

MAEL 205 - Emotional Wellbeing and Emotional Literacy for Effective Leadership

ECTS Value: 5 ECTS
Self-Study Hours: 70

Contact Hours: 25
Assessment Hours: 30

Overall Objectives and Outcomes

This module is required for policy makers and education stakeholders who are leaders within the Maltese Education System so as to be able to lead emotional well-being. The module will equip leaders within the education system with ways that enhance the well-being and emotional literacy of educators and with ways through which these educators can address such aspects with their students. Well-being and emotional literacy need an in-depth analysis for the proper functioning within a globalized, competitive, neo-liberal society. In this module, educational leaders will be able to reflect on how they can help educators to address stress, continuous changes and negative stereotypes, encountered in their work place.

By the end of this module, the learner will be able to:

Competences

- a. Systematically identify ways how educators can reflect on the competences related to their emotional literacy;
- b. reflect on the way their educators can deal with their challenges when working within the education;
- c. establish an action plan that will help them to face educators when encountering ongoing challenges.

Knowledge

- a. critically and systematically define well-being, emotional literacy and emotional intelligence;
- b. identify protective factors that help educators in overcoming challenges in education including: continuous changes, negative stereotypes and stress;
- c. acquire and develop the necessary knowledge that can enhance the emotional well-being and emotional literacy of their educators in their life and at the place of work.

Skills

- a. critically reflect on theories of emotional literacy and well-being;
- b. evaluate the way they can engage in emotion coaching;
- c. initiate methods that stimulate emotional literacy.

Assessment Methods

This module will be assessed through: Contribution to online discussion and Reflective Journal.

Suggested Readings

Core Reading List

1. Bezzina, A., Falzon, R., & Muscat, M. (2015); "Emotional intelligence and the Maltese personal and social development model." In Zysberg, L. & Raz, S. (Eds.). *Emotional intelligence: Current evidence from psychopathological educational and organisational perspectives* (pp. 151-171). New York: Nova Science Publishers, Inc.
2. Camilleri, S., Caruana, A., Falzon, R., & Muscat, M. (2012). "The promotion of emotional literacy through personal and social development: the Maltese experience" in *Pastoral Care in Education*, 30(1), 19-37.
3. James, C., Bore, M., & Zito, S. (2012). "Emotional intelligence and personality as predictors of psychological well-being" in *Journal of Psychoeducational Assessment*, 30(4), 425-438.

Supplementary Reading List

1. Michaelson, J., Mahony, S., & Schifferes, J. (2012); Measuring wellbeing. A guide for practitioners. *A short book for voluntary organizations and community groups*. London: NEF.
2. Feinstein, L., Vorhaus, J., & Sabates, R. (2008); "Mental Capital and Wellbeing: Making the most of ourselves in the 21st century" in *Learning through life: Future challenges*, Government Office for Science.
3. Cross, T. L. (2002); "Putting the Well-Being of All Students (Including Gifted Students) First" in *Gifted Child Today*, 25(4), 14-17.
4. United Nations Educational, Scientific and Cultural Organization (UNESCO). (2012)' *Youth and skills: putting education to work*. UNESCO, Paris, France.