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**Students have their Say: What can New Zealand Secondary School
Students tell us about their Emotional Experiences in the Classroom?**

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Abstract

Hargreaves (1998) argued that emotions are central to teaching. While some attention has been given to emotions in the primary school sector, little research has been undertaken to understand the role of emotion in the secondary school context. To address this gap, focus groups with secondary students were conducted to ascertain how different students experienced teachers' social-emotional interactions and the relationship these interactions had to their learning experiences. Obtained data were analysed qualitatively and themes fell under two categories, teachers' emotional behaviours that alter the emotional classroom climate, and the outcomes of these behaviours. A dynamic was found to operate between the two as students identified mirroring their teachers' emotions which affected their academic attitudes and outcomes. Highlighted in the research is that students' emotional needs are central to teaching practices and that teachers can utilise emotion in their teaching to enhance academic responsiveness. Emotionally driven anecdotes aim to develop teachers' use of emotion in teaching through illustrating the power of their role as more than educators of academic content.

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Ehara taku toa, he takitahi, he toa takitini

*My success should not be bestowed onto me alone, as it was not individual success
but success of a collective*

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List of Abbreviations

CES	Classroom Environment Scale
CASEL	Collaborative for Academic Social and Emotional Learning
ECC	Emotional Classroom Climate
ETP	Effective Teaching Profile
NCEA	National Certificate of Educational Achievement
PB4L	Positive Behaviour for Learning
RTLB	Resource Teacher for Learning and Behaviour
SEL	Social Emotional Learning
SDT	Self Determination Theory