

Adborth: Tasg Gyfeiriol 4

Feedback: Directed Task 4



- Cwestiynau:

1. O'ch gwaith darllen, beth ydych chi wedi'i ddysgu am gyfiawnder cymdeithasol yn yr ystafell ddosbarth?
2. Sut fydd hyn yn effeithio ar eich arfer chi?

- Cofnodwch eich casgliadau fan hyn:

- Questions:

1. From your reading, what have you have learned about social justice in the classroom?
2. How will this impact your practice?

- Note your conclusions here:

https://padlet.com/rachel_bendall/gjdz75vq9io

Darllenriad ar gael yma: Reading available here:

[ProQuest Ebook Central - Reader](#)



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Beth yw'r cyfleoedd a'r rhwystrau i ymgysylltiad ysgol-gymuned?

What are the opportunities and barriers to school-community engagement?

Yn y sesiwn hon, byddwch yn archwilio'r ffyrdd mae ysgolion yn gweithredu er mwyn elwa o'r cyfleoedd a goresgyn y rhwystrau efallai a ddaw o weithio'n agosach gyda'r gymuned, gyda ffocws penodol ar ymgysylltiad teuluol.

In this session, you will explore the ways in which schools work to benefit from a closer relationship with the community and overcome the barriers this may present, with a particular focus on family engagement.

Amcan y sesiwn

Session's aim



- Rhoi'r sgiliau angenrheidiol i ddarpar-athrawon ddadansoddi sut mae ffactorau diwylliannol, ieithyddol, crefyddol ac economaidd-gymdeithasol amrywiol yn dylanwadu ar faterion a datblygiad ysgol gyfan.
- To equip student-teachers with the skills needed to analyse how diverse cultural, linguistic, religious and socio-economic factors influence whole school issues and development.

REALITY



Disgwyliadau o ysgolion

Expectations of schools



EXPECTATIONS

Nid rhywbeth newydd...

Not something new...

“Rydym am weld perthynas agosach o lawer rhwng ysgolion a’u cymunedau y maent yn eu gwasanaethu. Rydym am i ysgolion weithredu fel adnodd yn y gymuned - nid yn ystod oriau ysgol yn unig ond y tu allan i oriau ysgol ac yn ystod y gwyliau hefyd. Fe’u gwelwn fel rhan annatod o adeiladu gallu cymunedol - gan ddarparu sylfaen ar gyfer cyflwyno nid yn unig addysg a hyfforddiant (gyda chysylltiadau â sefydliadau Addysg Bellach ac Addysg Uwch), ond hefyd ystod o wasanaethau eraill fel cynhaliaeth deuluol a hybu iechyd a menter.”

(Cynulliad Cenedlaethol Cymru, 2001, Paragraff 35)

“We want to see a much closer relationship between schools and the communities they serve. We want schools to act as a community resource – not just in school hours but out of hours and in vacations as well. We see them as being integral to community capacity building – providing a base for not just education and training, but also a range of other services like family support, health and enterprise promotion.”

(The National Assembly for Wales, 2001, Paragraph 35)

https://dera.ioe.ac.uk/5147/1/learning_country_paving_document.pdf



Ysgolion Cymunedol

Caiff ysgol gymunedol ei diffinio fel un sydd â lles pennaf dysgwyr, teuluoedd a'r gymuned wrth wraidd iddi. Mae'r ysgolion hyn yn estyn llaw i ymgysylltu â theuluoedd a chydweithio â'r gymuned ehangach, gan wybod y gwahaniaeth y gall hyn ei wneud i lwyddiant pob disgybl yn yr ysgol, yn enwedig y rhai sydd dan anfantais oherwydd tlodi. Mae'r ysgolion hyn yn gweithio mewn partneriaethau strategol hynod effeithiol ag ystod o sefydliadau, ac yn cydleoli gwasanaethau, lle bo hynny'n bosibl, er mwyn galluogi teuluoedd a'r gymuned i fanteisio arnynt yn rhwydd.



Community schools

A community school is defined as one that has the best interests of learners, families and the community at its heart. These schools reach out to engage families and work with the wider community, knowing the difference this can make to the success of all pupils in the school, particularly those who are disadvantaged by poverty. These schools work in highly effective strategic partnerships with a range of organisations, where possible co-locating services to enable families and the community to access them easily.



Rhannu a chydweithio

Sharing and collaboration

I nifer o bobl mae ysgolion cymunedol yn gyfystyr â'r syniad o rannu cyfleusterau a chydweithio gyda grwpiau ag asiantaethau eraill: annog cydweithio gydag asiantaethau statudol a gwirfoddol; a datblygiad o'r ysgol fel adnodd lleol yn gymdeithasol i'r gymuned.

For many people community schools are synonymous with the idea of shared facilities and collaboration with other agencies and groups: encouraging collaboration with statutory and voluntary welfare agencies; and the development of the school as a resource base for social and community action.

Ysgolion yn rhannu adnoddau gyda'r gymuned

Schools sharing resources with the community

- Mae gan ysgolion gyfleusterau, adnoddau ag offer gwerthfawr a ddylai fod ar gael i'r cymunedau lleol maent yn rhan ohonynt.
- Yn ogystal â bod yn ganolfannau dysgu ar gyfer plant, mae gan ysgolion rôl bwysig er mwyn hybu dysgu gydol oes i bawb.
- Schools have potentially valuable facilities, resources and expensive equipment which should be made available to the communities they serve.
- As well as being centres of learning for pupils, schools also have important roles to play in promoting lifelong learning for all.

Mae ysgolion cymunedol...

yn rhoi lles pennaf teuluoedd a
chymunedau wrth wraidd popeth a
wnânt

yn cyfrannu at gryfhau teuluoedd ac
adeiladu cymunedau cryf at
y dyfodol

yn parchu ac yn
gwerthfawrogi'r
cyfraniad y gall rhieni ei
wneud

yn lle i bawb ddysgu

yn estyn llaw i
ymgysylltu â
theuluoedd a'r
gymuned

yn agor eu cyfleusterau ac
yn cydleoli gwasanaethau er
budd y gymuned

yn ymrwymo i weithio
mewn partneriaeth

yn gwneud defnydd
hynod effeithiol o staff
sy'n gweithio'n
uniongyrchol â
theuluoedd

yn cynllunio'n strategol i
fodloni anghenion
teuluoedd a'r gymuned

yn darparu dysgu
effeithiol i
deuluoedd

yn dangos eu
hymrwymiad i chwarae
teg, cynhwysiant
a thegwch

yn cydleoli
gwasanaethau i helpu
teuluoedd a'r
gymuned i fanteisio ar
gyngor a chymorth

yn cydnabod potensial ymgysylltu â
theuluoedd a'r gymuned o ran helpu plant
i lwyddo

yn buddsoddi amser ac egni i ddod i
adnabod anghenion, diddordebau a
dyheadau disgyblion, teuluoedd a'u
cymunedau

Community schools...

have the best interests of families and communities at the heart of all they do

contribute to strengthening families and building strong communities for the future

respect and value the contribution parents can make to the school

are a place for learning for all

reach out to engage families and the community

open up their facilities and co-locate services for the benefit of their community

are committed to working in partnership

make highly effective use of staff who work directly with families

strategically plan to meet the needs of families and their community

provide effective family learning

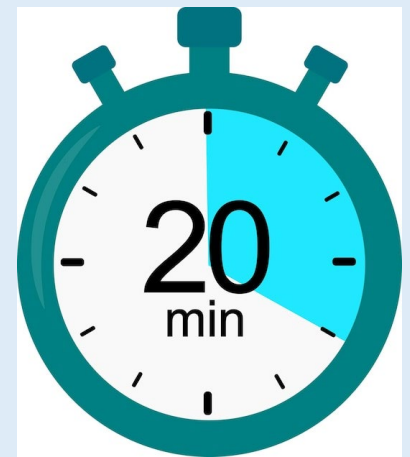
demonstrate their commitment to equity, inclusion and fairness

co-locate services to help families and the community access advice and support

recognise the potential of family and community engagement in helping children succeed

invest time and energy in getting to know the needs, interests and aspirations of pupils, families and their communities

Tasg Task



- Darllenwch drwy sleidiau 7-22 o PowerPoint Estyn:

<https://www.estyn.gov.wales/system/files/2020-07/Community%2520Schools%2520powerpoint.pptx>

- Beth maen nhw'n dweud ydy'r arferion gorau sydd gan ysgolion wrth geisio goresgyn rhwystrau?
- Wrth feddwl am eich prosiect cymunedol ysgol chi, sut fyddwch chi'n ateb cwestiynau 1-10?

- Read through slides 7-22 of the Estyn PowerPoint:

<https://www.estyn.gov.wales/system/files/2020-07/Community%2520Schools%2520powerpoint.pptx>

- What do they say are the best practices schools have when trying to overcome barriers?
- Thinking about your own school community project, how would you answer questions 1-10?

Ymgysylltiad
neu
gyfranogiad?

Engagement
or
involvement?



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APLP
PDPA
Partneriaeth Dyggu Proffesiynol Yr Athrofa
Yr Athrofa Professional Learning Partnership
Transforming Learning Together



Gweithio'n agosach gyda theuluoedd:
pa rwystrau ydych chi'n gallu meddwl amdanynt?

Working more closely
with families:
what barriers can you
think of?

A hand is holding a piece of light-colored, textured paper. The word "IMPOSSIBLE" is written in large, bold, black capital letters. A pencil is pointing to the letter "I". The background is a blue, textured surface.

IMPOSSIBLE

Beth all ysgolion ei wneud er mwyn troi yr hyn sydd
efallai'n teimlo'n amhosib yn bosib?

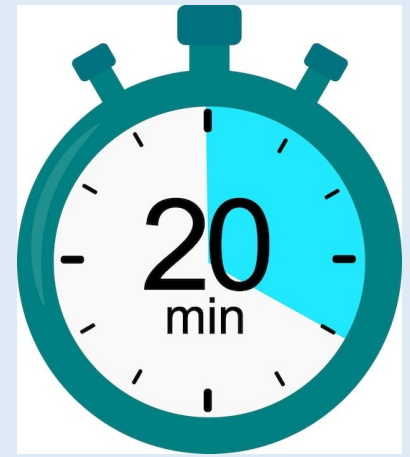
What can schools do to make what may feel impossible
possible?

Wynebu'r
her gyda'n
gilydd

Face the
challenge
together



Tasg Task



- Darllenwch dudalen 8 o'r ddogfen:
- <https://llyw.cymru/sites/default/files/publications/2018-12/wynebu-r-her-gyda-n-gilydd-ygath-pecyn-cymorth-ymgysylltu-a-r-gymuned-a-theuluoedd-i-ysgolion-yng-nghymru-prif-ganllawiau.pdf>
- Sut mae'r rhwystrau sydd wedi nodi yno yn cymharu gyda'r rhwystrau nodoch chi fel dosbarth? Beth sy'n debyg, a beth sy'n wahanol?
- Darllenwch dudalenau 16-18. Beth maen nhw'n dweud yw'r ffyrdd gorau o ddatblygu perthynas gyda theuluoedd? Ble ydych chi wedi gweld rhai o'r arferion hyn ar waith? Pa effaith gawson nhw?

- Read page 8 of the document:
- <https://gov.wales/sites/default/files/publications/2018-12/face-the-challenge-together-family-and-community-engagement-toolkit-for-schools-in-wales-main-guidance.pdf>
- How do the barriers noted there compare to the ones you noted as a class? What's similar, and what's different?
- Read pages 16-18. What do they say are the best ways of developing relationships with parents? Where have you seen any of these practices? What impact did they have?



Verbal
feedback
given.



**Adborth
Llafar**

Pa gwestiynau sydd gennych?
What questions do you have?

