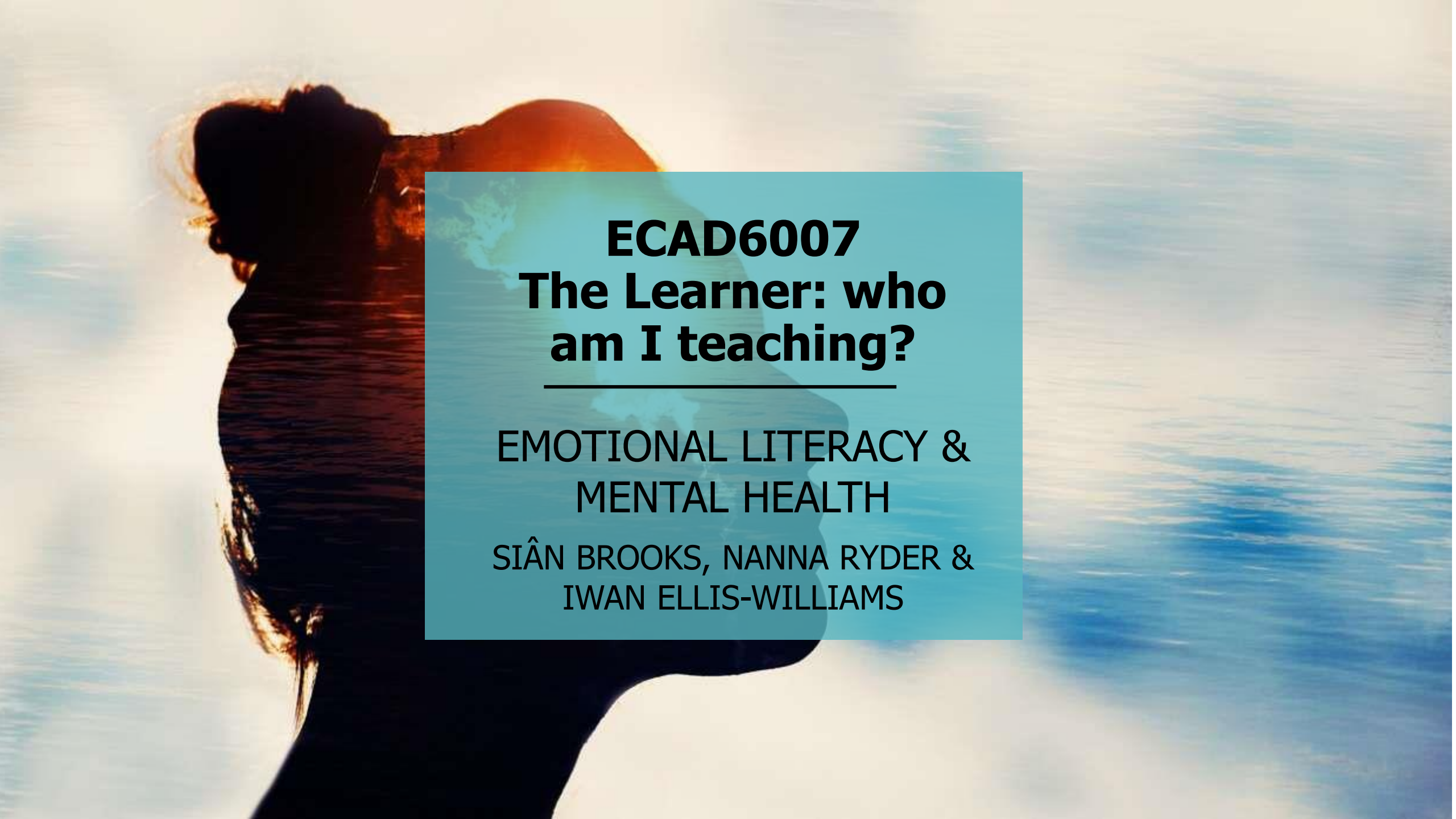


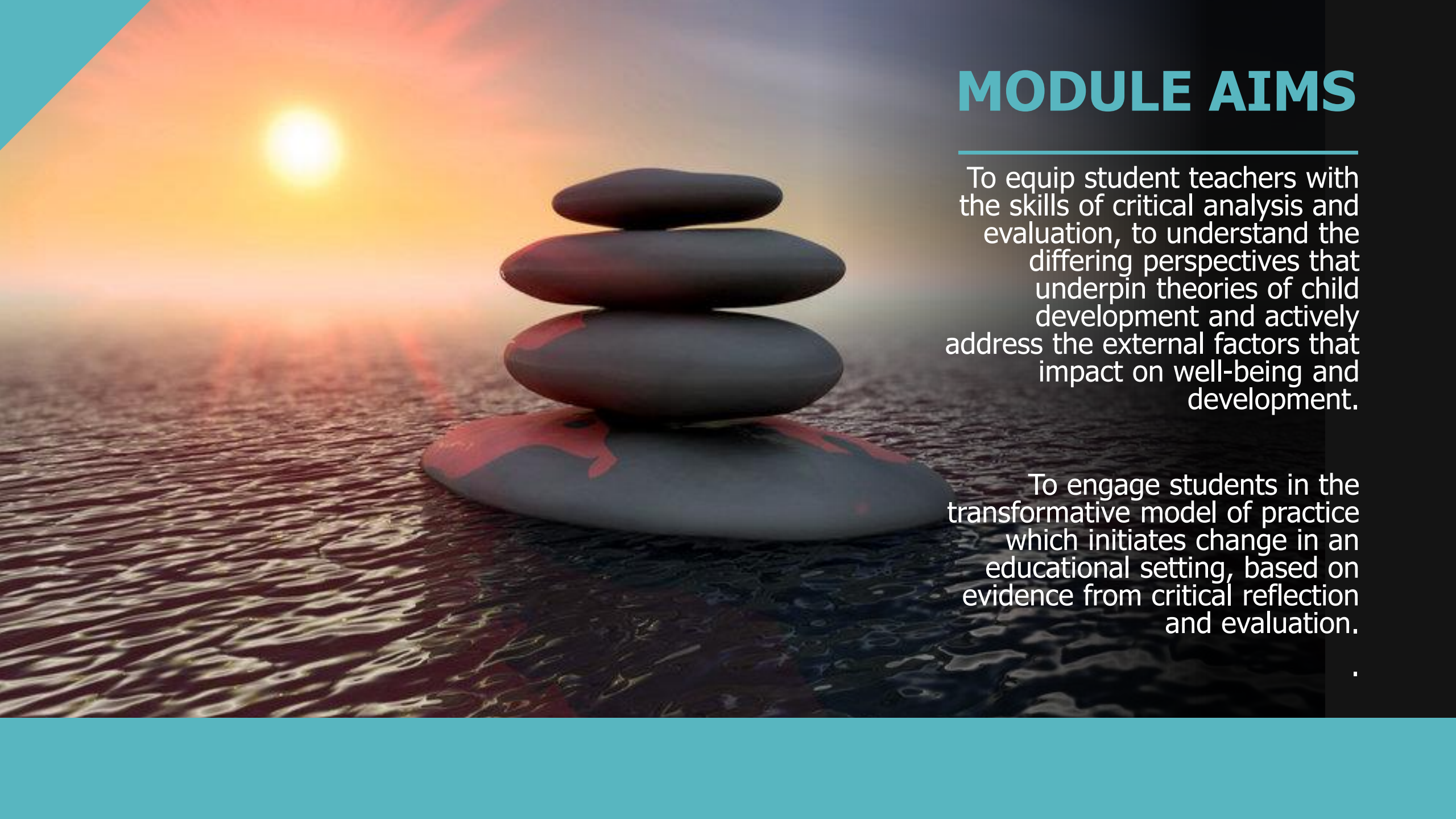
A silhouette of a person with long hair, seen from the side, looking out over a vast body of water towards a bright sunset. The sun is a large, glowing orange orb on the horizon, casting a warm glow across the sky and water. The water is a deep blue with gentle ripples. The person's hair is dark and voluminous, and their profile is clearly visible against the bright background.

ECAD6007

The Learner: who am I teaching?

EMOTIONAL LITERACY &
MENTAL HEALTH

SIÂN BROOKS, NANNA RYDER &
IWAN ELLIS-WILLIAMS



MODULE AIMS

To equip student teachers with the skills of critical analysis and evaluation, to understand the differing perspectives that underpin theories of child development and actively address the external factors that impact on well-being and development.

To engage students in the transformative model of practice which initiates change in an educational setting, based on evidence from critical reflection and evaluation.

ECAD6007 Assignment

- How will this session contribute to the assignment?

Session Questions:

- **Why do mental health / well-being issues exist in Wales?**
- **What is being done?**
- **What opportunities will the new curriculum offer?**



A critical evaluation and the identification of next teaching and learning steps focusing on a case study of an individual learner or a group of learners, based on an observed critical incident (equivalent to 5000 words).

Submission: 29/10/19 (deadline 23:59)



GROUND RULES

Openness

**Keep the
conversation
in the room**

**Non-
judgmental
approach**

Right to pass

**Make no
assumptions**

**Listen to
others**

**Use of
language**

Ask questions

**Seeking help
and advice**

Wales: where are we now?

'It is estimated that three children in every average size classroom will have a mental health issue. By the age of 14, half of all mental health problems will have begun'.

Why?

'school-based staff, including teachers, often lack the confidence and capacity to help pupils with their emotional and mental health'.

'Action for Children highlighted that:

- the proportion of 15-16 year olds self-reporting anxiety or depression has doubled in recent years;**
- one in ten 5-16 year olds suffers a diagnosable mental health disorder;**
- between 10-15 per cent of teenagers have some symptoms of depression at any one time'.**

'levels of stress and anxiety among pupils are rising'



**EMOTIONAL
LITERACY**

CAMHS

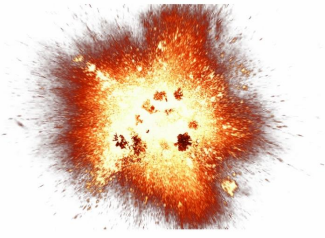
MENTAL HEALTH

SEAL

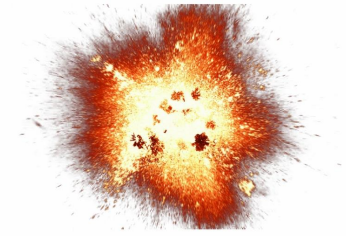


A large, intense explosion with a bright yellow and orange core, surrounded by a dense cloud of dark brown and black smoke and debris. The explosion is centered in the frame, with the text overlaid on it.

'Explode the quote!'



Pupils have to 'blow' up words and phrases from key quotations for into smaller pieces and analyse.



“There is a direct correlation between a child experiencing ACEs [adverse childhood experiences], or the likelihood to experience ACEs, and issues around deprivation. We know that deprivation can have a massive impact on a child's mental health and well-being [...] but nobody [including the more affluent] is immune from mental distress and mental ill-health.”

Quotation 1

Kirsty Williams

“Emotional health programmes in schools should be viewed as a form of promotion, prevention and early intervention which could reduce pressure on CAMHS, reduce specific mental health problems and increase academic achievement.”

Samaritans

Quotation 2

Quotation 3
“The evidence suggests that how SEL is adopted and embedded really matters for children’s outcomes”

EEF

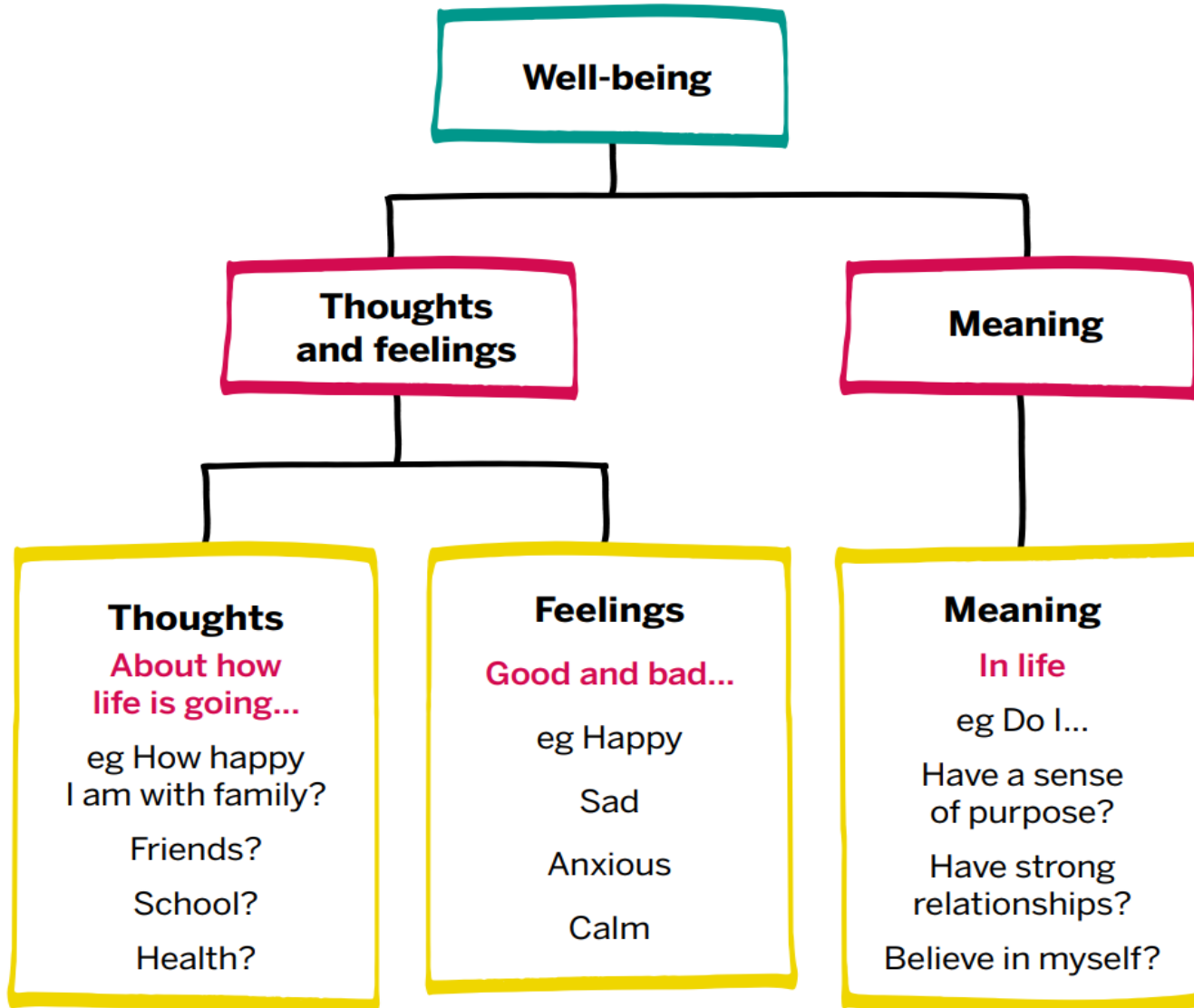
Quotation 4

“...literacy, numeracy and those sorts of things are fundamentally important [...] But if we make those the only measure of success, that pitches a field in a school that immediately, you could argue, will disenfranchise a certain section of those”.

Quotation 5

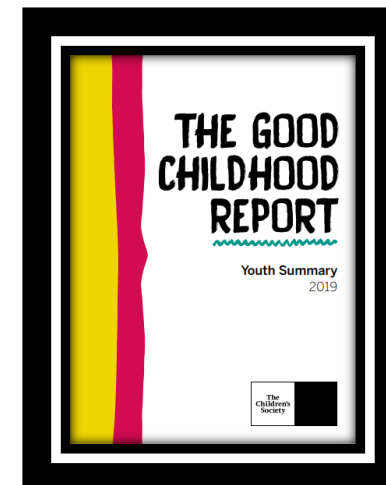
“Current World Health Organization (WHO) guidelines state that less than two hours per day of recreational screen time should be consumed by children and young people...In terms of the percentage of children using a computer two or more hours on weekdays, the study listed Wales as second highest of the 42 countries for boys and fourth highest for girls”

WHAT IS WELL-BEING MADE UP OF?



WHAT IS WELL-BEING?

67,000 children interviewed



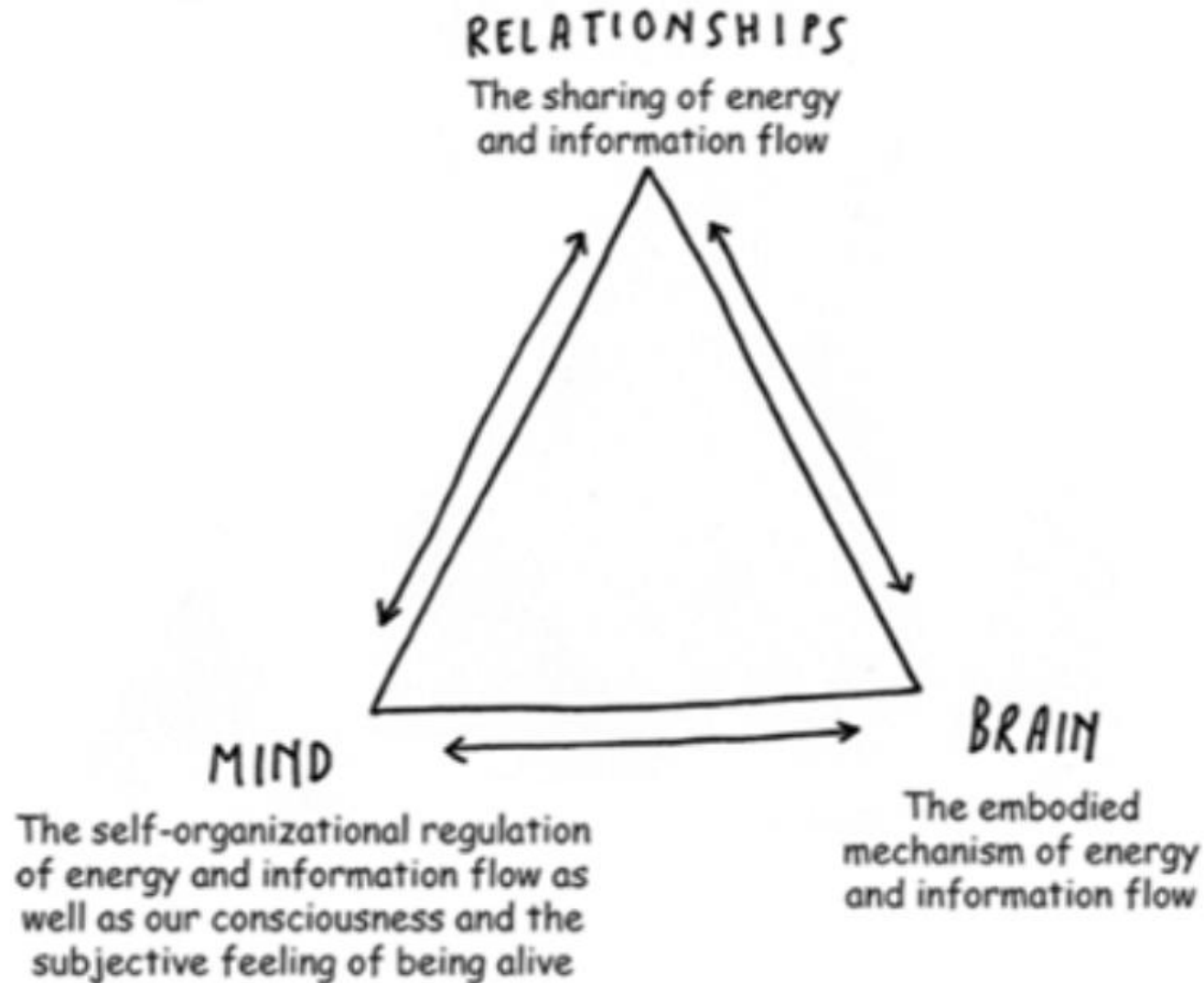
The importance of well-being



“We are calling on the Government to introduce national measurement of well-being for all children aged 11-18 to be undertaken through schools and colleges once a year. This would enable the experiences of young people to be recorded and issues acted upon for future generations”.



the TRIANGLE of WELL-BEING



Ferre Laevers: how do we measure well-being?





The Leuven well-being and involvement scale

The Leuven Scale for Well-being (in learning)

It's time for an honest observation of your students

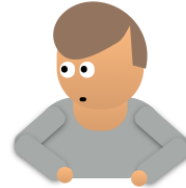
Based on: <http://www.plymouth.gov.uk/documents-ldtoolkitleuven.pdf>

Let's hope teachers are designing and evaluating classroom activities with an aim that every learner might reach a state of **flow**.



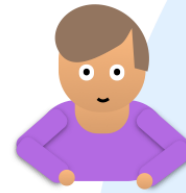
Extremely low

The child clearly shows signs of **discomfort** such as crying or screaming. They may look **dejected**, **sad**, **frightened** or **angry**. The child does not respond to the environment, avoids contact and is withdrawn. The child may behave aggressively, hurting him/herself or others.



Low

The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time.



Moderate

The child has a **neutral** posture. Facial expression and posture show little or **no emotion**. There are no signs indicating sadness or pleasure, comfort or discomfort.



High

The child shows obvious signs of **satisfaction** (as listed under level 5). However, these signals are not constantly present with the same intensity.



Extremely High

The child looks happy and **cheerful**, smiles, cries out with **pleasure**. They may be lively and full of energy. Actions can be spontaneous and expressive. The child may:

- talk to him/herself,
- play with sounds,
- hum, sing.

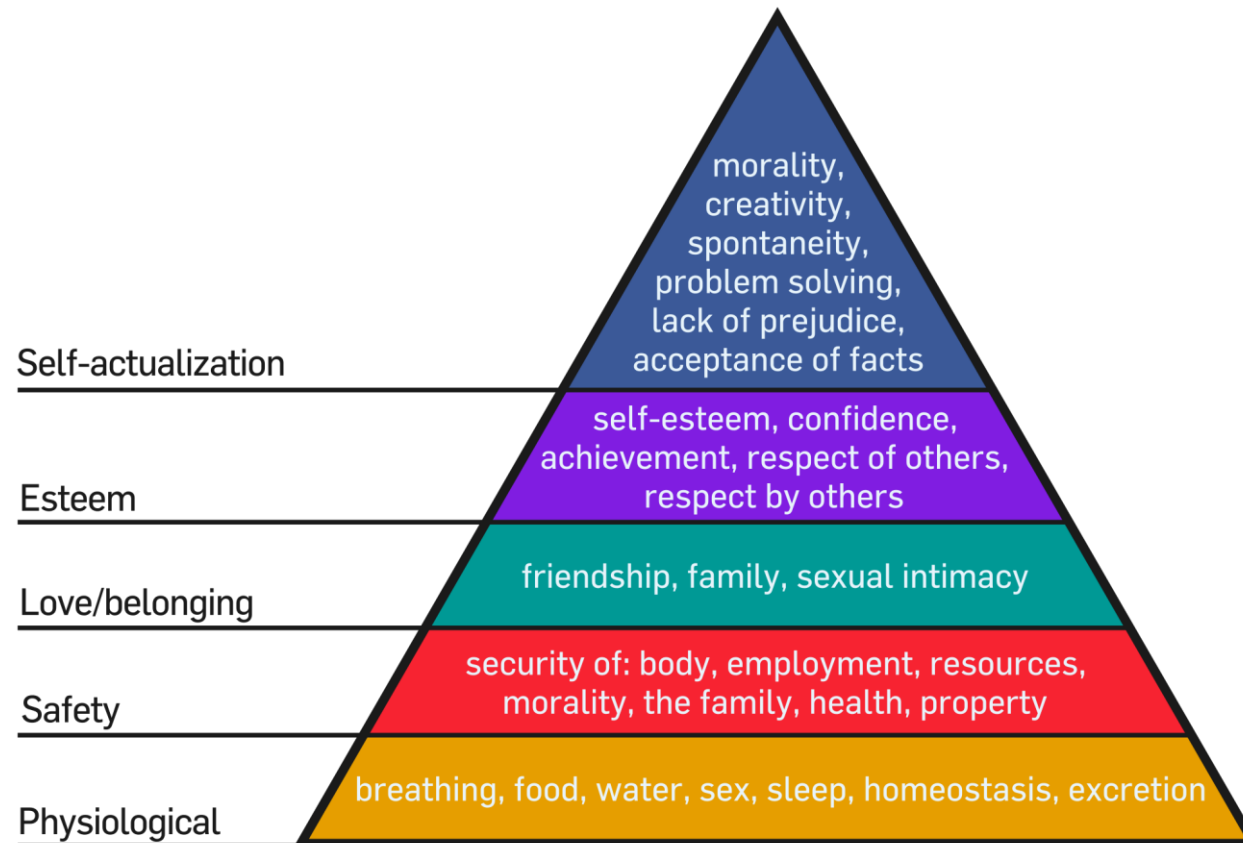
The child appears relaxed. The child expresses **self-confidence** and **self-assurance**.

What do we need to thrive?





Maslow's hierarchy of needs (1943)



Which of these applies to you?



☐ **A** I am successful in life and/or work, and I'm recognised by my peers for being so. I'm satisfied with the responsibility and role that I have in life and/or work, my status and reputation, and my level of self-esteem.

☐ **B** I am part of, and loved by, my family. I have good relationships with my friends and colleagues - they accept me for who I am.

☐ **C** My aim is self-knowledge and enlightenment. The most important thing to me is realising my ultimate personal potential. I seek and welcome 'peak' experiences.

☐ **D** Aside from dieting and personal choice, I never starve through lack of food, nor lack of money to buy food. Aside from the usual trauma of moving house, I have no worry at all about having somewhere to live - I have 'a roof over my head'.

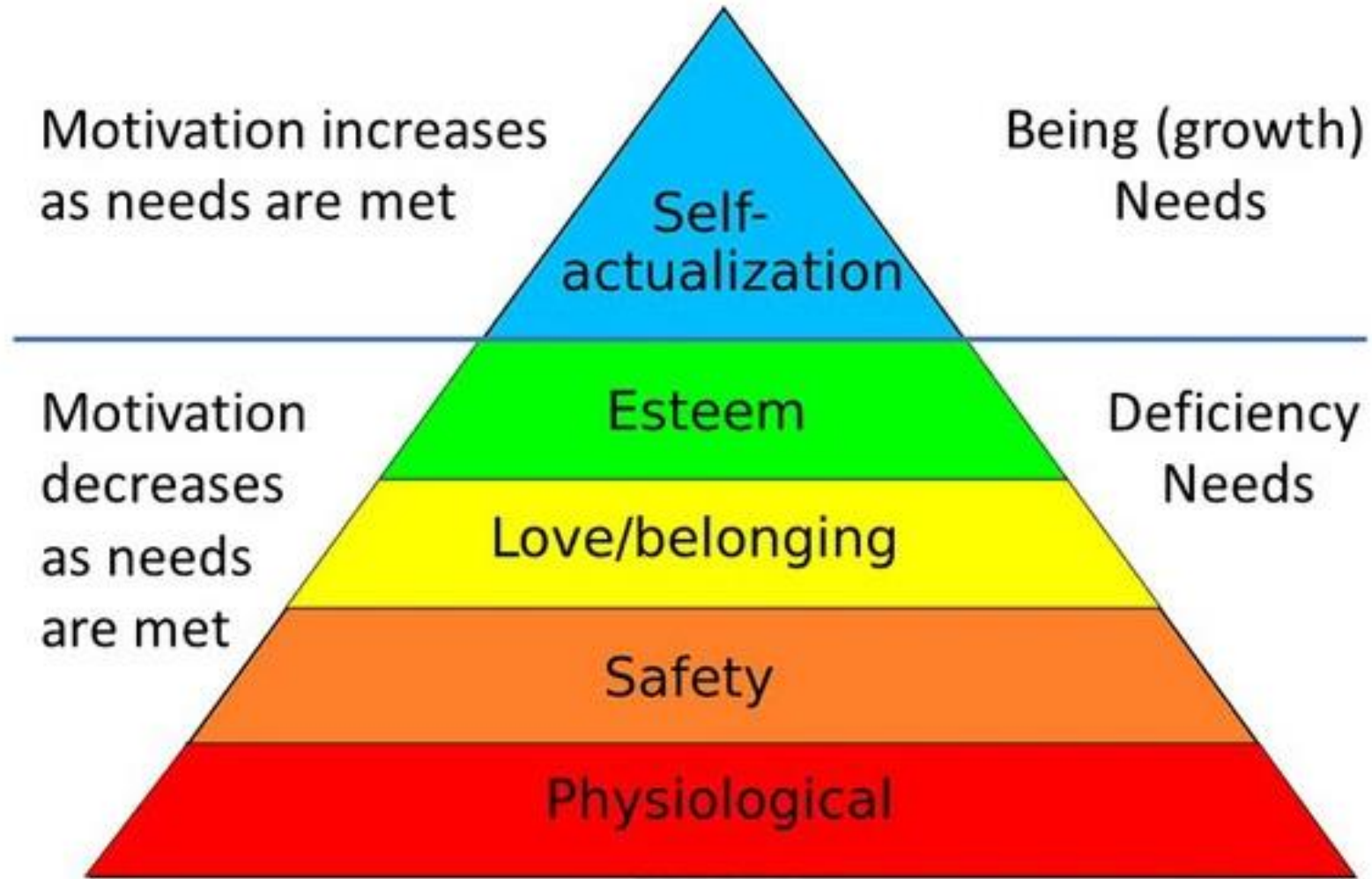
☐ **E** I generally feel safe and secure - job, home, etc - and protected from harm. My life generally has routine and structure - long periods of uncontrollable chaos are rare or non-existent.

Interpretation:

	circle
1 Biological Needs	D
2 Safety Needs	E
3 Belongingness and Love Needs	B
4 Esteem Needs	A

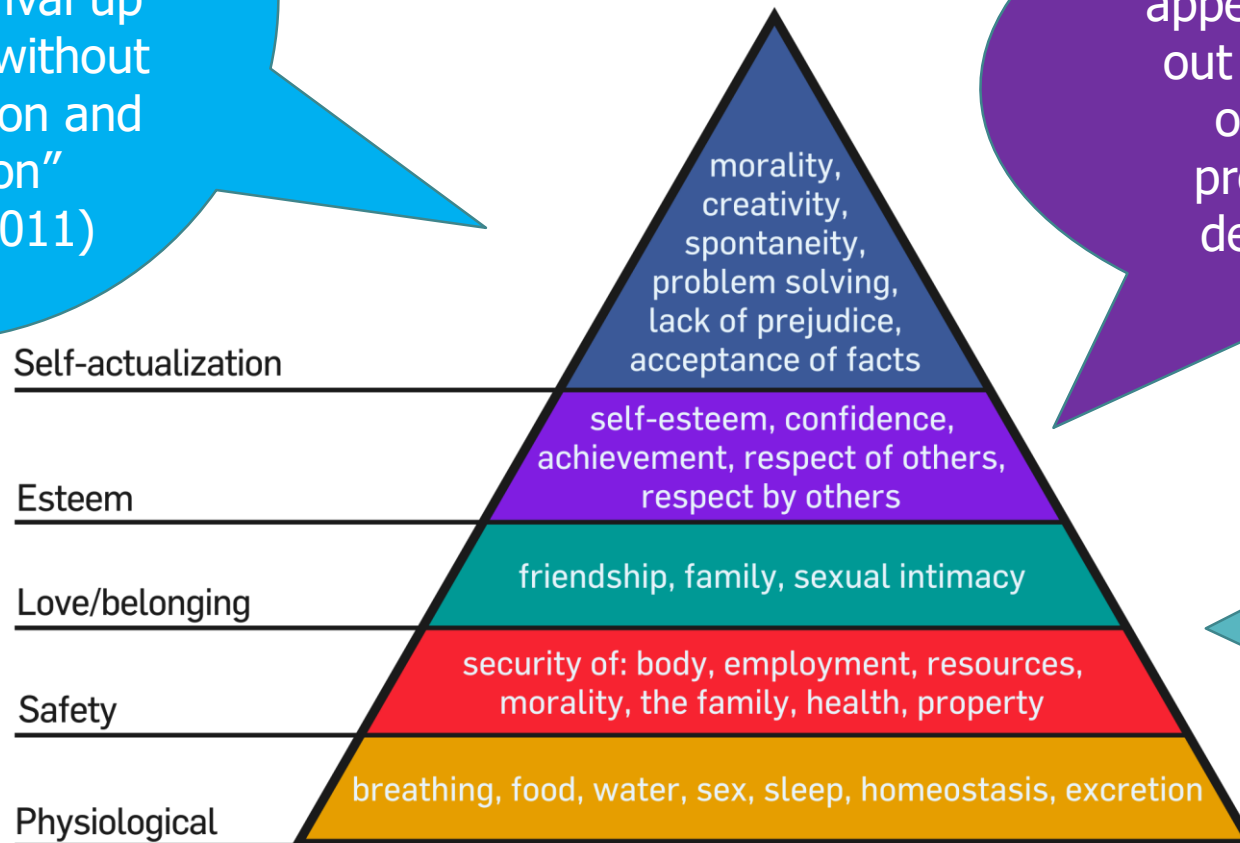
5 Self-Actualisation Needs	C

Maslow said that needs 1-4 are deficiency motivators and are generally satisfied in order when the previous need is fully or partially satisfied. If ticked above they are probably satisfied. If a need ceases to be satisfied there is less or no motivation to strive to maintain or satisfy higher level needs. Need 5 is a growth motivator and if ticked this is likely to be a focus of motivation. This test is based on Maslow's Hierarchy of Needs.



Critiques of Maslow

"Here's the problem with Maslow's hierarchy...none of these needs – starting with basic survival up – are possible without social connection and collaboration" (Rutledge, 2011)



"Simple, orderly, intuitively sensible, cognitively appealing and offering order out of chaos, the hierarchy of needs has only one problem: it is plain, flat, dead wrong" (Denning, 2012)

There have many been critiques of Maslow, can you think of cases where this pyramid would not apply?

Developing resilience

Goleman (1995)



Goleman's work on Emotional Intelligence has divided and continues to divide opinion with calling it "pop psychology" ((Mayer, Roberts & Barsade, 2008)

How do you view it?



Masten: a definition of Resilience

“The capacity of a dynamic system to **withstand** or recover from significant changes that threaten its stability, viability, or development.”

(Masten, 2011)

- 2014, Masten removed “withstand” and changed the definition to include “**adapt successfully**”.



Statutory reasons

1. United Nations Convention On The Rights Of The Child (1989) - <https://www.childcomwales.org.uk/uncrc-childrens-rights/>
2. Wellbeing of Future Generations Act (2015) - <http://gov.wales/docs/dsjlg/publications/160401-wfg-easy-read-en.pdf>



Educating the Mind (Siegel, 2011)

The Healthy Mind Platter



The Healthy Mind Platter for Optimal Brain Matter™

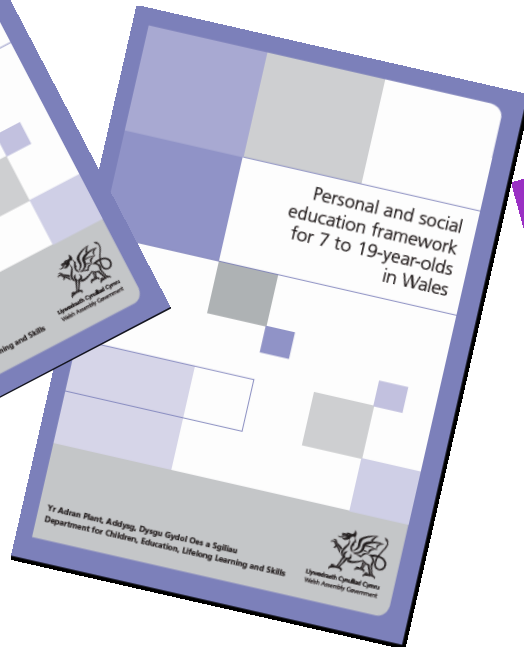


A whole school approach

(Howard et al. 2017:29)

- The voice of the child
- Partnership with parents/carers and outside agencies
- Continued professional development for staff
- Curriculum planning and practice to promote well-being and mental health
- Ethos, culture and environment
- Leadership and management committed to change and implementing policy

Curriculum



Plenary

“There was a clear consensus in the evidence we received that reforms resulting from Professor Graham Donaldson’s review of curriculum and assessment, Successful Futures, offered a once-in-a-generation opportunity to integrate emotional intelligence and healthy coping mechanisms into the new national curriculum in Wales”.

REFERENCES

<https://dysqu.hwb.gov.wales/repository/resource/b54b3d2b-458c-477a-ac70-384a2cb8966b>

(KS2 & KS3)

<http://learning.gov.wales/resources/browse-all/seal-for-primary-schools/?skip=1&lang=en> (Primary)

<http://www.wales.nhs.uk/documents/Framework%20For%20Action.pdf>

<http://www.assembly.wales/laid%20documents/cr-ld11522/cr-ld11522-w.pdf>

<http://www.wales.nhs.uk/sitesplus/888/page/88524>

