

Teachers' Experiences of Anger-Informed Coaching: From Reaction to Reflection

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Teacher Anger in Education

- Influences classroom climate and student outcomes
- Closely linked to teacher wellbeing
- Often constructed as problematic and subject to suppression in professional contexts
- Underexplored in both research and professional development

Perspectives on Anger

- Anger is often framed as negative and subject to suppression in professional contexts
- Teaching involves emotional labour, requiring regulation of emotional expression
- Contemporary perspectives suggest that anger may provide insight into values, needs, and goals
- However, there is limited empirical understanding of how teachers interpret and work with anger within their professional practice.
- Coaching approaches emphasise reflection and more constructive engagement with emotional experience

Research Aims

This study aimed to:

- Explore teachers' lived experiences of anger in the classroom
- Examine how teachers interpret the concept of positive anger
- Explore how teachers make sense of their engagement with an online, self-led Anger-Informed Coaching (AIC) workshop

Methodology

- Participants: 6 teachers (rural UK high school)
- Intervention: Online, self-led Anger-Informed Coaching workshop
- Data Collection: Semi-structured interviews

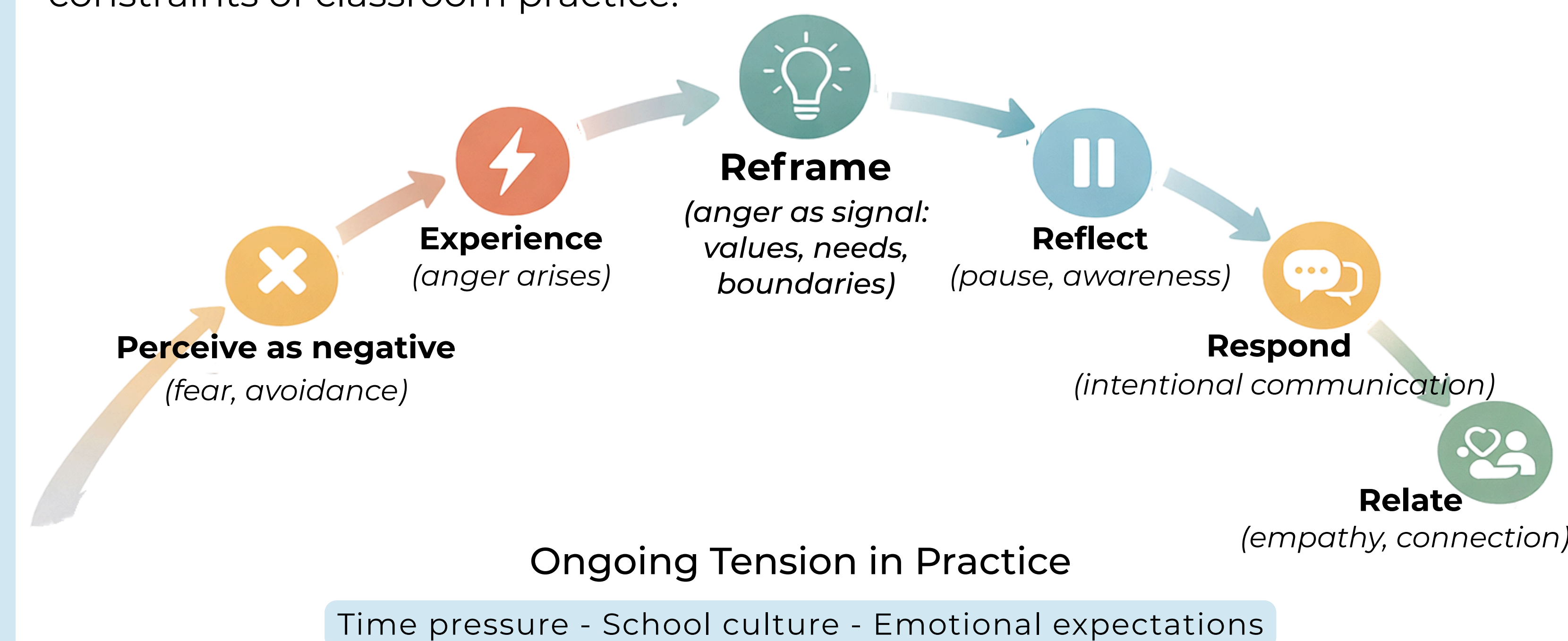
Analytical Approach:

- Interpretative Phenomenological Analysis explored participants' lived meaning-making
- Thematic Analysis identified shared patterns across participants

This combined approach enabled both idiographic depth and cross-case insight

From Reaction to Reflection

Teachers appeared to reinterpret anger as a meaningful signal, enabling more reflective and intentional responses. However, this process was shaped by the constraints of classroom practice.



Overarching Themes

Theme 1: Anger as Signal

- Signals values and boundaries
- Insight into needs

"I'm sensing there's something wrong."

Theme 3: Relational Shift

- Increased empathy toward students
- Behaviour reinterpreted

"They're trying to protect themselves"

Theme 2: Reframing Anger

- From negative → meaningful
- Protective and motivating

"Knowing that anger can be framed as positive... was freeing."

Theme 4: Tensions in Practice

- Time constraints
- School culture
- Emotional norms

"It's difficult in practice...finding the time..."

Interpretative Insights

- Anger experienced as linked to identity, values, and emotional labour
- AIC supported meaning-making and reflection
- Emotional awareness appeared to shape relational practice
- This shift was not always easily sustained in practice

From Insight to Practice

- Shift toward more reflective responses to anger
 - Change not straightforward to sustain
 - Ongoing tension between:
 - Reflective awareness (pause, interpret anger as signal)
 - Classroom demands (time, behaviour, institutional norms)
- "I still struggle...it's how you process that...that makes the difference"*

Implications

- Professional development should address emotional awareness and regulation
- AIC offers a structured space for reflection and meaning-making of anger
- Educational systems must consider structural constraints on emotional practice

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Key References

Braun & Clarke (2006); Frenzel (2014); Jennings & Greenberg (2009); Lazarus (1991); Smith et al. (2009); etc.
Full reference list available upon request