**Appendix A**

*Main questions from the semi-structured interviews*

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| Emotion regulation | Main question |
| internal emotion regulation within concrete situations | How did you deal with your emotions in this specific situation? |
| internal emotion regulation for negative emotions | You have already talked about some negative emotions. How do you generally deal with your negative emotions that you experience due to your team partner? |
| internal emotion regulation for positive emotions | Earlier you said that you have also experienced positive emotions during team teaching. How do you generally deal with your positive emotions that you experience due to your team partner? |
| inauthentic display (faking, masking) | Do you sometimes show emotions towards your team partner that you don’t really feel? |
| co-regulation for positive and negative emotions | You probably notice that your team partner sometimes feels positive or negative. Do you react in any way to your partner’s emotions? |
| shared regulation for positive and negative emotions | Maybe there are also days when you and your team partner both feel good or not so good. How do you deal with your emotions on such days? |

**Appendix B**

*Longer extract from the coding scheme*

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| Strategy | | Definition | Example |
| Internal emotion regulation—  antecedent-focused |  | The team teacher describes internally regulating emotions before they are fully formed in the classroom. |  |
|  | Reappraisal | The team teacher describes reappraising in-class situations to influence the possible ensuing emotions due to the team partner. |  |
|  | Positive | The team teacher describes reappraising in-class situations to influence the possible ensuing positive emotions due to the team partner. | – |
|  | Negative | The team teacher describes reappraising in-class situations to influence the possible ensuing negative emotions due to the team partner. | And as I said, I always tried as much as possible- (.) or my way of dealing with it was probably to see it as positively as possible, to think to myself, ‘Look [own first name], you didn't have to prepare anything; you’re also getting paid. (.) Ha, no problem’. Well, I mean [laughs], worse things have happened. (Interview 1, Pos. 63) |
| Internal emotion regulation—response-focused |  | The team teacher describes internally regulating emotions after they have fully formed in the classroom. |  |
|  | Suppression | The team teacher describes hiding/suppressing the expression of an emotion felt in class. |  |
|  | Positive | The team teacher describes hiding/suppressing the expression of a positive emotion felt in class. | – |
|  | Negative | The team teacher describes hiding/suppressing the expression of a negative emotion felt in class. | So I try not to show it and […] (.) I think that this is the most important thing. I find that the students should actually not notice […] what concerns the team partner. That, I find, one should actually not let out. (Interview 8, Pos. 95) |
| Co-regulation of emotions |  | The team teacher describes instances of co-regulation (their co-regulation of their partner's emotions or their partner's co-regulation of their own emotions). |  |
|  | Negative | The team teacher describes instances of co-regulating negative emotions by naming specific strategies. |  |
|  | Situation modification | The team teacher describes instances of co-regulating negative emotions by modifying the situation. | When you notice that someone is quite stressed, you try to say, ‘Hey, now I'll take over’ or something like that. Or, if you divide them [the students] up, you say, ‘Now I'll take the ones that are more difficult’. (.) So that you can take pressure off of yourselves, and so on. (Interview 4, Pos. 140) |
| Shared regulation of emotions |  | The team teacher describes instances of shared emotion regulation (i.e. the teachers regulate their in-class emotions together). |  |
|  | Positive | The team teacher describes instances of shared regulation of positive emotions (i.e. the teachers regulate their in-class positive emotions together). |  |
|  | Shared humor and banter | The team teacher describes instances of shared regulation of positive emotions (i.e. the teachers regulate their in-class positive emotions together by making jokes, bantering, and sharing humorous situations). | As I said, we just deal with it […] we just joke a bit […] (.) are just in a good mood. That we also fool around a little bit, a little bit more with the students than on other days, that you just really try to spread the mood. (Interview 14, Pos. 122) |