

ECAD5013-C

S9

Ble ydw i'n addysgu?

Where am I teaching?



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Ble ydw i'n addysgu? Ffocws ar Ysgolion

Where do I teach? A focus on Schools

www.athrofa.cymru

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.

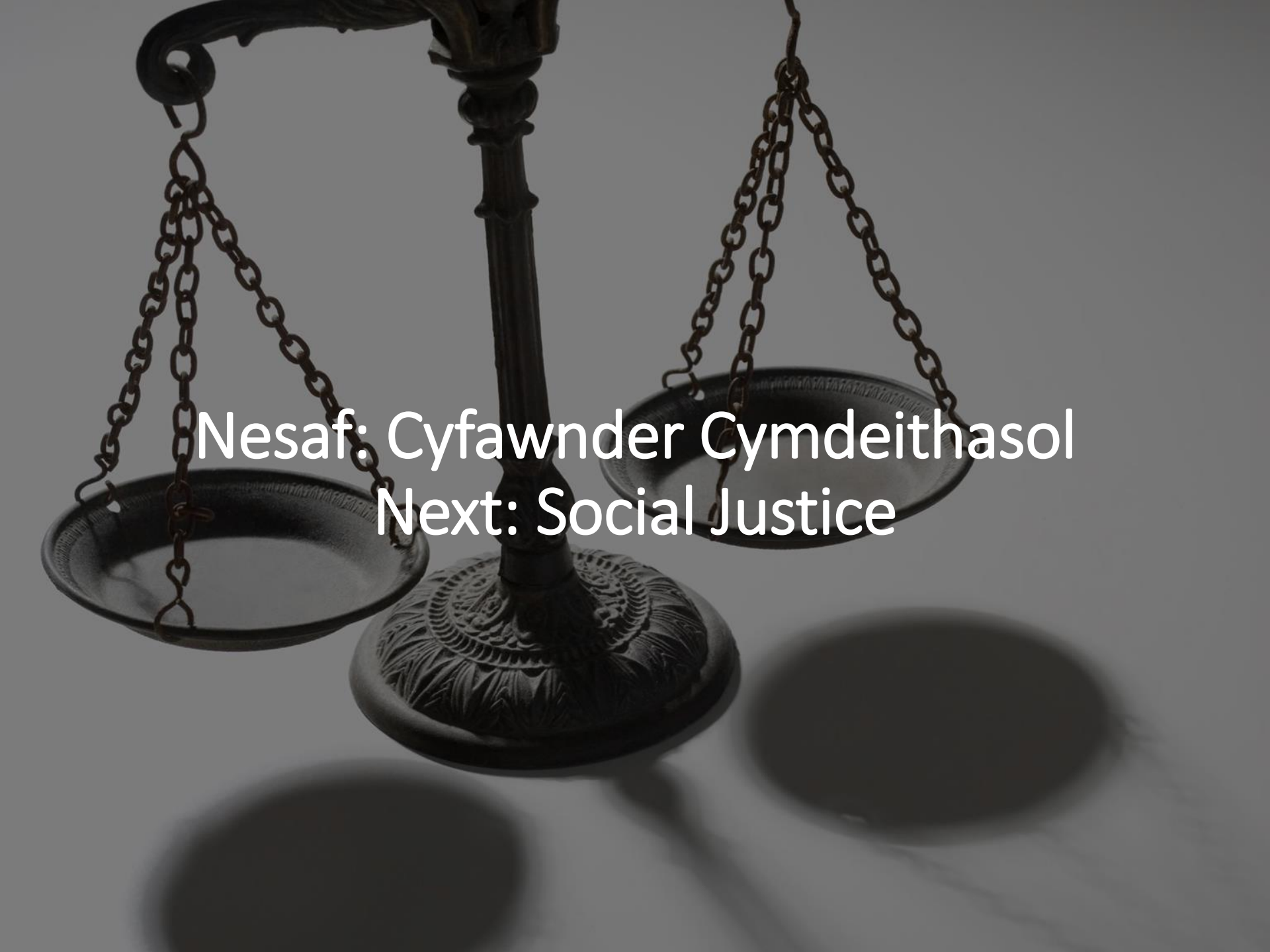


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Partneriaeth Dyggu Proffesiynol Yr Athrofa
Yr Athrofa Professional Learning Partnership
Partnership Adding Quality's Impact / Partnership Adding Quality's Impact

A pair of ornate brass scales of justice, symbolizing balance and justice. The scales are made of dark metal with intricate carvings on the base and pans. The pans are suspended by chains from a central vertical post. The background is a plain, light-colored surface.

Nesaf: Cyfawnder Cymdeithasol
Next: Social Justice

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



GWIRIONEDD

CYDRADDOLDEB

TEGWCH

CYFIAWNDER

REALITY

EQUALITY

EQUITY

JUSTICE

One gets **more than** is needed, while the other gets **less than** is needed. Thus, a huge disparity is created.

The assumption is that **everyone benefits from the same supports**. This is considered to be equal treatment.

Everyone gets the support they need, which produces equity.

All 3 can see the game without supports or accommodations because **the cause(s) of the inequity was addressed**. The systemic barrier has been removed.

Nodweddion gwarchodedig

Protected characteristics

“O dan ddarpariaethau'r Ddeddf Cydraddoldeb (2010), ni chaniateir i ysgolion wahaniaethu'n anghyfreithlon yn erbyn dysgwyr ar sail oedran, rhyw, hil, anabledd, crefydd neu gred, ailbennu rhywedd, beichiogrwydd neu famolaeth, priodas neu bartneriaeth sifil, neu gyfeiriadedd rhywiol (a elwir gyda'i gilydd yn *nodweddion gwarchodedig*). Mae'n rhaid i ysgolion wneud addasiadau rhesymol hefyd er mwyn lliniaru unrhyw anfantais.”

“Under the provisions of the Equality Act (2010), schools must not unlawfully discriminate against learners on the basis of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the *protected characteristics*). Schools must also make reasonable adjustments to alleviate disadvantage.”



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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)

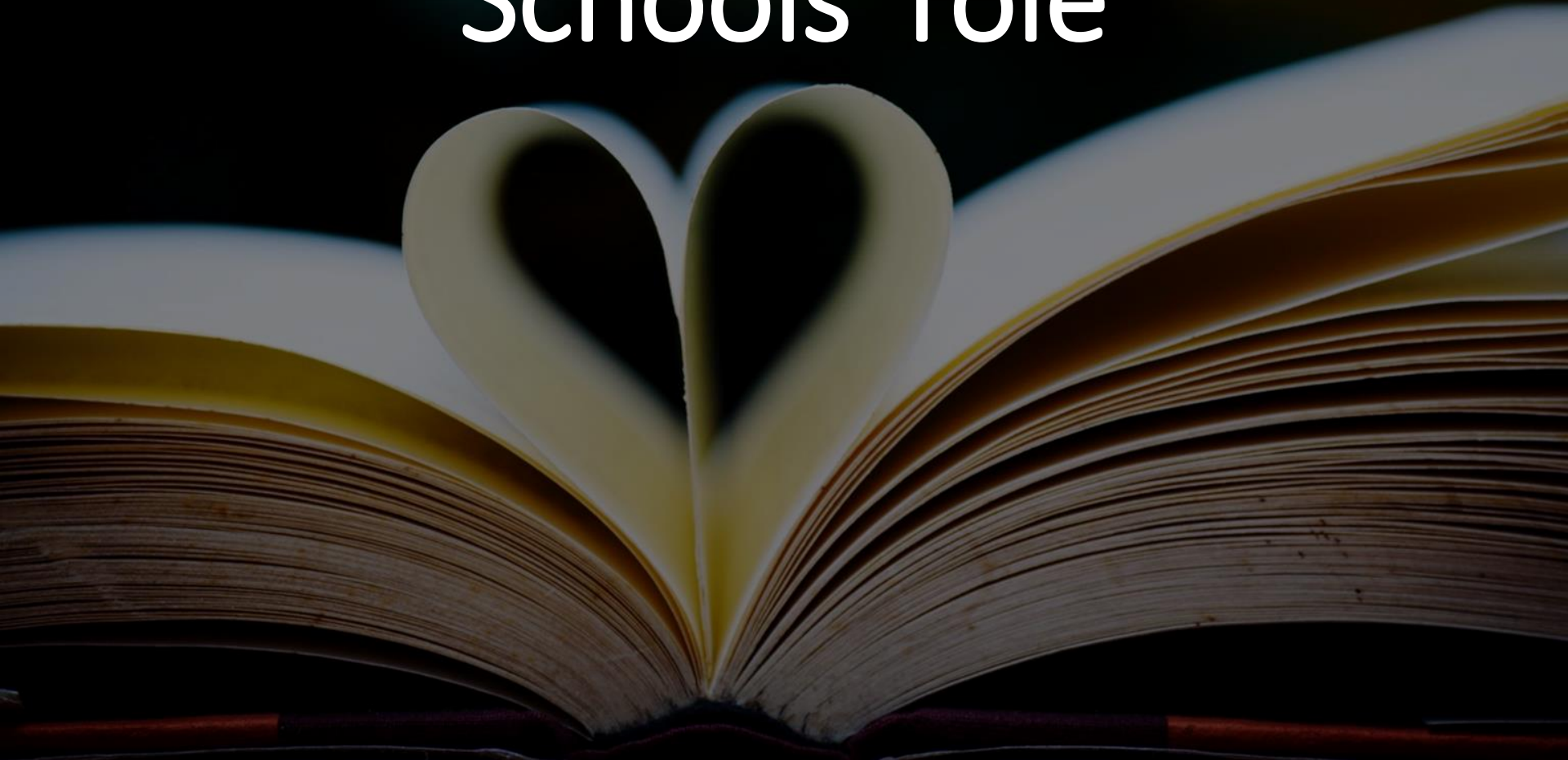


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Rôl ysgolion Schools' role



A close-up photograph of a right hand holding a sleek, black, cylindrical pen. The hand is positioned as if about to write on a document. The pen is held between the thumb and index finger, with the middle finger supporting it from below. The background is a plain, light-colored surface, and the lighting is soft, highlighting the contours of the hand and the smooth texture of the pen.

Beth yw gweledigaeth ysgol?

What is a school's vision?

- Datganiad cryno, uchelgeisiol sy'n amlinellu nodau'r ysgol a'i chyflwr dymunol ar gyfer y dyfodol, gan gwmpasu ei phwrpas, ei gwerthoedd a'i huchelgeisiau ar gyfer dysgwyr a'r gymuned ehangach.
- A concise, aspirational statement that outlines the school's goals and desired future state, encompassing its purpose, values, and ambitions for learners and the wider community.



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Sut mae datbygu gweledigaeth?

How is a vision developed?

Mae angen i ysgolion ac ymarferwyr ystyried y canlynol.

- Beth y dylem ei addysgu a pham?
- Sut y dylem ei addysgu?
- Sut y bydd hyn yn cefnogi ein dysgwyr i gyflawni'r pedwar diben?

Meddyliwch am y pethau hyn pan ddaw at gynllunio'ch cynnig prosiect chi.

This requires schools and practitioners to consider the following.

- What should we teach and why?
- How should we teach it?
- How will this support our learners to realise the four purposes?

Give some thought to these things when you come to planning your own project proposal.



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Archwilio gwefannau ysgolion
Exploring schools' websites

Rhai enghreifftiau o'r Bartneriaeth

Some examples from the Partnership

- [Gweledigaeth a Gwerthoedd / Visions and Values | Ysgol Gynradd Gymraeg Lon Las](#)
- [Hafan | Ysgol Bro Preseli](#)
- [Ethos ac amcanion yr ysgol - Llanhari Comprehensive School](#)
- [Ethos and Vision | Queen Elizabeth High School](#)
- [Pembroke Dock Community School - About us](#)
- [School Vision and Values | Pontarddulais Primary School](#)



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“Cwricwlwm sy'n hygyrch i bawb

- Dylai cwricwlwm ysgol godi dyheadau pob dysgwr. Dylai ystyried sut y caiff pob dysgwr ei gefnogi i gyflawni'r pedwar diben ac i wneud cynnydd. Mae hyn yn hanfodol er mwyn i bob dysgwr chwarae rhan weithredol yn ei gymuned a'r gymdeithas ehangach, a ffynnu mewn byd cynyddol gymhleth.
- Dylai ysgolion fod yn ymwybodol o anghenion ac amgylchiadau eu holl ddysgwyr wrth gynllunio eu cwricwlwm eu hunain, gan ystyried cyfle teg...”

Cynllunio eich cwricwlwm, Llywodraeth Cymru,
2020 Datblygu gweledigaeth ar gyfer cynllunio
cwricwlwm - Hwb



“A curriculum accessible to all

- A school’s curriculum should raise the aspirations for all learners. It should consider how all learners will be supported to realise the four purposes and to progress. This is essential for learners to play an active part in their community and wider society, and to thrive in an increasingly complex world.
- Schools should be aware of the needs and circumstances of all their learners when designing their own curriculum, considering equity of opportunity...”

Designing your curriculum, WG, 2020 [Developing a vision for curriculum design - Hwb](#)



Sut mae ysgolion yn gwneud y cwricwlwm yn hygyrch? How do schools make the curriculum accessible ?



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Transforming Learning Together

Dysgwyr Du, Asiaidd, Lleiafrifol Ethnig, Mwyafrifol Byd-Eang

Gweithgor Cymunedau,
Cyfraniadau a Chynefin Pobl
Ddu, Asiaidd ac Etnig Lleiafrifol
yn y Cwricwlwm Newydd

Adroddiad terfynol

Cadeiriwyd gan yr Athro Professor Charlotte Williams OBE



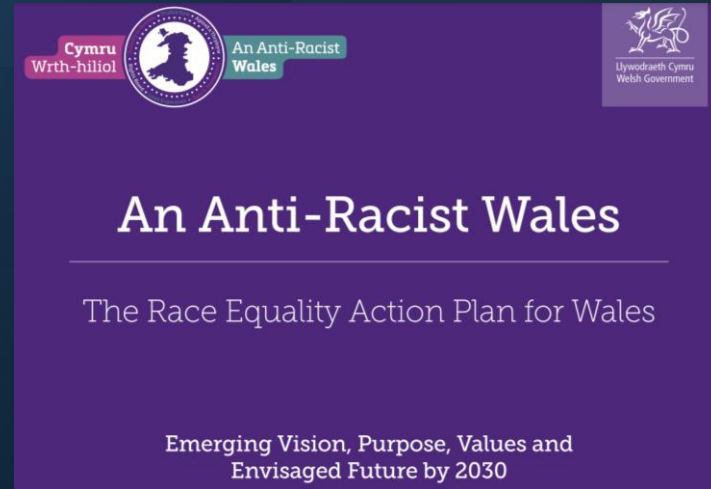
Mae'r ddwy ddogfen ar gael ar Moodle

Black, Asian, Minority Ethnic & Global Majority Learners

Black, Asian and Minority Ethnic Communities, Contributions and Cynefin in the New Curriculum Working Group

Final report

Chaired by Professor Charlotte Williams OBE



Both documents are available on Moodle

Dysgwyr o gefndiroedd Sipsiwn, Roma a Theithwyr

Dathlu a chyfranogi:

Canllawiau addysg i gefnogi plant a phobl ifanc sy'n Sipsiwn, Roma a Theithwyr



Crynodeb o ganllawiau ar gyfer
ysgolion a lleoliadau addysg



Learners from Gypsy, Roma and Traveller backgrounds

Celebrate and Participate:

Education guidance to support Gypsy, Roma and Traveller children and young people

A summary of guidance for
schools and education settings



Tasg Task

- Beth mae'r dogfennau ar y sleidiau blaenorol yn dweud wrthy'ch chi sydd angen i ysgolion ei wneud i greu 'cwricwlwm sy'n hygyrch i bawb'?
- What do the documents on the previous slides tell you about what schools need to do to ensure a 'curriculum accessible to all'?



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Pa gwestiynau sydd gennych?
What questions do you have?