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

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

APLP
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Partneriaeth Dysgu Proffesiynol **Yr Athrofa**
Yr Athrofa Professional Learning Partnership
Trawsnewid Addysg Gyda'n Gilydd Transforming Teaching Together

Y Dosbarth Cynhwysol

The Inclusive Classroom

ECAD6013/C

www.uwtsd.ac.uk

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?
- Pam mae angen iddynt gael eu cynnwys?

- *Make a list of who needs to be included in the school environment?*
- *Why do they need to be included?*

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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

Trawsnewid Addysg,
Trawsnewid Bywydau

Transforming Education,
Transforming Lives

www.uwtsd.ac.uk

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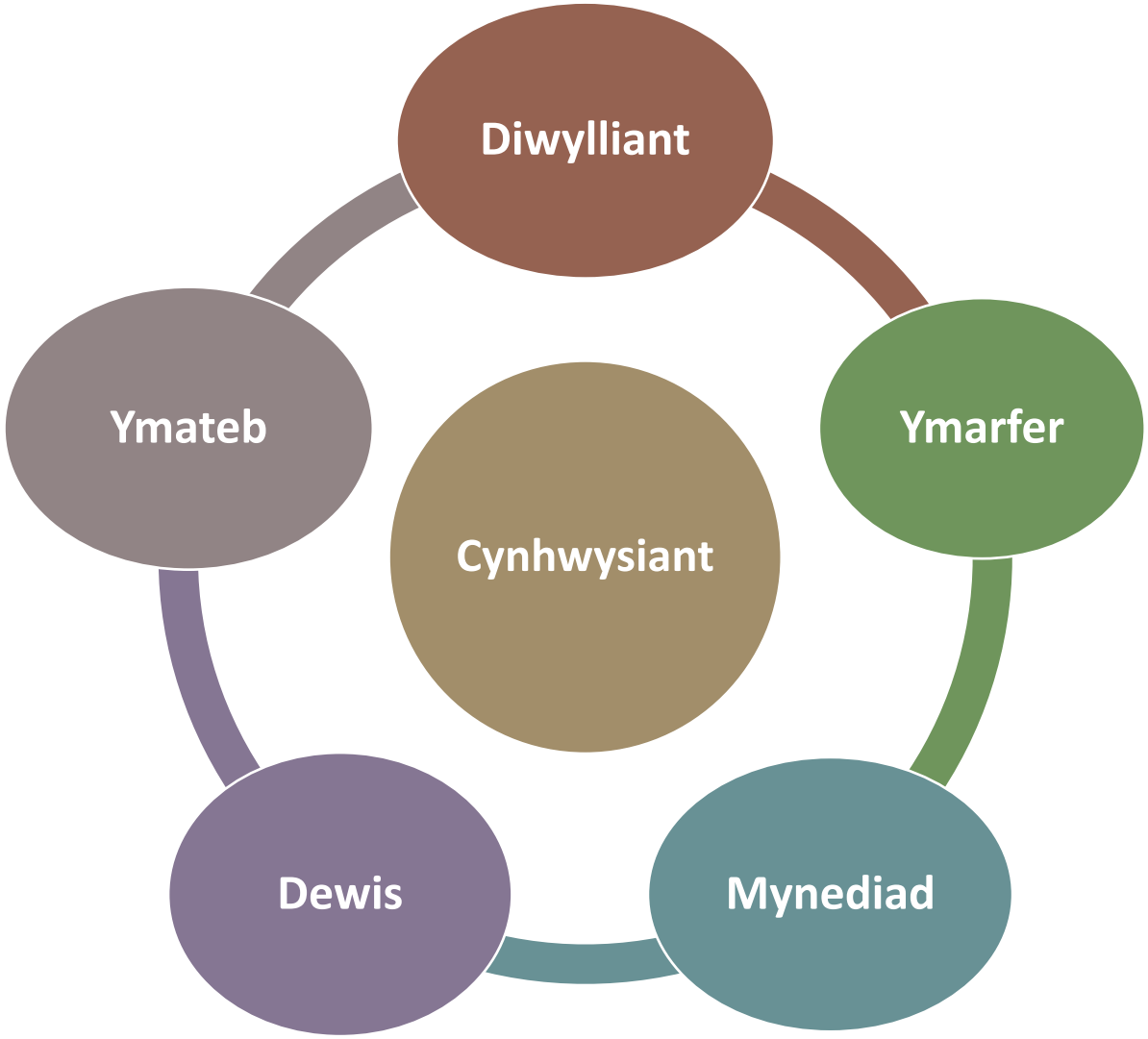
Addysgeg feirniadol
Critical pedagogy
(Paulo Freire)

- Cynhwysiant
- Grymuso
- Cyfiawnder cymdeithasol
- Meddwl yn feirniadol
- Deialog a chydweithio
- Ymateb diwylliannol
- Hyblygrwydd
- Adfyfyrio

- *Inclusivity*
- *Empowerment*
- *Social justice*
- *Critical thinking*
- *Dialogue and collaboration*
- *Cultural responsiveness*
- *Adaptability*
- *Reflection*



Schuelka (2018)

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:

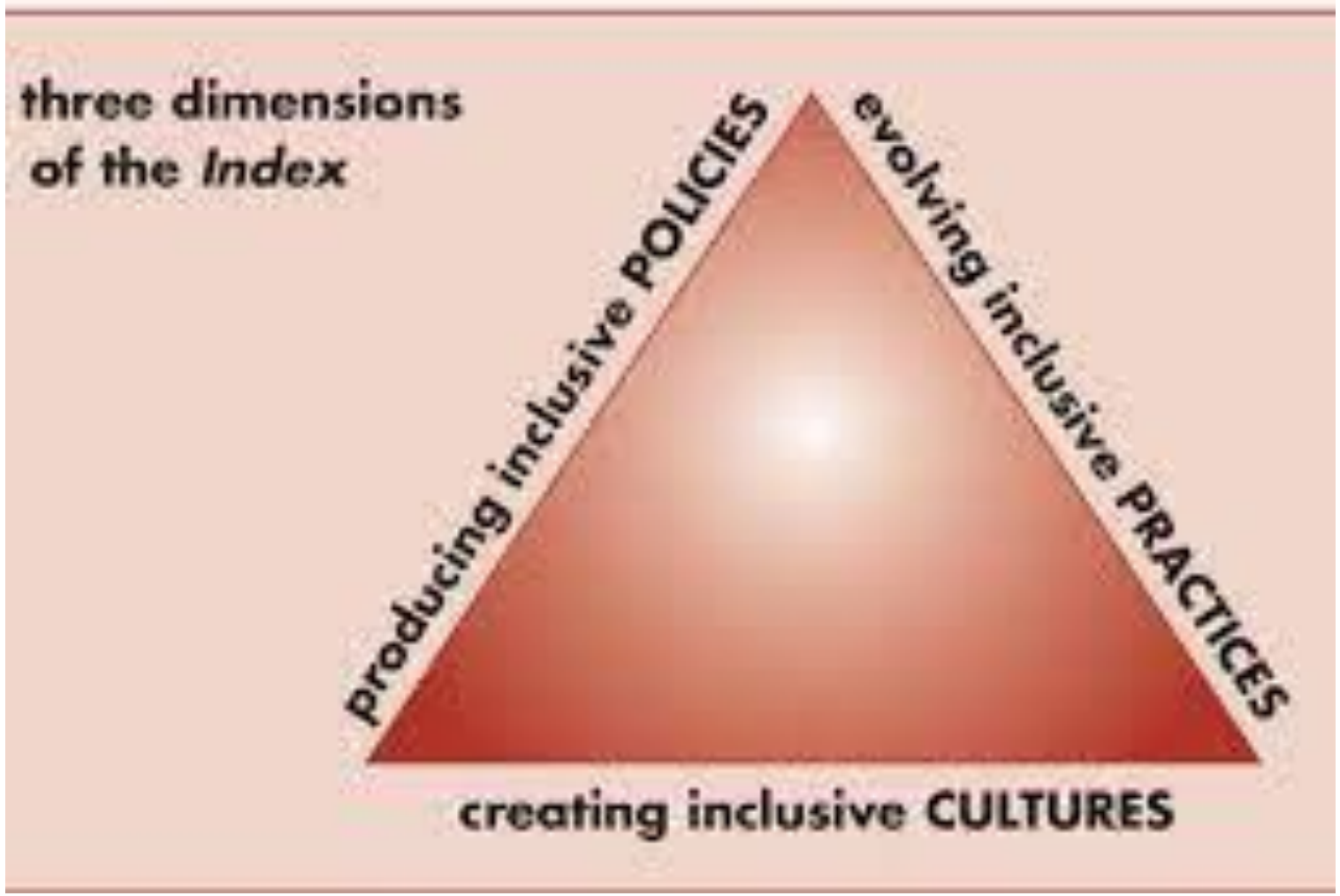
a) sut y byddech chi'n delio gydag achos o hiliaeth yn eich dosbarth?

b) sut y byddech 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?

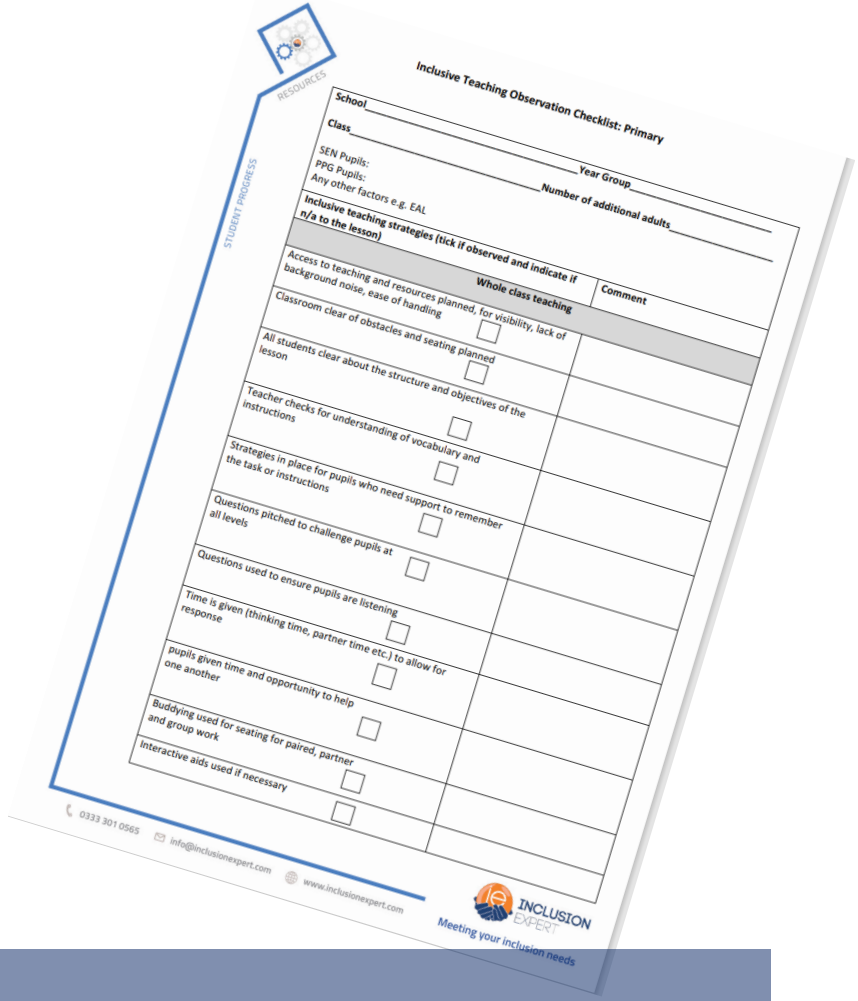
b) how you would create an anti-racist ethos in your classroom?



Cynhwysiant mewn addysg

Inclusion in education (Booth & Ainscow, 2002)

Gwirio eich ymarfer eich hun
Checking your own practice



Inclusive Teaching Observation Checklist: Primary

School _____

Class _____ Year Group _____

SEN Pupils: _____ Number of additional adults _____

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 instructions ☐	
Strategies in place for pupils who need support to remember the task or instructions ☐	
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 ☐	

RESOURCES

STUDENT PROGRESS

0333 301 0565 info@inclusionexpert.com www.inclusionexpert.com

INCLUSION EXPERT

Meeting your inclusion needs

Inclusive Teaching Checklist (teachertoolkit.co.uk)

Astudiaethau Achos
Case Studies

Unrhyw gwestiynau?
Any questions?

Cyfeirnodau
References

Booth, T. & Ainscow, M. (2002) 'The Index for Inclusion,' available at Index 2002 complete_05 (eenet.org.uk).

Casey, T. (2010) *Inclusive Play* (2nd ed.) London: Sage.

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