

**Symud o ymarfer
di-hiliol i ymarfer
gwrth-hiliol:
hyrwyddo ecwiti
hiliol mewn addysg**

**Moving from
non-racist to
anti-racist practice:
promoting racial
equity in education**



Croeso

Angela Jardine, Cadeirydd CGA

Welcome

Angela Jardine, EWC Chair

Chantelle Haughton SFHEA

Cymrawd Addysgu Cenedlaethol (NTF): Uwch Ddarlithydd Addysg Gynradd a'r Blynyddoedd Cynnar, Sefydlydd a Chydlynnydd Canolfan Dysgu yn yr Awyr Agored, Is-gadeirydd Rhwydwaith BAMEed Cymru, Cadeirydd Pwyllgor Rheoli Black History Cymru 365, Is-gadeirydd Rhwydwaith Blynyddoedd Cynnar Cymru, Dirprwy Gadeirydd Grŵp Gweithredu ar Siarter Cydraddoldeb Hiliol AHE ym Mhrifysgol Metropolitan Caerdydd

Dr Susan Davis

Uwch Ddarlithydd, Arweinydd Llwybr ar gyfer Doethuriaeth Broffesiynol / EdD. Tiwtor MA Addysg. Arweinydd Ymchwil Grŵp Gweithredu ar Siarter Cydraddoldeb Hiliol AHE. Cadeirydd BAMEed Cymru.

Chantelle Haughton SFHEA

National Teaching Fellow (NTF): Senior Lecturer in Primary Education and Early Years, Outdoor Learning Centre Founder and Co-ordinator, Vice Chair of BAME Ed Wales Network, Chair Of Black History Wales 365 Management Committee, Vice Chair of Early Years Network Wales, Deputy Chair of the AHE Race Equality Charter Action Group at Cardiff Met

Dr Susan Davis

Senior Lecturer, Pathway Leader for the Professional Doctorate / EdD. Tutor MA Education. Research Lead on the AHE Race and Equality Charter Action group. Chair of BAMEed Wales.

- **09:40** Professor Charlotte Williams OBE
- **10:00** Sgwrs gyda Sathnam Sanghera / A conversation with Sathanam Sanghera
- **10:20** Fideo: Gweinidog y Gymraeg ac Addysg / Video: Minister for Education and Welsh Language
- **10:25** Hayden Llewellyn a Bethan Stacey, CGA / Hayden Llewellyn and Bethan Stacey, EWC
- **10:35** Uzo Iwobi OBE, Sylfaenydd Race Race Cymru / Founder of Race Council Cymru
- **10:50** **Break**
- **11:00** Helen Borley a Shubnam Aziz, Ysgol Gynradd Mount Stuart / Mount Stuart Primary school
- **11:15** Rachel Clarke (Apex Education) and Kate Mills (SRtRC)
- **11:30** Abu-Bakr Madden Al-Shabazz, Hanesydd ac Ymgynghorydd Addysg mewn Anghenion Addysgol Arbennig a chwricwlwm BAME / Historian and Education Consultant in Special Educational Needs and BAME curriculum
- **11:45** **Holi ac Ateb Byw / Live Q&A**
- **12:25** Close

**Arweinwyr, Ymadawyr a
Dysgwyr:
cyfleoedd a heriau ar
gyfer cwricwlwm ysgol
cynhwysol yng Nghymru**

Cynhadledd Cyngor y Gweithlu Addysg a BAME Ed
25 Tachwedd 2021

Yr Athro Charlotte Williams OBE
charlotte.williams@bangor.ac.uk

**Leaders, Levers and
Learners:
opportunities and
challenges for an inclusive
school curriculum in
Wales**

Education Workforce Council & BAME Ed Conference
25th November 2021

Professor Charlotte Williams OBE
charlotte.williams@bangor.ac.uk

Dal y momentwm newydd

- Moment 'y cyfnod clo' a Black Lives Matter:
- *Ar gyfer pwy mae hwn? (rhesymwaith)*
- *Pam nawr?*
- *Cyfrifoldeb pwy?*
- *Beth ydyn ni wedi'i ddysgu o'r cyfnod clo?*

Capturing the new momentum

- The 'lockdown' moment and Black Lives Matter:
- *Who is this for? (rationale)*
- *Why now?*
- *Who's responsibility?*
- *What have we learned from lockdown?*



“Mae amlddiwylliant yn cymell addysgwyr i gydnabod y ffiniau cul sydd wedi llunio'r ffordd y rhennir gwybodaeth yn yr ystafell ddosbarth. Mae'n ein gorfodi ni gyd i gydnabod ein cyfranogaeth o ran derbyn a pharhau rhagfarn o unrhyw fath.”

Bell Hooks (1994) *Teaching to transgress*. Routledge.

Ar gyfer dadansoddiad polisi, gweler: Tomlinson, S., 2019. *Education and Race from Empire to Brexit*. Policy Press.

“Multiculturalism compels educators to recognise the narrow boundaries that have shaped the way knowledge is shared in the classroom. It forces us all to recognize our complicity in accepting and perpetuating biases of any kind.”

Bell Hooks (1994) *Teaching to transgress*. Routledge.

For policy analysis see: Tomlinson, S., 2019. *Education and Race from Empire to Brexit*. Policy Press.

Beth maen nhw'n gofyn i ni ei wneud?

Tystiolaeth a thrafodaethau helaeth, adroddiadau ac argymhellion ar ddad-drefedigaethu'r cwricwlwm...

- yn adlewyrchu'r amgylchedd demograffig, cymdeithasol a diwylliannol presennol
- perthnasedd byd go iawn/adlewyrchu byd rhyng-gysylltiol byd-eang
- disgyblion/myfyrwyr yn cydnabod a chael perchnogaeth
- yn ymgysylltu â, ac yn cwestiynu, gwybodaeth a safbwyntiau niferus (nid fel ychwanegyn) ..
- yn mynd i'r afael â grym mewn arferion addysgegol
- yn cydnabod yr angen am, a gwerth, mwy o amrywiaeth yn y gweithlu
- yn cydnabod y ffaith bod y cwricwlwm yn atgynhyrchu anghydraddoldebau cymdeithasol – pwy sy'n ennill a phwy sy'n colli
- wedi'i ymgorffori ewn newidiadau trawsffurfiol ehangach mewn sefydliadau

What do they ask of us?

Considerable evidence and debates, reports and recommendations on decolonising curriculum.....

- reflects the current demographic, social and cultural environment
- has real world relevance/reflects a globally interconnected world
- pupils/students recognise and have ownership of
- engages with and interrogates multiple knowledges and perspectives (not as add-on) ..
- addresses power in pedagogical practices
- recognises the need for and value of greater diversity in the workforce
- recognises the fact that the curriculum reproduces societal inequalities – who wins and who loses
- embedded in wider transformatory changes in institutions

Gweithgor Gweinidogaethol: 'Cymunedau, Cyfraniadau a Chynefin: Pobl Dduon, Asiaidd, a Lleiafrifoedd Ethnig yn y cwriclewm newydd'

- Nodwedd ddiffiniol o'r fframwaith yw bod angen i *ysgolion* ddylunio eu cwriclewm a threfniadau asesu eu hunain.
- Dylai ymarferwyr ymgorffori cyfleoedd i ddysgwyr ddathlu cefndiroedd a gwerthoedd amrywiol a hyrwyddo dealltwriaeth o'r amrywiaeth ethnig a diwylliannol yng Nghymru.

<https://gov.wales/black-asian-and-minority-ethnic-communities-contributions-and-cynefin-new-curriculum-working-group>

Ministerial working group: 'Communities, Contributions and Cynefin: Black Asian Minority Ethnicities in the new curriculum'

- A defining feature of the framework is that it requires *schools* to design their own curriculum and assessment arrangements.
- Practitioners should incorporate opportunities for learners to celebrate diverse backgrounds and values and promote an understanding of the ethnic and cultural diversity within Wales.

<https://gov.wales/black-asian-and-minority-ethnic-communities-contributions-and-cynefin-new-curriculum-working-group>

Anghydraddoldeb hiliol yn system addysg Cymru – tystiolaeth graidd

- **Bwlch cyrhaeddiad hysbys ac â thystiolaeth ohono** (Brentnall 2018,2020, WCPP 2020)
- **Hiliaeth fel y mae ysgolion yn ei phrofi** (Dangos y Garden Goch i Hiliaeth 2020, Race Alliance Wales 2021)
- **Cyngor y Gweithlu Addysg: Cynrychiolaeth wael yn y gweithlu**
- Cynlluniau cydraddoldeb strategol a **pholisïau a blaenoriaethau ysgolion**
- Mae athrawon duon a lleiafrifoedd ethnig yn adrodd am glwstwr penodol o bwysay, yn amlwg, diffyg strategaethau hyrwyddo (**grŵp BAME Ed**)
- **Adolygiadau tystiolaeth polisi** y gweithgor/is-grŵp cymdeithasol-economaidd, a Chanolfan Polisi Cyhoeddus Cymru
- ***Wedi'i osod o fewn y cyd-destun gwleidyddol ehangach...***
(***Cynllun Gweithredu Cydraddoldeb Hiliol: Cymru Gwrth-Hiliol***)

Racial inequality in the Welsh education system - core evidence

- **Known and evidenced attainment gap** (Brentnall 2018,2020, WCPP 2020)
- **Racisms as experienced in Schools** (Show Racism the Red Card 2020, Race Alliance Wales 2021)
- **EWC: Poor Representation in the workforce**
- Strategic equality plans and **school policies and priorities**
- Black and minority ethnic teachers report a particular constellation of pressures , evidently lack promotion strategies (**BAME Ed group**)
- The working group/ socio economic sub group and Welsh Centre for Public **Policy evidence reviews**
- ***Set within the wider political context***
(***Race Equality Action Plan: An Anti-Racist Wales***)

Gweithgor Gweinidogaethol: Cymunedau, Cyfraniadau a Chynefin: Profiadau Pobl Dduon, Asiaidd, a Lleiafrifoedd Ethnig yn y cwricwlwm newydd

Rhai canfyddiadau allweddol:

- Dethol adnoddau ad hoc a thuedd adnoddau
- Adnoddau'n wael ar gyfer pob maes pwnc
- Problemau mynediad i ymarferwyr
- Mae athrawon (a rhanddeiliaid eraill) angen ac yn ceisio arweiniad, hyfforddiant ac enghreifftiau patrymol
- Brwdfrydedd uchel / hyder a chymhwysedd isel
- Diffyg amrywiaeth ethnig yng ngweithlu'r ysgol
- Angen am ddysgu proffesiynol wedi'i fewnosod a chyfleoedd disgyrsiol parhaus, o ansawdd uchel
- Cyfyngderau '*cynefin*'... Stori tameidiog
- Angen am 'ymagwedd ysgol gyfan'
- Angen am ymgysylltiad rhanddeiliaid cryfach

Yn arwain at.....51 o argymhellion

Ministerial working group: Communities, Contributions and Cynefin: Black, Asian and Minority Ethnic experiences in the new curriculum

Some Key Findings:

- Ad hoc selection of resources + resource bias
- Resources poor for all subject areas
- Access issues for practitioners
- Teachers (and other stakeholders) require and request guidance, training and exemplars
- Enthusiasm high/ confidence and competence low
- Lack of ethnic diversity in the school workforce
- Need for high quality, ongoing, embedded professional learning and discursive opportunities
- Limits of '*cynefin*' ... a fragmented narrative
- Need for 'whole school approach'
- Need for stronger stakeholder engagement

Leading to51 Recommendations

Rhai o'r problemau heriol:

- Gwybodaeth 'BAME' (stori pwy?) a ymleddir
- Gweledigaeth a rennir?... Paramedrau disgyblu
- 'gorfodol' neu 'ganiataol'?
- Amlygrwydd y problemau hyn ledled Cymru
- Cymhwysedd / hyder
- Goddef systemau sydd angen eu newid
- Cynaliadwyedd ymdrech
- Adnoddau

Some of the challenging issues:

- 'BAME' (who's story?) contested knowledge(s)
- Shared vision?... disciplinary parameters
- 'mandatory' or 'permissive'?
- Salience of these issues across Wales
- Competence / confidence
- Enduring systems that need to change
- Sustainability of effort
- Resourcing

Mannau cychwyn: y dudalen annog

Pan fyddwch chi'n paratoi eich deunyddiau ar gyfer y tymor newydd, ystyriwch:

- Pa enghreifftiau, digwyddiadau, cyfraniadau, straeon unigolion a grwpiau BAME rydych chi eisoes yn eu defnyddio yn eich deunyddiau addysgu? Cymerwch amser i fyfyrrio ar sut mae'r rhain yn cael (a) eu tynnu o'ch ardal (b) eu rhoi mewn cyd-destun Cymru amlddiwylliant a hanes Cymru.
- Sut mae cyfraniadau unigolion BAME yn cael eu cynrychioli a'u gosod yn eich deunyddiau addysgu?
- Pa adnoddau newydd y gallwch eu cyflwyno i wella proffil hanesion neu gyfraniadau cyfoes BAME yn eich deunyddiau addysgu?
- Sut gallwch chi ysgogi disgyblion i gynrychioli ac archwilio eu treftadaeth eu hunain a defnyddio'r deunydd hwn yn eu dysgu? Pa rôl all rhieni ei chwarae i gynhyrchu gwybodaeth?
- A oes prosiect trawsddisgyblaeth y gallech ei ystyried gyda phobl sy'n gweithio gyda Meysydd Dysgu a Phrofiad eraill yn eich ysgol?

Dyma rai dolenni i hybu eich meddwl:

Starting points: the prompt sheet

As you prepare your materials for the new term take a moment to consider:

- What examples, events, contributions, stories of BAME individuals and groups are you currently utilizing in your teaching materials? Take time to reflect on how these are (a) drawn from your locality (b) put into context of a multicultural Wales and Welsh history.
- How are the contributions of BAME individuals represented and positioned in your teaching material?
- What new resources can you introduce to enhance the profile of BAME histories or contemporary contributions in your teaching materials?
- How can you stimulate pupils to represent and explore their own heritage and bring this material to bear on their learning? What role can parents play in generating knowledge?
- Is there a cross disciplinary project you could consider with those working in other AoLEs in your school?

Here are a few links to prompt your thinking:

Arweinwyr, Ymadawyr, Dysgwyr

Ystyried y ffordd ymlaen

- Problemau dehongli a gweithredu
- Rhwystrau hysbys ac anhysbys
- Defnyddio a rhannu fframweithiau, enghreifftiau a phecynnau gwybodaeth sy'n cynorthwyo, rydyn ni gyd yn ddysgwyr...
- Pwysigrwydd:
 - Tryloywder ac ymrwymiad
 - Ymgysylltiad deialogaidd (rhanddeiliaid mewnol ac allanol, dysgu cyfoedion, rhwydweithiau, mentoriaid)
 - Proses (ymatblygrwydd)
 - Cymryd risgiau i ddysgwyr (cylchoedd gwerthuso)
 - Galluogi diwylliannau
 - Mae ymdrechion unigol yn gwneud gwahaniaeth mawr

Leaders, Levers, Learners

Thinking about the way forward

- Issues of interpretation and implementation
- Known and unknown inhibitors
- Using and sharing frameworks, exemplars and toolkits that assist, we are all learners..
- Importance of:
 - Transparency and commitment
 - Dialogic Engagement (internal and external stakeholders, peer learning, networks, mentors)
 - Process (reflexivity)
 - Risk taking for learning (evaluation cycles)
 - Enabling cultures
 - Individual efforts make a big difference

Felly beth sy'n digwydd?

- Dehongli a gweithredu'r argymhellion (Pwyllgor Llywio Llywodraeth Cymru)
- £500,000 o arian sefydlu
- Dyfarniad addysgu newydd
- Canlyniadau adolygiad thematig Estyn o hanes Cymru (7 Hydref 2021)
- Adroddiad a chanllaw arfer da (ar ddod) Cyngor y Gweithlu Addysg
- Datblygu Dysgu Proffesiynol ar bob lefel o'r gweithlu
- Strategaeth ITE Llywodraeth Cymru ar gyfer Recriwtio athrawon Duon, Asiaidd ac Ethnig Lleiafrifol (21 Hydref 2021)
- Llywodraethwyr Ysgol fel hyrwyddwr amrywiaeth – arweiniad
- Cymwysterau Cymru – cymwysterau ac ymagwedd newydd at TGAU

So what's happening?

- Interpretation and implementation of the recommendations (Welsh Gov Steering Committee)
- 500K pump prime funding
- New teaching award
- Outcomes of Estyn's thematic review of Welsh history (7 October 2021)
- Education Workforce Council report and good practice guide (forthcoming)
- Development of Professional Learning at all levels of the workforce
- Welsh Government ITE Strategy for Recruitment for Black, Asian and Minority Ethnic teachers (21 October 2021)
- School Governors as diversity champions – guidance
- Qualifications Wales – new qualifications and approach at GCSE



Sgwrs gyda
Sathnam Sanghera

A conversation with
Sathnam Sanghera

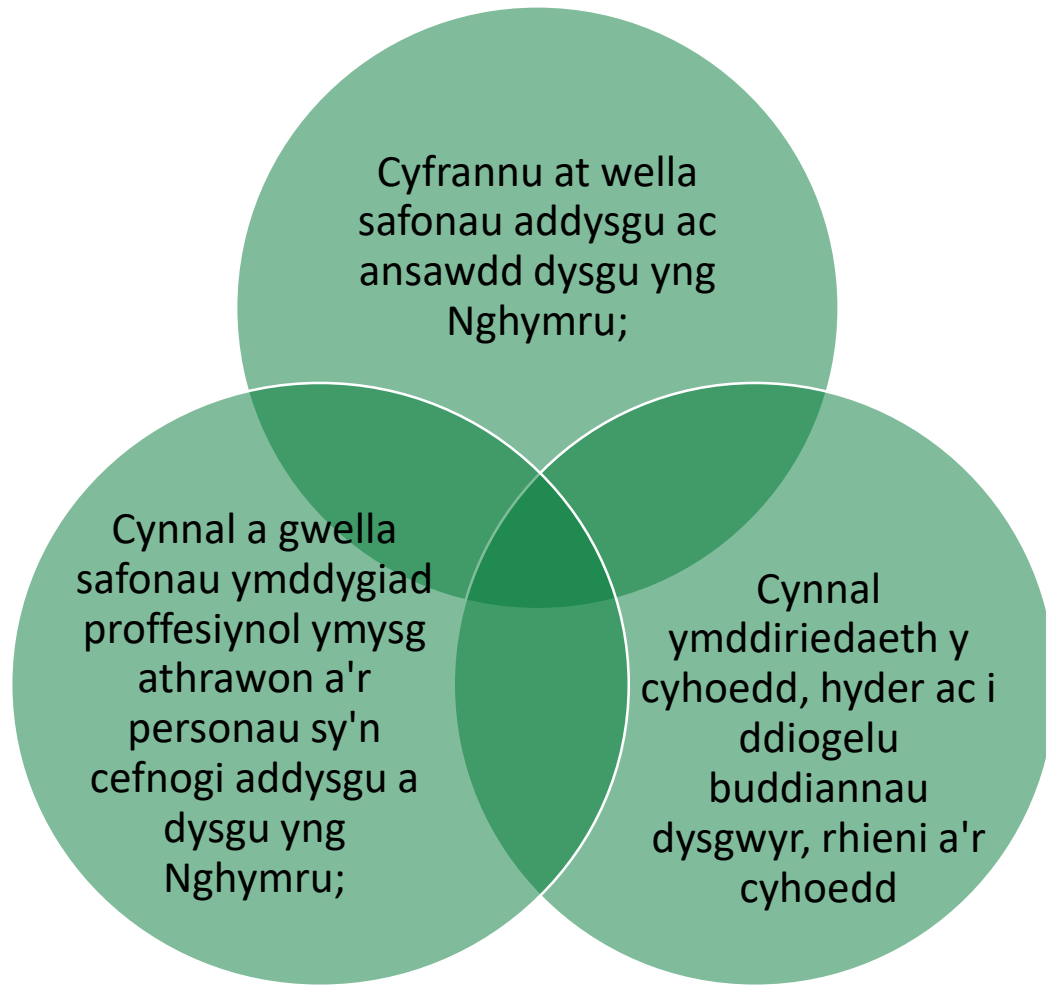
Gweithio tuag at weithlu addysg mwy amrywiol yng Nghymru

Hayden Llewellyn, Prif Weithredwr, CGA
Bethan Holliday-Stacey, Cyfarwyddwr, CGA

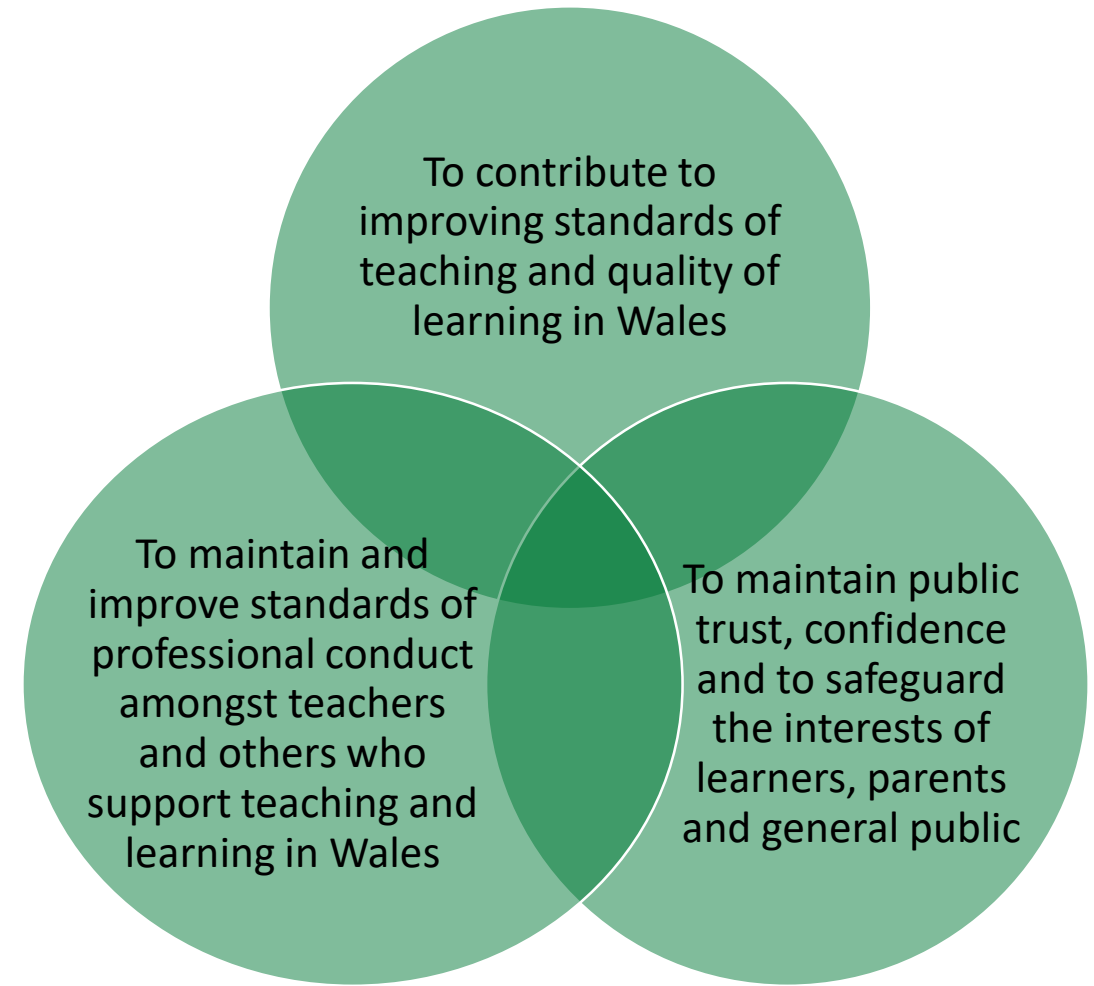
Working towards a more diverse education workforce in Wales

Hayden Llewellyn, Chief Executive, EWC
Bethan Holliday-Stacey, Director, EWC

Rôl a chylch gwaith CGA



Role and remit of EWC



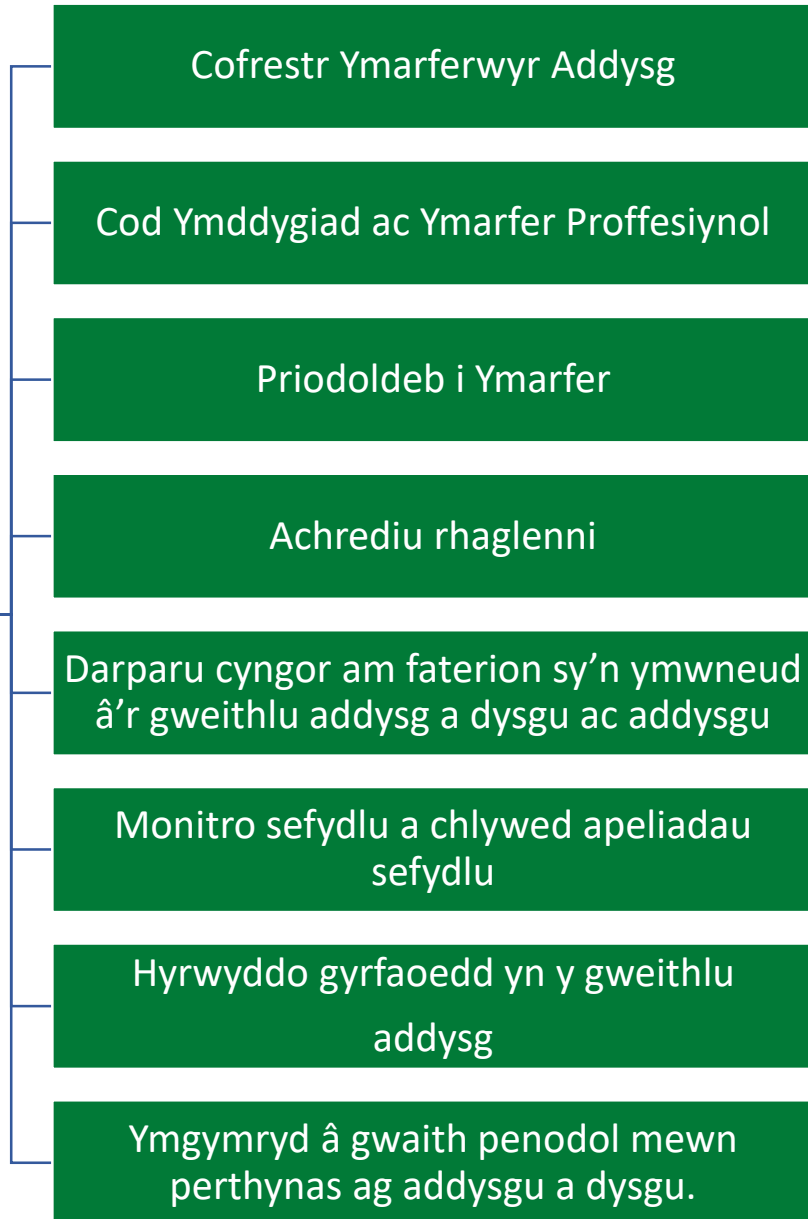
"Rydym yn ymrwymo i degwch, amrywiaeth a chyfle cyfartal. Rydym yn gweithio i gyflawni'r nodau hyn, o fewn ein polisiau cyflogaeth ni a diwylliant ein gweithle ac, yn fwy ehangach, ar draws y system addysg."

Cynllun Strategol CGA 2021-24.

"We are committed to fairness, diversity and equality of opportunity. We work to achieve these goals, both through our own employment policies and workplace culture and more broadly across the education system."

EWC Strategic Plan 2021-24.

Rôl a chylch gwaith CGA



Role and remit of EWC



Beth ydyn ni'n ei wneud?



Arferion mewnlol CGA a diwylliant gweithle



Ein cofrestreion a'n rhanddeiliaid



Hysbysu polisi

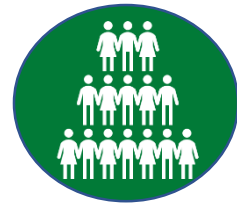


Ymgysylltu

What are we doing?



Internal EWC practices and workplace culture



Our registrants and stakeholders



Informing policy



Engagement

Manylion cyswilt / Contact details

CGA | EWC



029 2046 0099



@ewc_cga



gwybodaeth@cga.cymru |

information@ewc.wales



www.cga.cymru |

www.ewc.wales

Addysgwyr Cymru | Educators Wales

029 2046 0099

@addysgwyr cymru @educators wales

gwybodaeth@addysgwyr.cymru |

information@educators.wales

www.addysgwyr.cymru |

www.educators.wales



Uzo Iwobi

Sylfaenydd Race Council Cymru
Arweinydd Hanes Pobl Dduon Cymru 365

Uzo Iwobi

Founder of Race Council Cymru
Lead for Black History Cymru 365

Rhwydwaith Hanes Pobl Dduon Cymru a Race Council Cymru - info@racecouncilcymru.org.uk

Ar gyfer Rhaglenni Hyfforddi Ysgolion - Joanne@racecouncilcymru.org.uk

Mae Bywydau Du o Bwys Cymru (policy forum) - info@BLMWales.org.uk

Fforwm Cenedlaethol Ieuencid Du Asiaidd a Lleiafrifoedd Ethnig Cymru - ali.abdi@mail.com / ali@racecouncilcymru.org.uk

Polisi Dim Hiliaeth Cymru - <https://zeroracismwales.co.uk/>

Race Equality First (i fynd i'r afael ag achosion gwahaniaethu ar sail hil) - info@raceequalityfirst.org.uk

Cymunedau Ethnig Gogledd Cymru - iolanda@clpwcic.co.uk

Black History Wales Network & Race Council Cymru - info@racecouncilcymru.org.uk

For School Training Programmes - Joanne@racecouncilcymru.org.uk

Black Lives Matter Wales Collective (policy forum) - info@BLMWales.org.uk

National Black Asian and Minority Ethnic Youth Forum Wales - ali.abdi@mail.com / ali@racecouncilcymru.org.uk

Zero Tolerance Policy to Racism in Wales - <https://zeroracismwales.co.uk/>

Race Equality First (for addressing race discrimination cases) - info@raceequalityfirst.org.uk

North Wales Ethnic Communities - iolanda@clpwcic.co.uk

Gwahodd siaradwr

Rydym yn darparu hyfforddiant a gweithdai ledled Cymru i'n grwpiau cofrestru a'n rhanddeiliaid.

Mae ein harbenigedd yn cwmpasu amrywiaeth o themâu sy'n gysylltiedig â'n gwaith, megis:

- Cod Ymddygiad ac Ymarfer Proffesiynol CGA
- defnyddio cyfryngau cymdeithasol yn gyfrifol
- Cyfrifoldebau a moeseg proffesiynol
- Y Pasbort Dysgu Proffesiynol
- Addysgwyr Cymru

I ddarganfod mwy, neu i'n gwahodd ni, ewch i **www.cga.cymru**.

Invite a speaker

We deliver training and workshops across Wales to our registrant groups and stakeholders.

Our expertise covers a range of topics related to our work, such as:

- the EWC Code of Professional Conduct and Practice
- using social media responsibly
- professional responsibilities and ethics
- the Professional Learning Passport
- Educators Wales

To find out more, or to invite us along, visit www.ewc.wales.



Ysgol Gynradd Mount Stuart



Mount Stuart Primary School

**Symud o ymarfer heb fod yn hiliol i
ymarfer gwrth-hiliol: hyrwyddo
cyfiawnder hiliol mewn addysg**

**Moving from non-racist to anti-racist
practice: promoting racial equity in
education**

Diwylliant Sefydliadol

Organisational Culture

Helen Borley & Shubnam Aziz

Helen Borley & Shubnam Aziz



Cyd-destun yr Ysgol

- 478 o ddisgyblion, 27 o ieithoedd wedi'u cofnodi (29% Arabaidd, 26% Saesneg, 20% Somali)
- 74% o blant yn siarad iaith arall heblaw Saesneg
- Mae 95% o'r ysgol yn dod o gymunedau ethnig lleiafrifol
- 42 o grwpiau ethnig gwahanol (prif grwpiau: Arabaidd, Indiaidd, Somali, Yemeni)

Context of School

- 478 pupils 27 recorded languages (29% Arabic, 26% English, 20% Somali)
- 74% of children speak a language other than English
- 95% of the school are from Minority Ethnic communities
- 42 different ethnic groups (main groups: Arab, Indian, Somali, Yemeni)

Ein Gweledigaeth

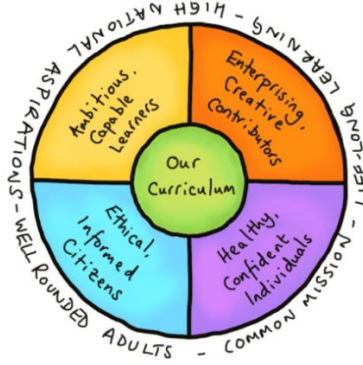
Fel dysgwr yn Ysgol Gynradd Mount Stuart, byddwch yn cael cyfleoedd a phrofiadau a fydd yn eich herio **i ddod yn ddinasyddion iach, gyda meddwl agored, sy'n meddwl yn feirniadol ac yn cyfathrebu'n hyderus.**

Byddwch yn gallu adeiladu, cynnal ac atgyweirio perthnasoedd trwy gydol eich oes. Bydd gennych chi sgiliau o safon fyd-eang, a fydd yn eich galluogi i gyflawni'n uchel, a'ch paratoi chi ar gyfer **dyfodol cyffrous, sy'n datblygu'n gyson. Byddwch yn deal eich treftadaeth, ac yn falch o bwy ydych chi, fel rhan o'n cymuned amrywiol ym Mount Stuart.**

Ein Gwerthoedd

gwydnwch parch annibyniaeth creadigrw
ydd

byddwch yn ddewr byddwch yn
uchelgeisiol byddwch yn hyderus

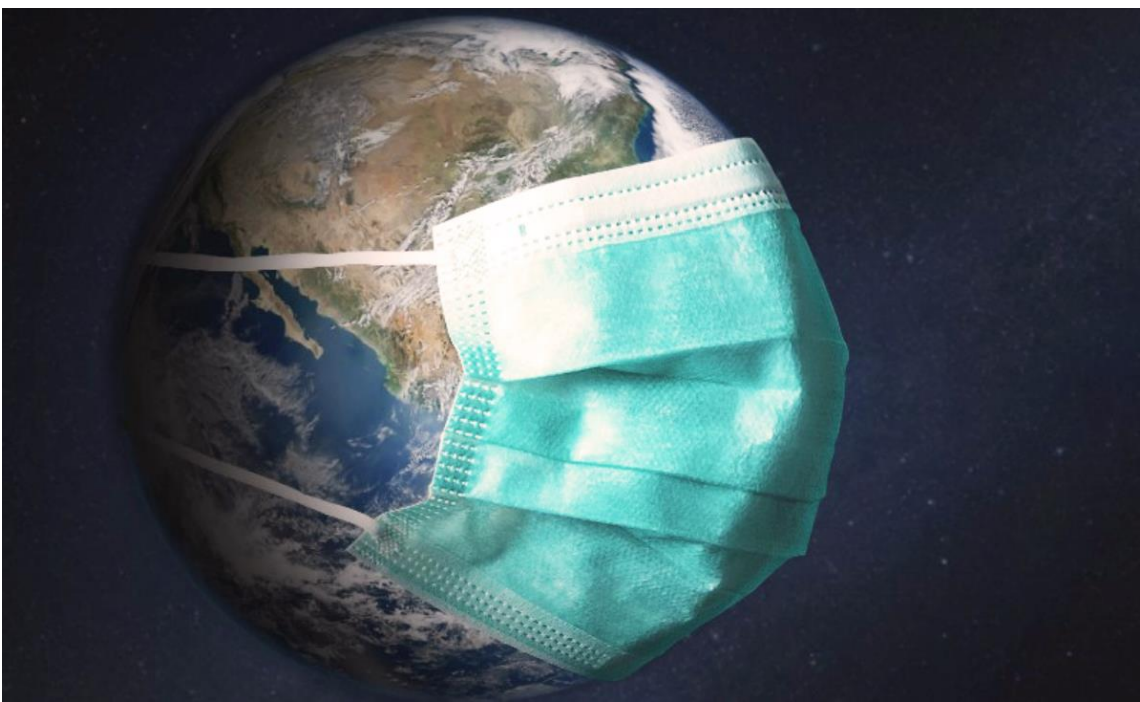


Our Vision

As a learner at Mount Stuart Primary School you will have opportunities and experiences that will challenge you to **become healthy, open-minded citizens who think critically and communicate confidently.** You will be able to build, maintain and repair relationships throughout your life. You will be equipped with world-class skills, enabling you to achieve highly and preparing you for a **constantly evolving, exciting future. You will understand your heritage and be proud of who you are as part of our diverse Mount Stuart community.**

Our Values

resilience respect independence creati
vity
be brave be ambitious be confident

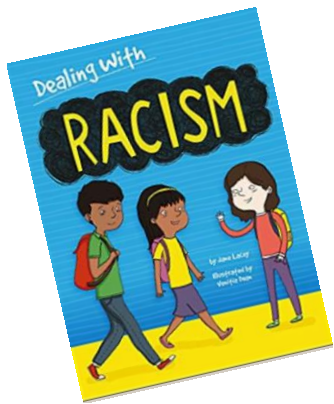


Ymagwedd Ysgol Gyfan – Ble i ddechrau?

- Amser penodol i addysgu'r holl staff am wrth-hiliaeth
- Hyfforddiant ysgol gyfan – Dangos y Cerdyn Coch i Hiliaeth
- Ymwybyddiaeth staff – myfyrio ar eu hymddygiad a'u hagweddau eu hunain trwy archwilio a thrafod rhagfarn ymwybodol ac anymwybodol, eiddilwch, braint pobl wyn, lliwddallineb
- Y Cwricwlwm a Meysydd Dysgu a Phrofiad - archwilio'r rhain i adlewyrchu cyfraniadau lleiafrifoedd ethnig at gymdeithas nawr ac yn y gorffennol.
- Ymgysylltu â rhwydweithiau ehangach - mae hon yn daith barhaus
- Hyfforddiant gwrth-hiliaeth fel hyfforddiant diogelu pwysig bob blwyddyn

Whole School Approach – Where do we start?

- Dedicated time to educate all staff on anti-racism
- Whole school training - Show Racism the Red Card
- Staff awareness –reflect on own behaviour and attitudes through exploring and discussing conscious and unconscious bias, fragility, white privilege, colour blindness
- Curriculum & AoLEs – audit these to reflect ethnic minority contributions to society past and present
- Engage with wider networks – this is an ongoing journey
- Anti racism training as important as safeguarding training every year

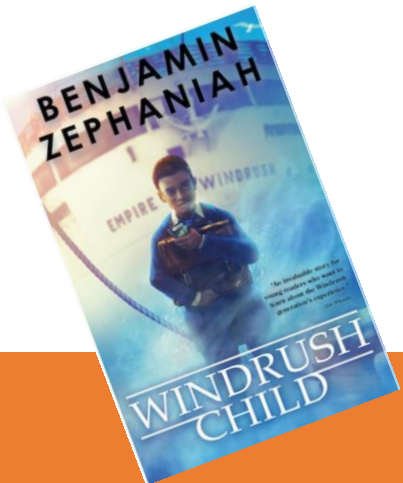
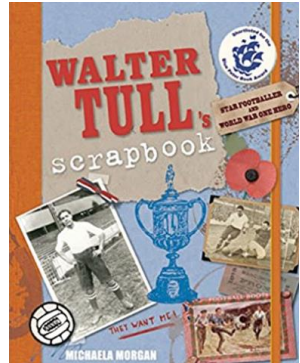


Cwricwlwm Gwrth Hiliol

Amrywiaeth a chynrychiolaeth ar draws y cwricwlwm.

Archwilio sut caiff testunau/pynciau eu haddysgu o safbwynt orllewinol a dad-drefedigaethu'r cwricwlwm.

Addysgu'n benodol am hiliaeth a gwrth-hiliaeth o fewn y cwricwlwm.

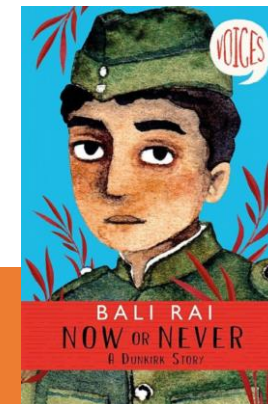
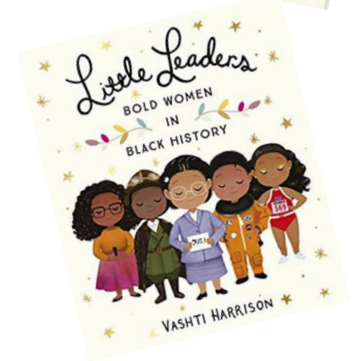


Anti Racist Curriculum

Diversity and representation across the curriculum

Examining how topics/subjects are taught through a western perspective and decolonising the curriculum

Explicitly teaching about racism and anti-racism within the curriculum





IN A RACIST
SOCIETY, IT IS
NOT ENOUGH TO
BE NON-RACIST.
WE MUST BE
ANTI-RACIST.

- ANGELA DAVIS



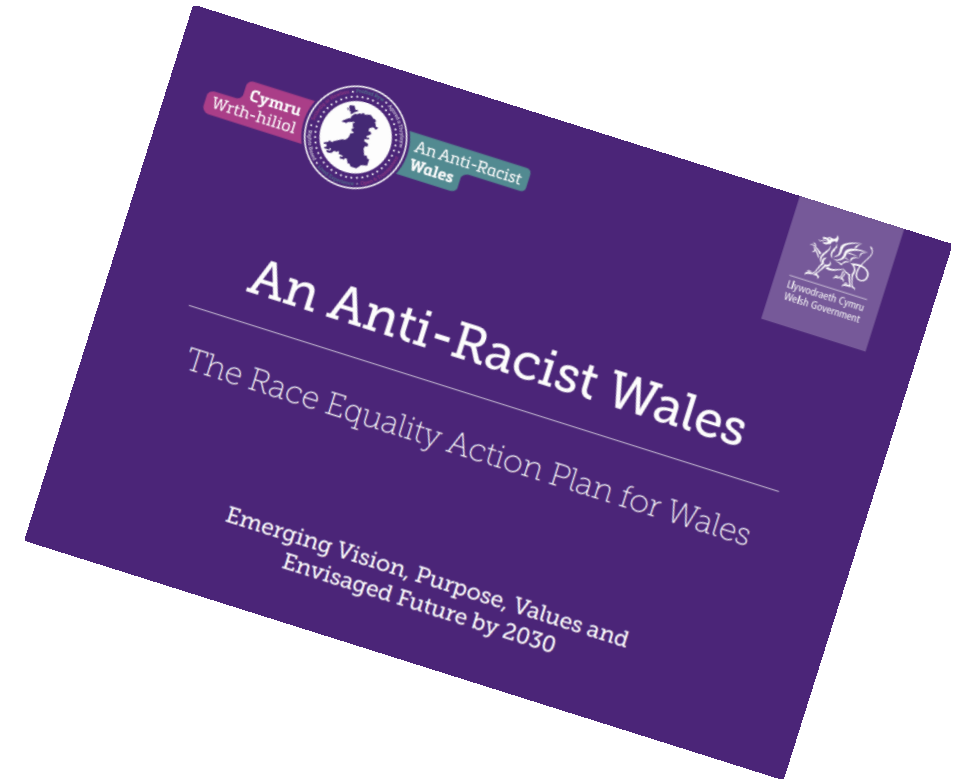
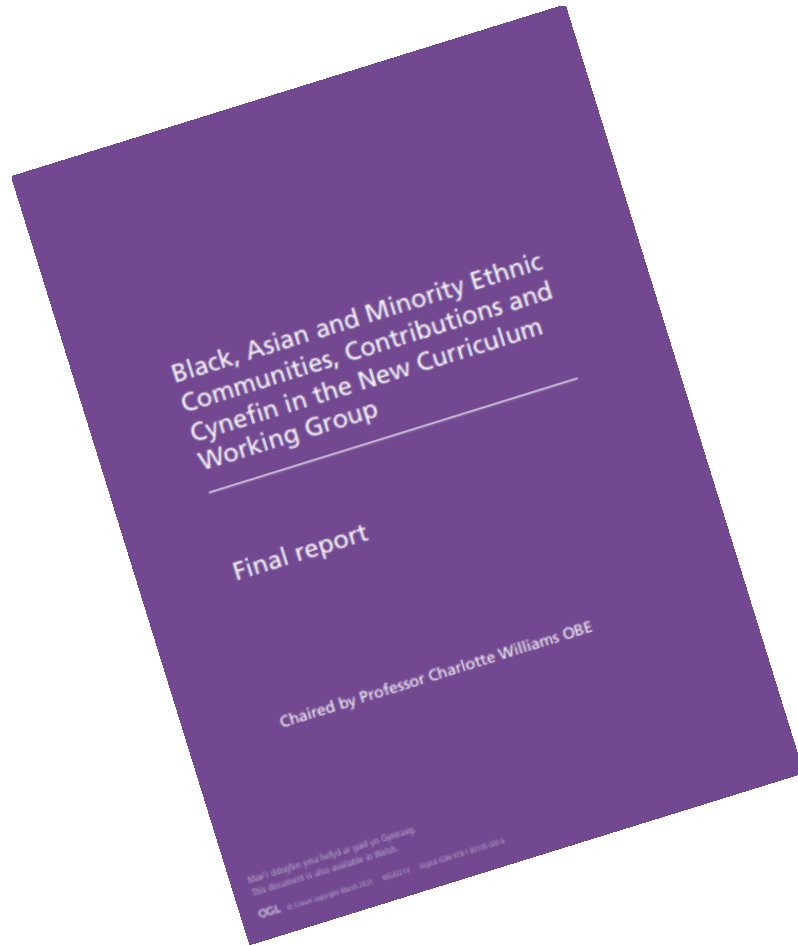
Dw i ddim yn
gweld lliw.
I don't see
colour.



Dydych chi ddim yn fy ngweld i?
Dydych chi ddim yn fy nghlywed i?
Dydych chi ddim yn fy neall i?

You don't see me?
You don't hear me?
You don't understand me?





Y camau nesaf i Mount Stuart...

Next steps for Mount Stuart...



Rhoi gwrth-hiliaeth ar waith

Strategaethau i'w gweithredu
mewn lleoliadau i weithio tuag at
fod yn wrth-hiliol

Putting anti-racism into practice

Strategies to implement within
settings to work towards becoming
anti-racist

Dechreuwch gyda
chi'ch hun...

Start with yourself...

**Dychmygwch y
llythyr...**

**Imagine the
letter...**

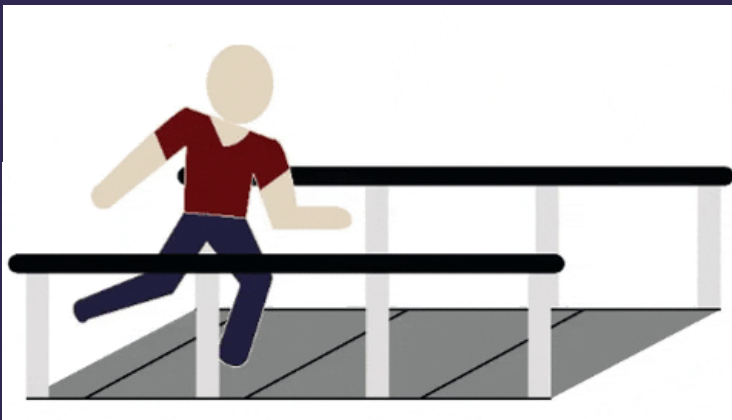
Canolbwyntiwch ar y
plentyn

Focus on the child

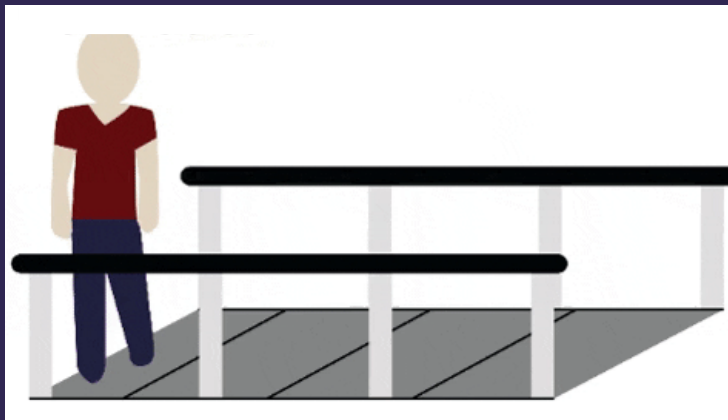
**Gall arfer gwrth-hiliol
ymddangos yn anodd
weithiau**

**Anti-racist practice can seem
hard at times**

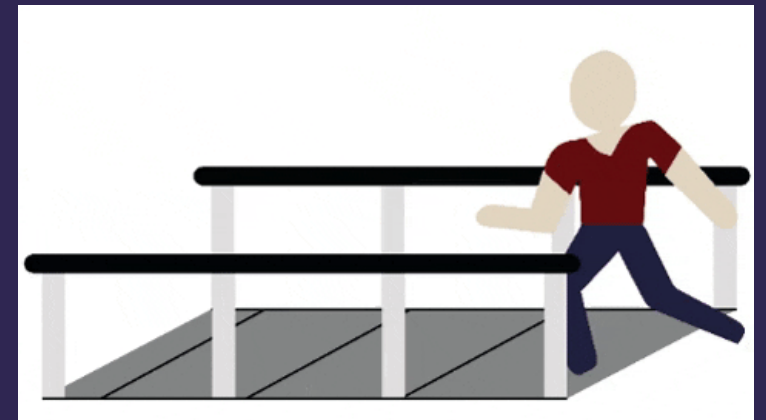
**Yn weithredol hiliol
Actively racist**



**Heb fod yn hiliol
Non-racist**



**Gwrth-hiliol
Anti-racist**



Diwylliant yn y Gweithle:
Sut gallwch chi ffynnu os
ydych chi'n teimlo nad ydych
chi'n perthyn?



Workplace Culture:
How can you thrive if you
feel you don't belong?

DIVERSITY	INCLUSION	BELONGING
is being invited to the Party	is being asked to Dance	is dancing like no one's Watching

Diwylliant yn y Gweithle: Camau Gweithredu Uwch Arweinwyr



Gwirio'r tymheredd

Take the temperature



Cynnal holiadur staff

Carry out a staff
questionnaire

Workplace Culture: Senior Leader Actions



Gofalu am eich staff

Take care of your staff

Crynodeb Emosiynol

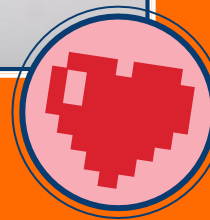
Abu-Bakr Madden Al-Shabazz

Hanesydd ac Ymgynghorydd Addysg mewn
Anghenion Addysgol Arbennig a chwricwlwm BAME.

Emotive Summary

Abu-Bakr Madden Al-Shabazz

Historian and Education Consultant in Special
Educational Needs and BAME curriculum.



Gofynnwch hyn i'ch hun...

Dull sy'n Canolbwyntio ar y Disgybl

- Ydych chi'n addysgu'r ffordd y mae plant yn dysgu?

neu

- Ydych chi'n disgwyl i blant ddysgu'r ffordd rydych chi'n addysgu?

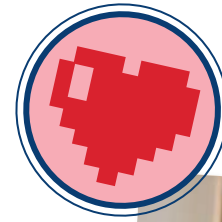
Ask yourself this...

Pupil Centred approach

- Do you teach the way that children learn?

Or

- Do you expect children to learn the way you teach?



Hiliaeth a Gwrth-Hiliaeth

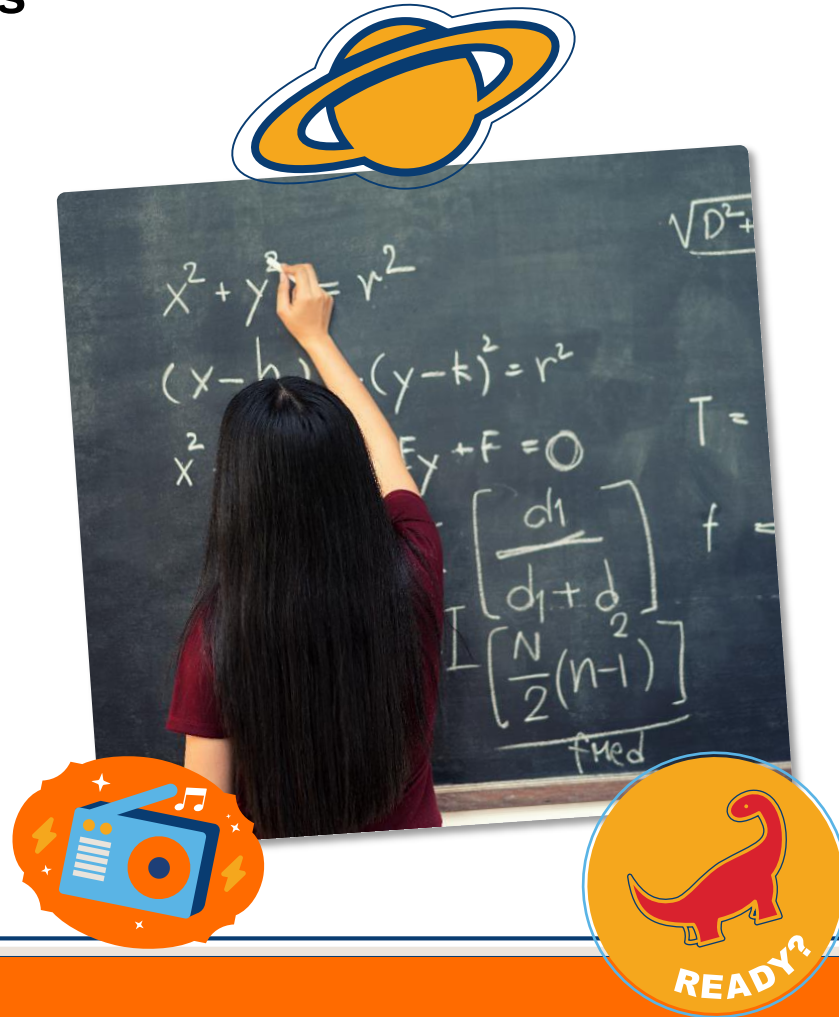
Racism and Anti-Racism

Nid yw Prydain wedi delio â hiliaeth hanesyddol na hiliaeth gyfoes

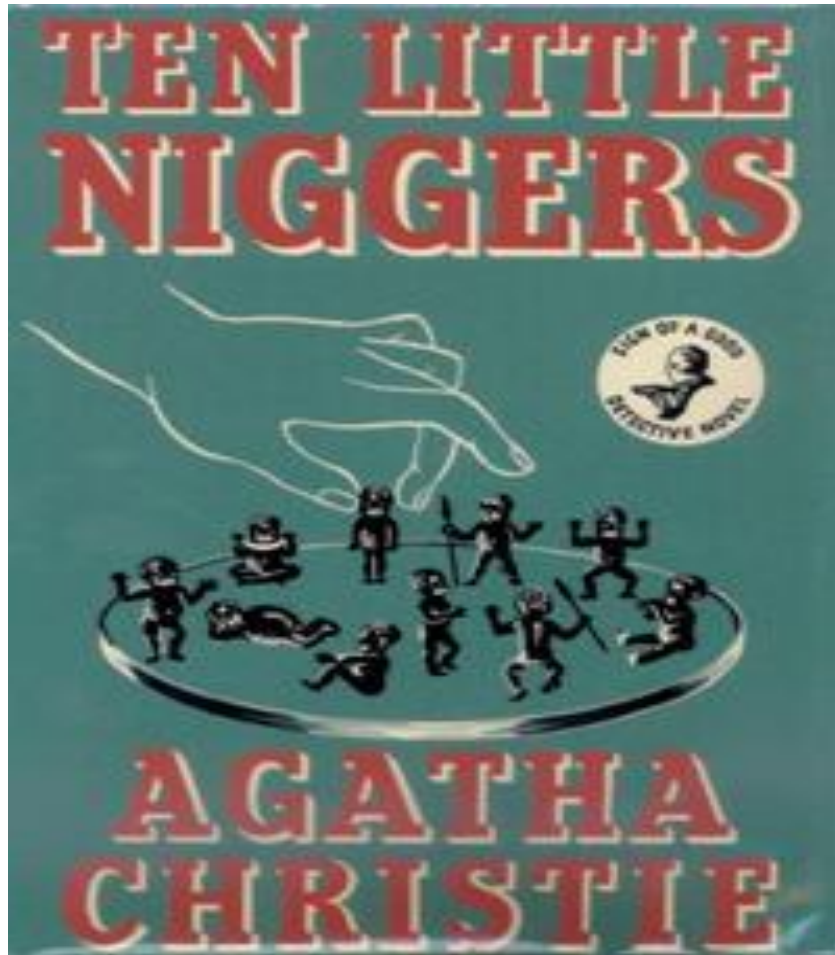
Britain has not dealt with historical racism or contemporary racism

- Hiliaeth rhyngpersonol
- Hiliaeth ideoleg
- Hiliaeth wedi'i mewnoli
- Hiliaeth strwythurol
- Hiliaeth ddiwylliannol
- Hiliaeth systemig
- Hiliaeth wyddonol
- Hiliaeth ddiwylliannol

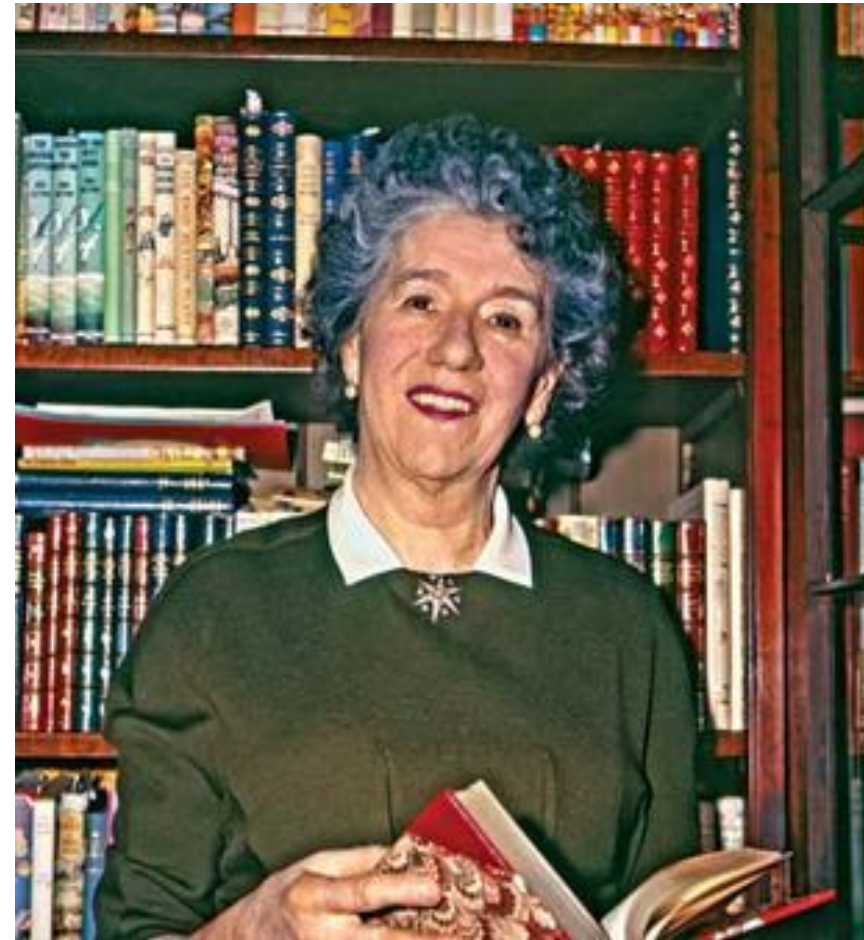
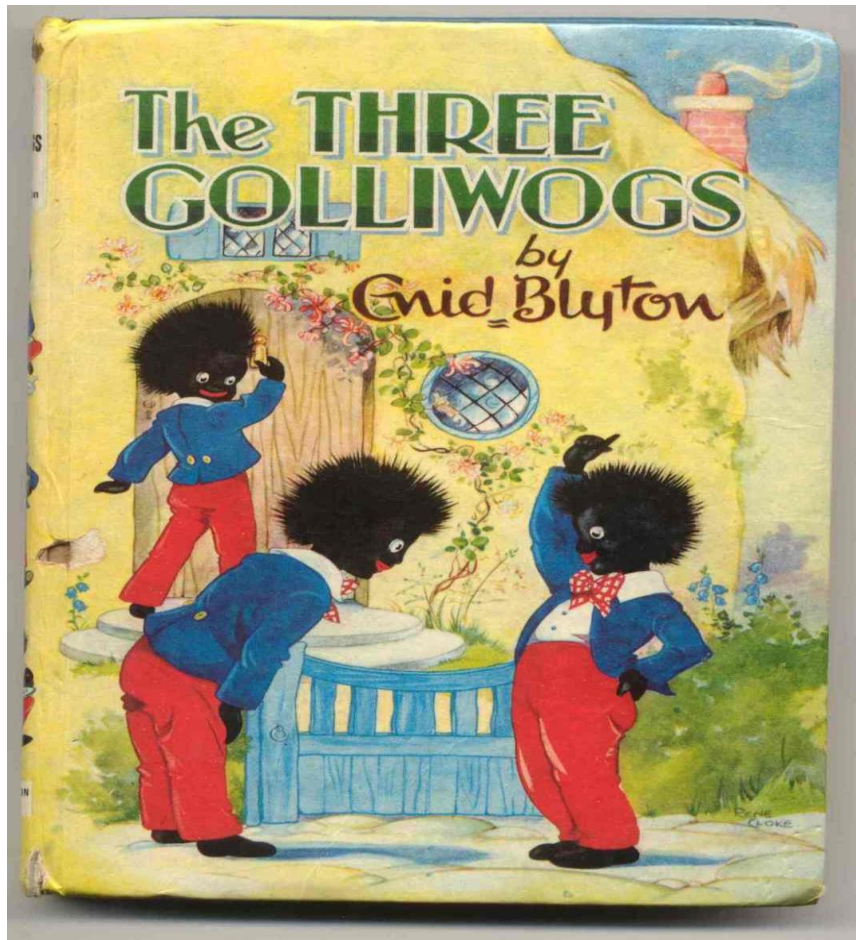
- Interpersonal racism
- Ideology racism
- Internalised racism
- Structural racism
- Cultural racism
- Systemic racism
- Scientific racism
- Cultural racism



Agatha Christie



Enid Blyton, D 1963



Llyfrau plant ym Mhrydain

“... Yn *The Little Black Doll* gan Enid Blyton, a gyhoeddwyd yn gyntaf ym 1937 ac a ailgyhoeddwyd ym 1965, mae wyneb du dol yn stigma ofnus y mae'n rhaid ei dynnu cyn y gall y teganau eraill dderbyn y ddol hon. Rhaid i'r ddol ddu ddioddef, gweithredu fel gwas, a chael ei buro'n ddefodol gan ddŵr. Unwaith iddo ddod yn binc yn lle du, mae'n ddol hyfryd ... crystal ag unrhyw un arall, ac mae'n meddwl y bydd y teganau efallai'n ei hoffi nawr nad yw bellach yn wahanol.”

Peter Fryer, t81



Children books in Britain

“...In Enid Blyton’s *The Little Black Doll*, first published in 1937 and reissued in 1965, a doll’s black face is a feared stigma which has to be removed before this doll can be accepted by the other toys. The black doll has to suffer, act as a servant, and undergo ritual purification by water. Once he has become pink instead of black, he is a nice-looking doll...as good as any other, and thinks that the toys will perhaps like him now he is no longer different”

Peter Fryer, p81



Breguster Pobl Wyn

Pam ei bod mor anodd i bobl wyn siarad am hiliaeth

- “... Barn am berson arall yn seiliedig ar y grwpiau cymdeithasol y mae’r person hwnnw’n perthyn iddyn nhw **yw rhagfarn**. Mae’n cynnwys meddyliau a theimladau, gan gynnwys ystrydebau, agweddau a chyffredinolli sy’n seiliedig ar ychydig neu ddim profiad ac yna’n cael eu gwrthio ar bawb yn y grŵp hwnnw...” **Tudalen 19**
- “... *Gweithred* yw gwahaniaethu sy’n seiliedig ar ragfarn. Mae’r gweithredoedd hyn yn cynnwys anwybyddu, gwahardd, bygythiadau, gwawd, athrod, a thrais...” **Tudalen 20**
- “... Mae **hiliaeth**... yn digwydd pan fydd rhagfarn grŵp hil yn cael ei gefnogi gan awdurdod cyfreithiol a rheolaeth sefydliadol...” **Tudalen 21**



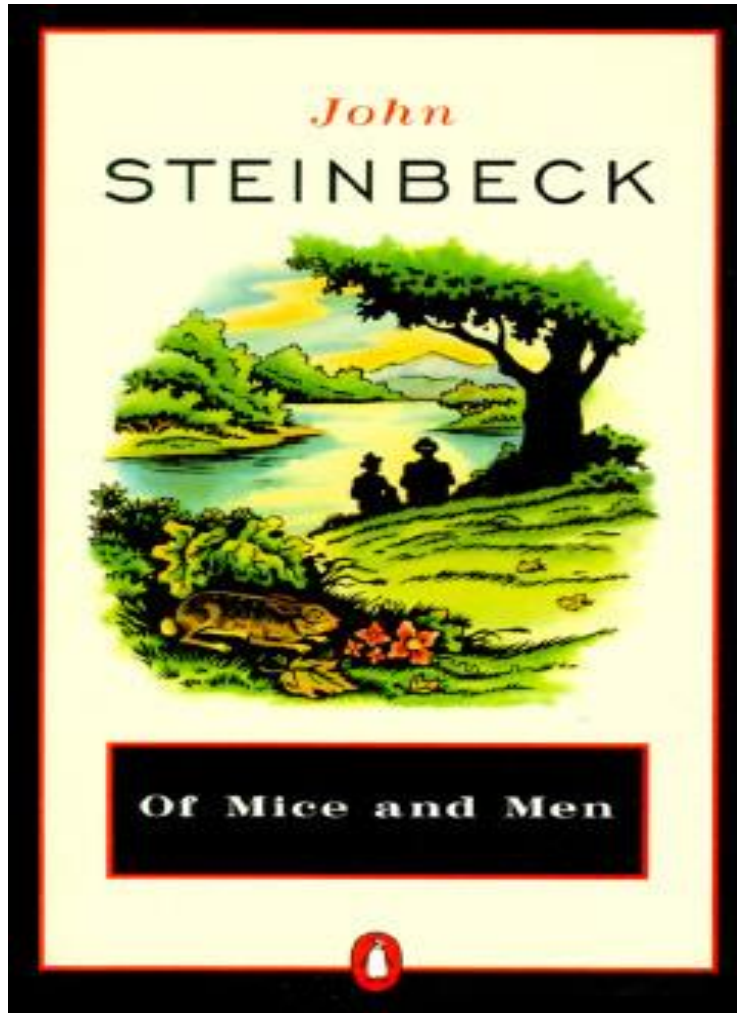
White Fragility

Why is it so hard for white people to talk about racism

- “... **Prejudice** is a pre-judgement about another person based on the social groups that person belongs to. Prejudice consists of thoughts and feelings, including stereotypes, attitudes and generalizations that are based on little or no experience and then projected onto everybody from that group...” **Page 19**
- “... **Discrimination** is *action* based on prejudice. These actions include ignoring, exclusion, threats, ridicule, slander, and violence...” **Page 20**
- “... **racism**... occurs when a racial group’s prejudice is backed by legal authority and institutional control...” **page 21**

Robin DiAngelo

Of Mice and Men



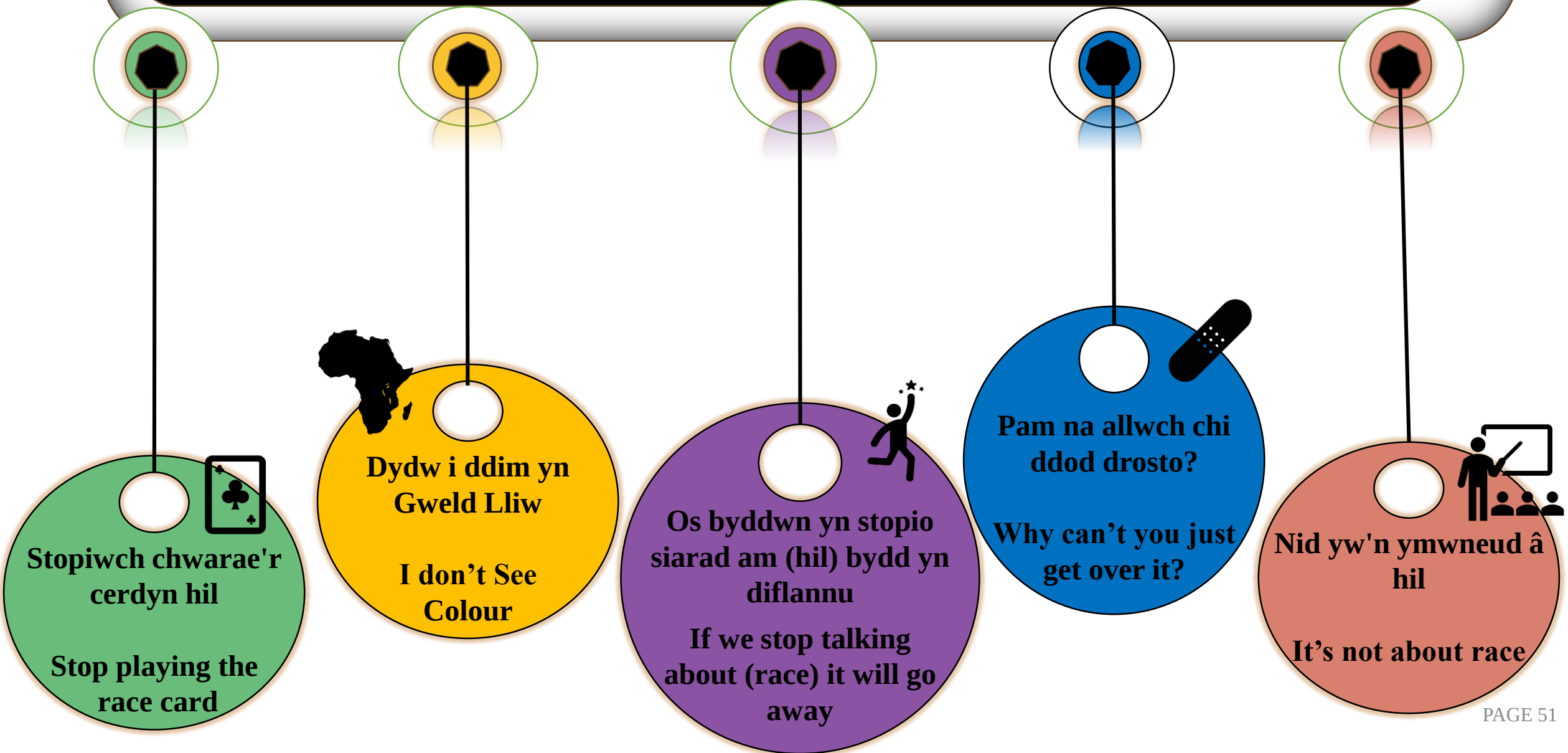
Mecanweithiau amddiffyn a ddefnyddir i gyfiawnhau ei ddefnydd mewn ystafelloedd dosbarth

- Gwrthod realiti
- Afluniad canfyddiadol
- rhithdyb o fawredd
- Beio'r dioddefwr

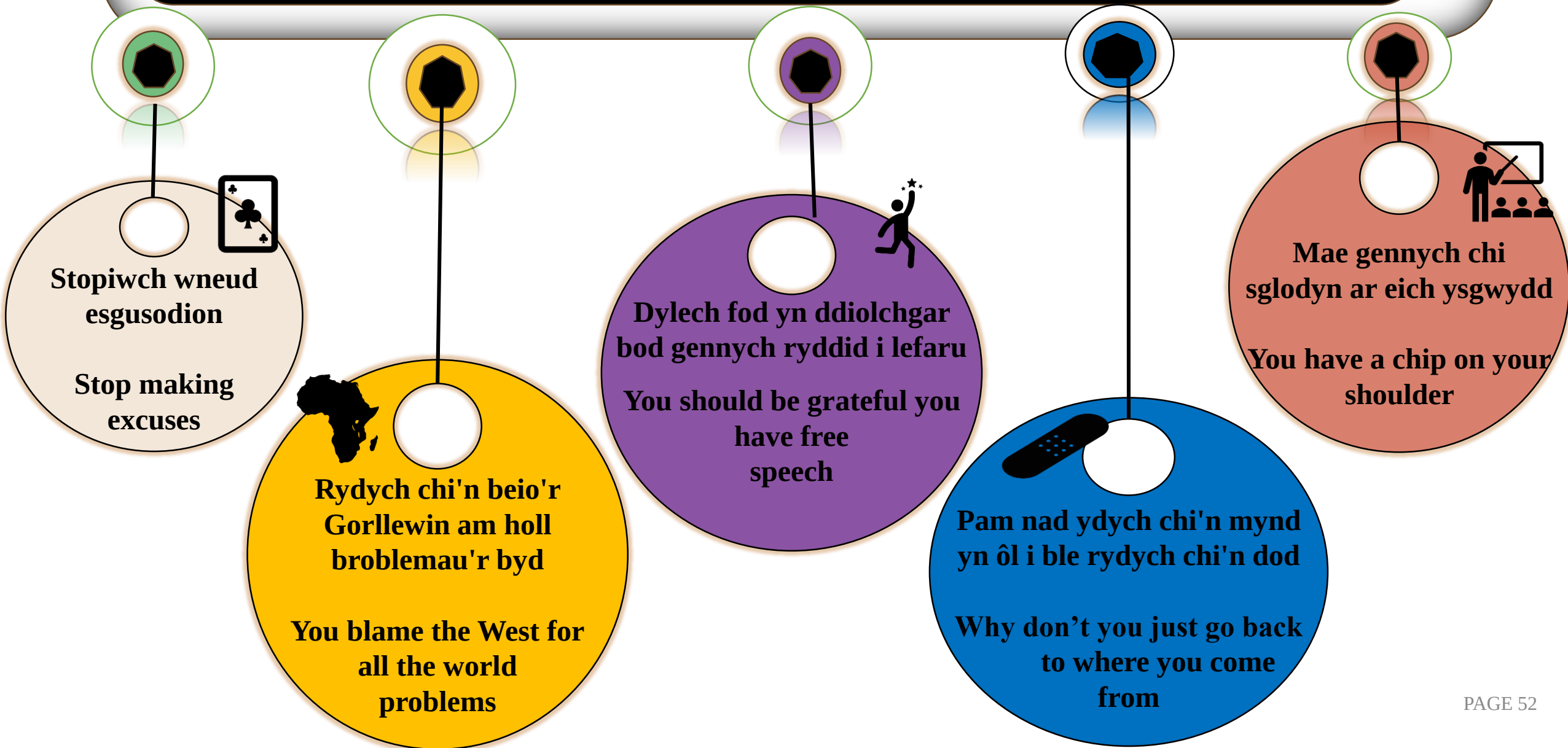
Defence mechanisms used to justify its use in classrooms

- Denial of reality
- Perceptual distortion
- Delusion of grandeur
- Blaming the victim

Mecanwaith Amddiffyn / Defence Mechanism



Mecanwaith Amddiffyn / Defence Mechanism



**The
Guardian**

19 Maw / Mar
2021 09.49 GMT

Gwersi hanes pobl dduon i ddod yn
orfodol yn ysgolion Cymru

**Dywed y Llywodraeth y bydd dysgu
am hanesion pobl Dduon, Asiaidd ac
Ethnic Lleiafrifol yn helpu pobl ifanc i
ddod yn 'foesegol a gwybodus'**

Black history lessons to become
mandatory in Welsh schools

**Government says learning about
BAME histories will help youngsters
become 'ethical and informed'**



Athrawon ysgol

 Roedd **3%** o'r **35,545** o athrawon ar y gofrestr yng Nghymru yn dweud eu bod yn dod o grŵp ethnig arall; sef **1,066** o athrawon.

O'r rhain, roedd **62** yn dweud eu bod o gefndir Du neu Ddu Prydeinig, **159** o gefndir Asiaidd neu Asiaidd Prydeinig, a **176** o gefndir Cymysg. Nid yr awdurdodau sydd â'r nifer uchaf o ddysgwyr o gefndiroedd ethnig heb fod yn wyn yw'r rhai â'r nifer uchaf o athrawon heb fod yn wyn. Mae athrawon ar draws Cymru yn llai amrywiol yn ethnig na'r dysgwyr maent yn eu haddysgu. Ceir mwy o amrywiaeth ethnig ymysg **gweithwyr cymorth dysgu ysgolion** nag ymysg athrawon ysgol.

48 o ddysgwyr BAME wnaeth gofrestru ar gyfer addysg gychwynnol i athrawon yn 2019/20, sy'n sylweddol is na rhaglenni prifysgol eraill. Hefyd, o'r 1,165 o athrawon newydd gymhwyso, 6 oedd yn dweud eu bod yn dod o gefndir Cymysg, 13 o gefndir Asiaidd, 4 o gefndir Du a 6 o grwpiau ethnig eraill.

Arweinwyr ysgolion

Ymysg penaethiaid, dirprwy benaethiaid a phenaethiaid cynorthwyol, **15** o unigolion o gefndiroedd ethnig heb fod yn wyn oedd i'w gweld ar y gofrestr.

7 (allan o gyfanswm o 3,443) o'r penaethiaid neu benaethiaid gweithredol presennol oedd yn dod o gefndiroedd lleiafrifoedd ethnig heb fod yn wyn, ac nid oedd unrhyw un ohonynt yn Ddu nac yn Ddu Prydeinig.

Mae Llywodraeth Cymru yn gweithio gyda rhanddeiliaid i fynd i'r afael â'r materion a godwyd yn y daflen ffeithiau hon.

School teachers

 **3%** of the **35,545** teachers on the register in Wales identified themselves as being from another ethnic group; that is **1,066** teachers.

Of these, **62** identified as from a Black or Black British background, **159** as from an Asian or Asian British background and **176** as from Mixed backgrounds. Local authorities that have the highest numbers of learners from non-white ethnic groups do not appear to be those with the highest numbers of non-white teachers. Across Wales teachers are less ethnically diverse than the learners they are teaching. There is greater ethnic diversity among **school learning support workers** than among school teachers.

48 BAME students signed up for ITE in 2019/20, significantly lower than on other university programmes. Additionally, of 1,165 NQTs 6 identified as from Mixed backgrounds, 13 from an Asian background, 4 from Black and 6 from other ethnic groups.

School leaders

Among headteachers, deputy heads and assistant headteachers, **15** individuals from non-white ethnic backgrounds were identifiable on the register.

7 (of a total of 3,443) serving headteachers or executive headteachers were from non-white minority ethnic backgrounds and none of these were Black or Black British.

Welsh Government is working with stakeholders to address the issues raised in this fact sheet.



Cau Grŵp

Y lluniad Cymdeithasegol o gyfyngu a gwahardd grŵp penodol o bobl rhag sefydlu aelodaeth ag cylch penodol. Fel arfer bygythiadau, bygwth, ymosodiadau geiriol, niwed corfforol, gwrthod, lladd ac arferion gwahaniaethol yw'r ffyrdd y mae grwpiau breintiedig yn gweithredu i sicrhau bod eu grŵp yn parhau ar gau o beidio â chael mynediad i bobl o'r tu allan

Group Closure

The Sociological construct of limiting and prohibiting certain group of people from establishing membership with a particular in-group. Usually: threats, intimidation, verbal attacks, physical harm, rejection, killings and discriminatory practices are the ways in which privileges groups operate to ensure that their group remains closed of not being accessed by outsiders



Strwythurau
Hegemonig



Cyfyngu



Gwahardd

Hegemonic
Structures



Restriction



Exclusion



Adnoddau perthnasol

- [Adroddiad Yr Athro Charlotte Williams Report – Cymunedau, Cyfraniadau a Chynefin Pobl Dduon, Asiaidd a Lleiafrifoedd Ethnig yn y Cwricwlwm Newydd](#)
- [Adroddiad Cam 2 & 3 CGA](#)
- [Canllaw ymarfer da](#)
- [Strategaeth Llywodraeth Cymru ar gyfer recriwtio pobl Dduon ac Ethnig Lleiafrifol](#)
- [Adroddiad thematig Estyn](#)
- [Adroddiad Cyng rhair Hil Cymru](#) (Saesneg yn unig)

Relevant resources

- [Professor Charlotte Williams Report – Black, Asian and Minority Ethnic communities, contributions and Cynefin in the new curriculum](#)
- [EWC Phase 2 & 3 report](#)
- [Good practice guide](#)
- [Welsh Government Black and Minority Ethnic recruitment strategy](#)
- [Estyn thematic report](#)
- [Race Alliance Wales report](#)

Yn dod yn fuan...

- Sesiynau hwyrnos yn y flwyddyn newydd i ymarferwyr
- Dysgu proffesiynol a ariennir gan Lywodraeth Cymru yn ymwneud ag Amrywiaeth a Gwrth-hiliaeth (DARPL)

Coming soon...

- Twilight sessions in the new year for practitioners
- Welsh Government funded Diversity and Anti-Racist Professional Learning (DARPL)

Holi ac Ateb Byw

Live Q&A

Diolch yn fawr

Thank you