

# Contents

<i>List of illustrations</i>	x
<i>Acknowledgements</i>	xi
<i>Foreword</i>	xiii
<i>A note about gender</i>	xiii
<i>A note about educational leadership</i>	xiii
<i>A note about the case stories</i>	xiv
<b>Introduction: Why teachers need to know about attachment theory</b>	<b>I</b>
The 3Rs: relationship, relationship, relationship	1
Is anger a “thing-to-be-managed”? 4	4
Brief outline of the book	5
Expanding the 3Rs	6
A brief word about methodology	6
<b>PART I</b>	
<b>Attachment theory</b>	<b>9</b>
<b>I Attachment theory and the classroom: Overlapping space</b>	<b>II</b>
The attachment behavioural system	11
Emotional response sets: scaffolding and attachments: the internal context of teaching	21
<b>2 Adult attachment theory and the teacher–student relationship</b>	<b>23</b>
Adult attachment: from a three category to a four category model	24
The four adult attachment styles	26
Nonattachment	27
Attachment needs become elusive	28



Adult attachment: from a categorical to a continuous model	28
Stability and change of attachment styles	28
The teacher–student relationship: teachers as attachment figures	29
Summary	38

### **3 The emotionality of teaching**

40

Teachers have feelings too	41
Attachment and emotional labour	42
Who makes the decisions? The external context of teaching	43
Stress	44
Relational stress on the frontline: links with emotional labour	45
Accountability and emotional labour	45
Stress takes its toll	47
Attachment provides a framework for dealing with complex problems	48
Aggression to preserve the inner working model	50
Shared internal working models: persuasion, manipulation and aggression	51
Attachment behaviours in adults only appear in times of stress	52
Unconscious motivation	53
Providing a secure base through professional development	54
Bringing unconscious motivation to consciousness	54
Unchallenged assumptions	55
Summary	55

## **PART II**

### **Researching teachers' attachments**

57

#### **4 Does time in the classroom effect attachment style? Does attachment style effect time in the classroom?**

59

Teachers' attachment styles	59
Usefulness of self-report measures of attachment for teachers	60
The findings	60
Pre-service teachers' feelings of anger toward students	63

#### **5 Contextual Insight-Navigated Discussion**

66

The qualitative investigation	66
The psychodynamic interview method	67
CIND: the basic structure	68
The basic principles of CIND as a brief, time-limited investigation	69
The elements of CIND	70



The use of story	74
Advantages of this methodology	75
Contextual Insight-Navigated Discussions with teachers	75
Summary	89

## **6 CIND mentoring: Supporting transitions and early career retentions** 93

Walking out or working through: learning about relationships the hard way	93
Tools of the trade: the working alliance	99
Methods and techniques	99
CIND mentoring outcomes	100

## **PART III** **New directions for practice** 105

## **7 The implications of new knowledge: Old wine in new bottles?** 107

The more things go around the more they come around	107
Questions revisited	108
Implications for pre-service teacher education	112
Implications for professional development in classroom management and mentoring	115
Implications for school leadership	116
Suggestions for future research	118
New wine in old bottles or old wine in new bottles?	118
Conclusions and recommendations	119
Breaking hundred year old habits	119

## **8 Further into attachment theory** 121

Attachment theory	121
Predicting attachment behaviour: the Adult Attachment Interview and self-reports	128

Notes	132
References and selected bibliography	134
Index	179