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Section 1

Inclusive leadership are leaders who play an influential role and sustain an inclusive culture in groups, workplaces, and communities (Ferdman, 2021). A leader who challenges discriminatory beliefs and practices and are positive role models to others. Inclusive leadership in the early years is having cultural appreciation in setting, understanding children, their families, and communities. It also includes working together to make a difference for children. (Waniganayake and Semam, 2011 and Siraj, 2004). Additionally, Ferdman, (2010) tells us that people feel included when they fully belong.

Rodd, (2013) states that Early year's practitioners who influence the behaviour of others are inclusive leaders. They are committed to promoting the early years setting as a community by building a relationship with the parents, leading others collaboratively working together.(Siraj and Manni 2007) Furthermore, building a positive relationship with these and the community is important within the early years as it allows children and families to feel welcomed and have a sense of belonging (Brodie, no date).

Early years practitioners ensure all children are included and learn to value others through promoting and including all cultures in the provision (Hallet 2016). They value everyone and Nutbrown and Clough, (2006) states that this is vital to appreciate a child's and family's individuality and heritage. Moreover, it allows them to feel understood, respected, and able to have their needs met or In the Early Years Inclusion involves behaviours, practices and policies that eliminate discrimination and promote fairness. (Nishi and Rich, 2014) and (Ferdman, 2014)

Early years practitioners are effective inclusive leaders as they work with many children, families, and other professionals. They act as good role models, providing direction to help and services and improving outcomes for children and families daily. (Blatchford and Hallet 2014). To ensure inclusive practice practitioners develop their ethos and policies to include and welcome all children, families, staff and ensure everyone feels like they belong. Nutbrown and Clough, (2006) tells us this is key to making sure their needs are met and they can contribute.

The scenario is about a 2-year-old child named, Nicole who has an Additional learning need, Down syndrome, and lives with her parents who are experiencing poverty due to dad recently becoming unemployed. Nicole has had a diagnosis from birth and has a team of professionals who work with her and support the family. The diagnosis was extremely hard for mum and dad, but they have a lot of professionals working together to support the family.

Nicole qualifies for a flying start nursery place in which she attends an early year setting five Afternoons a week. Nicole has a one to one for support in setting. The inclusive leader has

arranged for all the nursery staff to attend Makaton training to support her communication and allow for Nicole feel included and a sense of belonging which has been proven beneficial in supporting children with Down Syndrome. The staff use Makaton continuously in setting to all children which ensures Nicole is not left feeling singled out or excluded.

The inclusion team supports families whose children are due to start a setting working with the inclusive leader to ensure Nicoles transition to setting is smooth and that mum and dad feel welcome knowing Nicole is in safe hands. Working together with other professionals is vital to share information about children and families to improve educational achievement, the health and wellbeing outcomes of children and families Chemanais, (2009).

Relevant information about Nicole has been gathered prior to her starting the setting and is listed on her one-page profile. The information states best ways to support Nicole, how she communicates, likes and dislikes and includes a list and contact details of all professionals who work with Nicole including health visitor, medical professionals, occupational therapists and other outside agencies (Welsh Government, no date) Knowing all information about the child helps with a positive transition and an Inclusive leadership and good practice considers the individual needs of each family including parents in the process. Building trusting relationships with parents is important for the children's outcomes. Parents will feel respected and bring the child regularly and the Early years Transition and Special Educational needs Study, has reported it is beneficial for a child with an Additional Learning Need to attend a good high-quality setting regularly for the best outcomes (Institute for Education, 2003).

Nicole has congenital heart disease and so an Individual health care plan (ICHP) is prepared by her cardiac nurse before she arrived at setting. This is written in partnership with the most appropriate medical professionals and signed and agreed by the setting and families (NHS, 2021) Nicole also has a mickey button gastrostomy feeding tube and a nurse has been into setting to train staff on how to care for this. The One to one has also undertaken Manual handling training to best support Nicoles physical needs as she is not currently walking, and all provision is adapted to be inclusive to Nicole such as activities placed on the floor instead of tables to be inclusive to her needs. Inclusive leadership is removing barriers and ensuring the child has access to all provision in the setting the manual handler also attends the setting to see if any specific resources or equipment are needed. Inclusive practice aims to minimise or remove barriers to learning (Lee, 2021) Although Nicole does not ear food in setting the leader has provided her with a captain's chair to sit at the snack table with the other children. She has a plate in front of her like the others and gets to explore the snack of the day and try some water like others. Nicole also brushes her teeth after snack like the other children which is inclusive. The other children learn from Nicole as much as she learns from then Children learning about differences of others.

Mum suffers from anxiety and has never left Nicole before. The leader invites Mum and Dad to an induction session to meet the staff and Nicoles one to one who will be responsible for caring for Nicoles during her time at setting. Mum and Dad get to see the safe and secure

environment. When Nicoles arrives at the nursery there is an open-door policy for parents to come inside and see what provision is provided for the children. Nicoles one-to-one and keyworker writes in a home book daily so mum, and dad can feel included, and photos are added to the class do-jo daily to show Nicole is happy and engaged during sessions. Parental involvement is important part of inclusive leadership. Department for schools, children, and families, (2008) and Welsh Government, (2023) highlight that involving parents from an early age has a positive effect on children's outcomes, and they should be valued as children's first educators. Furthermore, Siraj Blatchford and Hallet, (2014) highlight that parents and families are the most important influences on children.

Mum has confided to the leader that she often feels lonely and isolated as a parent of a child with an ALN. The leader has signposted mum toa local group called the One Group. They are a group of parents and children who meet weekly for play sessions with professional staff where they can chat and share information with other parents with similar experiences and worries. This is inclusive leadership. Welsh Government, (2016) found that Parents with children with ALN often feel isolated and face more challenges when supporting them.

Inclusive leaders can refer families to evidence-based programmes part of the Flying Start programme (Welsh Government, 2017) by offering this support to parents' leaders can increase parents' confidence, satisfaction and improve wellbeing Bywater *et al,* (2009) and Barret (2010).

Evidence suggests the quality of parenting and parental involvement is a significant factor in positive outcomes for children. Through parenting support and education, risk factors lessen for children. Mum has stated she sometimes feels down and helpless as a parent. Allen, (2011) states that parent support can benefit families. The leader of the setting has extensive knowledge and has informed mum of evidence-based programmes which they feel may help and suits the family's needs. The leader then liases other professionals on behalf of the family. Mum and dad attend a Parent nurturing programme which involves meeting other parents and build on their parenting skills in a safe warm environment.

According to Welsh Government (2015) Working with others in the community develops family engagement and helps families overcome barriers. Inclusive leadership requires working with others to promote services and improve children and family's wellbeing and helping them become better parents. This is stated in the United Nations Rights of the child (UNICEF, no date) Article 6, every child has the right to survival and develop their potential. Article 18, parents should be supported by services to help them raise their children. Article 23, a child with a disability has the right to live a full lie and to play an active part of the community. Inclusive leadership plays a big part in promoting community ethos. Some families may feel they do not have a voice or know where to access information for support. They may feel isolated and not know about services available to them. Additionally Welsh Government, (2016) says that leaders working within the community can help build resilient communities by promoting individual liberty and respect for other cultures and beliefs

Dad has recently become unemployed and discloses they are struggling with the change. The leader informs him that there is a food bank in the building and shares with him the times its open. It is important the leader supports the family where possible with poverty as sensitive available and consistent parenting has shown to promote children living in poverty and furthermore Jones and Summer, (2011) state the damage children experience in poverty can be irreversible.

Diversity of family life means different support and approaches are needed depending on the family circumstances. Some cultures may not understand that there are services to help them Welsh Government, (2017) states that parent support should be offered in response to the needs of the parents. The inclusive leader therefore makes this decision based on the needs of the family and decides the programme that is of best interest to them. However not all parents will be welcoming of this support. Welsh Government, (2011, 2013) state that parents feel there is a stigma about accepting help. They may resist accessing services due to previous experiences or worries it may involve children's services. Even though working with parents has many benefits for the child not all families will accept the support or admit they need it.

Theoharis and Scanlan (2021) state that it can be demanding for Inclusive leaders to have the full knowledge of full diversity of all families and cultures. Families are different and Inclusion requires the recognition of all children, regardless of age, gender, ethnicity, language, poverty, or impairment. Inclusive leaders address intersectionality in settings, and this is tied to strengthening cultures and communities

Communities have a significant impact on achievement. There is evidence that communities who have a diversity of race, language, socio economic factors benefit children's developments so for an inclusive leader is enabling this development and supporting better social academic outcomes for children and their families.

To conclude there are many opportunities for practitioners to provide and promote inclusive leadership to the children and family within the scenario Nicole is attending a high-quality setting where staff have undertaken additional training to best support her needs. The relationship between parents and setting has begun to form positively with the parents' accepting advice and support from the inclusive leader. The inclusive leader works with other professionals and has developed links to support a smooth transition for Nicole and her family. The leader effectively uses multi agency working to support the family to address their needs from a holistic perspective. All if which will have a significant positive impact on Nicoles lifelong outcomes

Section 2.

This section will be to critically evaluate a policy in Wales that claims to enable inclusive leadership. This will be on the Curriculum for non-maintained nursery settings.

A policy can be legislation or guidance and should be revised regularly. Policies need to be clear as wording could be confusing to some and understood in a different way. Policies should be reviewed and revised regularly. They are put in place for a reason.so need clear

objectives for policy makers to know they have been successful. Policy can be macro or micro level. Settings have Micro level policies that are written in setting The New Curriculum is a Macro policy that is written by the government or local authority.

Previously policies have been developed for best practice to all and usually written by those not working in practice (Baldock et al, 2013). Additionally, the OECD, (2021) found Policy and practice do not speak the same language therefore summarising education policy makes should spend time in settings to ensure policy is effectively implemented, bridging the gap between policy and practice. According to Estyn, (2021) the curriculum for funded non maintained nursery settings has been developed through co construction by practitioners for practitioners therefore likely to represent opinions and ideas by those who work within schools who know firsthand how difficult it can be to implement the curriculum.

The Curriculum for Wales framework document Welsh Government, (2022) recognises that all children are unique and develop at different rates and stages. Furthermore, practitioners can be inclusive leaders to use their knowledge and experience to plan and meet the individual needs of children. Although policy must have clear objectives to ensure to the policy makers that the policy or guidelines have been successful the new curriculum.

The new curriculum supports in the moment planning through observing children and responding to their individual needs. This is beneficial to inclusive leadership as being inclusive is supporting all children and families regardless of abilities and cultures. An inclusive leader can then respond to the individual child and what they want to do rather than a list of what they should be achieving like in old policy guidance. Inclusive leaders plan for all to have the potential to participate.

Scanlan and Johnsan (2015) state to be inclusive it is important for an inclusive leader to learn about each individual child's family and culture. For a child to feel like they belong and see themselves in the setting. An inclusive leader could find out about all the diverse cultures in the setting by asking parents. It's not appropriate to just assume a family follows a certain culture by appearance. This could be difficult when a leader has so many children in setting. However, Davis et al, (2021) agues although schools and setting are becoming more diverse. It is important leaders still find the time to learn about multiculturalism and share with other children to educate them. It has been found that children begin creating biases from the age of four. Furthermore, they ae set in their ways. at age twelve it is therefore an important part of inclusive leadership to promote inclusion even if it is time consuming for a leader. Inclusive leadership facilitates learning individually as well as children learning from each other.

Section 3

This blog looks at the importance of welcoming children and families into a setting to give the children a sense of belonging. This is part of the five developmental pathways in the new curriculum for Wales, Welsh Government, (2022), which recognises every child aa unique and that all children should have a voice (Pacey, no date).

It is important within the Early years that, practitioners working with children and their families understand the relationship between language, culture, and identity. The diverse world should be integral to everyday practice in setting. According to Issa + Hatt, (2013) a child's environment has an impact on emotional and social development. Furthermore, children's self-esteem is influenced by how early years practitioners treat them. Respecting a child's culture allows them to develop positive self-esteem which is important to children's wellbeing, by encouraging them to value themselves and build confidence for lifelong outcomes (The Childrens Society, no date).

One way to facilitate this is to learn basic greetings and key words in the first language spoken of the children. Hearing their own language used at home makes them feel welcomed and have a sense of belonging (Early Years Alliance, no date). Some key words are beneficial such as toilet or a drink, imagine not being able to get the basic needs met as a child. Additionally, by learning greetings in a family's language can also make the parents feel welcome and accepted and part of the community. Rodriguez-Brown (2009) states that these parents face a range of barriers when it comes to language. Parents are placing children in the care of staff, and it is also important they feel valued, respected, and comfortable leaving them.

The United Nations Convention Right of the Child (UNICEF, no date) Article 28 states that children have the right to an education and Article 29 states education must encourage respect for human rights as well as respect for the parents, their own and other cultures. Practitioners who learn language, supporting children and families help facilitate this additionally being good role models to other children and families. Research has shown that children benefit using their own language in educational settings and that good early language skills are consistently linked to later outcomes for children Kioko, (2015) and Early Years Alliance, (no date).

The setting should promote diversity of families, and all should be represented positively, educating that everyone has a place in society. Research has shown the importance of dealing with prejudices in early childhood (Brown 2016). Pemberton and Bradbury, (2020) also state promoting inclusion in the early years is vital as children learn from others and the environment around them. It is therefore important for us to promote inclusion and diversity to children as much as looking out for all other areas of their development.

The home corner should be diverse and represent all cultures of the children and families who attend the setting. Diversity in setting respects all children and families as individuals, Children notice whether the environment represents them or not so for them to have a voice,

it is vital that children can see themselves and their family reflected in provision (Lindon, 2012). The home corner could have cooking utensils, food packaging and cookbooks that represents diverse cultures, so it introduces children to new experiences and knowledge as well as representing the culture of children who play there. Children learn best from a safe well-resourced environment and moreover Bradbury- Coffey, (2020) tells us that the environment can support positive representations of society and children learn from these experiences and interactions.

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