



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

ECEY6004C

Arweinyddiaeth Gynhwysol: Gweithio gyda'n
gilydd i gefnogi teuluoedd

ECEY6004

Inclusive Leadership: Working together to support
families

Thema 2/ Theme 2

Trawsnewid Addysg, Trawsnewid Bywydau
Transforming Education, Transforming Lives

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Beth yw ein bwriad wrth Gynhwysiant?

What do we mean by Inclusion?



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Institute of Education
Addysg i Gymru Education for Wales

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Cynnwys / Content

- Diffiniadau o arweinyddiaeth gynhwysol;
- Termau sy'n awgrymu camau gweithredu arweinyddiaeth gynhwysol;
- Tair egwyddor arweinyddiaeth gynhwysol;
- Croestoriadoldeb;
- Pŵer;
- Nodweddion arweinyddiaeth gynhwysol.
- Definitions of inclusive leadership;
- Terms that imply inclusive leadership actions;
- Three principles of inclusive leadership;
- Intersectionality;
- Power;
- Inclusive leadership characteristics.

Adnoddau Resources

- PP ar gyfer y ddarlith;
 - Ymchwil;
 - Leganto;
 - Moodle;
 - Llyfrgell;
 - Google Scholar.
- PP for the lecture;
 - Research;
 - Leganto;
 - Moodle;
 - Library;
 - Google Scholar.

Rheolau i'r modwl

Rules for module

- Hepgor iaith wahaniaethol ac iaith sbardunol;
- Dadganoli ein hunain;
- Gwybod a deall y gallai materion a drafodir effeithio arnom yn bersonol;
- Bydd herio ein gwerthoedd, credoau a syniadau ein hun yn anghyfforddus;
- Mae dysgu a deall pobl eraill yn daith oes ac nid yn gyrchfan;
- Byddwn yn gwneud pethau'n anghywir weithiau a byddwn bob amser yn dysgu.
- Leaving out discriminatory and triggering language;
- De-centering ourselves;
- Knowing and understanding issues discussed may personally effect us;
- Challenging our own values, beliefs and ideas will be uncomfortable;
- Learning and understanding others is a life –long journey and not a destination;
- We may make mistakes but we will always learn.

- Yn hanesyddol, byddai 'cynhwysiant' mewn addysg yn canolbwyntio ar faterion addysg arbennig / ADY. Mae hyn wedi newid. Bellach mewn addysg mae hyn yn golygu mynd i'r afael â phob math o allgáu, ymyleiddio ac anghydraddoldebau o ran mynediad, cyfranogiad a deilliannau dysgu.

- Historically 'inclusion' in education would focus on special education / ALN issues. This has changed. In education, this now means addressing all forms of exclusion, marginalisation and inequalities of access, participation and learning outcomes.

(Reza,
2021)

Mae arweinyddiaeth yn newid.

- Mae arweinyddiaeth hierarchaidd yn cael ei disodli gan arweinyddiaeth gydweithredol, berthynol a rhyng-ddibynnol
- Bellach mae'n rhaid i bobl weithio ar y cyd i gwblhau tasgau a nodau yn hytrach na gwaith un arweinydd.

(Siraj a Hallett, 2014, t.22)

Pam ydych chi'n meddwl bod hyn y yn digwydd?



Leadership is changing.

- Hierarchical leadership is being replaced by collaborative, relational, and interdependent leadership
- People are now having to work collaboratively to complete tasks and goals rather than the work of one leader.

(Siraj and Hallett, 2014, p.17)

Why do you think this is?

*Without the experience of inclusion, people who are **different** in notable ways from the **traditionally represented groups** may not feel quite as safe, accepted, or valued and may therefore be less likely to fully engage, participate, and contribute. If their sense of identity is threatened or they do not feel that they can be their authentic self, their talents and full contribution may be diminished or lost. In inclusive workplaces, people can be fully themselves, striving to be their best, without fear or without a sense that they must hide or become someone else.*

(Ferdman, 2018, para. 6 cited in Ferdman, 2021, p.10)

Pwy yw'r 'grwpiau a gynrychiolir yn draddodiadol'? /
Who are 'traditionally represented groups'?

Pwy yw'r rhai 'gwahanol'? / Who are the 'different'?



Mae Arweinyddiaeth Gynhwysol yn.../ Inclusive leadership is:

‘respectful relational practice, that enables individuals and collectives to be fully part of the whole, directed, aligned, and committed toward shared outcomes, for the common good of all, while retaining a sense of authenticity and uniqueness’.

(Booyesen, 2014, p. 306)

*‘doing things **with** people rather than **to** them’*

(Hollander, 2009 p.3)

‘inclusive leadership goes well beyond cultural competence or managing diversity to incorporate creating and fostering the conditions that allow everyone—across and with their differences and without having to subsume or hide valued identities—to be at and to do their best, to see the value in doing so, and to belong and participate in ways that are safe, engaging, appreciated, and fair’.

(Ferdman, 2021 p.3)

Astudiaethau achos (bywyd go iawn) i'w hystyried

(Real life) case studies to consider

1. Mae rhiant sengl wedi goresgyn caethiwed i gyffuriau ac wedi cael ei asesu yn un sy'n gallu gofalu am ei blentyn ar ei ben ei hun. Rydych chi'n sylwi ei fod yn sefyll ar ei ben ei hun i ffwrdd o'r buarth adeg mynd adre ac mae rhieni eraill (menywod) yn edrych arno ond nid ydyn nhw'n ei wahodd i ymuno â'u trafodaethau. Mae'n nerfus o amgylch athrawon a dim ond yn aros am gyfnod byr i siarad os bydd angen. Mae'r mab yn gwneud yn dda ond nid oes ganddo lawer o ffrindiau y tu allan i'r ysgol.

1. A single parent has overcome their addictions and has been assessed as being able to care for their child on their own. You notice he stands alone of the playground at home time and other (female) parents look at him but do not invite him to join their talks. He is nervous around teachers and only stays for a short while to talk if needed. Son is doing well but does not have many friends outside of school.

Astudiaethau achos (bywyd go iawn) i'w hystyried (Real life) case studies to consider

2. Mae Ioan yn 3 oed ac wedi cael y profiad o weld ei rieni'n gwahanu'n anodd. Bu'r hollt yn eithaf chwerw. Mae rhieni wedi rhannu gofal Ioan. Mae un rhiant wedi dyweddio ac yn siarad yn rhwydd â'r staff ac yn portreadu'r partner arall yn anodd, ac nid yw'n cyfleu materion ar ôl eu hamser gyda'i gilydd. Hoffech gynnal cyfarfod â gweithwyr proffesiynol a rhieni eraill gan eich bod wedi sylwi bod datblygiad Ioan wedi dirywio dros y misoedd diwethaf. Hefyd, nid yw un rhiant yn hoff iawn ohonoch chi.

2. Ioan is 3 years old and has found his parent's separation difficult. The split is quite acrimonious. Parents have shared care of Ioan. One parent is engaged and talks freely to the staff and portrays the other as difficult, and does not communicate issues after their time together. You would like to hold a meeting with other professionals and parents as you have noticed Ioan regressing in his development over the last few months. One parent, also does not like you.

Astudiaethau achos (bywyd go iawn) i'w hystyried

(Real life) case studies to consider

3. Mae ymwelydd iechyd yn pryderu am ddatblygiad plentyn. Nid yw rhieni'n hoffi'r ymwelydd iechyd gan eu bod yn credo ei bod yn nawddoglyd. Rydych wedi sylwi bod hyn yn digwydd mewn cyfarfodydd ond gallwch weld bod yr ymwelydd iechyd yn dod o ddiwylliant gwahanol i'r rhieni a gellid ystyried bod ei hymddygiad yn oer ac yn ddiystyriol.

3. A health visitor is concerned about a child's development. Parents do not like the health visitor as they find them condescending. You have noticed that this happens in meetings but you can see that the health visitor comes from a different culture than the parents and her behaviour could be seen as cold and dismissive.

Astudiaethau achos (bywyd go iawn) i'w hystyried (Real life) case studies to consider

4. Mae plentyn ifanc sy'n geisiwr lloches wedi rhoi'r gorau i ddod i'r ysgol. Rydych chi'n fyfyriwr blynyddoedd cynnar ac wedi sylwi ei bod wedi cael ei bwlio ar yr iard chwarae gan blant eraill. Nid ydych yn siŵr a yw'r staff eraill wedi sylwi ar y cysylltiad.

4. A young child who is an asylum seeker has stopped coming to school. You are an early years student and have observed that she has been bullied in the playground by other children. You are not sure that the other staff have noticed the connection.

Termau cyffredin eraill sydd â chysylltiad agos ag arweinyddiaeth gynhwysol

Other common terms closely linked to inclusive leadership

- Arweinyddiaeth gydweithredol;
- Cyd-gynhyrchu;
- Cyd-adeiladu;
- Cyfranogi;
- Partneriaeth;
- Cynhwysiant cymdeithasol;
- Perthyn.
- Collaborative leadership;
- Co-production;
- Co-construction;
- Participation;
- Partnership;
- Social inclusion;
- Belonging.

Beth ydy'n ni'n gwybod yn barod?

- Gall fod gan blant syniadau da am sut i ddatrys problemau a gallent roi atebion
- Rhieni yw prif addysgwyr eu plant
- Gall cymunedau helpu lleoliadau BC a bod yn gynghreiriaid - hyd yn oed yn yr ardaloedd mwyaf difreintiedig
- Mae gweithwyr proffesiynol eraill a'n perthnasoedd â nhw yn dylanwadu ar ganlyniadau i blant
- Mae sut rydyn ni'n ymgysylltu â rhieni yn dylanwadu ar ba mor dda mae plant yn datblygu
- Gall ein hamgylchedd BC ein hunain harneisio sgiliau pob ymarferydd a bod yn weithgar mewn arweinyddiaeth gynhwysol
- Mae ein profiadau diwylliannol, ein hagweddau a'n parodrwydd i gysylltu yn allweddol i arweinyddiaeth gynhwysol
- Mae gan bob un ohonom ragfarn weithiau heb yn wybod i ni.

What do we know already?

- Children can have good ideas about how to fix problems and can give solutions
- Parents are the prime educators of their children
- Communities can help EY settings and be allies – even in the most disadvantaged areas
- Other professionals and our relationships with them influence outcomes for children
- How we engage with parents influence how well children develop
- Our own EY environment can harness the skills of all practitioners and be active in inclusive leadership
- Our own cultural experiences, attitudes and willingness to connect holds the key to inclusive leadership
- We all have bias which is sometimes unconscious.

Beth mae arweinwyr gynhwysol yn ei wneud?

What do inclusive leaders do?

- Hwyluso ymdeimlo o berthyn
- Sicrhau cyfiawnder a thegwch
- Rhannu'r gwaith o wneud penderfyniadau
- Yn annog cyfraniadau amrywiol
- Yn helpu aelodau'r grŵp i gyfrannu'n llawn

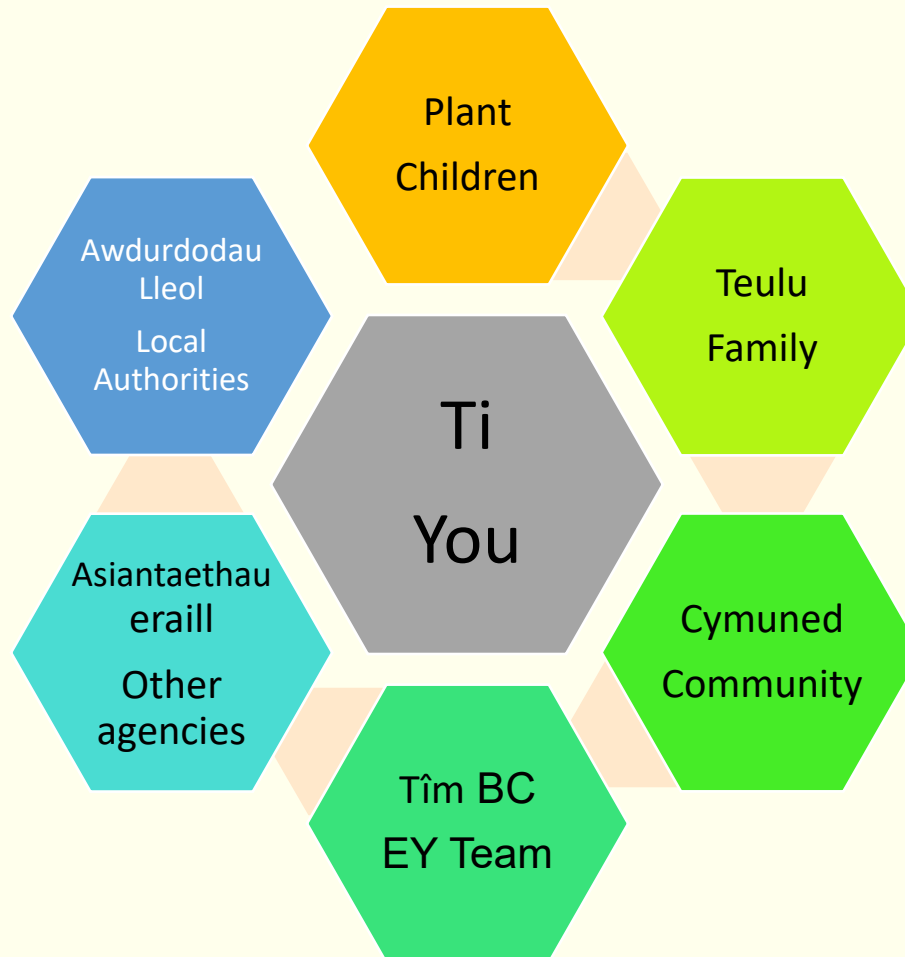
(Randel *et al.*, 2018)

- Facilitate belongingness
- Ensures justice and equity
- Shares decision making
- Encourages diverse contributions
- Helps group members fully contribute

(Randel *et al.*, 2018)

Pwy sy'n ymwneud ag Arweinyddiaeth Gynhwysol?

Who is involved in Inclusive Leadership?



Pwynt Trafod / Discussion Point

Pwy sydd mewn perygl o gael eu heithrio mewn cymdeithas?

Who is at risk of being excluded in society?

Pwy sydd mewn perygl yn yr amgylchedd BC?

Who is at risk in the EY environment?



Cysyniadau Allweddol mewn Ymarfer Cynhwysol

Key Concepts in Inclusive Practice

Effaith / Agency

- Diffinnir effaith ar y cyd yn allu grŵp i weithredu gyda'i gilydd er mwyn sicrhau newid.
- Mae hyn yn gofyn am ymdeimlad cyffredin o bwrpas, rhesymeg sy'n gynhwysol ac sy'n berswadiol ac arweinwyr a oedd yn hapus i sicrhau eu bod yn rhannu eu dylanwad.
- Collective agency is defined as the ability of a group to act together in order to affect change.
- This requires a shared sense of purpose a rationale that is inclusive and persuasive and leaders who were happy to ensure they share their influence.

Hadfield, Jopling, and Needham (2015)

Arweinyddiaeth gynhwysol

Inclusive Leadership

- Amrywiaeth
- Cynhwysiant
- Cydraddoldeb

- Diversity
- Inclusion
- Equality

Tegwch o'i gymharu â Chydraddoldeb

Equity v Equality

EQUALITY VERSUS EQUITY



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

Theori: Croestoriadoldeb

Theory: Intersectionality



Cliciwch ar y Ddelwedd am Fideo / Click on
Image for Video

Pwynt Trafod / Discussion Point

Beth mae angen i ni ei wneud i ddeall mwy ynghylch sut mae croestoriadoleb yn dylanwadu ar fywydau teuluoedd yn ein lleoliadau?

What do we need to do to understand more about how intersectionality influences the lives of families in our settings?



Sut allwn ni ddatblygu lleoliadau cynhwysol?

- Mae lefelau cynyddol o amrywiaeth ddiwylliannol ac ieithyddol wedi cyfrannu at newidiadau yn yr amgylchedd Addysg a Gofal Blynyddoedd Cynnar
(Egilsson, Einarsdóttir a Dockett, 2021)
- Parchu gwerthoedd ac arferion cyfiawnder cymdeithasol a gwrando ar deuluoedd
(Mitchell *et al.*, 2017)
- Arferion addysgol plentyndod cynnar yn cwmpasu gwerthoedd dynol byd-eang megis croesawu, caredigrwydd, parch, gofalu am bobl eraill, cyfrifoldeb am bobl eraill a lletygarwch
(Mitchell a Bateman, 2018)

How can we develop inclusive settings?

- Increasing levels of cultural and linguistic diversity have contributed to changes in the Early Childhood Education and Care (ECEC) landscape

(Egilsson, Einarsdóttir and Dockett, 2021)

- Honoring values and practices of social justice and listening to families

(Mitchell *et al.*, 2017)

- Early childhood educational practices embracing global human values such as welcoming, kindness, respect, taking care of others, responsibility for others and hospitality

(Mitchell and Bateman, 2018)

Gweithgaredd Ychwanegol / Extension Activity

- Yn eich Amser Astudio Annibynnol, gwyliwch y fideo gan Dr. Fawzia Reza '*An Expert's Insight: Diversity and Inclusion in Early Education*'
- Mae dolen i'r wefan wedi'i chynnwys yn y Teil ar Moodle
- Gwnewch nodiadau o unrhyw bwyntiau rydych chi'n meddwl sy'n bwysig.



Source: Reza, 2021



- In your Independent Study Time, watch the video by Dr. Fawzia Reza '*An Expert's Insight: Diversity and Inclusion in Early Education*'
- A link to the website is included in the Tile on Moodle
- Make notes of any points that you think are important.

Cydnabod Amrywiaeth

- *mae arweinyddiaeth gynhwysol yn gofyn am feddylfryd a sgiliau o ran sylwi ar ddimensiynau niferus ar amrywiaeth, ymgysylltu â'r rheini a chreu lle ar eu cyfer, yn ogystal â'r ffyrdd amrywiol y mae pobl yn ymdrin â'r amrywiaeth hon. (Ferdman, 2021 t.7)*
- *mae'n gofyn am allu i esbonio pam mae amrywiaeth o bwys, a helpu pobl i gau'r bwlch rhwng y duedd i osgoi, gwrthod, neu leihau gwahaniaethau o ran hunaniaethau neu ddiwylliannau a'r angen i symud tuag at ddulliau sy'n pwysleisio gwerth amrywiaeth a meddylfryd cadarnhaol arall ynghylch amrywiaeth*
(van Knippenberg et al., 2013 dyfynnwyd yn Ferdman, 2021, t.8)

Recognising Diversity

- *Inclusive leadership requires mindsets and skills for noticing, engaging with, and creating space for multiple dimensions of diversity, as well as the varying ways in which people deal with this diversity*

(Ferdman, 2021 p.7)

- *It requires being able to explain how diversity matters, and to help people close the gap between the tendency to avoid, reject, or minimize differences in identities or cultures and the need to move toward approaches that highlight the value of diversity and other positive diversity mindsets*

(van Knippenberg et al., 2013 cited in Ferdman, 2021, p.8)

Rôl Arweinyddiaeth

- Rhaid i arweinwyr ar lefelau cymdeithasol a sefydliadol fynd i'r afael ag amrywiaeth a chysylltiadau rhyng-grwpiau.
- Mae hyn yn cynnwys diffinio rôl gwahaniaethau diwylliannol a hunaniaeth ar lefelau unigol a grŵp.
- Mae angen i arweinwyr benderfynu sut i strwythuro perthnasoedd ar draws y gwahaniaethau hyn.
- Maent yn egluro pa wahaniaethau sy'n bwysig, sut maent yn bwysig, ac i bwy.
- Mae atebion yn cael eu llunio gan werthoedd ac ideolegau amrywiol ynghylch amrywiaeth.

(Ferdman, 2017, p. 238)

The Role of Leadership

- Leaders at societal and organizational levels must address diversity and intergroup relations.
- This involves defining the role of cultural and identity differences at individual and group levels.
- Leaders need to determine how to structure relationships across these differences.
- They clarify which differences matter, how they matter, and to whom.
- Answers are shaped by diverse values and ideologies regarding diversity

(Ferdman, 2017, p. 238)

Arweinwyr Cynhwysol / Inclusive Leaders

- bod yn ddigon dewr i gymryd camau i eithrio pobl o'r gymdeithas.
- yn gwerthfawrogi amrywiaeth, yn gwahodd ac yn croesawu cyfraniad unigol pawb, ac yn annog ymgysylltiad llawn â'r prosesau gwneud penderfyniadau a llunio realiti.
- have the courage to take conscious steps to break down barriers for people at risk of being excluded from society.
- appreciates diversity, invites and welcomes everyone's individual contribution, and encourages full engagement with the processes of decision-making and shaping reality.

(Bortini *et al.*, 2018)

Materion Pwysig - DPP

Important Issues - CPD

- Nid yw bron $\frac{3}{4}$ o athrawon wedi derbyn unrhyw hyfforddiant gwrth-hiliaeth, gyda'r mwyafrif yn brin o hyder i adnabod ac adrodd am hiliaeth, yn ogystal â chefnogi'r unigolion dan sylw
- Mae materion o fewn y gymdeithas ehangach yn darparu her i addysgwyr [a]...rhagfarn rhai cydweithwyr sy'n did l'r amlwg ar ffurf ddiffyg cefnogaeth neu hiliaeth lwyr mewn rhai achosion hyd yn oed
- $\frac{3}{4}$ of teachers in Wales have not received any anti-racism training, with the majority lacking confidence in recognising and reporting racism as well as supporting those involved
- Educators feel challenged by matters in the wider community [and]...bias/prejudices of some colleagues which manifests in a lack of support or even in some cases outright racism.

(Dangos y Cerdyn Coch i Hiliaeth, 2020, t. 43)

(Show Racism the Red Card, 2020 p.43)

Materion Pwysig - Yr Iaith a Ddefnyddiwn

Important Issues – The Language we use

- Gwylwch y stori newyddion ganlynol, ac yna cawn trafodaeth;
- Watch the following news story, which we will then discuss



(BBC, 2021)

- Prinder athrawon BAME* wedi cyrraedd 'argyfwng' yng Nghymru
 - BAME* teacher shortage at 'crisis point in Wales'

Pwynt Trafod / Discussion Point

- Pa broblemau allwch chi eu gweld gyda'r ymadrodd Du Asiaidd Lleiafrif Ethnig fel y'i defnyddir yn y stori newyddion?
- What issues can you see with the phrase Black Asian Minority Ethnic as used in the news story?



- Term sy'n cael ei weld ond sy'n cael ei herio gan ei fod yn waharddol i grwpiau lleiafrifoedd ethnig gwyn eraill. [Rhoddodd Llywodraeth y DU y gorau i ddefnyddio'r term hwn yn 2021](#)
- A term that is seen but is contested as it is exclusionary to other white ethnic minority groups. [The UK Government stopped using this term in 2021](#)

Cynhwysiant: Cwestiwn Allweddol

Inclusion: A Key Question

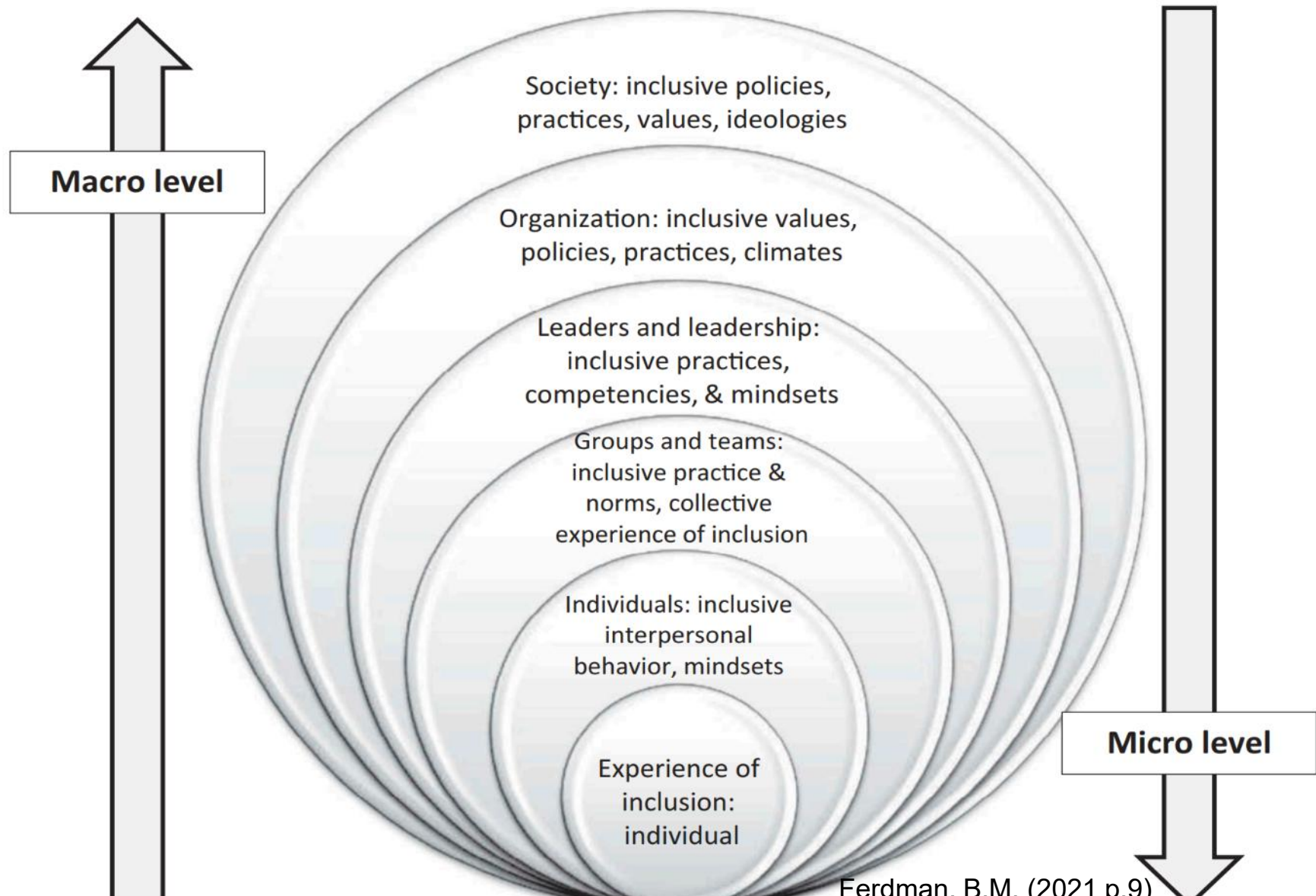
- Faint mae pobl yn teimlo eu bod wedi eu gwerthfawrogi, eu bod yn ddiogel, yn cael eu parch, yn ymgysylltu, yn gallu bod yn dilys, ac felly'n gallu, ac yn barod i ddarparu eu cyfraniadau llawn mewn gwaith neu mewn lleoliadau eraill?

(Ferdman, 2021)
- How much do people feel appreciated, valued, safe, respected, engaged, able to be authentic, and therefore able and willing to provide their full contributions in work or other settings?

(Ferdman, 2021)

Systemau cynhwysiant: fframwaith dadansoddol aml-lefel

Systems of inclusion: a multi-level analytic framework



Pwynt Trafod

- Gall llywio'r gwahanol haenau hyn o gynhwysiant/gwaharddiad fod yn anodd iawn, ac mae hyn wedi arwain Scanlon a Johnson (2015 t. 165) i ddadlau bod:
- Rhaid i chi fod yn bobl sy'n 'pontio ffiniau, croesi ffiniau ac eiriol/'

Beth maen nhw'n ei olygu wrth hyn?



Discussion Point

- Navigating these different layers of inclusion/exclusion can be very difficult, which has led Scanlon and Johnson (2015 p. 165) to argue that:
- You have to be ‘boundary spanners, border crossers and advocates’

What do they mean by this?



Hynny yw/ In other words

‘In addition to having a thorough understanding of race, gender, sexual orientation, disability, class and other areas of difference and how such factors impact the schooling process...[school leaders]...must have a keen awareness of school-community relations, group dynamics, intercultural tolerance, politics and power, team building, and community engagement and how to effectively bridge these “borders” in order to collectively work towards success’

(Lopez, 2006, p.66, cited in Scanlan and Johnson, 2015 p.

I gynhwysiant ddigwydd mae'n rhaid...

For inclusion to happen there has to be...

1. Cydnabod a gwerthfawrogi gwerth cynhenid pawb
2. Dull wedi'i seilio ar hawliau dynol
3. Ymwybyddiaeth o gydgyssylltiad
4. Rôl pŵer mewn arweinyddiaeth gynhwysol
5. Dewrder i rannu a chymryd cyfrifoldeb

Bortini *et al.* (2018)

1. The acknowledgement and value of everybody's inherent worth
2. An approach based on human rights
3. 3. Awareness of interconnection
4. 4. The role of power in inclusive leadership
5. Courage to share and take over responsibility

Bortini *et al.* (2018)

Cydraddoldeb mewn arweinyddiaeth gynhwysol

Equality in inclusive leadership

- Mae arweinyddiaeth gynhwysol, yn cynnwys nodi, galw allan a mynd i'r afael ag anghydraddoldebau. Mae hefyd yn golygu herio grwpiau, sefydliadau a chymdeithasau i feithrin prosesau, systemau a chanlyniadau mwy tecach.
- Mae'n cynnwys sylwi a lleisio materion tegwch a phŵer a mynd i'r afael â nhw

(Ferdman, 2021 t.13)

- Inclusive leadership, involves noting, calling out, and addressing inequities. It also means challenging groups, organizations, and societies to foster more equitable processes, systems, and outcomes.
- Inclusive leadership involves noticing and voicing issues of equity and power and addressing them.

(Ferdman, 2021 p.13)

Pŵer / Power

Ystyriwch

- Brofiad a wnaeth i chi deimlo'n bwerus

Beth gyfrannodd at y teimlad o rym?

- Profiad a wnaeth i chi deimlo'n ddi-rym

Beth oedd yn gwneud i chi deimlo'n ddi-rym?

Consider

- An experience that made you feel powerful

What contributed to the feeling of power?

- An experience that made you feel powerless

What was it that made you feel powerless?

Gweithgaredd Ychwanegol* / Additional Activity*

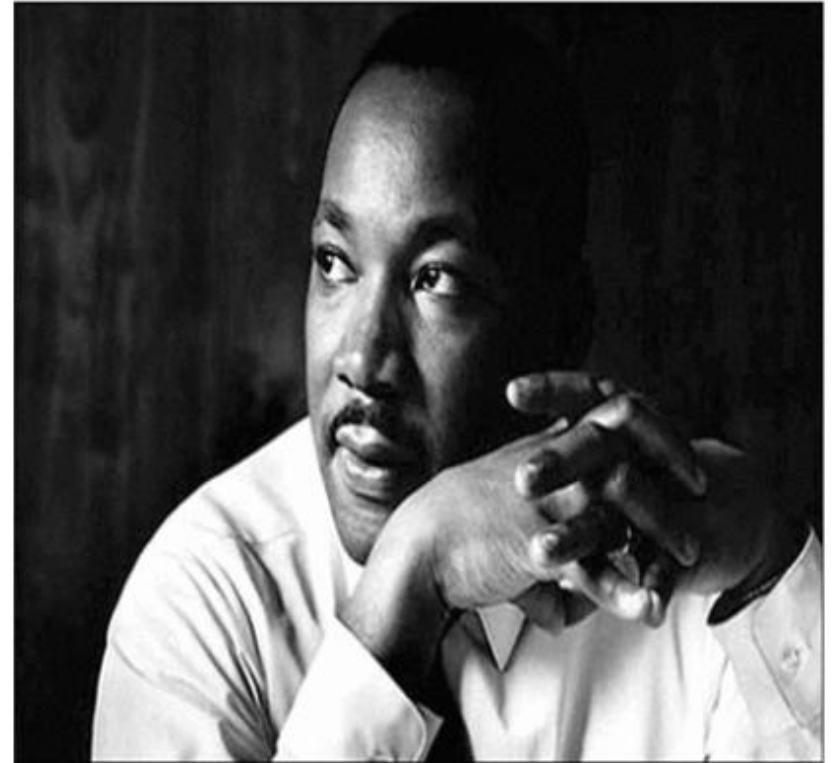


Y Daith Pŵer / The Power Walk

Pŵer/ Power

- “the ability to achieve a purpose. Whether or not it is good or bad depends on the purpose.”

Martin Luther King, Jr.



Pŵer

- Gan bwy?
- O ble y'i cawsant?
- Ar ran pwy y maent yn ei arfer?
- Sut gallwn ni ei gael oddi wrthynt (er budd plant a theuluoedd?)



Power

- Who has it?
- Where did they get it from?
- In whose interest do they exercise it?
- How can we get it from 'them' (to benefit children and families?)



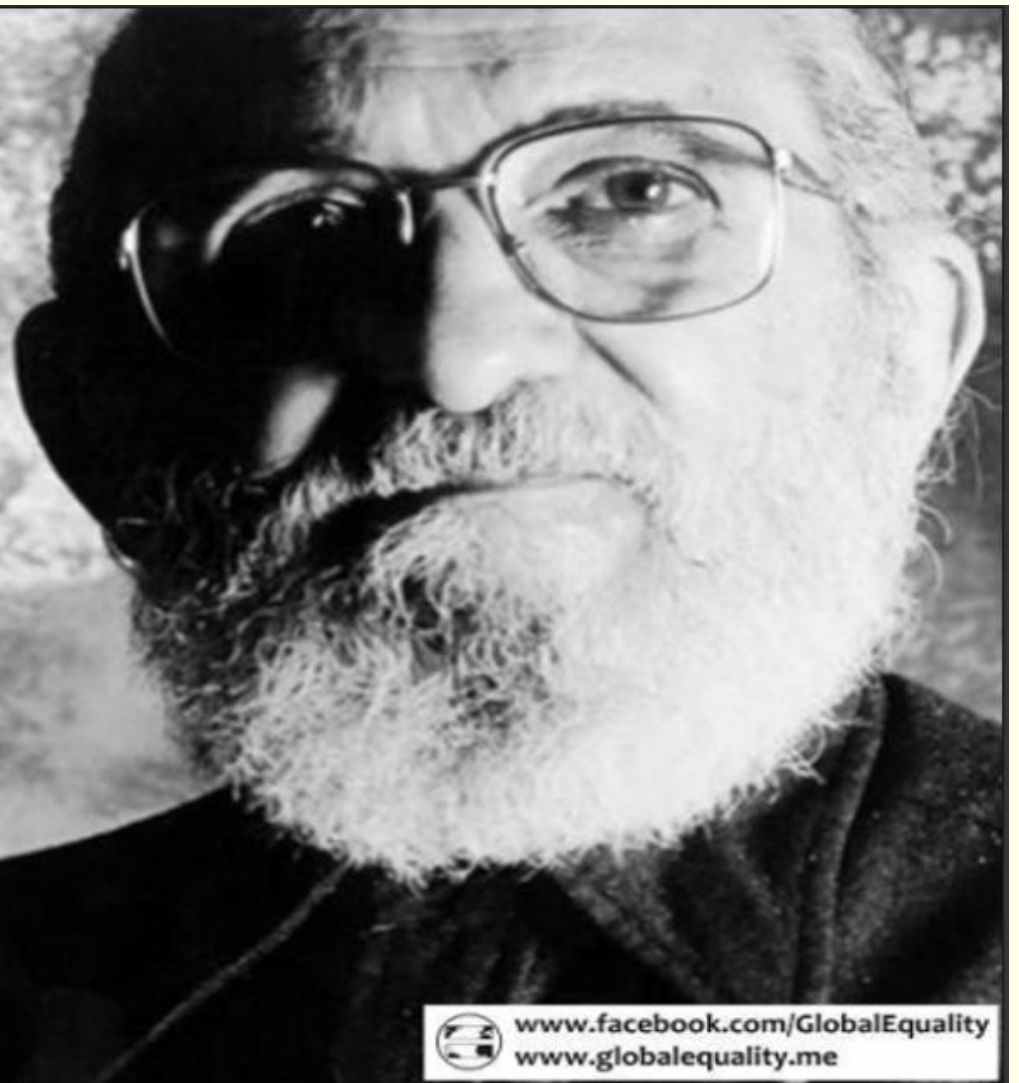
Rhai Meddyliau ar Bŵer

Some Thoughts On Power

- Cymerwch eiliad i ystyried y datganiadau ar y tair sleid nesaf.
- Beth maent yn dweud?
- Ydych chi'n cytuno neu'n anghytuno, a pham?
- Take a moment to consider the statements on the next three slides
- What are they saying?
- Do you agree or disagree and why?

"Washing one's hands
of the conflict between
the powerful and the
powerless means to
side with the powerful,
not to be neutral."

-Paulo Freire



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www.globalequality.me



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

Trawsnewid Addysg, Trawsnewid Bywydau
Transforming Education, Transforming Lives

“

There are forms of
oppression and domination
which become invisible – the
new normal.

MICHEL FOUCAULT

GRACIOUSQUOTES.COM

“

Schools serve the same social functions as prisons and mental institutions– to define, classify, control, and regulate people.

MICHEL FOUCAULT

(Foucault, 1977)

GRACIOUSQUOTES.COM

Arweinyddiaeth a Phŵer

Leadership and Power

- Yr hyn sy'n gwneud pŵer yn beryglus yw sut mae'n cael ei ddefnyddio. Ofn sy'n gyrru pŵer dros eraill. Mae arweinwyr mentrus a thrawsnewidiol yn rhannu grym â phobl, yn grymuso pobl, ac yn ysbrydoli pobl i ddatblygu pŵer oddi mewn.
- What makes power dangerous is how it's used. Power over is driven by fear. Daring and transformative leaders share power with, empower people to, and inspire people to develop power within.

Brené Brown (2020)

Pwynt Trafod / Discussion Point

‘Mae'r ddealltwriaeth sy'n dod i'r amlwg yn cyfeirio at arweinyddiaeth yn gysyniad perthnasol a chymunedol lle gall pawb fod yn arweinydd, cymryd rhan mewn arweinyddiaeth, elwa o bŵer arwain ac ymarfer corff ac asiantaeth unigol pan gaiff arweinyddiaeth ei dosbarthu a'i rhannu’.

(Fitzgerald and Gunter, 2008 cited in Siraj and Hallet, 2014, p.10)

‘The emerging understanding points to leadership being a relational and communal concept where all can be a leader, engage in leadership, benefit from leadership and exercise power and individual agency when leadership is distributed and shared’

(Fitzgerald and Gunter, 2008 cited in Siraj and Hallet, 2014, p.10)

Beth mae hyn yn ei ddweud? / What is this saying?



Arweinyddiaeth a Phŵer

Leadership and Power

- Mae arweinyddiaeth yn drawsnewidiol ac yn rymusol i unigolion; Mae Greenleaf (2003 t. 15) yn tynnu sylw at y ffaith fod 'arweinyddiaeth go iawn yn deillio o'r rhai y mae awydd i helpu eraill yn brif gymhellant iddynt'
- Mae gweithio mewn partneriaeth yn seiliedig ar gydraddoldeb; nid oes gan y naill bartner na'r llall fwy o bŵer yn y berthynas na'r llall (Hallet, 2013).

Leadership is transformative and empowering for individuals; Greenleaf (2003 p. 15) highlights that 'true leadership emerges from those whose primary motivation is a desire to help others'

Partnership working is based upon equality; neither partner has more power in the relationship than the other (Hallet, 2013).

Gall pŵer fod yn gadarnhaol...

PŴER I' wneud rhywbeth: Y gallu i wneud penderfyniad a gweithredu. Mae'n cynnwys sicrhau newidiadau ym mywydau pobl.

‘PŴER ODDI MEWN’ i berson: Hunan hyder a hunan ymwybyddiaeth, sydd, yn aml, yn gysylltiedig â ffydd a diwylliant. Mae unigolion sydd â ‘phŵer oddi mewn’ yn credu y gallent wneud newidiadau cadarnhaol yn eu bywydau eu hunain. Weithiau byddwn yn dweud bod pobl felly ‘wedi eu grymuso

‘PŴER GYDAG’ eraill: Pŵer ar y cyd, sy’n dod i fod trwy weithredu a chodi llais ar y cyd, mae’n cynnwys cydweithredu, trefnu a chadernid.

‘PŴER DROS’ eraill: Pŵer y cryf dros y gwan. Mae’n ffurf ar reolaeth gan un person, neu grŵp o bobl, dros eraill. Mae’n cynnwys y pŵer i eithrio eraill.

VeneKlassen and Miller, 2002, dyfynnwyd yn Miller *et al.*, 2006 t.7

Power can be positive..

'POWER TO' do something: The ability to make a decision and take action. It involves bringing about changes in people's lives.

'POWER WITHIN' a person: Self-confidence and self-awareness, which are often linked to faith and culture. Individuals who have 'power within' believe they are able to make positive changes in their own lives. We sometimes say such people are 'empowered'.

'POWER WITH' others: Collective power, which comes about through acting and speaking out jointly. It involves collaboration, organisation and solidarity.

'POWER OVER' others: The power of the strong over the weak. It is a form of control by one person, or a group of people, over others. It includes the power to exclude others.

VeneKlassen and Miller, 2002, cited in Miller *et al.*, 2006 p.7-9)

Empowerment and advocacy are both concerned with a shift of power or emphasis towards meeting the needs and rights of people who otherwise would be marginalised or oppressed. Beyond this generalisation, the concepts of empowerment and advocacy are not simple and as such are almost impossible to define. Where the term 'empowerment' is used it often covers a whole range of activities from consulting with service users to involvement in service planning.

Leadbetter, (2002 p.201)

Meddwl Beirniadol

- A allwch chi feddwl am rai o'r heriau i arweinyddiaeth gynhwysol yn seiliedig ar elfennau'r diagram hwn?
- (lluniwch restr gan y bydd hyn yn tyfu yn ystod yr wythnosau nesaf!)



Critical Thinking

- Can you think of some of the challenges to inclusive leadership based on the elements of this diagram?
- (make a list as this will grow during the next few weeks!)



Nodweddion arweinyddiaeth gynhwysol

Inclusive leadership characteristics

Mae arweinwyr cynhwysol yn:

- Eu dal eu hun ac eraill yn gyfrifol am greu diwylliant cynhwysol
- Gwahodd ymgysylltu a deialog
- Modelu dod â'i hun i'r gwaith a rhoi caniatâd i bobl eraill wneud a'u hannog i wneud
- Meithrin gwneud penderfyniadau mewn modd tryloyw
- Deall ac ymgysylltu â gwrthwynebiad
- Deall sut mae cynhwysiant yn cysylltu â chenhadaeth a gweledigaeth [y lle Blynyddoedd Cynnar]

(Ferdman, 2021 p.20-21)

Inclusive leaders:

- Hold themselves and others accountable for creating an inclusive culture
- Invite engagement and dialogue
- Model bringing one's own self to work and give permission for and encourage others to do so
- Foster transparent decision making
- Understand and engage with resistance
- Understand how inclusion connects to the mission and vision [of the EY space]

(Ferdman, 2021 p.20-21)

Ymddygiadau arweinwyr cynhwysol

- **Ymrwymiad gweladwy:** Maent yn mynegi ymrwymiad dilys i amrywiaeth, yn herio'r statws quo, yn dal eraill yn atebol ac yn gwneud amrywiaeth a chynhwysiant yn flaenoriaeth bersonol.
- **Gostyngeddrwydd:** Maent yn ddiymhongar am alluoedd, yn cyfaddef camgymeriadau, ac yn creu lle i eraill gyfrannu.
- **Ymwybyddiaeth o ragfarn:** Maent yn dangos ymwybyddiaeth o fannau dall personol yn ogystal â diffygion yn y system ac yn gweithio'n galed i sicrhau meritocratiaeth.
- **Chwilfrydedd ynghylch eraill:** Maent yn dangos meddylfryd agored a chwilfrydedd dwfn ynghylch eraill, yn gwrando heb farnu, ac yn ceisio gydag empathi i ddeall y rhai o'u cwmpas.
- **Deallusrwydd diwylliannol:** Maent yn rhoi sylw i ddiwylliannau pobl eraill ac yn addasu yn ôl y gofyn.
- **Cydweithio'n effeithiol:** Maent yn grymuso eraill, yn rhoi sylw i amrywiaeth meddwl a diogelwch seicolegol, ac yn canolbwyntio ar gydlyniant tîm

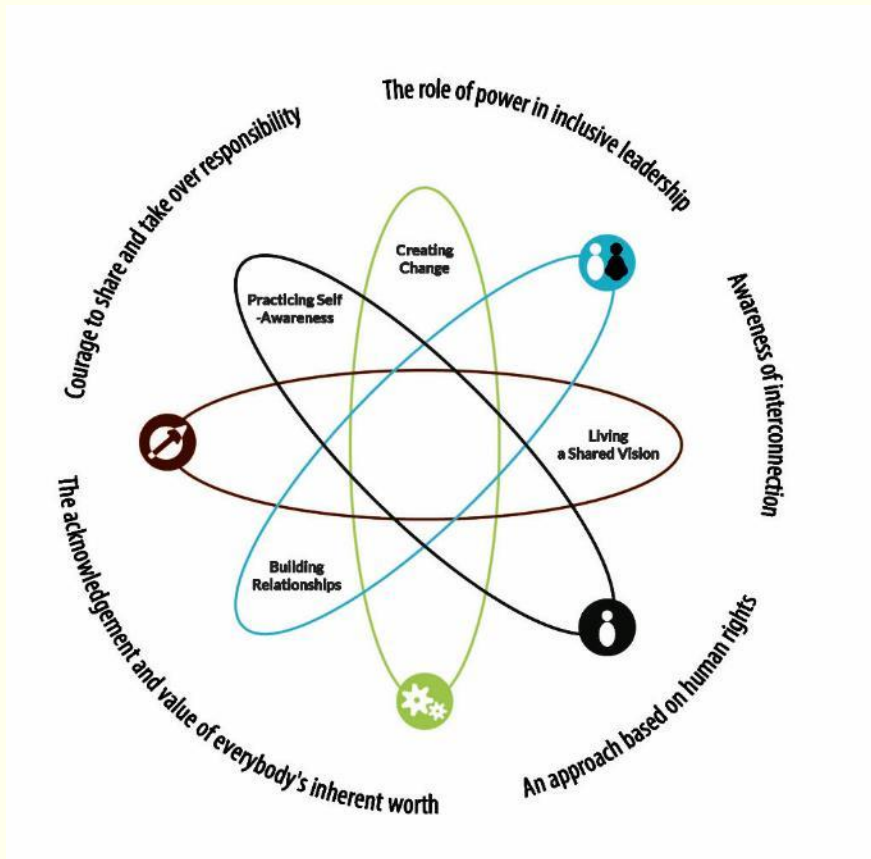
(Bourke a Titus, 2019)

The Behaviours of Inclusive Leaders

- **Visible commitment:** They articulate authentic commitment to diversity, challenge the status quo, hold others accountable and make diversity and inclusion a personal priority.
- **Humility:** They are modest about capabilities, admit mistakes, and create the space for others to contribute.
- **Awareness of bias:** They show awareness of personal blind spots as well as flaws in the system and work hard to ensure meritocracy.
- **Curiosity about others:** They demonstrate an open mindset and deep curiosity about others, listen without judgment, and seek with empathy to understand those around them.
- **Cultural intelligence:** They are attentive to others' cultures and adapt as required.
- **Effective collaboration:** They empower others, pay attention to diversity of thinking and psychological safety, and focus on team cohesion.

(Bourke and Titus, 2019)

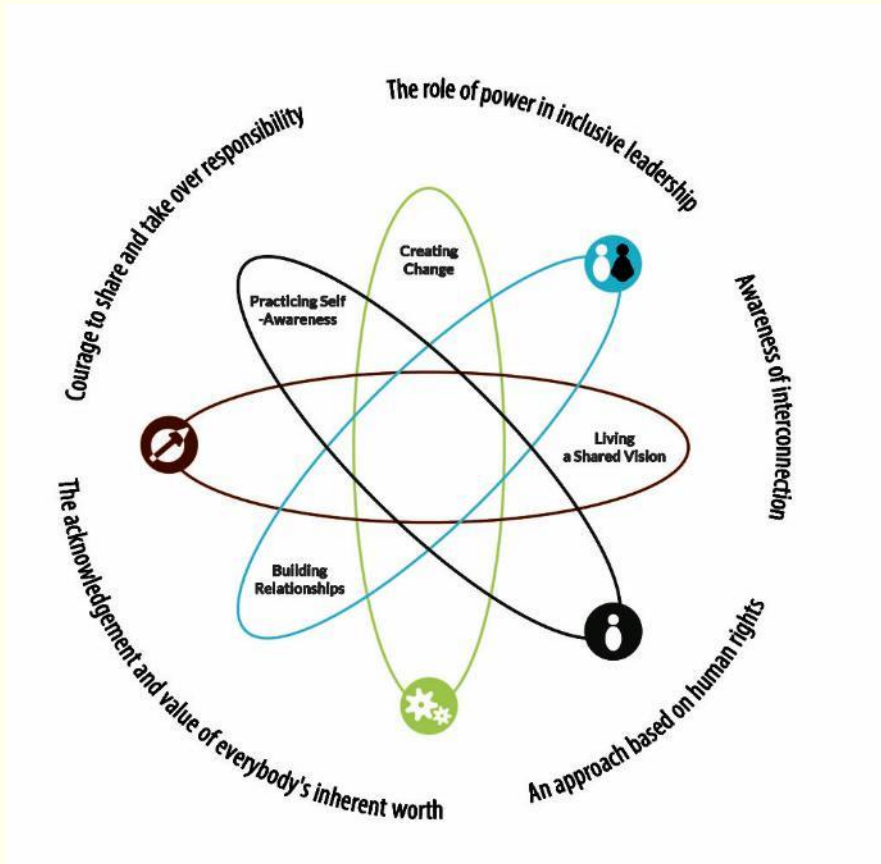
Meysydd Datblygu ar gyfer Arweinwyr Cynhwysol



- Ymarfer hunanymwybyddiaeth,
- Byw gweledigaeth a rennir,
- Meithrin perthnasoedd
- Creu newid.

(Bortini *et al.*, 2018)

Development Areas for Inclusive Leaders



- Practicing self-awareness,
- Living a shared vision,
- Building relationships
- Creating change.

(Bortini *et al.*, 2018)

Gweithgaredd Ychwanegol* / Additional Activity*

Ydych chi'n arweinydd cynhwysol?: Gwnewch y prawf!

Are you an Inclusive Leader?: Take the test



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