

ECAD5009-C

S7

Ble ydw i'n addysgu?

Where am I teaching?



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Beth mae'n golygu i addysgu yng Nghymru?

Rhan 3

What does it mean to teach in Wales?

Part 3

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S7

Beth mae'n golygu i addysgu yng Nghymru? Rhan 3

What does it mean to teach in Wales? Part 3



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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.



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Partnersiaeth Dygu Proffesiynol Yr Athrofa
Yr Athrofa Professional Learning Partnership
Partnership Adding Value's Impact / Improving Teaching Together

Mae'r sesiwn hon yn adeiladu ar sesiwn bore
'ma a'r cyflwyniad gawsoch gan Dr Huw Griffiths
cyn cinio.

This session builds on this morning's session and
Dr Huw Griffiths' presentation before lunch.

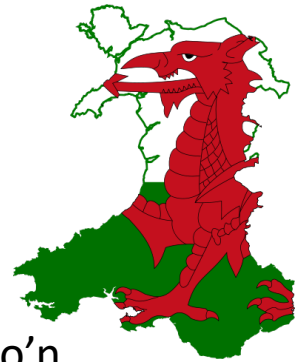
Beth mae'n ei olygu i
addysgu yng Nghymru?

What does it mean to
teach in Wales?

-
- Yn y sesiwn hon, bydd gennych gyfle i archwilio amrywiaeth o atebion i'r cwestiwn hwn o amrywiaeth o safbwyntiau.
 - In this session, you will have the opportunity to explore a variety of answers to this question from a variety of perspectives.



‘Cynefin’



“Dyma’r man y teimlwn ein bod yn perthyn iddo, lle mae’r bobl a’r dirwedd o’n cwmpas yn gyfarwydd, a lle mae’r golygfeydd a’r seiniau yn gysurus o hawdd eu hadnabod. Nid dim ond man yn yr ystyr ffisegol neu ddaearyddol ydyw, serch hynny. Dyma’r lleoliad hanesyddol, diwylliannol a chymdeithasol sydd wedi ffurfio ac sy’n parhau i ffurfio’r gymuned sy’n trigo yno.”

Canllawiau Cwricwlwm i Gymru (Llywodraeth Cymru, 2020, t.247)

“The place where we feel we belong, where the people and landscape around us are familiar, and the sights and sounds are reassuringly recognisable. Though often translated as ‘habitat’, cynefin is not just a place in a physical or geographical sense: it is the historic, cultural and social place which has shaped and continues to shape the community which inhabits it.”

Curriculum for Wales Guidance (Welsh Government, 2020, p.241)



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Cymhwyswch yr ymagwedd ymchwil hon...

Apply this research disposition...

Bod yn sgeptigol

- Deall **tystiolaeth empirig** mewn meysydd a amheuir
- Bod yn ymwybodol o yrwyr gwleidyddol, economaidd a chymdeithasol ar gyfer 'tystiolaeth'

Being sceptical

- Understand **empirical evidence** in contested fields
- Being aware of political, economic and social drivers for 'evidence'



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Beth mae'r penawdau'n awgrymu?

What do the headlines suggest?

- <https://golwg.360.cymru/newyddion/addysg/2070052-dysgu-hanes-pobl-asiaidd-ethnig-lleiafrifol-rhan>
- <https://www.bbc.co.uk/cymrufyw/44952664>
- <https://www.bbc.co.uk/cymrufyw/62691789>
- <https://www.bbc.co.uk/cymrufyw/51637062>
- <https://www.bbc.co.uk/cymrufyw/51418599>
- <https://www.bbc.co.uk/cymrufyw/49732691>
- <https://www.bbc.co.uk/cymrufyw/40563590>
- <https://www.bbc.co.uk/cymrufyw/42744261>
- <https://www.bbc.co.uk/cymrufyw/23770084>
- <https://www.bbc.co.uk/news/uk-wales-56447682>
- <https://www.bbc.co.uk/news/uk-wales-politics-44953312>
- <https://www.bbc.co.uk/news/uk-wales-64067393>
- <https://www.walesonline.co.uk/news/education/grangetown-primary-school-cardiff-diversity-16521092>
- <https://www.walesonline.co.uk/news/education/devastating-effect-poverty-having-young-14171835>
- <https://www.bbc.co.uk/news/uk-wales-51629420>
- <https://www.itv.com/news/wales/2020-02-26/my-daughter-felt-under-attack-for-being-a-young-black-girl-survey-reveals-extent-of-racism-in-schools/>
- <https://www.bbc.co.uk/news/uk-wales-51407327>
- <https://www.walesonline.co.uk/news/education/im-gay-teacher-its-important-15840728>
- <https://www.independent.co.uk/news/education/education-news/sex-education-class-school-wales-lgbt-religious-studies-parents-lessons-a9296026.html>
- <https://www.bbc.co.uk/news/uk-wales-49729041>
- <https://www.bbc.co.uk/news/uk-wales-46909295>

Beth mae ystadegau'n dweud?

What do statistics tell us?

- Rhai cefndiroedd ethnig mewn rhai o'n hysgolion
- Some ethnic backgrounds in some of our schools

Year (2020/21)															
Area Code Year															
Ethnic Background															
Local authority	White British	Traveller	Gypsy/Gypsy Roma (to 2017)	Gypsy (from 2018)	Roma (from 2018)	Any other White background	White and Black Caribbean	White and Black African	White and Asian	Any other Mixed background	Indian	Pakistani	Bangladeshi	Any other Asian background	Ca
Powys	14,400	15	.	15	.	440	60	45	75	125	10	10	5	65	
Ceredigion	7,485	10	.	*	*	275	30	40	30	145	40	15	10	20	
Pembrokeshire	13,660	35	.	115	*	220	50	40	95	100	15	15	25	40	
Carmarthenshire	21,790	50	.	40	10	730	85	75	170	225	65	20	15	50	
Swansea	25,230	20	.	5	*	1,190	100	225	275	530	285	150	580	130	
Neath Port Talbot	16,755	20	.	30	.	265	105	50	115	200	70	20	95	25	
Bridgend	18,445	10	.	20	*	420	70	80	110	230	70	15	25	30	
Vale of Glamorgan	17,320	*	.	*	.	355	245	145	215	510	210	180	70	35	
Rhondda Cynon Taf	31,690	5	.	10	*	440	85	105	170	360	85	65	20	90	
Merthyr Tydfil	6,765	10	.	5	.	440	15	25	25	75	30	5	5	5	
Caerphilly	22,420	5	.	*	.	320	80	55	85	265	45	10	5	20	
Blaenau Gwent	7,270	*	.	40	.	165	15	15	20	55	25	*	*	*	
Torfaen	11,560	*	.	105	.	160	60	40	55	125	15	5	10	35	
Monmouthshire	9,500	*	.	*	*	215	50	40	70	150	25	10	10	15	
Newport	16,730	10	.	30	85	1,425	355	165	190	700	315	1,005	645	145	
Cardiff	30,935	115	.	85	55	2,730	1,005	610	720	1,595	1,020	1,595	1,630	315	

<https://statscymru.llyw.cymru/Catalogue/Education-and-Skills/Schools-and-Teachers/Schools-Census/Pupil-Level-Annual-School-Census/Ethnicity-National-Identity-and-Language/pupils5andover-by-localauthority-ethnicbackground>

<https://statswales.gov.wales/Catalogue/Education-and-Skills/Schools-and-Teachers/Schools-Census/Pupil-Level-Annual-School-Census/Ethnicity-National-Identity-and-Language/pupils5andover-by-localauthority-ethnicbackground>

Beth mae ystadegau'n dweud?

What do statistics tell us?

Niferoedd disgyblion sy'n gymwys i dderbyn prydau ysgol am ddim (PYD)
Numbers of pupils eligible for free school meals (FSM)

	2016/17	2017/18	2018/19
Gogledd Cymru North Wales	12534	12554	13618
De-Orllewin a Chanolbarth Cymru South West and Mid Wales	17632	17377	18515
Canol De Cymru Central South Wales	22317	21739	22560
De-Ddwyrain Cymru South East Wales	13206	13212	13981
Cymru Wales	65689	64882	68674

<https://statscymru.llyw.cymru/Catalogue/Education-and-Skills/Schools-and-Teachers/Schools-Census/Pupil-Level-Annual-School-Census/Provision-of-Meals-and-Milk/pupilsaged5to15eligibleforfreeschoolmeals-by-localauthorityregion-year>

<https://statswales.gov.wales/Catalogue/Education-and-Skills/Schools-and-Teachers/Schools-Census/Pupil-Level-Annual-School-Census/Provision-of-Meals-and-Milk/pupilsaged5to15eligibleforfreeschoolmeals-by-localauthorityregion-year>

Beth yw'r ffigyrau ers 2018/19?
What are the figures since 2018/19?



Beth mae ystadegau'n dweud?

What do statistics tell us?

Disgyblion sydd â iaith gyntaf wahanol i Saesneg neu Gymraeg
Pupils with a first language other than English or Welsh

	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Gogledd Cymru North Wales	2324	2562	2840	3052	3229	3485	3712	3880
De-Orllewin a Chanolbarth Cymru South West and Mid Wales	3582	3911	4345	4799	5330	5652	5928	6095
Canol De Cymru Central South Wales	9607	10234	11121	11711	12451	13135	13599	13892
De-Ddwyrain Cymru South East Wales	2889	3264	3625	3891	4179	4334	4597	5052
Cymru Wales	18402	19971	21931	23453	25189	26606	27836	28919

<https://statscymru.llyw.cymru/Catalogue/Education-and-Skills/Schools-and-Teachers/Schools-Census/Pupil-Level-Annual-School-Census/Ethnicity-National-Identity-and-Language/pupilsaged5andoverfirstlanguageotherthanenglishwelsh-by-localauthorityregion-year>

<https://statswales.gov.wales/Catalogue/Education-and-Skills/Schools-and-Teachers/Schools-Census/Pupil-Level-Annual-School-Census/Ethnicity-National-Identity-and-Language/pupilsaged5andoverfirstlanguageotherthanenglishwelsh-by-localauthorityregion-year>

Beth yw'r ffigyrau ers 2018/19?
What are the figures since 2018/19?



Sut mae hyn yn effeithio arna i?

How does this affect me?

“

... It argues that teachers who engage with social justice issues are better able to offer pupils an academically rigorous education that prepares them for being a confident individual and an effective contributor both in society as a whole and in the world of work. Teachers who are aware of these issues do not just help their pupils to read, write and attain but are more able to provide their pupils with a conducive learning environment which allows each pupil to maximise their potential.

Arshad, R. (p.3, 2012)



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Beth yw 'cyfiawnder cymdeithasol'?

What is 'social justice'?

Social justice is generally defined as the fair and equitable distribution of power, resources, and obligations in society to all people, regardless of race or ethnicity, age, gender, ability status, sexual orientation, and religious or spiritual background (Van den Bos 2003). Fundamental principles underlying this definition include values of inclusion, collaboration, cooperation, equal access, and equal opportunity. Such values are also the foundation of a democratic and egalitarian society (Sue 2001). In addition, a crucial link exists between social justice and overall health and wellbeing. For individuals, the absence of justice often represents increased physical and emotional suffering as well as greater vulnerability to illness. Furthermore, social justice issues and access to resources are also inexorably tied to collective well-being (e.g., relationships and political welfare) of families, communities, and society (Hage 2005; Kenny and Hage 2009; Prilleltensky and Nelson 2002).

Ayala, Erin & Hage, Sally & Wilcox, Melanie. (2011).

https://www.researchgate.net/publication/310769309_Social_Justice_Theory



Sut mae hyn yn cysylltu gyda'r Safonau Proffesiynol (SAC)?

How does this link to the Professional Standards (QTS)?

- **Addysgeg (Hyrwyddo):** Mae'r darpar athro'n arddangos gwybodaeth am anghenion pob dysgwr, a dealltwriaeth o'r anghenion hynny, wrth gynllunio, paratoi ac addysgu. Hefyd, wrth wneud hyn, mae'n sicrhau mai'r pedwar diben sy'n llywio profiadau dysgu.
- **Addysgeg (Hyrwyddo):** Mae'r darpar-athro'n arddangos gwybodaeth am ddefnyddio cyd-destunau go iawn, a hynny fel rhan naturiol o'r profiad dysgu. Mae hyn yn ehangu profiad diwylliannol, ieithyddol, crefyddol ac economaidd-gymdeithasol y dysgwr, ac yn rhoi enghreifftiau ymarferol o gysyniadau a haniaethau.
- **Addysgeg (Dylanwadu):** Er mwyn ysgogi'r dysgwyr i gyflawni, mae'r heriau a'r disgwyliadau y mae'r darpar athro'n eu gosod ar lefel briodol ar gyfer yr ystod o alluoedd a nodweddion sydd ymhlith y dysgwyr.
- **Arweinyddiaeth:** Mae'r darpar athro'n arddangos agweddau ac ymddygiadau proffesiynol, gan ddatblygu cydberthnasau cadarnhaol gyda dysgwyr, rhieni/gofalwyr a chydweithwyr, sy'n dangos ymrwymiad personol i'r egwyddorion sylfaenol, sef tegwch a gwneud y mwyaf o botensial pob dysgwr.
- **Pedagogy (Advancing):** The student-teacher demonstrates a knowledge and understanding of the needs of all learners in planning, preparation and teaching, ensuring that the four purposes are the drivers for learners' experiences.
- **Pedagogy (Advancing):** The student-teacher demonstrates an understanding of the use of real life, authentic contexts for learning being provided as a natural part of the learning experience. This extends the learner's cultural, linguistic, religious and socio-economic experience and illustrates applications of concepts and abstracts in practice.
- **Pedagogy (Influencing):** The student-teacher provides appropriate levels of challenge and expectations for the range of student abilities and characteristics, motivating learners to achieve.
- **Leadership:** The student-teacher demonstrates professional attitudes and behaviours, developing positive relationships with learners and colleagues, which illustrate a personal commitment to the fundamental principles of equity and of maximising the potential of all learners.



Tasg Gyfeiriol 4

Directed Task 4

*Cyfarwyddiadau ar y Padlet
Instructions on the Padlet



- 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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Amcan y sesiwn - Adfyfyrio

Session's aim - Reflection

- 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.

Pa gwestiynau sydd gennych?
What questions do you have?

