Comisiynydd Plant Cymru
Children's Commissioner for Wales

GWRANDO A DYSGU ...Y STORI IAWN Y STORI AM HAWLIAU

LISTENING AND LEARNING ...THE RIGHT STORY

www.complantcymru.org.uk
www.childcomwales.org.uk

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Rhagair gan Keith Towler, Comisiynydd Plant Cymru

Gwrando ar blant a phobl ifanc a'u parchu yw conglfeini fy sefydliad. Rydyn ni'n treulio amser yn gwrando ar blant, yn parchu eu barn a'u safbwyntiau, ac yn eu galluogi i ddylanwadu ar rai agweddau ar ein gwaith. Yn wir, rydyn ni'n rheolaidd yn gwahodd plant a phobl ifanc o bob rhan o Gymru i bleidleisio ar ddarn o waith yr hoffen nhw i ni ei ddatblygu ar eu rhan. Trwy'r broses honno y gwnaethon ni benderfynu ar brosiect a fyddai'n rhoi cipolwg gwell i ni ar y pethau a fyddai'n gwneud gwahaniaeth cadarnhaol iddyn nhw yn eu hysgolion.

Mae'r negeseuon yn yr adnodd yma i gyd yn dod oddi wrth blant a phobl ifanc. Rydyn ni wedi gofyn am eu barn ar eu profiad dysgu, beth maen nhw'n ei hoffi am eu hathrawon, a pha elfennau allai wella i helpu i sicrhau bod pob un ohonyn nhw'n cyflawni hyd eithaf eu potensial.

Rydyn ni wedi creu cysylltiadau rhwng pob un o'r negeseuon allweddol yma a Chonfensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn – cyfres o hawliau plant sy'n sylfaen ar gyfer ein holl waith. Rydyn ni wedi gwneud hynny er mwyn amlygu sut gallwn ni gymryd camau tuag at wireddu hawliau plant yng Nghymru trwy wrando ar farn plant a pharchu eu safbwyntiau.

Mae'r adnodd yma wedi cael ei lunio i roi cipolwg i'r rhai sy'n gweithio yn y sector addysg ar farn plant a phobl ifanc am eu profiad dysgu. Mae hefyd wedi cael ei greu, nid fel llyfr cyfarwyddiadau ar gyfer athrawon, ond yn hytrach i'w hatgoffa bod gan blant a phobl ifanc rôl yn y gwaith o lunio a dylanwadu ar eu profiad dysgu eu hunain.

Rwy'n gwerthfawrogi bod pob ysgol a phob plentyn yn wahanol, ac y bydd y dulliau a ddefnyddir yn wahanol i ymateb i'r anghenion hynny. Ein bwriad yw y bydd yr adnodd yma'n annog mwy o ysgolion i edrych ar beth sy'n bwysig i'w disgyblion a defnyddio'u barn yn uniongyrchol i ddylanwadu ar arfer yn yr ysgol. Yn y pen draw, rydyn ni i gyd eisiau i'n plant gael y budd mwyaf o'u haddysg, a thrwy wrando ar eu barn a gofalu ein bod ni'n eu hystyried wrth ddatblygu ein hysgolion, efallai gallwn ni gyflawni hynny.

Wrth i'r gwaith hwn fynd yn ei flaen, bu datblygiadau parhaus ar draws Cymru i wella mwy ar y cyfleoedd i blant a phobl ifanc gyfranogi mewn penderfyniadau sy'n effeithio arnyn nhw, fel cynghorau ysgol, eco-gynghorau a mentrau ysgolion iach. Mae datblygu'r Fframwaith Effeithiolrwydd Ysgolion a'r Fenter Addysgeg fel ei gilydd yn amlygu materion tebyg a godwyd gyda ni gan blant a phobl ifanc ynghylch yr angen am well canlyniadau o ran cyrhaeddiad a lles, gyda chynnwys disgyblion yn ganolog i lwyddiant hynny. Mae gwybodaeth am y mentrau hyn wedi cael ei chynnwys yn yr adnodd yma, a hefyd gysylltiadau defnyddiol eraill â chanllawiau a pholisïau sydd wedi eu cyhoeddi.

Hoffwn ddiolch i bob plentyn a pherson ifanc sydd wedi cyfrannu at y gwaith yma, ac i'r gweithwyr proffesiynol sydd eisoes wedi dangos eu bod nhw'n gwrando o ddifri ar farn plant ac yn rhoi sylw iddynt wrth wneud penderfyniadau am eu haddysg. Rwy'n mawr obeithio y bydd yr adnodd yma o gymorth i'r rhai sy'n ymuno â'r proffesiwn addysgu, yn ogystal â'r rhai a fu'n gweithio fel athrawon ers blynyddoedd lawer, ac yn gwneud iddyn nhw feddwl. Yn fwy na dim, rwy'n gobeithio y bydd pawb sy'n gweithio gyda phlant a phobl ifanc yn ymuno â'm tîm i wrando ar farn a safbwyntiau plant a phobl ifanc a'u parchu, fel ein bod ni i gyd yn gallu dysgu gyda'n gilydd.

Hydref 2009

Foreword by Keith Towler, Children's Commissioner for Wales

Listening and respecting children and young people are the cornerstones of my organisation. We spend time listening to children, respecting their views and opinions and we enable them to influence certain aspects of our work. In fact, we regularly invite children and young people from across Wales to vote on a piece of work they would like us to take forward on their behalf. It was via this process that we decided on a project that would give us a better insight into the things that would make a positive difference to them in their schools.

The messages contained in this resource all come from children and young people. We have sought their views on their learning experience, what they like about their teachers and what elements could improve to help make sure each and every one of them reach their full potential.

We have made links between each of these key messages and the United Nations Convention on the Rights of the Child – a series of children's rights that underpin all our work. We have done so to highlight how by listening to children's views and respecting their opinions, we can go some way in making children's rights a reality in Wales.

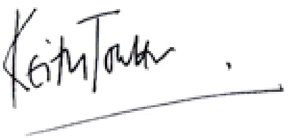
This resource has been designed to provide those working in the education sector with an insight into what children and young people think about their learning experience. It has also been created not as an instruction book for teachers but instead as a reminder that children and young people have a role in helping to shape and influence their own learning experience.

I appreciate that every school and every child is different and the methods used will be different to meet these needs.

Our intention is that this resource will encourage more schools to explore what is important to their pupils and that their views will be used to directly inform the school's practice. Ultimately, we all want our children to get the most out of their education and by listening to their opinions, making sure we take them into account when developing our schools, then we might be able to achieve just that.

Whilst conducting this piece of work there have been continuing developments across Wales to further improve opportunities for children and young people to participate in decisions that affect them, such as school councils, eco councils and healthy schools initiatives. The development of the School Effectiveness Framework and the Pedagogy Initiative both highlight similar issues raised with us by children and young people about the need for improved outcomes in both attainment and wellbeing, with pupil involvement being central to the success of this. Information about these initiatives has been included in this resource along with other useful links to published guidance and policies.

I would like to thank every child and young person who has contributed to this work and to professionals who have already demonstrated that they listen seriously to children's views and take them into account when making decisions about their education. I sincerely hope this resource will be helpful and thought provoking to those entering the teaching profession as well as those who have been practicing for many years. Above all I hope that all working with children and young people will join my team in listening and respecting the views and opinions of children and young people so that we can all learn together.



October 2009

1

Pam a Sut
Why and How

1 2 3 4 5 6 7 8

Yn ôl y ddeddfwriaeth[1] a sefydlodd Gomisiynydd Plant Cymru, rhaid i blant a phobl ifanc fedru cyfrannu at ddatblygiad cynlluniau gwaith y swyddfa.

Yn 2005, fe wnaethon ni nodi pum thema o bob agwedd ar ein gwaith, gan gynnwys materion a godwyd gyda ni'n allanol gan unigolion a sefydliadau. Buon ni'n ymgynghori gyda phlant a phobl ifanc ar y themâu hyn ac yn gofyn iddyn nhw bleidleisio dros y ddwy roedden nhw'n teimlo oedd bwysicaf, a ble roedd angen gwneud mwy o waith. Y ddwy thema y penderfynwyd arnyn nhw oedd chwarae ac addysg.

Gan mai 'chwarae' gafodd y nifer uchaf o bleidleisiau, fe wnaethon ni ganolbwyntio ar y gwaith hwnnw gyntaf, ac yn 2008 fe wnaethon ni gyhoeddi'r adroddiad ar gyfleoedd chwarae i blant anabl, *Dawn Ddedwydd*[2].

Yn gynnar yn 2008, fe wnaethon ni ddechrau gweithio ar yr ail thema roedd plant wedi pleidleisio drosti[3]; sef Gwella Dysgu. Dechreuodd y gwaith yma yng Nghonwy yn Eisteddfod yr Urdd ym mis Mai 2008, pan fu rhyw 300 o blant yn cymryd rhan mewn gweithgareddau ynghylch beth sy'n gwneud athrawon da a'r pethau roedden nhw'n hoffi eu gwneud yn yr ysgol, gan fod y rhain wedi cael eu hamlygu yn y cyfnod pleidleisio cychwynnol fel meysydd dysgu roedd plant eisiau i ni eu harchwilio.

Dechreuodd negeseuon clir ddod i'r amlwg o'r wybodaeth a gasglwyd, ac yn yr Eisteddfod Genedlaethol ym mis Awst 2008, fe wnaethon ni ofyn i ragor o blant oedden nhw'n cytuno â nhw, ac i'w rhoi nhw yn nhrefn pwysigrwydd.

Roedd gennym ni bellach rai negeseuon allweddol gan blant a phobl ifanc i weithio gyda nhw, a'n bwriad oedd eu rhannu gydag athrawon oedd yn gweithio, athrawon dan hyfforddiant, ac eraill ym myd addysg. Fodd bynnag, roedden ni eisiau gwybod barn rhagor o blant a phobl ifanc am y negeseuon, ac felly buon ni'n cynnal gweithdai pellach gyda grwpiau o amrywiaeth o leoliadau a chefndiroedd, gan gynnwys disgyblion ysgolion uwchradd a phlant a phobl ifanc a eithriwyd, sy'n derbyn gofal ac sydd ag anableddau.

Roedd y plant a'r bobl ifanc a gymerodd ran yn y prosiect rhwng 7 a 23 oed, er bod y mwyafrif rhwng 7 ac 16.

O'r cannoedd o ddyfyniadau a sylwadau a gasglwyd gan blant a phobl ifanc, daeth naw neges allweddol i'r amlwg, a nhw yw'r sail ar gyfer yr adroddiad hwn.

Rydyn ni'n gobeithio y byddwch chi'n cymryd amser i ddarllen y naw neges a'r sylwadau a gawson ni gan y plant a'r bobl ifanc. Maen nhw'n siarad yn onest, ac weithiau'n gwrthddweud ei gilydd gan eu bod nhw'n dod o brofiadau cwbl wahanol. Mae eu sylwadau'n dangos pa mor barod a galluog yw plant a phobl ifanc i fynegi eu barn a chyfranogi yn eu haddysg, os ydyn nhw'n cael cyfle.

Os hoffech chi weld yr holl sylwadau a wnaed gan y plant a'r bobl ifanc yn y prosiect yma, ewch i adran 8.

1 Deddf Safonau Gofal 2000 Deddf a Rheoliadau'r Comisiynydd Plant 2001
2 http://www.complantcymru.org.uk/uploads/publications/55.pdf
3 Defnyddir y term plant yn aml yn yr adroddiad hwn i gynnwys plant a phobl ifanc

According to the legislation[1] that established the Children's Commissioner for Wales, children and young people must be able to contribute to the development of the office's work plans.

In 2005, we identified five themes from all aspects of our work, including issues raised with us externally by both individuals and organisations. We consulted with children and young people on these themes and asked them to vote on the two they felt were the most important and needed more work to be done. The two themes decided were play and education.

As 'play' secured the highest number of votes, we focussed on that piece of work first and in 2008 we published the report on play opportunities for disabled children, *A Happy Talent*[2].

In early 2008, we started work on the second theme voted for by children[3]: Making Learning Better. This work began in Conwy at the Urdd Eisteddfod in May 2008 when around 300 children took part in activities about what makes a good teacher and the things that they liked doing in school, as these had been highlighted in the initial voting period as areas of learning that children wanted us to explore.

Clear messages began to emerge from the information collated and at the National Eisteddfod in August 2008 we asked more children if they agreed with them and to rank them according to importance.

We now had some key messages from children and young people to work with which we planned to share with trainee and practicing teachers and others within education. However, we wanted to know what more children and young people thought about the messages, and so we ran further workshops with groups from a variety of settings and backgrounds including secondary school pupils, excluded, looked after and disabled children and young people.

The age range of children and young people who took part in the project was between 7 and 23, although the majority were aged between 7 and 16.

From the hundreds of quotes and comments collated from children and young people nine key messages emerged which form the basis for this report.

We hope you will take the time to read the nine messages and the comments that children and young people gave us. They speak honestly, sometimes contradicting each other as they are coming from vastly different experiences. Their comments illustrate how ready and able children and young people are to express their views and participate in their education, if they are given the opportunity.

For those of you who wish to see all the comments made by children and young people in this project, please go to section 8.

[1] Care Standards Act 2000 Children's Commissioner Act and Regulations 2001
[2] www.childcomwales.org.uk/uploads/publications//54.pdf
[3] The term children is frequently used in this report to include both children and young people

2

Naw Neges Allweddol
Nine Key Messages

V.I.P!

Naw Neges Allweddol Plant a Phobl Ifanc

MAE ATHRAWON DA YN DEG
Mae plant a phobl ifanc yn dweud wrthyn ni bod athrawon da yn defnyddio'r rheolau'n deg ac yn gyson ac yn trin pawb yn gyfartal.

RYDYN NI'N HOFFI DYSGU MEWN LLAWER O FFYRDD
Mae plant yn mwynhau amrywiaeth o ddulliau dysgu ac addysgu ac yn gwerthfawrogi'n fawr pan fydd eu hathrawon yn defnyddio'u dychymyg ac yn bod yn greadigol.

MAE ATHRAWON DA YN HAWDD MYND ATYN NHW AC YN GEFNOGOL
Mae plant yn dweud eu bod nhw eisiau teimlo'n gyfforddus wrth ofyn i'w hathrawon am help a chefnogaeth.

GWRANDEWCH A CHYMRWCH EIN BARN O DDIFRI, OS GWELWCH YN DDA
Mae plant yn gofyn i athrawon wrando arnyn nhw a rhoi sylw i'w barn.

MAE ATHRAWON DA YN GWNEUD Y DOSBARTH YN LLE DIOGEL
Mae plant yn dweud wrthyn ni eu bod nhw eisiau cydbwysedd da rhwng rheolau a gofal.

RYDYN NI'N HOFFI CAEL GWYBOD PAN FYDDWN NI'N GWNEUD YN DDA
Mae plant yn dweud wrthyn ni bod adborth cadarnhaol yn eu hannog, yn eu helpu i ganolbwyntio ac yn eu gwneud yn fwy hyderus.

MAE ATHRAWON DA YN DANGOS PARCH
Mae plant yn dweud wrthyn ni fod athrawon yn eu parchu trwy wneud amser ar eu cyfer a'u trin fel unigolion.

MAE ATHRAWON GWYCH YN EIN HYSBRYDOLI NI
Mae plant yn dweud wrthyn ni eu bod nhw'n dysgu mwy pan fydd athrawon yn mwynhau'r dysgu ac yn gwybod eu pwnc.

MAE ATHRAWON DA YN GOSOD ESIAMPL WYCH
Mae plant yn dweud wrthyn ni pa mor bwysig yw athrawon yn eu bywydau, a'u bod nhw eisiau gallu eu hedmygu.

Children and Young People's Nine Key Messages

A GOOD TEACHER IS FAIR
Children and young people tell us that a good teacher applies rules fairly and consistently and treats everyone equally.

WE LIKE LEARNING IN LOTS OF WAYS
Children enjoy a variety of teaching and learning methods and really appreciate it when their teachers show creativity and imagination.

A GOOD TEACHER IS APPROACHABLE AND SUPPORTIVE
Children say that they want to feel comfortable to ask their teachers for help and support.

PLEASE LISTEN AND TAKE OUR VIEWS SERIOUSLY
Children are asking for teachers to listen to them and for their opinions to be taken into account.

A GOOD TEACHER MAKES THE CLASSROOM A SAFE PLACE TO BE
Children tell us that they want a good balance between rules and care.

WE LIKE TO BE TOLD WHEN WE'RE DOING WELL
Children tell us that positive feedback encourages them, helps them to focus and makes them more confident.

A GOOD TEACHER SHOWS RESPECT
Children tell us teachers show them respect by making time for them and treating them as individuals.

GREAT TEACHERS INSPIRE US
Children tell us that they learn more when teachers enjoy teaching and know their stuff.

GREAT TEACHERS ARE POSITIVE ROLE MODELS FOR US
Children tell us how important teachers are in their lives and that they want to look up to them.

1. Mae athrawon da yn deg

Mae plant a phobl ifanc yn dweud wrthyn ni bod athrawon da yn defnyddio'r rheolau'n deg ac yn gyson ac yn trin pawb yn gyfartal.

"GALL ATHRAWON DA DRAFOD A CHYFADDAWDU"

"EIN TRIN NI I GYD YR UN FATH"

"PEIDIO Â RHOI UN RHEOL I UN PERSON AC UN GWAHANOL I RYWUN ARALL"

"RYDYCH CHI'N CAEL EICH ANFON I'R STAFELL DAWEL – OND DYW ERAILL DDIM OS YDYN NHW'N GWNEUD NEU WNEUD RHYWBETH TEBYG"

"GADAEL I BAWB GAEL TRO"

"(DYW HI DDIM YN DEG PAN FYDD) ATHRAWON YN GOFYN I CHI DDARLLEN YN UCHEL YN Y DOSBARTH OS YDYN NHW'N GWYBOD BOD CHI'N METHU (ACHOS DYSLECSIA NEU RYWBETH). MAE'N GWNEUD I CHI DEIMLO'N FACH IAWN A BOD POBL YN CHWERTHIN AM EICH PEN, AC MAE HYNNY'N ANNOG BWLIO"

"DYLAI ATHRAWON WRANDO AR Y DDWY OCHR PAN FYDD ANGHYTUNO"

"DDIM YN RHOI BAI AR GAM"

"MAE RHEOLAU GWAHANOL I'R ATHRAWON AC I NI – MAE ATHRAWON YN CAEL DIOD YN Y DOSBARTH AC YN DEFNYDDIO'U FFONAU SYMUDOL, OND RYDYN NI'N MYND I DRWBL AM WNEUD HYNNY"

"DYW HI DDIM YN DEG OS YW DY FRAWD WEDI MYND I DRWBL LLWYTH O WEITHIAU YN YR YSGOL, BOD TI DDIM YN CAEL CYFLE PAN WYT TI'N MYND YNO – DDYLEN NHW DDIM GWNEUD HYNNY, GALLE FE ROI ENW DRWG IAWN I'R TEULU – DYW E DDIM YN DEG"

"MAE'R ATEB 'WEL, MAE RHAID I TI' YN TEIMLO'N ANNHEG"

1. A good teacher is fair

Children and young people tell us that a good teacher applies rules fairly and consistently and treats everyone equally.

"A GOOD TEACHER CAN NEGOTIATE AND COMPROMISE"

"TREAT US ALL THE SAME"

"DON'T GIVE SOMEONE ONE RULE AND SOMEONE ELSE ANOTHER"

"YOU GET SENT TO THE QUIET ROOM – WHEN OTHERS DON'T FOR DOING OR SAYING A SIMILAR THING"

"LET EVERYONE HAVE A TURN"

"(IT'S NOT FAIR WHEN) THE TEACHER ASKS YOU TO READ OUT LOUD IN CLASS WHEN THEY KNOW YOU CAN'T (COS OF DYSLEXIA OR SOMETHING). IT MAKES YOU FEEL REALLY SMALL AND LAUGHED AT, AND THIS ENCOURAGES BULLYING"

"TEACHERS SHOULD LISTEN TO BOTH SIDES OF DISAGREEMENTS"

"DON'T FALSELY ACCUSE"

"THERE ARE DIFFERENT RULES FOR TEACHERS AND US – TEACHERS HAVE DRINKS IN CLASS AND USE THEIR MOBILE PHONES, BUT WE GET INTO TROUBLE FOR THIS"

"IT'S NOT FAIR THAT IF YOUR BROTHER HAS GOT INTO TROUBLE LOADS AT SCHOOL, YOU'RE NOT GIVEN A CHANCE WHEN YOU GET THERE – THEY SHOULDN'T DO THAT, YOUR FAMILY MIGHT HAVE A REALLY BAD NAME IT'S NOT FAIR"

"THE ANSWER 'WELL YOU HAVE TO' FEELS UNFAIR"

1. Mae athrawon da yn deg

Pwysigrwydd y ffaith bod athrawon yn deg oedd un o'r prif negeseuon gan blant yn ystod y prosiect yma. Fe roeson nhw lwyth o enghreifftiau i ni o adegau pan oedden nhw'n teimlo eu bod wedi cael eu trin yn deg ac yn annheg yn yr ysgol. Soniodd rhai am sut defnyddir rheolau'r ysgol, ac eraill am sut mae athrawon yn delio gyda phroblemau, gan gynnwys pwysigrwydd athrawon yn gwrando ar ddwy ochr y stori. Mae plant yn sylweddoli bod angen cael rheolau, a'u bod yn bwysig mewn ysgol, ond dylen nhw fod yn rhesymol, yn deg, a chael eu defnyddio'n gyson.

Neges arall oedd y dylai athrawon drin pawb yn gyfartal a'n bod 'ni'n parchu athrawon os ydyn nhw'n deg'. Profiadau eraill oedd ffafriaeth, disgyblaeth nad oedd modd ei rhagweld a chosbau annheg, ac ymddangosai weithiau fod 'un rheol i un person, ac un arall i eraill', gyda rheolau gwahanol ar gyfer yr athrawon a'r disgyblion ar brydiau.

Soniodd rhai plant fod defnyddio rheolau'n deg yn cael effaith gadarnhaol arnyn nhw. Soniodd eraill am yr angen i 'sicrhau cydbwysedd rhwng rheolau a gofal'. Dywedodd llawer o blant wrthyn ni ei bod hi'n annheg cael eich labelu neu eich trin yn ôl eich cefndir. Fel y dywedodd un plentyn wrthyn ni: *"Os oes enw drwg neu rwbeth gan eich teulu, maen nhw'n barnu chi yn ôl hynny".*

Mae'n bwysig cydnabod bod amrywiol bwysau ar amser ac egni athrawon, ac roedd rhai o'r plant y buon ni'n siarad â nhw yn cydnabod yr anawsterau hyn. Y prif bwynt a wnaed oedd eu bod yn dal i ddisgwyl cael eu trin yn deg, pa bwysau bynnag roedd athrawon yn ei wynebu.

Mae gan blant yr hawl i gael eu trin yn gyfartal ac yn deg, heb gamwahaniaethu a rhagfarn.

Mae Erthygl 2 Confensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn yn nodi bod gan blant yr hawliau hyn beth bynnag yw eu hil, eu crefydd, eu galluoedd, beth bynnag maen nhw'n ei feddwl neu'n ei ddweud, a pha fath bynnag o deulu maen nhw'n perthyn iddo.

Mae Erthygl 16 yn nodi bod gan blant hawl i breifatrwydd yn ogystal â rhyddid rhag ymosodiadau yn erbyn eu ffordd o fyw, eu henw da, eu cartref, eu teulu, neu eu hanrhydedd.

1. A good teacher is fair

The importance of teachers being fair was one of the main messages from children during this project. They gave us many examples of when they felt they had been treated both fairly and unfairly in school. Some talked about how school rules are applied, others about how teachers deal with problems including the importance of teachers listening to both sides of a story. Children recognise that rules are necessary and important in school but that they should be reasonable, fair and consistently applied.

Another message was that teachers should treat everyone equally and that 'when teachers are fair we respect them'. Favouritism, unpredictable discipline and unfair sanctions were other experiences, it sometimes appearing that there was 'one rule for one, another for others' and sometimes teachers having different rules to the pupils.

Some children spoke of when rules were applied fairly and how that had a positive impact on them. Others talked about the need for 'having a balance between rules and care'. Many children told us that it is unfair to be labelled or treated according to a reputation. As one child told us: *"If your family has got a reputation or something you get judged by it".*

It is important to recognise that there are various pressures on a teacher's time and energy and some of the children we spoke with recognised these difficulties. The main point made was that whatever the pressures a teacher may face, they still expected to be treated fairly.

Children do have the right to be treated equally and fairly, free from discrimination and prejudice.

Article 2 of the United Nations Convention on the Rights of the Child states that children have these rights regardless of their race, religion, abilities, whatever they think or say and whatever type of family they come from.

Article 16 states that children have a right to privacy as well as freedom from attacks against their way of life, good name, home, family, honour or reputation.

2. Rydyn ni'n hoffi dysgu mewn llawer o ffyrdd

Mae plant yn mwynhau amrywiaeth o ddulliau dysgu ac addysgu ac yn gwerthfawrogi'n fawr pan fydd eu hathrawon yn defnyddio'u dychymyg ac yn bod yn greadigol.

"DYLEN NI FEDRU DYSGU MEWN GWAHANOL FFYRDD – MAE RHAI OHONON NI'N HOFFI GWNEUD PETHAU YMARFEROL, OND DYW PAWB DDIM YN HOFFI YSGRIFENNU, RYDYN NI'N HOFFI GWYLIO A DYSGU – CYHYD Â BOD NI'N CAEL HWYL"

"MAE ANGEN MWY O BETHAU YMARFEROL YN YR YSGOL, FEL CYRSIAU TEBYG I'R COLEG A PHETHAU FEL NA"

"DYSGU TRWY WNEUD"

"RYDYN NI I GYD YN DYSGU'N WAHANOL, ACHOS RYDYN NI I GYD YN BOBL WAHANOL"

"GWEITHGAREDDAU GRŴP"

"MAE RHAI POBL YN CAEL BOD HI'N HAWS DYSGU AR EU PENNAU EU HUNAIN"

"MAE MWY I'W WNEUD YN Y DOSBARTH YN GOLYGU EICH BOD CHI'N LLAI TEBYGOL O SWITSHO BANT"

"MAE RHAI ATHRAWON JYST YN DYSGU'R GWERSI, OND YN DEFNYDDIO GEIRIAU MAWR HEB FEDDWL AM Y PLANT, A DYDYN NHW DDIM YN RHOI CYFLE I OFYN CWESTIYNAU"

"DYLEN NI GAEL EIN DYSGU MEWN LLAWER O WAHANOL FFYRDD FEL BOD PAWB YN GALLU DEALL"

"ALLAN NHW DDIM DYSGU NI A GWNEUD Y PETH YN HWYL DRWY'R AMSER, MAE GORMOD I'W WNEUD AC MAE'N ANODD CYNLLUNIO"

"DYW'R YSTAFELLOEDD DOSBARTH DDIM Y RHAI GORAU, MAE GOLAU NATURIOL YN BWYSIG"

"RHOWCH WAITH RYDYN NI'N GALLU EI WNEUD I NI – FEL ARALL BYDDWN NI'N METHU CYN CYCHWYN"

2. We like learning in lots of ways

Children enjoy a variety of teaching and learning methods and really appreciate it when their teachers show creativity and imagination.

"WE SHOULD BE ABLE TO LEARN IN DIFFERENT WAYS – SOME OF US LIKE TO DO PRACTICAL STUFF, NOT ALL OF US LIKE TO WRITE THINGS, WE LIKE TO WATCH AND LEARN – AS LONG AS IT IS FUN"

"THERE NEEDS TO BE MORE HANDS ON STUFF AT SCHOOL, LIKE COLLEGE TYPE COURSES AND STUFF"

"LEARN THROUGH DOING"

"WE ALL LEARN DIFFERENTLY AS WE'RE ALL DIFFERENT PEOPLE"

"GROUP ACTIVITIES"

"SOME PEOPLE FIND IT EASIER TO LEARN BY THEMSELVES"

"MORE INVOLVEMENT IN CLASSES MAKES YOU LESS LIKELY TO SWITCH OFF"

"SOME TEACHERS JUST TEACH THE LESSONS BUT USE THE BIG WORDS AND DON'T THINK ABOUT THE CHILDREN AND THEY DON'T GIVE THEM A CHANCE TO ASK QUESTIONS"

"SHOULD BE TAUGHT IN LOTS OF DIFFERENT WAYS SO THAT EVERYONE CAN UNDERSTAND"

"THEY CAN'T TEACH US IN A FUN WAY ALL THE TIME, TOO MUCH TO DO AND DIFFICULT TO PLAN"

"CLASSROOMS ARE NOT THE BEST, NATURAL LIGHT IS IMPORTANT"

"GIVE US WORK THAT WE CAN DO – OTHERWISE WE FAIL BEFORE WE START"

2. Rydyn ni'n hoffi dysgu mewn llawer o ffyrdd

Dywedodd plant wrthyn ni fod athrawon yn defnyddio llawer o ddulliau ac adnoddau addysgu gwahanol i ddarparu ar gyfer yr amrywiaeth eang o alluoedd ac arddulliau dysgu unigol mewn ysgol. Mae plant yn gwerthfawrogi pan fydd eu hathrawon yn defnyddio'u dychymyg ac yn bod yn greadigol, ac maen nhw'n ymateb yn dda i amrywiaeth, hwyl a dulliau creadigol. Pan ofynnon ni iddyn nhw beth sy'n gwneud gwers wych, fe wnaethon nhw rannu gyda ni rai o'r gwahanol ddulliau y gwnaethon nhw eu mwynhau a'u gwerthfawrogi pan gawson nhw eu defnyddio yn y dosbarth.

Mae plant yn sylweddoli bod athrawon yn methu *'gwneud y peth yn hwyl drwy'r amser; mae gormod i'w wneud ac mae'n anodd cynllunio'*. Ond fe ddwedson nhw wrthyn ni eu bod nhw'n mwynhau gwahanol agweddau ar y dysgu fel rhannu syniadau a thrafod, chwarae gêmau addysgiadol, tynnu lluniau, gwersi gweithgaredd, llai o ysgrifennu a mwy o deithiau.

Pan ofynnon ni beth oedd y peth gorau am eu hysgol nhw, ateb llawer o'r plant oedd *'ffrindiau'*, ac fe wnaethon nhw awgrymu rhyngweithio mwy gyda'u cyfoedion yn ystod y gwersi er mwyn medru mwynhau'r rhan yma o fywyd ysgol yn y dosbarth ac nid dim ond yn ystod amser egwyl. Roedden nhw hefyd yn falch iawn o'r pethau creadigol roedd eu hysgol yn gwneud, gan gynnwys perfformiadau, datblygu gerddi ac ystafelloedd dosbarth awyr agored, mosaig a phrosiectau amgylcheddol.

Er ein bod ni'n cydnabod bod angen cydbwyso *'rydyn ni eisiau siarad yn y gwersi'* neu *'rydyn ni eisiau cerddoriaeth yn chwarae'* ag anghenion dosbarth cyfan, roedd yn eglur o'r sylwadau bod rhai arddulliau dysgu yn cael trafferth ffynnu mewn amgylch tawel, meddylgar. Dywedodd y plant ei bod hi'n bwysig i'r athrawon greu lleoliad llawn dychymyg ar gyfer dysgu sy'n addas ar gyfer pob arddull ddysgu.

Mae Erthygl 29 Confensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn yn nodi y dylai addysg ddatblygu personoliaeth a doniau pob plentyn i'r eithaf. Dylai annog plant i barchu eu rhieni, eu diwylliant eu hunain a diwylliannau eraill.

2. We like learning in lots of ways

Children told us that teachers use many different teaching methods and resources to cater for the great range of abilities and individual learning styles within a school. Children appreciate it when their teachers show creativity and imagination and they respond well to variety, fun and creative methods. When we asked them what makes a great lesson, they shared with us some of the different methods that had been used in their classes that they had enjoyed and valued.

Children recognise that teachers *'can't teach us in a fun way all the time, too much to do and difficult to plan.'* But they told us that they enjoyed different aspects of their learning such as sharing ideas and discussion, playing educational games, drawing, activity lessons, less writing and more trips.

When we asked what is the best thing about their school, many children gave the answer *'friends'* and suggested interacting more with their peers during lessons so that they could enjoy this part of their school life in the classroom and not just at break time. They were also very proud of the creative things that their school did including performances, developing gardens and outside classrooms, mosaics and eco projects.

Although we recognise that *'we want to talk in lessons'* or *'we want music playing'* needs to be balanced with the needs of a whole class, it was clear from the comments that some learning styles struggle to thrive in a silent and thoughtful environment. Children said that it is important that teachers create an imaginative setting for learning to suit all learning styles.

Article 29 United Nations Convention on the Rights of the Child states that education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures.

3. Mae athrawon da yn hawdd mynd atyn nhw ac yn gefnogol

Mae plant yn dweud eu bod nhw eisiau teimlo'n gyfforddus wrth ofyn i'w hathrawon am help a chefnogaeth.

"DYLAI ATHRAWON FOD YN HAWDD MYND ATYN NHW AC YN GEFNOGOL"

"DYLEN NHW EDRYCH AR FYWYD MEWN FFORDD HAPUS"

"NID FFRINDIAU I NI YW'R ATHRAWON – MAE ANGEN FFINIAU CLIR RHWNG DISGYBLION AC ATHRAWON"

"WEITHIAU EFALLAI BOD CHI'N CAEL TRAFFERTH, AC MAE MOR BWYSIG GWYBOD BOD CHI'N GALLU GOFYN AM HELP"

"MAE'R YSGOL YN RHOI LOT O GEFNOGAETH, FELLY DYLEN NHW FANTEISIO AR HYNNY"

"DYLAI ATHRAWON WNEUD AMSER I NI OS YW E'N BWYSIG"

"GWAITH EICH RHIENI YW RHOI CEFNOGAETH BERSONOL I CHI"

"DYW'R BOBL IAWN DDIM YN GWYBOD PA GEFNOGAETH SYDD AR GAEL. FELLY, HYD YN OED OS BYDD YSGOLION YN RHOI CEFNOGAETH, ONI BAI BOD DISGYBLION YN GWYBOD AMDANO FE, FYDD E DDIM YN HELPU"

"WNAETH YR ATHRO DDIM RHOI HELP YCHWANEGOL I FI ACHOS BOD GEN I GYNORTHWY-YDD, OND DOEDD HI DDIM YN GWYBOD SUT I HELPU"

"PEIDIWCH Â SIARAD AMDANON NI TU ÔL I'N CEFNAU"

"WEITHIAU MAE JYST GWENU'N GWNEUD I CHI DEIMLO BOD CHI'N GALLU TRYSTIO NHW, DYNA I GYD MAE RHAID IDDYN NHW NEUD"

3. A good teacher is approachable and supportive

Children say that they want to feel comfortable to ask their teachers for help and support.

"TEACHERS SHOULD BE APPROACHABLE AND SUPPORTIVE"

"THEY SHOULD HAVE A HAPPY OUTLOOK"

"TEACHERS AREN'T OUR FRIENDS – THERE NEEDS TO BE CLEAR BOUNDARIES BETWEEN PUPILS AND TEACHERS"

"SOMETIMES YOU MIGHT BE STRUGGLING AND IT'S SO IMPORTANT TO KNOW THAT YOU CAN ASK FOR HELP"

"SCHOOL DOES PROVIDE A LOT OF SUPPORT SO THEY SHOULD TAKE ADVANTAGE OF IT"

"TEACHERS SHOULD MAKE TIME FOR US IF IT'S IMPORTANT"

"IT'S YOUR PARENTS' JOB TO GIVE YOU PERSONAL SUPPORT"

"THE RIGHT PEOPLE DON'T KNOW WHAT SUPPORT IS AVAILABLE. SO EVEN IF SCHOOLS OFFER SUPPORT, UNLESS PUPILS KNOW ABOUT IT, IT WON'T HELP"

"TEACHER DIDN'T GIVE ME EXTRA HELP BECAUSE I HAD A SUPPORT ASSISTANT BUT SHE DIDN'T KNOW HOW TO HELP"

"DON'T TALK ABOUT US BEHIND OUR BACKS"

"SOMETIMES JUST SMILING MAKES YOU THINK YOU CAN TRUST THEM, THAT'S ALL THEY HAVE TO DO"

3. Mae athrawon da yn hawdd mynd atyn nhw ac yn gefnogol

Gwnaeth y plant hi'n eglur eu bod nhw eisiau gallu gofyn i'w hathrawon am gymorth. Roedden nhw'n teimlo bod gwrando arnyn nhw a helpu pan fyddan nhw'n cael trafferth gyda gwaith ysgol neu faterion personol yn rhan o'u gwaith. Roedd llawer o bethau'n atal gwaith ysgol rhag cael ei gwblhau, gyda'r rhesymau'n amrywio o gael bod y gwaith yn rhy anodd, i amrywiaeth o faterion gartref. Roedd y plant yn meddwl y dylai athrawon ddelio â phob unigolyn yn sensitif, fel eu bod nhw ddim yn ofni dweud os oedd rhywbeth o le. Soniodd un person ifanc am brofiad personol a dweud *"Dyw athrawon ddim yn deall faint o bryderu rydych chi'n neud fel gofalwr ifanc – maen nhw jyst yn rhoi mwy o bwysau arnoch chi"*

Roedd cydnabyddiaeth bod rhieni, gofalwyr, athrawon a'r plant eu hunain yn rhannu cyfrifoldeb am les plentyn. Roedd y plant hefyd yn cydnabod *'nad ffrindiau i ni yw'r athrawon – mae angen ffiniau clir rhwng disgyblion ac athrawon'*.

Fodd bynnag, i rai plant, roedd athrawon yn bobl y gallen nhw ymddiried ynddyn nhw, yr oedden nhw wedi dod i'w nabod dros nifer o flynyddoedd, ac yn aml roedd hynny'n golygu mai nhw oedd y person gorau i helpu. Roedd llawer o blant oedd heb gael y profiad yma yn teimlo y dylen nhw fedru ymddiried yn eu hathrawon, ac y dylen nhw wneud ymdrech i ddod i'w nabod fel unigolion *'dylai pwy bynnag sy'n cefnogi disgyblion ddod i'w nabod nhw a bod o gwmpas'*. Byddai hyn yn rhoi gwell dealltwriaeth i athrawon o unrhyw broblemau y gallai'r plentyn fod yn eu hwynebu a byddai'n helpu amgylchedd yr ysgol i ddod yn lle mwy diogel a gofalgar. Roedd hefyd yn eglur iawn bod y plant hynny oedd wedi dod i nabod eu hathrawon yn eu parchu yn ogystal.

3. A good teacher is approachable and supportive

Children made it clear that they want to be able to go to their teachers for support. They felt it was part of their job to listen to them and help when they are struggling with school work or personal issues. Many things prevented school work being completed, with reasons varying from finding the work too difficult to a variety of issues at home. Children thought that teachers should deal with each individual sensitively so that they would not be afraid to say if anything was wrong. One young person talked about their own experience and said *"Teachers don't understand how much worrying you do as a young carer – they just put more pressure on you"*.

It was acknowledged that a child's wellbeing is a shared responsibility between parents, carers, teachers and children themselves. Children also recognised that *'teachers aren't our friends – there needs to be clear boundaries between pupils and teachers'*.

However, for some children, teachers were somebody whom they could trust, whom they had got to know over a number of years and this often made them the best person to help. Many children who did not have this experience felt that they should be able to trust their teacher, that they should make the effort to get to know them as an individual *'whoever supports pupils should get to know them and be around'*. This would give the teacher a better understanding of any issues the child might be facing and would help the school environment become a safer and more caring place. It was also quite clear that those children who had got to know their teachers had respect for them as well.

Y neges gan blant oedd bod athrawon yn chwarae rhan bwysig yn eu bywydau ac yn gallu helpu i'w cadw'n ddiogel. Os ydyn nhw'n hawdd mynd atynt, mae plant a phobl ifanc yn fwy tebygol o ddweud wrthyn nhw pan fydd rhywbeth o'i le neu os bydd angen help. Gofynnodd plant am drin eu teimladau neu wybodaeth mewn ffordd sensitif a pharchus wrth drafod materion gydag athrawon a staff eraill. Fodd bynnag, mae'r angen am ddiogelu lles plant weithiau'n cymryd blaenoriaeth dros gyfrinachedd. Mae Llywodraeth Cynulliad Cymru wedi cyhoeddi canllawiau – Diogelu Plant mewn Addysg[4] – sy'n amlinellu rôl awdurdodau lleol, cyrff llywodraethu ac ysgolion mewn sefyllfaoedd lle gallai plant fod mewn perygl o ddioddef niwed. Pan fo sefyllfaoedd felly'n codi, rhaid i athrawon ddilyn gweithdrefnau cytunedig eu sefydliad ar gyfer amddiffyn plant.

Rydyn ni i gyd yn gyfrifol am greu amgylchedd cefnogol lle mae plant yn teimlo'n ddiogel wrth ofyn am help fel bod modd *'gofalu'n iawn amdanynt, a'u diogelu rhag trais, camdriniaeth ac esgeulustod gan eu rhieni neu gan unrhyw un arall sy'n gofalu amdanynt'. (Erthygl 19 Confensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn).*

Os yw plant i gyflawni eu potensial ym myd addysg, y neges ganddyn nhw yw bod angen cefnogaeth emosiynol arnyn nhw i wneud hynny. Mae gwasanaethau cwnsela yn cael eu datblygu mewn ysgolion uwchradd yng Nghymru i alluogi plant i gael mynediad i'r gefnogaeth a'r help y mae eu hangen arnynt. Dylai'r strwythurau yma weithio'n dda fel rhan o rwydwaith ehangach o bobl, gan gynnwys athrawon, y gall plant droi atynt am help, cyngor a chefnogaeth.

[4] http://wales.gov.uk/publications/circular/2008/safeguardingchildren/?lang=en

The message from children was that teachers play an important part in their lives and can help keep them safe. If they are approachable, then children and young people are more likely to tell them when something is wrong or if they need help. Children asked that their feelings or information be treated in a sensitive and respectful way when they discuss matters with teachers and other staff. However the need to safeguard children's welfare sometimes takes precedence over confidentiality issues. The Welsh Assembly Government has published guidance – Safeguarding Children in Education[4] – which outlines the role of local authorities, governing bodies and schools in situations where children may be at risk of harm. When such situations arise, teachers must follow their institution's agreed child protection procedures.

We are all responsible for creating a supportive environment where children feel safe to ask for help so that they can be *'properly cared for, and protect them from violence, abuse and neglect by their parents or anyone else who looks after them'. (Article 19 United Nations Convention on the Rights of the Child).*

For children to reach their full potential through education the message from them is that they need the emotional support to do so. Counselling services are being developed in secondary schools in Wales to enable children to access the support and help that they need. These structures should work well as part of a whole network of people, including teachers, that children can turn to for help, advice and support.

[4] http://wales.gov.uk/publications/circular/2008/safeguardingchildren/?lang=en

4. Gwrandewch a chymrwch ein barn o ddifri, os gwelwch yn dda

Mae plant yn gofyn i athrawon wrando arnyn nhw a rhoi sylw i'w barn.

"OS DWEDWN NI UNRHYW BETH FEL HYN (MYNEGI BARN AM YR YSGOL) YN YR YSGOL RYDYN NI'N CAEL EIN GWELD FEL RHAI SY'N ACHOSI TRAFFERTH AC YN MYND I DRWBL AM HYNNY"

"IE – OND WEITHIAU DOES DIM OTS DA NHW BETH RYDYN NI'N FEDDWL"

"MAE ATHRAWON YN AML YN MEDDWL BOD NHW'N GWBOD BETH RYDYN NI'N TREIO DWEUD – AC YNA'N CYNNIG ATEB NEU'N TREIO NEWID EIN MEDDYLIAU HEB WRANDO AR BETH RYDYN NI'N TREIO DWEUD A CHLYWED BETH RYDYN NI'N TREIO DWEUD WRTHYN NHW"

"GWNEUD BETH MAE'R PLANT EISIAU GWNEUD A NID DIM OND BETH MAE ATHRAWON YN EISIAU GWNEUD"

"GWRANDO AR EIN PROBLEMAU"

"BOD YN AMYNEDDGAR"

"YMLADD – DYLEN NHW WRANDO AR Y RHESWM AMDANO/BETH DDIGWYDDODD"

"EDRYCH ARNOCH (HI CWRTH SIARAD Â CHI)"

"PEIDIO Â DELIO Â PHOBL ERAILL WRTH WRANDO"

"OS DYDYCH CHI DDIM YN GWRANDO, MAE'N TEIMLO FEL BOD NI DDIM YN WERTH GWRANDO ARNON NI"

"DYLEN NHW WRANDO PAN FYDDWN NI'N DWEUD BOD NI DDIM YN DEALL"

4. Please listen and take our views seriously

Children are asking for teachers to listen to them and for their opinions to be taken into account.

"IF WE SAY ANYTHING LIKE THIS (EXPRESS OUR VIEWS ABOUT SCHOOL) IN SCHOOL WE ARE SEEN AS CAUSING TROUBLE AND GET INTO TROUBLE FOR IT"

"YEAH – BUT THEY SOMETIMES DON'T CARE ABOUT WHAT WE THINK"

"TEACHERS OFTEN THINK THEY KNOW WHAT WE ARE TRYING TO SAY – AND THEN OFFER A SOLUTION OR TRY AND CHANGE OUR MINDS WITHOUT ACTUALLY LISTENING TO WHAT WE ARE TRYING TO SAY AND HEARING WHAT WE ARE TRYING TO TELL THEM"

"DO THINGS THAT CHILDREN WANT TO DO NOT JUST WHAT TEACHERS WANT TO DO"

"LISTEN TO OUR PROBLEMS"

"BE PATIENT"

"FIGHTING – SHOULD LISTEN TO REASON BEHIND IT/WHAT HAPPENED"

"LOOK AT YOU (WHEN THEY TALK TO YOU)"

"DON'T DEAL WITH OTHERS WHEN LISTENING"

"IF YOU DON'T LISTEN IT FEELS LIKE WE AREN'T WORTH IT"

"SHOULD LISTEN WHEN WE SAY WE DON'T UNDERSTAND"

4. Gwrandewch a chymrwch ein barn o ddifri, os gwelwch yn dda

Yng Nghymru mae strwythurau wedi cael eu creu i blant gyfranogi mewn ysgolion ac yn y gymdeithas, ac i gael clywed eu barn ar bethau sy'n effeithio arnyn nhw. Fodd bynnag, disgrifiodd y plant y buon ni'n siarad â nhw brofiadau amrywiol o gael gwrandawiad yn eu hysgolion. Mae cynghorau ysgol effeithiol yn ffordd werthfawr a chadarnhaol i blant chwarae rhan, ond dyw hynny ddim yn disodli'r angen i athrawon eu hunain fod yn wrandawyr da ac i ysgolion fod yn amgylchedd lle mae'n norm i gael gwrandawiad. Dywedodd y plant eu bod nhw eisiau gallu rhannu syniadau a barn gyda'u hathrawon a chael parchu eu safbwynt. Maen nhw hefyd eisiau teimlo'n hyderus na fydd beth bynnag maen nhw'n ei ddweud yn cael ei ddiystyru, y bydd yn cael ei drin yn gyfrinachol lle bo hynny'n briodol, ac y byddan nhw bob amser yn derbyn gwrandawiad parchus.

Pan wnaethon ni holi sut gallai athrawon ddangos eu bod yn gwrando, roedd y sylwadau'n cynnwys *'Eistedd lawr', 'Edrych arnoch chi', 'Peidio â delio ag eraill wrth wrando', 'Os dydych chi ddim yn gwrando mae'n teimlo fel bod ni ddim yn werth gwrando arnon ni', 'Dylen nhw wrando pan fyddwn ni'n dweud bod ni ddim yn deall'.*

Mae rhai oedolion yn mynegi pryder ynghylch gofyn am farn plant a phobl ifanc rhag ofn i hynny greu disgwyliadau afresymol a methiant i roi popeth maen nhw eisiau iddyn nhw. Fodd bynnag, mae'r sylwadau gan blant yn dangos nad ydyn nhw'n disgwyl i bopeth maen nhw'n ei ddweud ddigwydd, ond ei bod hi'n fwy pwysig eu cynnwys ar hyd y broses a'u cymryd o ddifri. Mae hefyd yn bwysig bod unrhyw broses yn cael ei hesbonio i blant o'r cychwyn, gan gynnwys faint o ddylanwad fydd gan eu barn dros unrhyw benderfyniad a wneir, fel bod eu disgwyliadau ddim yn anymarferol. Dylen nhw hefyd dderbyn gwybodaeth ar hyd y broses, a chael adborth rheolaidd.

Mae'n eglur o'r sylwadau mae plant wedi'u gwneud bod angen iddynt, os yw eu profiad dysgu i fod mor gadarnhaol â phosib, fod yn gyfranogwyr gweithredol yn eu haddysg eu hunain, heb ofni y bydd canlyniadau gwael os byddan nhw'n rhannu eu barn.

Mae Erthygl 12 Confensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn yn nodi'n glir bod gan blant yr hawl i ddweud beth maen nhw'n meddwl ddylai ddigwydd pan fydd oedolion yn gwneud penderfyniadau sy'n effeithio arnyn nhw, ac i gael ystyried eu barn.

4. Please listen and take our views seriously

In Wales structures have been created for children to participate both within schools and society and to have their views heard on things that affect them. However, the children we spoke to described varied experiences of being listened to within their schools. Effective school councils are a valuable and positive way for children to be involved but this does not replace the need for teachers themselves to be good listeners and for schools to be an environment where being listened to is the norm. Children said that they want to able to share ideas and opinions with their teachers and to have their point of view respected. They also want to feel confident that whatever they say will be not be dismissed, treated confidentially where appropriate and always listened to with respect.

When asked how teachers could show that they listen, comments included *'Sit down', 'Look at you', 'Don't deal with others when listening', 'If you don't listen it feels like we aren't worth it', 'Should listen when we say we don't understand'.*

Some adults express concern about asking for children and young people's views in case of setting up unrealistic expectations and not being able to give them everything they want. However, the comments from children show that they do not expect everything they say to happen but that it is more important that they have been involved through the process and taken seriously. It is also important that any process is explained to children from the outset, including how much influence their opinion will have over any decision made, so that they do not have unrealistic expectations. They should also be kept informed throughout the process and given regular feedback.

It is clear from the comments children have made that for their learning experience to be as positive as possible, they need to be active participants in their own education and not fear that there will be bad consequences if they share their views.

Article 12 of the United Nations Convention on the Rights of the Child clearly states that children have the right to say what they think should happen when adults are making decisions that affect them and to have their opinions taken into account.

5. Mae athrawon da yn gwneud y dosbarth yn lle diogel

Mae plant yn dweud wrthyn ni eu bod nhw eisiau cydbwysedd da rhwng rheolau a gofal.

"SEFWCH LAN DROSON NI A GWNEUD I NI DEIMLO'N SAFF"

"NID STRICT YW'R GAIR – PARCH SY'N BWYSIG"

"PAN FYDD YR ATHRO'N AROS YN Y DOSBARTH, MAE'N TEIMLO'N SAFF"

"DDYLEN NHW DDIM GWEIDDI ARNON NI AM WNEUD RHYWBETH O LE – DYNA'R FFORDD WAETHA O DDELIO DA RHYWBETH"

"CAREDIG OND STRICT"

"GALLU RHEOLI AC Y SBRYDOLI'R DOSBARTH"

"DISGYBLAETH DDA"

"MAE ATHRAWON YN ANWYBYDDU YMLADD YN YR IARD... DYDYN NHW DDIM ISIE BOD YN RHAN O'R PETH, MAE OFN ARNYN NHW"

"DIM BWLIO"

"CYDBWYSEDD RHWNG RHEOLAU A GOFAL"

5. A good teacher makes the classroom a safe place to be

Children tell us that they want a good balance between rules and care.

"STICK UP FOR US AND MAKE US FEEL SAFE"

"STRICT ISN'T THE WORD – IT'S ABOUT RESPECT"

"WHEN THE TEACHER STAYS IN THE CLASS IT FEELS SAFE"

"SHOULDN'T BE SHOUTED AT FOR DOING SOMETHING WRONG – THIS IS THE WORST WAY OF DEALING WITH SOMETHING"

"KIND BUT STRICT"

"CAN MANAGE AND INSPIRE THE CLASS"

"GOOD DISCIPLINE"

"TEACHERS IGNORE FIGHTS IN THE YARD... THEY DON'T WANT TO GET INVOLVED, THEY ARE SCARED"

"NO BULLYING"

"A BALANCE BETWEEN RULES AND CARE"

5. Mae athrawon da yn gwneud y dosbarth yn lle diogel

Neges allweddol arall gan y plant oedd gallu dysgu mewn amgylchedd strwythuredig, gyda disgyblaeth dda, ond a oedd hefyd yn ofalgar. Mae plant eisiau athrawon sy'n gallu rheoli'r dosbarth i dynnu'r gorau o bawb a gwneud iddo deimlo'n amgylchedd diogel.

Roedd plant yn gofyn bod eu hathrawon yn gwybod pryd i fod yn gadarn, ond hefyd yn garedig ac yn deg. Roedden nhw'n cydnabod her rheoli'r dosbarth, weithiau gyda phlant sydd ddim eisiau bod yno am wahanol resymau, a bod cynnal strwythur y dosbarth o dan yr amgylchiadau hyn yn waith anodd.

Codwyd mater bwlio yn rheolaidd. Dywedodd y plant eu bod nhw eisiau i athrawon daclo bwlio, cydnabod y problemau a gwybod beth i'w wneud. Roedden nhw'n teimlo byddai hynny'n gwneud yr ysgol yn lle mwy diogel, mwy cynhyrchiol a hapusach i bawb. Dywedson nhw, pan fydd y dosbarth yn teimlo allan o reolaeth, eu bod nhw'n teimlo'n anniogel ac yn anhapus a bod hynny'n effeithio ar eu gallu i ddysgu.

Er eu bod nhw'n derbyn bod canlyniadau am dorri rheolau, roedden nhw'n gofyn am gael eu trin ag urddas yn yr amgylchiadau hynny, yn hytrach na gweiddi arnyn nhw neu achosi embaras iddyn nhw o flaen y dosbarth. Ar adegau roedden nhw'n teimlo eu bod nhw'n cael bai ar gam, nad oedd neb yn gwrando ar eu hochr nhw o'r stori, ac nad oedd amgylchiadau personol anodd yn cael eu cymryd i ystyriaeth. Roedd hyn yn arwain at ymdeimlad cryf o anghyfiawnder.

Roedd y syniad o *'degwch'* yn codi droeon eto. Roedd y plant yn disgwyl i degwch, cydraddoldeb a chysondeb fod yn egwyddorion sylfaenol ar gyfer rheoli ymddygiad mewn unrhyw ysgol. Hefyd mae gan blentyn hawl i gael ei drin fel hyn yn yr ysgol.

Mae Erthygl 28 Confensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn yn nodi bod gan blant hawl i gael addysg. Dylai disgyblaeth mewn ysgolion barchu urddas dynol plant.

5. A good teacher makes the classroom a safe place to be

Another key message from children was to be able to learn in a structured, well-disciplined but also caring environment. Children want teachers who can manage the classroom to get the best out of everyone and make it feel a safe environment.

Children asked that their teachers know when to be firm but are also kind and fair. They recognised the challenge of managing the classroom, sometimes with children who for different reasons don't want to be there and that keeping the classroom structured under these circumstances is a difficult job.

Bullying was regularly raised as an issue. Children said that they wanted teachers to tackle bullying, to acknowledge the problems and to know what to do. They felt this would make the school a safer, more productive and happier place for everybody. They said that when the classroom feels out of control, they feel unsafe and unhappy and this affects their ability to learn.

Whilst they accepted that there are consequences for breaking rules they asked that they be treated with dignity in these circumstances and not be shouted at or embarrassed in front of the class. At times they felt wrongly blamed, their side of the story not listened to and difficult personal circumstances not taken into account; this led to a strong sense of injustice.

The idea of *'fairness'* was once again a recurring theme. Children expected fairness, equality and consistency to be the underpinning principles of how behaviour should be managed in any school. It is also a child's right to be treated in this way in school.

Article 28 of the United Nations Convention on the Rights of the Child states that children have a right to an education. Discipline in schools should respect children's human dignity.

6. Rydyn ni'n hoffi cael gwybod pan fyddwn ni'n gwneud yn dda

Mae plant yn dweud wrthyn ni bod adborth cadarnhaol yn eu hannog, yn eu helpu i ganolbwyntio, ac yn eu gwneud yn fwy hyderus.

"MAE POBL YN HOFFI CLYWED BOD NHW'N GWNEUD YN DDA"

"RHOWCH SYLWADAU CADARNHAOL I BLANT"

"RHOWCH LAWER O GAMNOLIAETH"

"CANMOLIAETH YSGRIFENEDIG"

"RHOWCH WOBRAU NEU DRÊT FEL TEITHIAU I NI"

"WEITHIAU MAE ANGEN I CHI WEITHIO FE MAS DROSOCH EICH HUNAN"

"EICH ANNOG CHI A'CH HELPU I GANOLBWYNTIO"

"IE, OND NID MEWN FFORDD SY'N GWNEUD I CHI EDRYCH FEL SWOT NEU FFEFRYN YR ATHRAWON"

"DDYLEN NHW DDIM DWEUD WRTHYCH CHI BOD CHI DDIM YN GWNEUD YN DDA O FLAEN Y DOSBARTH I GYD DYLAI FOD YN UN I UN"

"PAN FYDDAN NHW'N ACHOSI EMBARAS I CHI, MAE PWYSAU CYFOEDION I BEIDIO Â GWNEUD YN DDA"

"DYLEN NHW DDANGOS I CHI BLE RYDYCH CHI'N MYND O LE"

6. We like to be told when we're doing well

Children tell us that positive feedback encourages them, helps them to focus and makes them more confident.

"PEOPLE LIKE BEING TOLD THEY'RE DOING WELL"

"GIVE CHILDREN COMPLIMENTS"

"GIVE LOTS OF PRAISE"

"WRITTEN PRAISE"

"GIVE US REWARDS OR TREATS LIKE TRIPS"

"SOMETIMES YOU NEED TO WORK IT OUT FOR YOURSELF"

"ENCOURAGES YOU AND HELPS YOU FOCUS"

"YEAH, BUT NOT IN A WAY THAT MAKES YOU LOOK LIKE A SWOT OR TEACHERS FAVOURITE"

"SHOULDN'T TELL YOU YOU'RE NOT DOING WELL IN FRONT OF THE WHOLE CLASS SHOULD BE ONE TO ONE"

"WHEN THEY EMBARRASS YOU, THERE'S PEER PRESSURE NOT TO DO WELL"

"THEY SHOULD SHOW YOU WHERE YOU'RE GOING WRONG"

6. Rydyn ni'n hoffi cael gwybod pan fyddwn ni'n gwneud yn dda

Dywedodd llawer o'r plant wrthyn ni fod derbyn canmoliaeth a chael eu gwobrwyo'n bwysig iawn iddyn nhw. Dyma ychydig enghreifftiau o sut roedd plant yn teimlo ar ôl cael sylwadau cadarnhaol: *'hapus', 'gwych', 'eich annog chi a'ch helpu i ganolbwyntio', 'treio perfformio'n well', 'teimlo'n well', 'mwy hyderus', 'rhan o'r tîm'*. Gallai hyn fod oherwydd iddyn nhw wneud darn da o waith, oherwydd eu bod nhw wedi gwella eu hymddygiad neu gyflawni rhywbeth arbennig. Doedd dim ots oedd y cyflawniad yn academaidd neu beidio, roedd y gydnabyddiaeth yn dal i wneud iddyn nhw deimlo eu bod nhw'n cael eu gwerthfawrogi.

Roedd sylwi ar unrhyw fath o gynnydd a'i wobrwyo yn amlwg yn gwneud iddyn nhw deimlo'n fwy hyderus ac yn cynyddu eu gallu i ddatblygu a ffynnu. Mae mwy o ymwybyddiaeth o werth yr hunan yn gallu gwella iechyd corfforol ac emosiynol, ac mae plant wedi dweud fod clywed eich bod yn gwneud yn dda *'yn rhoi hyder i chi roi cynnig ar rywbeth newydd'* ac i *'wella mwy a mwy'*.

Codwyd rhai pwyntiau ynghylch sut dylid rhoi canmoliaeth gan fod rhai plant yn dweud y bydden nhw'n teimlo embaras neu'n hunan-ymwybodol o gael eu canmol yn agored o flaen eu cyfoedion. Codwyd pwysigrwydd athrawon yn dod i adnabod disgyblion a'u trin fel unigolion eto yn y cyd-destun yma, fel bod athrawon yn ymwybodol o'r ffordd orau i gydnabod cyflawniadau unigolyn.

Awgrymodd un grŵp o bobl ifanc y gallai athrawon annog disgyblion trwy ddefnyddio dull "Brechdan", sef cyfuno sylwadau cadarnhaol ac awgrymiadau ar gyfer gwelliant.

Mae Erthygl 29 Confensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn yn nodi *Dylai addysg ddatblygu personoliaeth a thalent pob plentyn yn gyflawn. Dylai annog plant i barchu eu rhieni, a'u diwylliant nhw ac eraill.*

6. We like to be told when we're doing well

Many of the children told us that to receive praise and be rewarded was very important to them. These are just a few examples of how children felt when complimented: *'happy', 'awesome', 'encourages you and helps you focus', 'try to perform better', 'feel better', 'more confident', 'part of the team'*. This may be because they have done a good piece of work, because they have improved their behaviour or achieved something special. It did not matter whether the achievement was academic or not, the recognition still made them feel valued.

Noticing and rewarding any kind of progress clearly made them feel more confident and increased their capacity to develop and thrive. Improved self worth can improve both physical and emotional health and being told you are doing well *'gives you confidence to try something new'* and to *'get better and better'*.

Some points were raised about how praise should be given as some children said they would find it embarrassing or feel self conscious when praised openly in front of peers. The importance of teachers getting to know pupils and treating them as an individual was again raised in this context so that a teacher would be aware of the best way to acknowledge an individual's achievements.

One group of young people suggested a way for teachers to encourage pupils was through the "Sandwich" approach. Their idea involved mixing positive comments with suggestions for improvement.

Article 29 of the United Nations Convention on the Rights of the Child notes *Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures.*

7. Mae athrawon da yn dangos parch

Mae plant yn dweud wrthyn ni bod athrawon yn dangos parch atyn nhw drwy wneud amser ar eu cyfer a'u trin fel unigolion.

"MAE GWAHANOL ATHRAWON YN EIN TRIN NI'N WAHANOL – FE WNAETH UN ATHRO DDANGOS PARCH TUAG ATA I, FELLY FE WNES INNE DDANGOS PARCH ATO FE"

"RYDYN NI'N CLYWED BOD RHAID I NI BARCHU ATHRAWON – OND DYDYN NHW DDIM BOB AMSER YN EIN PARCHU NI"

"TASE NEB YN PARCHU EI GILYDD, BYDDAI FEL RHYFEL"

"RYDYCH CHI'N GWYBOD PAN FYDD POBL YN PARCHU EI GILYDD – MAEN NHW'N DOD YMLAEN YN IAWN"

"(RHAN O BARCH) YW GWELD Y PERSON – NID Y GRADDAU NA'R YMDDYGIAD, A RHOI CEFNOGAETH"

"(DYLEN NHW) FEDDWL SUT BYDDEN NHW EISIAU I'W PLENTYN EU HUN GAEL EI DRIN"

"BYDDWCH YN BARCHUS – PEIDIWCH Â GWEIDDI, SIARADWCH YN IAWN"

"PAID Â GWEIDDI"

"PEIDIO Â RHOI I FYNY ARNAT TI"

"PEIDIO Â'N RHUTHRO NI PAN FYDDWN NI'N GWEITHIO"

"DIM YN COLLI TYMER"

"CREDU MEWN HAWLIAU PLANT"

"PEIDIO AG ANWYBYDDU POBL"

"GADAEL IMI FOD YN ANNIBYNOL"

"ROEDD YR ATHRO'N GWNEUD SBORT AM BEN FY ANABLEDD"

7. A good teacher shows respect

Children tell us teachers show them respect by making time for them and treating them as individuals.

"DIFFERENT TEACHERS TREAT US DIFFERENTLY – ONE TEACHER TREATED ME WITH RESPECT SO I TREATED HIM WITH RESPECT"

"WE ARE TOLD THAT WE HAVE TO RESPECT TEACHERS – BUT THEY DON'T ALWAYS RESPECT US"

"IF NO-ONE RESPECTED EACH OTHER THERE WOULD BE A WAR ZONE"

"YOU KNOW WHEN PEOPLE RESPECT EACH OTHER – THEY JUST GET ALONG"

"(PART OF RESPECT) IS SEEING THE PERSON – NOT THE GRADES OR BEHAVIOUR AND GIVING SUPPORT"

"(THEY SHOULD) THINK HOW THEY WOULD WANT THEIR OWN CHILD TREATED"

"BE RESPECTFUL – DON'T SHOUT, SPEAK NICELY"

"DON'T SHOUT"

"DON'T GIVE UP ON YOU"

"DON'T RUSH US WHEN WORKING"

"DON'T LOSE TEMPER"

"BELIEVE IN CHILDREN'S RIGHTS"

"DON'T IGNORE PEOPLE"

"LET ME BE INDEPENDENT"

"TEACHER TOOK THE MICKEY OUT OF MY DISABILITY"

7. Mae athrawon da yn dangos parch

Roedd y syniad o gael eu parchu gan athrawon yn thema barhaus ar hyd y prosiect. Roedd cysylltiad cryf iawn â'r syniad o degwch a bod cysylltiad amlwg rhwng sut roedd athrawon yn siarad â nhw neu yn eu trin ac i ba raddau roedden nhw'n teimlo eu bod yn cael eu parchu ganddyn nhw, oedd yn effeithio yn ei dro ar eu gallu i ddysgu.

Roedd cydnabyddiaeth bod parch yn *'stryd ddwy ffordd'*, a bod ymddygiad cadarnhaol neu dda yn aml yn derbyn ymateb tebyg: *'Trin eraill fel yr hoffech chi gael eich trin'.*

Pan wnaethon ni ofyn *'Beth yw parch?'*, fe ddwedson nhw wrthyn ni fod cael eu trin fel unigolion yn bwysig. Dywedodd un plentyn, *'Rhan o barch yw gweld y person – nid y graddau na'r ymddygiad, a rhoi cefnogaeth'.*

Roedd y plant yn cydnabod nad oedd eu cyfoedion bob amser yn dangos parch at eu hathrawon: *'Efallai byddai rhai myfyrwyr sydd ddim yn poeni am addysg yn dweud bod yr athrawon ddim yn eu parchu, ond fyddai dim byd yn newid hyd yn oed tasen nhw'n eu parchu. Mae athrawon yn ymdrechu'n galed i'n parchu ni, ond dyw'r disgyblion ddim yn gwerthfawrogi hynny.'* Fodd bynnag, mae sylwadau'r plant yn dangos eu bod nhw'n meddwl ei bod hi'n annheg eu trin nhw i gyd ar sail ymddygiad lleiafrif.

Clywson ni fod parch yn cael ei ddangos yn y ffordd mae athrawon yn gwneud amser ar eu cyfer, yn eu trin fel unigolion ac yn dangos diddordeb ynddyn nhw. Roedd sylwadau ar waith a disgyblaeth yn cael ymateb llawer mwy cadarnhaol os oedden nhw'n cael eu gwneud yn barchus. Roedd plant yn teimlo bod y ffordd o siarad â nhw yn arwydd o barch, a chyfeiriodd llawer at oslef y llais: *'Byddwch yn barchus – peidiwch â gweiddi, siaradwch yn iawn'.*

Mae'r hawl sydd gan bob plentyn o dan Confensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn yn eu paratoi i fyw bywyd mewn cymdeithas sydd *'yn ysbryd heddwch, urddas, goddefgarwch, rhyddid, cydraddoldeb a chydsafiad'.* Bydd dealltwriaeth o'r egwyddorion hyn a dysgu mewn amgylchedd parchus yn helpu plant a phobl ifanc i ddatblygu'n unigolion gofalgar a pharchus.

Mae Erthygl 2 Confensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn yn nodi fod y Confensiwn *yn gymwys i bob un, beth bynnag fo'i hil, crefydd neu galluoedd, beth bynnag a feddylia neu a ddywed a pha feth bynnag o deulu y daw ohono.*

7. A good teacher shows respect

The idea of being respected by a teacher was a continual theme throughout the project. It linked very strongly to the idea of fairness and that how they were spoken to or treated by their teacher very much linked to how much they felt respected by them, which in turn had an effect on their ability to learn.

It was recognised that respect is a 'two way street', and that positive or good behaviour is often reciprocal: *'Treat others as you want to be treated'.*

When we asked *'What is respect?'*, they told us that being treated as an individual is important. One child said that: *'Part of respect is seeing the person – not the grades or behaviour and giving support'.*

Children recognised that sometimes their peers didn't always show respect towards their teachers: *'Some students who don't care about education might say the teachers don't respect them but even if they did respect them nothing will change. Teachers do try hard to respect us but pupils don't appreciate it.'* However the comments from children demonstrate that they think that it is unfair to treat them all on the basis of the behaviour of a minority.

We were told that respect is demonstrated in the way that teachers make time for them, treat them as individuals and show an interest in them. Comments on work and discipline were received in a much more positive way when done with respect. Children felt that the way they were talked to was an indicator of respect and many referred to tone of voice: *'Be respectful – don't shout, speak nicely'.*

The rights that all children have under the United Nations Convention on the Rights of the Child prepare them to live a life in society that is *'in the spirit of peace, dignity, tolerance, freedom, equality and solidarity'*. Understanding these principles and learning in a respectful environment will help children and young people to develop into caring and respectful individuals.

Article 2 of the United Nations Convention on the Rights of the Child notes that the Convention *applies to everyone whatever their race, religion or abilities, whatever they think or say and whatever type of family they come from.*

8. Mae athrawon gwych yn ein hysbrydoli

Mae plant yn dweud wrthyn ni eu bod nhw'n dysgu mwy pan fydd athrawon yn mwynhau addysgu ac yn gwybod eu pwnc.

"HAPUS YN EI SWYDD FELLY YN WELL ATHRO NEU ATHRAWES"

"MAE RHAI ATHRAWON YN PARCHU'R YSGOL... MAEN NHW'N MWYNHAU BOD YNO"

"OS YDYN NHW'N HOFFI EU SWYDD MAEN NHW'N GADARNHAOL AC YN GEFNOGOL, OS NAD YDYN NHW, MAE'N NHW'N GRAC AC YN GWEIDDI"

"MAE GWERSI'N FWY O HWYL OS YW'R ATHRAWON YN MWYNHAU"

"DIM OND AM DDIWRNOD PAE MAE ATHRAWON GWAEL YN MEDDWL"

"BOB HYN A HYN BYDD RHYWUN YN DOD HEIBIO Â GWÊN AR EU HWYNEB"

"MAE RHAI ATHRAWON YN MWYNHAU DYSGU, OND WEDYN MAEN NHW'N CAEL DOSBARTH GWAEL AC MAE'R GWEDDILL OHONON NI'N TALU'R PRIS AM WEDDILL Y DYDD"

"RYDYCH CHI'N GWYBOD OS YDYN NHW'N MWYNHAU... RYDYCH CHI'N GALLU GWELD... AC MAE HYNNY'N GWNEUD I NI DDYSGU MWY HEFYD"

"PAM DYLEN NI BOENI AM Y PETH OS NAD YDYN NHW?"

"OS YDYN NHW'N DDA, WEL, GALL ATHRAWON NEWID EICH BYWYD!"

"MAE NHW'N REALLY MWYNHAU EU PWNC AC YN FRWDFRYDIG"

"DA AM ESBONIO"

"GWYBOD EU PWNC"

"CYNNAL SYLW PAWB"

"GALLU ESBONIO MEWN LLAWER O FFYRDD GWAHANOL"

"DYLAI GAEL EI DDYSGU MEWN LLAWER O FFYRDD GWAHANOL FEL BOD PAWB YN GALLU DEALL"

8. Great teachers inspire us

Children tell us that they learn more when teachers enjoy teaching and know their stuff.

"HAPPY IN THEIR JOB THEREFORE A BETTER TEACHER"

"SOME TEACHERS RESPECT SCHOOL... THEY ENJOY BEING THERE"

"WHEN THEY LIKE THEIR JOB THEY ARE POSITIVE AND SUPPORTIVE, WHEN THEY DON'T, THEY ARE ANGRY AND SHOUT"

"LESSONS ARE MORE FUN WHEN TEACHERS ARE ENJOYING IT"

"A BAD TEACHER ONLY THINKS ABOUT PAY DAY"

"ONCE IN A WHILE SOMEONE COMES ALONG WITH A SMILE ON THEIR FACE"

"SOME TEACHERS ENJOY TEACHING BUT THEN THEY HAVE A BAD CLASS AND THEY TAKE IT OUT ON US ALL FOR THE REST OF THE DAY"

"YOU KNOW WHEN THEY'RE ENJOYING IT... YOU CAN JUST TELL... AND THAT MAKES US LEARN MORE TOO"

"WHY SHOULD WE CARE IF THEY DON'T"

"IF THEY'RE GOOD, WELL, TEACHERS CAN CHANGE YOUR LIFE!"

"THEY REALLY ENJOY THEIR SUBJECT AND ARE ENTHUSIASTIC"

"GOOD AT EXPLAINING"

"KNOW THEIR SUBJECT"

"HOLD EVERYONE'S ATTENTION"

"CAN EXPLAIN IN MANY DIFFERENT WAYS"

"SHOULD BE TAUGHT IN LOTS OF DIFFERENT WAYS SO THAT EVERYONE CAN UNDERSTAND"

8. Mae athrawon gwych yn ein hysbrydoli

Mae plant yn dweud eu bod nhw'n gwybod os nad yw athrawon yn mwynhau dysgu a bod hyn yn effeithio ar sut maen nhw'n dysgu, *'Mae eu diffyg brwdfrydedd yn effeithio arnon ni a sut rydyn ni'n dysgu'*. Gall hyn gael effaith aruthrol ar eu cyfnod yn yr ysgol ac effeithio ar a fyddan nhw'n cyflawni eu potensial. *'Rydyn ni'n gwybod pan dydyn nhw ddim yn mwynhau eu gwaith – ac mae hynny'n gwneud i ni feddwl bod dim ots ganddyn nhw amdanon ni chwaith. Wedyn does dim ots da ni amdanyn nhw'.*

Dywedodd llawer o'r plant fod athrawon gwych yn hoffi cael hwyl, yn mwynhau eu gwaith ac yn eu hysbrydoli. *'Rydych chi'n gwybod os ydyn nhw'n mwynhau… rydych chi'n gallu gweld… ac mae hynny'n gwneud i ni ddysgu mwy hefyd'.* Faint ohonon ni sydd â stori am athro/athrawes a gafodd effaith arnon ni yn yr ysgol a'n hysbrydoli i ddilyn cwrs neu yrfa penodol sydd wedi dylanwadu ar ein dyfodol. *'Os ydyn nhw'n dda, wel, gall athrawon newid eich bywyd!'*

Os dyma effaith gadarnhaol athrawon sydd yn wir eisiau addysgu a helpu pobl ifanc i wneud eu gorau, mae'r un mor wir y gall fod effaith negyddol os yw plant yn ymwybodol iawn bod eu hathrawon ddim eisiau bod yno. *'Pam dylen ni boeni os nad ydyn nhw?'*

Roedd gwybodaeth am eu pwnc a gallu ei rhannu mewn ffordd ddealladwy a chreadigol yn arwyddion o athrawon da. Roedd y plant yn hoffi athrawon brwd oedd yn dod â pheth o'u profiad eu hunain i'r dosbarth. Roedd y brwdfrydedd yma'n aml yn creu brwdfrydedd angerddol at y pwnc, ond roedd eraill yn colli diddordeb os oedd pwnc yn cael ei gyflwyno mewn modd digyswllt. Roedd yn eglur, os nad yw'r athrawon yn frwd, ei bod hi'n anodd iawn symbylu plant a'u darbwyllo bod y gwaith yn bwysig ac yn haeddu canolbwyntio arno.

8. Great teachers inspire us

Children say they can tell when a teacher does not enjoy teaching and this affects how they learn *'Their lack of enthusiasm affects us and how we learn'*. This can have an enormous impact on their time in school and can impact on whether they reach their potential. *'We know when they're not enjoying their job – and that makes us think they don't care about us either. Then we don't care about them'.*

Many of the children said that great teachers like to have fun, enjoy their work and inspire them. *'You know when they're enjoying it… you can just tell… and that makes us learn more too'*. How many of us have a story about a teacher who made an impact on us at school and inspired us to follow a particular course or career which has shaped our future? *'If they're good, well, teachers can change your life!'*

If this is the positive effect of a teacher who really wants to teach and help young people to be the best they can, it is equally true that there may be a negative effect when children are very aware that their teacher really doesn't want to be there. *'Why should we care if they don't?'*

Knowing their subject and being able to share this in an understandable and creative way were all signs of a good teacher. Children liked it when teachers were enthusiastic and brought part of their own experience to the classroom. This enthusiasm often inspired passion for a subject, others lost interest if a subject was presented in a disinterested way. It was clear that if the teacher isn't enthusiastic it is very difficult to motivate and convince children that the work is important and worthy of their focus.

9. Mae athrawon da yn gosod esiampl wych

Mae plant yn dweud wrthyn ni pa mor bwysig yw athrawon yn eu bywydau a'u bod eisiau eu hedmygu.

"DYLAI PATRWM YMDDYGIAD DA YMDDWYN YN BRIODOL"
"DIM YN JUDGEMENTAL"
"DIDDOROL"
"CYFATHREBU DA"
"AGWEDD DDA"
"CYFEILLGAR"
"HYDERUS"
"CHWERTHIN LLAWER"
"DIGYNNWRF"
"MEDDWL CYTBWYS"
"DIM YN RHY DDIFRIFOL"
"GOFALGAR"
"MEDDWL AGORED"
"DDIM YN GWEIDDI ARNOCH CHI PAN FYDDWCH CHI'N GWNEUD RHYWBETH O LE"
"HELPU CHI I DDYSGU"
"DDIM YN ANWYBYDDU CHI"
"RHYWUN SY'N HOFFI CHI"
"SEFYLL LAN DROSON NI"
"GWRANDAWR DA"
"RHYWUN GALLWCH CHI SIARAD Â NHW"
"PAROD I HELPU"
"YN DEALL"
"Â SGILIAU"
"PRYDLON"
"HAPUS"
"HAWDD MYND ATYN NHW"
"DEALLUS/TALENTOG/HAEDDU YMDDIRIEDAETH"
"DIBYNADWY"
"EWYLLYS GREF"
"TEYRNGAR"

9. Great teachers are positive role models for us

Children tell us how important teachers are in their lives and that they want to look up to them.

"A POSITIVE ROLE MODEL SHOULD BEHAVE APPROPRIATELY"
"NOT JUDGEMENTAL"
"INTERESTING"
"GOOD COMMUNICATION"
"GOOD ATTITUDE"
"FRIENDLY"
"CONFIDENT"
"LAUGH A LOT"
"CALM"
"WELL BALANCED MIND"
"NOT TOO SERIOUS"
"CARING"
"OPEN MINDED"
"DOESN'T SHOUT WHEN YOU DO SOMETHING WRONG"
"HELPS YOU LEARN"
"DOESN'T IGNORE YOU"
"SOMEONE WHO LIKES YOU"
"STICK UP FOR US"
"GOOD LISTENER"
"SOMEONE YOU CAN TALK TO"
"HELPFUL"
"UNDERSTANDING"
"SKILLFULL"
"PROMPT"
"HAPPY"
"APPROACHABLE"
"INTELLECTUAL/TALENTED/TRUSTWORTHY"
"RELIABLE"
"STRONG-MINDED"
"LOYAL"

9. Mae athrawon da yn gosod esiampl wych

Mae llawer o'r nodweddion a roddodd y plant i ni yn disgrifio person gwirioneddol wych sy'n destun edmygedd. Pan ofynnwyd iddyn nhw beth sy'n gwneud patrwm ymddwyn da a beth sy'n gwneud athrawon da, roedd yn amlwg nad oedd angen i lawer o blant edrych ymhellach na'r person sy'n arwain eu dosbarth am enghraifft. Er bod rhai sylwadau'n benodol iawn i'w profiad eu hunain, fel dillad neis, trendi, ifanc, hen, gwryw neu fenyw, roedd cryn fewnwelediad yn y trafodaethau cyffredinol. Bu'r plant yn myfyrio ar y nodweddion angenrheidiol i berson lenwi'r rôl hon yn eu bywydau, roedden nhw'n disgwyl i athrawon gyflawni'r gofynion hyn, ac roedd ganddyn nhw brofiad o hynny.

Ymddengys bod gan lawer ddisgwyliadau uchel o ran eu hathrawon, ac mae'r safbwyntiau rydyn ni wedi eu casglu yn dangos bod gan athrawon ddylanwad a photensial aruthrol i wneud gwahaniaeth ym mywydau plant.

Ymddengys bod y plant y buon ni'n siarad â nhw yn gofyn am elfen ychwanegol yn y bobl sy'n dewis bod yn athrawon, nid dim ond y gallu i addysgu. Maen nhw'n dangos mai dull athrawon o ymddwyn a dod i'w nabod sydd hefyd yn effeithio ar eu gallu i ddysgu, ac yn pennu pa mor gadarnhaol neu gyflawn yw'r profiad hwnnw.

9. Great teachers are positive role models for us

Many of the characteristics that children gave us do describe a really great person who is admired and looked up to. When asked what makes a good role model and what makes a good teacher it was apparent that many children didn't need to look any further than the person who leads their class by an example. Although some comments were very specific to their own experience such as nice clothes, trendy, young, old, male or female, the general discussions were very insightful. Children reflected on the qualities that are needed for a person to fill this role in their lives; they expected teachers to meet these requirements and had experience of teachers already doing so.

Many seem to have high expectations of their teachers and the views we have collected show that teachers have enormous influence and potential to make a difference in children's lives.

The children we spoke to seem to be asking for an extra element in people who choose to become teachers, not just the ability to teach. They demonstrate that it is also the way a teacher behaves and gets to know them that impacts on their ability to learn and determines how positive or fulfilling that experience is.

3

Beth allwch chi wneud nesa?
What can you do next?

Beth allwch chi wneud nesa?

Rydyn ni'n awyddus iawn i glywed eich ymateb neu eich sylwadau ar y negeseuon allweddol y mae plant a phobl ifanc wedi'u rhannu gyda ni a hefyd am unrhyw enghreifftiau o arfer da yr hoffech chi eu rhannu.

Byddem ni hefyd yn hoffi clywed gan blant a phobl ifanc ynghylch sut wrandawiad maen nhw'n ei gael yn eu lleoliadau addysg; beth yw eu barn am y negeseuon yma, ac unrhyw syniadau sydd ganddyn nhw i symud ymlaen gyda hyn.

Dyma rai awgrymiadau ar gyfer y camau nesaf posib, a gallwch fynd i'n gwefan – **www.complantcymru.org.uk** – i gael rhagor o wybodaeth am syniadau a ffyrdd o gysylltu â ni.

Beth allwch chi wneud â'r negeseuon yma?

1. Prifathrawon

- Rhoi gwybod i'r staff yn eich ysgol am yr adnodd yma (Mae cyflwyniad PowerPoint ar ein gwefan yr hoffech chi ei ddefnyddio o bosib)
- Arddangos y poster mewn lle amlwg yn yr ysgol. (Gallwch lawrlwytho rhagor o gopïau o'n gwefan)
- Trafod y negeseuon gyda'ch staff a'ch disgyblion
- Annog eich cyngor ysgol i edrych ar y negeseuon
- Adolygu cyfranogiad disgyblion ar draws eich ysgol gyda'r myfyrwyr a'r staff
- Gofyn i athrawon unigol drafod y negeseuon gyda'u disgyblion
- Gofyn i athrawon unigol arddangos y poster yn eu dosbarthiadau

2. Athrawon ac athrawon dan hyfforddiant

- Meddwl am y negeseuon – gofyn i'ch disgyblion am eu syniadau a'u sylwadau
- Arddangos y poster yn eich ysgol ac yn eich dosbarth
- Ystyried eich arfer yng ngoleuni'r negeseuon yma
- Ystyried ffyrdd o alluogi'ch disgyblion i chwarae rhan weithredol ym mhob agwedd ar eu haddysg
- Datblygu poster gyda negeseuon eich disgyblion eich hun
- Mynd i adran 3 i gael syniadau am weithgareddau gallech chi eu cynnal, neu edrych ar ein gwefan – **www.complantcymru.org.uk**

3. Cynghorau Ysgol

Trafod y negeseuon yn eich cyfarfod cyngor ysgol. Rhai awgrymiadau posib ar gyfer trafodaeth fyddai:

- Ydych chi'n cytuno â'r negeseuon?
- Gofyn i'r holl ddisgyblion yn eich ysgol beth yw eu barn, a chreu negeseuon allweddol ar gyfer eich ysgol
- Efallai y byddwch chi am greu eich poster, eich gwaith celf neu eich llythyron eich hun i ddangos eich syniadau ynghylch beth sy'n gwneud athrawon gwych, neu beth hoffech chi ei weld yn eich ysgol – bydden ni wrth ein bodd yn gweld eich syniadau
- Cyflwyno eich negeseuon i lywodraethwyr yr ysgol a'r pennaeth
- I gael rhagor o syniadau ynghylch beth i'w wneud, ewch i'n gwefan – **www.complantcymru.org.uk** – lle byddwch chi hefyd yn gallu rhoi gwybod i ni beth yw eich barn

What can you do next?

We would really like to hear your response or comments to the key messages that children and young people have shared with us and also about any good practice examples that you would like to share.

We would also like to hear from children and young people about how they are listened to within their educational settings; what they think about these messages and any ideas they may have to take this forward.

There are some suggestions below of possible next steps and you can visit our website – **www.childcomwales.org.uk** – for more information about ideas and ways to contact us.

What can you do with these messages?

1. Head teachers

- Inform the staff in your school about this resource (There is a PowerPoint presentation on our website that you may wish to use)
- Display the poster in a prominent position in the school. (Further copies are downloadable from our website)
- Discuss the messages with your staff and pupils
- Encourage your school council to look at the messages
- Review pupil participation across your school with students and staff
- Ask individual teachers to discuss the messages with their pupils
- Ask individual teachers to display the poster in their classrooms

2. Teachers and trainee teachers

- Think about the messages – ask your pupils for their ideas and comments
- Display the poster in your school in your classroom
- Consider your practice in the light of these messages
- Consider ways to enable your pupils to be active participants in all aspects of their education
- Develop a poster with your own pupils' messages
- Go to section 3 for some ideas on activities you could run or look at our website – **www.childcomwales.org.uk**

3. School Councils

Discuss the messages at your school council meeting. Some suggestions for discussion might be:

- Do you agree with the messages?
- Ask all the pupils in your school what they think and come up with your schools' key messages
- You may want to create your own poster, artwork or letters to show your ideas on what makes a great teacher or what you would like to see in your school – we'd love to see what you've come up with too
- Present your messages to the school governors and head teacher
- For more ideas on what you can do please visit our website – **www.childcomwales.org.uk** – where you will also be able to let us know your thoughts

4. Llywodraethwyr

- Trafod yr adroddiad a'r negeseuon allweddol mewn cyfarfod
- Gofyn i'r pennaeth ydy'r poster wedi cael ei arddangos yn yr ysgol
- Gofyn am adborth gan y pennaeth, ac yn bwysig gan y cyngor ysgol
- Adolygu cyfranogiad disgyblion ar draws eich ysgol, ar y cyd â'r myfyrwyr a'r staff

5. Cyfarwyddwyr Addysg a Staff Ymgynghorol

- Trafod y negeseuon gyda'r penaethiaid a'r athrawon yn eich awdurdod
- Adolygu eich agwedd at gyfranogiad disgyblion fel rhan o wella ysgolion ac effeithiolrwydd ysgolion
- Ystyried defnyddio'r negeseuon hyn yn rhaglenni datblygiad proffesiynol parhaus athrawon a chynorthwywyr addysgu

Beth fyddwn ni'n gwneud nesa?

- Byddwn ni'n ymweld â cholegau hyfforddi athrawon ar draws Cymru i roi gwybod iddyn nhw am y prosiect yma
- Byddwn ni'n rhoi adborth i blant a phobl ifanc ar y prosiect ac yn diolch iddyn nhw am eu mewnbwn. Byddwn ni'n gwneud hyn trwy ein gwefan, trwy ymweld ag ysgolion a lleoliadau eraill, ac mewn digwyddiadau fel Eisteddfod yr Urdd
- Byddwn yn parhau i siarad â rhanddeiliaid am y materion hyn, gan chwilio am newid a datblygiadau yng Nghymru, a chadw barn plant am eu haddysg eu hunain ar yr agenda

4. Governors

- Discuss the report and the key messages in a meeting
- Ask the head teacher whether the poster has been displayed in the school
- Ask for feedback from the head teacher and importantly from the school council
- Review pupil participation across your school in conjunct with students and staff

5. Directors of Education and Advisory Staff

- Discuss the messages with the head teachers and teachers in your authority
- Review your approach to pupil participation as part of school improvement and school effectiveness
- Consider using these messages in teachers' and teaching assistants' continuing professional development programmes

What will we be doing next?

- We will be visiting teacher trainee colleges across Wales to tell them about this project
- We will be giving children and young people feedback on the project and thanking them for their input. We will do this through our website, by visiting schools and other settings and at events such as the Urdd Eisteddfod
- We will continue to talk to stakeholders about these issues looking for change and developments within Wales and keeping children's views on their own education on the agenda

4

Hawliau'r Plentyn
Rights of the Child

Rhestr o'r hawliau sydd gan bob plentyn a pherson ifanc, ym mhob rhan o'r byd, yw CCUHP neu Gonfensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn. Does dim ots pwy ydyn nhw, ble maen nhw'n byw na beth maen nhw'n credu ynddo.

Mae 54 erthygl yn y Confensiwn, gyda 42 ohonynt yn hawliau ar gyfer plant a phobl ifanc hyd at 18 oed, a'r 12 arall yn sôn am sut dylai llywodraethau ac oedolion gydweithio i sicrhau bod modd i blant a phobl ifanc gael mynediad at eu hawliau.

Yr hawliau yma yw'r holl bethau mae eu hangen ar blant a phobl ifanc i sicrhau eu bod nhw'n ddiogel, bod ganddyn nhw'r pethau angenrheidiol i oroesi a datblygu, ac yn cael lleisio barn ar benderfyniadau sy'n effeithio ar eu bywydau.

Gallwch weld fersiwn lawn CCUHP ar wefannau CEWC Cymru **www.cewc-cymru.org.uk** a UNICEF UK **www.tagd.org.uk/Document.ashx?ID=78** (Saesneg yn unig) neu mae fersiwn fyrrach ar ein gwefan ni.

Mae CCUHP wedi cael ei gadarnhau gan bron bob gwlad, ac mae'n gosod safonau gofynnol ar gyfer hawliau sifil, gwleidyddol, economaidd, cymdeithasol a diwylliannol plant a phobl ifanc. Cadarnhaodd llywodraeth y DU y Confensiwn yn 1991, gan ymrwymo'r llywodraeth i sicrhau bod pob cyfraith ac arweiniad yn cyd-fynd â'r confensiwn.

Yn 2004, mabwysiadodd Llywodraeth Cynulliad Cymru CCUHP yn sail ar gyfer pob polisi plant a phobl ifanc, ac yn ddogfen drosfwaol ar gyfer datblygu polisi plant. Mae 'Plant a Phobl Ifanc: Gweithredu'r Hawliau'[5], yn cynnwys saith nod craidd sydd wedi'u seilio ar CCUHP.

Confensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn ac Addysg

Mae'r Confensiwn yn cwmpasu pob agwedd ar fywydau plant, ac mae rhai o'r hawliau yn CCUHP yn ymwneud yn benodol ag addysg.

Mae Erthygl 28 yn dweud bod gan blant hawl i gael addysg. Dylai disgyblaeth mewn ysgolion barchu urddas dynol plant. Dylai addysg gynradd fod ar gael am ddim. Dylai gwledydd cyfoethocach helpu'r gwledydd tlotach i gyflawni hyn.

Mae Erthygl 29 yn dweud y dylai addysg ddatblygu eich personoliaeth a'ch doniau yn llawn. Dylai eich annog i barchu eich rhieni, eich diwylliant eich hun a diwylliannau eraill.

[5] Llywodraeth Cynulliad Cymru (2004). Plant a Phobl Ifanc: Gweithredu'r Hawliau: http://www.assemblywales.org/N0000000000000000000000000016990.pdf

The UNCRC or United Nations Convention on the Rights of the Child is a list of rights that all children and young people, everywhere in the world have, no matter who they are, where they live or what they believe in.

Within the Convention are 54 articles, 42 of which are rights for children and young people up to 18 years of age and the remaining 12 are all about how governments and adults should work together to make sure children and young people can access their rights.

These rights are all the things that children and young people need to make sure that they are safe, have the things they need to survive and develop, and have a say in decisions that affect their lives.

You can see the full version of the UNCRC on the CEWC Cymru **www.cewc-cymru.org.uk** and UNICEF UK **www.tagd.org.uk/Document.ashx?ID=78** websites or a shorter version on our website.

The UNCRC has been ratified by almost every country and sets minimum standards for children and young people's civil, political, economic, social and cultural rights. The UK government ratified the Convention in 1991 which committed the government to bringing all laws and guidance in line with the convention.

In 2004, the Welsh Assembly Government adopted the UNCRC as the basis for all policy making for children and young people and it's overarching document for children's policy development, Children and Young People: Rights to Action[5], has seven core aims which are based on the UNCRC.

The United Nations Convention on the Rights of the Child and Education

The Convention covers all areas of children's lives and some of the rights in the UNCRC are specifically about education.

Article 28 says that Children have a right to an education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthy countries should help poorer countries to achieve this.

Article 29 says that Education should develop your personality and talents to the full. It should encourage you to respect your parents, your own and other cultures.

[5] Welsh Assembly Government (2004). Children and Young People: Rights to Action: http://www.assemblywales.org/N0000000000000000000000000016990.pdf

Er bod holl erthyglau eraill y Confensiwn yn berthnasol, mae'n werth myfyrio ar y canlynol yn arbennig:

- **Erthygl 2** Mae'r Confensiwn yn berthnasol i bawb, beth bynnag yw eu hil, eu crefydd, eu galluoedd, beth bynnag maen nhw'n ei feddwl neu'n ei ddweud, a pha fath bynnag o deulu maen nhw'n perthyn iddo
- **Erthygl 3** Dylai pob sefydliad sy'n ymwneud â phlant weithio tuag at beth sydd orau i chi
- **Erthygl 12** Mae gennych chi hawl i ddweud beth rydych chi'n meddwl ddylai ddigwydd pan fydd oedolion yn gwneud penderfyniadau sy'n effeithio arnoch chi, ac iddyn nhw roi sylw i'ch barn
- **Erthygl 16** Mae gennych chi hawl i breifatrwydd. Dylai'r gyfraith eich diogelu rhag ymosodiadau yn erbyn eich ffordd o fyw, eich enw da, eich teulu a'ch cartref
- **Erthygl 19** Dylai llywodraethau sicrhau bod plant yn derbyn gofal priodol, a'u diogelu rhag trais, camdriniaeth ac esgeulustod gan eu rhieni neu unrhyw un arall sy'n gofalu amdanynt
- **Erthygl 23** Os oes anabledd gennych, dylech chi dderbyn gofal a chefnogaeth arbennig, er mwyn i chi fedru byw bywyd llawn, annibynnol
- **Erthygl 31** Mae gennych chi hawl i ymlacio, i chwarae, ac i ymuno mewn ystod eang o weithgareddau

Mae Pwyllgor y Cenhedloedd Unedig ar Hawliau'r Plentyn yn cyhoeddi sylwadau i helpu Llywodraethau ac eraill i weithredu CCUHP. Yn 2001, cyhoeddodd ei sylw cyffredinol ar addysg[6]. Fel rhan o'r sylw, mae'r Pwyllgor yn nodi ym Mharagraff 8

Compliance with the values recognized in Article 29 (1) clearly requires that schools be child-friendly in the fullest sense of the term and that they be consistent in all respects with the dignity of the child. The participation of children in school life, the creation of school communities and student councils, peer education and peer counselling, and the involvement of children in school disciplinary proceedings should be promoted as part of the process of learning and experiencing the realization of rights.

Yn 2009, cyhoeddodd y Pwyllgor Sylw Cyffredinol ar Erthygl 12, dan y teitl *The right of the child to be heard*[7], a gwnaeth y datganiadau canlynol am hawl y plentyn i gael ei glywed yn yr ysgol.

- *Respect for the right of the child to be heard within education is fundamental to the realization of the right to education (para 105)*
- *Children's participation is indispensable for the creation of a social climate in the classroom, which stimulates cooperation and mutual support needed for child centred interactive learning. Giving children's views weight is particularly important in the elimination of discrimination, prevention of bullying and disciplinary measures. (para 109)*
- *Steady participation of children in decision-making processes should be achieved through, inter alia, class councils, student councils and student representation on school boards and committees, where they can freely express their views on the development and implementation of school policies and codes of behaviour. (para 110)*

[6] http://www.unhchr.ch/tbs/doc.nsf/(symbol)/CRC.GC.2001.1.En?OpenDocument (Saesneg yn unig)
[7] Pwyllgor y Cenhedloedd Unedig ar Hawliau'r Plentyn (2009) Sylw Cyffredinol 12 The right of the child to be heard

Whilst all the other articles in the Convention are relevant it is worth reflecting on the following in particular:

- **Article 2** The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say, no matter what type of family they come from
- **Article 3** All organisations concerned with children should work towards what is best for you
- **Article 12** You have the right to say what you think should happen when adults are making decisions that affect you, and to have your opinions taken into account
- **Article 16** You have the right to privacy. The law should protect you from attacks against your way of life, your good name, your family and your home
- **Article 19** Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents or anyone else who looks after them
- **Article 23** If you have a disability, you should receive special care and support so that you can live a full and independent life
- **Article 31** You have a right to relax, play and join in a wide range of activities

The United Nations Committee on the Rights of the Child publishes comments to help Governments and others to implement the UNCRC. In 2001, it published its general comment on education[6]. Within the comment, the Committee states at Paragraph 8 that

compliance with the values recognized in Article 29 (1) clearly requires that schools be child-friendly in the fullest sense of the term and that they be consistent in all respects with the dignity of the child. The participation of children in school life, the creation of school communities and student councils, peer education and peer counselling, and the involvement of children in school disciplinary proceedings should be promoted as part of the process of learning and experiencing the realization of rights.

In 2009, the Committee published a General Comment on Article 12 entitled *The right of the child to be heard*[7], and made the following statements about the right of the child to be heard in school.

- *Respect for the right of the child to be heard within education is fundamental to the realization of the right to education (para 105)*
- *Children's participation is indispensable for the creation of a social climate in the classroom, which stimulates cooperation and mutual support needed for child centred interactive learning. Giving children's views weight is particularly important in the elimination of discrimination, prevention of bullying and disciplinary measures. (para 109)*
- *Steady participation of children in decision-making processes should be achieved through, inter alia, class councils, student councils and student representation on school boards and committees, where they can freely express their views on the development and implementation of school policies and codes of behaviour. (para 110)*

[6] http://www.unhchr.ch/tbs/doc.nsf/(symbol)/CRC.GC.2001.1.En?OpenDocument
[7] United Nations Committee on the Rights of the Child (2009) General Comment No 12 The right of the child to be heard

Monitro CCUHP

Mae gwaith llywodraeth yn gweithredu CCUHP mewn gwlad yn cael ei adolygu bob pum mlynedd gan Bwyllgor y Cenhedloedd Unedig ar Hawliau'r Plentyn. Mae'n adolygiad trylwyr sy'n nodi meysydd i'w gwella ymhellach.

Yn 2008, ysgrifennodd pedwar Comisiynydd Plant y Deyrnas Unedig adroddiad ar y cyd ar gyfer Pwyllgor y Cenhedloedd Unedig ar Hawliau'r Plentyn[8]. Un o'r materion allweddol a amlygwyd gan y Comisiynwyr oedd addysg.

Dywedodd y Comisiynwyr fod: *plant, fodd bynnag, yn dal i beidio â chael eu gweld fel cyfranogwyr allweddol mewn addysg: mae trafodaethau ynghylch gwella addysg yn aml yn troi o amgylch oedolion, heb gynnwys plant a'u safbwyntiau.*

Amlygodd y Comisiynwyr hefyd fod anghydraddoldebau'n parhau ym myd addysg, a bod mynediad i addysg ddigonol o ansawdd yn dal yn broblem ar gyfer grwpiau penodol o blant.

Fe wnaethon nhw argymell bod Llywodraeth y DU a'r gweinyddiaethau a ddatganolwyd yn cymryd camau pellach i sicrhau bod plant yn cyfranogi'n llawn yn eu haddysg, a bod eu barn yn cael ei pharchu ac yn cael sylw dyledus.

Cyhoeddodd Pwyllgor y Cenhedloedd Unedig ar Hawliau'r Plentyn eu sylwadau terfynol (argymhellion) ar 3 Hydref 2008, a gwneud y sylw canlynol am addysg:

"participation of children in all aspects of schooling is inadequate, since children have very few consultation rights, in particular they have no right to appeal their exclusion or to appeal the decisions of a special educational needs tribunal;"

ac argymell bod plaid y Wladwriaeth yn: *"strengthen children's participation in all matters of school, classroom and learning which affect them;"*

Mae'r adolygiad nesaf o gynnydd y Deyrnas Unedig wrth weithredu CCUHP i gael ei gynnal yn 2013. Fel rhan o'r broses honno bydd Pwyllgor y CU ar Hawliau'r Plentyn yn ceisio tystiolaeth ynghylch y cynnydd a wnaed i wireddu ei Sylwadau Terfynol yn 2008.

[8] Adroddiad Comisiynwyr Plant y DU i Bwyllgor y CU ar Hawliau'r Plentyn http://www.complantcymru.org.uk/uploads/publications/62.pdf

Monitoring of the UNCRC

The government's implementation of the UNCRC in a country is reviewed every five years by the United Nations Committee on the Rights of the Child. It is a rigorous review and identifies areas for further improvement.

In 2008, the four Children's Commissioners in the United Kingdom wrote a joint report for the United Nations Committee on the Rights of the Child[8]. One of the key issues that the Commissioners highlighted was education.

The Commissioners said that: *children are, however, still not viewed as key participants in education: discussions around improving education are often adult-based and fail to include children and their views.*

The Commissioners also highlighted that educational inequalities persist and access to sufficient, quality education remains a problem for particular groups of children.

They recommended that the UK Government and devolved administrations take further steps to ensure that children participate fully in their education and that their views are respected and given due weight.

The United Nations Committee on the Rights of the Child published their concluding observations (recommendations) on 3 October 2008 and made the following comment about education:

"participation of children in all aspects of schooling is inadequate, since children have very few consultation rights, in particular they have no right to appeal their exclusion or to appeal the decisions of a special educational needs tribunal;"

and recommended that the State party: *"strengthen children's participation in all matters of school, classroom and learning which affect them;"*

The next review of the United Kingdom's progress in implementing the UNCRC is scheduled to take place in 2013. As part of that process the UN Committee on the Rights of the Child will be seeking evidence as to the progress made in realising its Concluding Observations from 2008.

[8] UK Children's Commissioners' Report to the UN Committee on the Rights of the Child http://www.childcomwales.org.uk/uploads/publications/61.pdf

0808 801 1000
Comisiynydd Plant Cymru
Children's Commissioner for Wales

5

Polisiau, canllawiau ac ymchwil perthnasol/cysylltiedig
Relevant/related policy, guidance and research

Trosolwg

Mae polisi, ymchwil a barn plant i gyd yn amlygu pwysigrwydd cyfranogiad plant yn eu haddysg. Mae Erthygl 12 CCUHP yn datgan bod gan blant yr hawl i gymryd rhan mewn penderfyniadau sy'n effeithio ar eu bywydau, ac mae penderfyniadau a wneir yn yr ysgol yn effeithio'n sylweddol ar eu profiad. Mae ymrwymiad Llywodraeth Cynulliad Cymru i wireddu CCUHP (gweler adran 4 am ragor o fanylion) ar gyfer plant Cymru wedi cael ei groesawu fel cam pwysig i wella bywydau plant. Er y gallai rhai o'r newidiadau posib yn sgîl ymrwymiad o'r fath alw am newidiadau tymor hir, gellir cyflawni newidiadau eraill yn y tymor byrrach.

Mae cyfranogiad disgyblion mewn ysgolion ledled Cymru wedi datblygu'n sylweddol ers 2002, ac wedi cael ei gydnabod gan Arolygydd Ei Mawrhydi dros Addysg a Hyfforddiant (Estyn) fel elfen hanfodol o bob addysg. Nod y Fframwaith Effeithiolrwydd Ysgolion a gyflwynwyd yn ddiweddar a'r Fenter Addysgeg a gefnogir gan y Prosiect Cyfranogiad Disgyblion yw gwella lles plant. Mae angen clir i wreiddio cyfranogiad disgyblion ar draws ysgol, a symud y tu hwnt i ofynion statudol cynghorau ysgol, fel bod pob plentyn yn elwa o gyfranogiad.

Mae gan blant farn eglur iawn ynghylch beth fyddai'n gwella eu profiad yn y dosbarth, ac mae'r rhain yn gyson ymhlith plant yng Nghymru, Lloegr a rhannau eraill o'r byd.

Strategaeth Llywodraeth Cynulliad Cymru

Y Wlad sy'n Dysgu

Mae Llywodraeth Cynulliad Cymru wedi cynhyrchu dwy ddogfen strategol bwysig yng nghyswllt addysg yng Nghymru, sef Y Wlad sy'n Dysgu[11] a Y Wlad sy'n Dysgu – Gweledigaeth ar Waith[12]. Mae'r ddwy ddogfen yn amlygu pwysigrwydd cyfranogiad plant mewn addysg, nid dim ond fel hawl ynddi'i hun, ond fel rhywbeth sydd â'r *'potensial i sicrhau ymddygiad cadarnhaol, lefelau uchel o bresenoldeb a chefnogaeth briodol ar gyfer pob disgybl, gan gynnwys y rhai ag anghenion dysgu ychwanegol.'*

Mae Llywodraeth Cynulliad Cymru hefyd wedi cyhoeddi adnodd i ysgolion o'r enw 'Gwrando ar Ddysgwyr', y gellir ei lawrlwytho o wefan Llywodraeth Cynulliad Cymru[13]. Pecyn offer ymgynghori yw hwn, a luniwyd i'w ddefnyddio mewn ysgolion i gasglu barn disgyblion ar y trefniadau cwricwlwm ac asesu yn eu hysgol. Gellir ei addasu ar gyfer ymgynghori ehangach.

[11] Llywodraeth Cynulliad Cymru (2001) Y Wlad Sy'n Dysgu http://wales.gov.uk/topics/educationandskills/publications/guidance/learningcountry/?skip=1&lang=cy
[12] Llywodraeth Cynulliad Cymru (2006)Y Wlad Sy'n Dysgu: Gweledigaeth ar Waith http://wales.gov.uk/topics/educationandskills/publications/guidance/learningcountry/?skip=1&lang=cy
[13] Llywodraeth Cynulliad Cymru (2006) Gwrando ar ddysgwyr: pecynnau ymgynghori – http://wales.gov.uk/topics/educationandskills/curriculumassessment/listeningtolearners/?skip=1&lang=cy

Overview

Policy, research and children's views all identify the importance of children's participation in their education. Article 12 of the UNCRC provides that children have the right to participate in decisions which affect their lives and decisions made in school do affect their experience considerably. The commitment of the Welsh Assembly Government to realising the UNCRC (see section 4 for more details) for Welsh children this has been heralded as a major step in improving children's lives. Whilst some of the changes which may come about from such a commitment may require long term change, other changes can be achieved in the shorter term.

Pupil participation in schools across Wales has developed considerably since 2002 and has been recognised by Her Majesty's Inspector of Education and Training (Estyn) as an essential part of all education. The recently introduced School Effectiveness Framework and Pedagogy Initiative supported by the Pupil Participation Project all aim to improve children's well being. There is a clear need to embed pupil participation across a school and to move beyond statutory requirements of school councils so that all children benefit from participation.

Children have very clear views as to what would improve their classroom experience and these are consistent across children in England, Wales and other parts of the world.

Welsh Assembly Government strategy

The Learning Country

The Welsh Assembly Government has produced two major strategic documents in relation to education in Wales, called the Learning Country[11] and The Learning Country – Vision into Action[12]. Both documents highlight the importance of children's participation in education not just a right in itself but something with the *'potential to secure positive behaviour, high levels of attendance and appropriate support for all pupils including those with additional learning needs.'*

The Welsh Assembly Government has also published a resource for school entitled 'Listening to Learners' which is downloadable from the Welsh Assembly Government website[13]. This is a consultation toolkit designed to be used in schools to gain pupils' views on curriculum and assessment arrangements within their school. It can be adapted for wider consultation.

[11] Welsh Assembly Government (2001) The Learning Country http://wales.gov.uk/topics/educationandskills/publications/guidance/learningcountry/;jsessionid=fqp3kgkhxv8khy2hgjq922nlcp2bvjs83snmvwn7rdqyh3chtyv0!514291769?lang=en
[12] Welsh Assembly Government (2006) The Learning Country – Vision into Action http://wales.gov.uk/topics/educationandskills/publications/guidance/learningcountry/?skip=1&lang=en
[13] Welsh Assembly Government (2006) Listening to Learners http://new.wales.gov.uk/topics/educationandskills/curriculumassessment/listeningtolearners/?lang=en

Mae Llywodraeth Cynulliad Cymru hefyd wedi cyflwyno deddfwriaeth sydd wedi cynyddu cyfranogiad plant mewn addysg trwy ofyn bod cynghorau ysgol statudol yn cael eu sefydlu ym mhob ysgol gynradd, iau, uwchradd ac arbennig yng Nghymru[14]. Diben cynghorau ysgol yw rhoi cyfleoedd i ddisgyblion drafod materion sy'n ymwneud â'u hysgol, eu haddysg a materion eraill sy'n destun pryder i ddisgyblion, gan gynnwys sut mae plant eisiau dysgu[15].

Mae gan blant ysgol uwchradd yng Nghymru sydd wedi'u gwahardd yn barhaol hawl i apelio yn erbyn eu gwaharddiad. Mae Llywodraeth Cynulliad Cymru hefyd yn ymgynghori ar gynigion i estyn hawl plant sydd ag anghenion dysgu ychwanegol i apelio i Dribiwnlys Anghenion Addysgol Arbennig Cymru.

Y Fframwaith Effeithiolrwydd Ysgolion

Cyhoeddwyd y Fframwaith Effeithiolrwydd Ysgolion[16] yn 2008 gan Lywodraeth Cynulliad Cymru, ac mae'n cyflwyno cynllun ar gyfer diwygio'r system addysg yng Nghymru ar dair lefel, gyda'r nod cyffredinol o wella dysgu a lles pob plentyn a pherson ifanc. Yng nghyd-destun ysgolion y Fframwaith, mae pwyslais clir ar rôl plant fel cyfranogwyr allweddol mewn dysgu. Mae'r fframwaith yn rhagweld bod plant yn chwarae rhan weithredol ym mhob agwedd ar wella ysgolion ac ar bob lefel o fywyd yr ysgol, trwy fecanweithiau megis y Cyngor Ysgol a'i is-bwyllgorau, Disgybl-Lywodraethwyr Cyswllt, Ysgolion Iach ac Eco-Ysgolion. Yn ôl y Fframwaith:

Mae angen i gyfranogiad plant a phobl ifanc yn agweddau ehangach dysgu adeiladu ar waith cynghorau ysgol i sicrhau ymwneud gwirioneddol â'r broses ddysgu[17].

Ym mis Tachwedd 2008, pasiwyd newid pwysig yn y gyfraith yn y Senedd, sef Deddf Addysg a Sgiliau 2008, sy'n rhoi dyletswydd ar bob ysgol a gynhelir yng Nghymru a Lloegr i ystyried barn plant a phobl ifanc. Bydd y newid hwn yn gofyn bod corff llywodraethu ysgol a gynhelir yn gwahodd barn disgyblion ar faterion rhagnodedig ac yn eu hystyried. Bydd y materion rhagnodedig yn cael eu nodi mewn rheoliadau, ac ar adeg ysgrifennu, roedd ymgynghoriad ar y materion rhagnodedig heb ei gynnal eto.

[14] Rheoliadau Cynghorau Ysgol (Cymru) 2005 http://www.opsi.gov.uk/legislation/wales/wsi2005/20053200w.htm
[15] Gwefan Cynradd ac Uwchradd Cynghorau http://www.schoolcouncilswales.org.uk/cy/fe/page_ps.asp?n1=2&n2=3&n3=180
[16] Llywodraeth Cynulliad Cymru (2008) Fframwaith Effeithiolrwydd Ysgolion http://wales.gov.uk/topics/educationandskills/educationskillsnews/schooleffectivenessframework/?skip=1&lang=cy
[17] Fframwaith Effeithiolrwydd Ysgolion Llywodraeth Cynulliad Cymru (2008) http://wales.gov.uk/topics/educationandskills/educationskillsnews/schooleffectivenessframework/?lang=en

The Welsh Assembly Government has also introduced legislation that has increased children's participation in education by requiring the establishment of school councils on a statutory footing in all primary, junior, secondary and special schools in Wales[14]. The purpose of school councils is to give pupils opportunities to discuss matters relating to their school, education and other matters of concern to pupils including how children want to learn[15].

Secondary school children in Wales who are permanently excluded have the right of appeal against their exclusion. The Welsh Assembly Government is also consulting on proposals to extend the right of children who have additional learning needs to appeal to the Special Educational Needs Tribunal for Wales.

The School Effectiveness Framework

The School Effectiveness Framework[16] was published in 2008 by the Welsh Assembly Government and sets out a plan for tri-level reform of the education system in Wales, which has the overall aim of improving learning and well-being for all children and young people. Within the school context of the Framework, there is a clear emphasis on the role of children as key participants in learning. The framework foresees that children are actively involved in all aspects of school improvement and at all levels of school life, through mechanisms such as the School Council and its sub-committees, Associate Pupil Governors, Healthy Schools, and Eco-schools. The Framework states that:

Children and young people's participation in wider aspects of learning needs to build on the work of school councils to secure real engagement in the learning process[17].

In November 2008, a major change in law was passed in the Houses of Parliament. This was the Education and Skills Act 2008 and places a duty on all maintained schools in England and Wales to consider the views of children and young people. This change will require the governing body of a maintained school to invite and consider the views of pupils about prescribed matters. Prescribed matters will be set out in regulations and at the time of writing a consultation on the prescribed matters has yet to take place.

[14] The School Councils (Wales) Regulations 2005 http://www.opsi.gov.uk/legislation/wales/wsi2005/20053200e.htm
[15] Schools Councils Wales Website http://www.schoolcouncilswales.org.uk/en/fe/page_ps.asp?n1=2&n2=3&n3=180
[16] Welsh Assembly Government (2008) School Effectiveness Framework http://wales.gov.uk/topics/educationandskills/educationskillsnews/schooleffectivenessframework/?lang=en
[17] Welsh Assembly Government (2008) School Effectiveness Framework http://wales.gov.uk/topics/educationandskills/educationskillsnews/schooleffectivenessframework/?lang=en

Menter Addysgeg yng Nghymru

Mae gwell canlyniadau a lles i ddysgwyr yn ganolog i Fenter Addysgeg[18] Llywodraeth Cynulliad Cymru. Seiliwyd y fenter ar bwysigrwydd addysgeg wrth gefnogi gwell dysgu a datblygiad athrawon myfyriol. Mae'r fenter yn amlygu bod tair elfen wahanol; y broses ddysgu, strategaethau addysgu a pherthnasoedd ac amgylchedd a seiliwyd ar ymarferwyr myfyriol, yn rhyngweithio'n agos i wella canlyniadau a lles dysgwyr.

Mae'r fenter yn pwysleisio pwysigrwydd lleoli dysgu mewn cyd-destun sy'n helpu i ddatblygu lles y dysgwr. Disgwylir i athrawon:

- *Hybu dysgu personol*
- *Gwrando ar ddysgwyr*
- *Creu cyfleoedd i roi rôl i ddysgwyr mewn penderfyniadau sy'n effeithio arnyn nhw*
- *Cynnwys rhieni, gofalwyr a'r gymuned ehangach yn y broses ddysgu*
- *Creu amgylchedd sy'n ysbrydoli ac yn sbarduno'r awydd i ddysgu*

Adolygiad Cenedlaethol o Ymddygiad a Phresenoldeb (NBAR)

Yn 2006, comisiynodd Llywodraeth Cynulliad Cymru Adolygiad Cenedlaethol annibynnol o Ymddygiad a Phresenoldeb (NBAR) i gefnogi'r gweithgaredd presennol yn y meysydd hynny, ac i ddatblygu dull o ymateb i'r materion heriol hyn yn y dyfodol.

Ym mis Mai 2008[19], *cyhoeddwyd yr adroddiad terfynol, a chanfod bod y berthynas mae disgyblion yn ei datblygu gydag athrawon yn hanfodol ar gyfer cysylltiad cadarnhaol. Mae'r 'bartneriaeth' hon yn gymdeithasol, yn ogystal â bod yn offeryn dysgu. Cawsom ein taro gan y sylwadau a ailadroddwyd gan rai disgyblion fod gwersi rhai athrawon yn 'rhy ddiflas', yn aml gyda gormod o amser i gopïo nodiadau.*

Roedd yr adroddiad hefyd yn cynnwys sylwadau ar effaith amrywiol datblygiad yr agenda gyfranogiad ehangach mewn ysgolion yng Nghymru.

Yn 2009, cyhoeddodd Llywodraeth Cynulliad Cymru gynllun gweithredu i ymateb i'r argymhellion yn yr adroddiad, a nodi'r canlynol:

Dylai ysgolion sicrhau hefyd bod eu cyngor ysgol yn effeithiol o ran ymateb i anghenion disgyblion, a bod ystod eang o blant a phobl ifanc yn cael cyfranogi yn y penderfyniadau a wneir ar draws pob agwedd ar fywyd yr ysgol. Gellir ymdrin â hyn trwy'r cyngor ysgol a dulliau eraill, yn ddelfrydol gan gynnwys rhai sydd â phrofiad blaenorol o anawsterau ymddygiad a phresenoldeb.

[18] Llywodraeth Cynulliad Cymru (2009) Arferion Effeithiol wrth Ddysgu ac Addysgu – Ffocws ar Addysgeg http://wales.gov.uk/docs/dcells/publications/090428Pedagogycy.pdf

[19] Adroddiad ar yr Adolygiad Cenedlaethol o Ymddygiad a Phresenoldeb (ACYP)(2008) http://wales.gov.uk/dcells/news/educationskillsnews/2233020/adroddiadnbar?lang=en

Pedagogy initiative in Wales

The Welsh Assembly Government's Pedagogy initiative[18] places improved learner outcomes and well being at its centre. The initiative is based on the importance of pedagogy in supporting improved learning and on the development of reflective teachers. The initiative highlights that three separate elements; the learning process, teaching strategies and relationships and environment underpinned by reflective practitioners, interact closely to improve learner outcomes and wellbeing.

The initiative emphasises the importance of locating learning in a context that helps develop the well being of the learner. Teachers are expected to:

- *Promote personalised learning*
- *Listen to learners*
- *Create opportunities for giving learners a role in decisions that affect them*
- *Involve parents, carers and the wider community in the learning process*
- *Create an environment that both inspires and stimulates the desire to learn*

National Review of Behaviour and Attendance (NBAR)

In 2006, The Welsh Assembly Government commissioned an independent National Review of Behaviour and Attendance (NBAR) to support existing activity in those areas and to develop the future approach to these challenging issues.

In May 2008[19], the final report was published and found that *the relationship pupils develop with teachers is critical for positive engagement. This 'partnership' is social as well as being a learning tool. We were struck by the repeated comments from some pupils that some teachers' lessons are 'too boring,' often with too much copying up time.*

The report also commented on the varying impact of the development of the wider participation agenda in schools in Wales.

In 2009, the Welsh Assembly Government published an action plan to address the recommendations within the report and stated that:

Schools should also ensure that their school council is effective in addressing pupils' needs, and that, a broad range of children and young people are allowed to participate in decision-making across all areas of school life. This can be addressed through the school council and other means, ideally including some who have previous experience of behaviour and attendance difficulties.

[18] Welsh Assembly Government (2009) Effective Practice in Teaching and Learning – A focus on Pedagogy http://wales.gov.uk/docs/dcells/publications/090428Pedagogyen.pdf

[19] National Behaviour and Attendance Review Report NBAR (2008) http://wales.gov.uk/dcells/news/educationskillsnews/2233020/nbarreport?lang=en

Nododd Llywodraeth Cynulliad Cymru mai un o brif nodau'r cynllun gweithredu yw:

- *Parhau i ddatblygu rôl cynghorau ysgol a dulliau eraill o ymgynghori â phlant a phobl ifanc*

ac y bydd ysgolion yn:

- *Sicrhau cyfranogiad plant a phobl ifanc wrth wneud penderfyniadau a fydd yn effeithio arnyn nhw*
- *Datblygu rôl eu cyngor ysgol gan ddefnyddio'r wefan a'r canllawiau wedi'u diweddaru fel adnoddau*

Mae Llywodraeth Cynulliad Cymru'n cynnal rhestr wedi'i diweddaru o gamau gweithredu[20] sy'n gysylltiedig â'r cynllun gweithredu ar ei gwefan.

Prosiect Cyfranogiad Disgyblion Llywodraeth Cynulliad Cymru

Wedi i gynghorau ysgol gael eu sefydlu'n statudol yng Nghymru, sefydlwyd prosiect Cynghorau Ysgol yn Llywodraeth Cynulliad Cymru. Ei ddiben oedd cefnogi ysgolion i sefydlu a datblygu eu cynghorau ysgol. Fel rhan o'r gwaith hwn, lansiwyd gwefan **http://www.schoolcouncilswales.org.uk** yn 2006 i gynorthwyo ysgolion. Mae'r wefan yn cynnwys gwybodaeth a deunyddiau hyfforddi ac yn cyfeirio defnyddwyr at ffynonellau pellach o gefnogaeth.

Mae'r safle'n cynnwys adrannau ar gyfer gweithwyr proffesiynol, ysgolion cynradd ac uwchradd, ac mae'n gwbl ddwyieithog. Mae'r prosiect bellach wedi cael ei ailenwi'n Brosiect Cyfranogiad Disgyblion. Mae'r prosiect wedi bod yn gweithio i sicrhau bod cyfranogiad disgyblion wedi'i wreiddio yn y Fframwaith Effeithiolrwydd Ysgolion a'r Fenter Addysgeg.

Safonau Cyfranogiad Cenedlaethol ar gyfer Plant a Phobl Ifanc yng Nghymru

Mae Llywodraeth Cynulliad Cymru wedi mabwysiadu'r canlynol fel diffiniad o gyfranogiad ar gyfer plant a phobl ifanc; *Ystyr cyfranogiad yw bod gen i hawl i fod yn rhan o benderfyniadau, cynllunio ac adolygu cam gweithredu a allai effeithio arnaf fi. Bod â llais, bod â dewis'*[21].

Mae Llywodraeth Cynulliad Cymru'n ariannu Uned Gyfranogiad sydd yng ngofal Achub y Plant yng Nghymru. Mae'r uned wedi cynhyrchu safonau cyfranogiad cenedlaethol[22] ar gyfer plant a phobl ifanc ym mhob agwedd ar eu bywydau. Gall sefydliadau ddefnyddio'r Safonau Cyfranogiad Cenedlaethol hyn i fesur ac asesu eu harfer cyfranogiad.

[20] Llywodraeth Cynulliad Cymru (2009) Argymhelliad Cyfranogiad Plant a Phobl Ifanc 1 http://wales.gov.uk/topics/educationandskills/learningproviders/schools/nbaractionplan/cypprecommendations/cyppr1/?skip=1&lang=cy

[21] Llywodreath Cynulliad Cymru (2005) Having a voice, having a choice – Jane Davidson yn cyfarfod ag enillydd cystadleuaeth i fathu datganiad bachog ar gyfranogi http://wales.gov.uk/news/archivepress/educationpress/edpress2005/706650/?skip=1&lang=cy

[22] Llywodreath Cynulliad Cymru (2007) Y Safonau Cenedlaethol ar gyfer Cyfranogiad Plant a Phobl Ifanc http://wales.gov.uk/topics/educationandskills/publications/guidance/nat-standards-young-people-par?skip=1&lang=cy

The Welsh Assembly Government identified that one the key aims of the action plan is to:

- *Continue to develop the role of school councils and other forms of consulting with children and young people*

and that schools will:

- *Ensure participation of children and young people in decision-making that will affect them*
- *Develop their school council's role using the updated website and guidance as resources*

The Welsh Assembly Government maintains an updated list of actions[20] relating to the action plan on its website.

Welsh Assembly Government Pupil Participation Project

Following the establishment of school councils on a statutory footing in Wales, a Schools Councils project was set up in the Welsh Assembly Government. Its purpose was to support schools in establishing and developing their school councils. As part of this work a website **http://www.schoolcouncilswales.org.uk** was launched in 2006 to assist schools. The website contains information and training materials and directs users to further sources of support.

The site contains sections for professionals, primary and secondary schools and is fully bilingual. The project has now been renamed the Pupil Participation Project. The project has been working to ensure that pupil participation is embedded within the School Effectiveness Framework and the Pedagogy Initiative.

National Participation Standards for Children and Young People in Wales

The Welsh Assembly Government has adopted the following as its definition of participation for children and young people; *Participation means that it is my right to be involved in making decisions, planning and reviewing an action that might affect me. Having a voice, having a choice'*[21].

The Welsh Assembly Government funds a Participation Unit which is hosted by Save the Children in Wales. The unit has produced national participation standards[22] for children and young people in all aspects of their lives. These National Participation Standards can be used by organisations to measure and assess their participatory practice.

[20] Welsh Assembly Government (2009) Children and Young People's Participation recommendation http://wales.gov.uk/topics/educationandskills/learningproviders/schools/nbaractionplan/cypprecommendations/cyppr1/;jsessionid=v1kQK3PLzWwhv26wSp91TJJ1XrxCtyXB17gyh5QmJhdcq22dkGGc!-1379136691?lang=en

[21] Welsh Assembly Government (2005) Having a voice, having a choice – Jane Davidson meets the winner of the participation soundbite competition http://wales.gov.uk/news/archivepress/educationpress/edpress2005/706650/?lang=en

[22] Welsh Assembly Government (2008) The National Standards for Children and Young Peoples Participation http://wales.gov.uk/topics/educationandskills/publications/guidance/nat-standards-young-people-par?lang=en

Seiliwyd y safonau ar saith safon graidd:

- Gwybodaeth
- Chi sydd i ddewis
- Dim camwahaniaethu
- Parch
- Rydych chi'n cael budd ohono
- Adborth
- Gwella sut rydym ni'n gweithio

Yn 2008, comisiynydd Llywodraeth Cynulliad Cymru ymchwil[23] i fanteision cyfranogiad plant a phobl ifanc yn eu bywydau, gan gynnwys ysgolion a lleoliadau cymunedol. Canfu'r adroddiad mai ychydig o leoliadau oedd yn adolygu effaith cynnwys plant a phobl ifanc mewn penderfyniadau a gweithgareddau cyfranogaeth. Teimlai rhai pobl ifanc a staff nad oedd plant a phobl ifanc yn derbyn digon o adborth ynghylch beth oedd wedi newid o ganlyniad i'w hymwneud â phenderfyniadau.

Amlygodd yr adroddiad nifer o heriau a rhwystrau i gyfranogiad, sef:

- *Bod â digon o amser ac arian i dalu am bethau, fel cludiant, fel bod modd iddyn nhw chwarae rhan;*
- *Staff oedd yn meddwl na ddylai plant a phobl ifanc fod yn rhan o benderfyniadau, neu y dylent ymwneud â phenderfyniadau ynghylch pethau llai pwysig yn unig;*
- *Weithiau roedd y staff yn cael trafferth sicrhau bod cynifer o wahanol grwpiau o blant a phobl ifanc â phosib yn chwarae rhan;*
- *Roedd gan rai pobl ifanc brofiadau gwael o gyfranogiad, a oedd yn golygu nad oeddent yn awyddus i fod yn rhan o weithgareddau eraill cysylltiedig â gwneud penderfyniadau.*

Roedd yr ymchwil yn argymell pwysigrwydd amlygu manteision cyfranogiad i'r staff. Roedd hefyd yn dangos pwysigrwydd hyfforddiant staff fel bod ganddynt y sgiliau i gynnwys plant a phobl ifanc mewn cyfranogiad.

Fframwaith Arolygu Cyffredin ar gyfer Addysg a Hyfforddiant yng Nghymru[24]

Caiff pob ysgol, coleg, a darparwr dysgu i oedolion a dysgu yn y gweithle yng Nghymru eu harolygu'n rheolaidd yn ôl Fframwaith Arolygu Cyffredin. Defnyddir y Fframwaith Arolygu Cyffredin gan Arolygydd Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru (ESTYN). Ers dechrau'r 1990au, bu pwyslais cynyddol ar hunan-werthuso ysgolion. Mae hunan-werthuso'n gwella, yn ôl adroddiad blynyddol y Prif Arolygydd 2006-2007[25]. Nododd adroddiad y Prif Arolygydd hefyd:

[23] York Consulting (2008) Children and Young People's Participation in Wales
[24] Estyn Fframwaith Arolygu Cyffredin Addysg a Hyfforddiant yng Nghymru http://www.estyn.gov.uk/publications/cy_CommonInspectionFramework.pdf
[25] Estyn (2007) Adroddiad Blynyddol Prif Arolygydd Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru 2006-2007 http://www.estyn.gov.uk/publications/cy_Annual_Report_2006_2007.pdf

The standards are based on seven core standards:

- Information
- It's your choice
- No discrimination
- Respect
- You get something out of it
- Feedback
- Improving how we work

In 2008, the Welsh Assembly Government commissioned research[23] into the benefits of children and young people's participation in their lives including schools and community settings. The report found that few settings reviewed the impact of involving children and young people in decision making and participatory activities. Some young people and staff felt that children and young people did not receive enough feedback about what had changed as a result of their involvement in decision making.

The report highlighted a number of challenges and barriers to participation which were:

- *Having enough time and money to pay for things, like transport, so that they could get involved;*
- *Staff who thought that children and young people should not be involved in decision making or only involved in decisions about less important things;*
- *Staff sometimes found it difficult to make sure that as many different groups of children and young people as possible were involved;*
- *Some young people had poor experiences of participation, which put them off being involved in other decision making activities.*

The research recommended the importance of highlighting to staff the benefits of participation. It also showed the importance of staff training so that they have the skills to involve children and young people in participation.

Common Inspection Framework for Education and Training in Wales[24]

All schools, colleges, adult learning and work based learning providers in Wales are inspected on a regular basis according to a Common Inspection Framework. The Common Inspection Framework is used by Her Majesty's Inspector for Education and Training in Wales (ESTYN). Since the early 1990s, there has been an increased emphasis on school self evaluation. Self-evaluation is improving according to the Chief Inspector annual report 2006-2007[25]. The Chief Inspector's report also identified that:

[23] York Consulting (2008) Children and Young People's Participation in Wales
[24] Estyn The Common Inspection framework for Education and Training in Wales http://www.estyn.gov.uk/publications/CommonInspectionFramework.pdf
[25] Estyn (2007) The Annual report of her Majesty's Chief Inspector of Education and Training in Wales 2006-2007 http://www.estyn.gov.uk/publications/Annual_Report_2006_2007.pdf

Yn yr ysgolion â nodweddion ardderchog, mae gan uwch reolwyr ddisgwyliadau uchel, ac maent yn egluro blaenoriaethau a gwerthoedd yr ysgol i'r staff, y disgyblion, y rhieni a'r gymuned. Maent yn gwneud i staff a disgyblion deimlo eu bod yn cael eu gwerthfawrogi, ac yn rhoi sylw i'w barn.

Cyflwynodd yr adroddiad hefyd gyfres o nodweddion addysgu da y mae arolygwyr yn chwilio amdanynt, sy'n cynnwys:

- *Disgwyliadau uchel i'r holl ddisgyblion gyflawni;*
- *Gwaith sy'n cael ei esbonio mewn ffordd glir a diddorol i gynnal diddordeb y disgyblion a dyfnhau eu dealltwriaeth;*
- *Cynlluniau sy'n canolbwyntio ar y sgiliau mae disgyblion yn eu dysgu ym mhob grŵp blwyddyn; ac*
- *Ystod dda o gyfleoedd i ddisgyblion ddatblygu a defnyddio eu sgiliau allweddol a'u sgiliau datrys problemau a gwneud penderfyniadau ar draws y cwricwlwm.*

Mae'r Fframwaith Arolygu Cyffredin yn cael ei ddiwygio yng Nghymru, ac mae fframwaith newydd i'w gyflwyno o fis Medi 2010. Yn gynnar yn 2009, ymgynghorwyd[26] ar y fframwaith arolygu newydd, ac fel rhan o'r ymgynghoriad ehangach, cynigiwyd y dylai'r fframwaith newydd gynnwys mwy o gyfranogiad gan ddysgwyr a ffocws ar les dysgwyr.

Ym mis Gorffennaf 2009, cyhoeddodd Estyn ymateb i'r ymarferiad ymgynghori[27] a nodi bod cefnogaeth gref yn yr ymgynghoriad i gynyddu ymhellach ein pwyslais ar y defnyddiwr yn ein modelau arolygu newydd.

Yn ein profiad ni, er bod ychydig o ymatebwyr wedi mynegi pryderon ynghylch ein bwriadau i gynnwys dysgwyr yn fwy yn y modelau newydd, nid oes gan ddarparwyr fawr ddim i'w ofni ynghylch tueddiadau gormodol gan ddysgwyr. Rydym wedi canfod bod gan ddysgwyr yn gyffredinol bethau call iawn i'w dweud am y gwasanaethau maen nhw'n eu derbyn. Bydd timau arolygu wrth gwrs yn dod i'w casgliadau eu hunain ar sail holl ystod y dystiolaeth maen nhw'n ei chasglu yn ystod arolwg, a byddant yn profi barn y dysgwyr a'r rhanddeiliaid eraill.

Adroddiadau Estyn ar gyfranogiad plant a phobl ifanc mewn gwneud penderfyniadau ar faterion lleol

Mae Estyn wedi cyhoeddi adroddiadau ar gyfranogiad plant mewn gwneud penderfyniadau (2007)[28] a chyfranogiad pobl ifanc mewn gwneud penderfyniadau (2006)[29].

[26] Estyn (2009) http://www.estyn.gov.uk/documents/Ymgynghoriad%20cyhoeddus%20ar%20gynigion%20ar%20yfer%20y%20cylch%20nesaf%20o%20arolygiadau%20Estyn%202010-2016.pdf
[27] Estyn (2009) Ymateb Estyn i'r http://www.estyn.gov.uk/documents/cy_estyn_response_to_consultation_july_2009.pdf
[28] Estyn (2007) http://www.estyn.gov.uk/publications/cy_Remit_report_Decision_making.pdf
[29] Estyn (2006) http://www.estyn.gov.uk/publications/cy_Remit_report_Decision_making.pdf

In the schools with outstanding features, senior managers have high expectations and make the school's priorities and values clear to staff, pupils, parents and the community. They make staff and pupils feel valued, and take account of their opinions.

The report also set out a series of characteristics of good teaching which inspectors look for and include:

- *High expectations for all pupils to achieve;*
- *Work that is explained in a clear and interesting way to hold pupils' attention and deepen their understanding;*
- *Plans that focus on the skills pupils learn in each year group; and*
- *A good range of opportunities for pupils to develop and to use their key skills and their problem-solving and decision-making skills across the curriculum.*

The Common Inspection Framework is being revised in Wales, with a new framework due to be introduced from September 2010. In early 2009, a consultation[26] on the new inspection framework was carried out and within the wider consultation it was proposed that there would be greater participation of learners and a focus on learner wellbeing within the new framework.

In July 2009, Estyn published its response to the consultation exercise[27] and indicated that there was strong support from the consultation for further increasing our emphasis on the user in our new inspection models.

In our experience, although a small number of respondents expressed concerns about our intentions to include learners more in the new models, providers have little to fear about undue bias from learners. We have found that learners generally have very sensible things to say about the services they receive. Inspection teams will of course come to their own judgements based on the full range of evidence they gather during an inspection and will test out the views of learners and other stakeholders.

Estyn reports into children and young people's participation in local decision-making issues

Estyn has published reports into children's participation in decision making (2007)[28] and young people's participation in decision making (2006)[29].

[26] Estyn (2009) Public Consultation on Proposals for New Common Inspection Framework for Education and Training http://www.estyn.gov.uk/documents/Public%20consultation%20on%20proposals%20for%20the%20next%20cycle%20of%20Estyn%20inspections%202010-2016.pdf
[27] Estyn (2009) http://www.estyn.gov.uk/documents/estyn_response_to_consultation_july_2009.pdf Estyn's response to the Public Consultation on Proposals for New Common Inspection Framework for Education and Training
[28] Estyn (2007) Participation of children and young people in local decision-making issues that affect their lives http://www.estyn.gov.uk/publications/Remit_report_Decision_making.pdf
[29] Estyn (2006) Young people's participation in decision making http://www.estyn.gov.uk/publications/Young_Peoples_remit_report.pdf

Canfu adroddiad 2006 ar gyfranogiad pobl ifanc fod mentrau a pholisi cenedlaethol wedi arwain at gynnydd sylweddol mewn ymwybyddiaeth o gyfranogiad ar draws addysg a gwasanaethau cymorth ieuenctid eraill. Yn ôl adroddiad Estyn:

Yn yr achosion gorau, mae pobl ifanc yn ymwneud â datblygiadau ysgol gyfan i gynyddu cyfranogiad, ac yn cymryd rhan yn natblygiad strategaethau dysgu ac addysgu arloesol… Fodd bynnag, at ei gilydd nid yw darparwyr yn cynllunio'n strategol i gynnwys pobl ifanc wrth wneud penderfyniadau. Felly, yn aml nid yw cyfranogiad pobl ifanc yn cael ei reoli'n dda ar lefel uwch.

Nododd adroddiad 2007 ar gyfranogiad plant mewn gwneud penderfyniadau bod:

Cyfranogiad disgyblion yn ganolog i unrhyw fath o addysg. Mae addysgu da yn cynnwys rhyngweithio â dysgwyr a gwrando arnyn nhw. Lle bo dysgwyr yn oddefol, nid ydynt yn chwarae rhan nac yn cyfranogi. Mae hynny'n golygu bod yr addysgu, a hefyd yn aml y safonau, yn wael.

Roedd yr adroddiad yn argymell bod *'pawb dan sylw yn deall ystyr ehangach 'cyfranogiad' a bod yr holl staff yn deall bod pawb yn gyfrifol am gynllunio ar gyfer gweithredu cyfranogiad yn yr ysgol, a bod cyfranogiad yn broses feunyddiol yn hytrach na digwyddiad untro sy'n digwydd o bryd i'w gilydd yn unig.'*

Yn 2008, cynhyrchodd Estyn adroddiad arall, sef *Dweud eich Dweud – Pobl Ifanc, Cyfranogiad a Chynghorau Ysgol*[30].

Canfu'r adroddiad fod cynghorau ysgol wedi cael peth dylanwad o ran penderfynu sut mae eu hysgolion yn gweithredu. Fodd bynnag, mae effaith y cyngor ysgol yn arwyddocaol mewn ychydig o ysgolion yn unig. Ym mwyafrif yr ysgolion, mae effaith y cyngor ysgol wedi'i gyfyngu i ddylanwadu ar benderfyniadau ynghylch trefniadau ymarferol, megis materion yn ymwneud â gwisg ysgol, cyfleusterau toiled a dewis prydau. Argymhelliad Estyn oedd bod angen i ysgolion gynnwys pob disgybl yn fwy cyffredinol mewn penderfyniadau am hunan-werthuso, gwella ysgolion a dysgu ac addysgu.

Ymchwil y Ddraig Ffynci

Yn 2007, ysgrifennodd y Ddraig Ffynci, Cynulliad Plant a Phobl Ifanc Cymru, ddau adroddiad ar gyfer Pwyllgor y Cenhedloedd Unedig ar Hawliau'r Plentyn. Teitl yr adroddiad cyntaf oedd *Ein Hawliau Ni, Ein Stori Ni*[31] lle bu'r Ddraig Ffynci'n ymgynghori gyda mwy na 12,000 o blant 11-18 oed a dros 2,000 o blant 7-10 oed yng Nghymru ar gyfer yr adroddiad, *Pam fod oed pobl yn mynd fyny, ddim lawr?*[32] Canfu adroddiad *Ein Hawliau Ni, Ein Stori Ni* fod *Pobl ifanc eisiau bod yn rhan o redeg eu hysgol, fel y gwelwyd wrth gynnwys pobl ifanc mewn cynghorau ysgol. Lle mae ysgolion yn darparu'r cyfleoedd yma ar gyfer eu cynnwys a'u datblygu, mae o fudd i'r ysgol a'r disgyblion.*

[30] Estyn (2008) Dweud eich dweud, pobl ifanc, cyfranogiad a chynghorau ysgol http://estyn.co.uk/ThematicReports/cy_0208_Having_your_say_young_people_participation_and_school_councils.pdf
[31] Draig ffynci (2008) Ein Hawliau Ni, Ein Stori Ni http://www.funkydragon.org/cy/fe/page.asp?n1=1437&n2=2108
[32] Draig ffynci (2007) Pam Fod Oed Pobl Yn Mynd Fyny Ddim Lawr http://www.funkydragon.org/cy/fe/page.asp?n1=1437&n2=2108

The 2006 report into young people's participation found that national initiatives and policy had led to a significant increase in awareness of participation across education and other youth support services. Estyn reported that:

In the best cases, young people are involved in whole school developments to increase participation, and take part in the development of innovative teaching and learning strategies… However, overall providers do not plan strategically to include young people in decision-making. Therefore, the involvement of young people is often not managed well at a senior level.

The 2007 report into children's participation in decision-making stated that:

Pupil participation is central to any kind of education. Good teaching involves interacting with and listening to learners. Where learners are passive, they are not involved or participating. This means that teaching, and also often standards, are poor.

The report recommended that *'all involved understand the widest meaning of 'participation' and that all staff understand that everyone is responsible for planning for implementing participation in the school and that participation is an everyday process rather than a one-off event that only happens from time to time'.*

In 2008, Estyn produced a further report entitled *Having Your Say – Young People, Participation and School Councils*[30].

The report found that school councils have had some influence on deciding how their schools are run. However, the impact of the school council is significant in only a few schools. In the majority of schools, the impact of the school council is limited to influencing decisions about practical arrangements, such as matters about school uniform, toilet facilities and meal options. Estyn recommended that schools need to engage all pupils more broadly in decisions about self-evaluation, school improvement and teaching and learning.

Funky Dragon research

In 2007, Funky Dragon, the Children and Young People's Assembly for Wales wrote two reports for the United Nations Committee on the Rights of the Child. The first report was called *Our Rights, Our Story*[31] in which Funky Dragon consulted with over 12,000 children aged 11-18 and over 2,000 children aged 7-10 in Wales for the report, *Why do people's ages go up instead of down?*[32] The *Our Rights, Our Story* report found that: *Young people want to be involved in running their school, as seen with the engagement of young people in school councils. Where schools provide these opportunities for engagement and development it benefits both the school and the pupils.*

[30] Estyn (2008) Having your say – Young People Participation and school councils http://estyn.co.uk/ThematicReports/0208_Having_your_say_young_people_participation_and_school_councils.pdf
[31] Funky Dragon (2007) Our rights, our story http://www.funkydragon.org/en/fe/page.asp?n1=1437&n2=2108
[32] Funky Dragon (2007) Why do people's ages go up and not down? http://www.funkydragon.org/en/fe/page.asp?n1=1437&n2=2108

Awgrymodd yr adroddiad y *dylai pobl ifanc fod yn rhan o ddylunio dulliau gwahanol o ddysgu, ac y dylid ymgynghori â hwy i weld sut maen nhw'n dysgu orau – fel bod modd iddyn nhw gyfranogi'n llawn a chyflawni hyd eithaf eu potensial.*

A

- *Bod ysgolion yn gweithio gyda disgyblion er mwyn dylunio a gweithredu 'polisïau ymddygiad mwy llwyddiannus ac effeithiol, a bod y rhain yn cael eu monitro a'u gwerthuso'n rheolaidd i sicrhau eu heffeithiolrwydd*

Canfu adroddiad y Ddraig Ffynci, *Pam fod oed pobl yn mynd fyny, ddim lawr?* gyda phlant 7-11 oed mai:

Dim ond 18% o blant sy'n mwynhau'r dysgu yn yr ysgol, ac maen nhw'n amlygu diffyg amrywiaeth a diddordeb yn eu gwersi. Mae angen rhoi sylw i sut gellir datblygu gwersi i'w gwneud yn fwy deniadol a difyr. Mae plant yn dilyn cwricwlwm Cymraeg pendant iawn, ond dylid ystyried gwahanol arddulliau dysgu megis effeithiau cadarnhaol dysgu'r hunan.

Ymchwil arall ar farn plant ynghylch gwella dysgu

Awstralia

Yn 2005, cyhoeddodd Comisiwn Plant a Phobl Ifanc New South Wales adroddiad[33] ar farn plant ynghylch sut mae gwella dysgu. Nododd y plant yn yr adroddiad hwnnw'r meysydd canlynol fel y pethau a fyddai'n gwella ysgolion:

- *Athrawon cyfeillgar a pharchus*
- *Strategaethau dysgu ac addysgu oedd yn cynnal diddordeb*
- *Dewisiadau cwricwlwm hyblyg ac amrywiol*
- *Rheolau teg a chymhwyso sancsiynau'n deg*
- *Cyfleusterau ysgol*
- *Oedolion gofalgar yn yr ysgol i helpu i gefnogi pobl ifanc*

Y Deyrnas Unedig

Mae'r Athro Jean Rudduck yn ymchwilydd blaenllaw ym maes llais disgyblion a'u cynnwys. Mae wedi nodi bod llais disgyblion sydd wedi datblygu yn ystod y blynyddoedd diweddar yn rhywbeth a fydd yn parhau'n bwysig mewn ysgolion, ac mae hi'n dadlau bod nifer o effeithiau allweddol yn sgîl dod i gysylltiad â llais disgyblion ar gyfer athrawon, yn cynnwys:

- *Gwell cysylltiadau â'r ysgol a dysgu*
- *Gweld pethau cyfarwydd o ongl wahanol*
- *Gwell dealltwriaeth o fewnwelediad a galluoedd pobl ifanc*
- *Sail ar gyfer datblygu egwyddorion ac arferion democrataidd*
- *Dull mwy o cynhwysol o hunan-adolygu yn yr ysgol*

Mae Rudduck yn dadlau bod manteision i'r disgyblion yn ogystal, sy'n cynnwys:

- *Cyfleoedd i drafod pethau sy'n bwysig i chi yn yr ysgol*
- *Teimlo eich bod yn cael eich parchu, yn cael gwrandawiad ac yn cael eich cymryd o ddifri*
- *Teimlo eich bod yn perthyn ac yn gallu gwneud gwahaniaeth i sut mae pethau'n cael eu gwneud*
- *Chwarae rhan, deall mwy a bod â mwy o reolaeth ar eich dysgu*

[33] New South Wales Commission for Children and Young People (2005) Children and young people speak about education http://www.kids.nsw.gov.au/uploads/documents/education.pdf (Saesneg yn unig)

The report suggested that *young people are involved in designing different methods of learning, and are consulted as to how they learn best – so as they are able to participate fully and achieve to their fullest potential.*

And

- *That schools work with pupils in order to design and implement more successful and effective 'behaviour policies', and that these are monitored and evaluated regularly to ensure their effectiveness.*

The Funky Dragon report, *Why do people's ages go up and not down?* with 7-11 year olds found that:

Only 18% of children enjoy the learning aspect of school and highlight a lack of variation and interest in their lessons. Attention needs to be given to addressing how lessons can be developed to make them more appealing and engaging. Children follow a strict Welsh curriculum but consideration should be given to different learning styles such as the positive effects of self learning.

Other research on children's views on improving learning

Australia

In 2005, the New South Wales Commission for Children and Young People published a report[33] about the views of children on how to improve learning. The children in that report identified the following areas as the things that would improve schools:

- *Friendly and respectful teachers*
- *Engrossing teaching and learning strategies*
- *Flexible and diverse curriculum choices*
- *Fair rules and application of sanctions*
- *School facilities*
- *Caring adults at school to help support young people*

United Kingdom

A leading researcher in the area of pupil voice and engagement is Professor Jean Rudduck. She has identified that pupil voice which has developed in recent years is something that will remain important in schools and she argues that there are a number of key impacts of engaging with pupil voice for teachers, including:

- *Enhanced engagement with school and learning*
- *Seeing the familiar from a different angle*
- *A better understanding of young people's insight and capability*
- *A basis for developing democratic principles and practices*
- *A more inclusive approach to school self-review*

Rudduck argues that there are benefits for pupils as well which include:

- *Opportunities to discuss things that matter to you in school*
- *Feeling respected, being listened to and taken seriously*
- *Feeling that you belong and can make a difference to how things are done*
- *Being involved, understanding more and having more control over your learning*

[33] New South Wales Commission for Children and Young People (2005) Children and young people speak about education http://www.kids.nsw.gov.au/uploads/documents/education.pdf

Yn 2005, sefydlwyd prosiect ymchwil[34] a oedd yn archwilio barn disgyblion ar wersi ac ymateb athrawon i sylwadau disgyblion. Nododd y disgyblion yn y prosiect y canlynol fel gwelliannau allweddol roedden nhw am eu gweld yn y gwersi:

- *Addysgu rhyngweithiol*
- *Cysylltu dysgu newydd â rhywbeth cyfarwydd*
- *Cael mwy o annibyniaeth*
- *Dysgu ar y cyd i'w helpu i fynegi eu hunain a datblygu dealltwriaeth*

Canfu'r ymchwil fod yr athrawon a oedd yn gysurus gyda syniadau'r disgyblion yn deall bod y disgyblion yn gwybod beth fyddai'n eu helpu nhw i ddysgu ac yn gwneud awgrymiadau call ar gyfer gwella eu dysgu eu hunain, ac yn aml yn gofyn i'r athrawon estyn arferion y presennol neu'r gorffennol. Fodd bynnag, yr heriau i athrawon yn y prosiect oedd bod ymateb o ddifri i lais disgyblion yn galw am newid cydbwysedd pŵer yn y dosbarth, a'r disgyblion yr oedd angen i'r athrawon glywed ganddynt fwyaf oedd y rhai anoddaf i ddod i gysylltiad â nhw.

Lloegr

Yn 2005, cyhoeddodd Cyngor Addysgu Cyffredinol Lloegr lyfryn o'r enw *Consulting pupils about teaching and learning*[35], a oedd yn crynhoi nifer o brosiectau ymchwil ar draws ysgolion yn Lloegr.

Gwnaeth disgyblion nifer o awgrymiadau ar gyfer gwella addysgu yn y dosbarth, gan gynnwys:

- *Cysylltiad dyfnach â dysgu*
- *Rhoi dysgu yn ei gyd-destun*
- *Meithrin ymdeimlad o asiantaeth a pherchnogaeth*
- *Trefnu cyd-destunau cymdeithasol mwy hwylus ar gyfer dysgu*

Yn 2008, canfu astudiaeth ar arfer effeithiol yn y dosbarth[36] fod athrawon effeithiol yn datblygu hinsawdd ddysgu gadarnhaol trwy ganolbwyntio ar berthnasoedd cadarnhaol yn y dosbarth, amgylchedd golau a threfnus yn y dosbarth, a disgwyliadau clir gan y disgyblion, a bod athrawon mwy effeithiol yn creu hinsawdd gadarnhaol ar gyfer dysgu trwy herio syniadau disgyblion, eu hysbrydoli a bod yn arloesol.

[34] Pupil Voice: Comfortable and uncomfortable learnings for teachers McIntyre, D. Pedder, D. & Rudduck, J. (2005) Research Papers in Education 20 (2) tudalennau 149-168
[35] Cyngor Addysgu Cyffredinol Lloegr (GTCE) (dim dyddiad) – Consulting pupils about teaching and learning http://www.gtce.org.uk/teachers/rft/pup_learn0605/ (Saesneg yn unig)
[36] Day, Christopher et al (2008) Effective Classroom practice A mixed method study of influences and outcomes Full Research Report, ESRC End of Award Report, RES -000-23-1564. Swindon:ESRC

In 2005, a research project[34] was set up which explored pupils' views on lessons and teachers' reactions to pupils' comments. The pupils in the project identified the following as the key improvements they wanted to see in lessons:

- *Interactive teaching*
- *Linking new learning to something familiar*
- *Being given greater independence*
- *Collaborative learning to help them express themselves and develop understandings*

The research found that the teachers who found the pupils' ideas comfortable understood that the pupils knew what would help them learn and made sensible suggestions for improving their own learning and often asked the teachers to extend existing or past practices. However the challenges in the project for teachers were that genuinely responding to pupil voice involved a change in the balance of classroom power and the pupils that teachers most needed to hear from were the most difficult to engage.

England

In 2005, General Teaching Council for England published a booklet entitled *Consulting pupils about teaching and learning*[35], which summarised a number of research projects across schools in England.

Pupils made a number of suggestions for improving classroom teaching, including:

- *Engaging more deeply in learning*
- *Contextualising learning*
- *Fostering a sense of agency and ownership*
- *Arranging social contexts more amenable to learning*

In 2008, a study into effective classroom practice[36] found that effective teachers developed a positive learning climate by focusing on positive classroom relationships, a bright and organised classroom environment, and clear expectations of pupils and more effective teachers created a positive climate for learning by challenging pupils' ideas, inspiring them and being innovative.

[34] Pupil Voice: Comfortable and uncomfortable learnings for teachers McIntyre, D. Pedder, D. & Rudduck, J. (2005) Research Papers in Education 20 (2) pp.149-168
[35] General Teaching Council for England (undated) – Consulting pupils about teaching and learning http://www.gtce.org.uk/teachers/rft/pup_learn0605/
[36] Day, Christopher et al (2008) Effective Classroom practice A mixed method study of influences and outcomes Full Research Report, ESRC End of Award Report, RES -000-23-1564. Swindon:ESRC

Nododd yr astudiaeth hefyd fod athrawon effeithiol yn hybu perthnasoedd cadarnhaol rhwng athrawon a disgyblion, ac yn defnyddio strategaethau canmoliaeth ac adborth i'w cynnal. Roedd athrawon mwy effeithiol hefyd yn canolbwyntio ar feithrin ymddiriedaeth a chynnal parch. Daeth yr adroddiad i'r casgliad bod yr athrawon mwyaf effeithiol yn wybodus, yn arloesol, yn grefftus, yn mwynhau hwyl, yn ofalgar, yn gefnogol ac yn canolbwyntio ar y tasgau a'r disgyblion.

Cymru a Lloegr

Edrychodd prosiect ymchwil ar waith ar 'addysgu cynhwysol' ar draws saith ysgol yng Nghymru a Lloegr[37]. Arweiniodd ymwneud â'r prosiect ymchwil at athrawon yn siarad â phlant am eu profiadau yn y dosbarth a'r hyn roedd y plant yn meddwl oedd yn gynhwysol yn y dosbarth.

Dywedodd y plant fod y canlynol yn bwysig:

- *Cael cyfleoedd i chwarae rhan weithredol*
- *Gallu deall a chadw i fyny gyda'r gwaith*
- *Cael dewisiadau a'u gwneud a*
- *Diddordeb yr athrawon a'u hymateb i farn disgyblion*[38]

Roedd y prosiect yn cynnwys gofyn cwestiynau am ymwneud pobl ifanc â'u dysgu, ac yna cymryd camau priodol o ran trefniadaeth ysgolion, pynciau a gwersi. Roedd hyn yn cynnwys:

- *Gofyn cwestiynau am sut mae ysgol yn addasu i amrywiaeth y boblogaeth ddisgyblion ac yn gweithio gyda hynny,*
- *Canfod yr hyn mae disgyblion yn dod ag ef gyda nhw i'r ysgol, a gweithio gyda hynny, yn hytrach na gweld gwahaniaethau fel diffygion, a*
- *Rhoi sylw i'r ddealltwriaeth sydd gan bobl ifanc o'r ysgol ac addysg, yn hytrach na cheisio cynnwys mwy o bobl ifanc yn arfer presennol yr ysgol yn unig*[39]

[37] Engaging teachers means engaged students http://www.esrcsocietytoday.ac.uk/ESRCInfoCentre/PO/releases/2008/june/teachers.aspx?ComponentId=26857&SourcePageId=25243
[38] Western Mail Research points way to more effective teaching tools Awst 7 2008 www.walesonline.co.uk/news/wales-news/2008/08/07
[39] Engaging teachers means engaged students Http://www.esrcsocietytoday.ac.uk/ESRCInfoCentre/PO/releases/2008/june/teachers.aspx?ComponentId=26857&SourcePageId=25243

The study also identified that effective teachers promoted positive teacher-pupil relationships and use praise and feedback strategies to maintain those relationships. More effective teachers also focused on engendering trust and maintaining respect. The report concluded that the most effective teachers are knowledgeable, innovative, skilful, fun-loving, caring, supportive task and pupil centred.

Wales and England

An action research project looked at 'inclusive teaching' across seven schools in Wales and England[37]. Involvement in the research project led to teachers talking with children about their experiences in the classroom and what the children felt is inclusive in the classroom.

Children said that the following were important:

- *Having opportunities for active involvement*
- *Being able to understand and keep up with the work*
- *Having and making choices and*
- *Teacher interest and responsiveness to pupil views*[38]

The project involved asking questions about the engagement of young people in their learning and then taking appropriate action in terms of the organisation of schools, subjects and lessons. This includes:

- *Asking questions about how a school adapts to and works with the diversity of its student population,*
- *Finding out about, and working with, what pupils bring with them to school rather than viewing differences in terms of deficits, and*
- *Taking account of the understandings that young people have of school and education, rather than seeking only to engage more young people in existing school practice*[39]

[37] Engaging teachers means engaged students http://www.esrcsocietytoday.ac.uk/ESRCInfoCentre/PO/releases/2008/june/teachers.aspx?ComponentId=26857&SourcePageId=25243
[38] Western Mail Research points way to more effective teaching tools Aug 7 2008 www.walesonline.co.uk/news/wales-news/2008/08/07
[39] Engaging teachers means engaged students Http://www.esrcsocietytoday.ac.uk/ESRCInfoCentre/PO/releases/2008/june/teachers.aspx?ComponentId=26857&SourcePageId=25243

6

Cysylltiadau
Links

Cysylltiadau Eraill / Cysylltiadau ar gyfer darllen pellach

Cymru

Y Ddraig Ffynci

Datganiad Cenhadaeth

Sefydliad a arweinir gan gyfoedion yw'r Ddraig Ffynci – Cynulliad Plant a Phobl Ifanc Cymru. Ein nod yw rhoi cyfle i bobl ifanc 0-25 oed gael clywed eu llais ar faterion sy'n effeithio arnyn nhw. Mae'r cyfle i gyfranogi a chael gwrandawiad yn hawl sylfaenol o dan Gonfensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn. Bydd y Ddraig Ffynci'n ceisio cynrychioli ystod mor eang â phosib a gweithio gyda'r bobl sy'n gwneud penderfyniadau i gyflawni newid.

Prif dasgau'r Ddraig Ffynci yw sicrhau bod barn plant a phobl ifanc yn cael ei chlywed, yn enwedig gan Lywodraeth Cynulliad Cymru, a chefnogi cyfranogiad mewn gwneud penderfyniadau ar lefel genedlaethol.

Adroddiadau'r Ddraig Ffynci i Bwyllgor y Cenhedloedd Unedig ar Hawliau'r Plentyn.

- Draig ffynci (2008) *Ein Hawliau Ni, Ein Stori Ni* http://www.funkydragon.org/cy/fe/page.asp?n1=1437&n2=2108
- Draig ffynci (2007) *Pam Fod Oed Pobl Yn Mynd Fyny Ddim Lawr* http://www.funkydragon.org/cy/fe/page.asp?n1=1437&n2=2108

Llywodraeth Cynulliad Cymru

1. Pecynnau Offer Gwrando ar Ddysgwyr

Mae'r pecynnau offer ymgynghori Gwrando ar Ddysgwyr yn rhan bwysig o ymrwymiad Llywodraeth Cynulliad Cymru i wrando ar ddysgwyr a rhoi sylw i'w barn.

Lluniwyd y pecynnau offer ar gyfer defnydd gan uwch reolwyr, athrawon a llywodraethwyr ysgol i ymgynghori â disgyblion mewn lleoliad ysgol. Rhai o fanteision ymgynghori â disgyblion yw bod:

- Disgyblion yn rhan o'r broses o wella'r ysgol gyfan
- Modd diwallu anghenion dysgu unigolion
- Adborth dysgwyr yn ychwanegu at eich sylfaen o dystiolaeth

Defnyddiwyd y deunyddiau yn y pecynnau offer hyn i gasglu barn disgyblion yng nghyswllt trefniadau cwricwlwm ac asesu eu hysgol. Fodd bynnag, gellir eu haddasu i gasglu barn pobl ifanc ar unrhyw nifer o bynciau neu faterion y gallai ysgol ddymuno eu harchwilio.

- Llywodraeth Cynulliad Cymru (2006) *Gwrando ar ddysgwyr: pecynnau ymgynghori* http://wales.gov.uk/topics/educationandskills/curriculumassessment/listeningtolearners/?skip=1&lang=cy

Other Links / Links for further reading

Wales

Funky Dragon

Mission statement

Funky Dragon – the Children and Young People's Assembly for Wales – is a peer-led organisation. Our aim is to give 0-25 year olds the opportunity to get their voices heard on issues that affect them. The opportunity to participate and be listened to is a fundamental right under the United Nations Convention Rights of the Child. Funky Dragon will try to represent as wide a range as possible and work with decision-makers to achieve change.

Funky Dragon's main tasks are to make sure that the views of children and young people are heard, particularly by the Welsh Assembly Government, and to support participation in decision-making at national level.

Reports of Funky Dragon to the United Nations Committee on the Rights of the Child.

- Funky Dragon (2007) *Our rights, our story* http://www.funkydragon.org/en/fe/page.asp?n1=1437&n2=2108
- Funky Dragon (2007) *Why do people's ages go up and not down?* http://www.funkydragon.org/en/fe/page.asp?n1=1437&n2=2108

Welsh Assembly Government

1. Listening to Learners Toolkits

The Listening to learners consultation toolkits are an important part of the Welsh Assembly Government's commitment to listen to learners and take account of their views.

The toolkits are designed for use by senior managers, teachers and school governors to consult with pupils within a school setting. Some of the benefits of consultation with pupils are:

- Pupils are engaged in the process of whole school improvement
- The learning needs of individuals can be met
- Feedback from learners adds to your evidence base

The materials in these toolkits were used to obtain the views of pupils in relation to the curriculum and assessment arrangements within their school. They can, however, be adapted to gain the views of young people on any number of topics or issues a school may wish to explore.

- Welsh Assembly Government (2006) *Listening to Learners* http://new.wales.gov.uk/topics/educationandskills/curriculumassessment/listeningtolearners/?lang=en

2. Gwefan Cynghorau Ysgol

Gwefan Llywodraeth Cynulliad Cymru sy'n cynnwys gwybodaeth ar gyfer aelodau cynghorau ysgol cynradd ac uwchradd. Mae hefyd yn cynnwys gwybodaeth ar gyfer athrawon a llywodraethwyr.

http://www.schoolcouncilswales.org.uk/

3. Fframwaith Effeithiolrwydd Ysgolion

Datblygwyd y Fframwaith Effeithiolrwydd Ysgolion gan Lywodraeth Cynulliad Cymru ar y cyd â rhanddeiliaid allweddol.

Mae'n cyflwyno'r weledigaeth ac amserlen weithredu ar gyfer rhoi Effeithiolrwydd Ysgolion a seiliwyd ar ddiwygiadau ar dair lefel ar waith. Diwygiadau ar dair lefel yw'r gymuned addysg gyfan (ysgolion, awdurdodau lleol, a Llywodraeth y Cynulliad) yn gweithio ar y cyd ochr yn ochr â'i gilydd. Mae'r Fframwaith yn disgrifio'r nodweddion allweddol y mae eu hangen i adeiladu ar arfer da presennol a gwella dysgu a lles plant a phobl ifanc ledled Cymru, a chyfraniad pob partner i sicrhau hynny.

Dolen – http://wales.gov.uk/topics/educationandskills/publications/guidance/schooleffectivenessframework/?skip=1&lang=cy

4. Menter Addysgeg

Arferion Effeithiol wrth Ddysgu ac Addysgu – Ffocws ar Addysgeg
Y ddogfen hon yw'r cam cyntaf tuag at adeiladu gweledigaeth a rennir ar gyfer addysgu llwyddiannus a dysgu effeithiol ar draws pob cyfnod a sector addysg yng Nghymru.

Bydd ymarferwyr sy'n ymroddedig i ddatblygu eu harfer proffesiynol yn dymuno datblygu eu gwybodaeth am addysgeg. Mae'r ddogfen hon yn darparu sail i ymarferwyr gymryd rhan mewn trafodaeth a rhannu arfer addysgeg da.

http://wales.gov.uk/docs/dcells/publications/090428Pedagogycy.pdf

5. Safonau Cyfranogiad Cenedlaethol ar gyfer Plant a Phobl Ifanc

Mae agwedd Llywodraeth Cynulliad Cymru at gyfranogiad plant a phobl ifanc wedi'i seilio ar yr egwyddorion a grisialwyd yng Nghonfensiwn y CU ar hawliau'r plentyn. Mae Erthygl 12 yn cyflwyno hawl pob plentyn a pherson ifanc i fynegi barn ac i'r farn honno gael ei hystyried mewn unrhyw fater neu weithdrefn sy'n effeithio arnyn nhw.

Er mwyn symud cyfranogiad ymlaen ar lefel genedlaethol yng Nghymru, mae Llywodraeth Cynulliad Cymru'n cefnogi Consortiwm Cyfranogiad sydd wedi'i hwyluso gan Achub y Plant Cymru ac sy'n cynnwys cynrychiolwyr o sefydliadau ymbarel i blant a phobl ifanc ledled Cymru.

http://wales.gov.uk/dcells/news/educationskillsnews/2007/natstandardsparticipation/natstandardsyoungpeople.pdf?lang=cy

2. School Councils website

A Welsh Assembly Government website containing information for primary and secondary school council members. Also contains information for teachers and governors.

http://www.schoolcouncilswales.org.uk/

3. School Effectiveness Framework

The School Effectiveness Framework has been developed by the Welsh Assembly Government in collaboration with key stakeholders.

It sets out the vision and an implementation schedule for putting School Effectiveness based on tri-level reform into action. Tri-level reform is the whole of the education community (schools, local authorities and the Assembly Government) working collaboratively and in alignment. The Framework describes the key characteristics required to build on existing good practice and improve children's and young people's learning and wellbeing throughout Wales, and each partner's contribution to securing that.

Link – http://wales.gov.uk/topics/educationandskills/publications/guidance/schooleffectivenessframework/?lang=en

4. Pedagogy Initiative

Effective Practice in Learning and Teaching – a Focus on Pedagogy
This document is the first step towards building a shared vision for successful teaching and effective learning across all phases and sectors of education in Wales.

Practitioners committed to developing their professional practice will want to develop their knowledge of pedagogy. This document provides the basis for practitioners to engage in discussion and share good pedagogical practice.

http://wales.gov.uk/docs/dcells/publications/090428Pedagogycy.pdf

5. National Participation Standards for Children and Young People

The Welsh Assembly Governments approach to children and young people's participation is based on the principles enshrined in the UN Convention on the rights of the child. Article 12 sets out the right of all children and young people to express an opinion and to have that opinion taken into account in any matter or procedure which affects them.

In order to take forward participation at a national level in Wales, the Welsh Assembly Government supports a Participation Consortium which is facilitated by Save the Children Cymru and involves representatives from children and young people's umbrella organisations throughout Wales.

http://wales.gov.uk/dcells/news/educationskillsnews/2007/natstandardsparticipation/natstandardsyoungpeople.pdf?lang=en

6. Gwasanaethau cwnsela yn yr ysgol

Nod Llywodraeth Cynulliad Cymru yw sicrhau bod darpariaeth gwnsela ar gael i bob disgybl ysgol, gan roi hyder iddynt y bydd eu hanghenion yn cael eu clywed ac yn derbyn sylw.

Mae'r ddogfen hon yn cyflwyno strategaeth Llywodraeth Cynulliad Cymru ar gyfer datblygu gwasanaethau cwnsela o safon uchel yn yr ysgol ar gyfer plant a phobl ifanc.

http://wales.gov.uk/topics/educationandskills/publications/guidance/counsellingservicesstrategy/?skip=1&lang=cy

Rhwydwaith Gweithwyr Cyfranogiad Cymru

Gwasanaeth newydd AM DDIM yw Rhwydwaith Gweithwyr Cyfranogiad Cymru ar gyfer gweithwyr a sefydliadau sydd â diddordeb mewn cyfranogiad neu sy'n mynd ati i hyrwyddo cyfranogiad yn eu gwaith gyda phlant a phobl ifanc.

http://www.participationworkerswales.org.uk/about-us?diablo.lang=cym

Estyn

Estyn yw swyddfa Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru. Rydym ni'n wasanaeth arolygu annibynnol, dan arweiniad Prif Arolygydd Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru.

Mae Estyn wedi cynhyrchu nifer o adroddiadau ar gyfranogiad disgyblion, yn cynnwys:

Arolygu cyfranogiad – Mapio'r Fframwaith Arolygu Cyffredin yn erbyn Safonau Cyfranogiad Cenedlaethol Cymru ar gyfer Plant a Phobl Ifanc (Chwefror 2009).

http://www.estyn.gov.uk/publications/cy_inspecting_participation_mapping_the_cif_against_ncypp_february_2009.pdf

Estyn (2008) *Dweud eich dweud – Pobl Ifanc, Cyfranogiad a chynghorau ysgol.*

http://estyn.co.uk/ThematicReports/0208_Having_your_say_young_people_participation_and_school_councils.pdf

Estyn (2007) *Cyfranogiad plant a phobl ifanc mewn materion gwneud penderfyniadau lleol sy'n effeithio ar eu bywydau.*

http://www.estyn.gov.uk/publications/Remit_report_Decision_making.pdf

Estyn (2006) *Cyfranogiad pobl ifanc mewn gwneud penderfyniadau.*

http://www.estyn.gov.uk/publications/Young_Peoples_remit_report.pdf

6. School based counselling services

The Welsh Assembly Government's goal is to have counselling provision available to all school pupils giving them confidence that their needs will be heard and addressed.

This document sets out the Welsh Assembly Government's strategy for developing school-based counselling services for children and young people that are of a high standard.

http://wales.gov.uk/topics/educationandskills/publications/guidance/counsellingservicesstrategy/?lang=en

Participation Workers' Network for Wales

Participation Workers Network Wales The PWNW (Participation Workers' Network for Wales) is a new FREE service for workers and organisations that are interested in or actively promote participation in their work with children and young people.

http://www.participationworkerswales.org.uk/about-us

Estyn

Estyn is the office of Her Majesty's Inspectorate for Education and Training in Wales. We are an independent inspection service, led by Her Majesty's Chief Inspector of Education and Training in Wales.

Estyn have produced a number of reports into pupil participation including:

Mapping the common inspection framework against the National Children and Young People's Standards for Participation (2009).

http://www.estyn.gov.uk/publications/inspecting_participation_mapping_the_cif_against_ncypp_february_2009.pdf

Estyn (2008) *Having your say – Young People Participation and school councils.*

http://estyn.co.uk/ThematicReports/0208_Having_your_say_young_people_participation_and_school_councils.pdf

Estyn (2007) *Participation of children and young people in local decision-making issues that affect their lives.*

http://www.estyn.gov.uk/publications/Remit_report_Decision_making.pdf

Estyn (2006) *Young people's participation in decision making.*

http://www.estyn.gov.uk/publications/Young_Peoples_remit_report.pdf

Deunyddiau y cyfeiriwyd atynt yn adran 5

- Engaging teachers means engaged students Http://www.esrcsocietytoday.ac.uk/ESRCInfoCentre/PO/releases/2008/june/teachers.aspx?ComponentId=26857&SourcePageId=25243
- What Makes a good local school for every child? Mary James http://www.teachers.org.uk/resources/word/MaryJames.doc
- Teaching and Learning Research Programme (2006) *Improving teaching and learning in Schools* http://www.tlrp.org/pub/documents/TLRP_Schools_Commentary_FINAL.pdf
- General Teaching Council for England (undated) - *Consulting pupils about teaching and learning* http://www.gtce.org.uk/teachers/rft/pup_learn0605/
- Day, Christopher et al (2008) *Effective Classroom practice A mixed method study of influences and outcomes* Full Research Report, ESRC End of Award Report, RES -000-23-1564. Swindon:ESRC
- Whitehead, J & Clough, N. (2004) Pupils the forgotten partners in Education Action Zones *Journal of Education Policy* Vol. 19, N.2.
- *Pupil Voice: Comfortable and uncomfortable learnings for teachers McIntyre,* D. Pedder, D. & Rudduck, J. (2005) Research Papers in Education 20 (2) pp.149-168
- New South Wales Commission for Children and Young People (2005) *Children and young people speak about education* http://www.kids.nsw.gov.au/uploads/documents/education.pdf
- *Pupil Voice is here to stay* – Professor Jean Rudduck-http://www.qcda.gov.uk/6132.aspx
- York Consulting (2008) *Children and Young People's Participation in Wales*

Y tu hwnt i Gymru

Rhaglen Rights Respecting Schools UNICEF

Mae UNICEF yn y DU yn arloesi menter o'r enw Gwobr Rights Respecting Schools (RRSA), sy'n annog ysgolion i wneud Confensiwn y CU ar Hawliau'r Plentyn (CCUHP) yn ganolog i'w hethos a'u cwricwlwm.

http://www.unicef.org.uk/tz/teacher_support/rrs_award.asp

http://rrsa.unicef.org.uk/

Rhyngwladol

- Confensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn (1989) http://www2.ohchr.org/english/law/crc.htm
- Pwyllgor y Cenhedloedd Unedig ar Hawliau'r Plentyn (2001) Sylw Cyffredinol ar Addysg http://www.unhchr.ch/tbs/doc.nsf/(symbol)/CRC.GC.2001.1.En?OpenDocument
- Pwyllgor y Cenhedloedd Unedig ar Hawliau'r Plentyn (2009) Sylw Cyffredinol ar yr hawl i gael gwrandawiad http://www2.ohchr.org/english/bodies/crc/docs/AdvanceVersions/CRC-C-GC-12.doc

Materials referenced in section 5

- Engaging teachers means engaged students Http://www.esrcsocietytoday.ac.uk/ESRCInfoCentre/PO/releases/2008/june/teachers.aspx?ComponentId=26857&SourcePageId=25243
- What Makes a good local school for every child? Mary James http://www.teachers.org.uk/resources/word/MaryJames.doc
- Teaching and Learning Research Programme (2006) *Improving teaching and learning in Schools* http://www.tlrp.org/pub/documents/TLRP_Schools_Commentary_FINAL.pdf
- General Teaching Council for England (undated) – *Consulting pupils about teaching and learning* http://www.gtce.org.uk/teachers/rft/pup_learn0605/
- Day, Christopher et al (2008) *Effective Classroom practice A mixed method study of influences and outcomes* Full Research Report, ESRC End of Award Report, RES -000-23-1564. Swindon:ESRC
- Whitehead, J & Clough, N. (2004) Pupils the forgotten partners in Education Action Zones *Journal of Education Policy* Vol. 19, N.2.
- *Pupil Voice: Comfortable and uncomfortable learnings for teachers McIntyre,* D. Pedder, D. & Rudduck, J. (2005) Research Papers in Education 20 (2) pp.149-168
- New South Wales Commission for Children and Young People (2005) *Children and young people speak about education* http://www.kids.nsw.gov.au/uploads/documents/education.pdf
- *Pupil Voice is here to stay* – Professor Jean Rudduck http://www.qcda.gov.uk/6132.aspx
- York Consulting (2008) *Children and Young People's Participation in Wales*

Beyond Wales

UNICEF Rights Respecting Schools Programme

UNICEF UK is pioneering an initiative called the Rights Respecting School Award (RRSA), which encourages schools to place the UN Convention on the Rights of the Child (CRC) at the heart of its ethos and curriculum.

http://www.unicef.org.uk/tz/teacher_support/rrs_award.asp

http://rrsa.unicef.org.uk/

International

- United Nations Convention on the Rights of the Child (1989) http://www2.ohchr.org/english/law/crc.htm
- United Nations Committee on the Rights of the Child (2001) General Comment on Education http://www.unhchr.ch/tbs/doc.nsf/(symbol)/CRC.GC.2001.1.En?OpenDocument
- United Nations Committee on the Rights of the Child (2009) General Comment on right to be heard http://www2.ohchr.org/english/bodies/crc/docs/AdvanceVersions/CRC-C-GC-12.doc

7

Rhagor o wybodaeth
More information

Rhagor o wybodaeth am y prosiect

Cyfnod 1

Dechreuodd ein gwaith ar y thema hon yn Eisteddfod yr Urdd ym mis Mai 2008. Bu tri chant o blant a phobl ifanc yn cymryd rhan mewn amrywiaeth o weithgareddau ynghylch sut gellid gwella eu profiad yn yr ysgol, gan fod hynny wedi cael ei nodi yn y cyfnod pleidleisio cychwynnol fel maes dysgu yr oedd plant eisiau i ni ei archwilio.

Isod ceir rhai enghreifftiau o'r gweithgareddau y buon ni'n eu cynnal:

NOD: Archwilio beth roedd plant a phobl ifanc yn teimlo oedd yn gwneud athrawon da.
GWEITHGAREDD: Gofynnwyd i blant feddwl beth roedden nhw'n teimlo oedd yn gwneud athrawon da. Gallen nhw dynnu ar eu profiad eu hunain o gael athrawon da, neu feddwl am unrhyw ddisgwyliadau a allai fod ganddynt o ran athrawon da. Rhoddwyd templed o ffigur iddyn nhw, ac yna gofyn iddyn nhw ysgrifennu geiriau a thynnu lluniau ar y templed ac o'i amgylch i ddisgrifio'r hyn roedden nhw'n credu oedd yn gwneud athro da/athrawes dda.

NOD: Archwilio beth roedd plant a phobl ifanc yn meddwl oedd yn gwneud gwers wych.
GWEITHGAREDD: Gofynnwyd i'r plant a'r bobl ifanc feddwl am beth roedden nhw'n teimlo oedd yn creu gwers wych. Eto, gallen nhw dynnu ar eu profiad personol eu hunain neu ddweud beth roedden nhw'n ei ddisgwyl. Wedyn gofynnwyd iddyn nhw benderfynu ar y tri pheth pennaf yr oedd eu hangen ar gyfer y wers. Rhoddwyd tri darn siâp seren o gerdyn iddyn nhw, a gofyn iddyn nhw roi eu syniadau ar y sêr yma. Roedd llawer o ddeunyddiau ar gael ar eu cyfer er mwyn addurno'r tair prif seren.

NOD: Canfod beth sy'n werthfawr i blant a phobl ifanc yn eu hysgol, a beth maen nhw'n meddwl bod eu hysgol yn ei wneud yn dda.
GWEITHGAREDD: Gofynnwyd i'r plant a'r bobl ifanc feddwl am beth mae eu hysgol yn ei wneud yn dda, yn eu barn nhw, a pham mae'n haeddu gwobr. Rhoddwyd tystysgrifau seren aur wedi'u paratoi iddyn nhw, a gofyn iddyn nhw lenwi manylion y gwobrau ar gyfer eu hysgol.

Dechreuodd themâu clir ddod i'r amlwg o'r wybodaeth a gasglwyd ac yn yr Eisteddfod Genedlaethol ym mis Awst 2008 fe wnaethon ni ddechrau gofyn i fwy o blant a phobl ifanc oedden nhw'n cytuno â'r themâu, allen nhw eu rhoi yn nhrefn pwysigrwydd, ac a fydden nhw'n rhoi unrhyw syniadau neu sylwadau pellach i ni. Pleidleisiodd y 239 a gymerodd ran fel hyn:

Themâu	Nifer
Trin pawb yn deg	167
Gwneud gwersi'n ddiddorol	97
Eich helpu chi, pan fyddwch chi'n cael bod y gwaith yn anodd	93
Gwrando ar blant	81
Bod yn hawdd siarad â nhw, bod yno pan fydd eu hangen nhw arnoch chi	55
Bod yn glên, ond gofalu bod pawb yn ymddwyn yn iawn	52
Bod yn dda am esbonio beth mae angen i chi wneud	50
Dweud wrthych chi pan fyddwch chi'n gwneud yn dda	50
Hoffi bod yn athro/athrawes mewn gwirionedd	40
Bod yn berson da, rhywun gallwch chi eu hedmygu	32

More information about the project

Stage 1

Our work on this theme began at the Urdd Eisteddfod in May 2008. Three hundred children and young people took part in a range of activities about how their school experience could be improved, as this had been indicated in the initial voting period as an area of learning that children wanted us to explore.

Below are some examples of activities we carried out:

AIM: To explore what children and young people felt made a good teacher.
ACTIVITY: Children were asked to think about what they felt made a good teacher. They could draw from their own experience of having a good teacher or could think of any expectations they might have for somebody to be a good teacher. They were given a template of a figure and then asked to write words and draw pictures on and around the template to describe what they believed made a good teacher.

AIM: To explore what children and young people thought made a great lesson.
ACTIVITY: Children and young people were asked to think about what they felt made a great lesson. Again they could draw from their own personal experience or say what they expected. They were then asked to decide on the top three things that were needed for this lesson. They were given three star shaped pieces of card and asked to put their thoughts on these stars. They had access to lots of materials to embellish their top three stars.

AIM: To find out what children and young people value in their school and what they think their school does well.
ACTIVITY: Children and young people were asked to think about what, in their opinion, their school does well and why it deserves an award. They were given prepared gold star certificates and asked to fill in the awards for their school.

Clear themes began to emerge from the information collated and at the National Eisteddfod in August 2008 we began asking more children and young people if they agreed with the themes, to rank them according to importance and to give us any further ideas or comments. The 239 who took part voted as follows:

Themes	Count
Treat everyone fairly	167
Make lessons interesting	97
Help you, when you are finding work hard to do	93
Listen to children	81
Be easy to talk to, be there when you need them	55
Be nice but get everyone to behave	52
Be good at explaining what you need to do	50
Tell you when you are doing well	50
Really like being a teacher	40
Be a good person, someone you can look up to	32

Cyfnod 2

Bellach roedd gennym ni rai negeseuon allweddol gan blant a phobl ifanc i weithio gyda nhw, ond roedd angen i ni wybod rhagor o fanylion o ran barn plant a phobl ifanc amdanyn nhw. Fe wnaethon ni gynnal 11 gweithdy arall gyda 100 o blant a phobl ifanc o bob rhan o Gymru, oedd yn dod o amrywiaeth o gefndiroedd, yn cynnwys disgyblion ysgolion uwchradd, plant oedd wedi'u gwahardd, plant oedd yn derbyn gofal a phlant a phobl ifanc anabl. Buon ni hefyd yn edrych ar beth roedd bron 150 o ofalwyr ifanc wedi dweud am eu haddysg yn ystod prosiect arall a gwblhawyd ar ran y swyddfa hon[40].

Ym mhob gweithdy dwy awr fe wnaethon ni gychwyn trwy esbonio pam roedden ni yno, gan gynnwys egluro pwy oedd Comisiynydd Plant Cymru a beth oedd cefndir y prosiect. Cytunwyd ar reolau sylfaenol gyda'r grŵp o'r cychwyn ynghylch agweddau fel cyfrinachedd, ymddygiad, rhannu gwybodaeth, derbyn mai gweithgaredd gwirfoddol oedd hwn ac nad oedd rhaid cyfrannu os oeddech chi'n teimlo'n anghyfforddus a sut bydden ni'n delio ag unrhyw faterion Amddiffyn Plant petaen nhw'n cael eu datgelu. Wedyn cynhaliwyd nifer o weithgareddau i archwilio eu profiadau o'r ysgol a dysgu ac i gasglu eu barn ar y negeseuon allweddol gan blant a phobl ifanc. Dyma rai enghreifftiau:

Cylch Agoriadol

NOD: Ceisio cael y grŵp i ymlacio a dechrau meddwl yn gyffredinol am eu profiadau o ddysgu.
GWEITHGAREDD: Gofynnwyd i'r grŵp sefyll neu eistedd mewn cylch. Wedyn gofynnwyd iddyn nhw fynd o amgylch y cylch, gan roi eu henw ac un gair bydden nhw'n ei ddefnyddio i ddisgrifio dysgu.

Salad ffrwythau

NOD: Ceisio cael y grŵp i ymlacio trwy symud o gwmpas a dechrau meddwl yn gyffredinol am eu profiadau o ddysgu.
GWEITHGAREDD: Eisteddodd y grŵp mewn cylch ar gadeiriau. Roedd angen i un person sefyll yng nghanol y cylch, fel bod eu cadair yn cael ei thynnu allan. Wedyn gofynnwyd i'r person yna ddweud rhywbeth am eu dysgu, ac os oedd pobl eraill wedi profi'r un peth neu'n cytuno, roedd angen iddyn nhw godi a symud i gadair arall o fewn y cylch. Y person olaf i eistedd oedd yn gorfod cymryd y tro nesaf.

Patrwm Ymddwyn yn erbyn Athrawon Da

NOD: Archwilio beth rydyn ni'n ei olygu wrth batrwm ymddwyn ac athrawon da. Penderfynu ydy athrawon da yn gallu bod yn batrwm ymddwyn yn ogystal.
GWEITHGAREDD: Rhannwyd y grwpiau'n grwpiau llai o 3 a rhoi papur fflipsiart, pinnau ysgrifennu a deunyddiau iddyn nhw. Gofynnwyd i rai grwpiau greu person oedd yn batrwm ymddwyn perffaith trwy dynnu ffigur ac ysgrifennu neu dynnu llun y nodweddion roedden nhw'n barnu oedd yn angenrheidiol i fod yn batrwm ymddwyn. Gofynnwyd i'r grwpiau eraill greu athro perffaith/athrawes berffaith, eto gan dynnu llun ffigur ac ysgrifennu a thynnu llun y nodweddion a'r sgiliau roedden nhw'n teimlo oedd yn angenrheidiol i fod yn athro perffaith/athrawes berffaith. Wedyn gofynnwyd i'r grwpiau llai gyflwyno'r hyn roedden nhw wedi ei greu i weddill y cyfranogwyr a thrafod a chymharu eu syniadau.

[40] Bywyd Llawn Gofal, adroddiad Gofalwyr Ifanc 2009 http://www.childcom.org.uk/uploads/publications/138.pdf

Stage 2

We now had some key messages from children and young people to work with but we needed to know in more detail what children and young people thought about them. We ran a further eleven workshops with 100 children and young people from across Wales who were from a variety of backgrounds including secondary schools pupils, excluded, looked after and disabled children and young people. We also looked at what nearly 150 young carers had said about their education during another project carried out on behalf of this office[40].

In each two hour workshop we started by explaining why we were there, including who the Children's Commissioner for Wales was and the background to the project. Ground rules were agreed with the group from the outset to cover aspects such as confidentiality, behaviour, sharing of information, accepting that this was voluntary activity and that you did not have to contribute if you felt uncomfortable and how we would deal any Child Protection issues if disclosed. A number of activities were then run to explore their experiences of school and learning and to gather their views on the key messages from children and young people. These are some examples:

Opening Circle

AIM: To try and get the group to relax and to start thinking generally about their experiences of learning.
ACTIVITY: The group were asked to stand or sit in a circle. They were then asked to go around the circle and say their name and one word they would use to describe learning.

Fruit salad

AIM: To try and get the group to relax by moving around and to start thinking generally about their experiences of learning.
ACTIVITY: The group sat in a circle on chairs. One person needed to stand in the centre of the circle and for their chair to be removed. That person was then asked to say something about their learning and if other people had experienced the same or agreed they needed to get up and move across the circle to another chair. The person who was the last person to sit had to take the next turn.

Role Model versus Good Teacher

AIM: To explore what we mean by a good role model and good teacher. To decide whether good teachers can also be good role models.
ACTIVITY: The groups were split into smaller groups of 3 and given flipchart paper, pens and materials. Some groups were asked to create their perfect role model by drawing a figure and writing or drawing the qualities they considered were needed to become a good role model. The remaining groups were asked to create their perfect teacher, again drawing a figure and writing and drawing the qualities and skills they felt were needed to be a perfect teacher. The smaller groups were then asked to present their creations to the rest of the participants and to discuss and compare their ideas.

[40] Full of Care, Young Carers report 2009 http://www.childcom.org.uk/uploads/publications/138.pdf

Gêm Rhoi Barn

NOD: Archwilio sut mae plant a phobl ifanc yn teimlo am rai o'r negeseuon allweddol yn y prosiect.
GWEITHGAREDD: Rhoddwyd tri arwydd mawr gyda'r geiriau 'Cytuno', 'Anghytuno' a 'Ddim yn gwybod' o amgylch y stafell. Rhoddwyd esboniad ar ddechrau'r gweithgaredd i egluro mai gêm rhoi barn oedd hon, oedd yn golygu bod hawl gan bawb yn y stafell i roi eu barn, fydden nhw ddim yn cael eu barnu ar unrhyw beth ddweden nhw, a gofynnwyd iddyn nhw barchu barn ei gilydd. Darllenwyd datganiadau, wedi'u seilio ar y negeseuon allweddol, un ar y tro, a gofyn i'r cyfranogwyr fynd i sefyll wrth yr arwydd oedd yn adlewyrchu eu barn. Gofynnwyd i'r bobl ifanc roi sylwadau a rhesymau ynghylch pam roedden nhw'n teimlo fel roedden nhw, a chafwyd trafodaeth ar ôl i bob datganiad gael ei ddarllen yn uchel.

Ymarferiad Rhoi mewn Trefn

NOD: Cael y cyfranogwyr i feddwl am beth sy'n angenrheidiol i wneud i ystafell ddosbarth deimlo'n saff.
GWEITHGAREDD: Gofynnwyd i'r grwpiau feddwl am beth sy'n gwneud iddyn nhw deimlo'n saff mewn ystafell ddosbarth. Rhoddwyd papur fflipsiart i'r grwpiau i ysgrifennu eu sylwadau a gofyn iddyn nhw roi yn nhrefn pwysigrwydd y pethau mae eu hangen i gadw'r ystafell ddosbarth yn saff.

Awgrymiadau Gorau

NOD: Canfod beth yw'r pethau pwysicaf i athrawon dan hyfforddiant wybod am addysgu, ym marn plant a phobl ifanc.
GWEITHGAREDD: Mewn grwpiau bach, gofynnwyd i blant a phobl ifanc ystyried beth oedd y pethau angenrheidiol pwysicaf i sicrhau bod eu profiad dysgu cystal ag y gallai fod. Wedyn gofynnwyd iddyn nhw gytuno fel grŵp ar y tri awgrym gorau yr hoffen nhw eu rhoi i athrawon dan hyfforddiant.

O gychwyn y prosiect, roedden ni'n awyddus i rannu'r negeseuon allweddol gydag athrawon ac athrawon dan hyfforddiant. Ar hyd oes y prosiect ac ar wahanol gyfnodau, rydym wedi cwrdd ag athrawon a phenaethiaid i ofyn eu barn ar y negeseuon gan blant a phobl ifanc. Fe wnaethon ni ofyn hefyd beth oedd y ffordd orau o rannu'r negeseuon yma gydag eraill, a sut gallai unrhyw adnodd byddwn ni'n ei gynhyrchu fod yn fwyaf effeithiol.

Cynhaliwyd nifer o gyfarfodydd yn ystod gwanwyn 2009 gyda rhanddeiliaid eraill er mwyn rhoi cefndir y prosiect iddyn nhw a cheisio eu barn ar yr adnodd oedd yn cael ei ddatblygu. Rhestrir rhai o'r bobl y buon ni'n cwrdd â nhw isod:

- Swyddogion Llywodraeth Cynulliad Cymru
- Sefydliadau hyfforddiant cychwynnol i athrawon
- Undebau Athrawon
- Estyn
- Staff Ymgynghorol Awdurdodau Lleol
- Athrawon

Opinion Game

AIM: To explore how children and young people feel about some of the key messages in the project.
ACTIVITY: Three large signs with the words 'Agree', 'Disagree' and 'Don't know' were placed around the room. An explanation was given at the beginning of the activity to explain that this was an opinion game, which meant that everybody in the room was entitled to give their opinion, they would not be judged on anything they said and that they were asked to respect each other's views. Statements, based on the key messages, were read out one at a time and the participants were asked to go and stand by the sign which reflected their view. The young people were asked to give comments and reasons as to why they felt the way they did and discussion followed after each statement was read out loud.

Ranking Exercise

AIM: To get participants to think about what is needed to make a classroom feel safe.
ACTIVITY: The groups were asked to think about what makes them feel safe in a classroom. The groups were given flipchart paper to write down their comments. They were then asked to rank in order of importance what is needed to keep the classroom safe.

Top tips

AIM: To find out what children and young people think are the most important things for trainee teachers to know about teaching.
ACTIVITY: In small groups, children and young people were asked to think about what were the most important things needed to make their learning experience be the best it could be. They were then asked to agree as a group on the top three tips that they would like to give to trainee teachers.

From the outset of the project we were keen to share the key messages with teachers and trainee teachers. Throughout the life of the project and at different stages we have met with teachers and head teachers to ask for their views about the messages from children and young people. We also asked how best to share these messages with others, and how any resource we produce and develop could be most effective.

A number of meetings took place during Spring 2009 with other stakeholders in order to give them a background to the project and seek their views on the developing resource. Some of those we met with are listed below:

- Welsh Assembly Government officials
- Initial teacher training institutions
- Teaching Unions
- Estyn
- Local Authority Advisory staff
- Teachers

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Negeseuon gan blant a phobl ifanc
Messages from children and young people

Negeseuon gan blant a phobl ifanc

1. Mae athrawon da yn deg

"Trin ni i gyd yr un fath"

"Trin pawb yr un fath – nid dim ond cosbi'r rhai sydd ag enw drwg am wneud pethau"

"Trin pawb yn gyfartal"

"Un rheol i un, ac un gwahanol i eraill"

"Peidio â bod â ffefrynnau"

"Peidio â rhoi un rheol i un person ac un gwahanol i rywun arall"

"Rydych chi'n cael eich anfon i'r stafell dawel – er bod eraill ddim am wneud neu ddweud rhywbeth tebyg"

"Gadael i bawb cael tro"

"Sylw i bawb yn y dosbarth"

"(Dyw hi ddim yn deg pan fydd) athrawon yn gofyn i chi ddarllen yn uchel yn y dosbarth os ydyn nhw'n gwybod bod chi'n methu (oherwydd dyslecsia neu rywbeth). Mae'n gwneud i chi deimlo'n fach ofnadwy a bod pobl yn chwerthin am eich pen, ac mae hynny'n annog bwlio"

"Gwrando ar bob ochr"

"Dylai athrawon wrando ar ddwy ochr anghytundeb"

"Dyw hi ddim yn deg bod y dosbarth cyfan yn mynd i drwbwl am rywbeth mae rhywun wedi'i wneud – mae'n gwneud i bobl eisiau bwlio nhw"

"Bod yn deg – peidio â gweiddi ar bobl sydd ddim wedi gwneud unrhyw beth"

"Gofalu bod gennych chi'r stori wir"

"Dylai athrawon ffeindio mas pwy ddechreuodd y ddadl, yn lle beio'r person dwetha welson nhw'n siarad"

"Dyw hi ddim yn deg, weithiau os bydd dadl, bod athro'n beio chi os chi oedd y person dwetha i siarad, achos falle nid chi ddechreuodd e, a falle bod chi jyst yn siarad lan drosoch eich hun neu dros rywun arall – a dyw'r person ddechreuodd e ddim yn cael y bai o gwbl"

"Dim yn rhoi bai ar gam"

"Mae rheolau gwahanol i athrawon ac i ni – mae athrawon yn cael diod yn y dosbarth ac yn defnyddio'u ffonau symudol, ond byddwn ni'n mynd i drwbwl am hynny"

"Ddylai'r biniau ddim bod reit wrth ddesg yr athro – mae'n offeryn pŵer"

"Dim safonau dwbl – ffonau, colur, gwm cnoi (un rheol i athrawon ac un arall i ddisgyblion – mae'n teimlo'n annheg) – peidio â rhagrithio"

"Athrawon yn barnu pobl, oherwydd bod chi'n dod o deulu tlawd rydych chi'n cael eich trin yn wahanol i'r swots a'r bobl y mae eu rhieni nhw'n gweithio yn yr ysgol"

"Mae gan rai athrawon ffefrynnau – dydyn nhw ddim yn gweiddi cymaint arnyn nhw"

"Dyw hi ddim yn deg, os yw dy frawd wedi mynd i drwbwl droeon yn yr ysgol, bod ti ddim yn cael cyfle pan ti'n mynd yno – ddylen nhw ddim gwneud hynny – gallai roi enw drwg iawn i'r teulu – dyw e ddim yn deg"

"Mae'r ateb "wel, mae rhaid i chi" yn teimlo'n annheg"

"Ddylen nhw ddim gwneud e'n bersonol, efallai bod rheswm da pam dydych chi ddim wedi bod mewn, felly does dim eisiau rhwbio fe mewn a dweud mai eich bai chi eich hun yw bod chi wedi colli pethau – dydyn nhw ddim yn gwybod beth sy'n mynd mlaen"

"Gorfodi rheolau'r ysgol a glynu at y rheolau"

"Mae athrawon da yn gallu trafod a chyfaddawdu"

"Peidio â chael yr un cyfleoedd â phobl eraill e.e. gwersi dawnsio"

Messages from children and young people

1. A good teacher is fair

"Treat us all the same"

"Treat everyone the same – don't just punish those with a reputation for stuff"

"Treat everyone equally"

"One rule for one another for others"

"Don't have any favourites"

"Don't give someone one rule and someone else another"

"You get sent to the quiet room – when others don't for doing or saying a similar thing"

"Let everyone have a turn"

"Attention to everyone in the class"

"(It's not fair when) the teacher asks you to read out loud in class when they know you can't (cos of dyslexia or something). It makes you feel really small and laughed at, and this encourages bullying"

"Teachers should listen to both sides of disagreements"

"It's not fair when the whole class gets into trouble for something someone has done – makes people want to bully them"

"Be fair – don't shout at people who haven't done anything"

"Make sure you have the right story"

"Teachers should find out who started arguments instead of just blaming the last person they saw talking"

"It's not fair that sometimes if there is an argument, a teacher will blame you if you were the last person talking when you might not have started it and you might just be sticking up for yourself or someone else – then the person who started it gets away with it"

"Don't falsely accuse"

"There are different rules for teachers and us – teachers have drinks in class and use their mobile phones, but we get into trouble for this"

"Bins shouldn't be right next to the teachers desk – it is a power tool"

"No double standards – phones, make up, chewing gum (one rule for teachers and another for pupils – feels unfair) – don't be hypocritical"

"Teachers judging people, because you come from a poorer family you're treated different to the swots and people whose parents work at the school"

"Some teachers have favourites – they don't shout at them as much"

"It's not fair that if your brother has got into trouble loads at school, you're not given a chance when you get there – they shouldn't do that, your family might have a really bad name it's not fair"

"The answer "well you have to" feels unfair"

"They should not make it personal, there might be a good reason why you have not been in, so they don't need to rub it in and tell you it's your own fault you missed stuff – they don't know what's going on"

"Enforces school rules and sticks to rules"

"A good teacher can negotiate and compromise"

"Not getting the same opportunities as others e.g dance lessons, cant take part in a game – it's not fair"

2. Rydyn ni'n hoffi dysgu mewn llawer o ffyrdd

"Dylen ni fedru dysgu mewn gwahanol ffyrdd – mae rhai ohonon ni'n hoffi gwneud pethau ymarferol, dydy pawb ddim yn hoffi ysgrifennu pethau, rydyn ni'n hoffi gwylio a dysgu – tra bod e'n hwyl"

"Mae rhai pobl yn hoffi gwneud pethau ymarferol â'u dwylo. Mae'n fwy o hwyl pan allwch chi fwrw iddi"

"Mae angen mwy o bethau ymarferol yn yr ysgol, fel cyrsiau coleg a phethau fel na"

"Mae BTEC yn dda ar gyfer pobl sy'n hoffi dysgu'n ymarferol"

"Dysgu trwy wneud"

"Rydyn ni i gyd yn dysgu'n wahanol, achos rydyn ni i gyd yn bobl wahanol"

"Mae athrawon yn gwybod bod ni i gyd yn dysgu'n wahanol – trwy weld, trwy eiriau ac â llaw"

"Gweithgareddau grŵp"

"Cyfle i drafod gyda ffrindiau"

"Trafod efo partners"

"Mae rhai pobl yn ffeindio bod e'n haws dysgu ar eu pen eu hunain"

"Mae galluoedd gwahanol gan bob un ohonon ni"

"Dylech chi fedru mynd i'r coleg yn ifancach i gael gwahanol ddewisiadau"

"Rydw i hefyd yn meddwl dylai athrawon geisio gwneud y wers mor ddifyr ac addysgiadol â phosib, achos wedyn mae plant yn deall yn well"

"Weithiau mae gormod o strwythur neu drefn yn gwneud pethau'n ddiflas"

"Mae chwarae mwy o ran yn y dosbarth yn golygu bod chi'n llai tebygol o switsho bant"

"Gwneud dysgu yn hwyl"

"Dim yn rhy ddifrifol"

"Mae rhai athrawon jyst yn dysgu'r gwersi, ond yn defnyddio geiriau mawr, heb feddwl am y plant, a dydyn nhw ddim yn rhoi cyfle iddyn nhw ofyn cwestiynau"

"Dylen ni gael ein dysgu mewn llawer o ffyrdd gwahanol, fel bod pawb yn gallu deall"

"Allan nhw ddim dysgu ni mewn ffordd ddifyr drwy'r amser, mae gormod i'w wneud ac mae'n anodd cynllunio"

"Amrywiaeth o wersi"

"Dyw'r ystafelloedd ddim y rhai gorau, mae golau naturiol yn bwysig"

"Yn aml mae pethau i dynnu sylw yn yr ysgol, fel gwaith adeiladu"

"Mae'r ysgol yn dechrau'n rhy gynnar"

"Fyddai neb yn helpu fi pan oeddwn i'n methu darllen ac ysgrifennu. Yn y gwersi Mathemateg roedden nhw'n rhoi gwaith i ni i gyd ac yn dweud wrthyn ni am fwrw mlaen"

"Dim digon o gyfleoedd i wneud pethau eraill (e.e. cerddoriaeth)"

"Does dim digon o bethau i'w gwneud ar ôl ysgol"

"Rhowch waith rydyn ni'n gallu ei wneud i ni – fel arall byddwn ni'n methu cyn cychwyn"

"Peidiwch â rhuthro ni pan fyddwn ni'n gweithio"

"Rhannu syniadau a chael tynnu lluniau"

"Rhannu gyda'n gilydd"

"Cael gwneud pethau gwahanol"

"Eistedd ar y carped"

"Rhyngweithiol"

"Cael hwyl gyda ffrindiau"

"Mwynhewch chwarae gemau da"

"Llawer o gyfle i wneud pethau gwahanol"

"Llawer o syniadau da"

2. We like learning in lots of ways

"We should be able to learn in different ways – some of us like to do practical stuff, not all of us like to write things, we like to watch and learn – as long as it is fun"

"Some people like to do practical stuff with their hands. It's more fun when you can get stuck into it"

"There needs to be more hands on stuff at school, like college type courses and stuff"

"BTEC are good for people who like to learn practically"

"Learn through doing"

"We all learn differently as we're all different people"

"Teachers know that we all learn differently – visually, verbally and manually"

"Group activities"

"Opportunities to discuss with friends"

"Discuss with partners"

"Some people find it easier to learn by themselves"

"We've all got different abilities"

"Should be able to go to college when you're younger to have different choices"

"I also think that teachers should try and make the lesson as fun and educational as possible because then children understand better"

"Sometimes too much structure or too ordered, makes it boring"

"More involvement in classes makes you less likely to switch off"

"Make learning fun"

"Not too serious"

"Some teachers just teach the lessons but use the big words and don't think about the children and they don't give them a chance to ask questions"

"Should be taught in lots of different way so that everyone can understand"

"They can't teach us in a fun way all the time, too much to do and difficult to plan"

"Variety of lessons"

"Classrooms are not the best, natural light is important"

"There are often distractions at school like building work"

"School starts too early"

"No-one would help me when I couldn't read and write, in Maths we were all given work and told to get on with it"

"There aren't enough chances to do other stuff (e.g. music)"

"There is not enough after school stuff to do"

"Give us work that we can do – otherwise we fail before we start"

"Don't rush us when working"

"Share ideas and draw pictures"

"Share together"

"Do different things"

"Sitting on the carpet"

"Interactive"

"Have fun with friends"

"Enjoy playing games"

"Lots of opportunities to do different things"

"Lots of good ideas"

"Chwarae mwy o gemau hwyl wrth y ddesg"

"Mynd â ni am antur"

"Dychymyg da"

"Cael mynd ar dripiau"

"Grŵp mathemateg = ffrindiau da"

3. Mae athrawon da yn hawdd mynd atynt ac yn gefnogol

"Dylai athrawon ofyn i ni beth sy angen arnon ni – mae rhai pobl eisiau cefnogaeth gyda gwaith ysgol, ond efallai bod eraill eisiau help gyda phethau personol"

"Dylai athrawon fod yn hawdd mynd atyn nhw ac yn gefnogol"

"Dyna'u gwaith nhw (athrawon)"

"Dylen nhw fod ag agwedd hapus"

"Nid ffrindiau i ni yw'r athrawon – mae angen ffiniau clir rhwng disgyblion ac athrawon"

"Dylai pwy bynnag sy'n cefnogi disgyblion ddod i'w nabod nhw a bod o gwmpas"

"Dylai fod amser i siarad ag athrawon heb fod gweddill y dosbarth yno"

"Weithiau efallai bod chi'n cael trafferth, ac mae mor bwysig gwybod bod chi'n gallu gofyn am help"

"Mae'r ysgol yn darparu llawer o gefnogaeth, felly dylen nhw fanteisio arno fe"

"Dylai athrawon wneud amser i ni os yw e'n bwysig"

"Gwaith eich rhieni yw rhoi cefnogaeth bersonol i chi"

"Nid dim ond athrawon sydd i fod i roi trefn ar blant"

"Mwy o gwnselwyr a chynlluniau mae angen iddyn nhw wybod amdanyn nhw"

"Dyw'r bobl iawn ddim yn gwybod pa gefnogaeth sydd ar gael. Felly hyd yn oed os yw ysgolion yn cynnig cefnogaeth, oni bai bod disgyblion yn gwybod amdano fe, fydd e ddim yn helpu"

"Weithiau dy rieni yw'r broblem – mae angen cynnwys athrawon weithiau"

"Os ydyn nhw'n bychanu chi fyddwch chi byth yn dysgu"

"Dyw athrawon ddim yn trin chi fel unigolyn – falle bod chi'n cael eich pwnio gartre, ond dydyn nhw ddim yn cymryd amser i feddwl am y peth"

"Dylen nhw sylweddoli'r sefyllfa y gallai person fod ynddo fe"

"Efallai bod ni'n cael ein bwlio neu'n cael problemau, ond does dim amser gan athrawon"

"Dylen ni allu gofyn iddyn nhw am help heb deimlo'n ddwl o flaen gweddill y dosbarth"

"Wnaeth yr ysgolion a'r athro ddim cynllunio na chael hyd i ffordd i fi wneud pethau (person ifanc ag anabledd)"

"Wnaeth yr athro ddim rhoi help ychwanegol i fi achos bod gen i gynorthwy-ydd, ond doedd hi ddim yn gwybod sut i helpu"

"Fe wnes i ofyn i'r athro mathemateg am help, ac fe ddwedodd wrtha i am wneud e fy hun"

"Fe ddwedes i wrth yr athro mod i'n ffili gwneud y gwaith, ac fe ges i detention"

"Cyfrinachedd"

"Peidio â siarad amdanon ni tu ôl i'n cefnau"

"Mae angen i chi wybod bod chi'n gallu trystio'ch athro"

"Weithiau mae jyst gwenu'n gwneud i chi feddwl bod chi'n gallu trystio nhw, dyna i gyd mae rhaid iddyn nhw wneud"

"Play more fun games at our desks"

"Take us on adventures"

"Good imagination"

"Go on trips"

"Maths group = good friends"

3. A good teacher is approachable and supportive

"Teachers should ask us what we need – some people want support with school work others might want help with personal stuff"

"Teachers should be approachable and supportive"

"It's their job (teachers)"

"They should have a happy outlook"

"Teachers aren't our friends – there needs to be clear boundaries between pupils and teachers"

"Whoever supports pupils should get to know them and be around"

"There should be time to talk to teachers when the rest of the class isn't around"

"Sometimes you might be struggling and it's so important to know that you can ask for help"

"School does provide a lot of support so they should take advantage of it"

"Teachers should make time for us if it's important"

"It's your parents' job to give you personal support"

"It's not just teachers' job to sort kids out"

"More counsellors and schemes that they need to know about"

"The right people don't know what support is available. So even if schools offer support, unless pupils know about it, it won't help"

"Sometimes it's your parents who are the problem – need to involve teachers sometimes"

"If they belittle you you'll never learn"

"Teachers don't treat you like an individual – you might be being battered at home, but they don't take the time to think about it"

"They should realise the situation a person might be in"

"We might be being bullied or have problems, but teachers don't have the time"

"We should be able to ask them for help without feeling silly in front of the rest of the class"

"Schools and Teacher didn't plan or find a way for me to do things (young person with disability)"

"Teacher didn't give me extra help because I had a support assistant but she didn't know how to help"

"Asked my maths teacher for help and they told me to do it myself"

"Told teacher I couldn't do work and I got detention"

"Confidentiality"

"Don't talk about us behind our backs"

"You need to know you can trust your teacher"

"Sometime just smiling makes you think you can trust them, that's all they have to do"

4. Gwrandewch arnon ni a chymrwch ein barn o ddifri, os gwelwch yn dda

"Gwrando ar syniadau plant"

"Rhoi sylw i'n barn"

"Mae cael eich cynnwys mwy mewn dosbarthiadau yn golygu bod chi'n llai tebygol o switsho bant"

"Os byddwn ni'n dweud unrhyw beth fel hyn (mynegi barn am yr ysgol) yn yr ysgol, maen nhw'n meddwl bod ni'n achosi trwbwl, ac rydyn ni'n mynd i drwbwl am hynny"

"Ie – ond weithiau does dim ots ganddyn nhw beth rydyn ni'n feddwl"

"Mae athrawon yn aml yn meddwl bod nhw'n gwbod beth rydyn ni'n treio dweud – ac yna'n cynnig ateb neu'n treio newid ein meddwl heb wrando ar beth rydyn ni'n treio dweud a chlywed beth rydyn ni'n treio dweud wrthyn nhw"

"Peidio â delio gyda phobl eraill wrth wrando arnon ni – rhoi sylw i ni"

"Gwrando ar y plant"

"Gwrando ar ein problemau"

"Gwneud beth mae'r plant eisiau gwneud a nid dim ond beth mae athrawon yn eisiau gwneud"

"Rhoi cyfle i ni roi barn ar beth rydyn ni'n gwneud"

"Mae barn gennym ni"

"Bod yn amyneddgar"

"Rhywun sy'n gwrando"

"Siarad â chi a gwrando ar beth rydych chi'n dweud"

"Dyw athrawon ddim yn gwrando, achos mae'n gwastraffu eu hamser"

"Ymladd – dylen nhw wrando ar y rheswm amdano/beth ddigwyddodd"

Sut gall athrawon ddangos eu bod nhw'n gwrando?

"Eistedd lawr"

"Edrych arnoch chi"

"Peidio â delio ag eraill wrth wrando"

"Os dydych chi ddim yn gwrando mae'n teimlo bod ni ddim yn werth gwrando arnon ni"

"Dylen nhw wrando pan fyddwn ni'n dweud bod ni ddim yn deall"

5. Mae athrawon da yn gwneud y dosbarth yn lle diogel

"Peidiwch ag achosi embaras i ni o flaen y dosbarth"

"Dyw pobl ddim yn hoffi cael eu symud oddi wrth eu ffrindiau, achosi embaras i chi o flaen y dosbarth, tynnu sylw atoch chi fel unigolyn"

"Mynd â ni allan i siarad â ni gwnaeth y ffordd o ddelio ag e bethau'n waeth – achub wyneb trwy actio i fyny"

"Ddylai athrawon ddim newid y rheolau o hyd ar gyfer gwahanol bobl"

"Sefyll lan droson ni a gwneud i ni deimlo'n saff"

"Dylai athrawon drin plant fel bydden nhw eisiau i'w plant eu hunain gael eu trin"

"Nid strict yw'r gair – parch sy'n bwysig"

"Gwisg ysgol – efallai bod chi'n methu fforddio siwmper newydd os yw eich un chi'n cael ei strywio neu'n fwd i gyd ar ôl traws gwlad, ond mae'r rheolau a'r athrawon yn dal i ddweud bod rhaid i chi wisgo fe"

"Ymladd – dylen nhw wrando ar y rhesymau amdano/beth ddigwyddodd"

"Dyw athrawon ddim yn eich trin chi fel unigolyn – efallai bod chi'n cael eich pwnio gartre, ond dydyn nhw ddim yn cymryd amser i feddwl am y peth – gall fod llawer o resymau gwahanol am ymddygiad anodd"

"Mae'n teimlo'n saff os yw'r athro'n aros yn y dosbarth"

4. Please listen and take our views seriously

"Listen to children's ideas"

"Take our opinion into account"

"More involvement in classes makes you less likely to switch off"

"If we say anything like this (express our views about school) in school we are seen as causing trouble and get into trouble for it"

"Yeah – but they sometimes don't care about what we think"

"Teachers often think they know what we are trying to say – and then offer a solution or try and change our minds without actually listening to what we are trying to say and hearing what we are trying to tell them"

"Don't deal with other people when listening to us – pay attention to us"

"Listen to the children"

"Listen to our problems"

"Have a say in what we do"

"We have an opinion"

"Be patient"

"Somebody who listens"

"Talk to you and listens to what you say"

"Teachers don't listen because it's a waste of their time"

"Fighting – should listen to reason behind it/what happened"

How can teachers show that they are listening?

"Sit down"

"Look at you"

"Don't deal with others when listening"

"If you don't listen it feels like We aren't worth it"

"Should listen when we say we don't understand"

5. A good teacher makes the classroom a safe place to be

"Don't embarrass us in front of the class People don't like to be moved from friends, embarrass you in front of class, singling out"

"Go outside to talk to us how dealt with made it worse – save face by acting up"

"Teachers shouldn't keep changing the rules for different people"

"Stick up for us and make us feel safe"

"Teachers should treat children as they would like their own children to be treated"

"Strict isn't the word – it's about respect"

"Uniforms – you might not be able to afford a new jumper if yours is trashed or covered in mud from cross country, but the rules and the teachers say you still gotta wear it"

"Fighting – should listen to reason behind it/what happened"

"Teachers don't treat you like an individual – you might be being battered at home, but they don't take the time to think about it – difficult behaviour may stem from many reasons"

"Os bydd yr athro'n gadael y dosbarth, gall hynny wneud i chi deimlo dan fygythiad"

"Dylai'r athrawon aros yn y dosbarth, gall unrhyw beth ddigwydd os byddan nhw'n gadael"

"Mae'n dibynnu ar yr athro, mae rhai yn crwydro i ffwrdd, a dyw eraill ddim"

"Mae athrawon yn gweiddi arnoch chi – weithiau am ddim rheswm – gall hyn godi ofn arnoch chi, gwneud i chi deimlo'n ddwl, gwneud i eraill chwerthin am eich pen, a dydyn ni ddim yn cael gweiddi"

"Ddylen nhw ddim gweiddi arnon ni am wneud rhywbeth o'i le – dyna'r ffordd waethaf o ddelio â rhywbeth"

"Caredig ond strict"

"Gorfodi rheolau'r ysgol a glynu at y rheolau"

"Gallu rheoli ac ysbrydoli'r dosbarth"

"Disgyblaeth dda"

"Neis ond cael pawb i fihafio"

"Digon llym i gael rheolaeth"

"Bosi weithiau"

"Saff"

"Deall sut i stopio plant drwg"

"Cael pawb i ymddwyn"

"Nid strict yw'r gair – parch sy'n bwysig"

"Mae athrawon yn anwybyddu ymladd yn yr iard. Dydyn nhw ddim isie ymwneud â'r peth, mae ofn arnyn nhw"

Beth sy angen arnoch chi i ystafell ddosbarth deimlo'n saff?

"Dim bwlio"

"Dim trais"

"Dim galw enwau"

"Dim bwyd na diod (mae'n cael ei daflu at dy ben)"

"Dim taflu poteli"

"Parchu awdurdod"

"Cydbwysedd rhwng disgyblaeth a pharch"

"Drysau wedi'u clustogi"

"Rheolau"

"Disgyblaeth"

"Cydbwysedd rhwng rheolau a gofal"

"Does gan rai disgyblion ddim parch at athrawon"

"Rydych chi'n gwirio athrawon, ond does dim gwirio i'r plant, rydych chi'n cael pob math mewn dosbarth"

"Nid dim ond athrawon sydd i fod i roi trefn ar blant"

"Dylen ni fedru mynd i'r coleg yn ifancach – dyw rhai pobl jyst ddim eisiau bod yma"

"Mae cynlluniau fel BTEC yn bwysig – ffyrdd gwahanol i bobl wneud beth maen nhw eisiau"

"Dyw rhai plant jyst ddim isie bod yno. Mae'n gwneud pethau'n waeth i bawb. Ddylen nhw ddim gorfod mynd os nad ydyn nhw eisiau"

Bwlio:

"Dyw athrawon ddim yn gwybod sut i ddelio gydag e"

"Dyw athrawon ddim yn stopio fe ac maen nhw'n cyfrannu ato fe drwy wneud dim byd"

"Mae athrawon yn ofni beth fydd yn digwydd iddyn nhw os byddan nhw'n treio delio gydag e"

"Mae'r bwlis yn aros yn yr ysgol – mae'r rhai sy'n cael eu bwlio'n cael eu hanfon adre"

"Stopio'r bwlis"

"Mae rhai bobl yn gallu bwlio ac mae hynny'n gwneud i chi deimlo bod chi ddim yn saff"

"When the teacher stays in the class it feels safe"

"If a teacher leaves the classroom that can make you feel threatened"

"The teacher should stay in the classroom, anything can happen if they leave"

"It depends on the teacher, some wander off and some don't"

"Teachers shout at you – sometimes for no reason – this can be scary, make you feel silly, make others laugh at you, and we are not allowed to shout"

"Shouldn't be shouted at for doing something wrong – this is the worst way of dealing with something"

"Kind but strict"

"Enforces school rules and sticks to rules"

"Can manage and inspire the class"

"Good discipline"

"Nice but get everyone to behave"

"Bossy sometimes"

"Safe"

"Understand how to stop the naughty children"

"Get everyone to behave"

"Strict isn't the word – it's about respect"

"Teachers ignore fights in the yard… they don't want to get involved, they are scared"

What do you need for a classroom to feel safe?

"No bullying"

"No violence"

"No name calling"

"No food or drink (it gets thrown at your head)"

"No throwing bottles"

"Respect authority"

"Balance between discipline and respect"

"Padded doors"

"Rules"

"Discipline"

"A balance between rules and care"

"Some pupils have no respect for the teacher"

"You vet the teacher but there's no vetting for the kids, you get all sorts in a classroom"

"It's not just teachers' job to sort kids out"

"Should be able to go to college at a younger age – some people just don't want to be here"

"Schemes like BTEC are important – different ways for people to do their thing'"

"Some kids just don't want to be there. It makes things worse for everyone, they shouldn't have to go if they don't want to"

Bullying:

"Teachers don't know how to deal with it"

"Teachers don't stop it and are involved by doing nothing"

"Teachers are afraid what will happen to them if they try to deal with it"

"Bullies stay at school – bullied get sent home"

"Stop the bullies"

"Some people can bully and that makes you feel unsafe"

6. Rydyn ni'n hoffi cael gwybod pan fyddwn ni'n gwneud yn dda

"Gwobrwyo os mae plant yn dda"

"Mae pobl yn hoffi clywed os ydyn nhw'n gwneud yn dda – yr un fath â mae'n bwysig cael clywed bod chi'n gwneud yn dda"

"Rhoi seren os ydyn ni'n dda"

"Canmoliaeth i blant"

"Rhoi llawer o glod"

"Clod wedi'i ysgrifennu"

"Rhoi gwobrau neu drêt arbennig fel taith i ni"

"Dylen ni gael mynd ar deithiau ac ati, pethau rydyn ni'n hoffi gwneud"

"Mae'n rhoi hwb i hyder"

"Annog chi i weithio mwy"

"Rhoi hyder i chi roi cynnig ar rywbeth newydd"

"Gwella o hyd"

"Eich annog chi a'ch helpu i ganolbwyntio"

"Mae dyfarniadau a gwobrau'n ffordd dda o ddweud wrthych chi bod chi'n gwneud yn dda. Gallwch chi weithio tuag at deithiau gwobrwyo, cymhelliant"

"Eich helpu chi"

"Anogaeth"

"Gwobrwyo fi am wneud yn dda"

"Dangos tystiolaeth i chi"

"Ysgrifennu sylwadau i fi"

"Gwnaeth statws capten fi'n hyderus"

"Ategu cadarnhaol a beirniadaeth adeiladol"

"Mae sylw yn eich llyfr yn ffordd dda i ddweud wrthych chi"

"Mae'n dibynnu sut (maen nhw'n dweud wrthych chi pan fyddwch chi'n gwneud yn dda) achos dydych chi ddim eisiau cael eich dangos lan ac edrych fel twpsyn"

"Ie, ond nid mewn ffordd sy'n gwneud i chi edrych fel swot neu ffefryn yr athro"

"Gallu achosi embaras i chi – dylai athrawon wybod sut rydych chi eisiau clywed"

"Mae angen i athrawon nabod plant a gwybod sut byddan nhw'n ymateb, neu gallen nhw deimlo cywilydd"

"Ddylen nhw ddim dweud wrthych chi bod chi ddim yn gwneud yn dda o flaen y dosbarth cyfan – dylai fod yn un i un"

"Pan fyddan nhw'n achosi embaras i chi, mae pwysau cyfoedion i beidio â gwneud yn dda"

"Weithiau mae angen i chi weithio'r peth allan drosoch eich hun"

"Mae angen dweud wrthych chi os dydych chi ddim yn gwneud yn dda – wynebwch y peth!"

"Dylen nhw ddangos i chi ble rydych chi'n gwneud camgymeriadau"

7. Mae athrawon da yn dangos parch

"Mae gwahanol athrawon yn ein trin ni'n wahanol – fe wnaeth un athro fy mharchu i, felly fe wnes i barchu fe"

"Dyw athrawon ddim bob amser yn parchu disgyblion – maen nhw'n gweiddi ac yn siarad lawr â chi, ac mae hynny'n golygu bod nhw ddim yn cael parch yn ôl, mae'n gweithio'r ddwy ffordd. Mae'n golygu bod hi'n ddoniol os bydd athrawon yn cael eu cloi allan neu rywbeth. (yr un fath â dylen nhw barchu ni – nid siarad lawr â ni fel bod ni'n dwp)"

"Maen nhw'n dweud wrthyn ni bod rhaid i ni barchu athrawon – ond dydyn nhw ddim bob amser yn ein parchu ni"

"Tase neb yn parchu ei gilydd, byddai fel rhyfel"

6. We like to be told when we're doing well

"Reward children if they are good"

"People like being told they're doing well – same as it's important to be told you're doing well"

"Give star if we be good"

"Give children compliments"

"Give lots of praise"

"Written praise"

"Give us rewards or treats like trips"

"We should be taken on trips and stuff, things we like to do"

"Boosts confidence"

"Encourages you to work more"

"Give you confidence to try something new"

"Get better and better"

"Encourages you and helps you focus"

"Awards and rewards are a good way of telling you you're doing well. You can work towards reward trips, incentives"

"Help you"

"Encouraging"

"Awarded me for doing well"

"Show you evidence"

"Writes comments to me"

"Captain status made me confident"

"Positive reinforcement and constructive criticism"

"A comment in your book is good way to tell you"

"It depends on how (you're told when you're doing well) cos you don't want to be shown up and made to look an idiot"

"Yeah, but not in a way that makes you look like a swot or teachers favourite"

"Can embarrass you – teacher should know how you want to be told"

"Teachers need to know children and how they'll react or it may be shaming"

"Shouldn't tell you you're not doing well in front of the whole class should be one to one"

"When they embarrass you, there's peer pressure not to well"

"Sometimes you need to work it out for yourself"

"Need to be told when you're not doing well – just face it!"

"They should show you where you're going wrong"

7. A good teacher shows respect

"Different teachers treat us differently – one teacher treated me with respect so I treated him with respect"

"Teachers don't always respect pupils – they shout and talk down to you, and this means they don't get respected back, it goes both ways. It makes it funny when teachers get locked out or something. (same as they should respect us – not talk down to us like we are stupid)"

"We are told that we have to respect teachers – but they don't always respect us"

"If no-one respected each other there would be a war zone"

"You know when people respect each other – they just get along"

"Rydych chi'n gwybod os yw pobl yn parchu ei gilydd – maen nhw jyst yn dod ymlaen"

"Trin eraill fel rydych chi eisie cael eich trin neu trin pobl ifanc fel byddech chi eisie cael eich trin"

"Ddylai athrawon ddim siarad na dweud y drefn wrthych chi o flaen unrhyw un"

"(Rhan o barch) yw gweld y person – nid y graddau na'r ymddygiad, a rhoi cefnogaeth"

"(Dylen nhw) feddwl sut bydden nhw isie i'w plentyn eu hun gael ei drin"

"Bod yn barchus – peidio â gweiddi, siarad yn iawn"

"Parchus"

"Paid â gweiddi"

"Dim yn judgmental"

"Peidio â rhoi i fyny arnon chi"

"Peidio â rhuthro ni pan fyddwn ni'n gweithio"

"Dim yn colli tymer"

"Credu mewn hawliau plant"

"Bod yn gwrtais"

"Clên"

"Peidio ag anwybyddu pobl"

"Troi lan i wersi"

"Parchu pawb"

"Parchu plant"

"Dim yn colli tymer"

"Nid strict yw'r gair – parch sy'n bwysig"

"Dyw rhai plant jyst ddim isie bod yno. Mae'n gwneud pethau'n waeth i bawb. Ddylen nhw ddim gorfod mynd os nad ydyn nhw isie"

"Gadael imi fod yn annibynol"

"Roedd yr athro'n gwneud hwyl am ben fy anabledd"

8. Mae Athrawon Gwych yn ein hysbrydoli

"Hoffi bod yn athro"

"Hapus yn ei swydd felly yn well athro/athrawes"

"Cael hwyl ac athrawon ffantastig"

"Cael hwyl a mwynhau"

"Mae rhai athrawon yn parchu'r ysgol… maen nhw'n mwynhau bod yno"

"Yn barod am her"

"Os ydyn nhw'n hoffi eu swydd maen nhw'n gadarnhaol ac yn gefnogol; os nad ydyn nhw, maen nhw'n grac ac yn gweiddi"

"Dylai athrawon fwynhau dysgu, achos os nad ydyn nhw, chi sy'n ei chael hi waetha"

"Rydych chi'n gwybod os dydyn nhw ddim, o'r ffordd maen nhw'n siarad â chi"

"(Os ydyn nhw) maen nhw'n cynnwys chi mewn mwy o weithgareddau"

"Maen nhw'n cael hwyl"

"Mae gwersi'n fwy difyr os yw'r athrawon yn mwynhau"

"Does dim ots gan ein hathro Saesneg am addysg, ac mae'n siarad am setiau teledu. Fe ddwedodd e wrthyn ni o'r blaen bod e'n casáu dysgu ac yn casáu pob disgybl yn yr ysgol. Fe ges i sioc a gofyn iddo fe, pam ydych chi yma te? Ei ateb e oedd, i ennill arian"

"Dim ond am ddiwrnod pae mae athrawon gwael yn meddwl"

"Bob hyn a hyn fe welwch chi rywun yn dod â gwên ar eu hwyneb"

"Mae rhai athrawon yn gweithio dim ond i gael arian"

"Mae athrawon ifanc i weld yn mwynhau – maen nhw'n colli egni wrth heneiddio a dydyn nhw ddim yn mwynhau bryd hynny"

"Treat others as you want to be treated or treat young people how you would like to be treated"

"Teachers shouldn't talk or tell you off in front of anyone"

"(Part of respect) is seeing the person – not the grades or behaviour and giving support"

"(They should) think how they would want their own child treated"

"Be respectful – don't shout, speak nicely"

"Respectful"

"Don't shout"

"Not judgmental"

"Don't give up on you"

"Don't rush us when working"

"Don't lose temper"

"Believe in Children's Rights"

"Be polite"

"Agreeable"

"Don't ignore people"

"Turn up for lessons"

"Respect everyone"

"Respect children"

"Don't lose temper"

"Strict isn't the word – it's about respect"

"Some kids just don't want to be there. It makes things worse for everyone, they shouldn't have to go if they don't want to"

"Let me be independent"

"Teacher took the mickey out of my disability"

8. Great Teachers inspire us

"Like being a teacher"

"Happy in their job therefore a better teacher"

"Having fun and fantastic teachers"

"Having fun and enjoying"

"Some teachers respect school… they enjoy being there"

"Up to a challenge"

"When they like their job they are positive and supportive, when they don't, they are angry and shout"

"Teachers should enjoy teaching cos if they don't, they take it out on you"

"You can tell if they don't in the way that they speak to you"

"(If they do) they involve you in more activities"

"They have a laugh"

"Lessons are more fun when teachers are enjoying it"

"Our English teacher doesn't care about education and he talks about televisions and he told us before he hated teaching and hated every single pupil in this school and I was shocked and I asked him why are you here, then he said to earn money"

"A bad teacher only thinks about pay day"

"Once in a while someone comes along with a smile on their face"

"Some teachers just do it for the money"

"Young teachers seem to enjoy it – they seem to get worn out as they get older and they don't enjoy it anymore"

"Nobody enjoys their job"

"Does neb yn mwynhau eu swydd"

"Mae rhai athrawon yn mwynhau dysgu, ond wedyn maen nhw'n cael dosbarth gwael, ac mae pawb ohonon ni'n talu am hynny weddill y dydd"

"Rydych chi'n gwybod os ydyn nhw'n mwynhau… chi'n gallu gweld… ac mae hynny'n gwneud i ni ddysgu mwy hefyd"

"Mae rhai wedi bod yn dysgu'n rhy hir, does dim angerdd ganddyn nhw"

"Mae eu diffyg brwdfrydedd nhw'n effeithio arnon ni a sut rydyn ni'n dysgu"

"Pam dylen ni fod yn llawn angerdd os dydyn nhw ddim?"

"Pam dylen ni boeni am y peth os dydyn nhw ddim?"

"Os ydyn nhw'n dda, wel, gall athrawon newid eich bywyd!"

"Maen nhw'n tynnu chi mewn os ydyn nhw'n llawn angerdd, chi'n gallu gweld"

"Rydyn ni'n gwybod os dydyn nhw ddim yn joio'r swydd – ac mae hynny'ngwneud i ni feddwl bod dim ots ganddyn nhw amdanon ni chwaith. Ac wedyn does dim ots da ni amdanyn nhw"

"Mae nhw'n really mwynhau eu pwnc ac yn frwdfrydig"

"Gwybod beth maen nhw eisiau dysgu i ni a sut"

"Esbonio/arddangos/dangos"

"Da yn gwneud eu gwaith"

"Da yn esbonio"

"Cymryd amser i gynllunio gwersi a phethe"

"Llawer o sgiliau"

"Deallus"

"Galluog"

"Gwybod eu pwnc"

"Gwybod beth mae nhw'n wneud"

"Clyfar"

"Cynnal sylw pawb"

"Esbonio yn glir"

"Gallu esbonio mewn llawer o ffyrdd gwahanol"

"Fodlon defnyddio profiad personol i ddysgu"

"Dyw pob athro ddim yn gwybod eu stwff, ac mae rhai'n drysu chi. Mae'r pwnc yn newydd i chi, ond maen nhw'n mynd ymlaen ac ymlaen ac yn cymryd bod chi'n gwbod"

"Ond dylen nhw wybod, yn dylen nhw? I gymhwyso dylen nhw wybod eu stwff"

"Mae angen bod gennych chi'r ffordd iawn o drosglwyddo'r wybodaeth… nid pob athro sy'n gallu neud ny"

"Dylen nhw gael eu dysgu mewn llwyth o wahanol ffyrdd fel bod pawb yn gallu deall"

"Maen nhw'n trefnu pethau ar gyfer yr arolygiad, ond mae hynny'n creu argraff ffug"

9. Mae athrawon gwych yn batrwm ymddwyn cadarnhaol i ni

"Dylai batrwm ymddygiad cadarnhaol ymddwyn yn briodol". Pan ofynnwyd iddyn nhw roi mwy o fanylion, dywedodd y bobl ifanc na ddylai patrwm ymddwyn "feddwi nac ymosod ar bobl – dylen nhw barchu pobl, nid bwrw nhw, a ddylen nhw ddim bod â hanes o droseddu"

"Patrwm ymddwyn – caredig, dymunol, hawdd mynd atyn nhw, hwyl, rhywun gallwch chi barchu"

"Caredig"

"Dim yn judgemental"

"Clên"

"Diddorol"

"Cyfathrebu da"

"Some teachers enjoy teaching but then they have a bad class and they take it out on us all for the rest of the day"

"You know when they're enjoying it… you can just tell… and that makes us learn more too"

"Some have been teaching too long, they have no passion"

"Their lack of enthusiasm affects us and how we learn"

"Why should we be passionate if they're not?"

"Why should we care if they don't?"

"If they're good, well, teachers can change your life!"

"They draw you in if they're passionate, you can tell"

"We know when they're not enjoying their job – and that makes us think they don't care about us either. Then we don't care about them"

"They really enjoy their subject and are enthusiastic"

"Know what they want to teach and how"

"Explains/demonstrates/shows"

"Good at what he/she does"

"Good at explaining"

"They take time to plan a lesson and stuff"

"skillfull"

"Intelligent"

"Capable"

"Know their subject"

"Know what they're doing"

"Clever"

"Hold everyone's attention"

"Explain clearly"

"Can explain in many different ways"

"Willing to use their personal experience"

"Not all teachers know their stuff and some confuse you. The subject is new to you and they just blabber on and assume you know"

"They should know though, shouldn't they? To qualify they should know their stuff"

"You need to have the right way of getting the knowledge across… not all teachers can do that"

"Should be taught in lots of different way so that everyone can understand"

"They put things on for the inspection but that gives a false impression"

9. Great teachers are positive role models for us

"A positive role model should behave appropriately": When asked to expand on this young people said that a positive role model "should not get drunk or assault people – they should respect people, not hit people and not have a criminal record"

"Role model – Kind, nice, approachable, a laugh, someone you can respect"

"Kind"

"Not judgemental"

"Agreeable"

"Interesting"

"Good communication"

"Good attitude"

"Friendly"

"Confident"

"Never lose temper"

"Agwedd dda"

"Cyfeillgar"

"Hyderus"

"Byth yn colli tymer"

"Hapus"

"Llawn Hwyl"

"Ddim yn rhy ddifrifol"

"Dychymyg da"

"Chwerthin llawer"

"Digynnwrf"

"Meddwl cytbwys"

"Iach"

"Clyfar"

"Diddorol"

"Dim yn rhy ddifrifol"

"Calonnau mawr"

"Gofalgar"

"Bod yn gwrtais"

"Llawn sbort"

"Meddwl agored"

"Parchus"

"Credu mewn hawliau plant"

"Da am esbonio"

"Gwrando ar blant"

"Llais cryf"

"Hawdd mynd atyn nhw"

"Dillad neis"

"Trendi"

"Dim arogl drwg"

"Hoffi mynd allan i chwarae"

"Ddim yn ddiog"

"Ddim yn anghofus"

"Ddim yn dweud pethau cas"

"Ddim yn gweiddi pan wnewch chi rywbeth o le"

"Parchu chi"

"Helpu chi i ddysgu"

"Rhywun gallwch chi drystio"

"Ddim yn llawn ohonyn nhw eu hunain"

"Ddim yn anwybyddu chi"

"Ddim yn mynd ar eich nerfau"

"Rhywun sy'n hoffi chi"

"Yn prynu anrhegion i chi"

"Yn sefyll lan droson ni"

"Ddim yn siarad sbwriel"

"Ddim yn dweud eich cyfrinachau wrth bobl eraill"

"Gwrandawr da"

"Rhywun y gallwch chi siarad â nhw"

"Yn eich edmygu"

"Gallu wynebu her"

"Parod i helpu"

"Yn deall"

"Teyrngar"

"Â sgiliau"

"Prydlon"

"Hapus"

"Hawdd mynd atyn nhw"

"Deallus"

"Talentog"

"Haeddu ymddiriedaeth"

"Cyfoethog"

"Dibynadwy"

"Ewyllys gref"

"Cyfeillgar"

"Teyrngar"

"Happy"

"Full of Fun"

"Not too serious"

"Good imagination"

"Laugh a lot"

"Calm"

"Well balanced mind"

"Healthy"

"Clever"

"Interesting"

"Not too serious"

"Big hearts"

"Caring"

"Believe in Children's Rights"

"Be polite"

"Open minded"

"Respectful/respectable"

"Believes in children's rights"

"Good at explaining"

"Listens to children"

"Strong voice"

"Approachable"

"Nice clothes"

"Trendy"

"No BO"

"Likes to go out to play"

"Not lazy"

"Not forgetful"

"Doesn't say nasty stuff"

"Doesn't shout when you do something wrong"

"Respects you"

"Helps you learn"

"Someone you can trust"

"Not up themselves"

"Doesn't ignore you"

"Doesn't annoy you"

"Someone who likes you"

"Buys you presents"

"Stick up for us"

"Doesn't talk gibberish/rubbish"

"Doesn't tell your secrets"

"Good listener"

"Someone you can talk to"

"Admires you"

"Up to a challenge"

"Helpful"

"Understanding"

"Loyal"

"skillfull"

"Prompt"

"Happy"

"Approachable"

"Intellectual"

"Talented"

"Trustworthy"

"Rich"

"Reliable"

"Strong-minded"

"Friendly"

"Loyal"

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