



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

Yr Athrofa
Centre for Education
Addysg i Gymru | Education for Wales



Partneriaeth Dysgu Proffesiynol **Yr Athrofa**
Yr Athrofa Professional Learning Partnership

Trawsnewid Addysg Gyda'n Gilydd Transforming Teaching Together

Y Dosbarth Cynhwysol

The Inclusive Classroom

ECAD6014/C

Nodau

Aims

- Trafodaeth feirniadol am bwysigrwydd cynhwysiant i bawb a'r heriau posib
- Ystyried arfer dda o ran cynhwysiant
- Myfyrio'n feirniadol ar agweddau, gwerthoedd ac ymarfer personol.
- *Critical discussion regarding the significance of inclusion for all and the possible challenges*
- *Consider good inclusive practice*
- *Critically reflect on personal attitudes, values and practice.*

Tasg gychwynnol

Initial task

- Gwnewch restr o bwy sydd angen eu cynnwys yn yr amgylchedd ysgol?
- *Make a list of who needs to be included in the school environment?*
- Pam mae angen iddynt gael eu cynnwys?
- *Why do they need to be included?*



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Transforming Education,
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www.uwtsd.ac.uk

Deddf Cydraddoldeb (2010)

Equality Act (2010)

7 nodwedd:

- i. hil
- ii. crefydd a chredo
- iii. rhyw
- iv. tueddiadau rhywiol
- v. anabledd
- vi. ailbennu rhywedd
- vii. beichiogrwydd a mamolaeth

7 characteristics:

- i. race*
- ii. religion and belief*
- iii. sex*
- iv. sexual orientation*
- v. disability*
- vi. gender reassignment*
- vii. pregnancy and maternity*



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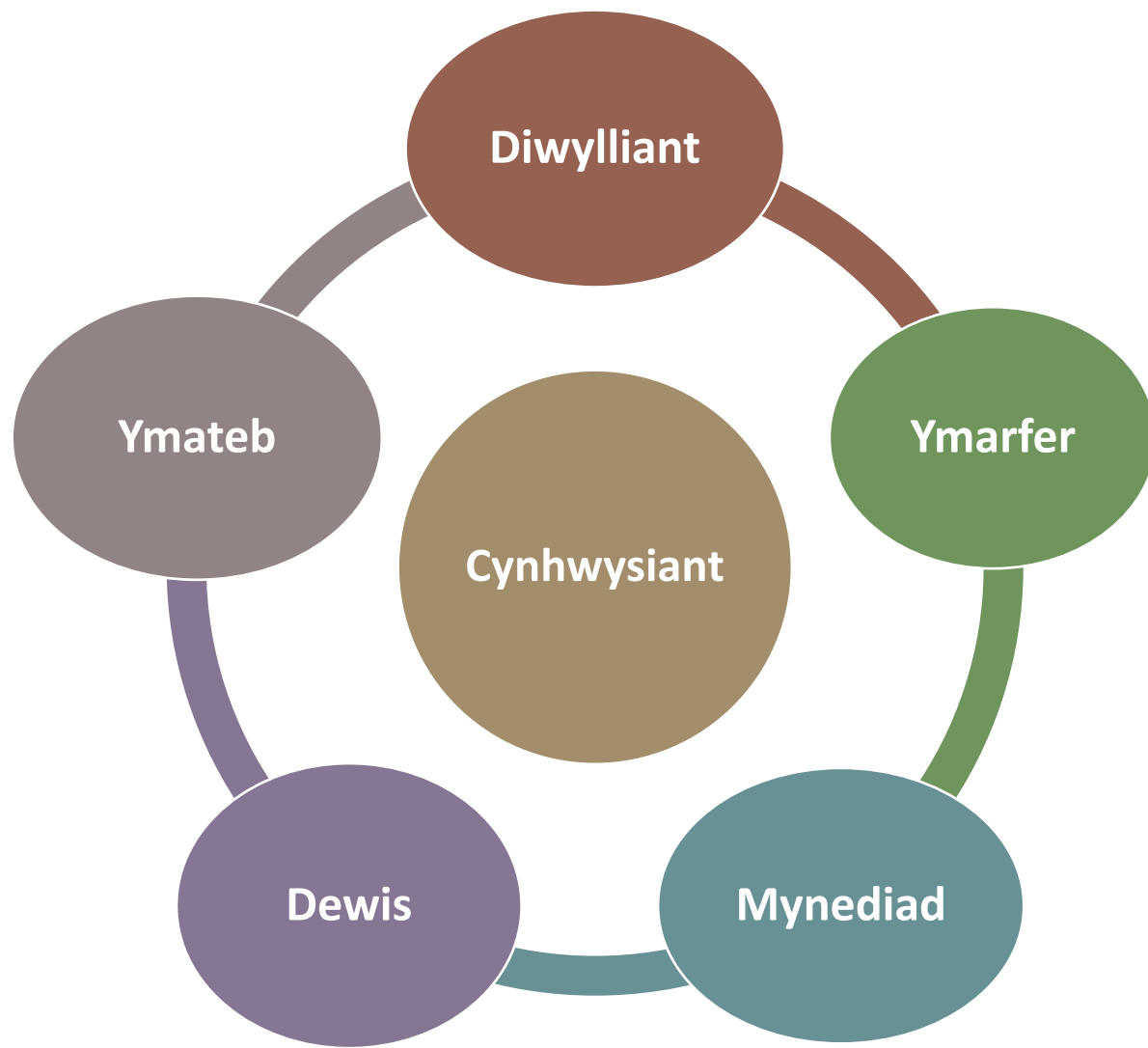
www.uwtsd.ac.uk

Addysgeg feirniadol

Critical pedagogy

(Paulo Freire)

- Cynhwysiant
- Grymuso
- Cyfiawnder cymdeithasol
- Meddwl yn feirniadol
- Deialog a chydweithio
- Ymateb diwylliannol
- Hyblygrwydd
- Adfyfrio
- *Inclusivity*
- *Empowerment*
- *Social justice*
- *Critical thinking*
- *Dialogue and collaboration*
- *Cultural responsiveness*
- *Adaptability*
- *Reflection*



Schuelka (2018)



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Trafodwch

Discuss

- Beth yw'r manteision o gynnwys pob plentyn yn eich dosbarth?
- Beth yw'r heriau wrth weithredu hyn yn llwyddiannus?
- *What are the benefits of including every child within your classroom?*
- *What are the challenges of implementing this successfully?*





Arbrawf llygaid
glas, llygaid brown

*Blue eyes, brown
eyes experiment*
(Jane Elliott)



Cymru/Wales 2030

Addysg Sipsiwn & Theithwyr Gypsy Traveller Education

“According to the 2011 Census, **62% of Gypsies and travellers in Wales had no qualifications** and 7% had a Level Four qualification, such as a Bachelors degree or higher Between 2013 and 2015, only 15.5% of pupils from Gypsy and Gypsy Roma backgrounds achieved five or more GCSEs at grades A*-C - compared with 56% of all pupils”

[Gypsy and Traveller Education: Engaging Families - A Research Report \(gov.wales\)](#)



Tasg grŵp

Group task

Nodwch 5-6 strategaeth i esbonio:

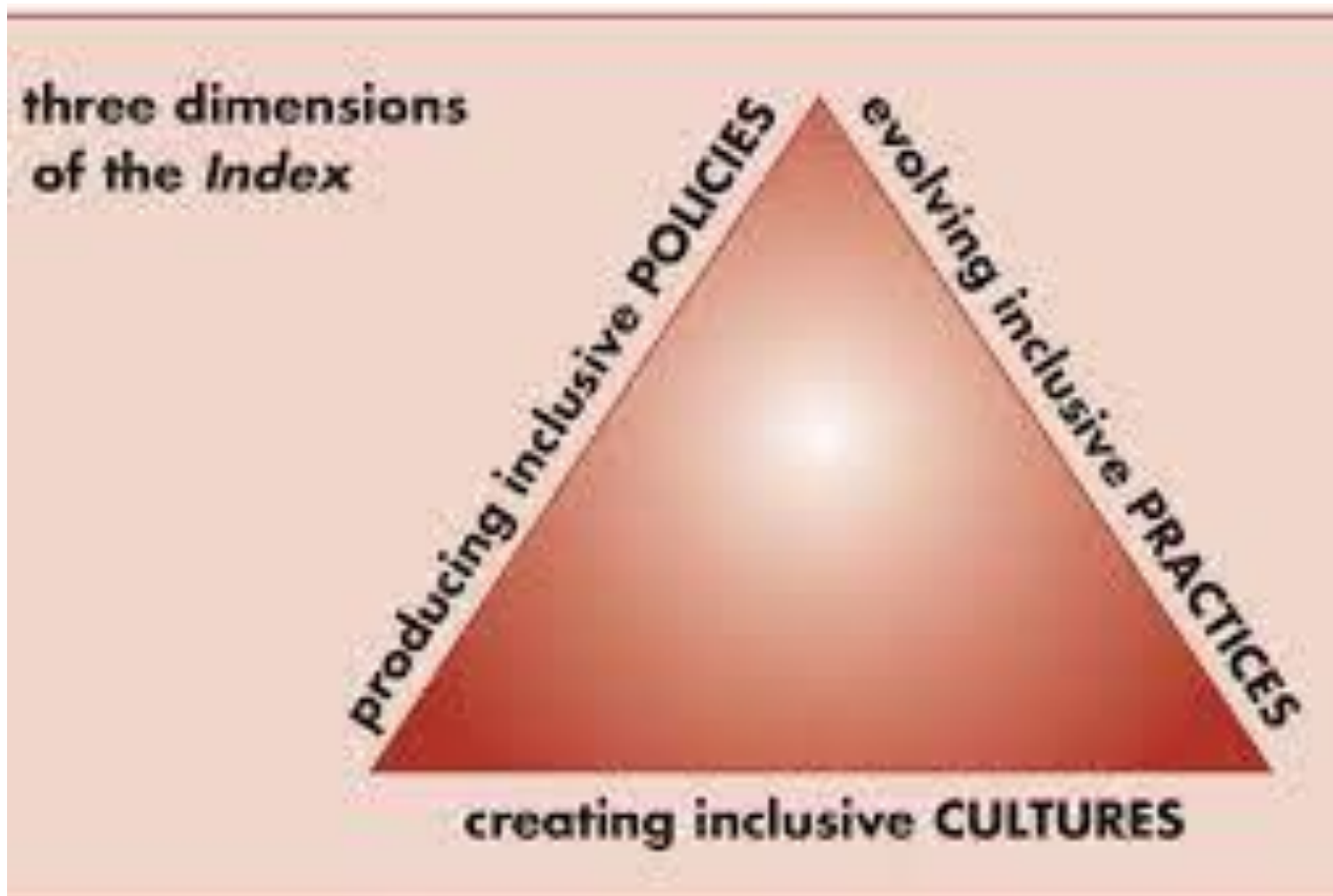
- a) sut y bydddech chi'n delio gydag achos o hiliaeth yn eich dosbarth?
- b) sut y bydddech chi'n creu ethos gwrth-hiliol yn eich dosbarth?

Note 5-6 strategies explaining:

- a) how you would deal with a racist incident in your classroom?*
- b) how you would create an anti-racist ethos in your classroom?*

Cynhwysiant
mewn
addysg

*Inclusion in
education*
(Booth &
Ainscow,
2002)





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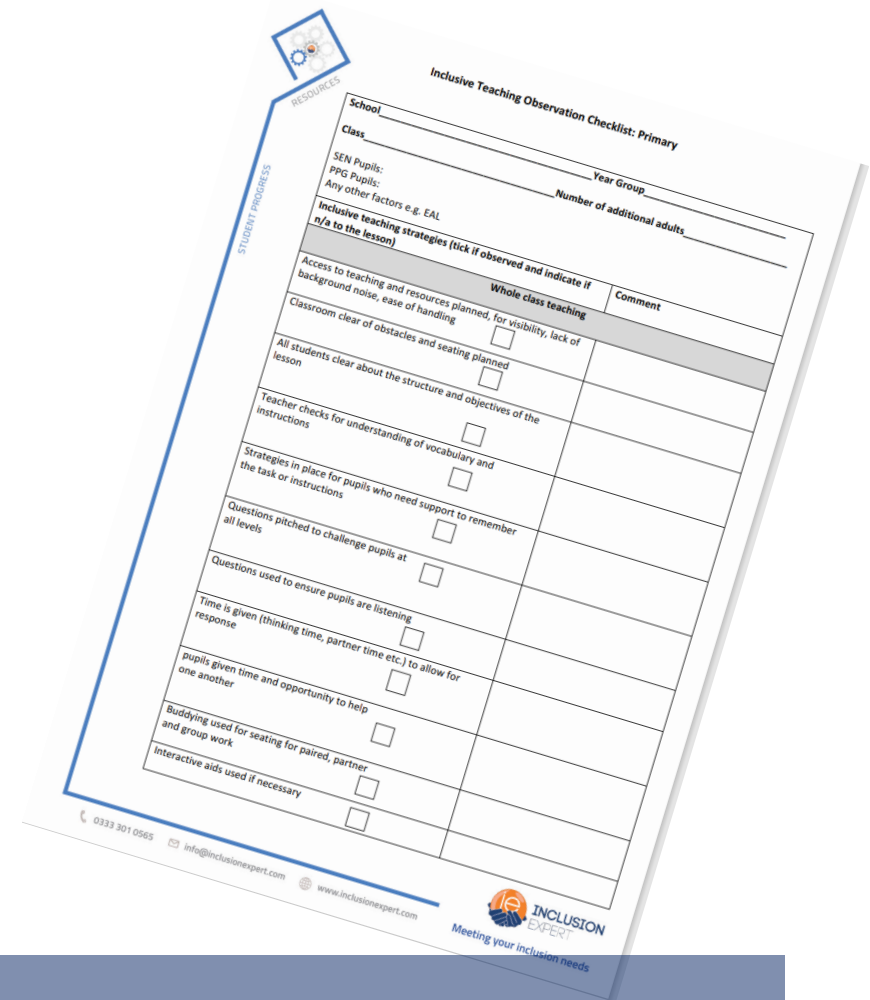
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Gwirio eich ymarfer eich hun

Checking your own practice



The image shows a tilted document titled "Inclusive Teaching Observation Checklist: Primary". It is a form for teachers to self-reflect on their inclusive teaching practices. The form includes sections for "School", "Class", "SEN Pupils", "PPG Pupils", and "Any other factors e.g. EAL". It also has a section for "Inclusive teaching strategies (tick if observed and indicate if n/a to the lesson)". The strategies listed are: "Access to teaching and resources planned, for visibility, lack of background noise, ease of handling", "Classroom clear of obstacles and seating planned", "All students clear about the structure and objectives of the lesson", "Teacher checks for understanding of vocabulary and the task or instructions", "Strategies in place for pupils who need support to remember all levels", "Questions pitched to challenge pupils at all levels", "Questions used to ensure pupils are listening", "Time is given (thinking time, partner time etc.) to allow for response", "Pupils given time and opportunity to help one another", "Buddying used for seating for paired, partner and group work", and "Interactive aids used if necessary". Each strategy has a checkbox. The form also includes a "Whole class teaching" section and a "Comment" column. At the bottom, there is contact information for "INCLUSION EXPERT" and the tagline "Meeting your inclusion needs".

Inclusive Teaching Observation Checklist: Primary

School: _____ Year Group: _____
Class: _____ Number of additional adults: _____
SEN Pupils: _____
PPG Pupils: _____
Any other factors e.g. EAL: _____

Inclusive teaching strategies (tick if observed and indicate if n/a to the lesson)

Whole class teaching	Comment
Access to teaching and resources planned, for visibility, lack of background noise, ease of handling ☐	
Classroom clear of obstacles and seating planned ☐	
All students clear about the structure and objectives of the lesson ☐	
Teacher checks for understanding of vocabulary and the task or instructions ☐	
Strategies in place for pupils who need support to remember all levels ☐	
Questions pitched to challenge pupils at all levels ☐	
Questions used to ensure pupils are listening ☐	
Time is given (thinking time, partner time etc.) to allow for response ☐	
Pupils given time and opportunity to help one another ☐	
Buddying used for seating for paired, partner and group work ☐	
Interactive aids used if necessary ☐	

0333 301 0565 info@inclusionexpert.com www.inclusionexpert.com
INCLUSION EXPERT
Meeting your inclusion needs

[Inclusive Teaching Checklist \(teachertoolkit.co.uk\)](https://teachertoolkit.co.uk)

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Astudiaethau
Achos
Case Studies



Unrhyw
gwestiynau?
Any questions?



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Cyfeirnodau

References

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