



Identity, Interaction, and Interdependence:

An Equity-Centered Approach to Emotional Intelligence in School Leadership

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Agenda



Day 1: Theory

I - Identity, You - Interaction



Day 2: Implementation

We - Interdependence

Targeted, practical, activities to deepen what explored today



Templates to Turn Key

Ready to use tools for your tool-box to utilize with your school/students

Day 1 - Theory

Learning Objectives

By the end of Day 1, participants will be able to:

01

Describe how aspects of my own identity influences my leadership and perception of my students.

02

Reflect on my personal biases and how these may impact school culture and student interactions.

03

Differentiate between identity traits that are visible versus those that are invisible, yet are influential in myself.





Ice Breaker: All About Me



Purpose

Reflect on who we are, how we are seen, and what we carry into the room.

What ?

Break up into groups of two/three

About Me

- Where did your name come from? (family, culture, a story, or personal meaning)
 - One way you were seen or misunderstood as a student
- 
- 
- What did you learn about yourself?
 - How does this influence how you show up as a leader?



Emotional Intelligence:

**Being able to understand your own emotions and
the emotions of those around you**

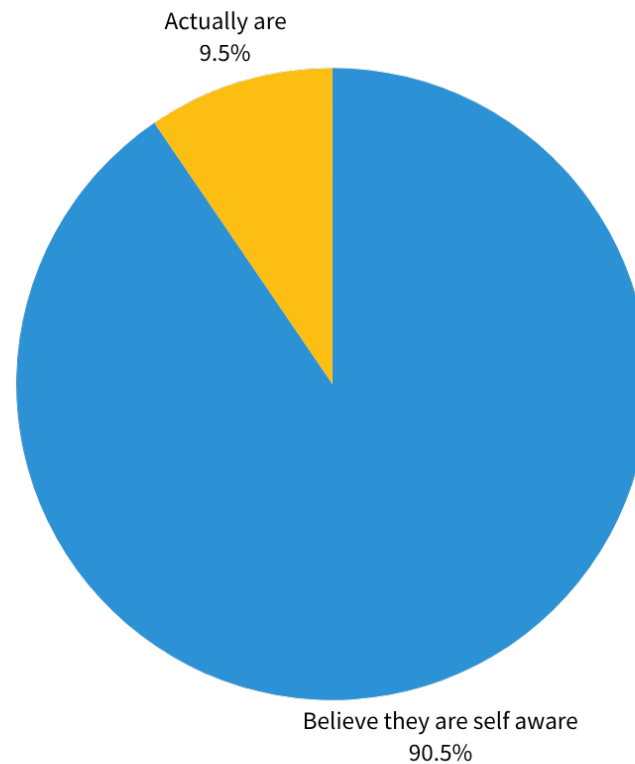
Respond. Don't React.
Pause and Process



HARVARD RESEARCH ON EMOTIONAL INTELLIGENCE

95% BELIEVE THEY ARE

- Trouble accepting feedback
- Cannot empathize
- Hard time with perspective of others
- Cannot read the room
- Hurt others without realizing it



ONLY 10% ACTUALLY ARE

- Effective at leadership!
- Determines career success
- Improve job performance
- Social interactions - families, bonds with students
- Creates a supportive learning environment

<https://hbr.org/2018/10/working-with-people-who-arent-self-aware>



Four Main Domains of EI



Step By Step

Consider where you have strengths and where you may need help, feedback, or input.

Interactions?

How does each domain shape our interactions? Peers? Students? Others?



Easy EI Assessment

<https://neotecouncil.org/wp-content/uploads/2012/04/EmotionalIntelligence-Self-Assessment.pdf>

EMOTIONAL INTELLIGENCE

What does it look like?

Self
Awareness

25%

Self
Management

25%

Social
Awareness

25%

Relationship
Management

25%

Own emotions

Emotions of
others

Intentional
about who are
students are

Personalize
learning
pathways

Ability to read
the room

Empathy

Supporting
student's needs

Seeing the
needs of our
families

Managing
emotions
effectively

Controlling
impulses

De-escalation,
posture, tone

Resilience and
Stress

Conflict
Resolution

Teamwork

Communication

Positive School
Climate

HOW THIS SHOWS UP

in our Leadership

Self-Awareness

Improved
Communication

Enhanced
Teamwork

Social Awareness =
Be present. Listen more

Pulled in directions
Decision Making

Effective Conflict
Resolution

Self-Management
or Self-Regulation

Your impact on others
walks in with you

Addresses Personal and
Professional Burnout

Relationship
Management

When you give feedback
Effective conversations

Increase performance
w/o crushing their spirit



Walk and Think: My greatest need, walk away with today?

Day 2 - Implementation

Learning Objectives

By the end of Day 2, participants will be able to:

01

Describe how aspects of my own identity influences my leadership and perception of my students.

02

Reflect on my personal biases and how these may impact school culture and student interactions.

03

Differentiate between identity traits that are visible versus those that are invisible but influential in myself.

04

Identify how emotional triggers influence responses in student and staff interactions.

05

Analyze school-based scenarios to determine how emotional intelligence affects outcomes.



Self – Aware

- Reflect and journal about a time when you were acutely aware of your emotion of joy.
- What were you doing?
- What made you feel joyful?



Self-Management

How are you at managing vulnerable emotions? Pick one or two.

- Anger?
- Shame?
- Disappointment?
- Sadness?

Greatest Need Journal Prompts
Pick one to build your growth

Social Awareness – Empathy

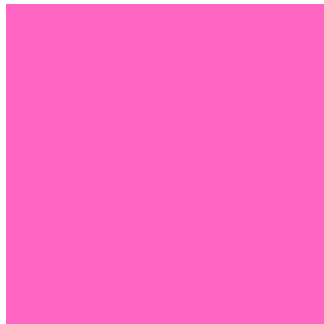
- Reflect and journal about a time when you could really relate to someone's struggle.
- How did you show empathy?



Social Awareness – Courage

- Reflect and write about a time when you had to summon an incredible amount of courage
- What helped you the most?





1 Strength

Introducing Me - Give & Take

- **No names**
- **Write it clearly**
- **Make it brief**



1 Area for growth



Scenarios


Scenarios you have observed in classrooms which require:
Awareness, Courage, Empathy, Self-Management

- 1. Write them out**
- 2. Post them on the wall**
- 3. Act or “Workshop” them – one per group and discuss**



Teamwork begins by building trust.
And the only way to do that is to
overcome our need for invulnerability.





My Personal Take aways

- "Who do I see first when I walk into a classroom?
Why?"
- "How does my identity influence my leadership?"
- "How can I communicate in a way that shows..."

- **Self - awareness**
- **Empathy**
- **Courage**
- **I manage my emotions**



How Do We Grow from here ?



El Four Corners/Gallery Walk

Learn from and listen to others who have strengths - empathy, listening, regulation, relationship management



Ask two questions for your growth

Consider your own personal and professional growth journey

Solving Summary

What two action steps will you implement this year?



Turn-Key Tools for Your Toolbox



All About Me Icebreaker

Easy week 1 activity to normalize learning about each other, values, how we are seen



Easy EI Assessment

Students can assess and share their results in real time and create their own development plan



Walk and Think

Movement is learning. Appeals to a variety of learning styles. Stimulates endorphins. Gives time to pause and process.



Greatest Need

Journal Prompts

Writing reinforces learning.
Low stakes, no assessment zone



Posting Reflections

Give & Take

Anonymous sharing, ensures autonomy and creates safe spaces for sharing emotions



Scenarios

Students generate their own ideas and are included every step of the way



Bonus: EI Four Corners

Observing is learning.
Organic peer mentoring.



Reflections

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