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Thema 4: Teuluoedd ac arweinyddiaeth gynhwysol  
Theme 4 : Inclusive Leadership and working with families

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- Sut fydddech chi'n disgrifio teulu?
- Sut fydddech chi'n disgrifio rhiant?
- Pa faterion y mae teuluoedd yn eu hwynebu?
- Sut y byddai'n edrych yn amgylchedd y blynyddoedd cynnar?
- Pa ymddygiadau gan deuluoedd y gallech chi sylwi arnyn nhw yn yr amgylchedd blynyddoedd cynnar?

How would you describe a family?

How would you describe a parent?

What issues do families face?

How would it look in the early years environment?

What behaviours might you notice from families in the early years environment?



# Pen Green Centre – Dr. Margy Whalley

- <https://www.youtube.com/watch?v=xBRjZ3wDyNs>



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*“It is nowadays widely assumed, almost without question, that professionals have a good deal to teach parents about how to educate and bring up children. The idea that professionals might learn from observing children talking to their parents at home has hardly been considered”.*

Roedd ansawdd a chyfoeth y sgysiau mewn cartrefi dosbarth gweithiol yn well na'r hyn a brofai plant yn yr ysgol, gan fod yr athrawon yn tueddu i dybio nad oedd eu gallu mor eang

The quality and richness of the conversations in working class homes were superior to some of those that the children experienced in school, as the teachers tended to assume that their capacity was not as wide

(Tizard and Hughes, 2002, cited in Wilson, 2016 p. 25)

Mae ymchwil wedi dangos y gallai fod yn well gan athrawon rieni sy'n dangos parch ac sy'n derbyn yn oddefol pa wybodaeth bynnag a gânt mewn ysgolion (Moore, Hart a Cheatham, 2013)

*“It seems that parents are positioned as either scapegoats, bearing the blame for poor educational outcomes for the neediest students, or opponents who should be feared, not necessarily respected or welcomed as full partners” (Reynolds and Howard, 2013, p. 204).*



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Research has shown that teachers may have a preference for deferential parents who passively accept whatever information they receive at schools (Moore, Hart and Cheatham, 2013)

“It seems that parents are positioned as either scapegoats, bearing the blame for poor educational outcomes for the neediest students, or opponents who should be feared, not necessarily respected or welcomed as full partners” (Reynolds and Howard, 2013, p. 204).



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- Weithiau, gall ceisio ymgysylltu â rhieni gael effaith i'r gwrthwyneb i'r hyn a fwriedir – yn aml mae'n denu rhieni mwy dosbarth canol sy'n debyg i staff yr ysgol (Anderson, 1998, dyfynnwyd yn Scanlan a Johnson, 2020, t. 234)
- Yn ôl un astudiaeth yn America mae ysgolion sydd â chrynoadau uchel o deuluoedd sy'n byw mewn tlodi yn tueddu bod yn llai rhagweithiol ac effeithiol o ran ymgysylltu â rhieni na staff cyfatebol mewn ysgolion sydd â chrynoadau uchel o deuluoedd breintiedig yn economaidd

(Rogers, Freelon, a Terriquez, 2012 dyfynnwyd yn Scanlan and Johnson 2020 t. 234).



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## Issues:

- Trying to engage parents can sometimes have the opposite effect – often attracting more middle class parents who are similar to the school personnel (Anderson, 1998 cited in Scanlan and Johnson, 2020, p. 234)
- One American study - schools with high concentrations of families living in poverty tend to be less proactive and effective at engaging parents than their counterparts serving schools with higher concentrations of families who are economically privileged (Rogers, Freelon, and Terriquez, 2012 cited in Scanlan and Johnson 2020 .p234).

- Mae rhai lleoliadau'n defnyddio'r term 'anodd i'w cyrraedd' wrth drafod teuluoedd, ond mae rhieni o'r farn mai'r gwasanaethau a'r gweithwyr proffesiynol sy'n anodd eu cyrraedd, nid nhw

(Wheeler a Connor, 2009, dyfynnwyd yn Lindon a Lindon, 2011, t. 143)



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- Some settings use the term ‘hard to reach’ when discussing families, but parents take the view that it is the services and the professionals who are hard to reach, not them (Wheeler and Connor, 2009, cited in Lindon and Lindon, 2011, p. 143)



# Teuluoedd yn Gyntaf / Families First

- Mae Teuluoedd yn Gyntaf yn rhaglen gan Lywodraeth Cymru sydd wedi'i chynllunio i wella canlyniadau i blant, pobl ifanc a theuluoedd. Mae'n pwysleisio atal ac ymyrraeth gynnar i deuluoedd, yn enwedig y rhai sy'n byw mewn tlogdi.
- Families First is a Welsh Government programme designed to improve outcomes for children, young people and families. It emphasises prevention and early intervention for families particularly those living in poverty
- Yn defnyddio Dull Teulu Cyfan
- Uses a Whole Family Approach

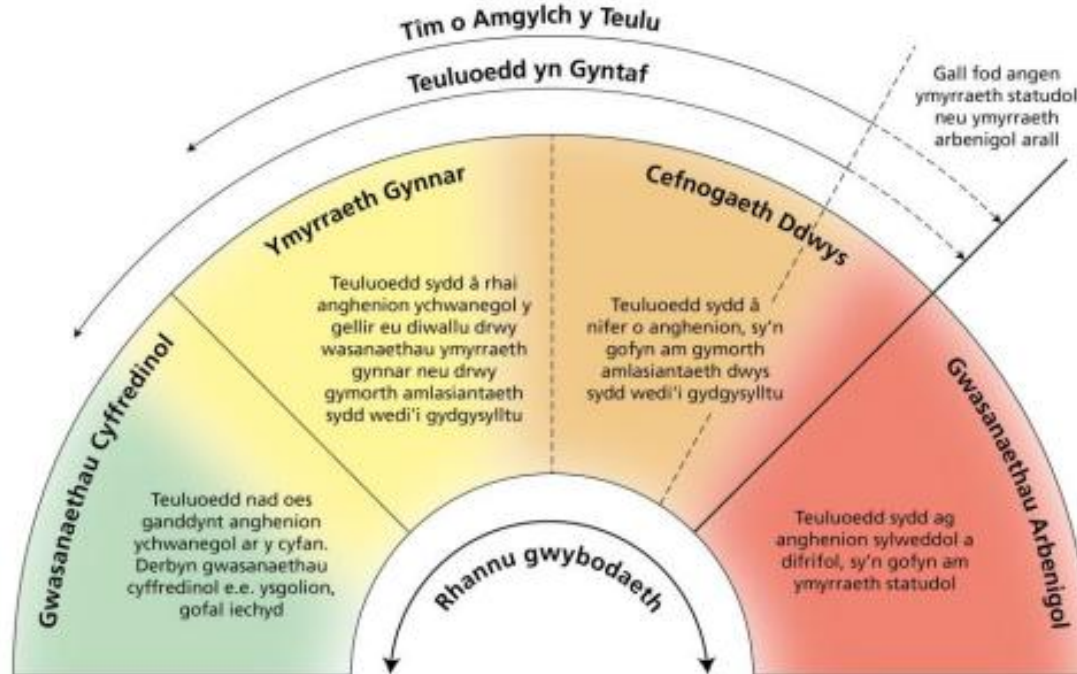


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Diagram 1 – Teuluoedd yn Gyntaf a'r continwwm cymorth



(Llywodraeth Cymru, 2017, t.6)

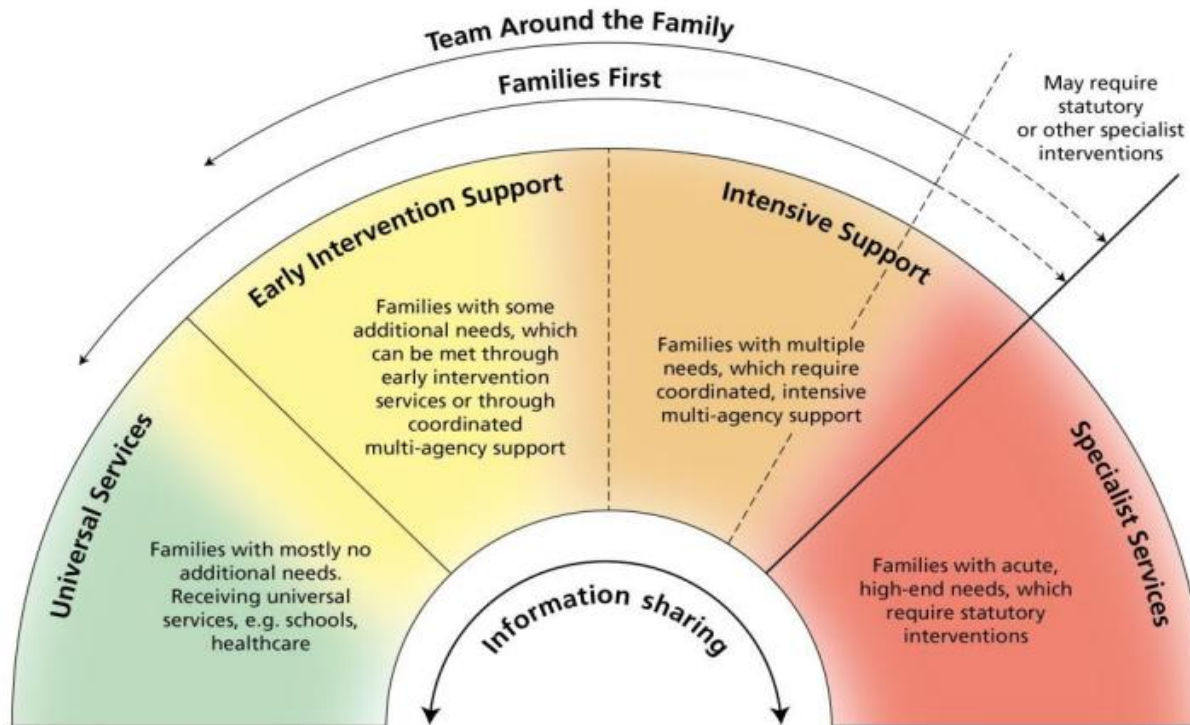


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**Diagram 1 – Families First and the continuum of support**



(Welsh Government, 2017 p.6)



#### 4.8 Grwpiau blaenoriaeth

Er bod anghenion pob rhiant yn bwysig, efallai bod statws neu sefyllfa rhai rhieni yn peri iddynt fod yn arbennig o agored i niwed, ac efallai y bydd gofyn iddynt gael cymorth mwy arbenigol.

Bydd grwpiau blaenoriaeth yn amrywio o ardal i ardal. Bydd angen i chi nodi'r grwpiau hynny y maent yn yr angen mwyaf yn eich ardaloedd, gan sicrhau'ch bod yn ystyried eu gofynion nhw wrth i chi gynllunio a chomisiynu gwasanaethau.

Gallai'r rhain gynnwys:

- Rhieni anabl
- Teuluoedd sy'n cael eu heffeithio gan gam-drin domestig
- Teuluoedd sy'n cael eu heffeithio gan y ffaith bod rhiant yn y carchar
- Tadau
- Teuluoedd Sipsiwn a Theithwyr
- Rhieni sydd ag anawsterau dysgu (wedi cael diagnosis neu'n cael ei amau)
- Rhieni plant anabl
- Rhieni sydd â phroblemau iechyd meddwl
- Rhieni sy'n dioddef materion camddefnyddio alcohol neu sylweddau
- Teuluoedd sy'n ffoaduriaid/ceiswyr lloches
- Rhieni ifanc

(Llywodraeth Cymru, 2017, t.25)

Pam?



## 4.8 Priority groups

Whilst the needs of all parents are important, some parents' status or situation may make them particularly vulnerable and they may require more specialist support.

Priority groups will vary from area to area. You will need to identify those groups who are most in need in your areas, and ensure you consider their requirements as you design and commission services. These might include:

- Disabled parents
- Families affected by domestic abuse
- Families affected by parental imprisonment
- Fathers
- Gypsy and Traveller families
- Parents with learning difficulties (diagnosed or suspected)
- Parents of disabled children
- Parents with mental health problems
- Parents with alcohol or substance misuse issues
- Refugee/asylum seeker families
- Young parents

(Welsh Government, 2017 p.25)

Why?



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# Rheini ag anableddau dysgu

- Mae rhieni ag anableddau dysgu yn gallu dod ac yn dod yn rhieni digon da pan fydd cefnogaeth briodol ar waith
- Yn aml mae gan rieni ag anabledd dysgu anghenion cymhleth iawn o ganlyniad i ystod o faterion gan gynnwys tlodi, gwahaniaethu, iselder ysbryd a hunan-barch gwael
- Mae teuluoedd lle mae gan y rhiant anabledd dysgu yn aml yn cael eu gorgynrychioli yn y system amddiffyn plant
- Mae diffyg eglurder ynghylch nifer y rhieni sydd ag anableddau dysgu
- Mae adnabod rhieni yn gynnar yn hanfodol er mwyn caniatáu i waith ataliol ddigwydd, ond mae ymyrryd mewn argyfwng yn dal i ddominyddu
- Mae gweithio effeithiol mewn partneriaeth gan ymgymryd â dull teulu cyfan yn hanfodol wrth ddarparu cefnogaeth i deuluoedd

(Stewart a Macyntyre, 2017)



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# Example: Disabled parents (learning disability)

- (depending on severity) parents with learning disabilities are, can and do become good enough parents when appropriate supports are in place
- Parents with a learning disability often have very complex needs as a result of a range of issues including poverty, discrimination, depression and poor self-esteem
- Families where the parent has a learning disability are often over-represented in the child protection system
- There is a lack of clarity over the number of parents with learning disabilities
- Early identification of parents is crucial to allow preventative work to take place, however crisis intervention still dominates
- Effective partnership working that takes a whole family approach is crucial when providing support for families

(Stewart and Macyntyre, 2017)



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# Rhieni â phroblemau iechyd meddwl

- Mae llawer o rieni â phroblemau iechyd meddwl yn gallu rhoi gofal diogel a chariadus i'w plant, heb i'w plant gael eu heffeithio'n negyddol mewn unrhyw ffordd. Ond weithiau, mae angen cefnogaeth gan aelodau o'r teulu, ffrindiau, cymdogion a / neu weithwyr proffesiynol ar rieni â phroblemau iechyd meddwl. Gall hyn gael effaith ar blant.
  - Mae rhai rhieni'n wynebu problemau iechyd meddwl ynghyd â heriau eraill fel tai gwael, gwahaniaethu, camddefnyddio sylweddau, diffyg cefnogaeth
- (NSPCC, 2021)
- Mae stigma o gwmpas problemau iechyd meddwl a allai greu rhwystr wrth gefnogi aelodau'r teulu

# Example: Parents with Mental health difficulties

Many parents with mental health problems are able to give their children safe and loving care, without their children being negatively affected in any way. But sometimes, parents with mental health problems need support from family members, friends, neighbours and/or professionals. This can have an effect on children.

Some parents experience mental health problems along with other challenges such as poor housing, discrimination, substance misuse, lack of support

(NSPCC, 2021)

There is a stigma around mental health problems that could create a barrier in supporting family members



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