

“

Cenedl o amrywiaeth

A diverse nation

<https://www.llyw.cymru/sites/default/files/consultations/2023-11/ein-cynllun-ar-gyfer-cydraddoldeb-yng-nghymru.pdf>

<https://www.gov.wales/sites/default/files/consultations/2023-11/our-plan-for-equality-in-wales.pdf>



Llywodraeth Cymru
Welsh Government



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

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



Amcan y sesiwn

Session aim

Datblygu ein sgiliau fel athro beirniadol adfyfyriol drwy lens amrywiaeth.

To develop our skills as a critically reflective teacher through the lens of diversity.

Gwella eich llythrennedd hiliol



Improving your racial literacy

Interruption

Entry point: Interrupt racism and inequality at personal and systemic levels



Reconstruction

Engage in the deep work of reevaluating and reshaping your internal beliefs and biases from a racial perspective

Critical Self-love

A profound awareness to caring for yourself for the communities in which you belong, your Cynefin

Critical reflection

Think through the various layers of your identities and how privilege and marginalised statuses intersect

Historical Literacy

Develop a rich understanding and contextual awareness of the diverse history in Wales and as part of the wider world

Critical Humility

Remain open to understanding the limits of your own world views and ideologies



(MARTIN, 2025)
ADAPTED FROM SEALY-RUIZ, 2023

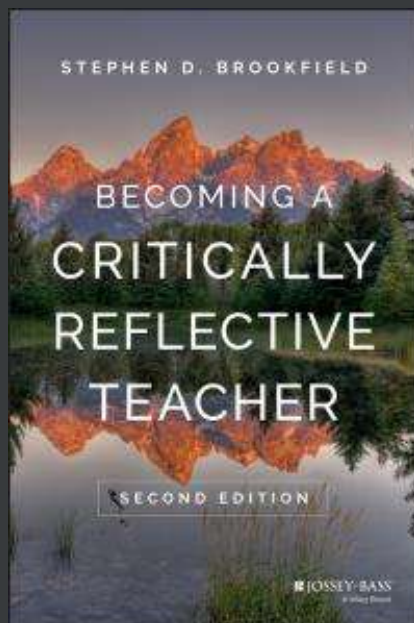


Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

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



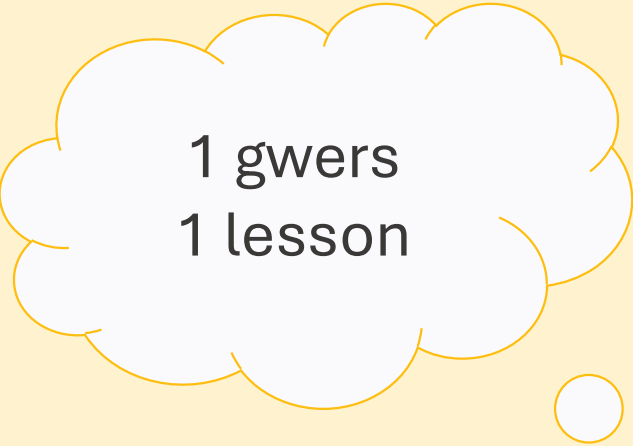
Brookfield's Four lenses



[Brookfield \(2017\)](#)

- Byddwn ni'n defnyddio addasiad o lensys Brookfield i ddatblygu'r sgiliau sydd eu hangen ar gyfer adfyfrio'n feirniadol
- We will use an adaptation of Brookfield's lenses to develop the skills needed for critical reflection

Adfyfyrio'n feirniadol ar amrywiaeth ac addysg gynhwysol
Critical reflection on diversity and inclusive education



1 gwers
1 lesson

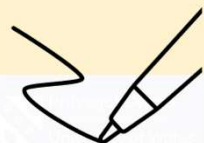
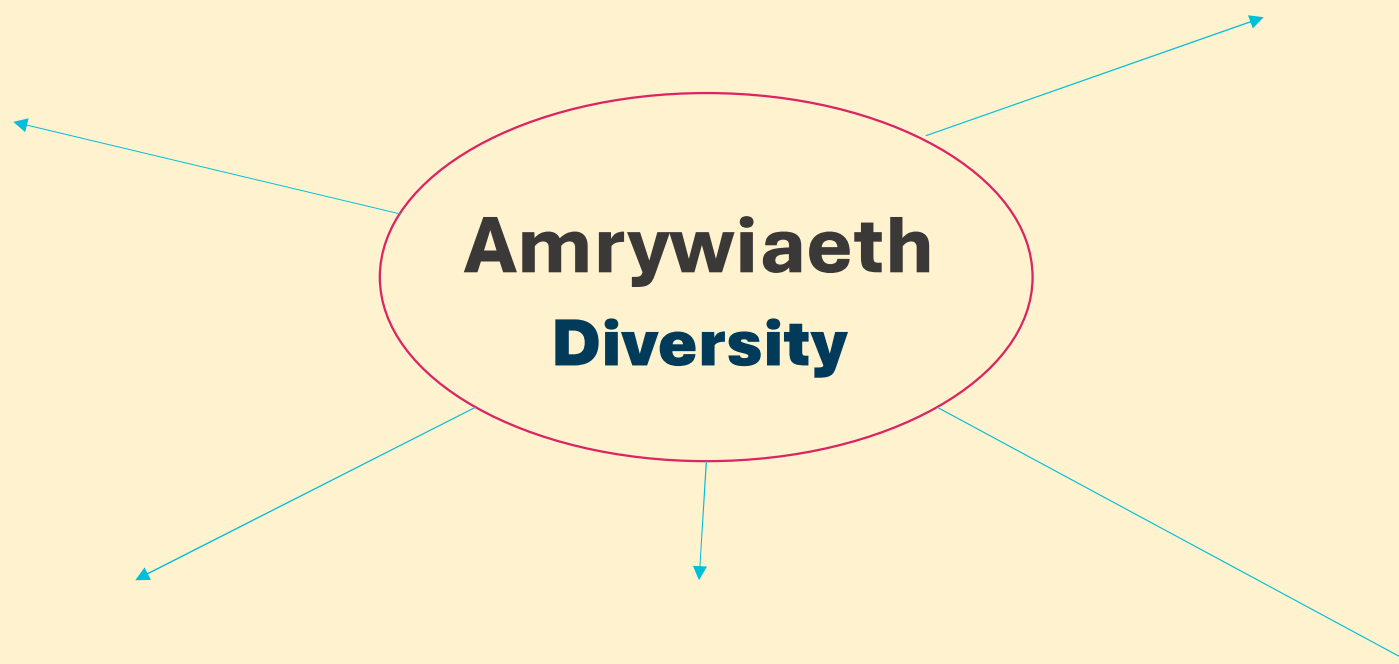
Hunangofiannol
Autobiographical

Rhieni/Gwarcheidwad
Parent/ Guardian“

- Dysgwyr "amrywiol"
“Diverse” learner lens

Llenyddiaeth
Literature lens

Pa eiriau ydych chi'n meddwl amdanyn nhw, wrth feddwl am y gair...
What words do you think of, when you think of the word ...





Nodweddion Gwarchodedig

Protected Characteristics

- oed
- anabledd
- ailbennu rhywedd
- priodas a phartneriaeth sifil
- beichiogrwydd a mamolaeth
- hil
- crefydd neu gred
- rhyw
- cyfeiriadedd rhywiol
- iaith Gymraeg
- age
- disability
- gender reassignment
- marriage or civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation
- Welsh language





**Ydy pysgod yn sylwi eu
bod nhw yn y dŵr?**

**Do fish notice that they are
in water?**



Braint yw pan nad oes angen sylwi ar y 'dŵr' rydych ynddo, am fod systemau eisoes wedi'u cynllunio gyda chi mewn golwg. Privilege is when you do not need to notice the 'water' you are in because systems are already designed with you in mind.

“

Cynhwysiant o'i gymharu â pherthyn

Inclusion vs
belonging

Scenes from Wicked. Copyright Universal Picture

“Diversity is being invited to the
party; inclusion is being asked
to dance.”

Verna Myers

“Belonging is dancing like no one's watching”



- **Cynllunio Cynhwysol**

- Nid yw cynllunio cynhwysol yn ymwneud ag ychwanegu cefnogaeth **ar ôl** i rwystrau ymddangos.
Mae'n ymwneud â rhagweld amrywiaeth a dileu rhwystrau'n fwriadol ymlaen llaw.
- Mae perthyn yn digwydd pan nad oes angen i ddysgwyr ofyn am fynediad, gan fod mynediad eisoes yn cael ei dybio.

- **Inclusive planning**

- Inclusive planning is not about adding support **after** barriers appear.
It is about anticipating diversity and deliberately removing barriers in advance.
- Belonging occurs when learners do not have to ask for access because access is already assumed.



Beth yw manteision datblygu ymdeimlad dysgwr o berthyn?

What are the benefits of developing the learner's sense of belonging?

[Research shows 'a sense of belonging' is important for pupils' learning and behaviour | IOE - Faculty of Education and Society](#) (2020)
[Nurturing a sense of belonging at school: what helps pupils feel connected?](#) (2024)

Dysgwyr "amrywiol"
"Diverse" learner lens

Llenyddiaeth
Literature lens



Llais y plentyn

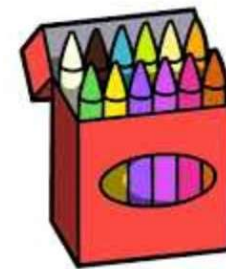
Voice of the child

<https://youtu.be/zHNd-vTGPgE>



"Dwi'n meddwl mae'n bwysig
cael cynrychiolaeth eang
gan bobl ifanc mewn ysgolion
cynradd achos mae ganddyn
nhw farn pwysig iawn"

<https://youtu.be/esYP4Eg3o2U>



"I think it is important
to get more diverse
representation
from young people in
primary schools as
they have v



“

**Geneticist: Dr.
Adam
Rutherford**



[Dr Adam Rutherford, science-writer and broadcaster | Rathbones](#)

- *One of the pitfalls that well-intentioned people fall into is to say that race doesn't exist. Race does exist, but it's a social construct. And humans interact with social constructs. Time is a social construct, money is a social construct. Race exists because it's a social construct.*



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

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



Cefnu ar y norm

Breaking from the norm

- Mae anghydraddoldebau yn bodoli am eu bod nhw wedi'u gwreiddio mewn lluniadau cymdeithasol ac wedi eu gweu yn rhan o strwythurau systemig. Mae angen i ni fynd ati i sylwi a herio'r patrymau hyn i greu cymdeithas decach.
- Inequalities exist because they are rooted in social constructs and woven into systemic structures. We need to actively notice and challenge these patterns to create a more equitable society.



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

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



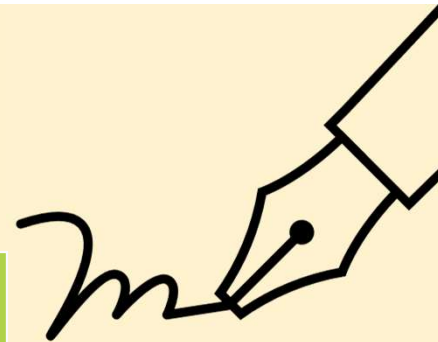
Deall anghydraddoldebau systemig trwy lens hil

Understanding systemic
inequalities through the
lens of race

[What is white privilege? - BBC Bitesize](#)



Adfyfyrio'n feirniadol ar amrywiaeth ac addysg gynhwysol
Critical reflection on diversity and inclusive education



Hunangofiannol
Autobiographical

Rhieni/Gwarcheidwad
Parent/ Guardian“

Dysgwyr "amrywiol"
“Diverse” learner lens

Llenyddiaeth
Literature lens

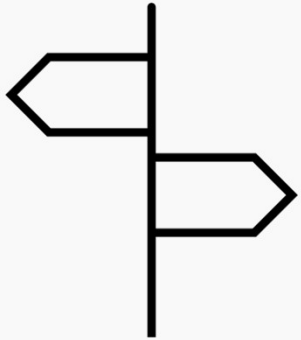
- **Safbwynt y Dysgwr**

- Pwy sy'n cael ei dybio fel y dysgwr “normal” yn y sesiwn/adnodd hwn?
- Pa rwystrau allai fodoli i ddysgwyr sydd â hunaniaethau wedi'u hymylu?
- Ble y gallai fod angen i ddysgwyr ofyn am fynediad, yn hytrach na bod mynediad yn cael ei dybio?

- **Learner perspective**

- Who is assumed as the “normal” learner in this session/resource?
- What barriers might exist for learners with marginalised identities?
- Where might learners need to ask for access rather than having access assumed?

Rhestr wirio | Checklist



Customisable self-reflection template.docx



Templed hunan-fyfyrio y gellir ei addasu.docx



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

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



Actifadu gwybodaeth flaenorol (AGF)

Activating prior knowledge (APK)

Semester 1

- Diogelu
- PREVENT
- Gwrth-hiliaeth (SRTRC)

- Safeguarding
- PREVENT
- Anti-racism (SRTRC)



Cysylltiadau â'r safonau proffesiynol - arweinyddiaeth

Links to professional
standards - leadership

❑ Cyfrifoldeb

corfforaethol e.e. Deddf
Cydraddoldeb 2010,
Cod ADY Cymru 2021

❑ Hawliau –

Confensiwn y
Cenhedloedd Unedig ar
Hawliau Plant:

Erthyglau 2, 3, 5, 6, 12,
13, 16, 18, 23, 24, 25,
28, 29, 30, 31

❑ Corporate

responsibility e.g.
Equality Act 2010,
ALN Code Wales 2021

❑ **Rights** – *United
Nations Convention
on the Rights of the
Child:*

*Articles 2, 3, 5, 6, 12,
13, 16, 18, 23, 24, 25,
28, 29, 30, 31*

“

Cenedl o amrywiaeth

Reviewing Evidence

<https://www.llyw.cymru/sites/default/files/consultations/2023-11/ein-cynllun-ar-gyfer-cydraddoldeb-yng-nghymru.pdf>

<https://www.gov.wales/sites/default/files/consultations/2023-11/our-plan-for-equality-in-wales.pdf>



A summary for young people



Llywodraeth Cymru
Welsh Government

“

Croestoriadedd Intersectionality

- Dewisol
- Optional



INTERSECTIONALITY

- Definition
- Examples
- Strengths
- Weaknesses and criticism

Mae plant yn dysgu beth sy'n 'normal' rhwng 3-4 oed
Children learn what is 'normal' from the ages of 3-4



<https://youtu.be/QRZPw-9sJtQ?si=aPAkQEKHREHVxuiP>

Clarke Doll Test



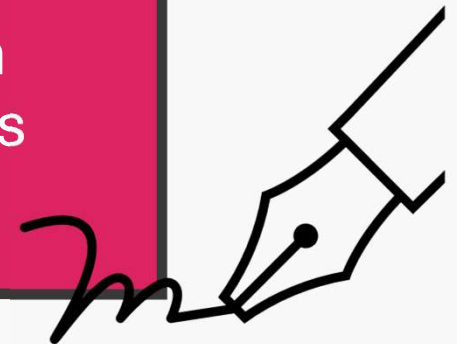
Lens Llenyddiaeth Literature lens

Hunangofiannol
Autobiographical

Rhieni/Gwarcheidwad
Parent/ Guardian“

Dysgwyr "amrywiol"
“Diverse” learner lens

Llenyddiaeth
Literature lens



- **Cynllunio ac Addysgeg**

- A yw'r sesiwn hon yn ymgorffori safbwyntiau amrywiol, neu'n eu hychwanegu fel atodiad?
- Sut mae'n osgoi atgyfnerthu stereoteipiau neu naratifau diffygol?
- Sut mae'n gosod ymddygiad nad yw'n rhagfarnllyd fel y norm?

- **Planning & pedagogy**

- Does this session embed diverse perspectives, or add them on?
- How does it avoid reinforcing stereotypes or deficit narratives?
- How does it position non-prejudiced behaviour as the norm?

Dysgwyr "amrywiol" "Diverse" learner lens

- **Gweithredu**
- Beth fyddaf i'n ei newid yn fy nghynllunio o ganlyniad i'r myfyrdod hwn?
- **Action**
- What will I change in my planning as a result of this reflection?

Darllen pellach | Further reading:

- <https://www.disabilitywales.org/social-model/>
- [Hyfforddiant ar-lein Anghenion Dysgu Ychwanegol ar gyfer ymarferwyr mewn rolau statudol: ar gael nawr - Hwb \(gov.wales\)](#)
- [Additional Learning Needs online training for practitioners in statutory roles: now available - Hwb \(gov.wales\)](#)

- <https://www.disabilitywales.org/social-model/>
- [Research shows 'a sense of belonging' is important for pupils' learning and behaviour | IOE - Faculty of Education and Society \(2020\)](#)
- [Hyfforddiant ar-lein Anghenion Dysgu Ychwanegol ar gyfer ymarferwyr mewn rolau statudol: ar gael nawr - Hwb \(gov.wales\)](#)
- [Additional Learning Needs online training for practitioners in statutory roles: now available - Hwb \(gov.wales\)](#)
- [Bennie Kara: Diversity in schools \(2021\)](#)
- [The 'Diverse Model': A new way of perceiving disability? | BERA](#)
- [Next Steps - What is the experience of LGBT+ students in... | Stonewall](#)
- [Nurturing a sense of belonging at school: what helps pupils feel connected? \(2024\)](#)