present study commented on having generally positive emotions in the classroom, which was consistent with Frenzel et al.'s (2015) study that identified enjoyment as more common for teachers than either anger or anxiety. Consistent with Sezer and Can's (2020) identification of what leads to school happiness, teachers in the present study ascribed positivity to a conducive learning environment (as seen in the themes of class engagement, goal congruence, and breakthroughs with difficult students), social activities (special events), and school environment (administrative support and healthy student-teacher relationships). Teachers in the present study especially took pride in their relationships with students, which indicates that this is seen as a critically important part of their roles. Teachers' positivity with events that either met or exceeded expectations also mirrored research on teachers' evaluation of goal congruence (Becker et al., 2015). For example, Schutz's (2014) discussion of teachers' primary appraisals highlighted the positive affect resulting from teachers recognizing that an event is important and going well. Even more so, exceeded expectations

appeared to promote even more intense positive affect. Considering special events, while not directly comparable, Fredrickson and Branigan's (2005) linking of positive affect to desires to be active and outdoors is similar to teachers' comments reflecting positive affect associated with extracurricular events and activities. The special events themselves often occurred outdoors (or at least outside the classroom setting) and involved more activity—for both students and teachers—compared to the usual classroom setting, which may provide further support for the idea that positive emotions were associated with broadened desires to be active and learn through exploration.

Classroom management was paramount for teachers during both positive and negative events, but positive affect led teachers to be able to manage their classrooms in a controlled manner (e.g., ensuring each student had an opportunity to complete an activity) to maintain a positive atmosphere compared to the chaos associated with managing students during negative events, especially those relating to physical threats to safety. Teachers' need to sometimes restrain their emotional responses of joy at student success and maintain record keeping even during exciting moments reflected the internalized standards of behaviours teachers to which they adhere (Linnenbrook, 2006; Lloyd, 2019).

In this way, teachers may wish to let their actions reflect their positive feelings towards students or the situation occurring, but this must be done within certain parameters (Linnenbrook, 2006). Teachers in Aho et al.'s (2010) study mentioned that part of classroom management involved suppressing negative emotions that would disrupt management of their classes, but the present data suggest teachers also do this with positive emotions to ensure activities continue as planned and so that excitement between students and the teacher does not reach such a level that it impedes attainment of overall educational goals. Still, teachers'

descriptions of managing students while feeling positive emotions appeared to indicate that, even though they could not always physically express their emotions as much as they would like to, they were able to regulate their response in a way consistent with deep acting (Lavy & Eshet, 2018), as they recognized the positivity they felt but modified it to be expressed in a socially acceptable manner. Additionally, having a clear, focused approach during positive affect led to instances in which students were best able to learn the material they were being taught. Given that effective classroom management is associated with lower levels of burnout (Aloe et al., 2014), these moments of clear decision making would likely contribute to teachers having a more positive outlook towards their roles.

Cyclical engagement spurred deep learning in the classroom setting. Just as Zhang and Zhang (2013) reported positive instructor and student affect led to student engagement, teachers in the present study described how their positive affect during prompts, questions, and object lessons spurred students to engage, which then galvanized teachers to further engage students. Teachers' engagement with students served as a rewarding experience, which is consistent with its being tied to teacher self efficacy and job satisfaction (Collie et al., 2012). Teachers in past research have identified a teacher-centred approach in which the teacher is much more talkative than the class as a negative teaching quality (Kleinknecht & Schneider, 2013), making it unsurprising that teachers positively perceived students' taking the lead and allowed it to continue when it did take place in the current study. Teachers described being able to quickly foster engagement, and their monitoring of physical gestures and tone of voice can be thought of as parts of the information gathering and decision-structuring process outlined by Škėrienė and Augustinienė (2018).

The themes of reflection, ongoing positivity, and opportunities for extension each supported building facets of Fredrickson's (1998) broaden-and-build theory. Reflecting positively on one's role as a teacher boosted teachers' confidence in themselves and their students while also negating feelings of worry and anxiety, ultimately leading to resiliency. While resiliency has been linked to up-regulating via mesostriatal activation (Tabibnia, 2020), teachers appeared to find it rewarding when they could reflect on positive emotions that helped make a day, week, or school year easier to navigate. Being able to reflect on their value as teachers and their feelings of success and pride in students thus appeared to serve as a protective barrier against negative feelings associated with burnout (Gloria et al., 2013). Likewise, reflectively reviewing one's work and positive effect on students, sometimes ranging over decades, helped teachers to look beyond any current struggles or self-doubts. These effects of broadening and building complement Shukla et al.'s (2019) findings with broadening on the IGT, but in the present context, teachers' positive affect through reflectivity informed their pedagogy as a whole.

Teachers' responses also clearly support the upward spiral theory of positive lifestyle change (Fredrickson & Joiner, 2018) in which positive emotions accumulate biological and psychological resources over time, leading to further engagement with positive emotions. One teacher, discussing her decision making related to students creating a dramatic performance centred on their Indigenous culture, encapsulated the viewpoint of continually seeking to make decisions that would lead to further positive affect:

I'm of the belief that our emotions govern our actions; emotions are like the rudder on a boat. They steer us in the direction of actions that give us pleasure. Our feelings are extremely imbedded in the human spirit. My emotions govern a large majority of my

decisions. I tend to engage in actions that have proven to be positive in nature. Moreover, those where negative emotions were felt are actions that I avoid in my decision-making process.

While this teacher's description clearly illustrated the day-to-day aim of seeking positive emotions and making decisions to promote positive affect, it also reflected the same idea Immordino-Yang and Damasio (2007) wrote about referring to emotions as a rudder in the decision-making process. The theme of ongoing positivity aligned most with the upward spiral of positive emotions. In parallel to behaviours promoting continual health behaviours, which was a primary application of Fredrickson's (1998) broaden-and-build theory and Fredrickson and Joiner's (2018) upward spiral theory of positive lifestyle change, teachers in the present study mentioned how positive emotions had long-lasting positive effects on their pedagogical practices.

Consistent with the research literature (Guan & Jepsen, 2020; Travis et al., 2014), gratitude also played an important role for teachers. Teachers expressed gratitude at student accomplishments, but they also appreciated when they received recognition from students, parents, and administration. Given the emotional labour—including surface and deep acting—common to teaching, promoting a sense of gratitude is critical for protecting against teacher burnout and promoting job satisfaction (Guan & Jepsen, 2020). While teachers during moments of duress and frustration expressed wishing students understood how they felt, it appeared that gratitude at a later point in time helped teachers feel their efforts were worthwhile.

Overall, the opportunities for upward extension theme best characterized the broadening aspects of Fredrickson's (1998) broaden-and-build theory, as teachers' positive emotions at student success, engagement, use of social-emotional skills, and breakthroughs with challenging

students prompted them to want to extend learning both in the moment and into the future. Based on teachers' comments about student engagement during topics addressing social issues, it appears that students were also able to think broadly in the sense that they were able to take multiple perspectives while discussing complicated social and political issues. This is further supported by comments from other teachers that mentioned their own negative affect relating to students who did not think broadly when discussing a sensitive topic and only insisted on their view as the correct one without really considering alternative viewpoints.

Even during traumatic events, teachers sometimes described positive feelings of being alert, strong, and attentive. Teachers' descriptions indicated that these positive feelings not only helped them to navigate the situation, but they also served as a means of supporting vulnerable students. Supporting students during difficult circumstances was seen as the most important task a teacher could do. Teachers described how these events influenced them negatively in the short term (e.g., feeling badly for a student), but long-term effects were both positive and negative (e.g., seeing students come together to offer support following trauma; lingering effects of student loss on the school community as a whole). This aligns with Fredrickson's (1998) assertion that actions spurred by positive affect, such as being supportive of students, provide the solution to problems brought about by negative emotions. Rather than simply dwell on the feelings of sadness, anxiety, and loss associated with trauma, teachers tended to use the opportunity to support their class as best as they could.

Besides the aforementioned need to contain their joy so that its behavioural manifestation stayed within acceptable limits (Schutz, 2014), teachers in the present study did not mention using many ER strategies (e.g., reappraisal) during their experience of positive affect apart from regulating their enjoyment (i.e., so as to not get off task). The teachers largely reported

congruence between their expressed and felt emotions more during positive events in which goals were being met or exceeded. This was also consistent with the research literature, which links deep acting to enjoyment (Lee et al., 2016) and recognizes that positive emotions align well with teachers' expected emotions they are to display while on the job, which may reduce the need to regulate them in comparison to negative emotions (Lavy & Eshet, 2018). Thus, there was a relative absence of any behaviours that could be categorized as emotional labour as well during moments of positive affect, as teachers instead only spoke about their positive feelings helping them to appreciate student effort or using the positive moment to extend learning.

How Negative Emotions Influence Teacher Decision Making

In the present study, five themes related to negative events and affect. These included threats to physical safety, student misbehaviour, a perceived lack of support, traumatic events, and misalignments between expectations and outcomes. In turn, the negative emotions experienced during these events influenced teacher decision-making processes by leading to expressed and experienced emotional incongruence, leaving a lasting effect on pedagogy, and making teachers feel limited in terms of actions they could take.

The theme of expressed and experienced emotional incongruence can be informed by re-examining Lavy and Eshet's (2018) discussion of deep acting and surface acting. Most teachers referenced surface acting rather than deep acting when dealing with negative emotions, as evidenced by their stating that how they felt internally did not match up with their behavioural display of emotions with their class. Lavy and Eshet (2018) identified that increases in daily surface acting increased negative emotions while decreasing positive emotions. The present data support this notion, as teachers reported suppressing their negative emotions without modifying how they felt about the negative situation (e.g., saying that they felt anxious but did their best to

avoid expressing it). Given that teachers in Lavy and Eshet's (2018) study reporting higher levels of surface acting also reported higher levels of burnout and lower levels of job satisfaction, teachers' negative emotions in the present study likely contributed to making them feel less satisfied in their roles as educators.

The same buffering effects of positive emotions were mirrored with the lingering deleterious effects of negative affect. This was most evident in the theme of lasting effect on pedagogy from teachers' descriptions of negative affect and decision making. While Fredrickson (1998) highlighted the adaptive function of action during the experience of negative emotions, teachers that experienced negative emotions described how the negative affect they felt following unmet goals and student misbehaviour had long-term effects on their sense of efficacy as competent teachers. Teachers' identifications of the long-term effects of negative emotions suggest a corollary to Fredrickson and Joiner's (2018) upward spiral of positive change, one involving a downward spiral of negativity. That teachers identified feeling defeated, stressed, and overwhelmed indicates that negative affect was related to similar feelings reported by teachers experiencing burnout (De Stasio et al., 2017).

Teachers' identification during negative events that they felt limited in terms of what they could do is similar to participants in Kleinknecht and Schneider's (2013) study, as teachers may not only feel limited in their actions but also struggle to think of alternative measures that could have been taken, though this was not always the case. Instead, negative emotions were associated with teachers appearing to focus more on discussing how they desired administrative, student, and parental responses to be different. In other cases, teachers asserted that the limitations in actions they could were due to further training they would need to handle the situation. That teachers felt limited, either in their actions or strictly cognitively (e.g., only being able to think

about the physical wellbeing of an EA), aligns with Fredrickson's (1998) assertion of narrowed thought-action repertoires during negative affect.

Teachers' feelings of being limited during experiences of negative affect appears to support broaden-and-build theory's assertion that negative emotions are adaptive for survival (Fredrickson, 1998). The most support for this notion came from the fact that teachers most often identified feeling limited in circumstances involving threats to physical safety. In these circumstances, teachers reported being nearly exclusively focused on ensuring the protection and wellbeing of their students, meaning focus on instruction was compromised. The negative emotions associated with threats to physical safety were likely among the most hampering to teachers' jobs, as it required intense acts of emotional labour (e.g., acting as if the teacher was not afraid) while trying to handle the rest of their class, but teacher focus remained on safety. Philosophical changes to the manage-and-discipline model frequently used in Canadian schools (Armstrong, 2018) would help prevent some students from escalating to physical violence by ensuring a more conducive environment to their learning and behaviour needs, one that teaches skills and establishes appropriate levels of support. In such circumstances, implementing more effective measures to teach students to regulate their emotions, such as ensuring teachers have enough SEC (Jennings & Greenberg, 2009) to effectively mediate student-to-student conflict before it escalates (Oolup et al., 2015), would be another way to reduce the occurrence of physical safety threats.

Limitations

While the results of the present study are informative and valuable, limitations exist. As a survey-based measure, participants could only provide a limited amount of information regarding the emotions they experience while teaching and their effect on their thoughts or actions. Depth

of information was thus sacrificed in favour of breadth compared to standard qualitative methodology. Because convenience sampling was used in both of the original studies, certain characteristics that would distinguish participating educators from non-participants may exist. For example, the sample collected during a conference for public educators could have limited participation to the educators who are able to attend these meetings while limiting participation from others (e.g., educators with weekend family responsibilities). The survey method also asked participants to retroactively recall the positive and negative events they had experienced, which may have biased responses insofar as reported positive and negative events and their associated decision-making processes were told based on recollection rather than observation in the moment as the event unfolded. In this way, incidental influences at the time of reporting could have influenced what teachers described (Lerner et al., 2015). Furthermore, the method was limited to what teachers were comfortable sharing, as there may have been instances of strong positive or negative emotions that they felt were too sensitive to describe.

Implications and Future Directions

This study has provided a rich description and novel contribution to knowledge regarding the cognitive effects of teachers' workplace emotions upon decision making along with the positive and negative events they encounter while teaching. Knowledge generated from this study can facilitate teachers' self-awareness of their own everyday emotions, which could foster better learning environments for students. Similar to Frenzel et al.'s (2015) suggestion that education programs should teach students to use problem- and emotion-focused strategies to up-regulate enjoyment and down-regulate anger and anxiety, the present findings suggest teachers, in their education programs and practica, should also learn about how their emotions influence their decision-making capabilities and engage in problem-solving scenarios related to ER skills

they may need to use while teaching. For example, teaching education students about the long-term benefits of building positive psychological resources (Fredrickson & Joiner, 2018) through positive emotions like gratitude (Guan & Jepsen, 2020) may help them to use teaching practices that buffer against job-related stress and burnout (e.g., by keeping a journal of positive moments from throughout each teaching day to reflect on periodically). Helping teachers in training recognize the importance of a positive outlook, appropriate ER skills, and high levels of SEC as vital to effective teaching may also help them to use rather than avoid reflective frameworks because focusing more on these areas would help build them into teachers' ongoing approach to pedagogy (Lloyd, 2019).

Meanwhile, to fields like school psychology, this research emphasizes the importance of supporting teachers and their emotional well-being in order to foster a conducive learning environment for students. Having a better understanding of teachers' work demands can help ensure classroom recommendations are relevant to and supportive of teachers (i.e., making recommendations that are most likely to promote best decision-making processes for student learning). Furthermore, in a multi-tiered system of supports (MTSS) framework (Kilgus et al., 2015), school psychologists could act as a resource to support teachers' mental health and well-being through being available to implement cognitive-behavioural therapeutic techniques related to teachers' ER and problem-solving skills in classroom settings. A starting point would involve strengthening the relationship and understanding of roles between teachers and school psychologists so that teachers are aware of school psychologists' availability as a resource for themselves and not just their students. In this way, school psychologists would serve to strengthen teachers' psychological resources while also helping teachers learn and use ER skills that would be especially useful when working with students exhibiting challenging behaviours.

The work teachers do with students affected by various learning and behavioural needs (e.g., students with ADHD, ASD, learning disabilities) was an area that was mentioned with both strong positive and negative events. Some of the most positive emotions teachers experienced were a result of these students when they were able to overcome previous struggles to achieve a goal. Their desire to include these students, despite the struggles to include them at times, was consistent with the findings of Levins et al. (2005). Just as Levins et al. (2005) found that teachers' explicit attitudes were less positive and more negative towards students with social needs like ADHD, many of the negative comments teachers mentioned about student misbehaviour were characteristic of students struggling with inattentive, hyperactive, or impulsive behaviours. Again, Amstrong's (2018) discussion of philosophical changes to behaviour management is relevant. Educational efforts to help teachers re-frame problem behaviours as an underlying skills deficits due to a lack of support for student needs, rather than a within-child deficit, would allow teachers to reappraise how they respond to misbehaviour or academic struggles (Hirsh, 2014), which could lead to changes in experienced emotion (i.e., deep acting) as well. Ensuring students with academic challenges or problem behaviours receive evidence-based interventions (Kilgus et al., 2015) would assist with decreasing the occurrence of negative events involving misbehaviour or failure to reach goals, but it might assist with increasing instances of student success that boost their self-efficacy and resiliency.

Scager et al. (2017) identified that educators at a Dutch university faced dilemmas with maximizing academic challenge, as the desire to keep all students engaged had to be considered. Teachers in the present study similarly reported curricular challenges, as positive affect was ascribed to situations in which students succeeded academically or engaged deeply with the material, but there were also concerns that opportunities to see students succeed in this way were

becoming rarer due to diminished curricular demands. Meanwhile, while some teachers emphasized using inclusive practices, other teachers lamented that some students' needs were extremely difficult to meet, partly due to unrealistic expectations from parents or administration. Better outlining of roles and expectations, along with proper application of mental health supports within an MTSS framework (Kilgus et al., 2015), would likely help reduce these concerns. Promoting teacher autonomy might also help teachers in their appraisal of how to manage an inclusive classroom for all involved (Aho et al., 2010; De Stasio et al., 2017).

Teachers may also benefit from education to assist them with their approach to engaging students with controversial material (e.g., using *To Kill a Mockingbird* to discuss racism). Such discussions brought about many positive emotions when they were well received by students, but negative emotions occurred when efforts were unsuccessful (e.g., due to students' perceiving offence). This presented a dilemma similar to ones described by Sheppard and Lavy (2019) that American social studies teachers face in choosing what material to present and how to go about presenting it. A school marked by student and teacher SEC and relational closeness (Jennings & Greenberg, 2009) might help these important discussions take place in an appropriate manner. Helping students regulate their own emotions would also help (Hoffmann et al., 2020) ensure deep learning can take place.

While negative emotions serve an adaptive function (Fredrickson, 1998), their occurrence in the classroom setting appear to have negative consequences both short- (e.g., less focus or focus on tasks other than teaching) and long-term (e.g., lack of teaching self-efficacy as demonstrated in feelings of being a failure). Furthermore, the reduction of negative *events* in the classroom setting would be especially helpful in making teaching a more fulfilling task. As stress and negative emotions appear to be contagious within classroom settings (Oberle et al., 2016)

and contribute to burnout (De Stasio et al., 2017), efforts to support teacher ER is critical. More administrative support, particularly with students demonstrating challenging behaviours or physical violence and in the processing of emotions in the aftermath of these events for teachers, would help relieve some of the burden placed on teachers, while gratitude and respect (e.g., respecting teachers' classroom spaces, respecting their roles) from students, supervisors, and parents (Guan & Jepsen, 2020; Travis et al., 2014) could also increase teachers' positive affect by improving their relationships with these parties and making a healthier school environment (Sezer & Can, 2020) key to school happiness. This would also help build social and psychological resources for teachers (Fredrickson & Joiner, 2018), helping them to be resilient when difficult scenarios do arise. Nevertheless, in-service training specifically focused on helping teachers to understand ER and their primary and secondary appraisals of situations (Schutz, 2014) is critical, as teachers' perceptions and evaluations of classroom functioning appear to matter just as much as the classroom events themselves since many variables (e.g., individual student characteristics, curricular demands) are beyond the direct control of teachers (Linnenbrook, 2006; Lloyd, 2019).

By up-regulating the positive (Tabibnia, 2020), teachers can experience positive emotions that boost their psychological resources while contributing to a more conducive learning environment for students, leading to a cycle of positivity similar to that described by Fredrickson and Joiner (2018). Conversely, accumulating negative emotions and experiences can lead to spiralling, burnout, and lower job satisfaction (Lavy & Eshet, 2018). The present study has demonstrated that teachers view their positive and negative emotions as having long-lasting effects on their sense of efficacy as teachers and role models to students, meaning the building of positive resources would serve to help teachers immediately and for years to come.

Future research may wish to incorporate students' perspectives on the same classroom processes and events to investigate their decision making and affect regarding positive and negative events. Likewise, qualitatively examining the same processes with one teacher over multiple timepoints (e.g., using interpretive phenomenological analysis) would provide longitudinal evidence of emotions' effects on decision-making processes while giving enough time for a teacher to become more comfortable with sharing about these influences shape their social world (Smith & Osborne, 2003). Using video-based methodology to review pedagogical practices would also avoid some of the recall biases that may have affected data in the present study, while filming over multiple time segments would help establish rapport and at least partly eliminate reluctance to describe one's own emotions while teaching (Kleinknecht & Schneider, 2013).

In conclusion, the present study has demonstrated that teachers experience positive and negative emotions that contribute to decision making in a manner consistent with Fredrickson's (1998) broaden-and-build theory and upward spiral of positive emotions (Fredrickson & Joiner, 2018). Positive emotions influence desires to continually manage class behaviour, foster a cycle of engagement, and extend learning opportunities for all. Positive emotions also contribute to ongoing reflection and positivity for teachers—as the benefits of positive emotions like joy, gratitude, and happiness extend long beyond the moment in which they occur and contribute to further occurrences of such positive emotions. On the other hand, negative emotions contribute to decision making in which there is incongruence between teachers' expressed and experienced emotions (via suppression), and teachers report having more limited thought-action repertoires, as focus shifts from teaching to whatever has prompted negative emotions. In many circumstances, these negative emotions have a long-lasting effect on teachers' pedagogy, as they

may feel frustrated, defeated, deflated, or ineffective in their roles. By improving teachers' ER and emotional labour skills while providing more opportunities for teachers to experience positive affect that that was identified with better classroom management, a learning environment in which positive experiences are maximized is more possible. Teachers, students, and the school community as a whole can benefit tremendously from using positive emotions to extend learning, thus creating more opportunities for positive affect and the building of long-term social and psychological resources.

Table 1

Excerpts From Theme of Class Engagement

The whole class got involved, and we discussed women, men, gender, and norms in a respectful, funny, and engaged way—it felt natural and so productive.

A student who tended to be challenging and disengaged got up from his table group and started walking around the classroom saying "John Thompson? John Sparrow? David Thompson? Who's studying him?" Another student a bit confused said, "Me, why?" and the boy said, "Because my guy only got to be Prime Minister because your guy died. How did he die?" The girl proceeded to explain how "It's actually kind of cool--he had a heart attack in Windsor Castle, and they painted a Navy ship black to bring his body back to Canada." It was one of the coolest moments as a teacher to see the engagement, interaction, and learning from one another.

Students were participating in an exploratory lesson on Area of a Circle, the activity involved several stations where students develop an understanding of various ways to determine the area of a circle. As the activity wrapped up, students discovered that each station brought a similar answer, at which point we talked about our discoveries and the formula. This event made me proud as students created connections and "light bulbs went off." When students have that "aha!" moment, it creates an exciting environment where we all can learn. Students make comments such as, "Oh, this makes sense," "The numbers are pretty much the same," "We can get the same answers all these ways?"

I worked with a group of students for a public speaking event. It was a competition, and the students worked together. The students learned a new skill, worked together, and the whole class was included in this activity. With a mixed ability class, it was great to come together for one activity where all could participate. I don't really remember how we placed. What I remember is the pride I felt & how proud the students were as well.

I was giving a presentation on bullying to our Grade 6 class. This is a very diverse groups of students with many needs and challenging behaviours. The talk took 30 min. The students were 100% engaged, you could hear a pin drop! It was rewarding personally too that my choice of topic and approach were so successful! I came away feeling really pleased and happy.

We had an Indigenous support person in our school doing a presentation to all students. She covered a numbers of topics around drumming, customs, and dance. At the end of the session, she showed the students how to do "jingle dancing." There were 23 students in the class, and all of them got up and tried to jingle dance. I was overcome with how they embraced all of her ideas and had never seen a whole class risk take at the same time.

This year I was in the position of literacy mentor. I went into a classroom to model a lesson in reading using the workshop model. The students were quiet and were not easily engaged. It was evident they were not used to talking with each other. My mini-lessons over the course of the week included, how to pick a just right book, different genres, what does real vs. fake reading look like, feel like, making connections, etc. I also organized the classroom library so it was more easily navigated by students. I met with each student to help them find books they actually could and wanted to read. As the week progressed, I became aware that the kids were referring to me as the book whisperer. This was the highest compliment I could receive from them.

When reading aloud *Fatty Legs* to Grade 3/4 class, a student interrupted me, enraged and passionate, declaring we have to work together to stop residential schools, ready to gather peers to rally against government. We had a robust discussion with 8- & 9-year-olds about how reparations may be made to work toward reconciliation with Indigenous people. All students were actively engaged in learning about reconciliation and Indigenous history / current events throughout the year and in their futures.

One day, while my students were in the process of working on their science fair projects, I was struck by the fact that they were all actively engaged in working on their projects and working at a level that they wouldn't have been able to do previously. Realizing that I had been able to give them the tools they needed and that they were actually excited to work on it was overwhelming in the best way.

Table 2

Excerpts From Theme of Goal Congruence

There have been countless positive events while in class too! Specifically "AHA" moments when the concept clicks for students. :)

At the end of term, we do a presentation that we call Fair. I was so amazed by all my students. They did such a wonderful job and learned so much, and I was so proud of each of them. They spoke confidently and produced amazing work throughout the term. I felt they had such a deep understanding of the subject matter.

Teaching the new citizenship education 9 course, a colleague and I developed an activity to help students understand political parties and platform ideologies. The assignment involved assigning students to a political party, give them 3 questions to research as a member of their party to prepare for debate (illegible). The questions were: 1. How should Canada use its military? 2. Should cannabis be legalized? 3. What role should Canada play in protecting the environment? Students were given several days of class time to prepare. Each student was expected to speak during the final discussions. The research days were ticking along, and things did not "appear" to be going well. We had fears that this major assessment piece was going to fail with all four classes. The day of discussion came, and what we both witnessed was incredible. Students were much more prepared than we expected. Not only were they speaking knowledgeably but they were setting one another up for success. Stronger students introduced weaker students to help the "break into" discussion, they had planned comments and were all engaged in being a solid group!

Small group session (guidance) with Grade 2 students. They made "worry boxes" that they decorated. Then they wrote their worries on pieces of paper and crumpled them up and put them in the worry monsters' mouth. They were very honest & introspective about their fears/worries.

They had struggled with a challenging piece of music, and mere days before the concert, everything finally came together. The kids knew it. I knew it. One student said, "I never thought we could do it, but you told us we could, so we did!" It was one of those moments where you stand back, look at your students, and feel like a rock star. I call my students rock stars, because I truly believe that they are! As a teacher, I often feel like I have "imposter" syndrome, and who am I to be teaching kids about music when I feel like I am not the best musician that I could be myself. These experiences validate that I am good at what I do, and that "my kids" are developing a passion for music.

Students were participating in an exploratory lesson on Area of a Circle, the activity involved several stations where students develop an understanding of various ways to determine the area of a circle. As the activity wrapped up, students discovered that each station brought a similar answer, at which point we talked about our discoveries and the formula. This event made me proud as students created connections and "light bulbs went off." When students have that "aha!" moment, it creates an exciting environment where we all can learn. Students make comments such as "Oh, this makes sense," "The numbers are pretty much the same," "We can get the same answers all these ways?"

While they work (and enjoy) the math stations, I beam with love and excitement to see the student all work to challenge their own ideas. My weaker students, enjoy being able to participate while my stronger students expand their knowledge and attempt challenges.

I was working with a small group of students - Grade 9 - the rest of class was away on a Band Trip so we had gotten them all caught up, and we didn't want to start something new-curriculum-wise until the others returned. I was searching for something both fun (special) and school-related. I remembered that I had gotten a kit of coding microbits and decided to let them "play." Students who range from low academic to high academic strengths, very diverse experiences, and who would never seek out each other in a normal class were suddenly excited, sharing problem solving strategies and sharing successes. I was so proud of them for being willing to try, but also sad that this opportunity was so rare. They now ask to work together when they finish so they can continue to update their "codes" for their microbits—even now that the others have returned to class.

Teaching a group of Grade 10 students and giving them some parameters to complete a problem-solving task. The joy of watching them work together, come up with solutions, solve it in a different way than I even imagined. Really shows that strength in allowing students to use the skill set they have. They had to build the tallest free-standing structure with limited supplies. How they used the supplies. Makes me a better teacher.

I teach Primary (4-6 yr olds) and have many positive experiences in my teaching - probably daily! Hard to choose! There is one... I was teaching my kids about Terry Fox before we did our walk. For Grade Primary, I have to teach them who he is so they understand why they are doing a walk-a-thon. I also have to teach about his CANCER journey—hard topics for 5-year-olds, but they do get it. While watching one of the short videos about Terry, the kids commented on his prosthetic leg - (which I also need to teach them about!) One of my little guys piped right up, "My dad has a prosthetic leg!" His dad is an Afghanistan war veteran. He was so proud to share this, and he ended up being the one who taught the kids about what having a prosthetic leg meant! Also, kids were so empathetic regarding the whole Terry Fox story—they hugged me when I got emotional watching the video—they didn't complain when we did our long walk because Terry did it every day on 1 leg!

Lesson - whole school - each student was asked to crumple a piece of paper. They were then asked to "fix" it and make it completely smooth. They came to the conclusion that they couldn't. Led to lots of discussion about feelings surrounding bullying - damage/scarring lasts!

A sub-teacher was spending the morning with my group of preschoolers. At the end of her morning, she shared how amazed she was at how well my children played, interacted and spoke to each other. That is the complete goal of my program. To help children have strong social skills, the words to problem solve one-on-one, and how to play with others, and be strong, independent people.

Table 3

Excerpts From Theme of Breakthroughs With “Challenging” Students

During my 2nd year of teaching junior high band, there was one student in particular who did not achieve well in the classroom but in the music room he shone. He just got it. He was an inspiration to the rest of his band mates. His dedication in spite of his academic difficulties was truly inspiring. His other teachers told me of his increased confidence and willingness to try harder.

When working with a Primary student who was deaf. Close to the end of the year, she walked over to the word wall, read it, and used the appropriate sign. She then went to a classmate to read the word to her.

I was teaching a Grade 7 science class, and students (who volunteered) were assigned passages to read aloud in class. One particular student who has dyslexia was one of these students. He was struggling with one particular word and after several attempts got it right. The entire class was patient and allowed him the time he needed.

I showed/performed a demonstration in the Chemistry Lab for a class of at-risk students, many of whom had no real interest in the class/subject area. During the demo, the students were wowed and were so excited by it that they swore. Normally, they wouldn't have responded (in any way).

I had a student who at the beginning of the semester told me, "I don't read." I told her the same as I tell all my senior high English students –“You haven't found the right book.” Four weeks later during silent reading, she had tears running down her cheeks as she read her third novel in a month. I cried with her. She is now a literature major, writing children's books in her spare time.

I was working in my Grade One classroom with a small group of students who had been struggling with reading and writing and whom I had been working with for months to improve their literacy skills. One student finished reading a book with me, and when I assessed her running record, she had reached the grade-level benchmark. This student had made so much progress since we began working together that I actually cried I was so excited she had reached the benchmark.

In my classroom, while teaching a math lesson, I differentiated my lesson to be inclusive. Suddenly in response to a question, a hand went up which was answered and the correct answer given. The "goosebump moment" was that the response was from a non-verbal, non-speaking student with Down Syndrome. The Grade 1/2 class applauded her! I have tears just writing this! I've had worked sooo hard with this student and here what a marvelous moment. Then the student jumped up and hugged me. Oh, the tears and clapping and smiles. THAT is why I teach!

What I came up with is a student I have worked with over the past 7 years. When I first met this student she had major behavioural and social issues. She was spending most, if not all of her days in the learning centre. Now, 7 years later, she no longer requires visits to the learning centre. She has come so far with programming that was put in place. She is now moving onto gr. 7 and has put most of her struggles behind her.

I teach early literacy to Grade 1 and 2 struggling students. On Friday, one of my students who refused to write a word in his classroom from Sept-March, excitedly wrote a letter to his teddy bear, confidently using sight words, slowly stretching out words. After completing his letter, he smiled and asked to have his picture taken and if I could send it to my supervisor because she would be so proud. Watching a student struggle with confidence to 6 weeks later writing independently, believing in himself is worth all the hard work. I was thinking I can make a difference by being patient, kind, reassuring.

I have had a number of very positive events over the course of my career—usually involving students who expressed their positive thoughts around learning/school experiences. My most recent experience involved a student who struggled with math. (Grade 3/4 classroom) She expressed a love for math, "I never could do it... but you make it fun... I love math now" (I tend to focus on disengaged, struggling students and feel hopeful when they develop a growth mindset). I find comments such as this very motivating. When student who struggle and have "given up" finally see themselves as capable learners—it is motivating to keep teaching.

During life skills time with a group of special needs students, we had talked about how to interact with peers in the classroom (make eye contact when speaking, talk about something that interests them, etc.) There was one young man that did not like speaking to others, because he was hard to understand (speech). One morning, when I was on duty, I noticed the young man approaching another student—I stood back and watched. He talked about a game he was playing, and the other student was great and responded. This went on for a while, then one day I noticed, the young man with a whole group of students and that first student that he spoke to originally—came in, gave him a fist bump, and a whole group were playing games TOGETHER. :)

As a resource teacher a teach a variety of needs, one lesson I do with my more needy students is a cooking club with the goal to teach/support functional skills for daily living, including math & literacy. At the end of cooking club one morning, one of my students told me how they used to be afraid of heat & using the stove, but now they aren't and they even made their own meal at home a few days before and helped mom prepare dinner.

I was teaching 8 students with a technology program that supports reading & writing for those with dyslexia (reading disability). All students in the group struggle with the reading component of their courses. The program I was showing them gives them some tools to use to assist with reading & comprehension. Students were in Grades 4-6. As I demonstrated the program, I would see many of the students quickly realize how this program allowed them to read supported. Listening to their positive comments and seeing them quickly buy in was enormous.

As a learning centre teacher, I work mostly with single students one on one. A positive event I had was when a student with ASD that was non-verbal spontaneously spoke (read a passage) during a modified reading lesson. It was May, and the weight of the demands of a learning centre were making me question if this was a role I wanted to continue. I sat down for the lesson with a Grade 2 student that I had worked with for two years. In these lessons we would do a "book walk," and then I would present photocopied pages of pictures and lines to match. He was successful and making progress with this, yet as usual he was protesting leaving his preferred activity. I remember wondering if he would slap me prior to starting. I knew he would engage especially since the book was about pigs, Sure enough, he calmed, and we began the book walk on the third page in a whisper voice he began, I could not believe the words, the language flowing! I was happy... he turned the page and continued to read... I was inspired... I quickly called other adults in the LC over to hear, someone grabbed an iPad and recorded. Sharing this with his mom was emotional. She heard her boy speak for the first time. This event was a game changer for me and my career!

As a high school learning centre teacher, I was working on a job placement program with my students. I had one young man who was very nervous about starting the placement. He was autistic, very uncomfortable around other people and new situations. He overcame his fears and was very successful. He is now in the 4th year and is a very active member of his community and is now living on his own. This has made me feel very proud as this young man once told me he had no purpose in life and would live on his parents' couch for life.

Table 4

Excerpts From Theme of Relationship Building

I had been reading the *Chronicles of Spiderwick* with one of my students. This deaf, signing student had rarely experienced books that matched her literacy level and her interest level. This series completely hooked her. I felt such pride everyday as she was able to list characters, describe the setting, and give increasing details. She came back to me one day and told me that her whole class had been asked to name their favourite book. Until now she couldn't participate. Now she not only contributed, she made connections with classmates who also loved the series and recommended it to others. A few days later, the student asked to do an increased amount of work. She wanted to use the book to do work on grammar, learn new words, etc. Sitting there with her and her interpreter, I felt incredibly proud, satisfied and excited. The interpreter, student, and I all high-fived. We were a team. We were in it together. We were building capacity both in reading & literacy skills, and in the growth & development of the student as a whole. It was so exciting!! I am so grateful to work with amazing students, as well as talented, caring, interpreters who I consider teammates and friends.

The life & Spirit that a child can find in his/her classroom. In my 30-year career I have so many wonderful experiences to draw on! One of my students was dying of juvenile diabetes. And she wanted her last few days to be spent in our classroom rather than a hospital. All the students and parents wanted to share that time with her. They provided furniture to the classroom and we converted it to a living room with sofas & rugs & comfy chairs! She was able to share a few days with us before she had to return to the hospital.

Thinking about all my experiences throughout the years, one of my most memorable moments took place a few years ago. I was student services teacher at the time and teaching a small group of Grade 5 students. The three students within the groups were either of Mi'kmaq heritage or spent a lot of time within the culture. I forget what we were working on, likely a reading program. The mood was light, and we were joking around. One of the students, a young man with a challenging homelife had been one of my students for a while and was someone I checked on daily. When our session that day was over, he jumped up to leave and leaned over the table to say to me, "Bye Aunty." This is a huge compliment in the Mi'kmaq culture, and I'll never forget it.

Female student approached me after class that she would like to share some personal info. She informed me that I was the first person to know that she was going to become a He. I was taken aback but offered my support and explained to her to if she had strong feelings about her change that she should pursue her feelings and that I would start calling her by her new name she had chosen.

While teaching a Grade 11 English class recently, a poetry unit, we were examining the songs about how fast life passes us by. Students were very moved when examining the lyrics—some had tears, moments of the lightbulb going off. This led to a discussion about favourite childhood games, toys & tv shows. We discussed how now, at 17, they have lost a childhood and now face responsibilities. Very deep conversation. A lot of learning took place that day!

50+ former student, now a teacher, always introduces me to his friends as the one he remembers who cared about him.

I was teaching at the high school. At lunch and recess, students came to my classroom to talk, sit, and have a place to go. I cannot remember what we were talking about. Years later, a former student (then adult) told me that she was going to commit suicide. Our talks really helped her cope. I had no idea. I was humbled and flattered. I was so glad that I had been there for her. I have no recollection now of our conversations. There were everyday topics, I suppose. I have been very fortunate, since then, to teach her son. I would never had had that chance if she had committed suicide in the 90s. I made a difference in someone's life. :) My conversation with her years later—when she told me that she was going to commit suicide but decided not to because of our talks.

I showed/performed a demonstration in the Chemistry Lab for a class of at-risk students, many of whom had no real interest in the class/subject area. During the demo, the students were wowed and were so excited by it that they swore. Normally, they wouldn't have responded (in any way). I felt so happy that day, and it also strengthened the student-teacher relationships. Many years later when I run into these students they still speak of this demo—it makes me happy. :)

The time I was leaving a school after 2 weeks into the school year to become a school counsellor. All of my students cried because I was leaving, and they didn't want me to go. I was sad, but the recognition felt good. I worked very hard to build a rapport with these students.

On the last day of school, I asked my class of Grade 9 students to "leave a compliment" in the space—they were about to graduate, and I wanted them to reflect on the positives of being part of the school, class, etc. Many students were more frank, articulate, positive, and emotional than I would have expected, and many of us (myself included) had tears in our eyes or running down our cheek. Students talked about how supported they felt, or how much the school or class group helped shape them. People felt comfortable showing their emotions, and there was a group-hug feeling in the room afterwards. Students were sitting in a circle and passing a talking piece (although we started passing a Kleenex box).

Table 5

Excerpts From Theme of Moments of Support, Appreciation, and Recognition

Recently, I received an e-mail from a parent of a student who has been with me since last year. He explained that his son was describing why his school was better than his friend's school. He said his teacher did fun things in class, but what hit me was his next statement. He suffers from ADHD and ASD and can get very angry & violent. He explained that he struggled with this last year, but with my support he had a much better year and although he continues to have times of struggle, I am continuing to help him this year, and he feels he is doing really well.

As a resource teacher a teach a variety of needs, one lesson I do with my more needy students is a cooking club with the goal to teach/support functional skills for daily living, including math & literacy. At the end of cooking club one morning, one of my students told me how they used to be afraid of heat & using the stove, but now they aren't and they even made their own meal at home a few days before and helped mom prepare dinner. A number of weeks later during a communication with the parents, they said thank you for developing independence & confidence in their child.

As the week progressed, I became aware that the kids were referring to me as the book whisperer. This was the highest compliment I could receive from them.

During April parent/teacher interviews, I organized student-led conferences & a publishing party so parents/guardians could see how much their child had grown this year. We hosted this in my classroom and had finger foods & pink lemonade, and both parents/guardians & school administrators attended. Each student read an excerpt from a fiction story they had written and explained why they chose that excerpt. The reactions were amazing. Parents/guardians and admin acknowledged & appreciated the hard work of the students and the students felt recognized & validated. It was nice for me to get positive feedback from all parties as well. :)

In my own class. I often get students who comment, "That's so easy," - "You make math easy," - "You're the best math teacher I ever had." Parents at parent teacher thank me for being there for their students.

One of my most positive emotional experiences was a group of 4 boys who I did a reading boost program. The boys' behaviour and struggles were great. Over a period of time, they gained confidence and success. The best part was when they took the time to make me a card with a soccer ball on it, as I was the senior girls soccer coach. They thanked me by saying, "Thanks for helping us read & believing in us." I have kept that card 25 years later.

This may not be the most "positive" strong event, but it is the most recent. A student of mine came back to school after the Easter long weekend. Her first response to me when she entered the room was, "I'm so happy there's school today. I'm glad we're back." Although some days I feel that I don't want to be there, I'd rather be home myself, I work hard to make school fun for my students (and it takes a lot out of me some days to plan & prepare fun activities). I couldn't help but smile and put me in a better place & frame of mind. I said to her that I was happy to see her, and I was glad to be back too. Now, who knows, maybe she was happy to be back to see her friends, or that she was back to a routine. But she definitely changed my outlook on the day. It also made me think how some students truly look forward to school as school may be the only positive thing in their life, and I have to be there for them!

The student was in Grade Primary and was very oppositional. This was difficult to manage, especially as a 1st year teacher. The parent was very happy with how things were going. She said to me, "When you have a child who is so difficult to deal with, but she still talks about how much she loves her teacher, that is saying something." She went on to say that she would be contacting the superintendent to give positive feedback about me. This made me feel validated and made a difficult situation somewhat better knowing that someone was being the positive in the situation.

A sub-teacher was spending the morning with my group of preschoolers. At the end of her morning, she shared how amazed she was at how well my children played, interacted and spoke to each other. That is the complete goal of my program. To help children have strong social skills, the words to problem solve one-on-one, and how to play with others, and be strong, independent people.

Parents were delighted to see their children exploring the ocean and learning in such a beautiful natural setting.

In regards to my strong emotional reaction was more so related to the parents comments to me in regards to now their son/daughter could now read. A new door of opportunity was opened. Relief & hope for a positive educational experiences was possible.

One student's love for science was awakened because of who I am and how I taught. This student made a great effort to understand the various concepts in the Grade 9 curricula from mitosis to the Big Bang Theory. She was deeply inquisitive, often asking questions that at first seemed off topic, but with some patience, was able to demonstrate considerable ability to make connections and understand content deeply. At times I would feel rushed, but I consistently allowed the questions to come and this made the outcomes being all covered more difficult. I would answer them to the best of my abilities. This I think contributed to this student's newly discovered love for science. She later took that same inquiry and applied it to her science fair project and won 1st place. She gave a speech at the end of the year and where she discussed her project & publicly thanked me for making her love science for the first time. This was the most positive & proudest moment of my teaching career.

Table 6

Excerpts From Theme of Students' Use of Social-Emotional Skills

The students in my class decided they wanted to help people and make a difference. After talking to the guidance counsellor, they created a “me to we” group in the school. In the past 2 years, the group has grown under the direction of the support teachers. My students have been very comfortable creating school initiatives on their own. This gives me great pride. They have created songs and projects to present to the school. As well, these 2 students in particular, won the regional Heritage Fair. Their dedication as 9-year-olds inspires me.

While teaching a Grade 11 English class recently, a poetry unit, we were examining the songs about how fast life passes us by. Students were very moved when examining the lyrics—some had tears, moments of the lightbulb going off. This led to a discussion about favourite childhood games, toys & tv shows. We discussed how now, at 17, they have lost a childhood and now face responsibilities. Very deep conversation. A lot of learning took place that day!

When we finished reading, I asked the boy if I could share with the class the daily challenges he faces. He agreed. I put a passage on the board as it would appear to a dyslexic person and explain that this is what he sees. The entire class clapped and gave him a standing ovation. He teared up and thanked them. He was embraced by his classmates.

Also, kids were so empathetic regarding the whole Terry Fox story—they hugged me when I got emotional watching the video—they didn't complain when we did our long walk because Terry did it every day on 1 leg!

The Grade 1/2 class applauded her! I have tears just writing this! I've had worked sooo hard with this student and here what a marvelous moment. Then the student jumped up and hugged me. Oh, the tears and clapping and smiles. THAT is why I teach!

She shared how amazed she was at how well my children played, interacted and spoke to each other. That is the complete goal of my program. To help children have strong social skills, the words to problem solve one-on-one, and how to play with others, and be strong, independent people.

During a whole group read aloud, a student made a personal connection to the story and shared that a few other students had been calling them names. I stopped reading and addressed this information by validating the student's share. Within seconds, approximately 10 other students in the class offered words of comfort and physical support (hugs, touches) to the student without having been prompted. The class had come together as a strong community to protect and heal one of its own. I felt a mixture of pride, happiness, and general warmth to watch my 5/6-year-old students respond to a peer with such emotional intelligence. I felt validated because my students applied prior socio-emotional learning to an independent event. This took place in our classroom. I was present during this happening, as well as my 14 primary students.

Table 7

Excerpts From Theme of Special Events

Many of my very positive teaching events have occurred during class field trips. One that stands out is a trip we took to Micou's Island. The Grade 1-2 students were broken up into three groups: one group examined tide pools, one made drawings in the sand, and the last group went for a walk. The excitement of looking at hermit crabs with my students was out of this world.

At the end of term, we do a presentation that we call Fair. I was so amazed by all my students. They did such a wonderful job and learned so much, and I was so proud of each of them. They spoke confidently and produced amazing work throughout the term.

The school hosts an in-house student only Variety Show every year. It is like a talent show with a wide variety of skills/talents being shared each year. This year, I had two girls in my class who take external voice lessons, and they had decided to sing a duet. They practiced over many snack/recess and lunch times leading up to the performance. One of the days, they practiced in my room while a guest speaker waited to present to the class after recess. This guest speaker happened to be an actress, dancer, Ryerson grad trained in Opera. While the girls rehearsed at the back of the room, the guest speaker and I listened and were both so touched that we teared up. We both praised the students and the visitor sang for the girls. She shared advice for following through on their goals.

In the classroom, teaching, Grade 6 students hatching eggs project. Watching the students care for the eggs, being responsible, having a movie night sleepover in the school on the night the eggs hatch. Students are so excited to see the eggs hatch. Then the responsibility to care and attend to the chicks. Students remember this for years.

Worked with a group of students on creating a dramatic performance that would incorporate a component of their Indigenous culture. Students collaborated in writing the play, designed the sets, costumes, & advertisements. This was an extremely rewarding experience. Students ranged from Grades 7 to 12 and worked so well together. Moreover, they entered a provincial contest and won for their efforts. Students were given the opportunity to present their work to a national delegation of Indigenous leaders. For students, this trip was their first opportunity to travel. Seeing their growth, from severe trepidation to the blossoming desire to learn and experience more of the world around them. Many gained confidence that they can accomplish so much.

Travelled with 100 band students. When we arrived back to our school 6 days later, I thanked the students on my bus for their excellence! Their excellent of character, or respect, of maturity. In doing so I became uncontrollably overwhelmed with emotion—to the point of my eyes welling. :)

My Grade 6 students are particularly talented in art. I was asked by a teacher from Quebec to do a collaborative art project on territory and identity for Le Musee Des Beaux Arts in Montreal. When my students completed the project, they were very proud of themselves, and they were so excited to see their art presented at a museum in Canada. The museum sent us pictures of the project hanging in the museum and the response from students, parents, and colleagues was extremely positive.

I took 40 students (drama) to a Live Theatre. It was amazing to see 40 kids sing the whole soundtrack for the 2-hour bus ride and then watching the show losing themselves in the moment. It was magic! They were so appreciative and thankful to get out of a classroom and see an actual production. Anytime I can take students out of the "traditional" classwork, their learning is so enriched by an experience. :)

Table 8

Excerpts From Theme of Classroom Management

I was very happy, but my thoughts stayed analytical and in the moment. I was excited, and it definitely influenced my reaction (I laughed, clapped my hands, encouraged her), but I also remembered to make a note of it for records.

My feelings influenced my thoughts, however, there was so much excitement that I worked on managing the excitement of the students as well... making sure we followed the correct timing for the activity so that everyone could have similar experiences.

I think my emotions definitely affected my thoughts. I was so excited but a bit nervous, but I was positive that my students would love the experience. It was a great day. I think I was more relaxed to a certain degree, however you never take off your teacher hat in terms of chaperoning, but it's easier to handle the stress when you are happier.

I was anxious to see how the project turned out. It is difficult to control outcomes perfectly with a class of 30 students. I was excited and nervous to I needed to be organized. I pushed the students for their very best work. Classroom management was paramount.

Definitely the feeling of joy influenced my thoughts and realizing that I played a certain role in this student achieving this outcome. I cried and clapped as hard as I could. If it was acceptable, I would have stood up on my chair and cheered!

My behaviour after seeing this, so proud, teary eyed, and silent jumping up and down.

I did not really have the emotional reactions until after the event, so my thoughts during it were not really influenced. My excitement caused me to decide to share the happy news with admin.

Positivity and enthusiasm can create an inclusive warm and welcoming environment where it is safe to take risks.

Trust in students and determination to have real conversation about complex issues --> my interest and enthusiasm motivated and directed the class.

I think that my students felt that I was listening to them. Our discussion circle felt calm and supported.

I was able to maintain humor as well as using some sarcasm, which the students fed off.

My thoughts were much more positive during that time. You feel "light," happy, walk with a little spring in your step. During the few days of hatching, your focus is on the chicks, your connection with the students is very collegial and respectful. It is a sentiment that I and students share on the same level. Positive behaviourism all around.

I think it makes me a better teacher because I could facilitate the making of connections and critical thinking. My decision making was focused and unclouded.

It had minimal influence on me. It took me off guard that this was voiced to me in such clarity by both the parents and student. I think I acted how I normally would.

Table 9

Excerpts From Theme of Cyclical Engagement

When I'm so excited, my brain fires more quickly so I am able to engage students more through questioning and prompting. I am able to feed off the student engagement. I think it makes me a better teacher because I could facilitate the making of connections and critical thinking. My decision making was focused and unclouded.

Because of my strong emotion, I was quick to bring praise and encouragement on my students. I was thrilled and I wanted to share my enthusiasm. I wanted the happiness and joy to multiply by being shared. Building people up, rather than tearing down.

I believe my positive feelings about the class and their responses and engagement influenced my ability to respond to the students calmly and genuinely—fielding questions with honouring their feelings.

I was able to maintain humor as well as using some sarcasm, which the students fed off.

My emotional reactions often dictate my decisions and behaviours. I feed off the emotions of the children I teach as well.

My emotions inspired me to ensure students walked away from the lesson with a new mindset with regard to how to treat others and the effect their words and actions have on others. My emotional reactions guided me to talk about personal experiences with regard to bullying to help students understand the impact of bullying.

The students recognized I was proud of them and their dedication. They were able to feed off my excitement for them and were encouraged as we discussed ideas to move forward. Like most children, they felt empowered when they knew an adult was happy for them. Their reactions made me want to pursue more of these projects with my students and inspired me to encourage more of these projects in the school. I was inspired to get more involved in extra curricular events within the school and more involved in bringing the school and community together.

I felt so proud and engaged, and so lucky to be part of an intimately connected team. My behaviour was optimistic in nature, high-fiving, and looking at what else we could do to build on this. We were all laughing and smiling and got so much done that day and in the days ahead.

My thoughts were positive because my emotions were positive. My emotions made me smile.

Emotions --> expressions --> body movements, gestures—these get reflected and returned to me. Trust in students and determination to have real conversation about complex issues --> my interest and enthusiasm motivated and directed the class.

When a teacher is happy, excited and relaxed, the thoughts that occur are positive. Positive emotional reactions often make my verbal and physical behaviour more positive. My relaxed state was seen by my student as well.

My feelings allowed me to stand back and allow my students to lead the support that was given and to demonstrate their independence as a class coming together as a community of learners.

This particular incident was very passive for me, which is unusual in my day.

Table 10

Excerpts From Theme of Awareness and Reflection

Made me feel like yes, I can do this job. I was grateful and relieved.

They made me very aware of how incredibly lucky I am to work in this school and to be a teacher.

My emotions allowed me to see I was a good teacher.

This positive interaction gave me confidence in my abilities as a teacher.

I was encouraged in my practice and felt affirmed in what I was doing.

I was so overwhelmed with pride I could not help crying. I congratulated her. The impact I made on her has reinforced my belief that every kid can be reader.

I thought about the privilege to have been able to share this experience with my students. I maintained a close relationship with the vast majority.

In reflection, I continue to think that children continue to be positive caring young people who continue to take risks. They reaffirmed my thoughts about young people. I need to continue to be open to challenging young people.

The joy and pride that I felt helped me to see the work my students do on a daily basis in a different light. Leading up to that event I was feeling frustrated by the lack of engagement that motivated me to work harder to try to find a way to get them on board.

The children showed me what humanity looked like. I was able to live it with them. It was so beautiful. My emotions drove the experience. Due to my emotional response to this experience, I became a kinder person. I saw a new reality to what a classroom could be.

I know that the pride for the girls is what touched me in that moment and made me cry. They also were singing a hopeful and inspiring song, which made me excited to think about their bright futures and how they would impact the world in a positive way.

My pride made me feel happy for my students. It felt good to be part of their success. It made me very happy to see them enjoy participation. Their joy fed my practice.

Definitely the feeling of joy influenced my thoughts and realizing that I played a certain role in this student achieving this outcome.

I was able to be in a better mood to carry out the rest of the day and respond appropriately to the events that followed. Having a positive experience encourages me to continue to strive to do my best and give my all in all aspects of my teaching career.

Because of the class dynamics, I was worried how they would behave in the lab, let alone watch (and be interested in) the demonstration. Because I knew the demo was "cool," I hoped the students would sense my enthusiasm for the demo (and the subject matter).

This e-mail came at a very opportune time. I suffer from a lack of self-confidence and insecurity and had made a decision to work on these issues. So, this e-mail was well timed in order to affirm that I am a good teacher and I am making a difference. It is helping me fight my negative thoughts of myself.

I felt that even though I try my best to make the day the best it can be for my students, sometimes I feel I fail. Her comment made me feel happy and that maybe I am going okay here! It made me smile and put me in a better frame of mind to have a positive day.

Receiving compliments makes it easier to deal with the drudgery of daily lives. This just makes for a happier life view.

Table 11

Excerpts From Theme of Ongoing Positivity

My thoughts were much more positive during that time. You feel "light," happy, walk with a little spring in your step. During the few days of hatching, your focus is on the chicks, your connection with the students is very collegial and respectful. It is a sentiment that I and students share on the same level. Positive behaviourism all around.

I have told this positive story over and over and in so doing it has kept me motivated. During the trip I developed a new relationship with the students that will continue.

Made my thoughts much more positive. I expected the best from students, and they did not disappoint.

I was able to be in a better mood to carry out the rest of the day and respond appropriately to the events that followed. Having a positive experience encourages me to continue to strive to do my best and give my all in all aspects of my teaching career.

I was excited to get such positive feedback. It made me determined to keep trying to reach these kids.

Her comment made me feel happy and that maybe I am going okay here! It made me smile and put me in a better frame of mind to have a positive day.

I felt so proud and engaged, and so lucky to be part of an intimately connected team. My behaviour was optimistic in nature, high-fiving, and looking at what else we could do to build on this. We were all laughing and smiling and got so much done that day and in the days ahead.

My pride made me feel happy for my students. It felt good to be part of their success. It made me very happy to see them enjoy participation. Their joy fed my practice. This large-scale activity that met with success gave me a positive wave to ride with my students. It made it easy to be positive with students in the classroom.

The emotional reaction felt natural. As stress leaves the body and relief floods in, one is free to relax and soak up the moment. It is the climax of the movie, the plateau of reaching the mountain top, the visceral reaction to childbirth—it is life. The emotional reaction was from seeing the students succeed on their own and through the opportunity I had provided them.

My emotions most certainly influence my thoughts and vice versa, Leading up to the discussion day, my emotions prepared me for the "worst case scenario." My surprise at the far from worst case then made me feel proud, think much more positively about many of my students. The day before the discussion I almost "gave up" caring. I was unable to eagerly seek engagement from my students. When I was pleasantly surprised, I was able to praise my students, demonstrate pride and encouragement.

It was a very rewarding experience as they gave me pleasure in seeing their success.

The positive feedback was rewarding from the parents and my observations with the students.

I felt relief when the exercise was successful (perhaps more so than I had imagined it would be).

Table 12

Excerpts From Theme of Opportunities for Upward Extension

Emotions cause memories to remain stronger, longer, because of the strong emotion that I attached to this event, it remains fresh and crisp in my mind. Because of my strong emotion, I was quick to bring praise and encouragement on my students. I was thrilled and I wanted to share my enthusiasm. I wanted the happiness and joy to multiply by being shared. Building people up, rather than tearing down.

The recognition during the event simply drove me to explore and extend the learning event; using stored knowledge and lessons that are not normally accessed due to reserved clientele.

I am very much motivated by positive events. When I feel I'm doing a good job, I am inspired to work harder. I looked for other ways to also support this student. To build on what she could do. I felt inspired to search for better supports or practices for her.

I felt so proud and engaged, and so lucky to be part of an intimately connected team. My behaviour was optimistic in nature, high-fiving, and looking at what else we could do to build on this. We were all laughing and smiling and got so much done that day and in the days ahead.

I thought I should do more activities for my students and have the confidence to come out of my teaching comfort zone. I decided I needed some critical thinking guidance questions as an area of professional development to make activities as such even better.

As much as I experienced my positive emotional reactions to see these students embrace and use the technology for anticipated success, I realized more broadly that within our school system, there are many other students who are not accessing this option / program. Inequality exists. This experience allowed me to empower these students and help them take control over their own learning. I was encouraged in my practice and felt affirmed in what I was doing. The positive feedback was rewarding from the parents and my observations with the students.

Once the shock of the event calmed, my mind began to race about what this would mean and how I would continue to expand on this new skill. I cried. I related this experience to hearing my own children's first words. I then hugged and praised the student.

I was excited to get such positive feedback. It made me determined to keep trying to reach these kids.

My emotions drove the experience. Due to my emotional response to this experience, I became a kinder person. I saw a new reality to what a classroom could be.

The students recognized I was proud of them and their dedication. They were able to feed off my excitement for them and were encouraged as we discussed ideas to move forward. Like most children, they felt empowered when they knew an adult was happy for them. Their reactions made me want to pursue more of these projects with my students and inspired me to encourage more of these projects in the school. I was inspired to get more involved in extra curricular events within the school and more involved in bringing the school and community together.

Gave me the energy to apply back into my teaching.

Table 13

Excerpts From Theme of Threats to Physical Safety

One of my students hid during recess, then waited for the Education Assistant to come and find her, led them off school grounds, and attacked them with a knife. I was in the classroom getting updates, keeping the other students occupied, notifying the principal, and managing the classroom.

While teaching a group of Grade 7 students in only my second year of teaching, two male students engaged in a fist fight in my classroom. At the time, it happened so fast that I had little time to react. I was scared for myself and scared for my students.

I was teaching a senior English class when a female student got up, went across the classroom, and began beating a male student with a water bottle. I screamed at them and hit my emergency button. She ran out, admin came. After all students left, I broke down.

When a behaviour student started screaming and throwing things around the room (he had not had his meds that morning). I got between the student and the rest of the class to protect them. I got the eye contact of the student and eventually talked him down before any help arrived. The student was removed with NVC (non-violent crisis intervention).

The student was in distress, I did not know how to help. He was still raging. He dropped to the floor and bit me. I remember the surge of pain and thinking stay calm, keep your voice the same. I was hurt both physically and mentally. It was not the first time I had been physically harmed by a student but this one was different... it was so physical & sudden, not a slap or pinch.

I became a very nervous and frightened teacher, as he made physical threats to me in school, damaged my personal property, and threatened my life. It was very difficult to deal with as there was little support for me because I was always told the student has a right to an education, but no one was concerned about my safety or the safety of the other students.

While teaching a class, late in the afternoon, a student, with a known violent tendency, yet had never displayed such emotions to me in the past, had an explosive episode and grabbed me by the neck and pinned me to the wall. Luckily, the classroom had an intercom, and I was able to push the button for help. This was a very stressful time in my life, and I did not want to have this student in my class. It also took a toll on my mental health for many months afterwards.

During a choral performance practice, I had a student fall off the risers (top level) onto a wooden floor. Shock, scared, intense worry, etc. Parents were called, mother came took him to the hospital. It was a long, worry-filled day waiting to hear back about his condition. Intense relief when we got word he was ok, and it was a result of him recovering from the flu.

A student in my class tried to hurt himself in my classroom during one of my classes. He hid in the back, and I was notified (while I was writing notes on the board) by a student sitting close to where he was hiding. It was an extremely stressful day and very difficult for myself and my students to have to go through.

I had a student who had a very bad temper. During one class, he was so frustrated with writing and screamed and threw his journal and pencil across the room, hitting someone. My job was to first, find a calming place for him to cool down. Then, later talk about the situation and where the frustration was coming from. We had a discussion about safety in the classroom.

I was reading to a group of children (21) and attempting to keep control. One child was losing control of his body (touching, kicking, disturbing others). I finally asked him to leave the circle to which he got upset and needed guidance from another adult. It became a physical altercation, making other children upset. It took awhile for the child to calm down and then he held negative feelings towards me for a bit.

Table 14

Excerpts From Theme of Student Misbehaviour

A number of years ago, my students and I attended a play at a local high school. I had 2 rules: Do not speak during the performance and do not eat their snack in the theatre. One student broke both.

A particularly difficult student continued not to listen, to refuse to do anything I asked, and to scream throughout lessons on a daily basis.

This incident occurred with one particular student who had a habit of not completing what was assigned. Every time I asked him to start working, he was not prepared. His excuse was he didn't have the materials, and I should get them for him. These actions occurred over a period of 6-7 weeks.

I get quite frustrated when I am trying to get my students attention, and I feel like I am being completely ignored. During transition times or when setting up in the morning, I feel very disrespected if several students ignore my instructions and continue on with conversations.

As a resource teacher, I often work with students who present behaviour challenges. Recently, working with a Grade 5 class, on a field trip, a student began screaming at her peers to leave her alone. I stepped in to support the student and to problem solve. She became belligerent, refusing to follow directions at the same time her peers began to comment on her behaviour. I was trying to deescalate the conflict and calm the student. We were outdoors waiting as a group for a bus. The student continued to speak loudly and angrily as we entered the bus. Moving the other students away was the only solution available. In the end, she calmed, and we were able to travel as a group.

One year, I had a very difficult Grade 5 class. They had difficulty respecting any adult or each other. They had created a game called "roasting," where they would think of the most insulting thing they could say to another student, and whoever made someone cry "first" would "win." I had multiple conversations with the class, several restorative circles, consequences, visits from admin, guidance and even at one point the RCMP. Nothing seemed to help. One day, in the middle of my lesson, a young boy shouted an insult (not sure what it was now). I immediately, for the first time, and only time to date, broke into tears in front of them. I explained how when they hurt each other it hurts me. That was all it took... and their game was over.

Table 15

Excerpts From Theme of Lack of Support From Administration, the Curriculum, and Parents

This is not as dramatic as the effect administrator undermining of one's position has on our emotional well being. A good example is the lack of control of our destiny during late April when our assignments are decided for the coming year. The stress here rippled through the preceding and following weeks.

When we ended our strike, myself and the other French immersion teacher were planning on taking our Grade 7 late immersion class on a trip. We were asked by our admin not to go because all the principals in other nearby schools decided not to let the trip go.

I was teaching and had a student (out of the blue) walk up and kick me in the shins and call me a “dummy.” I had to “calmly” try to have him removed from the room. He then started clearing off the tables and throwing chairs. I then removed the rest of the class and left him “trashing” the classroom, by himself—as admin had not arrived to get him yet.

I had a student use a racial slur against another student in my class. This left me feeling overwhelmed, sad, frustrated, and lost as to how to help change the culture of my classroom to prevent this from happening in the future. I felt unsupported by my admin regarding this issue. While they did suspend the student for the rest of the day, they did not offer any suggestions as to how I could help create this shift. While I've been working on it the best I can, it is still daunting.

My teaching space was small and became overly cluttered by materials and furniture that belonged to the school. It felt frustrating and overwhelming at times like my space didn't matter.

Teaching students is great. I can't think of any particular negative experiences with them directly. A situation involved my supervisor. I was working overtime, developing innovative ideas that the school, the children, family, and my other coworkers were excited about. I was developing culturally relevant pedagogy, making connections, building learning in the most natural way. My supervisor called me, and metaphorically slapped my wrist. I was told it's not my responsibility to teach culture, that I'm overstepping my boundaries, am outside my scope of practice. I was so discouraged and sad. I cried several times over this. I pulled back my practice and gave up a bit. I no longer feel my students are getting the best I could give them. I feel deflated.

Recently I had a Grade 10 class completing the gov't survey on students' view on school. While filling out answers independently, a discussion arose amongst my students. They voiced opinions that since coming to high school, there is a loss of friendship and a feeling their teacher knows them well. After the survey was completed, I gave the students a chance to have an open class discussion. I was saddened by what I heard. In that one room, I heard about the pressure to get good grades, the feeling that curriculum is boring or irrelevant, that kids find it harder to make friends in high school, and that there is less opportunity to do so. I kept my views to myself and just let them speak, I felt very disheartened and sad for my students, as I see their point.

At intermission, I confronted the student, in French, as I was teaching immersion. He argued with me but still admitted he had eaten his snack during the performance. A parent had witnessed the exchange and reported the situation to the student's parent. Keeping in mind this parent did not speak French or understand it. The next week I was asked by my principal what happened. I explained, and he seemed satisfied. The mother appeared satisfied as well until she spoke with her husband who worked away. He instructed her to call the school board and the RCMP and wanted me charged with verbal & child abuse. Ultimately, I was made to apologize to the student, who by this time, had no idea why I was apologizing. I also ended up with a letter on my file for 4 years.

I was checking agendas as I do every morning, and the students were engaged in shared reading of classroom books. I opened an agenda to find a very long note from a parent, criticizing me for my response to her question the day before. She had asked me, upon dropping her son off to my classroom late on the first day of school if I thought he should switch to an English class. My response in the agenda at the end of the first day was that her son did appear stressed throughout the day but that I'd be supporting him. She was very concerned that I was negative and critical on the first day of school. That incident coloured my relationship with that parent and made me hesitate with all parental communication.

Teaching a specific student in resource for English-related issues for several years. Child has significant attentional issues, executive functioning issues, and working memory issues that aren't being addressed by the parents. Supports are in place for students including resource class and adaptations like assistive technology. Parents sat at parent teacher and yelled at me because I didn't "fix their child." I must not be doing my job. I tried to explain that resource is a support role, we don't fix children we remediate and support compensation strategies. They refused to listen to me and continued to be aggressive, so I ended the meeting telling them it wasn't respectful, and no one deserves to be spoken to this way.

Table 16

Excerpts From Theme of Traumatic Events

Several years ago, I had to talk/tell my students that one of their classmates had died by suicide. I sat on a desk in my room and looked at the students and had great difficulty getting the words out, as many of them had already heard, so the mood was quiet and sombre. I cried in front of my students. We cried together. I still think about that group of students and the sad bond we made that day.

A boy completed a suicide. I was the counsellor (not on my caseload). His counsellor was out. I was also teaching and had to be called out to address the matter. Admin was involved. I have ASIST training so advised a list of the boy's closest friends to map out his social connections. I went into "counsellor mode." I "deflated" later. I had to be on my game. I advised contacting supervisor and started getting a crisis team ready. Also, to disclose to his teachers and to provide support for them. I was very frustrated about how the event played out.

In the same class, I had two parents die the same year. One mother killed herself and was found by my student, and another father died of cancer at home, so my student lived that daily experience for 3 months. All 3 experiences changed the person I am and how I look at all children.

We had 3 students in our small school experience the loss of a parent in a fatal accident. The whole community was affected by the loss, including staff & students in our school. It made it very difficult to talk about/learn certain social studies units, as the topic became "sensitive" as there were many emotions surrounding the accident. There were lots of negative comments from students with regard to decisions made by the adults before the fatal accident.

Table 17

Excerpts From Theme of Misalignment Between Expectations and Outcomes

Teaching Grade 10 students a multimedia class. We were starting a new unit on design. The unit took me considerable time to prepare, and I had just reviewed a grant to purchase new computers & software. I anticipated a strong positive reaction from the students. Following my pre-ambule of the unit & the weeks ahead, I quickly realized several students had rude negative comments that were hurtful and upsetting. “This sucks,” “We did this in junior high,” “The computer is slow,” and so on. Overcoming the negative comments was upsetting. Those unappreciative kids, do they know how much time I put into this?

In my first few years of teaching, the students were always trying to get away with things— one day, I had planned an awesome lesson (well, I thought it was awesome.) It took a lot of time to prepare. When I presented it to the class, it was a total flop, and one student said— “This is so stupid.”

I strive to create a climate in my classroom that values learning time as precious. One day, I had 2 students who were not using computers appropriately. They were playing games instead of writing their stories. This may seem like the smallest thing, but I was so disappointed in them and felt disappointment in myself as I saw it a failure for me: A failure to provide an activity that was fully engaging and a failure to instill a love for learning.

Last week, one of the more challenging classes I teach was particularly chatty while I was instructing the class. Each sentence I spoke was underscored by the chatter of 2 or more students, and not always the same one. It was like they decided to take turns being disrespectful. I was feeling particularly vulnerable from dealing with chronic generalized anxiety disorder. Each time I was interrupted, I'd pause and look at the student speaking until they stopped. Once I resumed, the chatter began again elsewhere. I felt a temporary lapse in my professionalism & became obviously irritated, and began threatening to kick students out, and my angry tone and dispositions, became reflected back at me from the students. It was last period, which is trying for this particular class. It was a very negative event & not the only time this year. I don't think their disrespect was malicious, but just indicative of their age group.

Watching a video to assist in properly presenting videos around issues facing women through media and run through hypermasculine pressures, a comment was made (in the video) addressing the topic of gender identity and sexual identity. One of my Grade 9 boys announced, “That's not a thing.” I pride myself on creating a safe environment for all of my students to be who they are. In a class with one student identifying as (illegible) and several others as members of the LGBTQ2S+ community (illegible), I was shocked by the comment and the “support” it received from some of the others. I stopped the video and attempted to clarify through explanation of the differences. This attempt was unsuccessful as a small group of boys jumped on the bandwagon seeming to enjoy the reaction from others in the room. The bell rang to end the day, the students rushed out and I stood feeling hugely defeated.

Table 18

Excerpts From Theme of Expressed and Experienced Emotional Incongruence

I think physically staying calm helped me look collected, but on the inside, I was a mess. I think I felt very defeated because when you are verbally attacked by a student on top of them being called to the office to report on exactly how you handed back papers. I was not very open or responsive.

I believe my emotional reactions put me into a high stress mode. I believe I am good in stressful situations and tried very hard to remain calm on the “outside,” which I was “boiling” on the “inside.”

I found it difficult to focus, I was trying not to let my feelings show and scare the other students.

I had to keep some feelings hidden, as I didn't want to alarm her or make her feel she did something wrong. I felt like I had to be there for her and be “strong” and not prompt her in any way and just let her share. Although I wanted to hug her and cry. I was scared for her. I knew I had to report this. I could not show her I was scared.

My first reaction was shock and tears. The delivery timing was cruel. Students were thankfully in the middle of independent work. I sat at the back of the class and tried to be discrete about my distress.

Difficult not to “mirror” what's going on/feelings.

My emotions directly influenced my thoughts, my emotions were negative and my thoughts were negative. My emotional reactions heightened my behaviour (posture, shaking, nervousness feelings).

I was disappointed so had negative thoughts. My emotions would have impacted the tone of voice and body language I used with the students.

My need to remain calm and create a safe space for the distressed child made me stressed, and I was angry and irritated by the other children who were not supporting my efforts. My stressed feelings influenced my tone of voice. I snapped at some of the children. I felt ashamed that I could not maintain a neutral affect.

I am not a confrontational person. I hope I remained professional and calm and explained my concern to the parent, vice principal and principal. After the woman left my classroom, the VP took my class, and I went to the staff lounge and broke down in tears.

I think it makes me change my mood. When I am feeling disrespected and frustrated, I find it hard to switch back to being positive and engaging. I want my students to understand the frustration I am feeling.

It made me think like a parent and the love and care I provided to my students was heart felt. My emotions helped me cross traditional barriers that separated my classroom from students' issues. The lines got blurred for sure!

Table 19

Excerpts From Theme of Lasting Effect on Pedagogy

While teaching a class, late in the afternoon, a student, with a known violent tendency, yet had never displayed such emotions to me in the past, had an explosive episode and grabbed me by the neck and pinned me to the wall. Luckily, the classroom had an intercom and I was able to push the button for help. This was a very stressful time in my life, and I did not want to have this student in my class. It also took a toll on my mental health for many months afterwards. ... I wanted help because I felt very helpless and was scared for my life. I shied away from things (decisions) for months.

During this time, I felt like everything I did was wrong. The class had a pack-mentality and would argue answers or if I made the slightest mistake, jump all over it. The classes I had to teach who were not going on the trip were not disappointed or mad. They treated me with the respect they always had. I was more stressed in my daily and home life. My health suffered.

I wanted to quit. I spent March break waiting for the RCMP to knock on my door and on the phone with a councillor. I spent the following years walking around on eggshells. The classroom had become a stressful workplace for me.

This event left me very discouraged and looking forward to end of year, rather than enjoying my class.

I always tried my best with this student but at times felt like I was getting nowhere and what was the point? I ended up changing positions because I had no support.

I worry about the negative influence these experiences have on my thoughts, as they are outside of my expertise and training. ... They get replayed in your mind, influence your interactions with students for some time. Other students, friends, and family lose because you are not fully present.

I felt like a failure. My decisions and behaviour were influenced by my state of mind. I was ready to give up.

I was not confident in my response to the parent, and I felt deflated. I sought the support of my supervisor, as I was concerned and anxious about my ability to communicate effectively.

When I feel devalued or overwhelmed, it is very difficult to keep things in perspective. I am very much affected by my emotions. I usually internalize my emotions. I usually can make decisions based on viewing all facts—however I emotionally struggle later if I have had a negative experience.

They influenced how I was going to problem solve this situation. I still reflect occasionally on this situation. My term-position ended, and the other teacher took over the class.

Immediate embarrassment that I screwed up, unsure of how to proceed and defensive about my actions. It is hard to be "wrong" and not quite understand why or how. I became defensive, then sort of dismissed the actions and moved on, but I felt the weight of that experience for the rest of my day and it still makes me feel hopeless, months later when I think about it. Failure.

I felt the big emotions later. I probably still do.

I also think this event shaped my future decisions with this class.

Keeps me on edge, paranoid, unhappy, negative. All decisions are affected, made quickly, sometimes with anger first, just to get through the rest of your day so you can get away from it.

Table 20

Excerpts From Theme of Feeling More Limited in Actions

My thoughts were influenced all day by my worry about the student's condition, and therefore concentration on tasks for the rest of the day were limited. My immediate reaction was to go right to the student to see if he was conscious/unconscious. My nervousness and worry and instinct influenced my decisions.

I think my emotional reactions put me on auto-pilot in a fight-or-flight response. The thoughts I had were "survival" and empathy in an odd combination that made my thoughts confused.

The emotional reactions of being disappointed, upset, sad, frustrated certainly made me lose my focus and concentration during the lesson. My thoughts in regards to my relationships with several students felt threatened or lost. Feeling of disrespect was felt toward each other. The students' negative reactions to my class and planned activity certainly made me defensive and heightened my mood to be very reactionary and defensive in nature. I believe I was visibly upset and defensive to many students.

I was likely less able to tune into the needs of the other students, and I believe I was bothered by things that would not normally have bothered me.

I know that feeling discouraged made me less patient and less engaged in the class. It's like I just wanted to give up and try again the next day. I didn't, but that's what I was thinking.

Made it challenging to persevere and keep high expectations while dealing with challenging behaviour and outlook.

I was scared for myself, my students. I had adrenaline during the event and then collapsed after. I was really focused in the moment.

I didn't even have any thoughts I was so frustrated. My emotions certainly caused me to break down and decide to walk away, although it felt less like a decision and more like something I just did without thinking.

I was just trying to focus on keeping calm and unwaivered. I wanted to make sure that it was clear that I wanted to help the student learn and prove to the student that I was not going to get upset.

I was caught off guard and so unprepared that I could not process thoughts. After, I spent a lot of time reflecting on this situation, and I think I could have changed my decisions in the moment to act faster and split up the fight more quickly.

I could only think about what was going on outside the class. My decision making and actions were basically disabled (in the literal sense) during this event.

I worked to stay as focused as possible. Was trying to stay out of "fight or flight." Students and staff at this point needed support. I relied on my training and experience.

I was fearful of being hurt. I was fearful for the safety of the TA. I just wanted to keep people safe.

My frustration meant that I disengaged instead of using the event as an educational experience.

I felt rooted in my position as a teacher and the appropriateness of my request and my response.

During physical altercations, I usually do not get a lot of time to think about my decisions. I may second guess my decisions after the fact, but at the same time I try to make the decision I can in the moment.

My response was fast, almost out of my control.

The embarrassment and guilt is what caused me to have the conversation in the hallway instead of in the classroom with others around. Being frustrated and distressed, because this wasn't the first time the student yelled at me in front of class, may have affected my tone and what I said to him at the time. I needed a minute to slow my heart rate and collect my thoughts before talking to him.

Emotions tried to take over, however, I know what I had to do for the safety of everyone in the classroom at the time.

It made me think very carefully about my next step.

Figure 1

Thematic Web of Everyday Moments in Teaching Teachers Describe as Positive

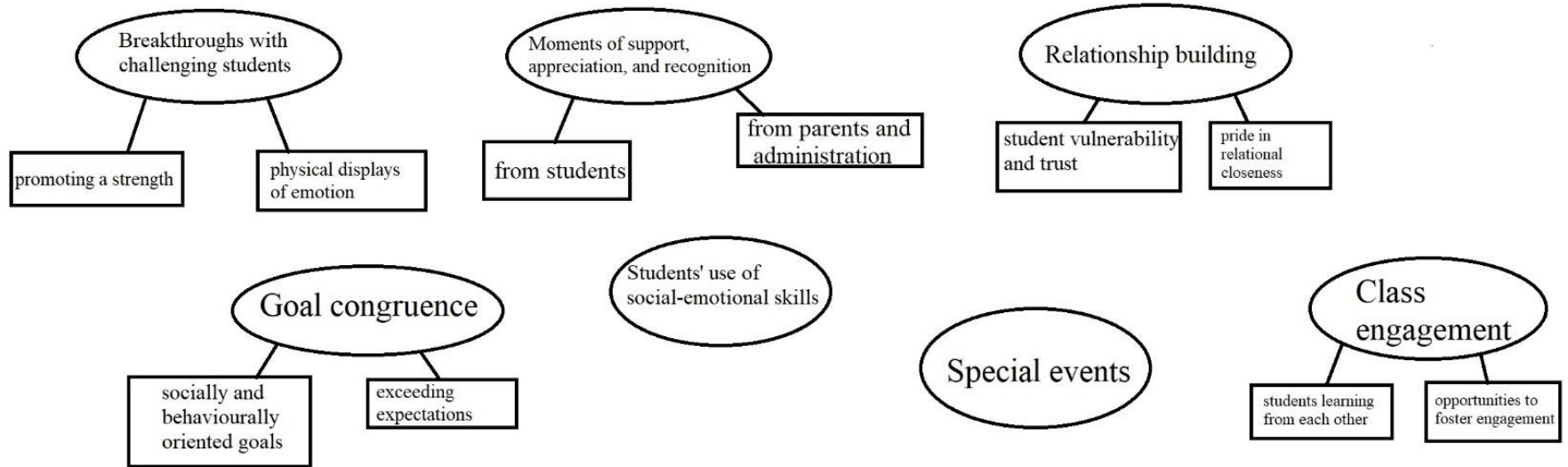


Figure 2

Thematic Web of Role Teachers Believe Positive Everyday Emotions Play in Their Decision-Making Processes

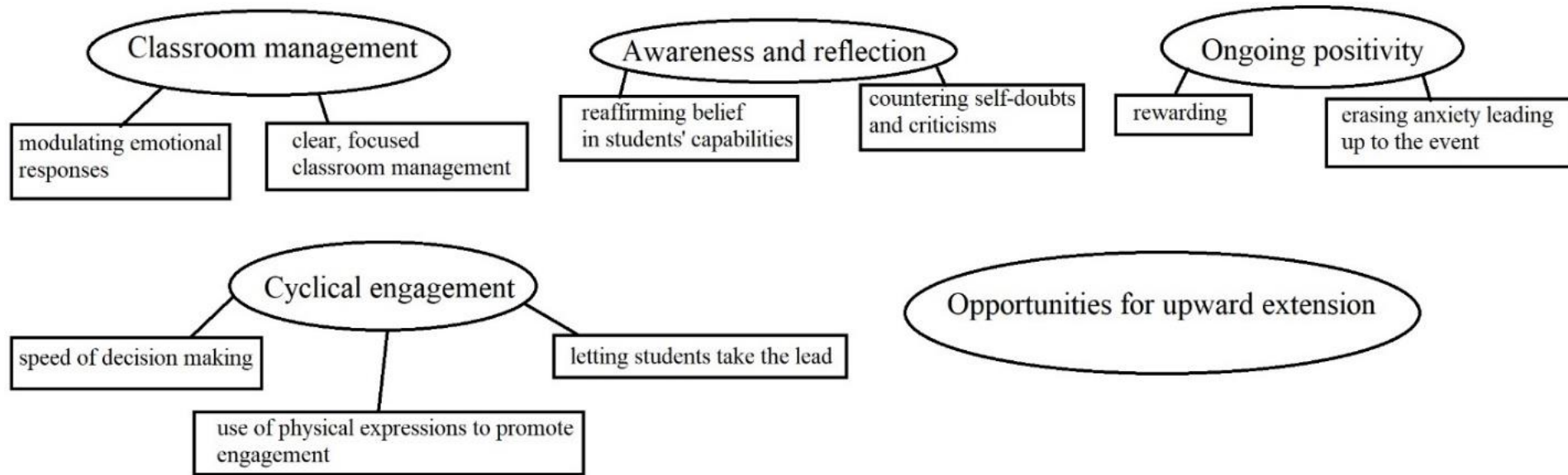


Figure 3

Thematic Web of Everyday Moments in Teaching Teachers Describe as Negative

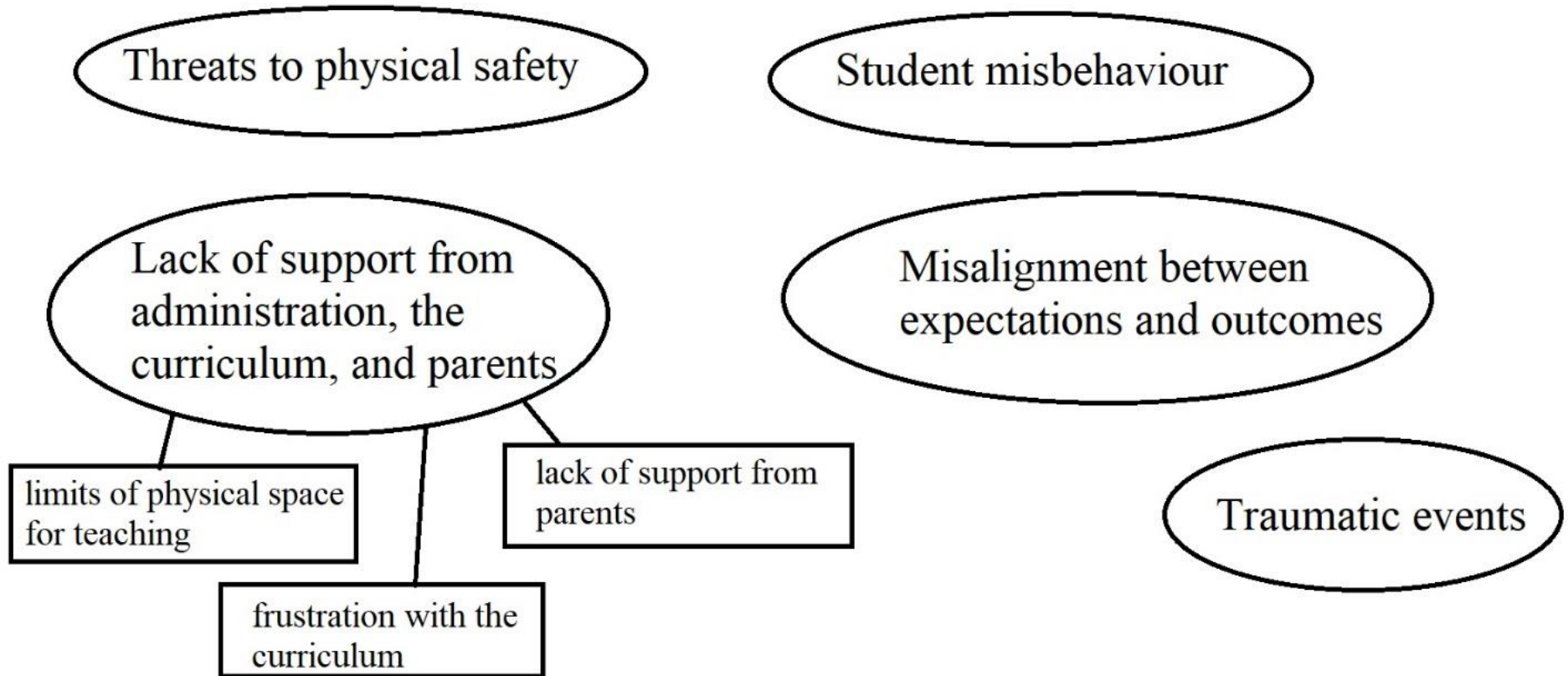
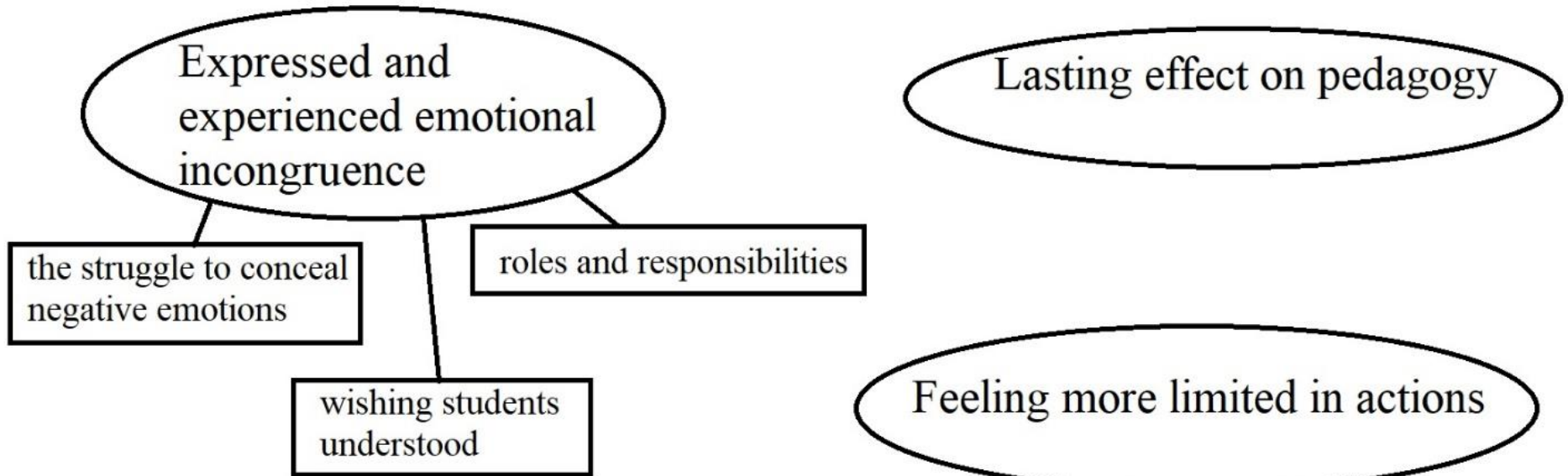


Figure 4

Thematic Web of Role Teachers Believe Negative Everyday Emotions Play in Their Decision-Making Processes



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Appendix A: Emotional Experiences Questionnaire – Teacher Form (EEQ - TF)

Emotional Experience Questionnaire

Describe a positive event that produced a strong emotional reaction while you were teaching a group of students. There is no correct situation to report. Take a few minutes to think about the details of the event and write what you are thinking about in as much detail as possible (i.e. the people involved, things that happened, things people said, the location you were in).

Please think about the event you just described. Rate the extent to which you felt the following listed emotions DURING the event you just described:

| | | | | | |
|---------------|------------|----------|------------|-------------|-----------|
| Likert-scale: | 1 | 2 | 3 | 4 | 5 |
| | Not At All | A Little | Moderately | Quite A Bit | Extremely |

| | 1 | 2 | 3 | 4 | 5 |
|--------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Active | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Enthusiastic | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Determined | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Attentive | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Inspired | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Strong | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Interested | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Alert | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Excited | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Proud | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Affirmed | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Trusting | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Surprised | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Giddy | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Passive | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Overwhelmed | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Appreciative | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Thrilled | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Happy | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Relaxed | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Appreciated | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | 1 | 2 | 3 | 4 | 5 |
|--------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Frustrated | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Anxious | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Confused | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Sad | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Worried | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Disrespected | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Helpless | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Embarrassed | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Discouraged | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Grateful | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Nervous | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Scared | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Upset | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Guilty | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Hostile | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ashamed | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Jittery | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Irritable | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Distressed | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Mad | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Hopeless | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

3. Are there any other words you would use to describe your feelings during this event? If so, please share here:

Please explain in as much detail as possible how you think your emotional reactions influenced the thoughts you had during the event.

Please explain in as much detail as possible how you think your emotional reactions influenced decisions you made and things you did (your behaviour) during the event.

How often do events that evoke this range and intensity of emotions happen at work?

- Multiple times a day
- Once a day
- Weekly
- Monthly
- A few times per year
- Once per year
- Once every few years
- Only this one time reported

Describe a negative event that produced a strong emotional reaction while you were teaching a group of students. There is no correct situation to report. Take a few minutes to think about the details of the event and write what you are thinking about in as much detail as possible (i.e. the people involved, things that happened, things people said, the location you were in).

Please think about the event you just described. Rate the extent to which you felt the following listed emotions DURING the event you just described:

| | | | | | |
|---------------|-----------------|---------------|-----------------|------------------|----------------|
| Likert-scale: | 1 Not At All | 2 A Little | 3 Moderately | 4 Quite A Bit | 5 Extremely |
|---------------|-----------------|---------------|-----------------|------------------|----------------|

| | 1 | 2 | 3 | 4 | 5 |
|--------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Active | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Enthusiastic | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Determined | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Attentive | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Inspired | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Strong | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Interested | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Alert | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Excited | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Proud | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Affirmed | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Trusting | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Surprised | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Giddy | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Passive | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Overwhelmed | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Appreciative | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Thrilled | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Happy | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Relaxed | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Appreciated | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | 1 | 2 | 3 | 4 | 5 |
|--------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Frustrated | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Anxious | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Confused | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Sad | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Worried | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Disrespected | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Helpless | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Embarrassed | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Discouraged | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Grateful | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Nervous | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Scared | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Upset | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Guilty | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Hostile | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ashamed | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Jittery | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Irritable | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Distressed | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Mad | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Hopeless | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

3. Are there any other words you would use to describe your feelings during this event? If so, please share here:

Please explain in as much detail as possible how you think your emotional reactions influenced the thoughts you had during the event.

Please explain in as much detail as possible how you think your emotional reactions influenced decisions you made and things you did (your behaviour) during the event.

How often do events that evoke this range and intensity of emotions happen at work?

- Multiple times a day
- Once a day
- Weekly
- Monthly
- A few times per year
- Once per year
- Once every few years
- Only this one time reported

Demographics

Please respond to the following demographics items. These will be used to describe the group of people who participate in this study. In no way will you be personally identifiable in communication of study findings.

Ethnicity: Please use your own words and/or select all that apply from list below:

-
- | | |
|--|---------------------------------------|
| <input type="radio"/> African | <input type="radio"/> East Indian |
| <input type="radio"/> African-Canadian | <input type="radio"/> European |
| <input type="radio"/> Asian | <input type="radio"/> Indigenous |
| <input type="radio"/> Caucasian | <input type="radio"/> Indo-Canadian |
| <input type="radio"/> East Asian | <input type="radio"/> Southeast Asian |

Physiological Sex: Please use your own words and/or select all that apply from list below

-
- Male
 - Female

Gender Identity: Please use your own words and/or select all that apply from list below

-
- Male
 - Female
 - Transgender
 - Two-spirit
 - Gender Non-Conforming

Please list the school(s) where you currently work: Your response will be used for data analysis purposes (as a nesting variable). School names will never be shared in communication of results:

Profession: Please use your own words and/or select all that apply from list below:

- Permanent Position Classroom Teacher
- Contract Classroom Teacher
- Substitute Teacher
- Educational Program Assistant (EPA)
- Principal
- Vice-Principal
- Teacher-In-Training (B.Ed student)
- School Psychologist
- Speech-Language Pathologist
- School Counsellor

Students I currently work with are in grade(s): _____

Date of Birth *YEAR / MONTH / DAY: _____

OTHER? _____

Appendix B: Certificate of Research Ethics Clearance



University Research Ethics Board (UREB)

Certificate of Research Ethics Clearance

| | | | | |
|------------------------------------|--|----------------------------------|---------------------------------------|--|
| <input type="checkbox"/> Clearance | <input checked="" type="checkbox"/> Secondary Data Clearance | <input type="checkbox"/> Renewal | <input type="checkbox"/> Modification | <input type="checkbox"/> Change to Study Personnel |
|------------------------------------|--|----------------------------------|---------------------------------------|--|

| | | | |
|-----------------------|---------------------|--------------------|---------------------|
| Effective Date | June 2, 2020 | Expiry Date | June 1, 2021 |
|-----------------------|---------------------|--------------------|---------------------|

| | |
|-----------------------------|--|
| File #: | 2019-213 |
| Title of project: | Classroom Emotions and Teacher Decision-making Processes: A Qualitative Study |
| Researcher(s): | Caleb Young |
| Supervisor (if applicable): | Krista Ritchie |
| Co-Investigators: | n/a |
| Version : | 1 |

The University Research Ethics Board (UREB) has reviewed the above named research proposal and confirms that it respects the *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans* and Mount Saint Vincent University's policies, procedures and guidelines regarding the ethics of research involving human participants. This certificate of research ethics clearance is valid for a period of **one year** from the date of issue.

| Researchers are reminded of the following requirements: | |
|---|---|
| Changes to Protocol | Any changes to approved protocol must be reviewed and approved by the UREB prior to their implementation. Form: REB.FORM.002 Info: REB.SOP.113 Policy: REB.POL.003 |
| Changes to Research Personnel | Any changes to approved persons with access to research data must be reported to the UREB immediately. Form: REB.FORM.002 Info: REB.SOP.113 Policy: REB.POL.003 |
| Annual Renewal | Annual renewals are contingent upon an annual report submitted to the UREB prior to the expiry date as listed above. You may renew up to four times, at which point the file must be closed and a new application submitted for review. Form: REB.FORM.003 Info: REB.SOP.116 Policy: REB.POL.003 |
| Final Report | A final report is due on or before the expiry date. Form: REB.FORM.004 Info: REB.SOP.116 Policy: REB.POL.003 |
| Privacy Breach | Researchers must inform the UREB immediately and submit the Privacy Breach form. The breach will be investigated by the REB and the FOIPOP Officer. Form: REB.FORM.015 |
| Unanticipated Research Event | Researchers must inform the UREB immediately and submit a report to the UREB within seven (7) working days of the event. Form: REB.FORM.008 Info: REB.SOP.115 Policy: REB.POL.003 |
| Adverse Research Event | Researchers must inform the UREB immediately and submit a report to the UREB within two (2) working days of the event. Form: REB.FORM.007 Info: REB.SOP.114 Policy: REB.POL.003 |

*For more information: <http://www.msvu.ca/ethics>

**Dr. Daniel Séguin, Chair
University Research Ethics Board**

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