

PRIFYSGOL CYMRU Y DRINDOD DEWI SANT

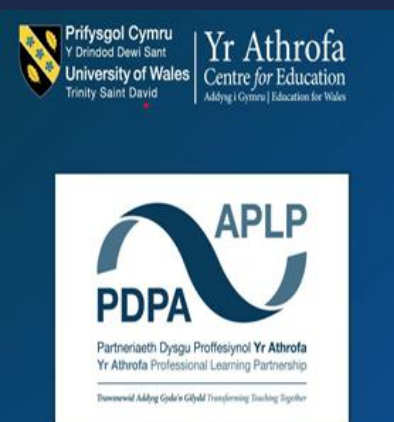
Llais y Disgybl a'r Cyngor Ysgol

Theori, hawliau ac ymarfer
BA Addysg Gynradd gyda SAC
BA3 · Sesiwn 1

UNIVERSITY OF WALES TRINITY SAINT DAVID

Pupil Voice and School Council

Theory, rights and practice
BA Primary Education with QTS
BA3 · Session 1



Deilliannau dysgu



Learning outcomes

Egluro beth yw llais y disgybl a pham ei fod yn bwysig

1

Explain what pupil voice is and why it matters

Cysylltu llais y disgybl â CCUHP, deddfwriaeth Cymru a'r Cwricwlwm i Gymru

2

Link pupil voice to the UNCRC, Welsh legislation and the Curriculum for Wales

Defnyddio modelau damcaniaethol i werthuso cyfranogiad

3

Use theoretical models to evaluate participation

Gwerthuso ymarfer yn feirniadol drwy astudiaethau achos

4

Critically evaluate practice through case studies

Meddyliwch yn ôl...

- Pryd cawsoch chi eich clywed go iawn yn yr ysgol gynradd?
- A newidiodd unrhyw beth o ganlyniad?
- Oeddech chi ar y cyngor ysgol?
Pwy oedd – a phwy nad oedd?
- Trafodwch gyda phartner: 3 munud



Think back...

- When were you truly listened to at primary school?
- Did anything change as a result?
- Were you on the school council?
Who was – and who wasn't?
- Discuss with a partner: 3 minutes

Beth yw llais y disgybl?



What is pupil voice?

Y ffyrdd y mae disgyblion yn mynegi barn, yn cymryd rhan mewn penderfyniadau ac yn dylanwadu ar eu dysgu a bywyd yr ysgol.

The ways pupils express views, take part in decisions and influence their learning and school life.

Cyngor ysgol a grwpiau llais



School council and voice groups

Llais yn y dysgu: cynllunio gyda disgyblion



Voice in learning: co-planning with pupils

Arolygon, amser cylch a blychau syniadau



Surveys, circle time and idea boxes

Pam mae'n bwysig?



Why does it matter?



Lles

hunan-barch a
hyder

Wellbeing

self-esteem and
confidence



Perthyn

teimlo'n rhan o'r
ysgol

Belonging

feeling part of
the school



Ymgysylltu

dysgu sy'n
berthnasol

Engagement

learning that
feels relevant



Dinasyddiaeth

profi
democratiaeth

Citizenship

experiencing
democracy



Gwella'r ysgol

safbwynt y
disgyblion

School

improvement
the pupils'
perspective



Hawl

nid ffafr

A right

not a favour

CCUHP: yr erthyglau allweddol

Erthygl 12

Hawl i fynegi barn a chael eich cymryd o ddifrif

Erthygl 13

Rhyddid mynegiant

Erthygl 15

Rhyddid i ymgynnull ac ymuno â grwpiau

Erthygl 17

Hawl i wybodaeth ddibynadwy

Erthygl 29

Addysg sy'n datblygu'r plentyn yn llawn

Erthygl 42

Hawl i wybod am eich hawliau



12

13

15

17

29

42

UNCRC: the key articles

Article 12

The right to express views and be taken seriously

Article 13

Freedom of expression

Article 15

Freedom to meet and join groups

Article 17

The right to reliable information

Article 29

Education that develops the child fully

Article 42

The right to know your rights

[Comisiynydd Plant Cymru - Dysgwch fwy am ein gwaith](#)

[The Children's Commissioner for Wales - About Us](#)





Mae gan bob plentyn hawl i ddweud ei farn am bethau sy'n effeithio arno, ac i'r farn honno gael ei chymryd o ddifrif.

Pwysau dyladwy: nid 'cael popeth', ond cael ymateb go iawn.

Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

Due weight: not 'getting everything', but getting a real response.



Cyd-destun Cymru



The Wales context

Rheoliadau Cyngorau Ysgol (Cymru)

Cyngor ysgol yn ofynnol; o leiaf 6 cyfarfod y flwyddyn

2005

School Councils (Wales) Regulations

A school council is required; at least 6 meetings a year

Safonau Cyfranogiad Cenedlaethol

Saith safon ar gyfer gwaith gyda phlant

2007

National Participation Standards

Seven standards for working with children

Mesur Hawliau Plant a Phobl Ifanc (Cymru)

Gweinidogion i roi sylw dyledus i CCUHP

2011

Rights of Children and Young Persons (Wales) Measure

Ministers must have due regard to the UNCRC

Comisiynydd Plant Cymru: 'Y Ffordd Gywir'

Dull hawliau plant ar gyfer cyrff cyhoeddus

2017

Children's Commissioner: 'The Right Way'

A children's rights approach for public bodies

Deddf ADY a'r Tribiwnlys Addysg (Cymru)

Ymarfer sy'n canolbwyntio ar yr unigolyn

2018

ALN and Education Tribunal (Wales) Act

Person-centred practice: learner's views central

Y Cwricwlwm i Gymru: y pedwar diben

Dysgwyr uchelgeisiol, galluog
gofyn cwestiynau a gwneud penderfyniadau

Cyfranwyr mentrus, creadigol
arwain prosiectau a datrys problemau

Dinasyddion egwyddorol, gwybodus
deall hawliau, tegwch a democratiaeth

Unigolion iach, hyderus
magu hyder, perthyn a lles



Curriculum for Wales: the four purposes



Ambitious, capable learners
ask questions and make decisions



Enterprising, creative contributors
lead projects and solve problems



Ethical, informed citizens
understand rights, fairness and democracy



Healthy, confident individuals
build confidence, belonging and wellbeing

Ysgol Gyfranogiad Hart (1992)



Hart's Ladder of Participation (1992)

Menter gan blant, penderfyniadau ar y cyd ag oedolion

Menter a chyfarwyddyd gan blant

Menter gan oedolion, penderfyniadau ar y cyd â phlant

Ymgynghori a hysbysu

Neilltuo ond hysbysu

Tocenistiaeth

Addurno

Trin

8

7

6

5

4

3

2

1

Child-initiated, shared decisions with adults

Child-initiated and directed

Adult-initiated, shared decisions with children

Consulted and informed

Assigned but informed

Tokenism

Decoration

Manipulation

Model Lundy (2007)



Gofod

Cyfle diogel a chynhwysol i fynegi barn

Space

A safe, inclusive opportunity to express views



Cynulleidfa

Mae rhywun â'r pŵer i weithredu yn gwrando

Audience

Someone with the power to act is listening



The Lundy Model (2007)



Llais

Cefnogaeth a gwybodaeth i fynegi barn

Voice

Support and information to express views



Dylanwad

Gweithredu ar y farn ac adrodd yn ôl

Influence

Views are acted on and feedback is given

Modelau pellach: Shier a Fielding

- **Shier (2001): Llwybrau at gyfranogiad**
- Pum lefel: o wrando ar blant i rannu pŵer a chyfrifoldeb
- Ar bob lefel: agoriadau, cyfleoedd a rhwymedigaethau
- **Fielding (2001; 2011)**
- Disgyblion fel ffynonellau data → ymatebwyr → cyd-ymchwilwyr → ymchwilwyr
- Llais y disgybl fel partneriaeth ddemocrataidd



Further models: Shier and Fielding

- **Shier (2001): Pathways to participation**
- Five levels: from listening to children to sharing power and responsibility
- At each level: openings, opportunities and obligations
- **Fielding (2001; 2011)**
- Pupils as data sources → active respondents → co-researchers → researchers
- Pupil voice as democratic partnership

Gweithgaredd: Ble ar yr ysgol?



Activity: Where on the ladder?

Mae'r pennaeth yn dewis 'cynrychiolwyr' i sefyll mewn llun ar gyfer gwefan yr ysgol.

Mae disgyblion yn pleidleisio ar liw'r iard ar ôl i'r staff ddewis tri opsiwn.

Mae'r cyngor yn cynnal arolwg, yn rheoli cyllideb o £500 ac yn adrodd yn ôl i'r llywodraethwyr.

Mae disgyblion Blwyddyn 4 yn cychwyn ymgyrch casglu sbwriel ac yn gwahodd y cyngor tref.

Mae disgyblion yn llenwi holiadur, ond ni rennir y canlyniadau byth.

A

The head chooses 'representatives' to stand in a photo for the school website.

B

Pupils vote on playground colours after staff choose three options.

C

The council runs a survey, manages a £500 budget and reports back to governors.

D

Year 4 pupils start a litter-pick campaign and invite the town council.

E

Pupils fill in a questionnaire but the results are never shared.

Astudiaeth achos A: Ysgol Bryn Celyn



Case study A: Ysgol Bryn Celyn

- Chwe disgybl 'dibynadwy' wedi'u dewis gan athrawon
- Cyfarfod pan fo amser: tua thair gwaith y flwyddyn
- Agenda gan y dirprwy: y ffair Nadolig a gwisg ysgol
- Dim adborth i'r dosbarthiadau
- **Disgybl BI.5: 'Dydyn nhw ddim wir yn gwrando arnon ni.'**

- Six 'reliable' pupils chosen by teachers
- Meets when there's time: about three times a year
- Agenda set by the deputy: Christmas fair and uniform
- No feedback to classes
- **Y5 pupil: 'They don't really listen to us.'**

Astudiaeth achos B: Ysgol Glan yr Afon



Case study B: Ysgol Glan yr Afon

- Etholiadau dosbarth: manifestos a phleidlais gudd
- Cyfarfod bob pythefnos; disgyblion yn cofnodi
- Arolwg disgyblion → prosiect iard chwarae cynhwysol gyda chyllideb
- Bwrdd 'Dywedoch chi, gwnaethon ni' yn y neuadd
- Cynrychiolwyr yn cyflwyno i'r llywodraethwyr ac i'r cyngor tref

- Class elections: manifestos and a secret ballot
- Meets fortnightly; pupils take the minutes
- Pupil survey → inclusive playground project with a budget
- A 'You said, we did' board in the hall
- Reps present to governors and the town council

Astudiaeth achos C: Llais pob dysgwr

Cynrychiolydd o'r ganolfan adnoddau ADY
aelod ychwanegol ar y cyngor

Talking Mats, symbolau a lluniau
i ddisgyblion di-eiriau neu sy'n defnyddio CAA

System 'cyfaill llais'
cyfoed yn helpu i rannu barn

Cymraeg, Saesneg ac ieithoedd y cartref
ar gyfer dysgwyr iaith newydd



Case study C: Every learner's voice



A representative from the ALN resource base
an additional council member



Talking Mats, symbols and photos
for non-verbal pupils or AAC users



A 'voice buddy' system
a peer helps to share views



Welsh, English and home languages
for new language learners

Meddwl yn feirniadol: yr heriau



Critical thinking: the challenges



Tocenistiaeth

llais 'i'w
ddangos'

Tokenism

voice 'for show'



'Yr un hen wynebau'

pwysu sy'n cael ei
glywed?

'The usual suspects'

whose voice is
heard?



Agenda oedolion

toiledau, ffeiriau,
gwisg

Adult agendas

toilets, fairs,
uniform



Pŵer

pwysu sy'n
penderfynu go
iawn?

Power

who really
decides?



Lleisiau tawel

ADY, iaith,
swildod, tlodi

Quiet voices

ALN, language,
shyness, poverty



Amser

pwysau'r
cwricwlwm

Time

curriculum
pressure

Y tu hwnt i'r cyngor ysgol



Beyond the school council



Criw Cymraeg
hyrwyddo'r
Gymraeg

Criw Cymraeg
promoting Welsh



Pwyllgor Eco
Eco-Sgolion

Eco-Committee
Eco-Schools



**Arweinwyr
Digidol**
diogelwch ar-lein

Digital Leaders
online safety



**Llysgenhadon
Gwych**
Comisiynydd
Plant Cymru

**Super
Ambassadors**
Children's
Commissioner



**Llysgenhadon
Lles**
cefnogi cyfoedion

**Wellbeing
Ambassadors**
supporting peers



**Llysgenhadon
Chwaraeon**
bywydau egnïol

**Sports
Ambassadors**
active lives

Myfyrio a'r camau nesaf

Un peth y byddaf yn ei gofio heddiw

Un cwestiwn sydd gennyf o hyd

Sesiwn 2: chi sy'n arwain!

Cynllunio blwyddyn i'r cyngor ysgol a grŵp llais

Sesiwn 3: cyngor ysgol go iawn

yn ymuno â ni ar Teams



Reflection and next steps



One thing I will remember from today



One question I still have



Session 2: you lead!

Plan a year for a school council and a voice group



Session 3: a real school council

joins us on Teams



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