

Sesiwn 5

Session 5

**Dysgwyr, Ysgolion a
Chymunedau:
ble ydw i'n addysgu?**

**Learners, Schools and
Communities:
where am I teaching?**



Amcanion y modiwl

Module aims

- 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
- I ymgysylltu myfyrwyr â dull tystiolaeth-seiliedig sy'n cysylltu'r gymuned y mae'r dysgwr yn byw ynddi â'r dewisiadau pedagogaidd a wneir yn y dosbarth er mwyn ysbrydoli dysgwyr a'u teuluoedd
- 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
- To engage students with an evidence-based approach which connects the community in which the learner lives, to the pedagogical choices made in the classroom in order to inspire learners and their families

Cyfranwnder
Cymeithasol

Social Justice



Cyfiawnder Cymdeithasol – un diffiniad

Social Justice – a definition

- Cyfiawnder Cymdeithasol

Cyfiawnder yn nhermau dosbarthu cyfoeth, cyfloedd a breintiau o ffewn 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 – byddwch chi'n gweld yn y modiwl sut mae hyn yn cysylltu gyda Cwricwlwm Cymru.

- 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 – you will see in this module how this relates to the Curriculum for Wales.

Addysg yng Nghymru: Cenhadaeth ein cenedl

Education in Wales: Our national mission

Addysg yng Nghymru: Cenhadaeth ein cenedl

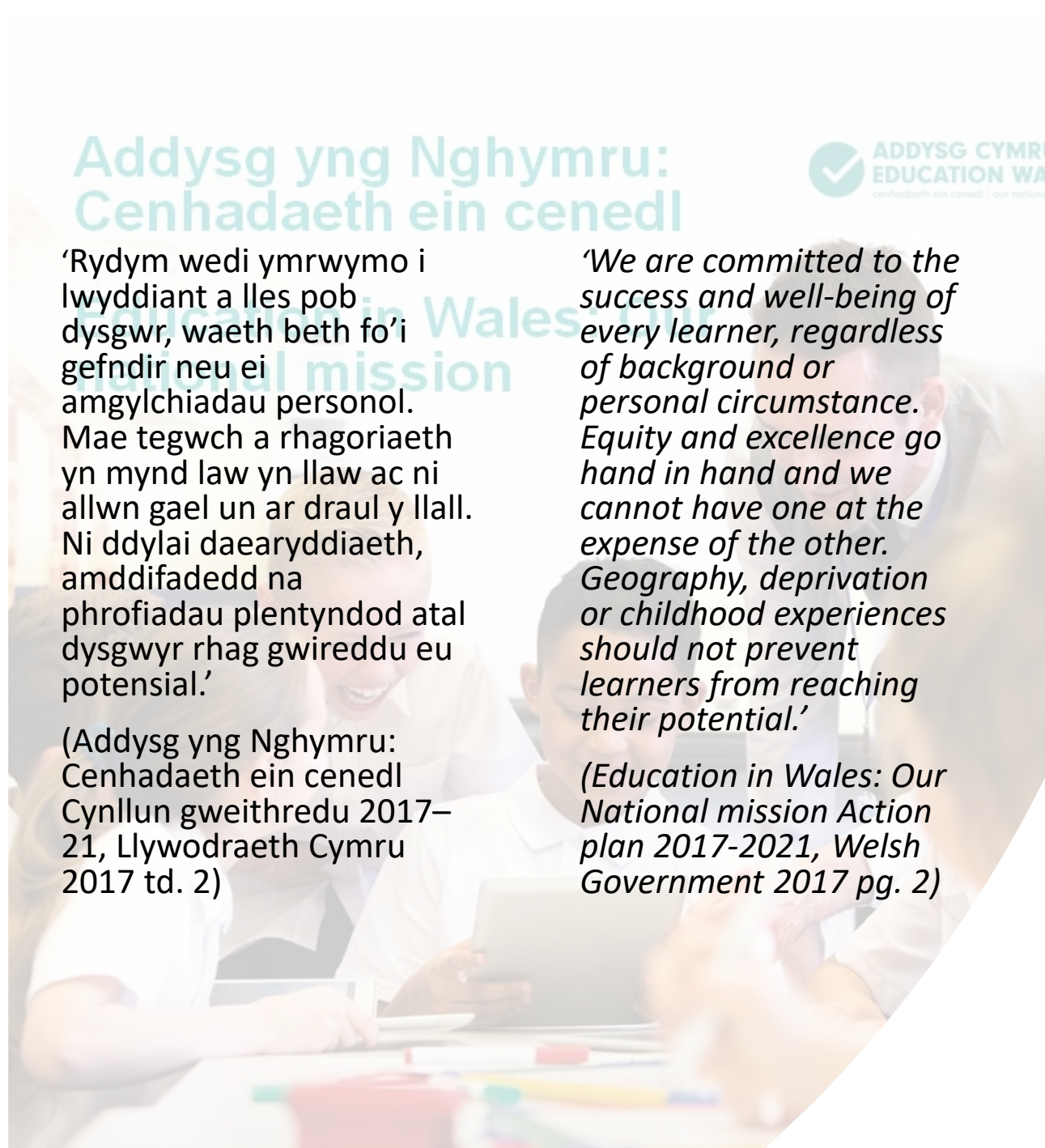


‘Rydym wedi ymrwymo i lwyddiant a lles pob dysgwr, waeth beth fo’i gefndir neu ei amgylchiadau personol. Mae tegwch a rhagoriaeth yn mynd law yn llaw ac ni allwn gael un ar draul y llall. Ni ddylai daearyddiaeth, amddifadedd na phrofiadau plentyndod atal dysgwyr rhag gwireddu eu potensial.’

(Addysg yng Nghymru: Cenhadaeth ein cenedl Cynllun gweithredu 2017–21, Llywodraeth Cymru 2017 td. 2)

‘We are committed to the success and well-being of every learner, regardless of background or personal circumstance. Equity and excellence go hand in hand and we cannot have one at the expense of the other. Geography, deprivation or childhood experiences should not prevent learners from reaching their potential.’

(Education in Wales: Our National mission Action plan 2017-2021, Welsh Government 2017 pg. 2)



A ddylai ysgolion
drin pob disgybl
yn gyfartal?

Pam?

Should schools
treat all
pupils equally?

Why?

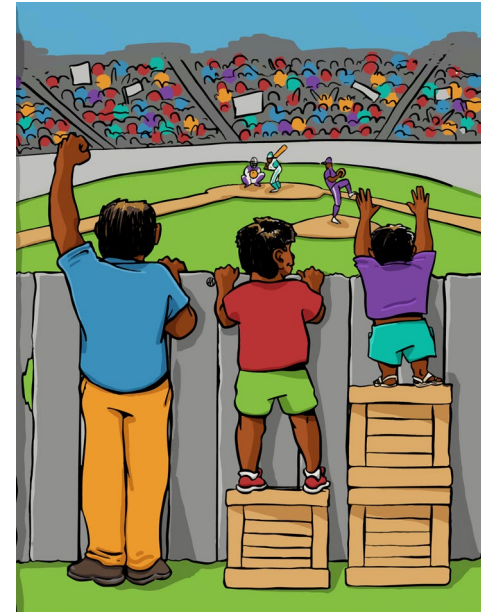
P'un sy'n decach? Cydraddoldeb Vs Ecwiti

Which is fairer? Equality Vs Equity

A



B



Equality



Equity



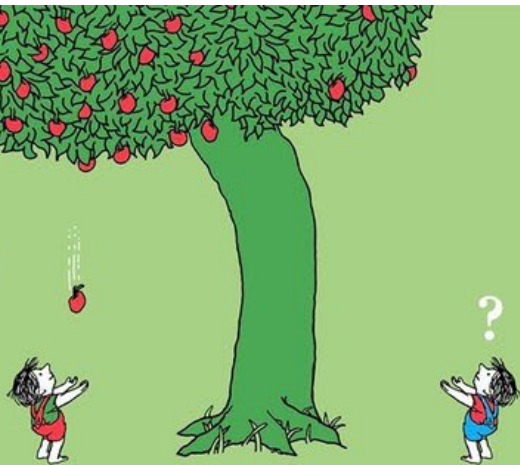
Justice



Justice – The fairest model

Inequality

Unequal access to opportunities



With apologies to Shel Silverstein from @lunchbreak

2019 Design in Tech Report | Addressing Imbalance

Equity

Custom tools that identify and address inequality



With apologies to Shel Silverstein from @lunchbreak

2019 Design in Tech Report | Addressing Imbalance

Equality?

Evenly distributed tools and assistance

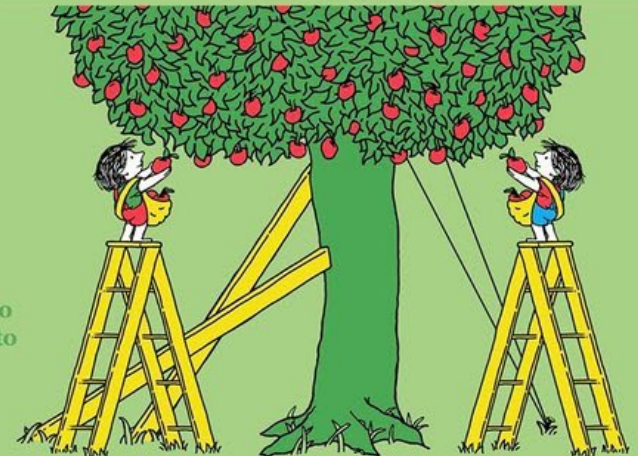


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Justice

Fixing the system to offer equal access to both tools and opportunities



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2019 Design in Tech Report | Addressing Imbalance



for critics who argue that it is the state's role to school its citizens and through this function to ensure educational equity (for example, Ball 2007; Ravitch 2013; Unwin and Yandell 2017).

Brown and Cameron's views about the role of the state in enabling social justice reflect fundamental differences in the ideologies of the Conservative and Labour political traditions. Traditionally and simply put, the view of political parties whose ideologies lie to the Left (i.e. Labour) is that the state has an important role to play in ensuring that people's life experiences are fair. Political parties whose ideologies lie fur-

vidual rights and
A fuller discussion
gies is beyond the
ow these political

Box 1.1: The relationship between poverty and education – differing political views

The view from the Left is that the inferior educational experiences of the poor hold them back and prevent them from competing with better educated groups. Therefore the poor are forced into low-waged and menial work and social mobility is stalled.

The view from the Right is that the poor are poor because they failed to work hard and take advantage of educational opportunities. It is their individual responsibility to take hold of the opportunities that are available and so prosper.

The moderate view is that the poor are poor because of inadequate education partly because of inferior schools but also because of disrupted families, for example, which prevent them from absorbing the education that is available.

education –

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A good illustration of how the two main political parties differ with regard to the role of the state and the individual can be further explored through the views of two relatively recent long-serving Prime Ministers: Tony Blair (Labour, 1997–2007) and Margaret Thatcher (Conservative, 1979–1990). One of the most famous recent examples of a leading political figure challenging the role of the state in ensuring social justice was Margaret Thatcher's 1987 interview to *Woman's Own* magazine (Thatcher 1987). In what became known as the 'Society Speech', Thatcher argued that, rather than relying on the assistance of the state, people should assume responsibility for their own lives:



To those who say, 'Where is Labour's passion for social justice?' I say education is social justice. Education is liberty. Education is opportunity. Education is the key not just to how we as individuals succeed and prosper, but to the future of this country. ()

So instead of, as in the past, developing only some of the potential of some of the people, our mission for liberty for all and fairness to all summons us to develop all of the potential of all the people. ()

Of course in a free society, some people will be richer than others. Of course if we make opportunity more equal, some will do better than others. But there's a massive difference between a system that allows fair reward for talent, effort and enterprise and a system that keeps millions of people at the bottom locked out of the success enjoyed by the mainstream ... Instead, we should focus on the causes of poverty as well as the symptoms because that is the best way to reduce it in the long term. And we should focus on *closing the gap between the bottom and the middle*, not because that is the easy thing to do, but because focusing on those who do not have the chance of a good life is the most important thing to do. (), emphasis added)

This fixation on welfare – the state writing a cheque to push people's incomes just above the poverty line – this treated the symptoms, not the causes of poverty; and, over time, it trapped some people in dependency. ()

The debate over selective schools has raged for years. But the only place it has got us to is a place where selection exists if you're wealthy – if you can afford to go private – but doesn't exist if you're not. We are effectively saying to poorer and some of the most disadvantaged children in our country that they can't have the kind of education their richer counterparts can enjoy.

What is 'just' about that? Where is the meritocracy in a system that advantages the privileged few over the many? How can a meritocratic Britain let this situation stand? ()

To those who say, 'Where is Labour's passion for social justice?' I say education is social justice. Education is liberty. Education is opportunity. Education is the key not just to how we as individuals succeed and prosper, but to the future of this country. (Blair 1997)

So instead of, as in the past, developing only some of the potential of some of the people, our mission for liberty for all and fairness to all summons us to develop all of the potential of all the people. (Brown 2005)



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What is 'just' about that? Where is the meritocracy in a system that advantages the privileged few over the many? How can a meritocratic Britain let this situation stand? (Theresa May 2016)





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What would a socially just education system look like?: saving the minnows from the pike

Diane Reay

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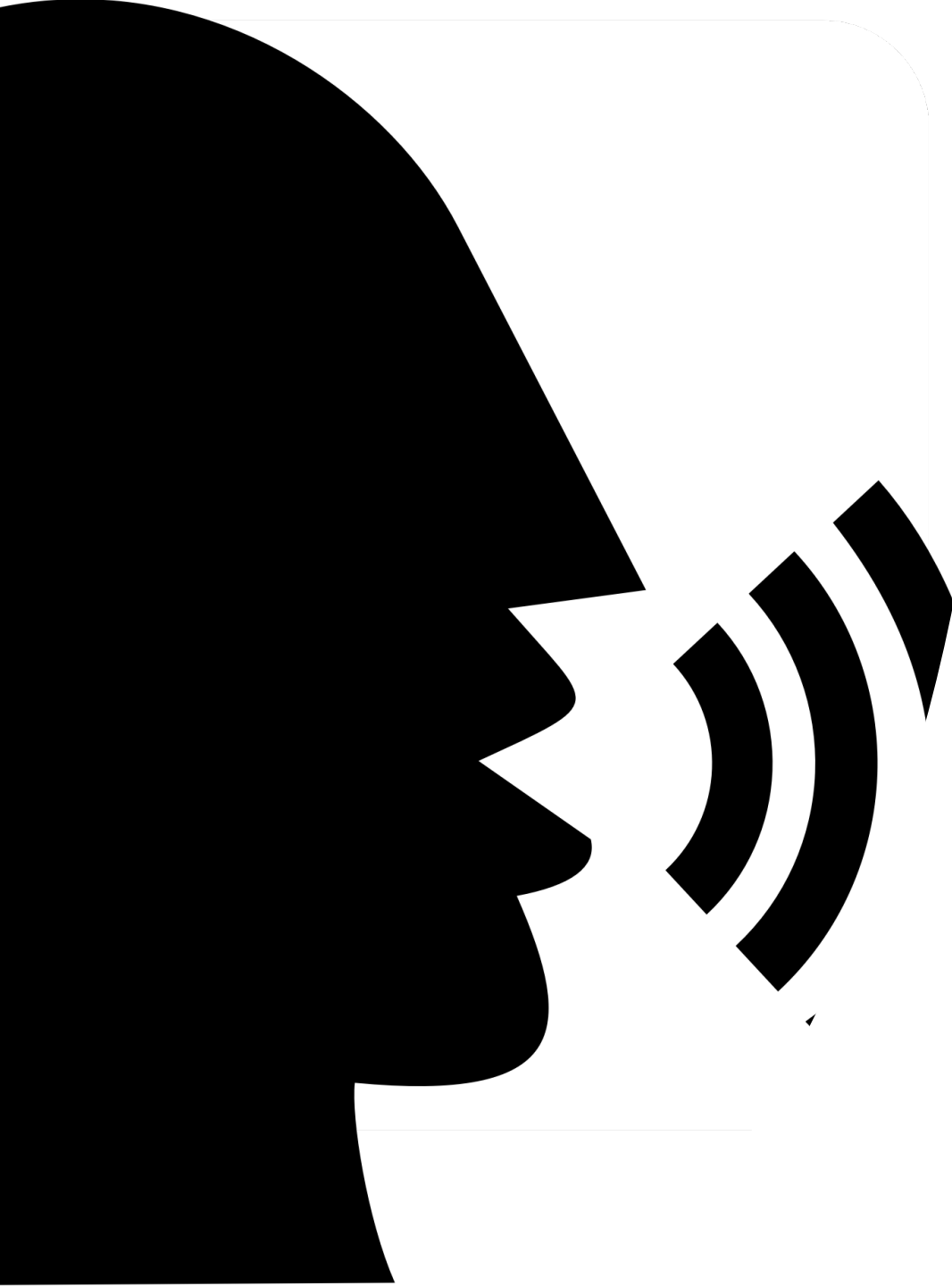
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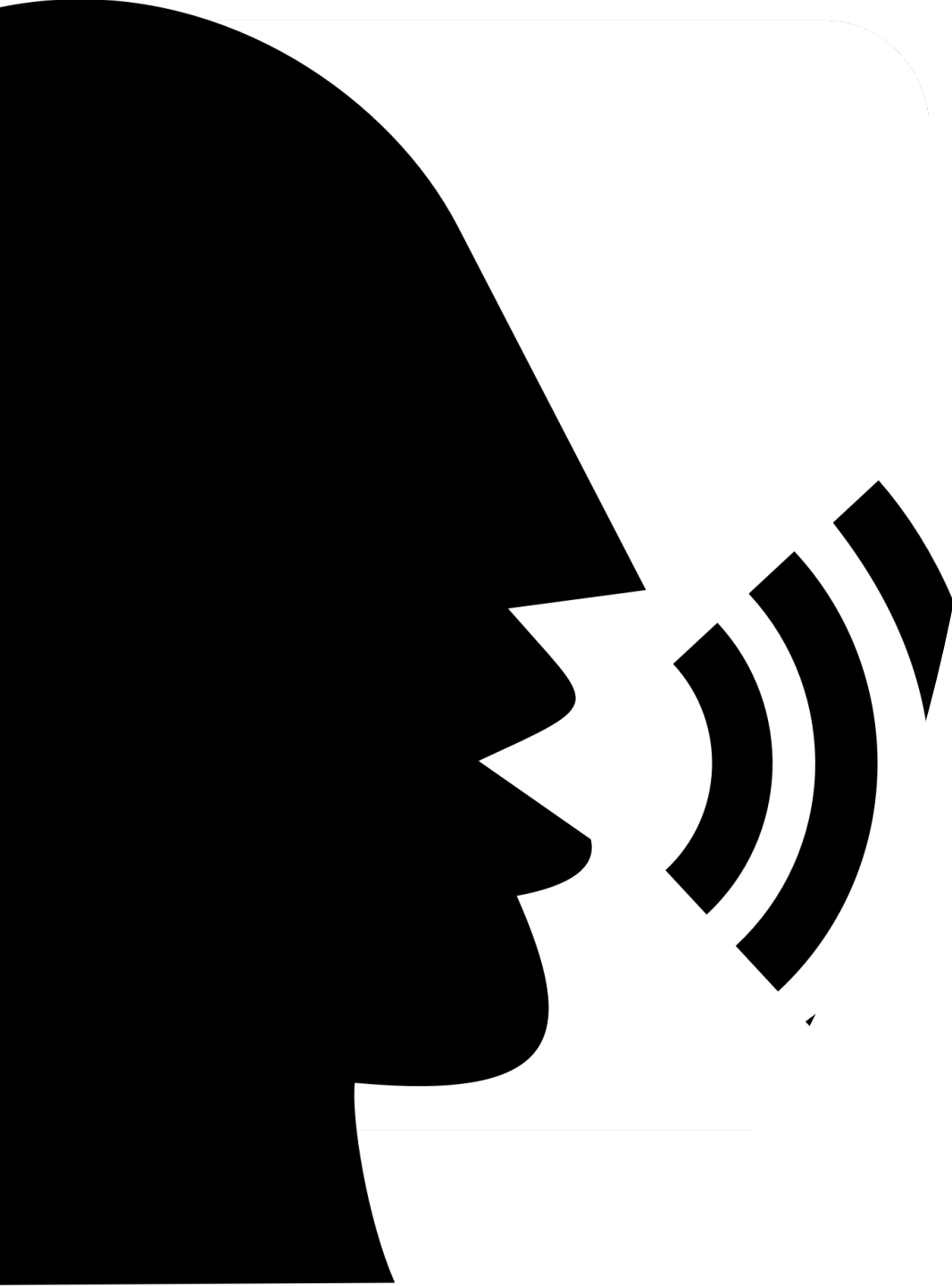


A key purpose of
education is to

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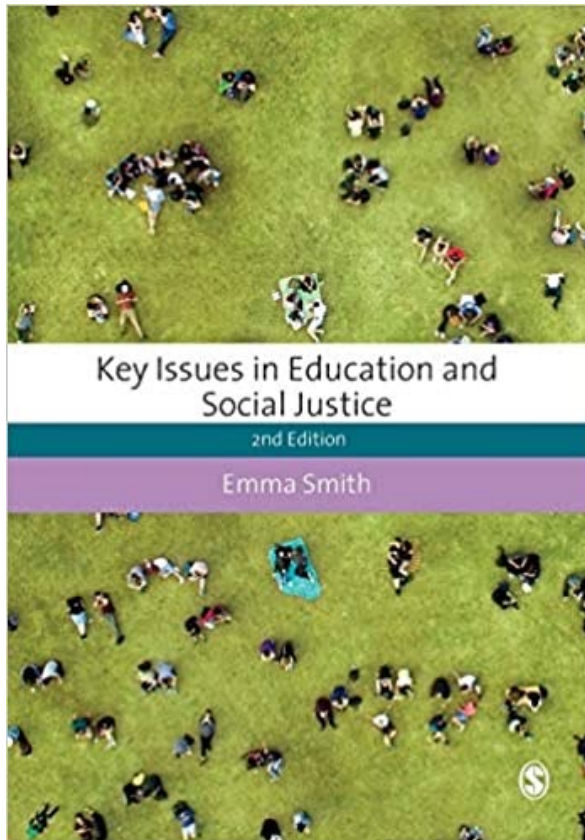
....., especially for
those facing
disadvantage in
terms of



Awaiting Welsh
translation

Cyflwyniad i Addysg a Chyfiawnder Cymdeithasol

An introduction to Education and Social Justice





Tasg gyfeiriol

Darllenwch y paragraff agoriadol a tud. 7-15 Pennod 1
o'r llyfr Key Issues in Education and
Social Justice. Brown.E., 2018.

Byddwch yn barod i roi adborth ar y cwestiynau
canlynol:

- 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?



Directed Task

Read the opening paragraph and *pages 7 – 15* from chapter 1 of Key Issues in Education and Social Justice. Brown.E., 2018

Be prepared to feedback on the following questions

- 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?