

# Persona

## Ms. Emily Chen - Primary School Teacher

Age: 35  
Work: Teacher  
Family: Married  
Location: Melbourne, Victoria  
Character: The Nurturing Guide

### Bio

Ms. Emily Chen is a compassionate and dedicated Year 1 teacher based in Box Hill, Melbourne. With over ten years of experience in early childhood education, she is good at creating emotionally supportive classroom environments using Trauma-Informed Positive Education (TIPE) principles. Emily believes that emotional wellbeing is the foundation for meaningful learning. She begins her class every morning with a student mood check-in, using digital tools like iPads to help children express their feelings. This data allows her to adapt her teaching style, classroom setup, and support strategies to meet her students' emotional and academic needs.

Tech-savvy but focused on simplicity, Emily values intuitive tools that even the youngest learners can use independently. Outside the classroom, she works closely with wellbeing coordinators and parents to ensure every child is seen, heard, and supported.

### Requirements

Requirement	Score
Ease of Use	High
Emotional Sensitivity	Medium-High
Data Feedback & Reporting	Medium
Device Compatibility	Low
Privacy & Trust	Medium-High
Flexibility & Adaptability	Low

### Goals

- To better understand her students' emotional states through daily mood check-ins
- To support students who may have experienced trauma by adjusting her teaching style accordingly
- To create a more emotionally aware and supportive classroom environment

### Frustrations

- Limited Time for Emotional Analysis
- Young Students Struggle with Digital Tools
- Balancing Academic Pressure with Emotional Needs

  
*"Empathy first, learning follows."*

Emily Chen

## Mr. James Wright - Secondary School Teacher

Age: 42  
Work: Teacher  
Family: Married  
Location: Adelaide, South Australia  
Character: The Analytical Strategist

### Bio

Mr. James Wright is a seasoned secondary school teacher with over 18 years of experience. Based in Adelaide's Glenelg area, he teaches grades 7 through 9, focusing on integrating technology and analytics into everyday instruction. James uses digital tools to teach and track student engagement, emotional state, and performance trends. He believes understanding students' emotional well-being through data can lead to more brilliant classroom strategies and more substantial learning outcomes. He's a strong communicator and regularly compiles reports to share insights with parents, counsellors, and administration. Though confident with tech, he's always looking for tools that save time, minimize manual work, and offer automated insights.

### Requirements

Requirement	Score
Ease of Use	Medium
Emotional Sensitivity	High
Data Feedback & Reporting	Medium-High
Device Compatibility	Low
Privacy & Trust	Medium
Flexibility & Adaptability	Medium

### Goals

- Use emotion scoring data to identify at-risk students early
- Deliver data-supported feedback to parents and school leadership
- Automate reporting and analytics to free up more time for teaching

### Frustrations

- Manual Data Analysis is Time-Consuming
- Limited Integration with Existing Tools
- Students Don't Always Take Check-Ins Seriously

  
*"Good data makes good teaching."*

James Wright

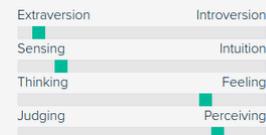
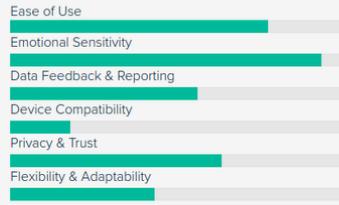
## Ms. Amina Saleh - School Wellbeing Counselor

Age: 29  
Work: Teacher  
Family: Married  
Location: Sydney, New South Wales  
Character: The Compassionate Connector

### Bio

Ms Amina Saleh is a trauma-informed learning coordinator in several public schools. With experience in psychology and social work, she does well in supporting students experiencing emotional or behavioural difficulties, particularly those impacted by trauma. Every day, she conducts one-on-one sessions and facilitates communication between teachers and families. Amina uses technology not for novelty but as a practical tool to catch early warning signs. She's passionate about creating emotionally safe spaces and often customizes well-being strategies for each school based on student needs, teacher preferences, and available resources.

### Requirements



### Goals

- Quickly identify students in emotional distress through reliable tools
- Support teachers in interpreting emotional data and planning interventions
- Reduce stigma around emotional check-ins—make it feel "normal"

### Frustrations

- Privacy Concerns from Parents
- Not Enough Time for In-Depth Follow-Ups
- Reliance on Manual Data Collection

*"Behind every behavior, there's a story.  
My job is to listen first."*

Amina Saleh

## Emily

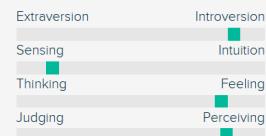
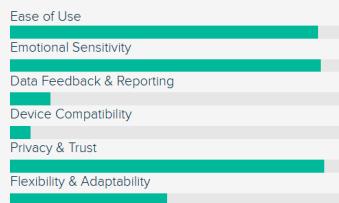
Age: 10  
Grade: Fifth year  
Location: Melbourne, Victoria  
Character: Introvert

### Bio

Emily is a 10-year-old fifth grader. Her parents are divorced and she lives with her mother. Her father is absent from her life. The family situation is average, and her mother has a busy work schedule that makes it difficult to provide adequate emotional support. Emily has witnessed domestic violence, is chronically anxious, and occasionally cries in class due to mood swings.

Emily has normal intelligence, but her attention is distracted, her grades are moderately low, she is socially weak, and she is often encouraged by her classmates.

### Requirements



### Goals

- Integration into normal school socialisation
- Reduce anxiety
- Reduce stigma around emotional check-ins—make it feel "normal"

### Frustrations

- Lack of trust in teachers and peers, fear of judgement or rejection
- Requires active teacher guidance to progress to a learning state
- Display of avoidance behaviour due to past trauma

Emily

## Lucas

Age: 8  
Grade: Second year  
Location: Melbourne, Victoria  
Character: Social withdrawal

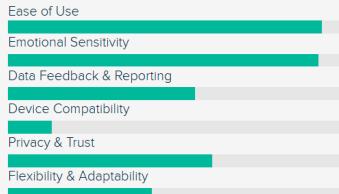
### Bio

Lucas is an 8 year old second grade student. He lives with his parents and sister in a family with a language barrier and financial constraints, and his parents work in low-paying jobs.

Lucas has witnessed war violence, suffers from sleep disorders and hypervigilance, and is prone to panic attacks in unfamiliar environments.

Due to the language barrier and the effects of trauma, Lucas had low classroom participation, was often silent, and lagged behind his peers in his academic performance.

### Requirements



### Goals

- Overcome language barriers, bond with classmates, and reduce feelings of isolation in the classroom.
- Help teachers recognise their anxiety triggers and provide immediate support through feedback from the TIPE App
- Step-by-step completion of simple classroom activities after the teacher has adapted the strategy (e.g., step-by-step tasks)

### Frustrations

- Difficulty in understanding traditional questionnaires due to language barrier
- Teachers' inability to detect their state of panic in real time, leading to escalation (e.g., hiding under desks)
- Complex textual interfaces can exacerbate anxiety and require purely graphical design

Lucas

## Sophia

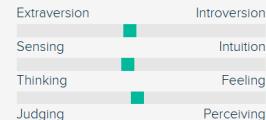
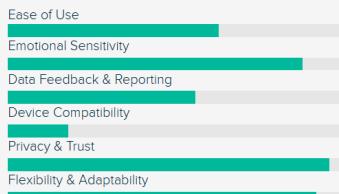
Age: 13  
Grade: Eighth year  
Location: Melbourne, Victoria  
Character: Sensitive

### Bio

Sophia 13 is an 8th grade student. Her parents had recently divorced after a long period of quarrelling, and Sophia suffered from a lack of stability as she alternately boarded with relatives, and was socially withdrawn due to chronic emotional tension over family conflict and being teased by classmates for having a 'broken family'.

Sophia's grades have recently plummeted, she refuses to participate in group discussions, and she avoids class by excusing herself to go to the infirmary. Sophia would like to access the TIPE app on her school tablet and prefers to submit her questionnaires anonymously.

### Requirements



### Goals

- Avoiding the exposure of family problems, maintaining the image of a 'normal student' and expecting teachers to pay indirect attention to their needs.
- Studying efficiently when emotionally stable, using TIPE reports to aim for personalised homework arrangements (e.g. avoiding group tasks).

### Frustrations

- Teachers did not dynamically adjust tasks according to their status, and group work exacerbated anxiety
- Traditional questionnaires require textual descriptions of feelings and may force lies or evasions
- Reliance on Manual Data Collection

Sophia