



ECAD6050

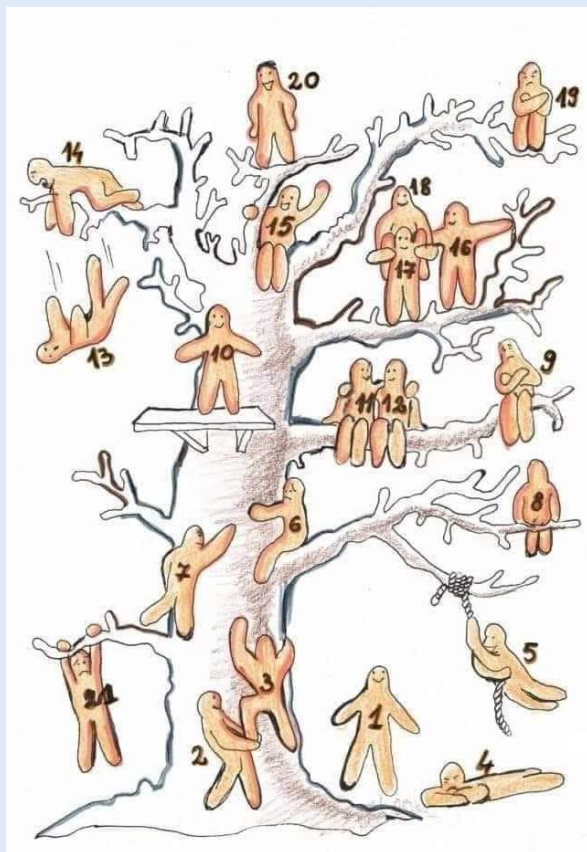
EMOTIONAL LITERACY, SEL & WELLBEING

The learner: who am I teaching?

Central question:

How can teachers notice, understand and respond without oversimplifying, pathologising or going beyond their role?

TASK 1: CHECK IN



Choose one figure privately.
You do not have to disclose your choice.

What does it make possible?
What might a teacher
misinterpret?
How can we preserve choice,
privacy and dignity?

Notice • invite • listen — do not diagnose

DO NOT COLLAPSE THE TERMS



EMOTIONAL LITERACY

Recognise, understand, express and respond to emotions

SEL

Deliberate development of social and emotional competencies

WELLBEING

How a person feels and functions

DISTRESS

An understandable emotional response to circumstances

MENTAL DISORDER

Identified using recognised clinical criteria

Distress matters — but distress does not automatically mean diagnosis.

WHAT MIGHT AFFECT ENGAGEMENT?



**This learner is not starting the task.
What else might be going on?**

The learner

- tiredness
- anxiety
- low confidence
- ALN/SEND

The classroom

- task access
- pace
- peer dynamics
- teacher relationship

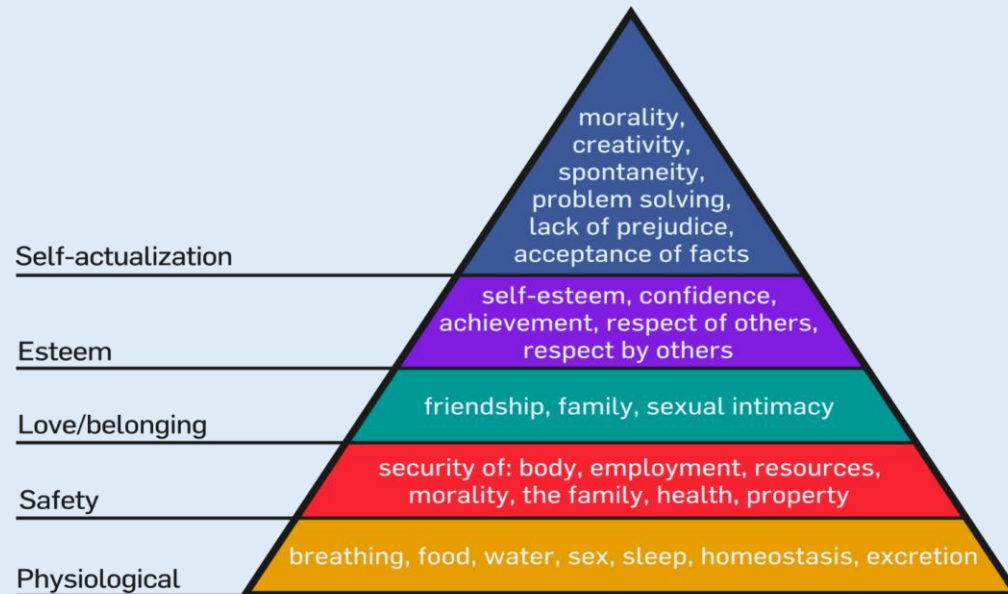
Beyond school

- family pressure
- poverty
- sleep
- community

If there are many possible causes, we need curiosity before certainty.

MASLOW: A PROMPT, NOT A FIXED STAIRCASE

A theory of human motivation, first published in 1943.



Which needs might be shaping this learner's availability for learning?

WALES CONTEXT: WHY DOES THIS MATTER?

Wellbeing is not a pastoral add-on.

CURRICULUM FOR WALES

emotions • relationships • help-seeking • successful learning

WHOLE-SCHOOL APPROACH

ethos • relationships • environment • universal + targeted support

MENTAL HEALTH & WELLBEING STRATEGY 2025–2035

prevention • early support • appropriate pathways



DISCUSS

Is wellbeing everyone's responsibility?
What does that mean in practice?



WHAT STORY DO THE NUMBERS TELL?

51,662

primary
learners

69%

high life
satisfaction

≈30%

elevated/signific
ant emotional
difficulties

SHRN Primary Survey 2024: Years 3–6 learners across Wales

What headline could these numbers create?

Can 69% and 30% both be true?

What must we avoid assuming about an individual child?

TASK 2: INTERROGATE THE CLAIM

“Children’s mental health is in crisis.”



What might this claim mean?
What evidence would support it?
What does it conceal or oversimplify?
What action would the evidence justify?

Questioning “crisis” language does not mean dismissing distress.

THREE USEFUL LENSES

KEYES Dual continua

Question:
Am I collapsing wellbeing
and symptoms?

BRONFENBRENNER Ecological systems

Question:
What systems around the
learner matter?

DECI & RYAN Self-determination

Question:
Do they feel autonomy,
competence and relatedness?

SEL: self-awareness • self-regulation • social awareness • relationships • responsible decisions

Theory gives questions, not labels.

KEYES — Dual continua

Am I collapsing wellbeing and symptoms?

WATCH: full video (1:43)

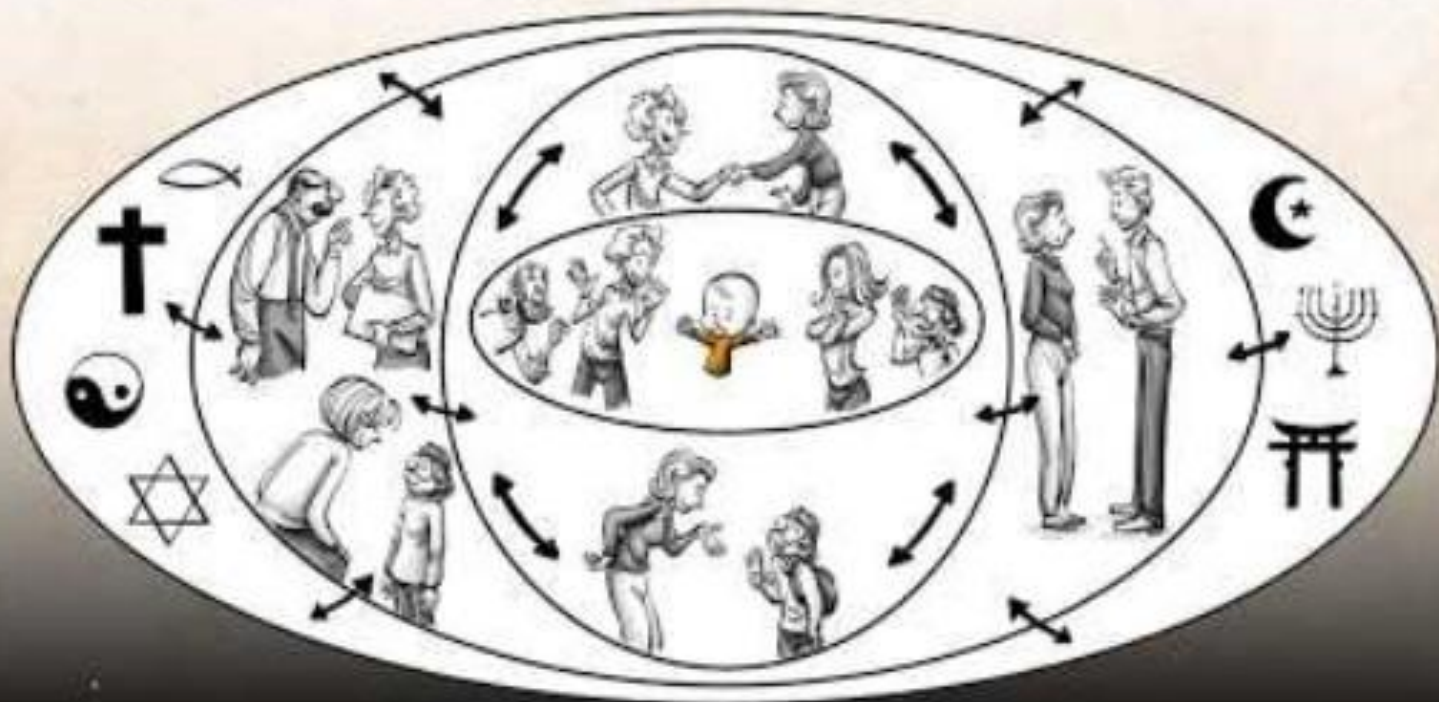


BRONFENBRENNER — Ecological systems

What systems around the learner matter?

WATCH: 0:00–3:00 (of 5:48)

ECOLOGICAL SYSTEM



DECI & RYAN — Self-determination
Autonomy • competence • relatedness
WATCH: full video (1:46)



CRITICAL INCIDENT: SAM



SAM - what is happening?

- head on the desk
- does not begin
- “I’m rubbish at this”
- pushes the worksheet
- asks to leave
- third time this week

What do you know?
What are you assuming?

Keep separate: observation ≠ interpretation

PROPORTIONATE RESPONSE: WHO ACTS, AND WHEN?

TEACHER NOW

calm tone
privacy
reduce exposure
small next step

TEACHER LATER

private talk
record facts
look for patterns
consult colleagues

SCHOOL / SYSTEM

ALN/pastoral
family partnership
curriculum access
whole-school patterns

BEYOND ROLE

diagnosis
therapy
promise secrecy
investigate alone

Choose for Sam:

2 immediate actions • 2 follow-up actions • 1 system change • 1 inappropriate response

TASK 5: FROM FRAMEWORK TO SCHOOL



In pairs: open the framework and choose one area.

ethos + relationships • curriculum • learner-family voice • staff wellbeing • support

- 1 Find one expectation or action.
- 2 What would this look or sound like in a school?
- 3 Who acts, and what evidence would show it is embedded?

SHARE + EXIT TICKET

Share one 'look-for' you would expect to see on placement.

One thing I will notice differently...