The handbook has been a very helpful resource in my daily teaching practice. As a high-school teacher in my 7th year of practice, I have benefitted greatly from the information provided in the book. In addition to the important aspects of students’ emotions, motivation and self-regulated learning, I very much appreciate the direct and unique focus of the book on teachers’ emotions, motivation and self-regulation (Lehrkraft im Fokus).

Specifically, the first chapter about emotions is excellent. It gives very clear examples of how to cope with my emotions in the classroom and makes useful and understandable suggestions for how to reduce my stress and cope with daily challenges during teaching. Burnout was often discussed in the seminars during my teacher education program, and during our practicum training, we were encouraged to take seriously the repeated warnings with respect to the potential for teachers’ burnout and emotional exhaustion. The handbook provides a comprehensible model outlining both the causes and effects of teachers’ emotions, gives useful exercises for reflecting on personal goals, and suggests immediately useful techniques for structuring my classes as well as my own thoughts to help me better relate to my students while also managing my own emotions (e.g., emphasizing my function as a role-model for students regarding my own coping with emotions, or stressing the importance of one’s appraisals and possibilities to change them and therefore positively influence emotions).

Beyond the clear advice in the handbook about how to maintain and improve my personal emotional health while teaching, I very much appreciate the understandable writing style of the authors and the concrete way in which the examples are presented. I very much feel as if the authors can empathize with the struggles faced by teachers and are also very knowledgeable about the theories and research they discuss. Some handbooks can be tedious, discouraging, and not fun to read after a hard day at work. But reading this handbook was actually enjoyable! It is not too long, it addresses the highlights of research on three important areas of student and teacher development I knew relatively little about (emotions, motivation, and self-regulation), and describes current research in these areas in a way that even a layperson such as myself can understand it.
I strongly recommend this book to new teachers just starting their profession as a guide for improving the effectiveness and student-centered nature of their teaching while also supporting their emotional well-being as a teacher. I would also encourage students in teacher education programs to review this book as preparation for the emotional demands of teaching, as well as experienced teachers who may learn new strategies or perhaps use it to more effectively mentor new teachers who otherwise may be inclined to quit the teaching profession. Overall, I found the book to be fascinating and an interesting read, and recommend it as a useful resource for teachers.

Yvonne Glaser-Bieg

Teacher at the private Catholic school in Bad Mergentheim

Main subjects: mathematics, biology and physics

Grade levels: 5-10