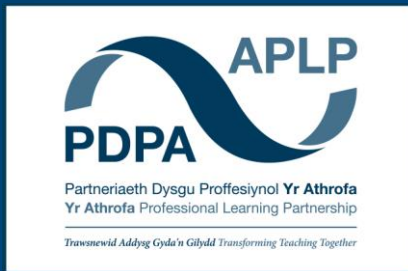




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Lles a llais y plentyn

Children's voice in well-being

ECAD6015/C

02.02.26

Nanna Ryder

n.ryder@uwtsd.ac.uk

Nodau'r sesiwn

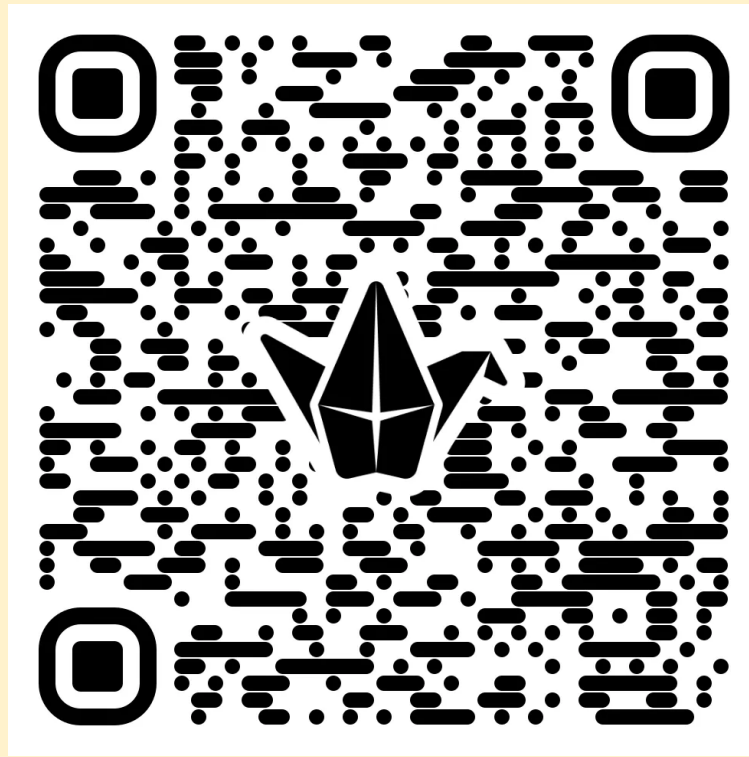
Session aims

- Archwilio diffiniadau o les emosiynol a chymdeithasol
- Ystyried rhai damcaniaethau seicoleg gadarnhaol sy'n sail i les
- Gwerthuso dulliau o sicrhau lleisiau plant am les wrth gynllunio'r dysgu

- *Explore definitions of social and emotional well-being*
- *Consider some positive psychology theories that underpin well-being*
- *Evaluate methods of ensuring pupil voice regarding well-being when planning learning*

Tasg 1: Diffiniwch lles emosiynol a chymdeithasol

Task 1: *Define social and emotional well-being*



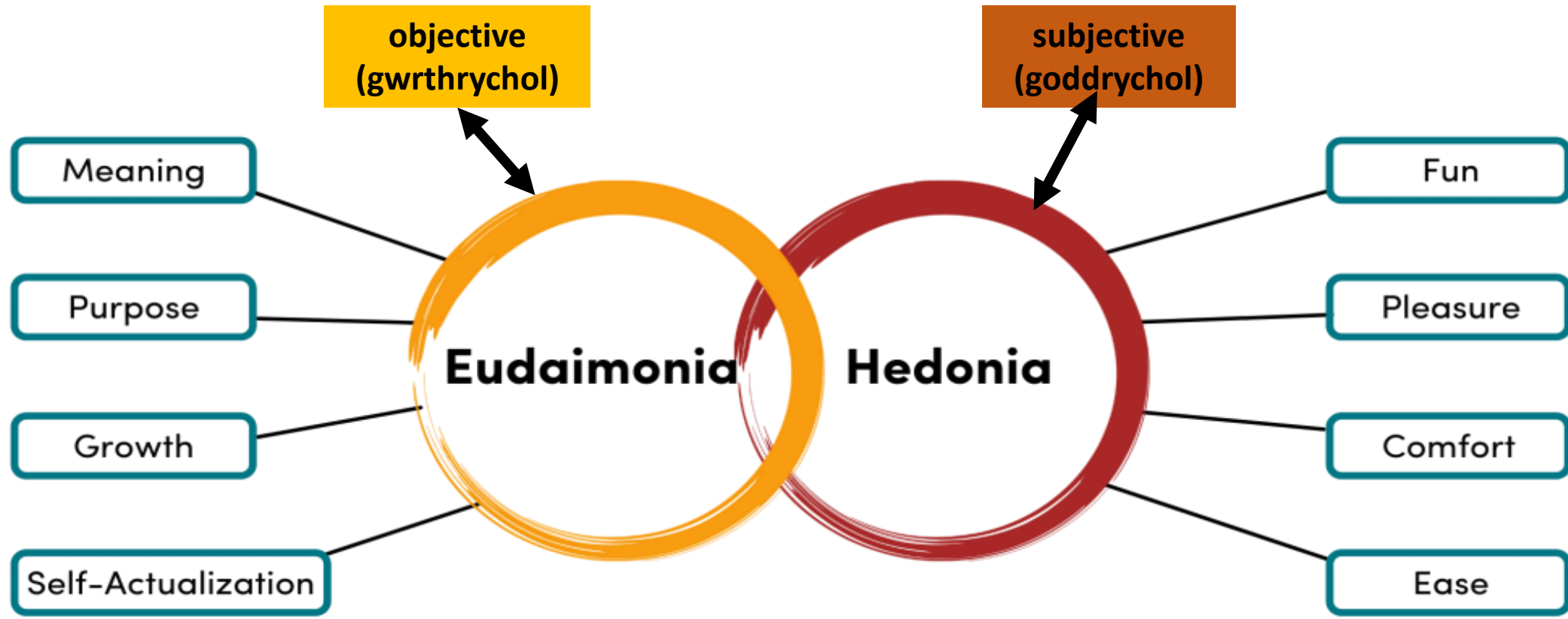
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Fframwaith CASEL

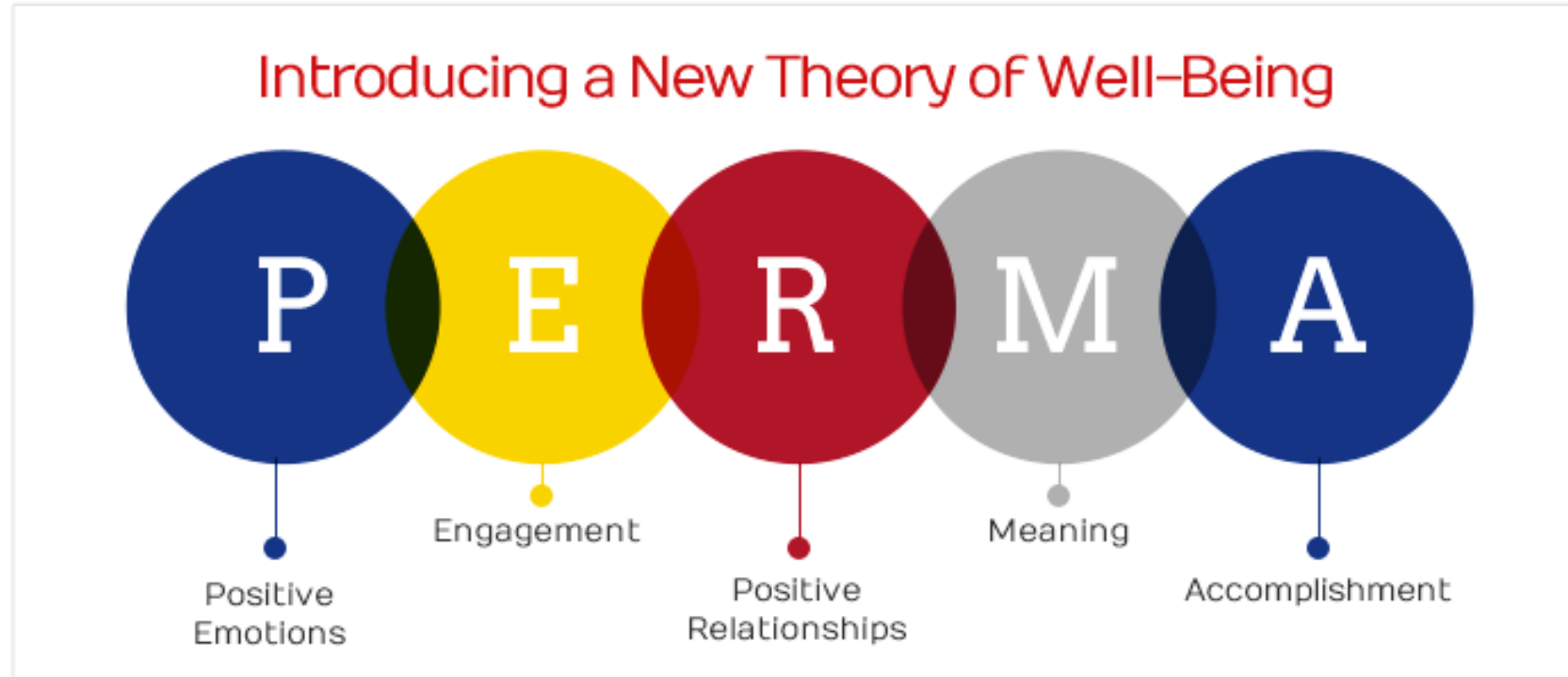
CASEL Framework



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PERMA (Seligman, 2011, 2018)



emosiynau
cadarnhaol

ymrwymiad

cydberthnasau
cadarnhaol

ystyr

cyflawniad

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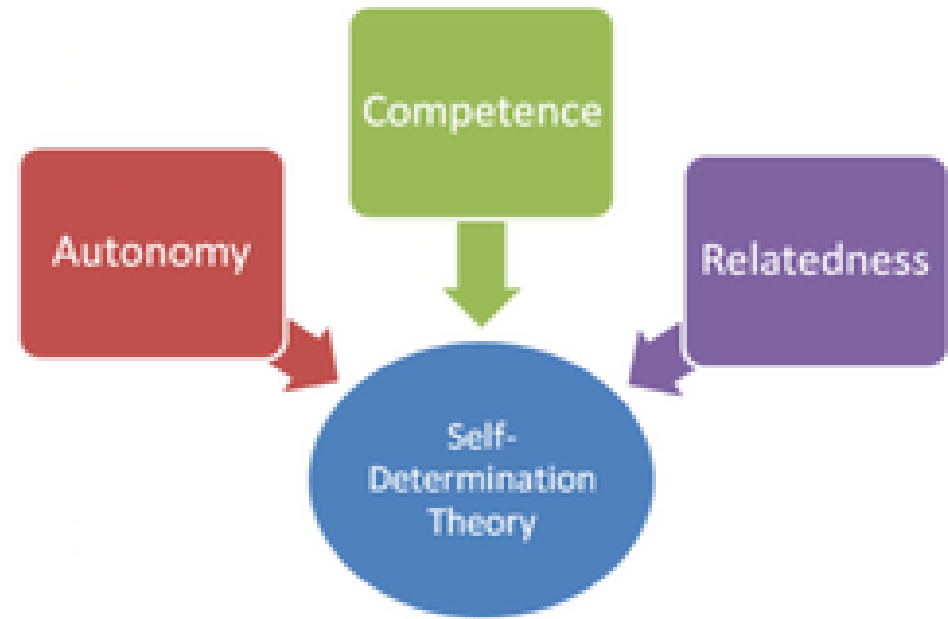
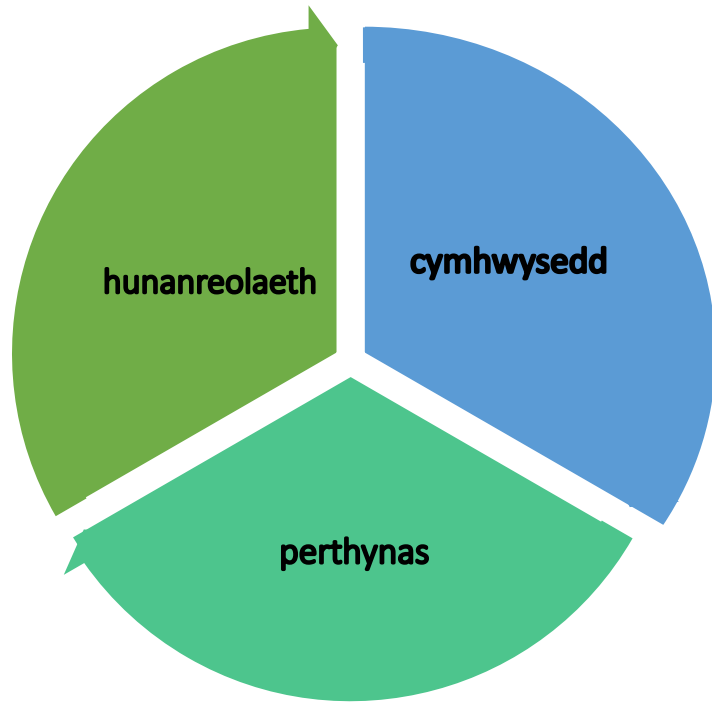
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Theori hunanbenderfyniaeth Ryan & Deci

Ryan & Deci's Self-determination theory (2000, 2017)



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Tasg 2: Meddwl, paru, rhannu Task 2: *Think, pair, share*

Sut y gwyddoch chi beth mae lles
emosiynol a chymdeithasol yn ei olygu
i'ch dysgwyr chi?

*How do you know what social and
emotional well-being means to your
learners?*



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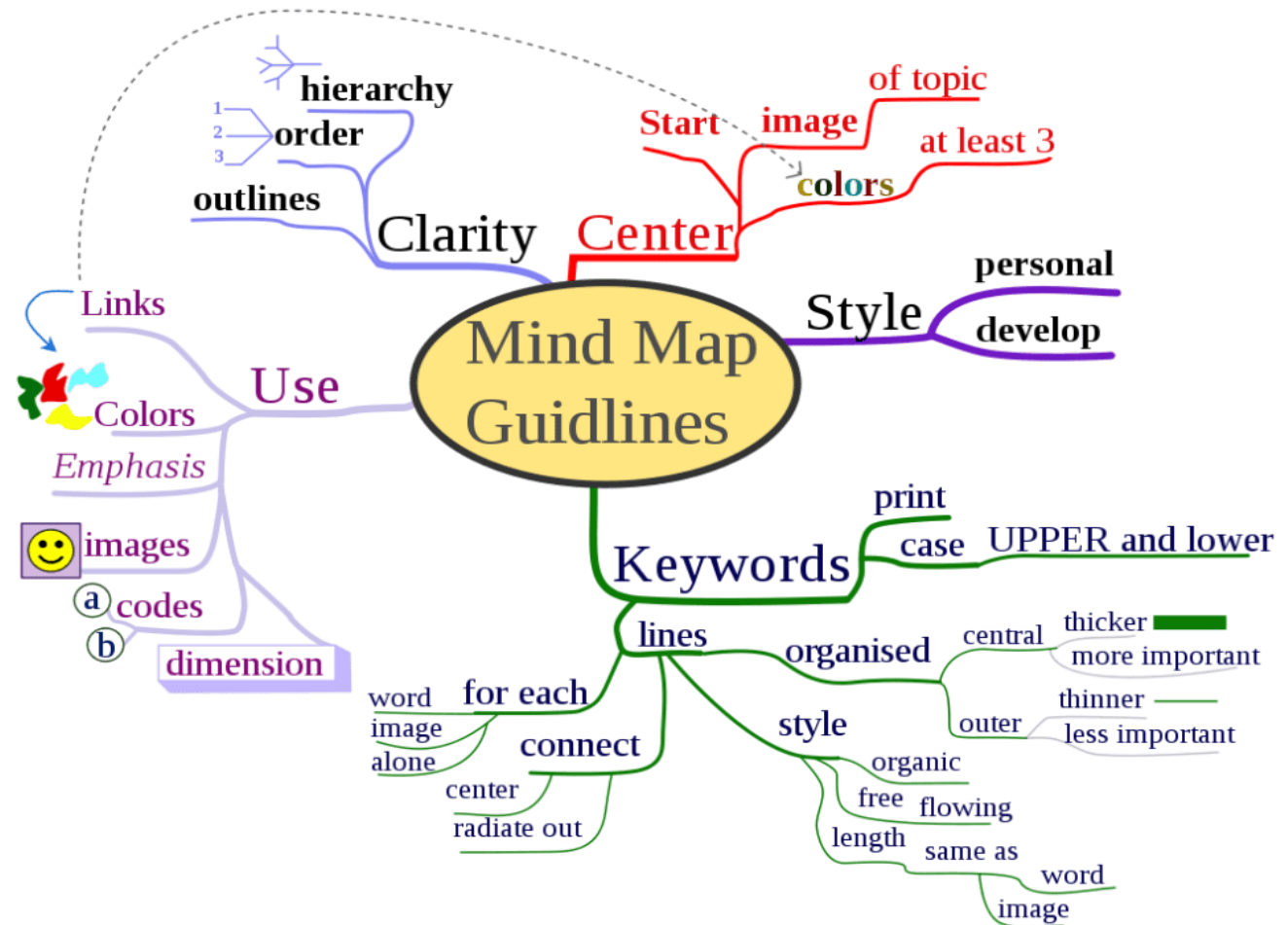
Partneriaeth Dysgu Proffesiynol Yr Athrofa
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Mapiau meddwl/Mind maps (Buzan, 2018)



Tasg 3

Task 3

- Cwblhewch y map meddwl o'ch safbwynt chi fel dysgwr mewn Addysg Uwch
- Ar nodiadau post-it, nodwch rhai o'r prif themâu sy'n amlygu yn y map meddwl
- Cymharwch a chyferbynnwch eich themâu gyda phartner/grŵp bach

- *Complete the mind map from your perspective as a learner in Higher Education*
- *Note some of the main themes that appear on your mind map on post-its*
- *Compare and contrast your themes with a partner/small group*

Pam mae angen llais y plentyn am les? *Why do we need the child's voice regarding well-being?*



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Rhai rhesymau: Some reasons:

- Gofynion cyfreithiol e.e. CCUHP, Cwricwlwm i Gymru
 - Lles yn gysyniad unigol (yn ogystal a pherthynol) ac yn wahanol i bawb
 - Safbwyntiau plant yn wahanol i safbwyntiau oedolion
 - Parchu plant fel arbenigwyr ar eu bywydau eu hunain.
- *Legislative requirements, e.g. UNCRC, Curriculum for Wales*
 - *Well-being is an individual (as well as relational) concept and differs for everyone*
 - *Children's perspectives differ from adult perspectives*
 - *Show respect for children as experts on their own lives.*



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