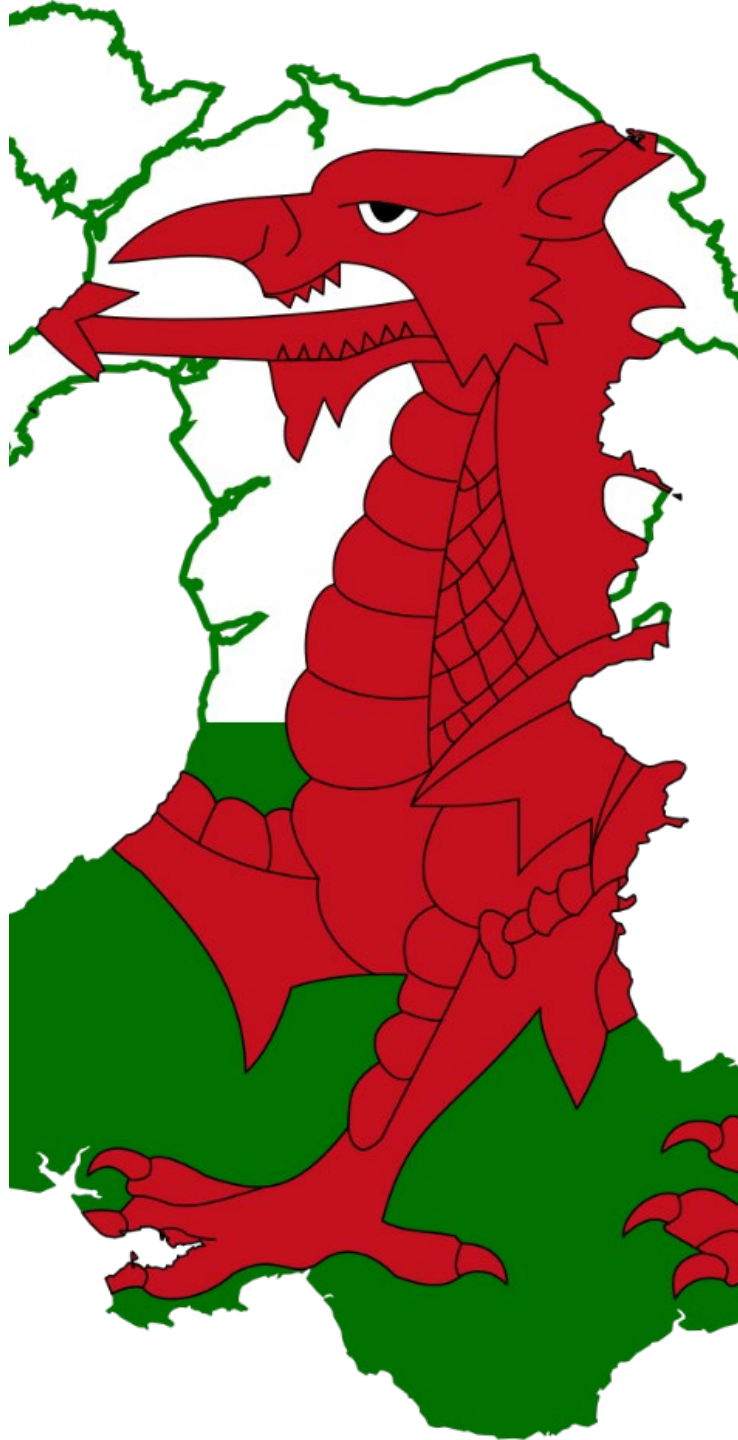
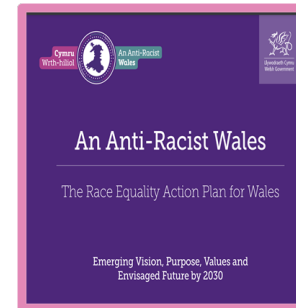
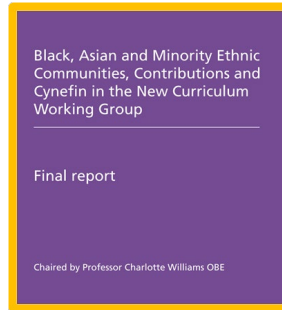




Amrywiaeth Rhan 2

Diversity Part 2



Gweithgor Cymunedau,
Cyfraniadau a Chynefin Pobl
Ddu, Asiaidd ac Ethnig Leiafrifol
yn y Cwricwlwm Newydd

Adroddiad terfynol

Cadeiriwyd gan yr Athro Professor Charlotte Williams OBE

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

Final report

Chaired by Professor Charlotte Williams OBE

Mae'r ddogfen yma hefyd ar gael yn Gymraeg.
This document is also available in Welsh.

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Vision
Statement

How equipped
do you feel to
realise this?

black-asian-minority-ethnic-contributions-cynefin-
new-curriculum-working-group-final-report.pdf (gov.wales)

gweithgor-cymunedau-cyfraniadau-chynefin-pobl-dduon-asiaidd-
lleiafrifoedd-ethnig-cwricwlwm-newydd-adroddiad-terfynol.pdf



Ein datganiad o weledigaeth

Ein gweledigaeth yw y dylai pob dysgwr, fel 'dinasyddion egwyddorol, gwybodus yng Nghymru a'r byd'¹, ystyried profiadau a chyfraniadau amrywiol pobl Ddu, Asiaidd ac Ethnig Leiafrifol yng Nghymru, ddoe a heddiw.

Yn unol â hyn, bod pob athro yng Nghymru, ym mhob maes dysgu a phrofiad, yn meddu ar y sgiliau a'r adnoddau angenrheidiol i fodloni'r disgwyliadau hyn wrth gynllunio ei gwricwlwm ac yn ei ymarfer addysgegol.

Bydd hyn yn golygu bod pob athro:

- yn teimlo ei fod yn cael ei alluogi a'i gefnogi i greu cwricwla sy'n rhoi sylw i gyfraniadau lluosog ac amrywiol grwpiau ac unigolion Du, Asiaidd ac Ethnig Leiafrifol at wybodaeth ddisgyblaethol a thrawsddisgyblaethol benodol
- yn teimlo ei fod yn cael ei alluogi a'i gefnogi i osod y cyfraniadau hyn yng nghyd-destun hanes a datblygiad Cymru fel cymdeithas amlddiwylliannol
- yn deall tarddiadau hiliaeth ac arwyddion o hiliaeth

Our vision statement

Our vision is that every learner, as 'ethical and informed citizens of Wales and the world'¹, should explore the diverse experiences and contributions of Black, Asian and Minority Ethnic peoples in Wales, past and present.

Accordingly, that every teacher in Wales, in every area of learning and experience, is equipped and resourced to meet these expectations in the design of their curriculum and in their pedagogical practice.

This will mean that every teacher:

- feels enabled and supported to build curricula that reflects attention to the multiple and diverse contributions of Black, Asian and Minority Ethnic groups and individuals to specific disciplinary and cross disciplinary knowledge
- feels enabled and supported to place these contributions in the context of the history and development of Wales as a multicultural society
- understands the origins and manifestations of racism

What do you think you'd
need to be able to
achieve this?

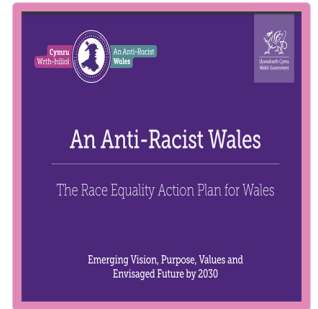
Adroddiad Terfynol
Yr Athro Charlotte Williams
2021



Argymhelliad 17: Dylid galluogi athrawon dan hyfforddiant i ymgysylltu'n atgyrchol â'r pryderon hyn a rhoi sylw i amrywiaeth ym mhob un o'u meysydd dysgu craidd. Bydd hyn yn golygu creu meini prawf asesu sy'n annog y ffocws hwn a gwerthoedd ac agweddau sy'n sail i safonau athrawon cymwysedig, sy'n galluogi athrawon dan hyfforddiant i ddangos cymhwysedd mewn amrywiaeth ddiwylliannol ac wrth greu deunyddiau addysgu perthnasol.

Recommendation 17: All trainee teachers should be enabled to engage reflexively with these concerns and demonstrate in each of their core areas of learning attention to diversity. This will mean building assessment criteria that prompt this focus and values and attitudes that underpin qualified teacher standards that enable trainees to demonstrate competence in cultural diversity and in building relevant teaching materials.

Adroddiad Terfynol
Yr Athro Charlotte Williams
2021



Gwella dealltwriaeth o amrywiaeth a hiliaeth yn y sector addysg ehangach.

Sicrhau bod addysg uwch yng Nghymru yn amgylchedd diogel, cadarnhaol a chynhwysol i bob aelod o staff a myfyriwr, lle yr ymdrinnir ag achosion o aflonyddu a gwahaniaethu hiliol yn brydlon ac yn effeithiol.

To improve understanding of diversity and racism in the wider education sector.

To ensure that higher education in Wales is a safe, positive and inclusive environment for all staff and students, where racial harassment and discrimination is promptly and effectively addressed.

Race Equality Action Plan
Education Goals
2021



Creu diwylliant campws cynhwysol sy'n hwyluso ymdeimlad o berthyn ac sy'n hyrwyddo parch at fyfyrwyr a staff a'r gymuned ehangach:

Codi ymwybyddiaeth yn rheolaidd o faterion cydraddoldeb hiliol

Create an inclusive campus culture that facilitates belonging and promotes respect for students and staff and the wider community:

Regularly raise awareness of race equality issues



Dylai arolygwyr werthuso cynnydd grwpiau penodol o athrawon dan hyfforddiant, gan gynnwys: athrawon dan hyfforddiant o grwpiau ethnig lleiafrifol...

Dylai arolygwyr ystyried p'un a yw athrawon dan hyfforddiant yn datblygu gwerthoedd ac anian sy'n hyrwyddo llais y disgybl, cynaliadwyedd ac yn herio anghydraddoldeb (e.e. hiliol...)

Inspectors should evaluate the progress of particular groups of student teachers, including: student teachers from minority ethnic groups

Inspectors should consider whether student teachers develop values and dispositions, which promote pupil voice, sustainability and challenge inequity (e.g. racial...)



Deddf Llesiant
Cenedlaethau'r Dyfodol
(2015)

Deddf Cydraddoldeb (2010)

Future generations Act
(2015)

Equality Act (2010)

Y Gyfraith
The Law



Symud o
ymarfer di-
hiliol i ymarfer
gwrth-hiliol

From non-
racist to Anti-
Racist
Practice

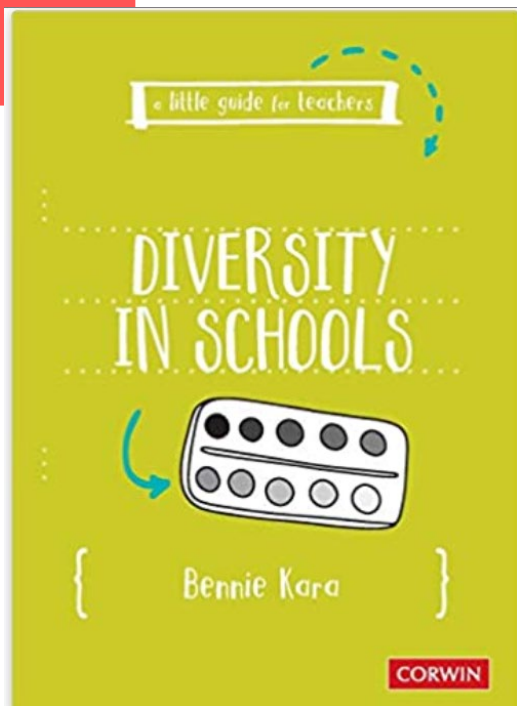


Lilian Martin

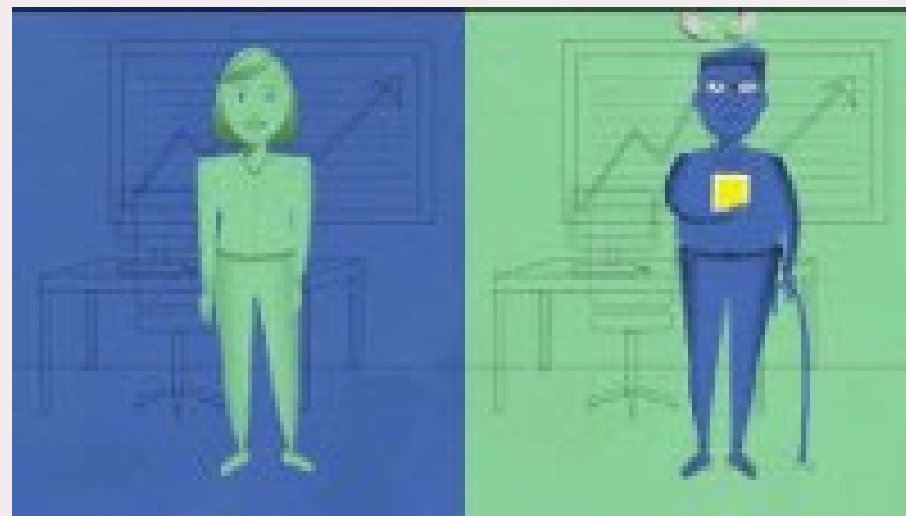


Beth mae'r termau "gwahaniaethu" a
"braint" yn ei olygu i chi?

What do the terms discrimination and
privilege mean to you?



Croestoriadedd | Intersectionality



Kimberlé
Crenshaw



Jessie Donaldson –
Abertawe | Swansea
Ymgyrchydd atal
caethwasiaeth
Anti-slavery campaigner



This Photo
SA

Unknown Author is licensed under CC BY



I'm not trying to
call you out:
I'm calling you in

Dod yn wrth-
hiliol

Becoming anti racist





Diogelu plant:

Adnabod Hiliaeth fel Profiad Niweidiol Plentyndod (ACE).

Dylai athrawon ddarparu mynediad i bobl ifanc hil-ddiffiniedig i gymorth priodol, sy'n sensitif i'w diwylliant, megis cwnsela.

Child protection:

Recognise Racism as an ACE.

Teachers should provide racialised young people access to appropriate, culturally sensitive support, such as counselling.



Child protection:

Crocker, J., & Major, B. (1989). Social stigma and self-esteem: The self-protective properties of stigma. *Psychological Review*, 96, 608-630.

Talking to children about racism | NSPCC

Talking with children and young people about race and racism | British Red Cross

Talking to your kids about racism | UNICEF Parenting

Racism and mental health - Mind

Cydnabyddwch y Trawma

Disgrifiwyd effaith drawmatig barhaus yr hiliaeth a ddioddefir ym myd addysg gan y bobl ifanc y buom yn siarad â hwy. Mae'r hiliaeth y mae rhywun yn ei hwynebu yn ystod ei flynyddoedd ffurfiannol yn gallu gadael effeithiau niweidiol hirdymor, mewn perthynas er enghraifft ag iechyd corff a meddwl, a chyflogaeth. Nid yw'r bobl hyn am weld eu plant yn dioddef yr un peth yn y dyfodol.

<https://racealliance.wales/wp-content/uploads/2021/05/Show-Us-You-Care-Executive-Summary-Welsh.pdf>

Recognise the Trauma

Young people we spoke to described the ongoing traumatic impact of racism experienced in education. Racism experienced during a person's formative years can have a devastating long-term impact including on employment, health, and mental health. These young people do not want their children to go through this in the future

[Show-Us-You-Care-Executive-Summary-2.pdf \(racealliance.wales\)](#)

Supporting resources about racism

- [Talking to children about racism | NSPCC](#)
- [Talking with children and young people about race and racism | British Red Cross](#)
- [Talking to your kids about racism | UNICEF Parenting](#)
- [Racism and mental health – Mind](#)
- [30 Anti-Racism Activities for Kids - HAPPY TODDLER PLAYTIME](#)

Builds diverse perspectives into the lesson plan/resource as an integral part of learning, rather than as an add-on

Includes sources written by minority ethnic people, whether from a Scottish/British or global perspective

Focuses on similarities as well as differences when sharing personal stories about tradition and heritage, and expects the same level of sharing from majority ethnic learners as from minority ethnic learners

Features characters from BME backgrounds in stories who have their own narratives and voices, are authentic, have agency and are free from harmful stereotypes

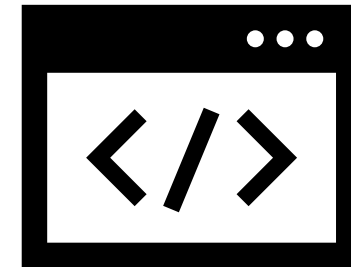
Introduces and discusses topics which may be distressing for BME learners with care and sensitivity

Makes links between everyday objects and practices in Scotland / Britain, and Scotland's global past and history of migration

Explores historical and world events to create understanding of current inequalities

Rhestr wirio

Check list



CRER model (Scotland)

Anti-racist curriculum development
— CRER

DARPL - Diversity and Anti-Racism Professional Learning



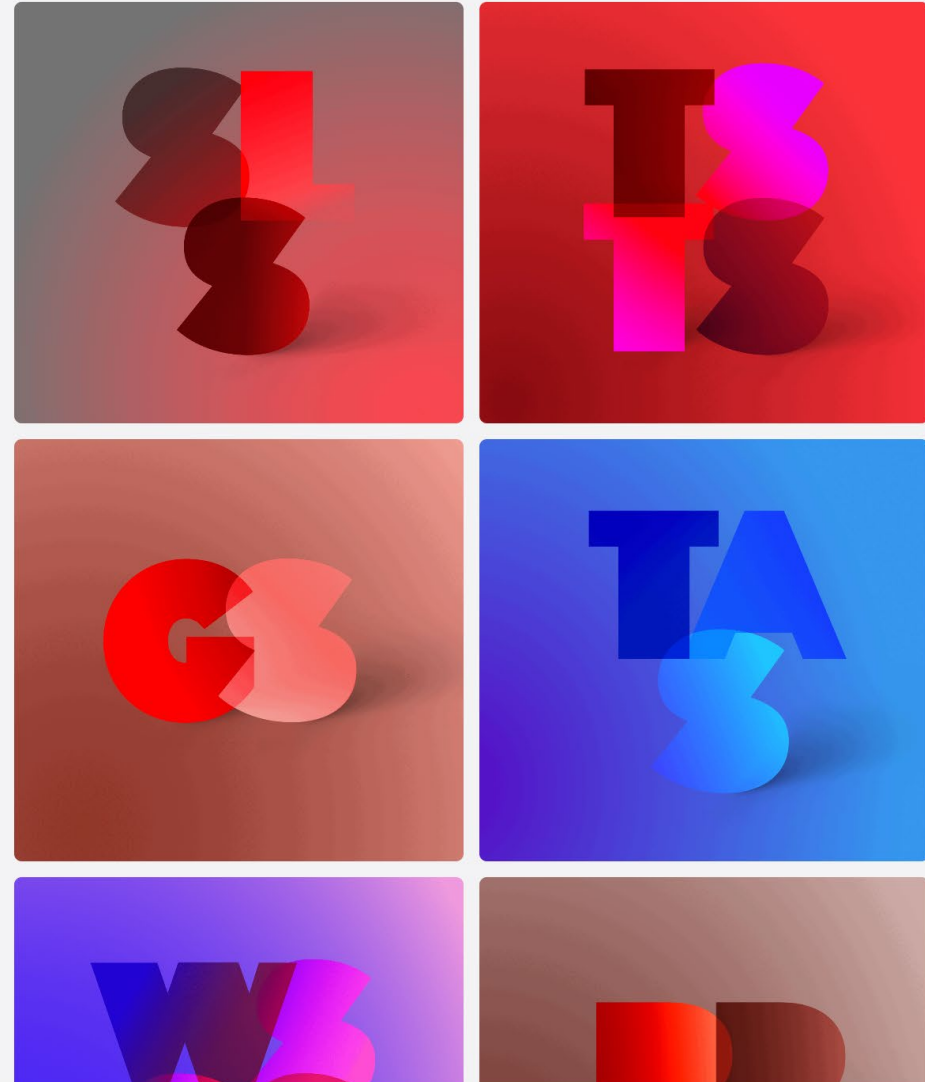
Anti-racism professional learning in education

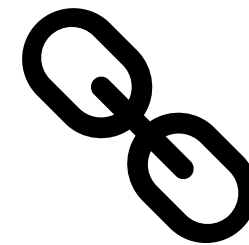
Professional learning for those working in education to develop an understanding and development of anti-racist practice

Our DARPL work centres on professional learning for those working in educational settings to develop delegates' understanding of anti-racism, which should lead to a development of anti-racist practice. The professional learning has been developed to take into consideration the different roles of those working in educational settings and is tailored to support that.

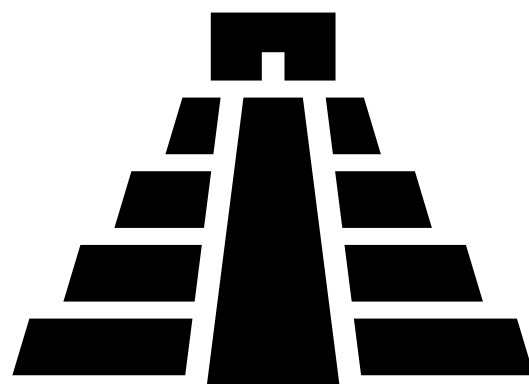
Our vision is to ensure that those working within education develop the tools and carry out anti-racist practice that supports the aim of being an anti-racist Wales by 2030.

DARPL incorporates research, current examples, video clips and lived experience. During and following your engagement with DARPL, you will need to continue your own journey in professional learning individually, with your peers and with your learners.





Dolenni
Links



[Get involved - Hwb \(gov.wales\)](https://gov.wales/hwb)





Those suffering from internalized racism, may loathe the physical characteristics that make them racially distinct, whilst others may stereotype those from their racial group and refuse to associate with them.



Racial Equity tools:
Internalised racism



Cynefin

Representation: Workforce - EWC

Cynefin – EWC

DARPL Eventbrite

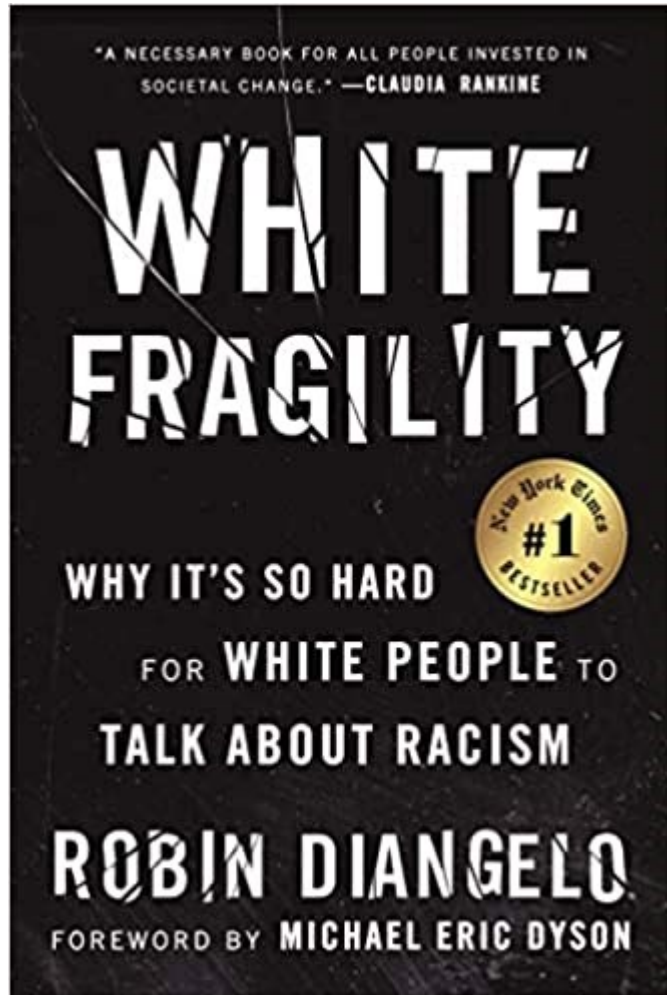
<https://darpl.org/>

Show Racism the Red Card - Resources and Activities

Perthyn
Belonging



Datblygwch eich llythrennedd hil Improve your racial literacy



Not just an American thing. It is very much real in the Welsh context as described in [Dr Ruth Smith's](#) research right here at UWTSD!

This sentiment was starkly echoed by one Head Teacher who said, "I get uncomfortable with the word anti-racist... when you start using emotive words like 'racist' or 'anti-racist', it evokes all kinds of different impressions on people. So we talk about the egalitarian side of things."

Whilst schools are increasingly prepared to begin discussing race and racism, and individual teachers will often take this forward themselves, this isn't the case across the board. Petitions and campaigns by young people themselves have made this clear.

When the school environment 'focuses on the egalitarian side of things', this focus is a choice. It's a choice which protects the comfort of the largely white education workforce and upholds the status quo in schools, at the expense of Black and minority ethnic children and young people's wellbeing.

This is a significant barrier to change, which urgently needs to be addressed where it exists.

In truth, this choice is only open to schools because the negative impact of racism and discrimination, by and large, doesn't personally affect the majority of the workforce. That's the basic nature of white privilege – the freedom to be assured that, no matter how many things make your life hard, other people's perception of you in racial terms isn't going to make it harder.