

EYEC6004 – Inclusive Leadership

Section 1

Within this section the aim will be to provide a critical analysis of the role that an inclusive leader plays. According to Ferdman (2021), inclusive leadership is the capacity to hold a leadership position while simultaneously maintaining inclusivity between various communities, groups, organisations, and cultures. It is making participation possible, listening to the opinions of all individuals, ensuring fairness and equity, and easing the process of belonging for people of all identities (Ferdman, 2021). In addition, Rodd (2013) explains that inclusive leadership necessitates the capacity to not gain power over other people but rather to work together with other people by utilising effective communication skills in order to be a cooperative leader rather than a controlling one. It is essential to have inclusive leadership in order to be able to deliver high-quality care to children within settings, which is why inclusive leadership is so important (Newstead and Isles-Buck, 2019). According to Bowers, Robertson, and Parchman (2012), inclusive leadership is essential because it enables members of a team and colleagues to feel equal to one another, valued, and at ease when it comes to being able to speak their minds and express their opinions. According to Childhood Education International (2021), inclusive leadership is the commitment to equality and equity for all children within educational settings. This definition can be found in the article. According to Bortini et al. (2016), who note that an inclusive leadership method acknowledges and appreciates diversity by comprehending and embracing all individual needs, this is something that is in agreement with what has been stated here. In a similar manner, Ferdman (2014) asserts that inclusion is critical to the accomplishments of diverse groups in order to achieve successful outcomes. In the same vein, Nutbrown (2011) suggests that inclusion is essential in early years settings in order to guarantee that all individuals experience a sense of belonging. Additionally, in order to establish inclusion within early years settings, inclusive leaders need to act as role models, valuing the dignity and needs of individuals by behaving accordingly; positively influencing all involved to follow similarly inclusive environments; and preventing the risk of exclusion and marginalisation by welcoming all individual contributions (Bortini et al. 2016; Childhood Education International, 2021). Similarly, the actions, understanding, and attitude of practitioners contribute to the success of inclusive practise within settings. Because of this, practitioners need to have a conscious awareness of their own identities and inclusion in order to have a conscious awareness of others (Ferdman, 2014). Additionally, inclusive leadership is a consistent approach that aims to achieve a shared goal between all individuals. Because of this, in order to successfully implement inclusivity within settings, inclusive leaders need to comprehend the significance of diversity and possess accurate skills and knowledge (Booyesen, 2014; Ferdman, 2014; Ferdman, Prime, and Riggio, 2020). The scenario discussed relates to an 8-year-old boy Thomas who lives with his parents which have had numerous meetings with the police regarding domestic violence. Thomas is doing well in school and seems to be happy in class socialising with his peers and has been doing well academically. Despite Thomas being a shy individual, he does enjoy playing with his close friend Joel. Thomas's mother also seems to be rather shy and does not engage with others during collection or drop off at the school. Neither Thomas' mother nor father attend parents evening and prefer to receive a letter from Thomas' teachers to inform them about Thomas' schooling. Due to his parent's history with the police regarding domestic violence, a variety of multi-agency workers will be contacted in order to provide a good quality of support and to ensure that the house is a safe and secure environment for Thomas to live (NSPCC, 2019). An alliance of social workers and domestic violence support workers has created positive outcomes for those that are involved ie Thomas and his parents as

in this scenario the parents have been proven to provide a safe and secure environment for Thomas allowing him to thrive. (Hafford-Letchfield et al 2014) Also, the United Nations Convention on the Rights of the Child (UNICEF, No Date), states that children being separated from their parents should not be considered unless doing so is in the children's best interests. Thomas is able to stay at his family home with his parents on account both parents attend relationship counseling classes. However both parents avoid having conversations with practitioners and do not attend parents evening. In accordance to Mullins (2021) and Greiger (2016) It's possible that the parents are ashamed and personally stigmatised by the involvement of multiple agencies, which is why they avoid conversation about the situation. This, in turn, prevents opportunities for discussion about the circumstance. In a similar vein, Gibson (2015) suggests that the involvement of social workers may cause the parents to feel as though they are being judged and considered an ineffective parenting couple. This may result in the parents withdrawing their consent to the involvement of social workers. Accordingly, Ferdman, Prime, and Riggio (2021) note that there is a general consensus that the way in which people choose to live their lives paves the way for equity to be received in which people get what they deserve. This is because the way in which people choose to live their lives allows for the equity received. Therefore, the mother and father may choose to avoid conversation because they believe, as a result of previous decisions and behaviors related to their lifestyle, that they do not deserve to be spoken to or treated on an equal footing with the other parents. In addition, the parents might be worried about the power dynamics that come with having a relationship with the social worker that is lacking in trust. According to Ferguson et al. (2021), the majority of parental involvement with social workers is involuntary. Furthermore, the power that social workers hold to intervene in order to keep children safe could cause concern to the mother and father that they may act or say something unsuitable, which would then lead to further action being taken by the social worker. In a similar vein, many parents believe that social workers exert power over them rather than providing assistance to them. As a result, they experience feelings of helplessness, powerlessness, and lack of a voice in decision-making, which prevents them from communicating with other support systems such as schools (Ward et al. 2014). According to the Welsh Government (2019), in order to ensure families at the "edge of care" stay together and to help prevent future adverse childhood experiences for children, services and parents must collaborate in order to support and listen to families. This is necessary in order to help prevent future adverse childhood experiences for children. Ferdman, Prime, and Riggio (2021) are in agreement with this point of view. They state that services should generate a feeling of safety and enable individuals to have a voice in order to facilitate the inclusion of all parties involved. In a similar vein, Social Care Wales (2020) asserts that services and practitioners need to be aware of the fact that the vast majority of parents want the best for their children and that they should be trusted. However, practitioners may be critical of parents and identify them as problem families due to the parents' lifestyles or lower socio-economic position, as stated by Cottle and Alexander (2014). In a similar vein, if parents do not wish to communicate with practitioners, it is possible for others to have the opinion that they are irresponsible and insufficient (Epstein, 2018). According to Ozturk (2011), however, communication between parents and practitioners is required since it permits the collection of knowledge and information about the child, which in turn provides appropriate care for the child. In a similar vein, Welsh Government (2017) states that engagement with parents provides a view of the whole child, which in turn enables practitioners to determine the child's current stage of development; consequently, communication is essential in order for children to receive appropriate support and experiences while attending school.

However, Cheung and Kam (2019) state that a number of practitioners lack confidence when it comes to the necessity of communicating with parents. In a similar vein, studies suggest that practitioners do not have the appropriate skills in order to collaborate and converse with parents, particularly when from different backgrounds in which judgements on the family may be made; consequently, in order to successfully engage and include parents, practitioners need to receive appropriate parental engagement training and participate in continuous professional development (Education Scotland, 2019; Department for Education, 2010). In addition, practitioners who get training will be supported in their efforts to deliver inclusive practice by developing the knowledge and awareness of others necessary to avoid excluding individuals (Booyesen, 2014; Ferdman, 2014; Bortini et al. 2016; Ferdman, Prime and Riggio, 2020).

This is accepted without argument. Epstein (2018) states that it is necessary for parents and practitioners to appreciate one another in order to give enough support for everyone participating in the education system. In addition, Estyn (2020) proposes that via practitioner training, mutual respect will be formed, which will lead to the elimination of barriers and enable consistent communication between parents and staff in order to provide cooperative assistance.

In addition, domestic violence can take a while to overcome and can be time consuming however it can be highly beneficial to families when it is overcome and a final decision has been made whether it is for the parents to part ways or to work together and make amendments, and it is the responsibility of the parents to maintain the changes that have been made. However, insufficient support, negative emotions, and the belief that they are not considered a "normal" part of society can all contribute to relapse, which can prevent inclusion and negatively impact the child's wellbeing. Because of these factors, practitioner training to engage in inclusion and parental engagement, as well as the ability of social workers to listen to parents with supportive power (Education Scotland, 2019).

Within the context of the situation, the other parents do not interact with or include Thomas' mother and father in any conversations that they have. It's possible that this is the result of intersectional stigma, given that both parents have had incidents regarding the police and are from a poor socioeconomic class. According to Bradsley (2013), who emphasises that stigmatisation and stereotyping are typical for single parents, which can frequently lead to low self-esteem and make it difficult to seek treatment, this is in agreement with what we have seen. According to Berger and Langton (2011), there is a perception that young, disadvantaged parents are less likely to have financial security in order to provide for their children and do not devote themselves to the well-being of their child, which in turn influences negative opinions held by parents at the school. In a similar vein, there is a belief that young, parents are less likely to have emotional security in order to provide for their children. Weed and Nicholson (2015), who suggest that young fathers have been portrayed as violent and criminal in comparison to young mothers who are portrayed as vulnerable and alone, agree with this. They state that this has led to the social exclusion of fathers and that young mothers are portrayed as vulnerable and alone. In a similar vein, Fletcher (2019) observes that school collection points are predominately staffed by females and that male figures are viewed with suspicion. This

creates an atmosphere in which fathers can feel alienated and prevents them from experiencing a sense of belonging within the environment.

In addition, Greiger (2016) notes that studies suggest that negative views and opinions are placed upon benefit claimants of low socioeconomic status, particularly if they are considered to be undeserving of claiming. This is particularly the case if the claimants are perceived to be taking advantage of the system. Due to the fact that the parents have a history of domestic violence, there is a possibility that they will be perceived as a freeloader and unworthy of equity (Ferdman, Prime, and Riggio, 2021). In addition, Park and Park (2014) argue that negative stigma impacts the whole family, leading to emotional and social discomfort. Because of this, it is possible that this is the reason why Thomas is timid at school and does not get along very well with other children in large groups.

Weale (2019), who claims that children who come from homes with poor socioeconomic status are more prone to experience social exclusion and to feel shame and embarrassment. This is something that has been pointed out by Siva (2020), who says that children who are poor have a lower chance of being included in social activities and do not have the same belongings as other children in school, which can lead to victimisation and shame at school. Children who are raised in households with low incomes are more likely to experience negative health and wellbeing, which can have a significant impact on a person's level of happiness and life satisfaction. Additionally, the wellbeing of children is typically determined by factors such as household income (Institute of Public Health in Ireland and the Centre for Effective Services, 2016; Action for Children, No Date). In addition, children who are brought up in low-income households are more likely to experience feelings of isolation and have trouble sleeping because they are unable to participate in activities with other children and have to deal with the stresses of everyday life. As a result, various forms of support must be provided to assist these children (Siva, 2020). According to the Welsh Government (2016), who state that health and wellbeing are essential during the early years of life, the environment, setting, and influential attributes in which a child is raised should be considered in order to determine additional support and encourage positive future outcomes. This is something that is agreed upon by the Welsh Government (2016). They state that health and wellbeing are imperative during the early years of life. Children who are brought up in households with low socioeconomic status and who are subjected to social exclusion have a decreased chance of realising their full potential in the future and a significantly increased likelihood of experiencing unemployment, low income, and social exclusion as adults (Eurostat Statistics Explained, 2020).

Graham, Russo, and Defeyter (2015) state that there are beneficial qualities to children attending breakfast clubs in schools. These clubs provide opportunities for children to mix and form friendships across a diverse range of groups, and they also encourage children to overcome the barriers that prevent them from engaging in social interaction. Additionally, children are given breakfast in order to provide a happy start to the day; as a result, this could boost Thomas' wellbeing and ease some of the tensions that may arise owing to the fact that both his parents have a poor salary. In addition, practitioners should propose and urge his parents to let Thomas attend the school's breakfast club so that Thomas can develop healthy eating habits and have a good start to his day with a healthy nutritional breakfast which can help him concentrate and learn.

According to Mentally Healthy Schools (No Date), relationships in the lives of children are important to positive wellbeing and development. As a result, practitioners need to ensure that children are nurtured, supported, and provided with mutual respect in order for them to have the sense that they belong to the school community. This is supported by the findings of Allen et al. (2018), who state that schools provide children with opportunities to feel a sense of belonging by promoting an inclusive environment. This environment will help children to build positive, healthy relationships with both other children and with the adults who work in the school. In a similar vein, Collins (2014) mentions Bronfenbrenner's belief that the system of contributions and interactions in a child's life, such as their parents, practitioners, peers, and communities, directly reflects on children's wellbeing. Bronfenbrenner believed that this system of contributions and interactions in a child's life directly reflects on children's wellbeing. This is supported by the findings of Gething and Irranca-Davies (2019), who argue that each person involved with children has the responsibility of providing support to ensure positive wellbeing, thereby encouraging social inclusion. This is supported by the findings of Gething and Irranca-Davies (2019).

However, in order for practitioners to be able to provide an inclusive environment and facilitate school belongingness and peer support, they need to maintain an inclusive attitude and notice and address appropriate ways to structure relationships that allow children to fully connect with one another, thereby encouraging the value of each individual (Riley, Coates and Allen, 2020; Ferdman, Prime and Riggio, 2021). As a corollary, practitioners have a responsibility to be mindful of school practises such as grouping children according to their abilities, which results in the segregation of children and eliminates opportunities for friendships and interactions between children of different groups (Juvonen et al. 2019). In addition, because children are more likely to associate with other children who are similar to themselves and shy away from children who are different from themselves, opportunities should be created to educate children on the significance of inclusion and provide activities that all children can participate in on an equal basis, which will encourage the development of friendships and the process of inclusion for Thomas (Juvonen et al. 2019).

In addition, Robinson (2019) analyses Bandura's hypothesis, which proposes that children are impacted by and emulate the behaviour of those who are most closely associated with them. Therefore, having inclusive attitudes is important for practitioners to have in order to affect the attitudes of children. However, because children are known to imitate the actions of their parents, it is possible that Thomas will act timidly at school because he is modelling his behaviour after that of his mother. Additionally, other children at Thomas' school may socially exclude him because they are modelling their actions after those of their parents at the school collection point. Therefore, in order to facilitate Thomas and his parents participation in the school community, practitioners are required to create inclusive environments throughout the entirety of the school.

Additionally, Welham (2015) suggests that schools and practitioners could hold parent evenings or events in local areas where parents feel comfortable, or involving the local community such as sports teams, to encourage fathers to attend. Because this could be a positive initiative to involve and include the father in the scenario, Welham's suggestion was included in the article.

In the same vein, if other parents saw the Thomas' parents interacting approvingly with the practitioners or attending events, it might encourage other parents to mingle and participate in the activities at the school collection point. This is confirmed by research conducted by The Nemours Foundation (1995-2022), which found that many schools rely on parents as resources and support bases for voluntary work inside the school and should encourage parental involvement. Practitioners should encourage the mother and father to participate within the school to demonstrate skills that may encourage other parents to stop social exclusion and instil new ways of behaving, interacting, and thinking, thus becoming more inclusive. These skills may encourage other parents to stop social exclusion and instil new ways of behaving, interacting, and thinking (Ferdman, Prime, and Riggio, 2021). In a similar vein, several educational institutions promote adult education by providing parenting skill seminars and advice from local parenting groups. According to Newport Academy (2019), parenting support groups enable parents to communicate with other people who are going through similar experiences in a non-judgmental setting. As a result, parents can receive support and a feeling of belonging by participating in these groups. In addition, participating in groups designed specifically for fathers offers a nurturing environment that fosters social interaction, opportunities to cultivate friendships, and support when difficult parenting issues are discussed and discussed in communities that understand the challenges involved (Kilgore, 2019). It is possible for practitioners to ensure that parents are given all of the necessary information regarding the possibility of joining local groups. Additionally, if the parents were encouraged to join in local organisations and parenting skills programmes offered by the school, this may improve both the parents' and Thomas' social inclusion as well as their positive well-being.

To summarise, within the context of the scenario, there are a lot of different chances for practitioners to deliver inclusive practice. Practitioners have the potential to make certain that Thomas and his parents do not feel socially excluded within the context of the school or the surrounding community and that they do not experience a feeling of belonging there. However, in order for this to take place, practitioners will need to engage in ongoing professional development in order to ensure that they are equipped with the knowledge and skills necessary to deliver inclusive leadership.

Section 2

According to Pollack Porter, Rutkow, and McGinty (2018), policy is action advice. Policy is an organization's attempt to logically determine a technique for reaching a purpose, according to Baldock, Fitzgerald, and Kay (2013). According to Viennet and Pont (2017), macro-level policymakers don't understand the intricacy of educational policy implementation. Baldock, Fitzgerald, and Kay (2013) concur, saying it's hard to argue programmes once they're started by policymakers. Policies represent beliefs, encourage action, and structure legal compliance in contexts (Schools and Regional Services Department of Education and Training, 2021). Hughes and Lewis (2020) remark that policymakers dictate curriculum creation, and educators are supposed to apply policy effectively. The New Curriculum for Wales strategy aspires to generate ethical, knowledgeable citizens eager to study throughout their lives (Welsh Government, 2020; Donaldson 2015), but educational settings and practitioners must create an inclusive curriculum for their schools and the children that attend (Donaldson, 2015). This section evaluates whether early years advice and policies, concentrating on The New Curriculum for Wales, support inclusive leadership.

According to Welsh Government (2021), all schools, practitioners, and the nation should focus on developing The New Curriculum for Wales to improve educational standards and give possibilities for future learners in Wales. In an increasingly interconnected world, the curriculum aspires to recognise and respect other cultures, encouraging equity, social cohesion, appreciation, and equality (Welsh Government, 2020). The New Curriculum for Wales was designed using a co-constructive method, rather than a hierarchical one (OECD, 2017). As suggested by Welsh Government (2020), schools and settings must co-construct an inclusive curriculum with learners, their families, and the wider community. This will allow teachers to have more influence in inclusive leadership and make a positive and meaningful change to the education learners receive (Harris, Jones, and Crick, 2020; Welsh Government, 2020). Therefore, staff can provide inclusive education for individual children and their requirements, developing identity confidence (Welsh Government, 2021).

Welsh Government (2020) asserts that every teacher would be supported and enabled to develop curricula that reflects the diverse contributions of all groups and individuals. In the Professional standards for teaching and leadership (Welsh Government, No Date), the teacher exerts leadership and encompasses personal and professional obligations to transmit coherence and a shared commitment to accomplishing pedagogy's vision.

Educational achievement involves co-construction, with all individuals' skills and expertise respected (Welsh Government, 2020). As indicated by OECD (2017), the New Curriculum for Wales must be implemented using a whole-school-focused approach rather than a policy-driven strategy, with leadership as the key to its success. Woods et al. (2021) agree, stating that the New Curriculum in Wales policy requires value-driven, strong, visionary leaders.

Despite the advice that all staff execute successful curriculum and inclusion policies (Welsh Government, 2020), there is no statute in the Professional Standards for Teaching to assist the professional development of staff at all career phases. Excluding practitioners, including those aspiring to inclusive leadership roles, from professional development could hinder curriculum implementation and inclusivity for all learners.

Wilson, Woolfston, and Durkin (2019) say the New Curriculum for Wales policy demands inclusiveness, but leaders and educators determine its success. Mngo and Mngo (2018) remark that inclusive leadership performance depends on staff and potential leaders' knowledge, attitude, and beliefs. Teachers may lack the confidence, competence, or abilities needed to become inclusive leaders, so building a curriculum for individual schools may result in a less inclusive policy if the staff does not understand the need of inclusion. Woods et al. (2021) remark that the New Curriculum for Wales policy requires faith that leaders and practitioners are informed and prepared to follow change principles. Incoherence between curriculum policy

plans and delivery in educational settings must be handled, therefore leader and staff proficiencies and comprehension must be managed (Waters, 2016; Kingston, Siraj, and Neilsen-Hewett, 2019; Power, Newton, and Taylor, 2020). With a requirement for a lead agency to promote the new curriculum's adoption and success, efforts must be made to support potential inclusive leaders (OECD, 2017). Potential inclusive leaders have challenges to their professional autonomy if they lack clear direction on policy aims and conceptions (Pietarinen et al. 2017).

The new curriculum for Wales offers opportunities for inclusive leadership development and guidance, but offering all staff at different career stages the chance to gain knowledge and develop inclusive leadership would create a more inclusive environment and understanding for learners and aspiring leaders.

Section 3

This blog promotes inclusive leadership among young families. The blog will show how parents may foster their children's engagement and involvement.

Historically, mothers have been the main nurturers and caregivers of children, per Alemann, Garg, and Vlahovicova (2020). Cabrera, Volling, and Barr (2018) agree, saying that traditional models of developmental effects, which centre on mothers, are outmoded and don't reflect the lives of most children nowadays. Father participation improves cognitive development, social skills, self-esteem, and academic performance in children (Bateson et al. 2017; World Health Organisation, 2018).

Allport et al (2018) agree, stating that children with non-engaged fathers likely to have worse outcomes. Balu, Lee, and Steimle (2018) note that fathers may have trouble co-parenting owing to failed relationships or attending school activities due to employment or discomfort. Bateson et al. (2017) highlight that fathers now spend more time with their children, yet many wish they could be more involved. Martell (2015) agrees, saying many males are now equal to moms in parenting but feel like the minority in child group situations. McGeary (2021) believes that practitioners and settings can provide inclusive activities and situations to avoid fathers from feeling excluded from their children's life. Alemann, Garg, and Vlahovicova (2020) believe that parenting programmes and policies should encourage mother-father equality to boost father engagement. Practitioners might provide father groups to boost attendance and involvement. According to WHO (2018), improving child development benefits all macro and micro levels, from governments to babies. Glynn and Dale (2015) believe that advertising and marketing of father groups should involve a varied spectrum of fathers to give an inclusive approach. Therefore, school practitioners are suitable sources of publicity and invitation. Practitioners could distribute brochures at school pick-up times to encourage fathers to attend. Practitioners must embrace diversity and provide knowledge to all fathers (Booyesen, 2014; Ferdman, 2014). Balu, Lee, and Steimle (2018) propose fathers attend groups with their children to promote participation and social development.

Hayes (2020) notes that becoming a father can be hard and cause loneliness if they can't get help or develop friends. 93% of fathers who join Dad's Group report enhanced social ties and friendships, according to Dad's Groups (2021). Kilgore (2017) believes that parenting organisations allow fathers the chance to befriend like-minded fathers and socialise with the local community through organised events, helping father and child. Therefore, encouraging

fathers to join a parenting group helps promote inclusion and belonging. Practitioners can interact with fathers, encourage them to be involved in their children's life, and value their engagement with the setting and their children for development and bonding. Relationship counsellors may help any couple discover and resolve obstacles keeping them from being happy and providing the ideal environment for the children to learn and flourish. Crouse, (2017).