



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

ECEY6004C

Arweinyddiaeth Gynhwysol: Gweithio gyda'n
gilydd i gefnogi teuluoedd

ECEY6004

Inclusive Leadership: Working together to support
families

Thema 3 / Theme 3

Trawsnewid Addysg, Trawsnewid Bywydau
Transforming Education, Transforming Lives

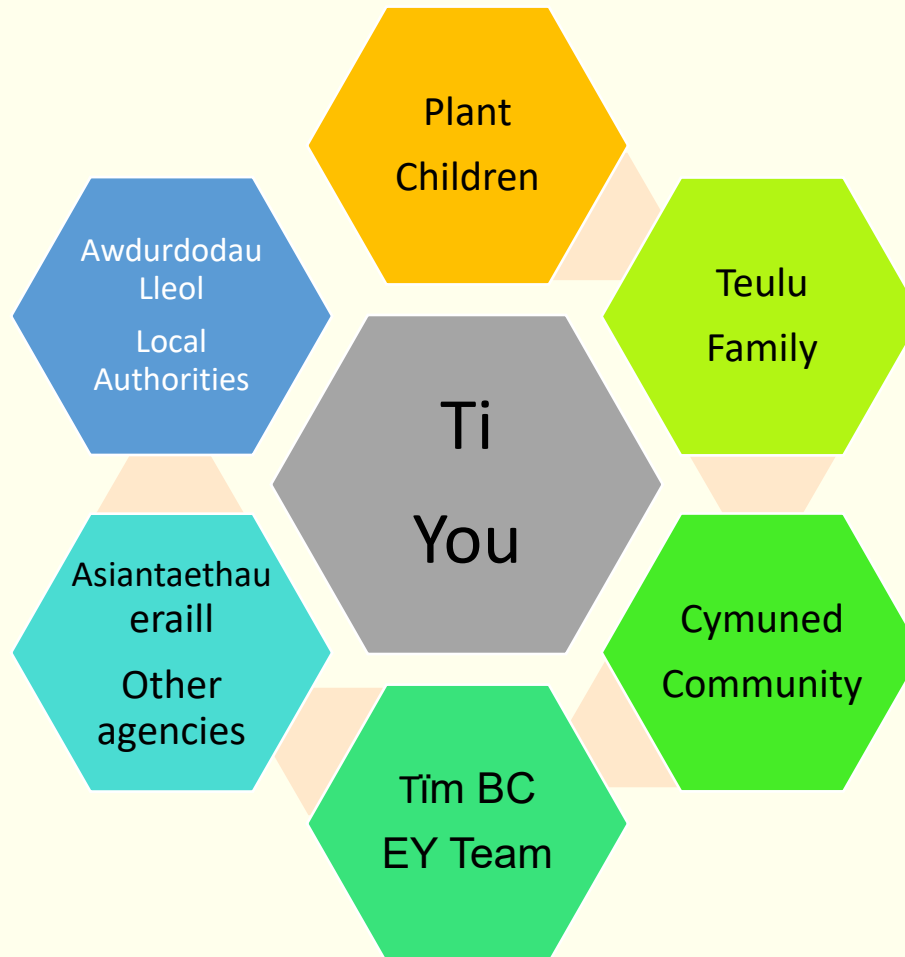
www.uwtsd.ac.uk

Arweinyddiaeth Gynhwysol: Plant

Inclusive Leadership: Children

Pwy sy'n ymwneud ag Arweinyddiaeth Gynhwysol?

Who is involved in Inclusive Leadership?



- Mae pob adran (plentyn, teulu, gweithwyr proffesiynol, cymuned) yn rhyng-gysylltiedig, felly nid oes terfyn pendant ar yr hyn i'w gynnwys ym mhob adran.
- Cofiwch wirio adnoddau y tu allan i'r pwnc 'arweinyddiaeth gynhwysol' er mwyn cael mwy o wybodaeth am bob adran.
- Bydd eich dewis o senario yn arwain eich gwybodaeth eich hun - bydd y sleidiau hyn yn rhoi gwybodaeth gyffredinol i chi ei hystyried.
- Each section (child, family, professionals, community) is interlinked therefore there is no specific cut-off to what to include in each section.
- Remember to check resources outside of inclusive leadership domain for more information on each section
- Your choice of scenario will lead you to your own information – these slides will just give you general information to consider.

Ffocws ar gyfer y Thema yma

Focus for this Theme

- Oherwydd amser cyfyngedig, byddwn yn canolbwyntio ar hil a diwylliant yn y Thema yma.
- Fodd bynnag, mae'r un egwyddorion yn berthnasol i faterion eraill sy'n ymwneud ag amrywiaeth a pherthyn (e.e. rhywioldeb, tlodi ac ati).
- Due to limited time, we will only focus on race and culture in this Theme
- However, the same principles apply to other issues of diversity & belonging (e.g. sexuality, poverty etc.)

Pwynt Trafod / Discussion Point

- Beth sy'n rhoi ymdeimlad o **berthyn** i blant mewn lleoliad Blynyddoedd Cynnar?
- What gives children a sense of **belonging** in an Early Years setting?



Perthyn/ Belonging

‘Belonging is [also] a key concept in the early years; it impacts young children’s cognitive and socioemotional development in paramount ways, affecting attachment, transitions, and young children’s beliefs in their potential and capacity’

- (Souto-Manning *et al.*, 2021, t/p: 104)

‘[It involves}...being accepted, included, or welcomed leads to a variety of positive emotions (e.g., happiness, elation, contentment, and calm), whereas being rejected, excluded, or ignored leads to potent negative feelings (e.g., anxiety, depression, grief, jealousy, and loneliness)’

- (Baumeister and Leary, 1995 t/p.508 dyfynnwyd yn/ cited in Souto-Manning *et al.*, 2021 t/p: 104)

Ffactorau sy'n Effeithio ar Ymdeimlad o Berthyn Plentyn

Factors Affecting A Child's Sense of Belonging

Stereoteipio / Stereotyping

‘Prior research has shown that acceptance, recognition, and reciprocity are key to feeling included while exclusion often arises from stereotyping, marginalization, or mismatched expectations’

(Steenwegen, J. et al., 2025, t/p. 452)

Pwynt Trafod / Discussion Point

Beth yw ystrydeb a sut mae’n edrych yn yr amgylchedd
blynyddoedd cynnar

What is a stereotype and what does it look like in the early
years environment?



Seibiant i Feddwl



Pa ystrydebau posibl y gallai'r plentyn hwn ddod ar eu traws yn amgylchedd yr EY?

Sut fydddech chi'n cefnogi plentyn sy'n hoffi gwisgo i fyny orau?

Beth os yw'r teulu'n anghyffyrddus â hyn?





Pause for Thought



What possible stereotypes would this child be subject to in the EY environment?

How would you best support a child who likes dressing up?

What if the family are uncomfortable with this?



Gweithgaredd /Activity

Stereoteipiau Plant: Enghraifft Children's Stereotypes: An Example

- Darllenwch y Daflen (ar gael yn y Teilsen ar Moodle)
- Sut allwn ni ddelio â'r math hwn o stereoteip mewn amgylchedd blynyddoedd cynnar?
- Nawr darllenwch yr erthygl gan Cathy Nutbrown. (hefyd ar Moodle)
- Read the Handout (available in the Tile on Moodle)
- [How can we deal with these types of scenarios in the early years?](#)
- Now read the article by Cathy Nutbrown. (also on Moodle)

**Sut allwn ni
ddelio â'r math
hwn o stereoteip
mewn
amgylchedd
blynyddoedd
cynnar?**

**Gallwn chwilio am
ffynonellau fel y
cylchgrawn hwn
sydd ar gael ar
Moodle o dan y
sesiwn yma.**



How would we handle children who are saying nasty things about others and using words like “gay” in a derogatory way?

We can seek out sources such as this magazine which is available on Moodle under this session.



Diwylliant / Culture

‘Belonging does not simply arise out of thin air but is constructed through interactions that involve sharing aspects of cultural life such as language, etiquette, musical preferences, or food habits. This leads us to the notion of cultural repertoires, which we consider essential to studies on belonging.’

(Steenwegen, J. et al., 2025, t/p. 452)

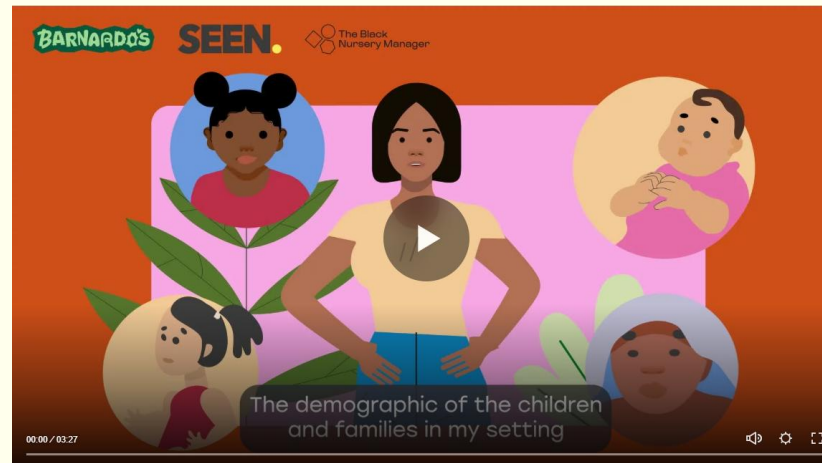
Identity is never singular but is multiply constructed across intersecting and antagonistic [cultural] discourses, practices and positions

(Hall, 1996)

Beth mae'r ddau ddamcaniaethydd hyn yn dweud am ddiwylliant?
What are these two theorists saying about culture?

Sensitifrwydd Diwylliannol

- Gan weithio gyda Barnardo's, mae Liz Pemberton, sylfaenydd ymgynghoriaeth *The Black Nursery Manager*, wedi cynhyrchu fideo yn egluro pwysigrwydd sensitifrwydd diwylliannol yn y Blynyddoedd Cynnar.
- Gwyliwch y fideo a nodwch unrhyw bwyntiau ar gyfer ymchwil pellach



Cultural Sensitivity

- Working with Barnardo's, Liz Pemberton, founder of The Black Nursery Manager consultancy has produced a video explaining the importance of cultural sensitivity in the Early Years
- Watch the video and make notes of any points for further research.



Eilyddiaeth ddiwylliannol neu werthfawrogiad diwylliannol?

Cultural appropriation or cultural appreciation?



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Eilyddiaeth ddiwylliannol neu werthfawrogiad diwylliannol?

Cultural appropriation or cultural appreciation?

- Mae Liz Pemberton hefyd yn trafod eilyddiaeth ddiwylliannol fel rhywbeth i fod yn ymwybodol ohono wrth edrych ar wahanol ddiwylliannau.
- Mae hi'n defnyddio enghraifft o feithrinfa ym Manceinion lle gwisgodd aelodau gwyn o'r staff fel rapiwyr (cadwyni/ het/ sbectol/ dillad rhydd) ac fe wnaethant rap ar gyfer ymadawyr ysgol.
- Iddi hi, y pwynt allweddol yw a yw'r diwylliant yn cael ei barchu.
- Liz Pemberton also talks of cultural appropriation as being something to be aware of when looking at different cultures.
- She uses the example of a nursery in Manchester where white members of staff dressed up as rappers (chains./ hat/ glasses baggy clothes) and did a school leavers rap.
- For her the key point is whether the culture is being shown respect.

Eilyddiaeth ddiwylliannol/ **Cultural appropriation**

Mae'r fideo hwn yn rhoi esboniad o'r gwahaniaethau rhwng **eilyddiaeth** ddiwylliannol a **gwerthfawrogiad** diwylliannol.

Ar ôl gwylio'r fideo, trafodwch beth rydych chi'n deall yw'r gwahaniaethau allweddol.

This video gives an explanation of the differences between cultural **appropriation** and **cultural appreciation**.

After watching the video discuss what you understand the key differences to be.



(Gender Equality Network, 2025)

Eilyddiaeth ddiwylliannol / Cultural appropriation

“The unacknowledged or inappropriate adoption of the practices, customs, or aesthetics of one social or ethnic group by members of another (typically dominant) community or society.”

(Oxford English Dictionary, 2017)

Integral to the definition of cultural appropriation is an asymmetry of power between two cultures that involves the [...] dominant culture taking from the marginalised culture. This aspect of the more powerful taking from the less powerful is not emphasised enough. Many definitions emphasise the taking from a culture that is not one's own”

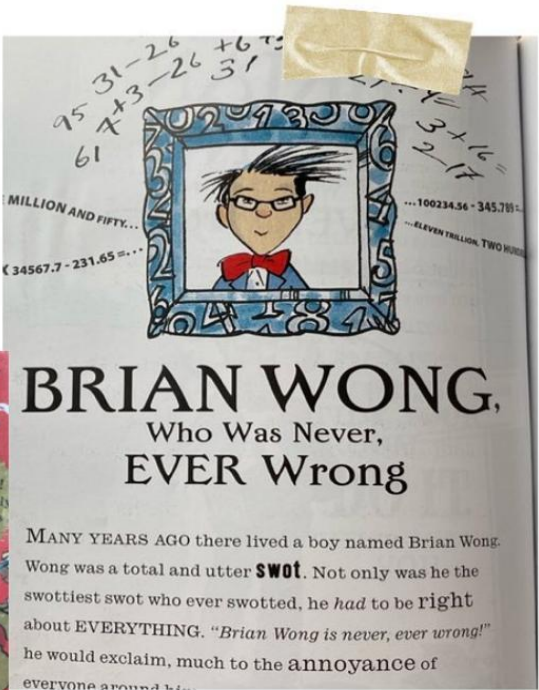
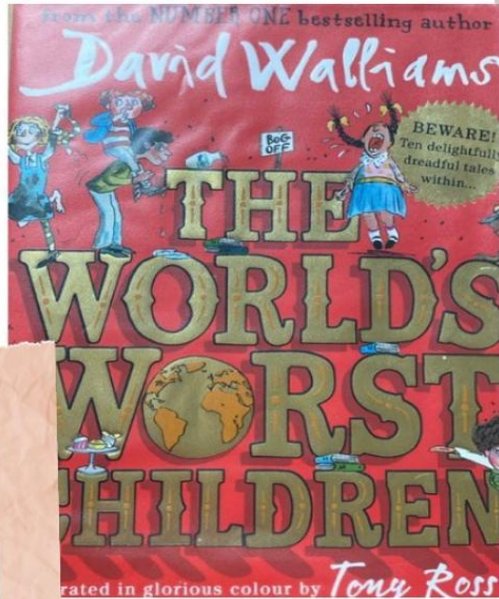
(Arya, 2021 p.2)

Mae eilyddiaeth ddiwylliannol yn atgyfnerthu ystrydebau a hiliaeth achlysurol!/
Cultural appropriation reinforces stereotypes and casual racism!

stories/highlights/17858743433402977/

Instagram

EDUCATE CHILDREN ON DIVERSITY. RATHER THAN FOCUSING ON HARMFUL STEREOTYPES.



chinesechippygirl • Following



chinesechippygirl Last week, @theannachan / @asianleadershipcollective, @wongrel and I had a conversation with @harpercollinsuk to discuss how problematic some of the stories are in "The World's Worst Children" written by @dwalliams and illustrated by Tony Ross. We focused on "Brian Wong who was never, ever wrong" as this story gave unfair representation to the Chinese community. Please check my 'Brian Wong' highlights for more details.

The 3 of us shared our personal experiences of some of the hardships we had growing up and being teased for being a BBC (British born Chinese).



Liked by theblacknurserymanager and 817 others

MAY 7



Add a comment...

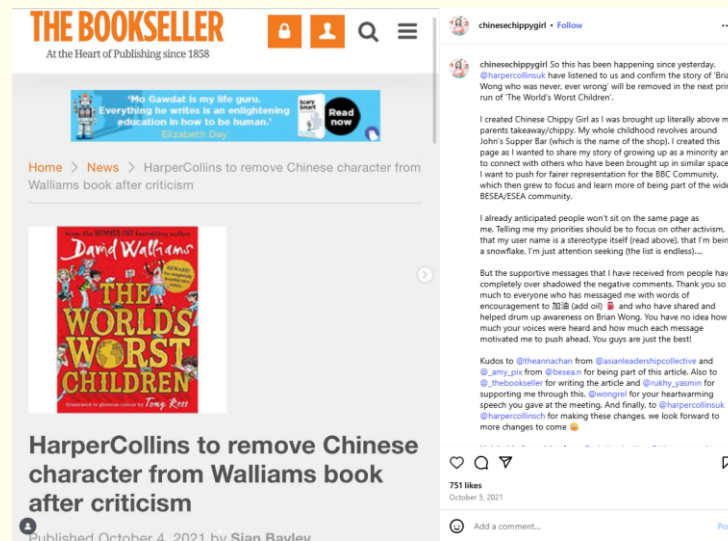
Post

@CHINESECHIPPYGIRL

Atgyfnerthu stereoteipiau a hiliaeth achlysurol

Reinforcing stereotypes and casual racism

- Mae'r Stori Instagram yma yn dangos yr effaith y gall stereoteipio hiliol ei chael ar aelodau cymunedau lleiafrifol.
- This Instagram Story illustrates the effect that racial stereotyping can have on members of minority communities.



(@chinesechippygirl, 2021)

Atgyfnerthu stereoteipiau a hiliaeth achlysurol

Reinforcing stereotypes and casual racism

- Mae'r broblem yma hefyd wedi'i nodi mewn astudiaethau academiaidd, er enghraifft mae Han *et al.* (2025) wedi dadlau bod...

- This problem has also been identified in academic studies, for example Han *et al.* (2025) have argued that:

‘Previous studies argue that focusing only on surface-level aspects like food and clothing fails to capture the complexity of Asian American culture (An, 2022)’.

‘Thus, while these portrayals offer insights into cultural practices, they may not provide a comprehensive understanding of Asian American identities’. (Han *et al.*, 2025)

Gwerthfawrogiad diwylliannol / Cultural appreciation

- Yn ôl yr Oxford Review (2025):
- According to the Oxford Review (2025):
 - ‘Cultural appreciation refers to the mindful and respectful interaction with another culture’.
 - ‘It goes beyond merely adopting elements of a culture but strives to understand and celebrate the significance of those elements within their historical and social contexts’.
 - ‘When individuals or organisations engage in cultural appreciation, they seek to genuinely connect with the culture, demonstrating sensitivity to its nuances and showing respect for the people to whom the culture belongs’.

Iaith A Pherthyn

Sh'wm mae?



Fe wnaethon ni Sadaqh ddoe
a rhoi ffrwythau mas yn ein
dawah stryd ac roedd y
tywydd yn iawn felly cawsom
Jammat y tu allan ac yna
cawsom Iftar. Dwi mor
flinedig! Roedd y khtbahs yn
hir ond gwelais fy nheulu i
gyd roedd yn wych!

Wow! Rwy't ti
Wedi bod yn brysur!..



Language and belonging



We did Sadaqh yesterday and gave out fruit in our street. Mum said it was a nice dawah and the weather was ok so we had Jammah outside and then we had Iftar. I am so tired! The khtbahs were long but I saw all of my family it was great!

How are you today?



Wow! You have Been busy!...



Cwestiynau Myfyriol

- Sut allwch chi sicrhau bod plant yn gallu siarad am eu profiadau bywyd heb ddisgwyl iddynt **berfformio eu diwylliant**?
(Pemberton, 2021)
- A yw eich amgylchedd blynyddoedd cynnar chi yn adlewyrchu diwylliannau a chymunedau'r plant y maent yn byw ynddynt?
- Sut allwn ni sicrhau bod plant yn teimlo eu bod yn cael eu cynnwys yn fwy mewn amgylchedd blynyddoedd cynnar?

Reflective questions:

‘How can you make sure that children can talk about their life experiences without expecting them to **perform their culture?**’ (Pemberton, 2021)

Does your early years environment reflect the children’s cultures and communities they live in?

How can we make children feel more included in the early years environment?

Mynegi Diwylliant Drwy Berfformiad

- Mae Pemberton (2021) yn defnyddio'r ymadrodd hwn mewn cyddestun negyddol oherwydd y canlynol:
- Gall gofyn i blant “berfformio” eu diwylliant leihau hunaniaethau cymhleth i arddangosfeydd syml neu stereoteipiedig (e.e., gwisgo dillad traddodiadol neu gyflwyno gŵyl).
- Gall **hanseilio** diwylliant, gan awgrymu bod pob plentyn yn cynrychioli set sefydlog o nodweddion diwylliannol.
- Gall plant deimlo'n rhwym i gynrychioli eu holl ddiwylliant, sy'n gallu bod yn llethol neu'n anghywir.
- Gall hefyd atgyfnerthu naratifau dominyddol, yn enwedig os mai dim ond rhai diwylliannau sy'n cael eu hamlygu neu eu dathlu.

Performing Culture

- Pemberton (2021) uses this phrase in a negative context because of the following:
- Asking children to "perform" their culture can reduce complex identities to simplified or stereotypical displays (e.g., wearing traditional clothing or presenting a festival).
- It may **essentialise** culture, implying that each child represents a fixed set of cultural traits.
- Children may feel obligated to represent their entire culture, which can be overwhelming or inaccurate.
- It can also reinforce dominant narratives, especially if only certain cultures are highlighted or celebrated.

Cydnabod Amrywiaeth

- Mae'r pwynt olaf ar y sleid flaenorol wedi'i bwysleisio gan Dr. Fawzia Reza yn ei chyfweliad ar gyfer Childhood Education International (2021).
- Gwylwch y clip fideo byr a nodwch unrhyw bwyntiau allweddol.



(From 13:20 to 15:02)

Acknowledging Diversity

- The last point on the previous slide has been emphasised by Dr. Fawzia Reza in her interview for Childhood Education International (2021)
- Watch the short video clip and make notes of any key points.



(From 13:20 to 15:02)

Safbwynt Amgen

- Mae Katherine Birbalsingh yn defnyddio dull gwahanol o fynd i'r afael â mater amrywiaeth.
- Mae hi'n Bennaeth ysgol uwchradd yn Llundain sydd wedi cael ei barnu'n Rhagorol gan Ofsted (2023).
- Er ei bod yn Bennaeth ysgol uwchradd, mae ei safbwyntiau ar fynd i'r afael ag amrywiaeth yn berthnasol i bob lleoliad addysgol ac yn cynnwys:
- Pwyslais cryf ar werthoedd a chymunedau a rennir mewn lleoliadau plentyndod cynnar.
- Lleihau rhaniadau diwylliannol er mwyn ffafrio profiad addysgol cyffredin.
- Cyflwyniad cynnar i ddysgu strwythuredig a disgyblaeth, y mae hi'n ei ystyried yn sylfaenol ar gyfer llwyddiant yn y dyfodol.

An Alternative View

- Katherine Birbalsingh has a different approach to dealing with issue of diversity
- She is the Headteacher of a secondary school in London which has been judged as Outstanding of Ofsted (2023)
- Although she is a Headteacher of a secondary school her views on dealing with diversity are relevant to all educational settings and include:
- A strong focus on shared values and routines in early childhood settings.
- Minimizing cultural segmentation in favour of a common educational experience.
- Early introduction to structured learning and discipline, which she sees as foundational for later success.

Safbwynt Amgen

- Yn y cyfweiliad hwn ar gyfer y BBC, mae hi'n amlinellu rhai o'i syniadau.
- Gwyliwch y clip fideo byr a nodwch unrhyw bwyntiau allweddol.



(From 2:06 to 4:08)

An Alternative View

- In this interview for the BBC she outlines some of her ideas.
- Watch the short video clip and make notes of any key points.



(From 2:06 to 4:08)

Cwestiynau Myfyriol

Reflective Questions

- Beth yw eich barn am y dull gweithredu gan Birbalsingh?
- Sut byddech chi'n ymchwilio ymhellach i'w safbwyntiau hi?
- Allwch chi weld unrhyw broblemau gyda chyflwyno polisi o'r fath yn eich lleoliad chi?
- What are your thoughts on Birbalsingh's approach?
- How would you research her views further?
- Can you see any issues with introducing such a policy in your setting?

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