



Partneriaeth Dysgu Proffesiynol Yr Athrofa
Yr Athrofa Professional Learning Partnership

Trawsnewid Addysg Gyda'n Gilydd Transforming Teaching Together



Partneriaeth Dysgu Proffesiynol Yr Athrofa
Yr Athrofa Professional Learning Partnership

ECAD5018

Dysgu Cymdeithasol ac
Emosiynol
Iechyd Meddwl

Social and Emotional Learning
Mental Health

Deilliannau/Outcomes

- I amlinellu agweddau o'r cyd-destun cyfredol a materion yn ymwneud â llythrennedd emosiynol a iechyd meddwl.
- I adolygu peth tystiolaeth a fframweithiau damcaniaethol perthnasol.
- To outline aspects of the current context and issues involving emotional literacy and mental health.
- To review some of the evidence and related theoretical frameworks.

Rules

Openness

**Keep the
conversation
in the room**

**Non-
judgmental
approach**

Right to pass

**Make no
assumptions**

**Listen to
others**

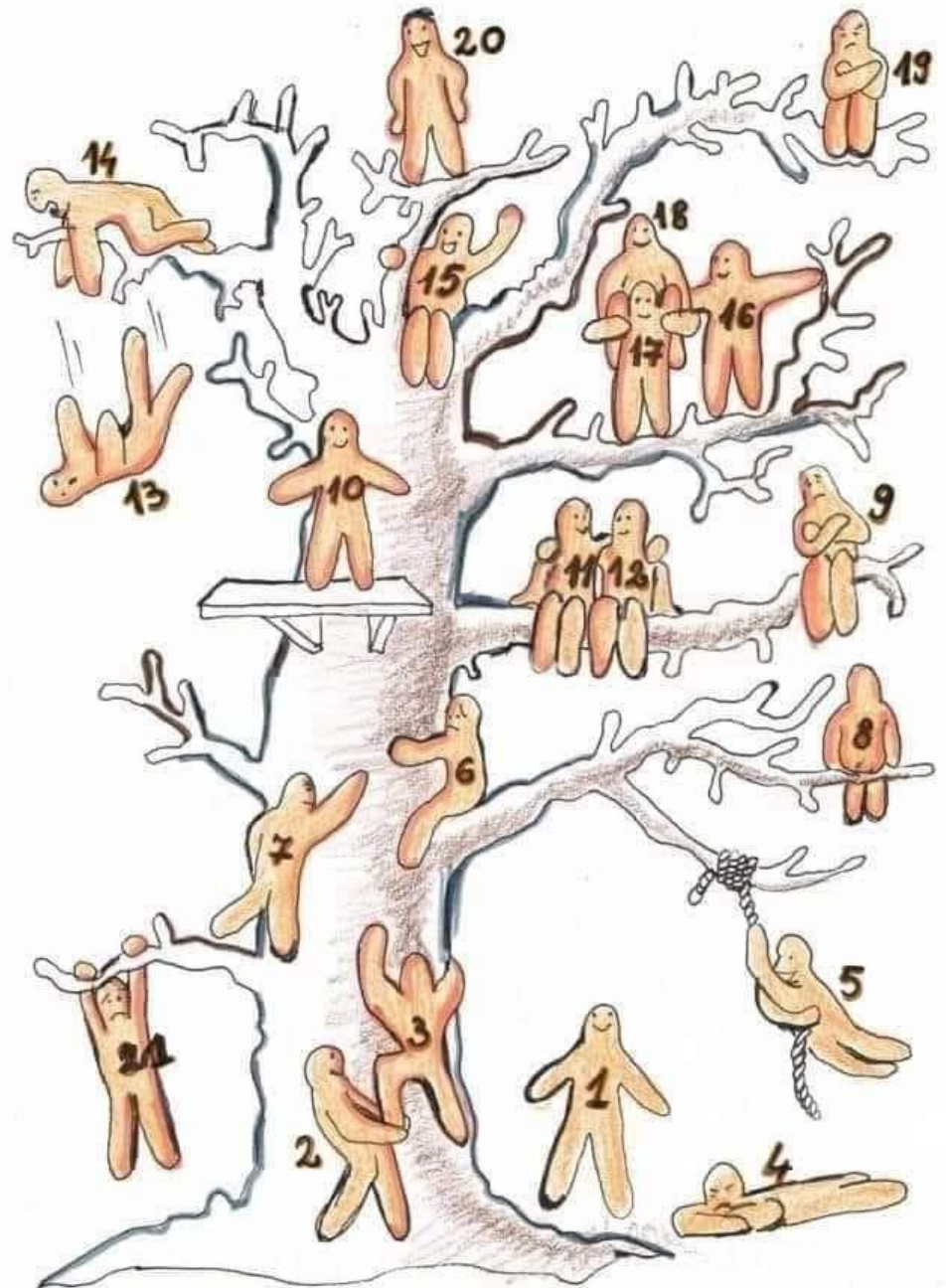
**Use of
language**

Ask questions

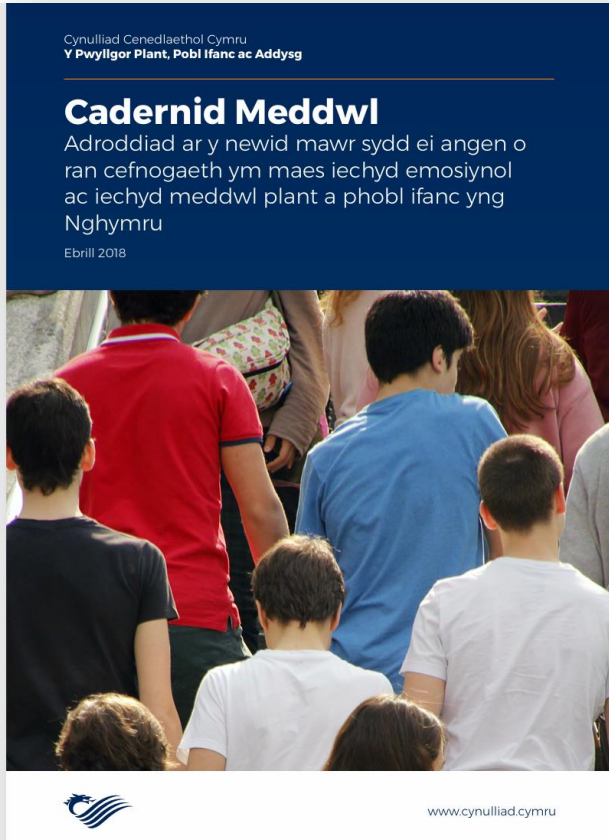
**Seeking help
and advice**

Blob Tree!

Sut ydych chi'n teimlo
heddiw?
How do you feel today?



Cymru 2018



'Amcangyfrifir y bydd tri phlentyn ym mhob ystafell ddosbarth maint cyfartalog yn cael problem iechyd meddwl. Erbyn 14 oed, bydd hanner yr holl broblemau iechyd meddwl wedi dechrau'.

'Mae lefelau straen a phryder ymhlith disgyblion yn codi'

'staff mewn ysgolion, gan gynnwys athrawon, yn aml heb yr hyder a'r gallu i helpu disgyblion gyda'u hiechyd emosiynol a meddwl'.

[Iechyd Emosiynol ac Iechyd Meddwl Plant a Phobl Ifanc yng Nghymru](#)

Cadernid Meddwl: ddwy flynedd yn ddiweddarach



Crynodeb o Cadernid Meddwl: ddwy flynedd yn ddiweddarach

Mae'r adroddiad yn gwerthuso'r cynnydd o ran cymorth emosiynol ac iechyd meddwl i blant yng Nghymru ers adroddiad 2018.

Mae canfyddiadau allweddol yn tynnu sylw at yr angen am:

Ymyrraeth gynnar a dull system gyfan.

Gwell cymorth argyfwng a gwasanaethau cleifion mewnol.

Gwell mynediad at therapïau seicolegol.

Mae effaith pandemig COVID-19 wedi dwysáu'r brys ar gyfer y gwelliannau hyn.

Mae argymhellion yn cynnwys blaenoriaethu iechyd meddwl ym mholisiau'r llywodraeth a sicrhau cydweithrediad effeithiol ar draws gwasanaethau.

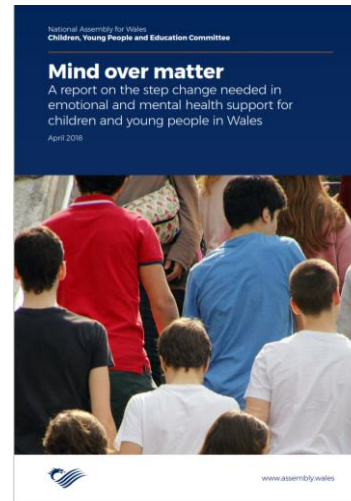
[cr-ld13568-w.pdf](https://www.senedd.cymru/cr-ld13568-w.pdf)

Wales 2018

- ‘It is estimated that three children in every average size classroom will have a mental health issue. By the age of 14, half of all mental health problems will have begun’.

‘levels of stress and anxiety among pupils are rising’

‘school-based staff, including teachers, often lack the confidence and capacity to help pupils with their emotional and mental health’.



[The Emotional and Mental Health of Children and Young People in Wales \(senedd.wales\)](http://www.senedd.wales)

Mind over matter: Two years on

Summary of "Mind over Matter: Two Years On"

- The report evaluates progress on emotional and mental health support for children in Wales since the 2018 report.
- Key findings highlight the need for:
 - Early intervention and a whole-system approach.
 - Improved crisis support and inpatient services.
 - Enhanced access to psychological therapies.
- The impact of the COVID-19 pandemic has intensified the urgency for these improvements.
- Recommendations include prioritizing mental health in government policies and ensuring effective collaboration across services.

[cr-ld13568-e.pdf](#)



Programmes for emotional and mental health



Llywodraeth Cymru
Welsh Government

Cymraeg

Rectan

[Home](#) > [Education and skills](#) > [Pupil inclusion, well-being, behaviour and attendance](#) >

[Health and well-being in schools](#) > Child and adolescent mental health services (CAMHS) and the counselling service

GUIDANCE

Child and adolescent mental health services (CAMHS) and the counselling service

Guidance on their services and how they can work together to provide the most appropriate treatment.

Part of: [Health and well-being in schools](#)

First published: 29 November 2016

Last updated: 29 November 2016

Documents



Collaborative working between Child and Adolescent Mental Health Services and the Counselling Service

PDF 669 KB

This file may not be accessible. [Request a different format.](#)

[Child and adolescent mental health services \(CAMHS\) and the counselling service | GOV.WALES](#)

- 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.

Deallusrwydd Emosiynol / Emotional Intelligence



Mae'r canlynol
yn amlinellu rhai
gofidiau

**Mayer, Roberts +
Barsade (2008)**

Outline some
concerns

YOUNGMINDS

fighting for young people's mental health

Edrychwch ar y wefan a dewiswch bwnc penodol ar y dudalen adnoddau a chreu cyflwyniad dim mwy na 3 sleid ar sut allwch chi gefnogi plentyn/person ifanc.

Take a look at the website and choose a specific topic and create a presentation, no more than 3 slides on how you could support a child/young person.

[Mental Health Resources For Children and Young People | YoungMinds](#)

Pwysigrwydd Iles / The importance of well-being



[Good Childhood Report-
2024-Summary-
Report v2.pdf](#)

- Teulu
- Defnydd amser
- Iechyd
- Cartref
- Ffrindiau
- Dyfodol
- Dewis
- Golwg
- Pethau
- Ysgol
- Family
- Time use
- Health
- Home
- Friends
- Future
- Choice
- Appearance
- Things
- School



- Darllenwch argymhellion yr adroddiad ar gyfer byd addysg ac ystyriwch yr hyn rydych chi wedi ei brofi a'i weld.
- Read the report's recommendations for education and consider what you have seen or experienced.

<https://youtu.be/iUTLV5CBdwE>



Ferre Laevers – Sut allwn fesur lles?

Ferre Laevers – How do we measure well-being?

The Leuven Scale for Well-being (in learning)

It's time for an honest observation of your students

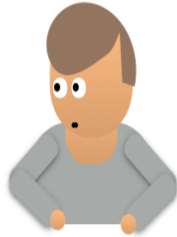
Based on: <http://www.plymouth.gov.uk/documents-ldtoolkit/leuven.pdf>

Let's hope teachers are designing and evaluating classroom activities with an aim that every learner might reach a state of **flow**.



Extremely low

The child clearly shows signs of **discomfort** such as crying or screaming. They may look dejected, sad, frightened or angry. The child does not respond to the environment, avoids contact and is withdrawn. The child may behave aggressively, hurting him/herself or others.



Low

The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time.



Moderate

The child has a **neutral** posture. Facial expression and posture show little or **no emotion**. There are no signs indicating sadness or pleasure, comfort or discomfort.



High

The child shows obvious signs of **satisfaction** (as listed under level 5). However, these signals are not constantly present with the same intensity.



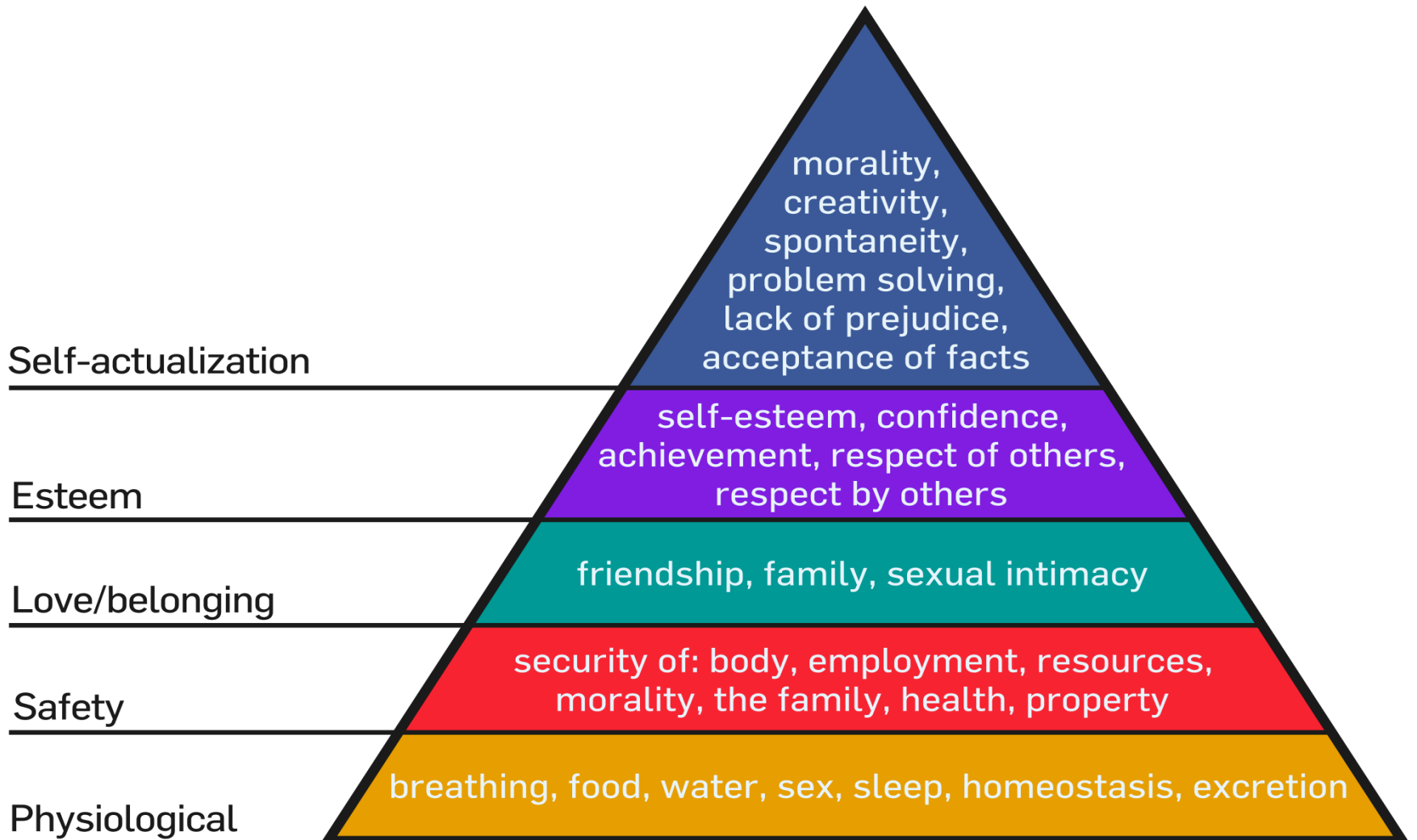
Extremely High

The child looks happy and **cheerful**, smiles, cries out with **pleasure**. They may be lively and full of energy. Actions can be spontaneous and expressive. The child may:

- talk to him/herself,
- play with sounds,
- hum, sing.

The child appears relaxed. The child expresses **self-confidence** and **self-assurance**.

Maslow's Hierarchy (1943)



Rhesymau statudol am les

Statutory reasons for well-being

1. [Hawliau Plant -
Children's Commissioner
for Wales
\(complantcymru.org.uk\)](http://complantcymru.org.uk)

2. Deddf Llesiant
Cenedlaethau'r Dyfodol
(Cymru) 2015

- [Llesiant Cenedlaethau'r
Dyfodol | LLYW.CYMRU](http://LLYW.CYMRU)

1. United Nations
Convention On The
Rights Of The Child
(1989) -
<https://www.childcomwales.org.uk/uncrc-childrens-rights/>

2. Wellbeing of Future
Generations Act (2015) –
[The Well-being of Future
Generations | GOV.WALES](http://GOV.WALES)



- <https://www.youtube.com/watch?v=3EQ2tzHI3Ks>

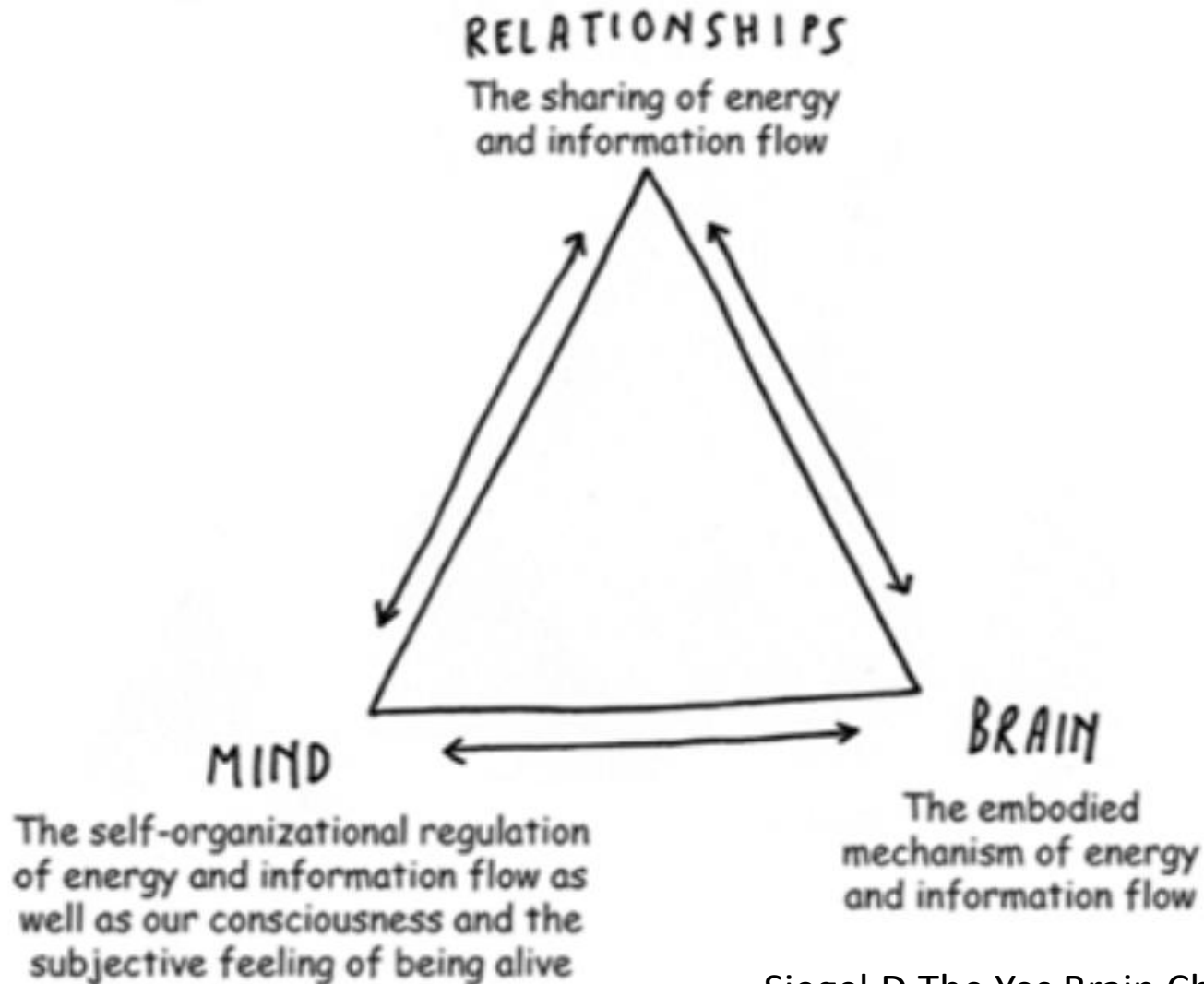
Addysgu'r meddwl / Educating the mind – Siegal (2011)

The Healthy Mind Platter



The Healthy Mind Platter for Optimal Brain Matter™

the TRIANGLE of WELL-BEING

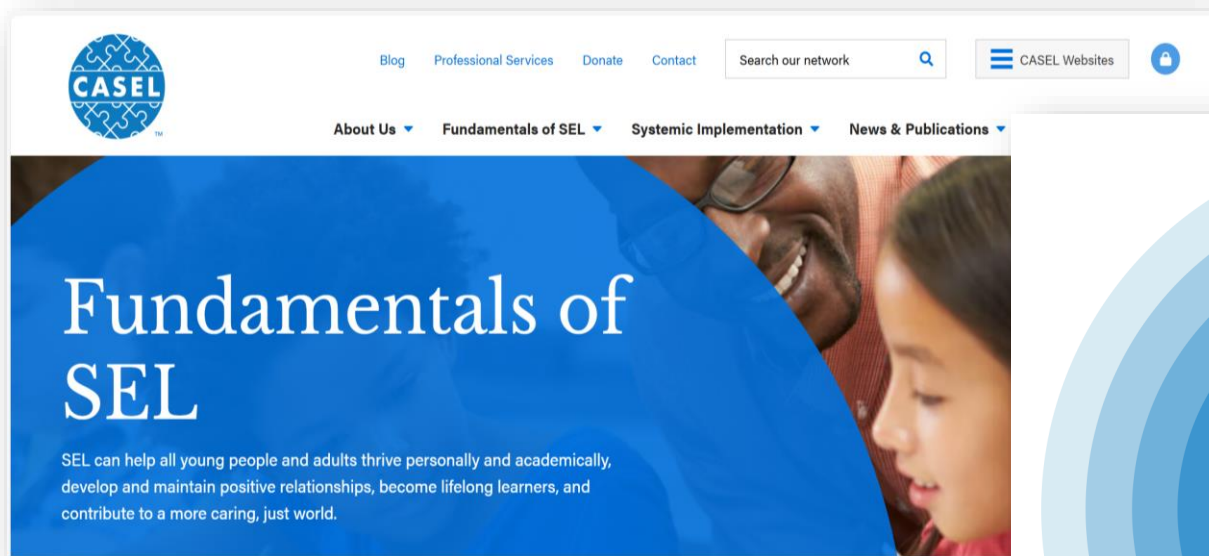


CASEL

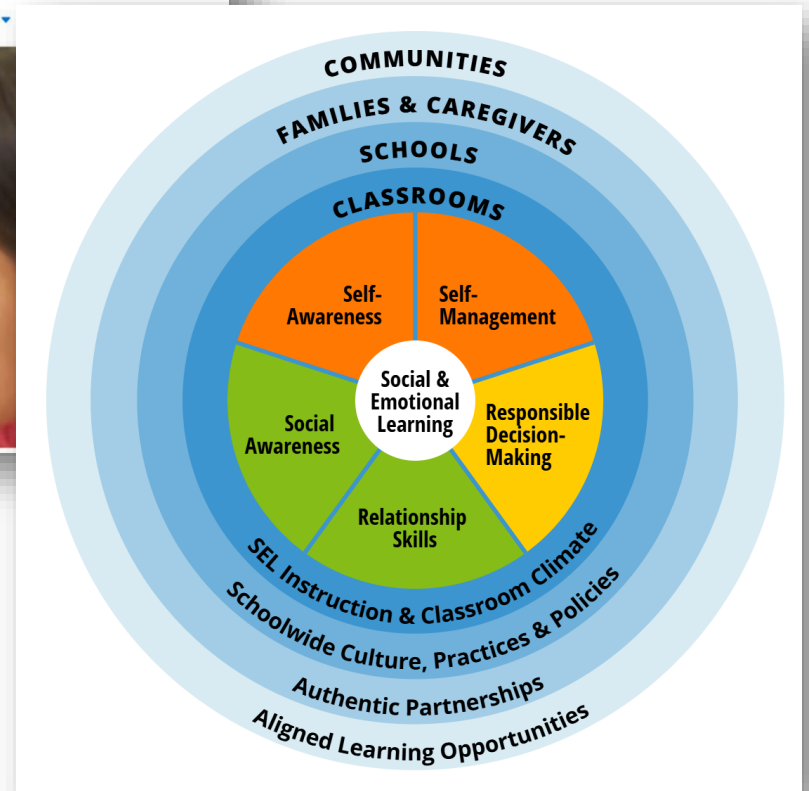


https://youtu.be/ouXhi_CfBVg

CASEL



[Fundamentals of SEL - CASEL](#)

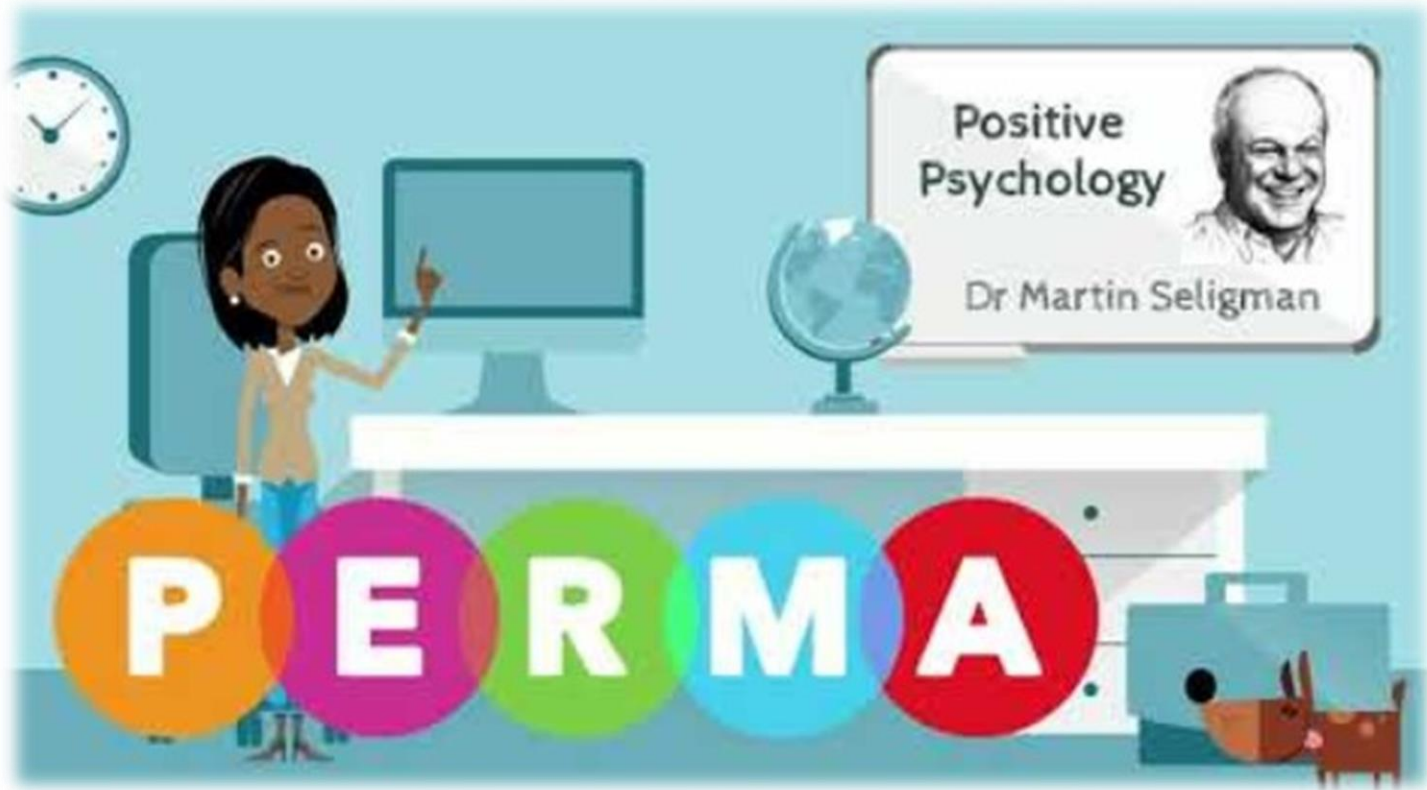


[An Introduction to Social and Emotional Learning](#)

CASEL Wheel

Cwrs 60 munud / 60 minute course

PERMA



<https://youtu.be/mnI1ZUgFPIM>

Mwy o wybodaeth ar gael yn: More information available at;
[PERMA™ Theory of Well-Being and PERMA™ Workshops | Positive Psychology Center](#)



Dr Maya Tamir

‘Happiness is more than simply feeling pleasure and avoiding pain. Happiness is about having experiences that are meaningful and valuable, including emotions that you think are the right ones to have.’

American Psychological Association, 2017

Cyfeirnod / References

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- Howard C., Burton M., Levermore D. and Barrell R. (2017) Children's Mental Health and Emotional Well Being in Primary School. London. Sage
- Humphrey N., Lendrum A. and Wiglesworth M. (2010) Social and Emotional Aspects of Learning in Secondary Schools. School of Education Manchester University
- PSHE Association (2019) Teacher Guidance: teaching about mental health and emotional well-being. Department for Education
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