

Cyfiawnder Cymdeithasol | Social Justice

Amcanion y modiwl

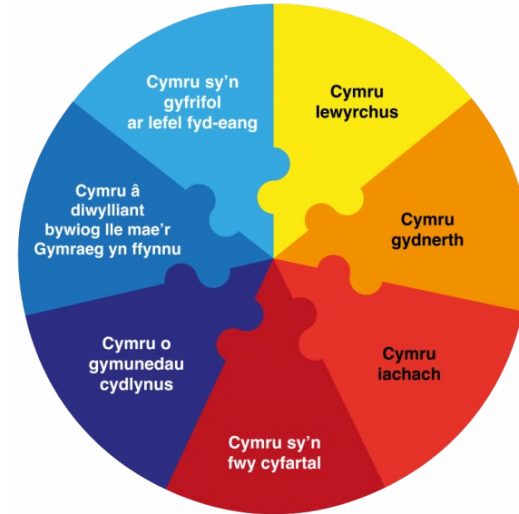
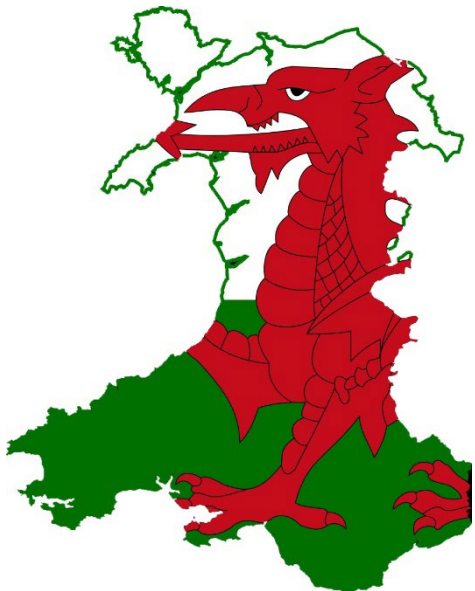
I ddatblygu dealltwriaeth ddadansoddol a beirniadol myfyrwyr o sut mae ffactorau y tu hwnt i'r dosbarth yn dylanwadu ar ddysgu'r disgyblion e.e. polisïau cenedlaethol, cymunedau a theuluoedd, a sut mae'r ddealltwriaeth hon yn cysylltu â materion cyfiawnder cymdeithasol.

Module aims

To develop students' analytical and critical understanding of how pupils' learning is influenced by factors beyond the classroom e.g. national policies, communities and families, and how this understanding relates to matters of social justice .

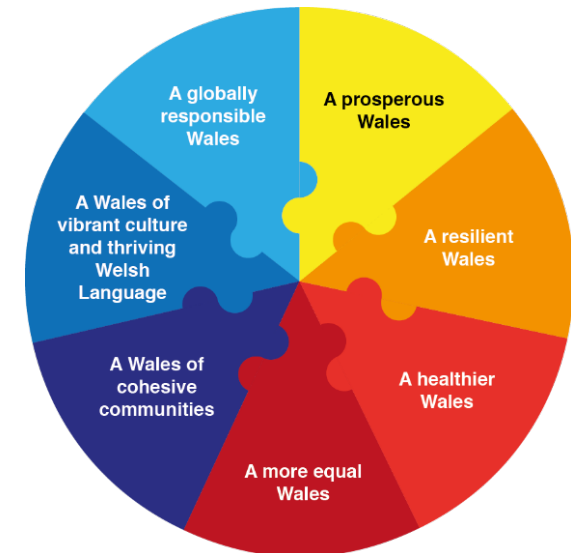
Y Pwyllgor Cydraddoldeb a Chyfiawnder Cymdeithasol

Equality and Social Justice Committee



Sefydlwyd y Pwyllgor ar 23 Mehefin 2021 i archwilio deddfwriaeth a dwyn Llywodraeth Cymru i gyfrif trwy graffu ar ei materion o ran gwariant, gweinyddiaeth a pholisïau, yn cwmpasu'r meysydd a ganlyn (ond heb fod yn gyfyngedig iddynt): cydraddoldeb a hawliau dynol, gwaith teg, cydlyniant cymunedol a diogelwch, mynd i'r afael â thlodi, a rhoi **Deddf Llesiant Cenedlaethau'r Dyfodol 2015** ar waith.

The Committee was established on 23 June 2021 to examine legislation and hold the Welsh Government to account by scrutinising its expenditure, administration and policy matters, encompassing (but not restricted to): equality and human rights, fair work, community cohesion and safety, tackling poverty, and implementation of the **Well-being of Future Generations Act 2015**.



Addysg yng Nghymru: Cenhadaeth ein cenedl

Education in Wales: Our national mission



Ministerial foreword

Our national mission is to achieve high standards and aspirations for all by tackling the impact of poverty on educational attainment and supporting every learner.

During my first year as Minister..... I've heard that equity and diversity, wellbeing of learners and staff, and being ambitious for all learners, are important right across the country.

Building on our shared ambition to improve equity of outcomes, we need a system-wide cast-iron commitment to make it real.

A truly excellent and equitable system, as a public and common good, is one where every learner and citizen benefits from a broad and balanced education. [Curriculum for Wales](#), implemented from September 2022, sets high standards for all, combining knowledge, skills and experiences.

Addysg yng Nghymru:
Cenhadaeth ein cenedl

Education in Wales:
Our national mission



Rhagair y Gweinidog

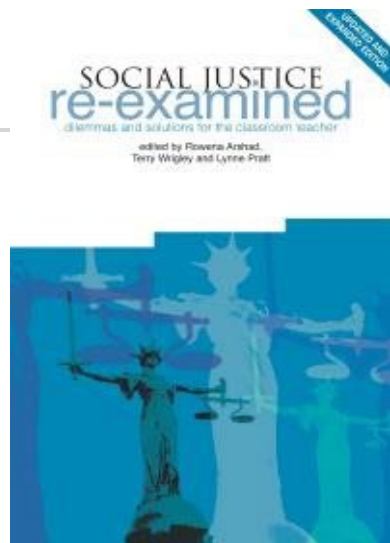
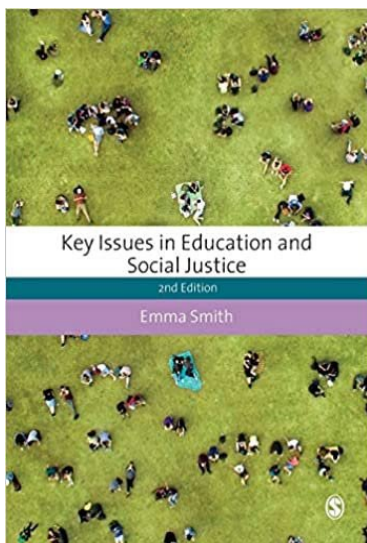
Cenhadaeth ein cenedl yw cyflawni safonau a dyheadau uchel i bawb drwy fynd i'r afael ag effaith tlodi ar gyrhaeddiad addysgol a chefnogi pob dysgwr.

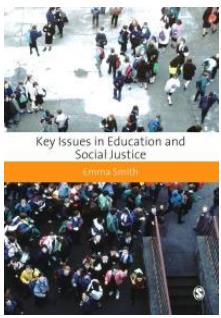
Yn ystod fy mlwyddyn gyntaf fel Gweinidog.... rydw i wedi dysgu mwy am ein pryderon a'n huchelgeisiau cyffredin. Rydw i wedi clywed bod tegwch ac amrywiaeth, lles dysgwyr a staff, a bod yn uchelgeisiol ar gyfer pob dysgwr, yn bwysig iawn ledled y wlad.

Gan adeiladu ar ein huchelgais gyffredin i wella tegwch o ran deilliannau, mae angen ymrwymiad cadarn ar draws y system er mwyn gwireddu hyn.

Mae system wirioneddol rhagorol a chyfartal, er lles cyhoeddus a chyffredin, yn un lle mae pob dysgwr a dinesydd yn elwa o addysg eang a chytbwys. [Mae Cwricwlwm i Gymru](#), a weithredir o fis Medi 2022 ymlaen, yn gosod safonau uchel i bawb, gan gyfuno gwybodaeth, sgiliau a phrofiadau.

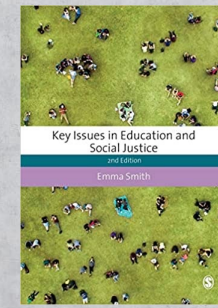
Ymgysylltu â llenyddiaeth/ Engagement with literature





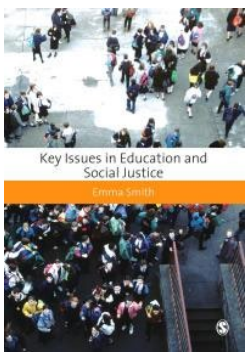
laith cyfiawnder cymdeithasol ac addysg

The language of social justice and education



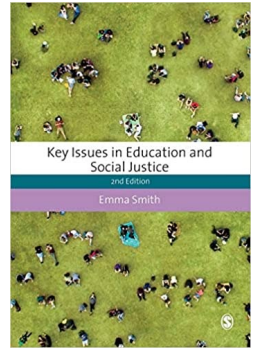
- Beth yw'r geiriau allweddol sy'n cael eu defnyddio i ddisgrifio cyfiawnder cymdeithasol?
- Sut mae ysgolion yn medru cynnig cyfleoedd cyfartal? Pam mae hyn yn bwysig?
- Beth yw'r cysylltiadau rhwng symudedd cymdeithasol ac addysg?
- Sut mae ysgolion yn penderfynu beth sy'n deg? Sut caiff hwn ei weithredu ym mywyd beunyddiol ysgol?

- What are the key words being used to describe social justice?
- How might schools ensure to provide equal opportunities? Why is this important?
- What are the links between social mobility and education?
- How do schools decide what is fair? How is this manifested in everyday life of the school?



laith cyfiawnder cymdeithasol ac addysg

The language of social justice and education



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SOCIAL JUSTICE re-examined

dilemmas and solutions for the classroom teacher

edited by Rowena Anshod,
Terry Whigley and Lynne Pratt

- Pam ddylai athrawon ystyried materion sy'n ymwneud â chyfiawnder cymdeithasol.....*beth mae hynny'n ei wneud gyda fi?*
- Why should teachers consider matters relating to social justice....*what has it got to do with me?*

Cyfiawnder Cymdeithasol – un diffiniad

Social Justice – a definition

Cyfiawnder Cymdeithasol

Cyfianwder yn nhermau dosbarthu cyfoeth, cyfloedd a breintiau o fewn cymdeithas. Cysyniad o berthynas deg rhwng yr unigolyn a chymdeithas

Cyfle Cyfartal

Rol yr ysgol yw l gynnig addysg i bawb sydd yn mynd l'w cefnogi gyda chyfle cyfartal yn ras bywyd

Social Justice

Justice in terms of the distribution of wealth, opportunities and privileges within a society. A concept of fair and just relations between the individual and society.

Equal Opportunity

The role of the school is to provide everyone with an education that will equip them with an equal opportunity to compete in life's races

- First, the way we treat people has to be consistent, so if students behave in similar ways then any punishments or rewards have to be applied in the same way.
- Second, this treatment has to be relevant, so we might not reward or punish an individual because their name begins with a certain letter of the alphabet, for example.

Pete and Sam were both given a piece of homework by their teacher that needed to be completed by the following day. Pete went home and spent the evening researching his homework using the Internet and writing his findings up neatly, and submitted his work the next morning. Sam also completed his work on time but he scribbled it down quickly on the school bus that morning. When the marks came back Pete received a Grade A and Sam a Grade D.



Teg neu annheg?
Fair or unfair?

Pete and Sam were both given a piece of homework by their teacher that needed to be completed by the following day. Pete went home and spent the evening researching his homework using the Internet and writing his findings up neatly, and submitted his work the next morning. Sam also completed his work on time but he scribbled it down quickly on the school bus that morning. When the marks came back Pete received a Grade A and Sam a Grade D.

Most people reading this scenario would probably argue that it is fair that Pete received a higher mark than Sam. Pete put a great deal of effort into his work – whereas Sam did not – and that effort ought to be rewarded. But what if we then found out that Sam's home life was very difficult. He had to care for his sick mother and look after his younger siblings. He had no access to the Internet at home and was not able to visit his local library because he spent the evening cooking for the family and caring for the younger children. Knowledge of Sam's circumstances might perhaps make us think differently about how he was treated.

The complexity of deciding what is fair and unfair and developing principles to guide us in making this decision has preoccupied philosophers for centuries. However, in our everyday lives we frequently have to make decisions about actions that might be fair or unfair – for example when

5m



Teg neu annheg?
Fair or unfair?

- First, the way we treat people has to be consistent, so if students behave in similar ways then any punishments or rewards have to be applied in the same way.
- Second, this treatment has to be relevant, so we might not reward or punish an individual because their name begins with a certain letter of the alphabet, for example.
- Finally, it has to be proportionate, so if we have to treat people differently that treatment ought to be in proportion to what they have done, so you might not reward someone with a thousand pounds for handing in a

5m



Actions?
Actions?

Pete and Sam were both given a piece of homework by their teacher that needed to be completed by the following day. Pete went home and spent the evening researching his homework using the Internet and writing his findings up neatly, and submitted his work the next morning. Sam also completed his work on time but he scribbled it down quickly on the school bus that morning. When the marks came back Pete received a Grade A and Sam a Grade D.

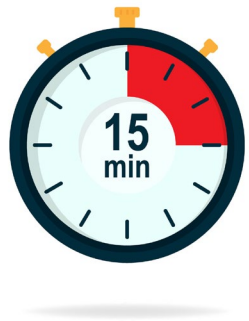
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Principles of Social Justice

What do we mean by each of these terms?

What might they look like in the context of a community or a school?



Access

Equity

Participation

Human Rights

Egwyddorion
Cyfiawnder
Cymdeithasol

Beth ydyn ni'n ei olygu wrth
bob un o'r termau hyn?

Sut olwg allai fod
arnynt yng nghyd-
destun cymuned neu
ysgol?

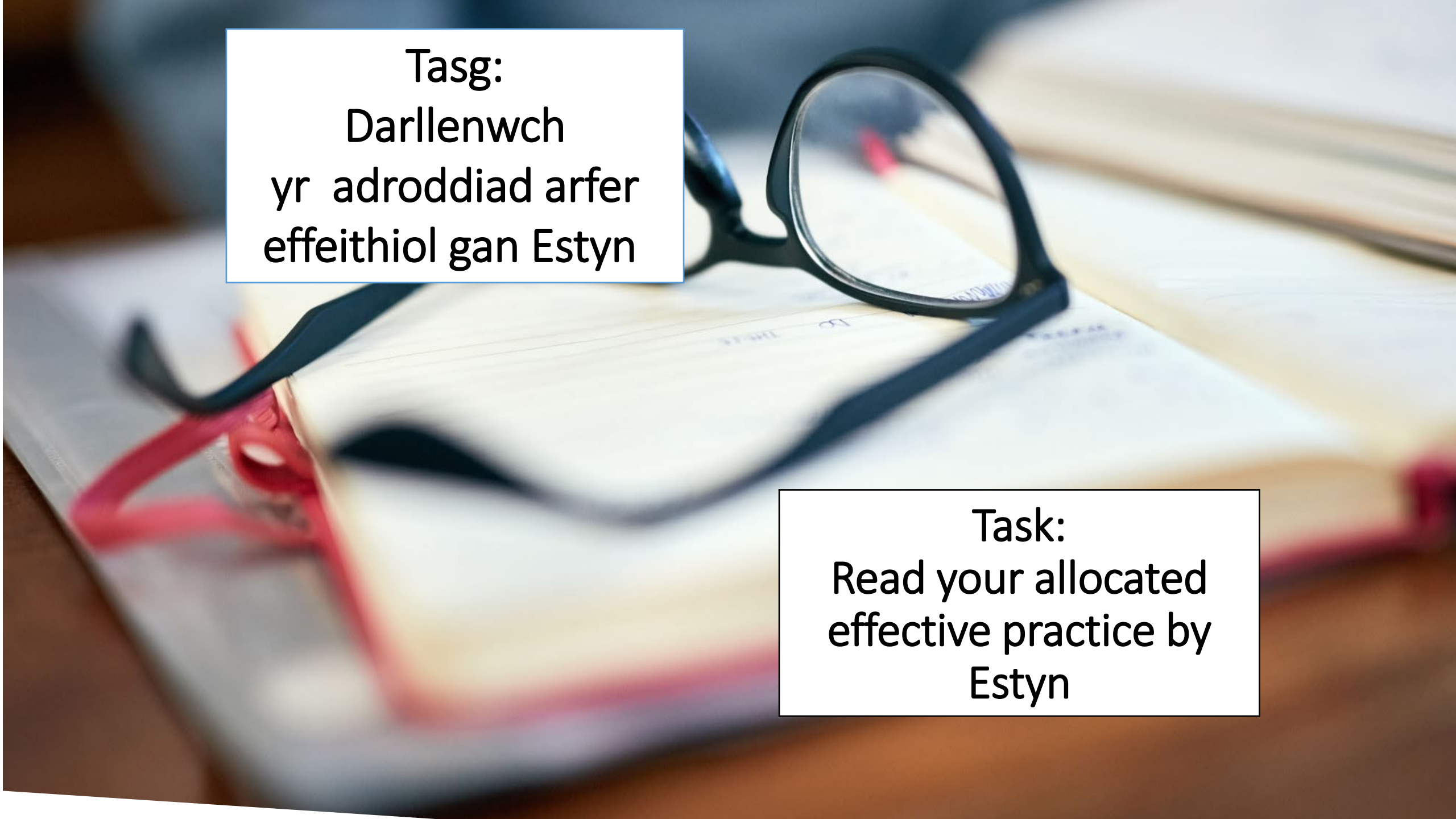


Mynediad

Tegwch

Cyfranogiad

Hawliau dynol

A pair of black-rimmed glasses is resting on an open book. A red bookmark is visible in the left page. The background is blurred, showing more books and a wooden surface.

Tasg:
Darllenwch
yr adroddiad arfer
effeithiol gan Estyn

Task:
Read your allocated
effective practice by
Estyn

An inclusive ethos and culture promotes effective pupil participation | Estyn (gov.wales)

Effective practice | 27 July 2020

An inclusive ethos and culture promotes effective pupil participation

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Arfer Effeithiol | 27 Gorffennaf 2020

Mae ethos a diwylliant cynhwysol yn hyrwyddo cyfranogiad effeithiol gan ddisgyblion

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Changing the structure of the school council/Newid strwythur y cyngor ysgol

Arfer Effeithiol | 13 Tachwedd 2019

Newid strwythur y cyngor ysgol

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Darparwr: [Ysgol Gyfun Gymraeg Bryn Tawe](#)

Nifer y disgyblion: 800

Ystod oedran: 11-18

Effective practice | 13 November 2019

Changing the structure of the school council

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Provider: [Ysgol Gyfun Gymraeg Bryn Tawe](#)

Number of pupils: 800

Age range: 11-18

- Working with partners to support the provision and enrich learning experiences. - Estyn / Gweithio gyda phartneriaid i gefnogi'r ddarpariaeth a chyfoethogi profiadau dysgu. - Estyn

Gweithio gyda phartneriaid i gefnogi'r ddarpariaeth a chyfoethogi profiadau dysgu.

Arfer effeithiol 16 Rhagfyr 2024

Rhannu'r dudalen hon

Cylch Yn Yr Ysgol



Working with partners to support the provision and enrich learning experiences.

Effective Practice 16 December 2024

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Cylch Yn Yr Ysgol



- [Gwella'r](#) marcio a'r asesu trwy gyfranogiad disgyblion - Estyn [Improving](#) marking and assessment through pupil participation - Estyn

Improving marking and assessment through pupil participation

Effective Practice 29 July 2020

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Ysgol Uwchradd Aberteifi



Gwella'r marcio a'r asesu trwy gyfranogiad disgyblion

Arfer effeithiol 10 Gorffennaf 2020

Rhannu'r dudalen hon 

Ysgol Uwchradd Aberteifi



- Mynd i'r afael ag effaith tlodi ar gyrhaeddiad addysgol, gan gynnwys datblygu'r ysgol gymunedol - Estyn/ Tackling the impact of poverty on educational attainment, including the development of the community school - Estyn

Tackling the impact of poverty on educational attainment, including the development of the community school

Effective Practice 29 April 2024

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Cefn Hengoed Community School



Mynd i'r afael ag effaith tlodi ar gyrhaeddiad addysgol, gan gynnwys datblygu'r ysgol gymunedol

Arfer effeithiol 26 Ebrill 2024

Rhannu'r dudalen hon

Cefn Hengoed Community School



- Lleihau effaith tlodi ar gyrhaeddiad addysgol - Estyn/ Reducing the impact of poverty on educational attainment - Estyn / Reducing the impact of poverty on educational attainment - Estyn

Lleihau effaith tlodi ar gyrhaeddiad addysgol

Arfer effeithiol 7 Mawrth 2024

Rhannu'r dudalen hon

Mary Immaculate R.C. High School



Reducing the impact of poverty on educational attainment

Effective Practice 8 March 2024

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Mary Immaculate R.C. High School



- Sut mae Ysgol Uwchradd Llanisien yn gweithio i sicrhau bod yr holl ddisgyblion yn cael cyfle teg i elwa ar brofiadau dysgu - Estyn / How Llanishen High School worksto ensure equitable access to learning experiences for all pupils - Estyn

How Llanishen High School works to ensure equitable access to learning experiences for all pupils

Effective Practice 5 February 2024

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Llanishen High School



Sut mae Ysgol Uwchradd Llanisien yn gweithio i sicrhau bod yr holl ddisgyblion yn cael cyfle teg i elwa ar brofiadau dysgu

Arfer effeithiol 2 Chwefror 2024

Rhannu'r dudalen hon [\[T\]](#)

Llanishen High School



Ymagwedd Ysgol Greenhill at sicrhau tegwch - Estyn / Greenhill school's approach to ensuring equity - Estyn

Greenhill school's approach to ensuring equity

Effective Practice 11 July 2023

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Greenhill Special School



Ymagwedd Ysgol Greenhill at sicrhau tegwch

Arfer effeithiol 11 Gorffennaf 2023

Rhannu'r dudalen hon

Greenhill Special School



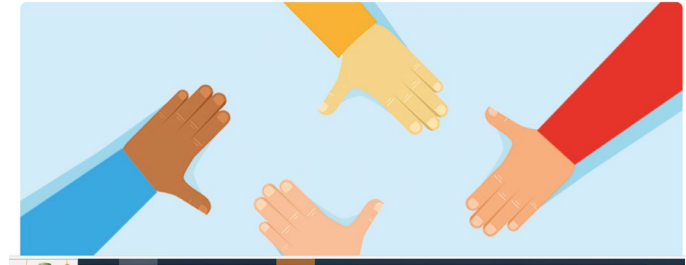
- Gosod hawliau'r plentyn wrth wraidd datblygu'r cwricwlwm - Estyn / Placing the rights of the child at the heart of curriculum development - Estyn

Placing the rights of the child at the heart of curriculum development

Effective Practice 17 May 2018

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Hafod Primary School

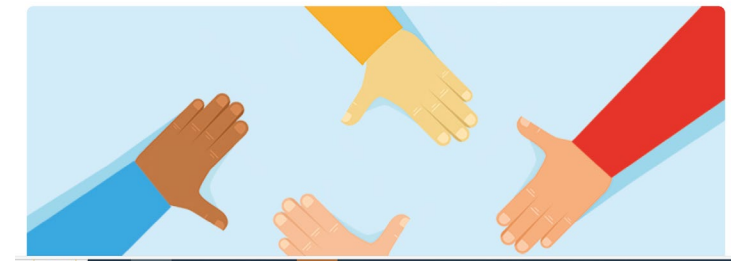


Gosod hawliau'r plentyn wrth wraidd datblygu'r cwricwlwm

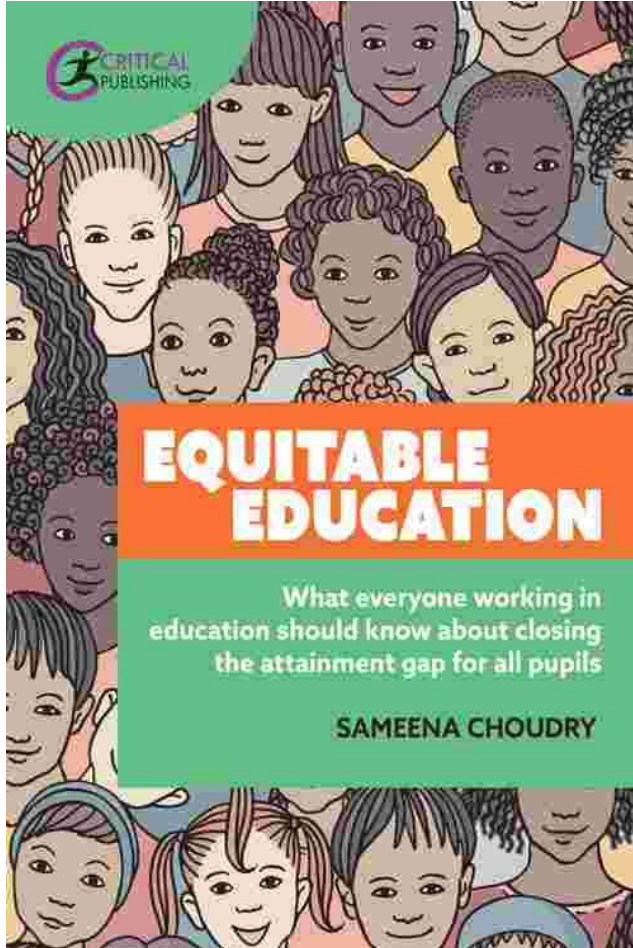
Arfer effeithiol 10 Gorffennaf 2020

Rhannu'r dudalen hon

Hafod Primary School



Choudry, S (2021). **Equitable Education : What Everyone Working in Education Should Know About Closing the Attainment Gap for All Pupils.** Critical Publishing.



https://librarysearch.uwtsd.ac.uk/discovery/fulldisplay?docid=alma99100394812702421&context=L&vid=44WHELP_UWTSD:44WHELP_UWTSD_VU1&lang=en&search_scope=MyInst_and_CI&adaptor=Local%20Search%20Engine&tab=Everything&query=any%2Ccontains%2CEquitable%20Education