

ECAD5013-C

S7

Ble ydw i'n

addysgu?

Where am I

teaching?



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

Yr Athrofa
Institute of Education
Addysg i Gymru Education for Wales

Cynhwysiant a pherthyn
Inclusion and belonging

www.athrofa.cymru

Deffro gwybodaeth flaenorol

Activating prior knowledge



<https://create.kahoot.it/share/ecad5013-c/8c1afdf6-49d6-45c0-8bf7-1198b35141fd>



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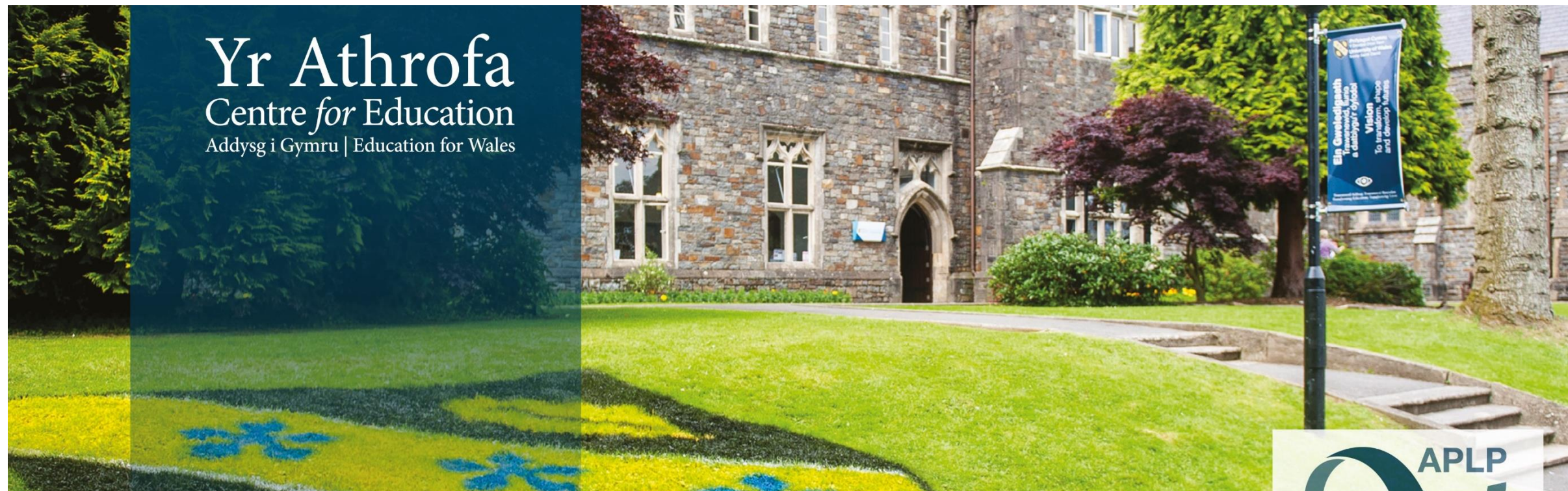
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Trawsnewid Addysg, Trawsnewid Bywydau
Transforming Education, Transforming Lives

Cynhwysiant a pherthyn

Inclusion and belonging



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

Rhai gwrth-ddadleuon - Some counter-arguments: [Inclusion isn't "being asked to dance."](#)

Verna Myers

www.declincinternational.com



Ar wal yn ysgol Fusnes Abertawe
On a wall at Swansea Business School

Beth mae 'perthyn' yn ei olygu i chi?

What does 'belonging' mean to you?



<https://www.menti.com/al54mgdbv8a4>

Grwp Rachel
Rachel Group



Beth mae 'perthyn' yn ei olygu i chi?

What does 'belonging' mean to you?



<https://www.menti.com/al54mgdbv8a4>

Grwp Laurie
Laurie's Group



Beth mae rhai pobl eraill yn dweud?
What do some other people say?



Doing cynefin: Exploring ideas on
belonging, connectedness and
community in the Curriculum for Wales |
BERA

Cynefin

*Where We
Belong*

(Cynefin) Dyma'r man y teimlwn ein bod yn perthyn iddo, lle mae'r bobl a'r dirwedd o'n cwmpas yn gyfarwydd, a lle mae'r golygfeydd a'r seiniau yn gysurus o hawdd eu hadnabod. Nid dim ond man yn yr ystyr ffisegol neu ddaearyddol ydyw, serch hynny. Dyma'r lleoliad hanesyddol, diwylliannol a chymdeithasol sydd wedi ffurfio ac sy'n parhau i ffurfio'r gymuned sy'n trigo yno.

(Cynefin) The place where we feel we belong, where the people and landscape around us are familiar, and the sights and sounds are reassuringly recognisable. Though often translated as 'habitat', cynefin is not just a place in a physical or geographical sense: it is the historic, cultural and social place which has shaped and continues to shape the community which inhabits it.

Perthyn tra ar PAP

Belonging while on PTE

1. Mentoriaid
2. Staff ehangach
3. Teimlo'n rhan o'r ysgol/adran
4. Pontio
5. Dysgwyr

1. Mentors
2. Wider staff
3. Part of the school/department
4. Bridging
5. Learners

Ar Moodle

On Moodle



Education 3-13

International Journal of Primary, Elementary and Early Years Education



ISSN: (Print) (Online) Journal homepage: <https://www.tandfonline.com/loi/rett20>

'My picture is not in Wales': pupils' perceptions of cynefin (Belonging) in primary school curriculum development in Wales

Susan Chapman, Rosy Ellis, Gary Beauchamp, Lisa Sheriff, David Stacey, Jane Waters-Davies, Adam Lewis, Catherine Jones, Merris Griffiths, Sammy Chapman, Rachel Wallis, Elizabeth Sheen, Tom Crick, Helen Lewis, Graham French & Stephen Atherton

Goblygiadau ymdeimlad o beidio a pherthyn

Implications for having no sense of belonging



[The School That Tried to End Racism](#)



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Implications for having no sense of belonging



Anti-racist practice in children's safeguarding – Check Your Thinking

[Home](#) [Cards and Posters](#) [Materials for Young People](#) [The Research](#) [Anti-racist practice](#) [About us](#) 🇬🇧



Anti-racist practice in children's safeguarding

These resources aim to promote and support anti-racist practice in children's safeguarding.

As with all the check your thinking materials, these resources have been developed in partnership and are aimed at carers, practitioners and professionals. They invite you to check your thinking about racism, stereotypes and racist assumptions, what it means to be anti-racist, and to help you to think about what you can do as your commitment to change and promote this approach.

[Racism in secondary schools in Wales - Children's
Commissioner for Wales \(childcomwales.org.uk\)](#)

Arferion gwrth-hiliol ym maes diogelu plant – Check Your Thinking

[Hafan](#) [Cardiau a phosteri](#) [Deunyddiau i bobl ifanc](#) [Yr ymchwil](#) [Arferion gwrth-hiliol](#) [Amdanom ni](#) 🇬🇧



Arferion gwrth-hiliol ym maes diogelu plant

Nod yr adnoddau hyn yw hyrwyddo a chefnogi arferion gwrth-hiliol ym maes diogelu plant.

Fel yn achos pob un o ddeunyddiau 'gwirio eich ffordd o feddwl', cafodd yr adnoddau hyn eu datblygu ar y cyd a'u hanelu at ofalwyr, ymarferwyr a gweithwyr proffesiynol. Maen nhw'n rhoi'r cyfle i chi ystyried eich ffordd o feddwl am hiliaeth, stereoteipiau a rhagdybiaethau hiliol, beth mae'n ei olygu i fod yn wrth-hiliol, ac i'ch helpu chi i feddwl am yr hyn y gallwch chi ei wneud i newid a hyrwyddo'r ffordd hon o feddwl.

[Hiliaeth mewn ysgolion uwchradd yng Nghymru -
Children's Commissioner for Wales
\(complantcymru.org.uk\)](#)

DARPL

DARPL, in partnership with Show Racism the Red Card, have released the Eradicate guide. Dealing with racist incidents in learning organisations can be challenging. This guide is intended to empower and inform staff to effectively challenge racist incidents within education settings and learning organisations in Wales.

It is essential that leaders understand the responsibility to investigate and take reporting of racist incidents seriously. Failing to do so could lead, and has led to, adverse impacts on learners and staff members. It is vital that a courageous and honest approach to handling racist incidents and behaviour is implemented to enable every learner to flourish.

20/06/24



Canllaw Dileu yn Fyw! Cyngor ac Arweiniad Gwrth-hiliaeth ar gyfer Lleoliadau Ysgolion.

Mae DARPL, mewn partneriaeth â Dangos y Cerdyn Coch i Hiliaeth, wedi rhyddhau'r canllaw Dileu. Mae hi'n gallu bod yn anodd delio â digwyddiadau hiliol mewn sefydliadau dysgu. Bwriad y canllaw hwn yw grymuso a rhoi gwybodaeth i staff er mwyn herio digwyddiadau hiliol yn effeithiol mewn sefydliadau addysg a sefydliadau dysgu yng Nghymru.

Mae'n hanfodol bod arweinwyr yn deall y cyfrifoldeb sydd arnynt i ymchwilio i ddigwyddiadau hiliol a'u cymryd o ddifrif. Gallai methu â gwneud hynny arwain at effeithiau andwyol ar ddysgwyr ac aelodau staff. Mae hi'n hanfodol y gweithredir dull dewr a gonest o ddelio â digwyddiadau ac ymddygiad hiliol er mwyn galluogi pob dysgwr i ffynnu.

20/06/24



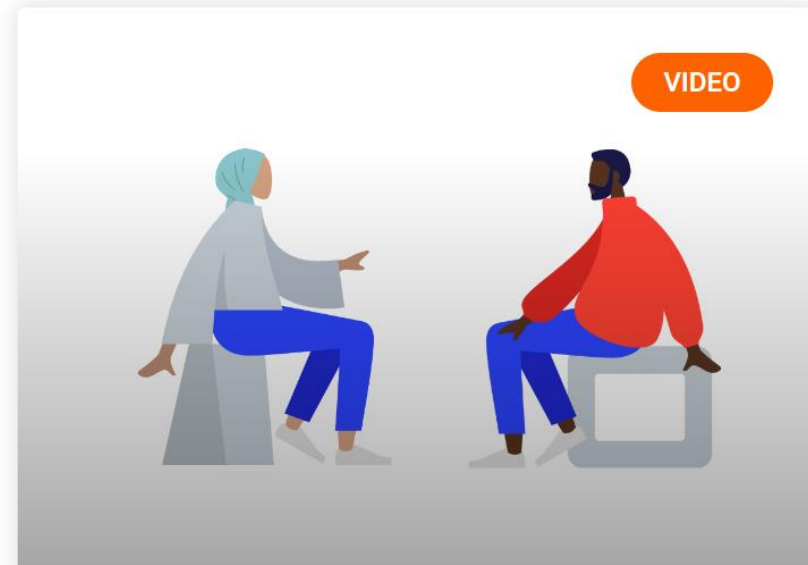


info@bameedwales.org



Related resources

'Time to Talk'



Ymarfer Gwrando Gweithredol

Crynhai a gofyn cwestiynau i
sicrhau dealltwriaeth

Cofleidio bregusrwydd

Rhannu adfyfrio personol a
chwestiynau yn agored a dewr.

Ymgysylltu ag Empathi

Ceisio deall a chysylltu
gydag agweddau
emosiynol profiadau hiliol.

Adfyfrio ar Dueddiadau

Nodi a herio eich tueddiadau a
chanfyddiadau hiliol eich hunain.

Cyfathrebu gyda pharch

Defnyddio'r person cyntaf e.e. "Dwi"
i fynegi eich perspectif tra'n
gwrando ar eraill.
Os yw eich curiad calon yn cyflymu,
oedi cyn ateb. Ystyried beth yw
bwiad eich cyfraniad.

Gwyleidd- dra Beirniadol

Cydnabod bod llwybr dysgu
unigolion yn wahanol a deall
deinameg hiliol.

Annog Atebolrwydd Cymunedol

Sicrhau eich bod chi a'ch
cyfoedion yn atebol i
ymrwymadau o fewn y gofod.

Cynnal Hunan- werth

Cydnabod a gofalu am eich lles
emosiynol trwy'r broses.

Ymrwymo i weithredu

Adnabod cyfleoedd i herio
annhegwch hiliol.
Ymrwymo i ddsygu'n barhaus.



**Sut i ymgysylltu mewn
sgyrsiau dewr am hil**

L.Martin (2023)

Practice Active Listening

Summarise and ask clarifying
questions to ensure full
understanding.

Embrace Vulnerability

Share personal reflections and
questions with openness and
courage.

Engage with Empathy

Strive to understand and connect
with the emotional aspects of
racial experiences.

Reflect on Personal Biases

Actively identify and invite
challenge to your own racial
biases and assumptions.

Communicate Respectfully

Use "I" statements to express your
perspective while honouring others'.
If you feel your heart rate raise,
pause before reacting.
Consider the intention of your
contribution.

Practice Critical Humility

Acknowledge the ongoing journey
of learning and understanding
racial dynamics.

Encourage Community Accountability

Hold yourself and peers
accountable to the commitments
made within the space.

Maintain Critical Self-love

Recognise and care for your
emotional well-being throughout
the process.

Commit to Action

Identify ways to apply insights to
actively challenge racial
inequities.
Commit to continued learning.



**How to engage in courageous
conversations about race**

L.Martin (2023)

Tasgau

Tasks

1. Sut ydych chi'n meddwl y gallech chi datblygu a chefnogi ymdeimlad o berthyn i'r plant yn eich dosbarth chi?
 2. Sut fyddwch chi'n sicrhau ystyriaeth lawn i gynhwysiant a pherthyn yn eich cynnig prosiect chi?
 3. Lluniwch dri chwestiwn am gynllunio'n gynhwysol hoffech ofyn i'n siaradwr gwadd yn y sesiwn nesaf?
1. How do you think you can develop and support a sense of belonging with the children in your class?
 2. How will you ensure that inclusion and belonging are fully considered in your project proposal?
 3. Write three questions you'd like to ask our guest speaker about inclusive planning in the next session?