



Prifysgol Cymru

Y Drindod Dewi Sant

University of Wales

Trinity Saint David

Yr Athrofa
Institute *of* Education
Addysg i Gymru Education for Wales

www.athrofa.cymru

ECAD6007

Developing students'
understanding of well being, rights
and voices.

Datblygu dealltwriaeth myfyrwyr o
les, hawliau a lleisiau.

|

The Learner: Who am I teaching?

Y Dysgwr: Pwy ydw i'n dysgu?

September/Medi2019

Tîm Modiwl/ Module Team

Sian Brooks – Lead / Arweinydd

Ishmael Lewis

Iwan-Ellis-Williams

Amcanion/Aims

- I gyfarparu'r myfyrwyr gyda'r sgiliau o werthuso a dadansoddi'n gritigol er mwyn deall yr amrywiol ddadleuon sy'n tanategu damcaniaethau datblygiad plant ac i ddelio'n weithgar â'r ffactorau allanol sy'n effeithio ar les a datblygiad plentyn.
- I gysylltu myfyrwyr â'r model trawsnewidiol, sy'n seiliedig ar dystiolaeth sy'n deillio o werthuso ag adfyfyrio critigol ar arfer sy'n cychwyn newid mewn lleoliadau addysgiadol.
- 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.

Professional standards / Safonau proffesiynol

- Pedagogaeth
- Gwerthoedd a rhagduddiadau
- Cyd-weithredu
- Arweinyddiaeth
- Arloesi
- Dysgu Proffesiynol
- Pedagogy
- Values and dispositions
- Co-operation
- Leadership
- Innovation
- Professional Learning

Aseiniad / Assignment (Erbyn / by 29.10.19)

- Gwerthusiad critigol ac adnabod camau dysgu ag addysgu nesaf, yn ffocysu ar astudiaeth achos o ddysgwr unigol neu grŵp o ddysgwyr, wedi'u sefydlu ar ddigwyddiad critigol a wyliwyd (cywerth a 5000 o eiriau). (Gwelwch y llawlyfr ar gyfer y cyfieithiad terfynol).
- 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).

Aseiniad / Assignment

- Adfyfyrio critigol
 - Astudiaeth achos
 - Pwrpasau'r cwricwlwm
 - Critical reflection
 - Case Study
 - Curricular purposes
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- Model Trawsnewidiol Yr Athrofa ar gyfer AGA
 - Yr Athrofa Transformative Model for ITE

Tasg cyfeiriol /Directed Task

- Tanya Byron
- Robert Winston
- Sarah Blackmore

Beth yw lles? What is well-being?

- Partneriaid siarad – 2 munud
- Talking partners – 2 minute
- Bwydo nôl
- Feedback

World Health Organization – Ar iechyd/ on health

...not merely the absence of disease or infirmity, but a state of complete physical, mental, and social well-being.

Wellness has been defined more as the action an individual takes to meet the above definition of health.

Ystyriwch hyn am ychydig - Consider this for a short time. Meddyliau? Thoughts?





Kate Lorig, professor⁸, Maria Isabel Loureiro, coordinator for health promotion and protection⁹, Jos W M van der Meer, professor¹⁰, Paul Schnabel, director¹¹, Richard Smith, director¹², Chris van Weel, head¹³, Henk Smid, director¹⁴

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The WHO definition of health as complete wellbeing is no longer fit for purpose given the rise of chronic disease. **Machteld Huber and colleagues** propose changing the emphasis towards the ability to adapt and self manage in the face of social, physical, and emotional challenges

The current WHO definition of health, formulated in 1948, describes health as “a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.”¹ At that time this formulation was groundbreaking because of its breadth and ambition. It overcame the negative definition of health as absence of disease and included the physical, mental, and social domains. Although the definition has been criticised over the past 60 years, it has never been adapted. Criticism is now intensifying,^{2 3 4 5} and as populations age and the pattern of illnesses changes the definition may even be counterproductive. The paper summarises the limitations of the WHO definition and describes the proposals for making it more useful that were developed at a conference of international health experts held in the Netherlands.⁶

Limitations of WHO definition

Most criticism of the WHO definition concerns the absoluteness of the word “complete” in relation to wellbeing. The first problem is that it unintentionally contributes to the medicalisation of society. The requirement for complete health “would leave most of us unhealthy most of the time.”⁴ It therefore supports the tendencies of the medical technology and drug industries, in association with professional organisations, to redefine diseases, expanding the scope of the healthcare system. New screening technologies detect abnormalities at levels that might never cause illness and pharmaceutical companies produce drugs for “conditions” not previously defined as health problems. Thresholds for intervention tend to be lowered—for example, with blood pressure, lipids, and sugar. The persistent emphasis on complete physical wellbeing ...

Cwricwlwm y Dyfodol / The Future Curriculum

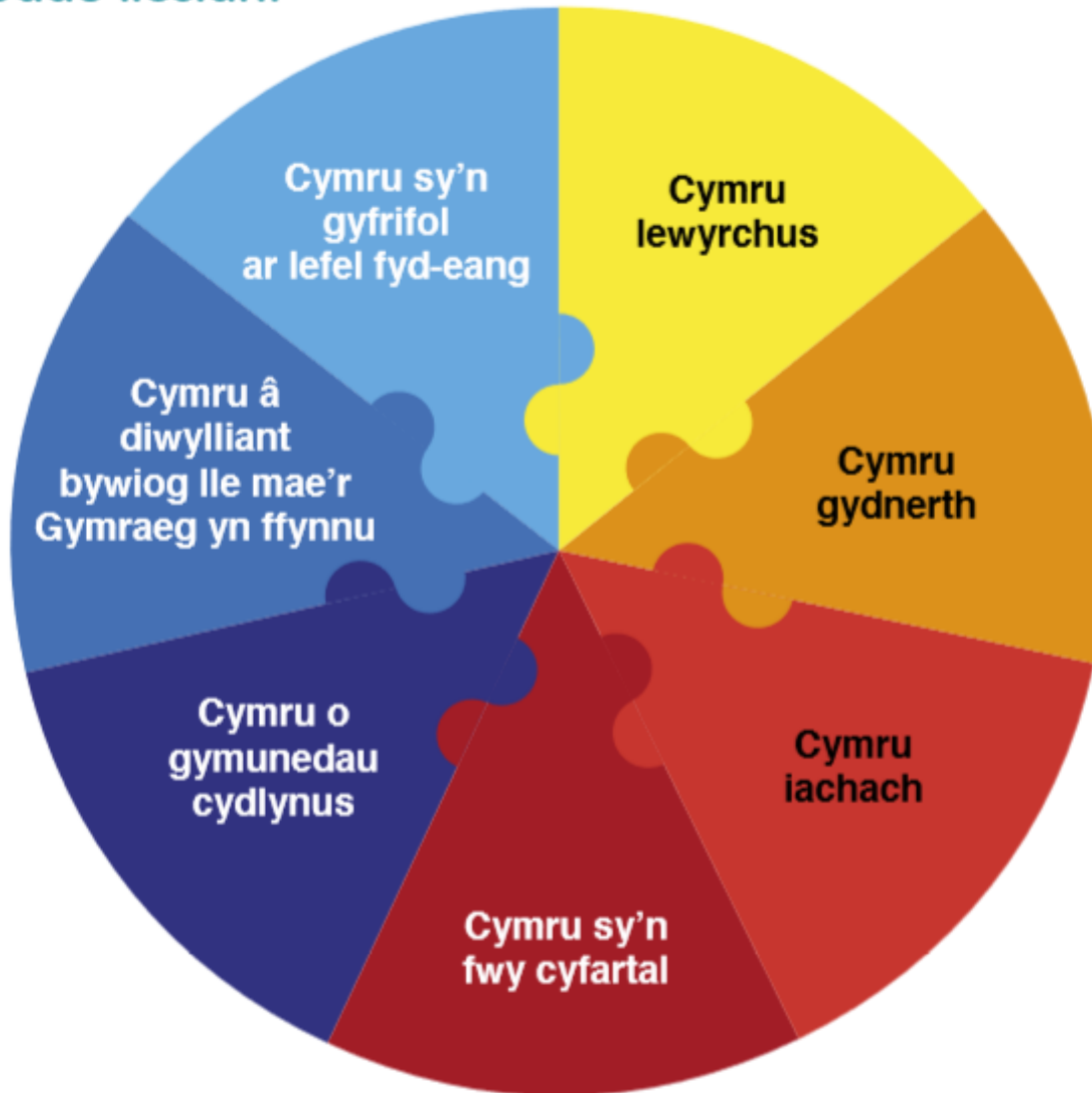


Yr Hyn sy'n Bwysig / What Matters

- Mewn parau trafodwch un o'r 5 elfen
- Paratowch at rannu ffrwyth eich sgwrs gyda'r grŵp ehangach.
 - Budd gydol oes iechyd corfforol
 - Ymagteb at brofiadau
 - Dylanwad penderfyniadau
 - Ymwneud yn gymdeithasol
 - Perhthynasau iach
- In pairs discuss one of each of the 5 elements.
- Prepare to share what you discussed with the wider group.
 - Lifelong benefit of physical health
 - Responding to experiences
 - Impact of decisions
 - Engaging socially
 - Healthy relationships

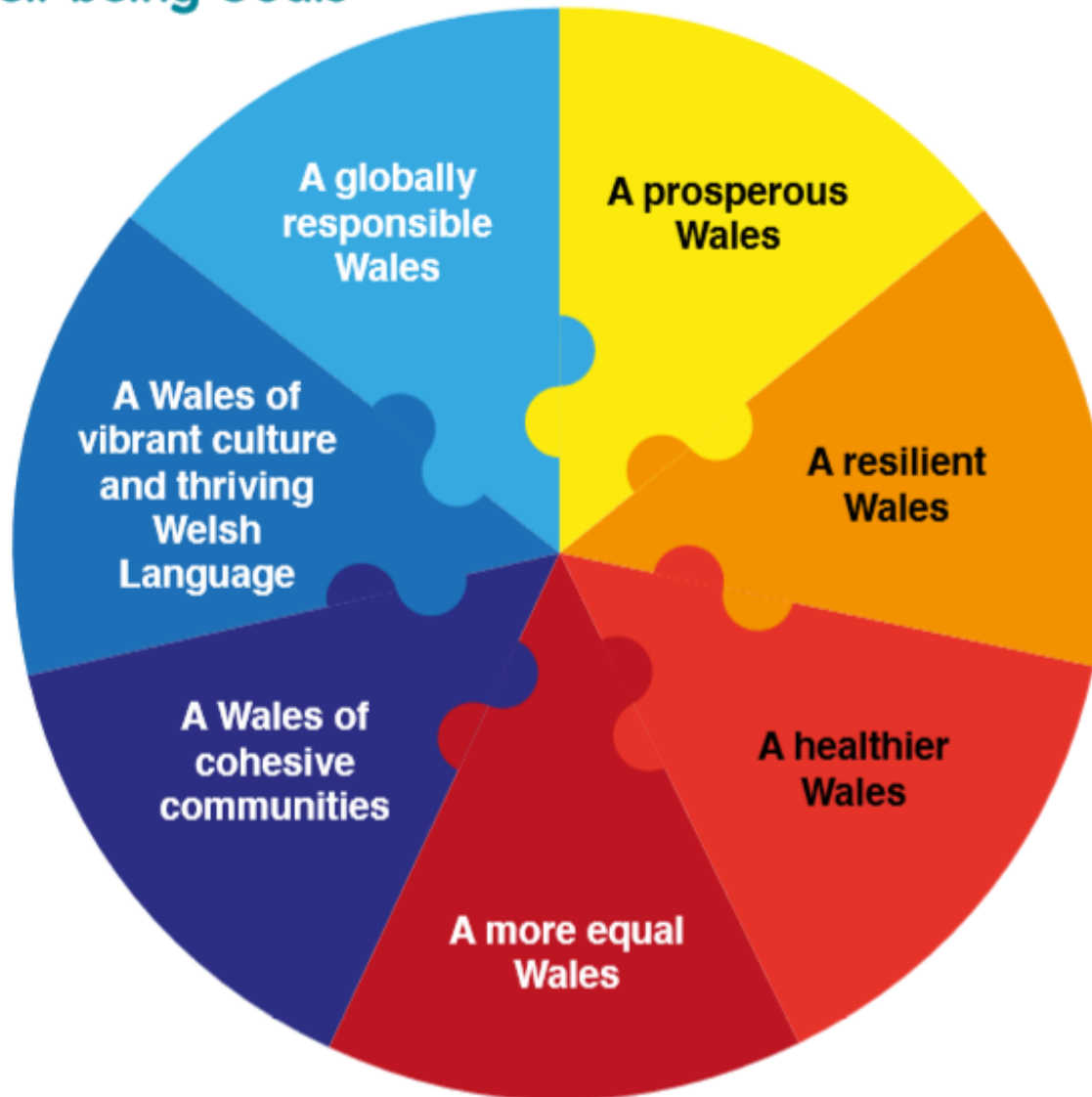
Deddf Llesiant Cenedlaethau'r Dyfodol (Cymru) 2015

Nodau llesiant



Well Being of Future Generations Act (Wales) 2015

Well-being Goals



Y Rhywdwaith Ymchwil Iechyd Mewn Ysgolion /School Health Research Network 2019

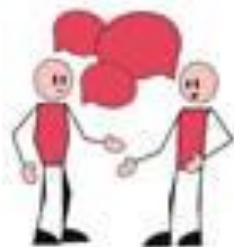
- Rhestr ffigyrau a thablau o'r adroddiad.
- www.shrn.org.uk/wp-content/uploads/2019/05/SHRN-HBSC-NR-Cy_31.05.2019.pdf
- List of figures and tables from the report.
- www.shrn.org.uk/wp-content/uploads/2019/05/SHRN-HBSC-NR_31.05.2019.pdf

- A yw hwn i gyd yn addasu eich syniadau gwreiddiol o iechyd?

- Does this modify your initial idea of health?

Pum Ffordd at Les Powys Five Ways To Wellbeing

cysylltu bod yn fywiog bod yn sylwgar dal ati i ddysgu bod yn greadigol a rhoi



connect



be active



take notice



keep learning



be creative & give

Beth yw hawliau? / What are rights?

- Cenhedloedd Unedig
- UNICEF (1946)
- Confensiwn y Cenhedloedd Unedig ar Hawliau Dynol (1948)
- CCUHP
- United Nations – Post WW2
- UNICEF (1946)
- UN Convention on Human Rights (1948)
- UNCRC - UK (1992)

Tasg camsyniadau / Misconceptions task

- Dewch yn gyfarwydd a'ch camsyniad.' Paratowch i'w esbonio a rhoi'r manylion cywir i eraill.
- Gwnewch 'band gwallt' i hysbysebu eich camsyniad (a rhicbren sy'n cyfrifo lan at 13).
- Ewch am dro – Ewch i gyfarfod a bob un o'r camsyniadau eraill a derbyn llun cywir ohono.
- Familiarize yourself with your 'misconception' and prepare to be able to explain what's accurate to others.
- Make a 'hair band' that advertises the misconception (and a tally chart up to 13).
- Walkabout – meet up with all the other 'misconceptions' and receive an accurate picture.

Yr hawliau / The rights

- Wrth eich byrddau, cymerwch 5 munud i sganio'r crynodeb hawliau. Trafodwch llond llaw ohonynt wrth i chi ddod ar draw rhai sy'n eich diddori.
- Bwydo nol i'r grŵp.
- At your tables, take 5 minutes to scan the rights summary. Discuss a handful as you come across rights that interest you.
- Feedback to whole group.

Hunan asesu / Self Assessment

- Adyfyriwch yn breifat ar ein trafodaethau.
- A sylweddoloch unrhywbeth arwyddocaol? A oedd unrhyw wrthdaro o ran syniadau/gwerthoedd?
- A allwch grynhoi hwn ar gyfer cyfaill?
- Wal 'Post It' – Dewiswch un prif pwynt dysgu personol i'w roi ar y wal.
- Reflect privately on our discussions (2 minutes)
- Did you realize anything significant? Any conflict in ideas/values?
- Can you summarize this to explain to a friend.
- Post It wall – Pick a personal main learning point to put on the wall.

Estyn - Arfer Effeithiol / Effective Practice

- https://www.estyn.llyw.cymru/arfer-effeithiol/chwilio?_ga=2.206240016.205511765.6.1567430084-256887613.1547485104
- <https://www.estyn.gov.wales/effective-practice/search?search=Rights>

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