



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Centre for Education
Addysg i Gymru | Education for Wales



Partneriaeth Dysgu Proffesiynol Yr Athrofa
Yr Athrofa Professional Learning Partnership

Trawsnewid Addysg Gyda'n Gilydd Transforming Teaching Together

Llythrennedd
emosiynol ac
iechyd
meddwl
*Emotional
literacy and
mental
health*

ECAD6014/C

Nodau/Aims

- Ystyried yn feirniadol agweddau o'r cyd-destun cyfredol a materion yn ymwneud â llythrennedd emosiynol ac iechyd meddwl
- Ystyried y cysylltiad rhwng lles athrawon a lles y dysgwyr
- Gwerthuso'n feirniadol rhai fframweithiau damcaniaethol perthnasol.
- *To critically consider aspects of the current context and issues relating to emotional literacy and mental health*
- *Consider the link between teacher well-being and learner well-being*
- *Critically evaluate relevant theoretical frameworks.*

Rheolau

Bod yn agored

Cadw'r sgwrs
o fewn y waliau

Peidio barnu

Hawl i
basio

Dim
rhagdybio

Gwranddo
ar eraill

Defnydd o
iaith

Gofyn
cwestiynau

Ceisiwch
gyngor

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**

Er mwyn ein rhoi ni yn y ffrâm o feddwl am iechyd meddwl ac emosiynol, gwrandewch ar y fideo byr yma.



To put is in the right frame of mind regarding mental and emotional well-being, play this short video.



Beth yw
deallusrwydd
emosiynol?
*What is
emotional
intelligence?*



(Mayer, Roberts & Barsade, 2008)



Sut fydddech chi'n
diffinio iechyd
meddwl?

*How would you define
mental health?*

Ystyriwch *Consider*

“Evidence suggests that some children ... particularly those who are economically disadvantaged, females and those with pre-existing mental health needs appear to have experienced greater negative impacts on their mental health and wellbeing during the COVID-19 pandemic ... and schools ... therefore play an important role in continuing to support children and young people’s mental health.”

(Glazzard, 2024)

Mental health is critically important for everyone, everywhere, and goes beyond the mere absence of a mental health condition. It is integral to well-being, enabling people to realize their full potential, show resilience amidst adversity, be productive across the various settings of daily life, form meaningful relationships and contribute to their communities. Physical, psychological, social, cultural, spiritual and other interrelated factors contribute to mental health, and there are inseparable links between mental and physical health (World Health Organization, 2022).

[Mental health \(who.int\)](https://www.who.int/mental-health)

Cymru – yr argyfwng presennol

Wales – the current crisis

- yn ôl academyddion mae'r pandemig wedi cael effaith anghymesur ar iechyd meddwl a lles emosiynol plant a phobl ifanc
- bod gan 3 o blant a phobl ifanc ym mhob ystafell ddosbarth (neu 1:8 yn gyffredinol) gyflwr iechyd meddwl y gellir ei ddiagnosio
- bod hanner yr holl broblemau iechyd meddwl yn ymddangos erbyn 14 oed, gyda 75% yn ymddangos erbyn 24 oed
- ni fel cymdeithas yn parhau i **ymateb i'r problem yn bennaf yn hytrach na'i hatal**
- mae tua £320 miliwn yn cael ei fuddsoddi mewn gwasanaethau iechyd meddwl bob blwyddyn, yn fwy nag unrhyw wasanaeth arall yn GIG Cymru.
- *the pandemic has had a disproportionate impact on the mental health and emotional well-being of children and young people according to academics*
- *an estimated 3 children and young people in every classroom (1:8 overall) has a diagnosable mental health condition*
- *half of all mental health problems manifest by the age of 14, with 75% showing by the age of 24*
- *as a society we're still **mostly reacting rather than preventing***
- *around £320m is now invested in mental health services each year, more than any other service in NHS Wales.*

[Plant a phobl ifanc: a oes argyfwng iechyd meddwl? \(senedd.cymru\)](#)

[Children and young people: is there a mental health crisis? \(senedd.wales\)](#)

Senedd Cymru
y Pwyllgor Plant, Pobl Ifanc ac Addysg

Cadernid Meddwl: ddwy flynedd yn ddiweddarach

Hydref 2020



[cr-ld13568-w.pdf \(senedd.wales\)](#)



www.senedd.cymru

Welsh Parliament
Children, Young People and Education Committee

Mind over matter: Two years on

October 2020



[cr-ld13568-e.pdf \(senedd.wales\)](#)



www.senedd.wales

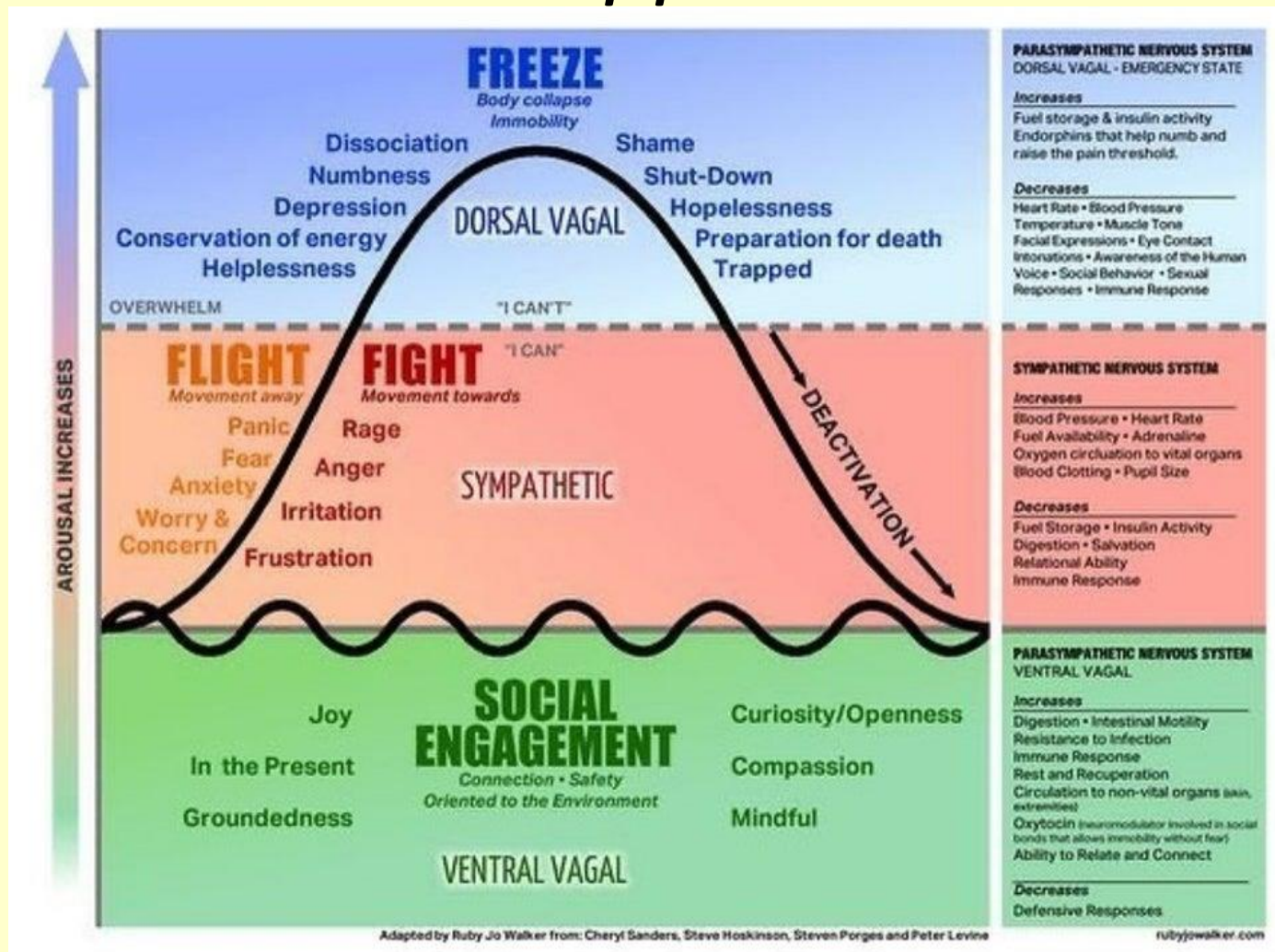
Beth yw'r
ymateb?

*What
is the
response?*



Beth sy'n digwydd nesaf?

What happens next?



Ffactorau risg

Risk factors

- Bwlio ac anffafriaeth
- Dylanwad cyfoedion
- Ynysu cymdeithasol
- Straen
- Ffactorau teuluol
- Ffactorau cymdeithasol
- Ffactorau o fewn y plentyn
- *Bullying and discrimination*
- *Peer influence*
- *Social isolation*
- *Stress*
- *Family factors*
- *Community factors*
- *Within-child factors*

Atal nid
ymateb

*Prevent
not react*



Seicoleg gadarnhaol

Positive psychology

- Yn seiliedig ar wyddoniaeth
- Sut a pham mae pethau'n mynd yn iawn (yn hytrach nag o'i le)?
- Beth sy'n gwneud rhywun yn hapus a bodlon?
- Aml-ddisgyblaethol
- *Scientifically based*
- *How and why things go right (rather than wrong)?*
- *What makes people feel happy and lead fulfilling lives?*
- *Multi-disciplinary*



PERMA (Martin Seligman)

Mae angen athrawon ardderchog i'w cefnogi i ...

- fod yn ddysgwyr effeithiol a llwyddiannus
- ffurfio a chynnal cyfeillgarwch
- ddelio â gwrthdaro a'i ddatrys mewn modd effeithiol a theg
- ddatrys problemau gydag eraill neu ar eu pennau eu hunain
- reoli teimladau cryf megis rhwystredigaeth, dicter a phryder
- allu hyrwyddo cyflwr tawel ac optimistaidd sy'n hyrwyddo'r gallu i gyflawni nodau
- ddod dros rwystrau a dyfalbarhau yn wyneb anawsterau
- weithio a chwarae'n gydweithredol
- gystadlu'n deg, ac ennill a cholli gydag urddas a pharch at gystadleuwyr
- gydnabod a sefyll dros eu hawliau nhw a hawliau pobl eraill
- ddeall a gwerthfawrogi'r hyn sy'n wahanol ac yn debyg rhwng pobl, gan barchu hawl pobl eraill i gael credoau a gwerthoedd sy'n wahanol i'w rhai nhw eu hunain.

We need excellent teachers to support them to ...

- *be effective and successful learners*
- *make and sustain friendships*
- *deal with and resolve conflict effectively and fairly*
- *solve problems with others or by themselves*
- *manage strong feelings such as frustration, anger and anxiety*
- *be able to promote calm and optimistic states that promote the achievement of goals*
- *recover from setbacks and persist in the face of difficulties*
- *work and play cooperatively*
- *compete fairly, and win and lose with dignity and respect for competitors*
- *recognise and stand up for their rights and the rights of others*
- *understand and value the differences and commonalities between people, respecting the right of others to have beliefs and values different from their own.*

Dull ysgol gyfan

A whole school approach

- Llais y plentyn
- Partneriaeth gyda rhieni/gofalwyr ag asiantaethau allanol
- Datblygiad proffesiynol parhaus ar gyfer staff.
- Cynllunio cwricwlwm ag arfer i hyrwyddo lles a iechyd meddwl.
- Ethos, diwylliant ag amgylchedd
- Ymrwymiaeth arweinyddiaeth a rheolwyr at newid a gweithredu polisi.
- *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*

Gweithredu dull ysgol gyfan

Gwerthoedd craidd

Mae'r Fframwaith yn seiliedig ar werthoedd craidd perthyn, effeithlonrwydd a chael eraill i wrando ar eich llais:

	Perthyn	Effeithlonrwydd	Llais
Uwch-dîm arwain yr ysgol	Sut mae eich ysgol yn cyfrannu at ymdeimlad o berthyn?	A ydw i'n arddangos yr ymddygiad rwyf am ei weld ar bob lefel yn yr ysgol ac yn meithrin cydberthynas sy'n seiliedig ar barch, ymddiriedaeth a thegwch?	A ydw i'n rhoi lle i gael sgysiau, gan roi a derbyn adborth adeiladol, gweithredu ar safbwyntiau pobl eraill i'n helpu i fod cystal ag y gallwn am fwy o'r amser?
Pob aelod o staff	A wyf yn ymwybodol o anghenion llesiant fy nysgwyr a'm cydweithwyr?	A wyf yn deall fy anghenion llesiant fy hun ac effaith fy llesiant ar y rhai o'm cwrmpas?	A oes gennyf yr amser i wrando ar y bobl ifanc o dan fy ngofal ac eirioli ar eu rhan pan fo angen?
Dysgwyr	A wyf yn teimlo'n ddiogel, yn cael fy ngwerthfawrogi, yn cael fy nhrin â pharch, fy mod mewn cysylltiad ag eraill ac yn cael fy nghefnogi yn yr ysgol?	A oes gennyf hunan-barch, dyheadau, hunanhyder ac empathi? A allaf feithrin a chynnal cydberthynas o ymddiriedaeth â chyfoedion? A wyf yn gwybod bod oedolion y gallaf ymddiried ynddynt a siarad â nhw pan fo angen?	A ydw i'n teimlo fy mod yn cael fy nghefnogi i siarad yn blaen, gan wybod y bydd eraill yn gweithredu ar sail fy safbwyntiau?
Rhieni/gofalwyr/teulu	Pa gyfraniad y gallaf ei wneud i lesiant fy mhlentyn a'i gyfoedion, yn yr ysgol a'r tu allan i'r ysgol?	A allaf ddylanwadu'n gadarnhaol ar fy mhlentyn mewn modd iach sy'n hybu llwyddiant a chynnal cysylltiadau buddiol â'r ysgol er mwyn cefnogi a hyrwyddo buddiannau cymunedol ehangach?	A ydw i'n teimlo'n hyderus ac yn gallu codi a thrafod materion ac a ydw i'n gwybod sut i fynd drwy system sy'n gweithio gyda mi i ddod o hyd i gymorth priodol pan fo'i angen?

[Dull ysgol gyfan](#)

Implementing a whole school approach

Core values

The Framework is based on the core values of belonging, efficacy and having your voice heard:

	Belonging	Efficacy	Voice
School senior leadership team	How does your school contribute to a sense of belonging?	Do I role model the behaviour I want to see at all levels of the school and build relationships based on respect, trust and fairness?	Do I make space for conversations, giving and receiving constructive feedback, acting on the views of others to help us be at our best more of the time?
All staff	Am I aware of the well-being needs of my learners and colleagues?	Do I understand my own well-being needs and the impact my well-being has on those around me?	Do I have the time to listen to the young people in my care and advocate for them when needed?
Learners	Do I feel safe, valued, treated with respect, connected and supported while at school?	Do I have self-esteem, aspirations, self-confidence and empathy? Am I able to form and maintain trusting relationships with peers? Do I know there are adults I can trust and talk to when I need to?	Do I feel supported to speak my mind, safe in the knowledge that my views are given due consideration?
Parents/ carers/ family	What contribution can I make to both my child and my child's peers' well-being, both in and outside school?	Am I able to positively influence my child in a healthy and success-promoting manner and maintain beneficial ties to the school to support and promote wider community benefits?	Do I feel confident and able to raise and discuss issues and know how to navigate a system that works with me to find appropriate support when needed?

[Whole school approach \(gov.wales\)](https://www.gov.wales/whole-school-approach)

Diwedd glo *Plenary*

- Ysgrifennwch 3 pwynt dysgu o'r sesiwn hon
 - Sut fydd hyn yn dylanwadu ar eich ymarfer?
- *Write down 3 learning points from this session*
 - *How will this impact on your practice?*



Tasg Gyfeiriol

Directed Task

Darllenwch brif argymhellion adroddiad 'The Good Childhood Report 2024' ar gyfer y byd addysg. Sut all hyn effeithio ar eich ymarfer chi?

Read the key recommendations for education in 'The Good Childhood Report 2024'. How could this impact on your practice?



[Good Childhood Report-2024-Summary-Report v2.pdf \(childrenssociety.org.uk\)](https://www.childrenssociety.org.uk/GoodChildhoodReport2024-Summary-Report-v2.pdf)

Adnoddau defnyddiol i'r dosbarth

Useful resources for the classroom

CYMRAEG

[gemau-a-gweithgareddau-iechyd-a-lles.pdf \(cyfoethnaturiol.cymru\)](#)

[Plant a Phobl Ifanc – meddwl.org](#)

ENGLISH

[Primary AGENDA: Supporting children in making positive relationships matter : Mentally Healthy Schools](#)

[Positive choices for a healthy you : Mentally Healthy Schools](#)

[activities-and-games-health-and-well-being.pdf \(naturalresources.wales\)](#)

[Schools - Children's Mental Health Week \(childrensmentalhealthweek.org.uk\)](#)

Adnoddau i'ch cefnogi chi

Resources to support you



meddwl.org – Mae gan bawb iechyd meddwl



<https://www.mind.org.uk/about-us/mind-cymru/>



<https://www.educationsupport.org.uk/>



myf.cymru ar
Instagram a facebook



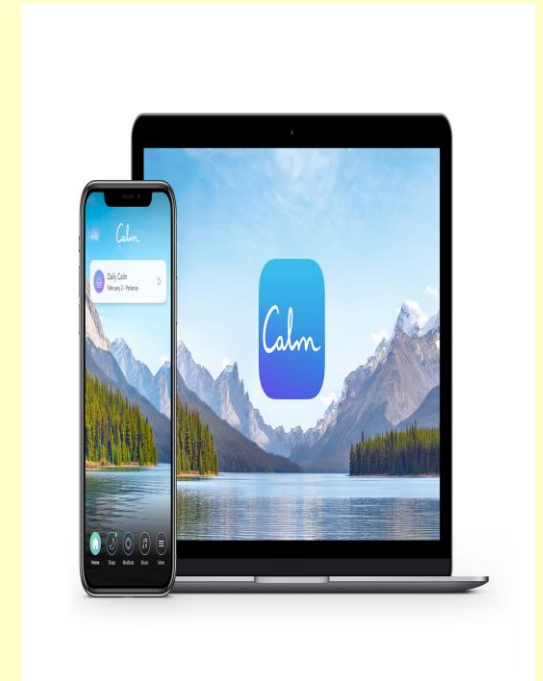
<https://hwb.gov.wales/repository/discovery/resource/e53adf44-76cb-4635-b6c2-62116bb63a9a/en?sort=recent&strict=1>

Apps i'ch cefnogi chi

Apps to support you



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