

Section 1 (2,592 words without titles).

Why Inclusive Leadership Matters.

According to Brown (2019) and Vohra *et al* (2015), Inclusive leadership entails an individual or a team that is fair and has a duty to oversee that every Child feels welcome, supported and receives equal opportunities to education to achieve their fullest potential, and free from discrimination or bias. Abawi *et al* (2018), Cerna *et al* (2021), Ketikidou and Saiti (2022) and Riley (2017) state an effective leader is one who ensures the diversity in culture, language, socio-economic and ability of the Children attending the setting and their families are implemented in the design of the curriculum and environment they play and learn in and fosters a sense of belonging for all, which is highlighted in the Wales Curriculum for Non-maintained Settings (2022). DeMatthews (2020), Mcleskey *et al* (2016) and Slee (2018) believe inclusive leadership entails the determination to recognise and challenge issues and barriers to Children's inclusion through collaborative efforts and exploration to influence change, to ensure that they receive the same access to care and education as others, and their differences are respected and celebrated within the culture of the early years setting community.

The significance of inclusive leadership is ensuring that every child deserves respect and the voices of them and their families are valued in the setting to ensure positive well being (Gotsis and Grmani, 2017, Óskarsdóttir *et al*, 2020, Sergeant and Gillett-Swan, 2015). The respect the inclusive leader provides inspires children to learn and celebrate diversity and anti-discriminatory practices which contributes to better outcomes for all Children, as they learn to grow in a multicultural society and community, and develop a stronger understanding of the world around them, and how they should treat others (Bourke and Titus, 2019). The networking between inclusive leaders and professionals within the wider community fosters strong community engagement which benefits Children and their families in the setting and enhances educational attainment as they grow (Gross *et al*, 2015).

Case Study.

Maya is a new starter attending an early years setting. Maya and her family have recently immigrated from another country, and practise islam which entails specific dietary requirements (halal food), and have different forms of dressing for Maya. Parents have a basic understanding of English to communicate, but are illiterate in this language, and Maya is learning English as a 2nd language, speaking her native tongue at home.

With the setting being located in a rural area, practitioners are unfamiliar with the traditions and culture of their nation or the religion they practise.

How inclusive leadership supports:

Maya and other Children.

Multicultural Resources.

It is widely acknowledged that one of the most effective ways to secure inclusive practice within an early years setting, is implementing multicultural displays and resources into the provision, such as books, dolls, toys, materials and clothing (Nicholson and Wisneski, 2019 and Sanders et al, 2019). This allows Children like Maya to see their family's values, culture and background reflected in their setting and enhances a sense of belonging and well-being (Randel *et al*, 2018). When any Child is exposed to a variety of cultures, this allows them to gain a wider appreciation of the world in which they live, fosters attributes of empathy and respect (Lane, 2008, Lindon, 2012 and Papouli, 2018). Barrett (2018), Sellars *et al*, (2018) and Shiraev and Levy (2020) agree this is achieved through engagement with multicultural provision, which develops social skills, cognitive functioning and critical thinking where Children acknowledge diverse perspectives in how each other lives.

A challenge of this would be cultural appreciation versus cultural appropriation. Cruz et al (2024) and Prior (2019) and Smith *et al* (2016) state cultural appreciation entails active listening to the perspectives of other cultures to fully learn and understand their celebrations and traditions, whereas cultural appropriation is the biased assumptions of their culture, which if provisions are made without truly learning and

understanding what is significant in the culture of Maya and her family, this could be seen as offensive and damaging to their well being and sense of belonging (Louis and Betteridge, 2020). For example, dressing Children in what is assumed to be traditional attire from their culture, where Maya and her family do not dress in this attire, or is not explained correctly to the Children this could be seen as disrespectful and a deflection of their traditions and could mislead Children's learning of stereotypes (Petrovic, 2021 and Veccia, 2022). Eddo-Lodge (2018), Theoharis and Scanlan (2020) and Thompson (2021) argue that people avoid discussing topics of religion or race in fear of offence. When something as significant as cultural diversity is not being carried out, it is not providing a welcoming atmosphere or fostering a sense of belonging.

Strategies to eliminate the bias surrounding cultural appropriation would include a continuous dialogue of feedback between the inclusive leader and Maya's parents, explain the objectives and advantages of multicultural education for the Children, and request their involvement in sharing their perspectives on how provision the setting offers could authentically represent their culture (Department of Children and Youth Affairs, 2016, Derman-Sparks and Ramsey, 2015 and Hajisoteriou *et al*, 2017). To ensure a strong foundation of inclusion and a welcoming environment for Maya and her parents, they could be invited to share their cultural traditions themselves, such as celebrations, books to read in their language with props, resources, clothing they wear, foods they eat and music they listen to. This is where the Children attain authentic knowledge from the original source of information, and inclusive leaders and practitioners can use these methods to collaborate and implement provision of these resources and design activities that are respectful of this knowledge. Training for practitioners and workshops for parents could be held by the inclusive leader on understanding the difference between cultural appreciation versus appropriation, and how cultural traditions can be honoured with sensitivity and authenticity (Jurkova, 2019, Khalifa, 2018, Otmar, 2023 and Ringsmose, 2019). These factors considered will ensure that consistent efforts are made to ensure that Maya and her family always feel welcome and included in the setting.

Dietary Accommodations

Ensuring that Maya's dietary requirements are met is essential. Inclusive leaders can involve Maya's parents in discussing and planning halal meal options. This demonstrates respect for her family's cultural and religious practices. To ensure that the culture and requirements of Maya and her family are respected, ensuring fresh and meat-free snacks are offered, but also to request that other parents prepare foods for their children that do not contain meat or non-halal foods (Adekunle and Filson, 2020, Armanios, 2020 and Mahalingappa *et al*, 2017).

This could raise a challenge, where children may be selective with what foods they eat, such as only enjoying ham or other meats in their sandwiches, or the perception of parents in limited understanding of why (Taylor and Emmett, 2018). An effective leader would explore solutions to overcome these by collaborating with the parents and offering information of a variety of alternative foods that could be placed in children's lunchboxes, to ensure that the values of Maya's family are respected and exclusion does not occur (Adekunle and Filson, 2020, Armanios, 2020 and Mahalingappa *et al*, 2017).

Maya's Parents.***Language Support.***

The scenario describes a language barrier for Maya and her family, where Maya's parents have a basic understanding of the English Language and Maya is already learning the acquisition of her native language, and is now required to learn English as an additional language. UNESCO (2023) highlights this barrier, where all Children have the right to access education in a language they understand. The most appropriate procedure to enhance Maya's learning of English would be to also support Maya's parents' learning, communicating and understanding of the language, so English can also be practised at home to ensure their inclusion into the community and achieve that sense of belonging (Wilson, 2016).

Inclusive Leaders are required to demonstrate effective, continuous communication. This could include providing translators or employing bilingual practitioners who are able to communicate with Maya and her parents in their native language and support

the learning of English (Devarakonda, 2021). This is significant in parental involvement in Maya's care, as they require a full understanding of Maya's developmental progression and accurately participate in making decisions, making it personalised and tailored to enhance Maya's learning effectively (Antony-Newman, 2019, Lyons et al, 2016, Tarasawer and Waggoner, 2015). This establishes a trusting and reliable support system that is consistent and reliable for Maya and her family through demonstrating care and interest in their culture and background.

A limitation that could arrive in this circumstance would be due to the rural area that the setting is located in, experienced interpreters or bilingual staff may not be available, or are unable to travel the distance to attend the setting or meetings with parents. (Donovan, 2017 and Jaeger *et al*, 2019). This is where inclusive leaders adapt their methods of communication to meet the language needs of parents through using simplified English, speaking at a slower pace and implementing visual aids and written materials in their native language that can overcome this barrier. Additionally, leaders could devise specialised resources for the setting and to parents, with visual aids, a written description from their native language and then in English spelled out phonetically, for parents to help teach Maya at home (Farrell and Jacobs, 2020, Gonzalez-Lloret, 2016 and Setiyadi, 2020). Inclusive leaders can support parents in their transition through assisting with any forms and documentation that are in English related to the setting and Maya's care plan, or access to services they require, such as social services and health care (Vohra *et al*, 2015).

Inclusive Leaders are required to be reflective and adaptable, where inclusion is monitored and analysed regularly for any barriers to be overcome and protect the rights and needs of Maya and her parents are continuously being met. Through the implementation of these measures, inclusive leadership may establish a welcoming, and nurturing environment that acknowledges the values of Maya and her family's distinctive cultural and religious practices, and establish and adhere to an open-door policy, where the relationships that are built on trust allows parents to feel they have support and comfort in an uncertain and unfamiliar place to them, where they can express any concerns they have and they will be listened to and understood. This

ultimately leads to positive outcomes for her development and overall well-being (Haines et al, 2015, Jolly and Lee, 2020).

Professionals.

Coordinating with EAL Specialists.

Inclusive Leaders would be required to carry out early intervention to ensure that Maya thrives in her social and emotional development and is able to interact with others to secure her sense of belonging. Early intervention in this situation would entail leaders to collaborate with professionals who specialise in learning English as an additional language (EHP, 2024). According to the Department for Education (2021), the acquisition of English is not to replace or to forget the significance of the home language of Maya and her family, but to be learnt simultaneously alongside each other, as the home language is a core aspect of maintaining their cultural traditions (Brodie and Savage, 2015).

As well as professional development and training in inclusive practices and traditions of culture, EAL specialists can also hold training for leaders and practitioners to demonstrate commitment to implement language acquisition measures as a consistent approach and is personalised to supporting Maya's needs (Corral-Granados, 2022). One strategy that is beneficial to enhance language learning could include repetitive forms of speaking, such as through stories, songs and rhymes. Suggest visual timetables, using images of indoor and outdoor areas of learning in the setting environment can help Maya's transition through understanding daily routines, and also allow Maya in participating in this by selecting where or what she would like to play with, using a different approach to incorporating the voice of the Child and following her interests (Hadfield, 2015).

This method of professional development training can offer guidance for practitioners to demonstrate how to interact with Maya effectively, such as attracting her attention, engaging in face-to-face interaction and using gestures and images to model the spoken word (Department for Education, 2021). As explained in the previous section on how to support Maya's parents, these images could be created as resources to be shared with Maya's parents at home, with the home language and the English

language spelt out phonetically, so both languages can be celebrated at home, to maintain consistency and parents can learn phrases alongside the Child (Chavez *et al*, 2023 and Grant and Ray, 2019). Beginning with keywords and short sentences to narrate play, once practitioners observe achievements in understanding language from Maya, practitioners can gradually adapt tailored learning plans to increase the complexity as she progresses (Heller, 2020 and Vatter, 2023). Vygotsky's approach recommends opportunities for Maya to play alongside peers who are more affluent in English language and will support Maya's understanding through the actions of others, listening and engaging in play with them (Aubrey and Riley, 2022).

Collaborating with Policymakers and Administrators.

UNESCO (2024) states that Inclusive Leaders should collaborate with policymakers and administrators to adhere to these legislation to design and implement policies in the setting regarding inclusion of diverse cultures, religions and anti-discriminatory practice. Working with the local government and organisations allows policies to be tailored to their community and the complex needs of immigrant families, like Maya's, in their location (Conn and Murphy, 2022). Promoting and enforcing anti-discrimination policies, and allowing practitioners and parents of Children access to these policies ensures strong protection for families and makes Maya's family feel comforted, knowing that any discrimination or exclusion that Maya could potentially experience would be combatted immediately (Peeters and Vandekerckove, 2015).

Community.

Welsh Government's Family and Community Engagement (2016) advises that community engagement for Maya and her family possesses a number of benefits that contribute to positive educational outcomes for Maya. Inclusive leaders can support Maya's parents to become accustomed to their local community through listening to their needs and contacting relevant organisations, such as mosques or other islamic community groups, where Maya and her family can communicate with other immigrant families in their home language (MEND, 2024). Barriers and challenges can be discussed and solutions can be evaluated with other families, and a support network is established in receiving access and practical assistance, such as access to local health and social service support to secure health and well-being

(Bayumi and Jaya, 2018). Some of these services can include non-profit organisations in the more urban areas, where parents can attend language classes with tutors who are affluent in English and speak their home language, and English can be further developed to support Maya's learning (Gast et al, 2017). Resources like this assist parents with the ability to participate and make effective decisions with leaders regarding Maya's care and education. Offering resources to help parents improve their English literacy, such as language classes or online learning tools, can empower them to better engage with the educational setting and the broader community (Grant and Ray, 2018).

To support Maya and her family's integration into the setting community, inclusive leaders could host cultural exchange events that can promote the understanding and acceptance of other families and achieve that sense of belonging for Maya (Tarasawer and Waggoner, 2015). Islamic festivals, such as Eid, can be celebrated in the setting, where all Children and families are invited and can broaden their knowledge on multicultural traditions, or where every family is welcome to bring dishes of their culture, to support Maya's family to understand the traditions of culture in the community they are currently living in (Bhana-Lopez and Bagawan, 2024). This can additionally encourage social interaction between parents, develop the English language for Maya and her parents, and establish positive connections with others (Antony-Newman, 2019, Murray *et al*, 2014).

Section 2 (1091 words).

According to Cambridge Dictionary (2019) and UK Parliament (2024), legislation refers to the body of laws that are suggested by the government and passed by parliament to enforce the protection of Children's rights and those of their families, and ensuring that there is a legal foundation to safeguard their welfare. De Felice (2018) and Palikara *et al* (2015) further elaborate on the role of policies in this context. Policies are the guidance that is implemented by organisations to inform practitioners of their duty of care that adheres to legislation in setting out specific actions that comply with the law to support these rights to care and education for Children. Implementing policies ensures consistency in practice in early years

settings, where every practitioner is required to meet the standards set by legislation and is met uniformly, so that Children receive equal levels of protection and support.

One of the strengths of the Social Services and Well-being (Wales) Act 2014, is given the generalistic nature of the language spoken in this legislation, which covers all aspects of social services and well-being for Children and adults, it demonstrates flexibility for settings to tailor it to meet the aims and ethos of the setting and the complex needs of the Children and families they serve (Welsh Government's Framework for Change Report, 2019). It highlights the significance of assessing Children to determine developmental progression and practice to support this, that the legislation strives to protect the rights and needs of Children's inclusion into the setting community and to secure positive outcomes as they grow (Dallimore, 2019 Ferdman, 2014 and Powell *et al*, 2019).

Collaboration, co-creation and co-production are three terms that combine with the voice and control and multi-agency working aspects of this legislation (Social Care Institute for Excellence, 2023). Terms such as these can have broad definitions and require clarification for different circumstances of Children (Durose *et al*, 2015 and Vangrieken *et al*, 2015). Hargreaves (2021) points out another limitation of these terms, noting that their effectiveness heavily depends on the number of people involved. A smaller, more cohesive group might find it easier to reach consensus and work effectively together, whereas larger groups might struggle with coordination and communication. This can lead to variations in understanding and implementation, potentially causing confusion and inconsistency in the delivery of services. Moreover, the diverse interpretations and perspectives associated with these terms can complicate their application. Different professionals and organisations might have varying understandings of what collaboration, co-creation, and co-production entail, leading to conflicting approaches and priorities. These discrepancies can result in fragmented services and, in some cases, could have detrimental effects on the Child's well-being.

Stefanou and Xanthaki (2016) delve into the issue of obscure and ambiguous language often found in legislation. This kind of language can create significant barriers to understanding and implementation. Their analysis is particularly relevant to child protection legislation, where the use of vague terms can complicate the

process of ensuring children's rights and welfare are adequately protected. The Framework for Change Report (2019) highlights specific examples of such unclear terminology. Phrases like “that is appropriate,” “have regard to,” and “reasonably practicable” can be interpreted in multiple ways, leading to potential misinterpretation by policymakers. When setting guidelines, these ambiguous terms can cause confusion about the exact requirements and expectations, making it difficult to measure the significance of each provision accurately. This ambiguity can result in inconsistent application and enforcement of the law, leaving gaps in understanding and delivery of services (Nowak, 2016). For instance, the term “that is appropriate” can vary significantly in interpretation depending on the context and the individual making the judgement. What one policymaker or practitioner deems appropriate might differ greatly from another's perspective, leading to inconsistencies in the services provided to children. Similarly, “have regard to” is a term that might not specify the degree of consideration required, resulting in differing levels of compliance and enforcement.

McGinnis and Rappaport (2017) acknowledge a previously discussed strength of flexible terminology but also highlight it as a limitation. Terms like “well-being,” “disabled,” and “care and support” are broad and can be interpreted in various ways. While this flexibility allows for a wide range of circumstances and needs to be addressed, it also presents significant challenges. Policymakers might struggle to use these terms effectively to cater to the unique circumstances and perspectives of each child. For example, the term “well-being” encompasses a broad spectrum of physical, emotional, social, and mental health aspects (British Ecological Society, 2017). Policy makers and practitioners might have different interpretations of what constitutes a child's well-being, leading to varied approaches in addressing it. This variability can lead to disparities in the provision of care and support. The broadness of these terms can make it difficult for policymakers to develop clear, actionable guidelines and for practitioners to deliver consistent services. (Welsh Government's Framework for Change Report, 2019).

The circumstances in areas of Wales are varied in Financial pressures to undergo interventions to support individual needs (Woods *et al*, 2019). This can lead to inequalities in delivering this framework and care to individuals in different local

authorities, which could be perceived as institutional exclusive practice. The aims stated in the Framework for Change (2019) were to reduce its complexity, improve the rights and voice of the Child and families, and to strengthen cooperation, co-production and partnerships, and to achieve this by the next review.

Welsh Government's Evaluation of the Social Services and Well-being Act (2023a) highlights Coronavirus as another component leading to breakdowns in achieving the objectives of this Act (OECD Education and Skills Today, 2021). Nelson *et al* (2020) and Tayib (2024) note that the pandemic has led to another cost of living crisis, which has not improved the financial strains to carry out interventions to meet the requirements of individuals to learn. Social distancing measures that were implemented resulted in even lower voice and control procedures, as parents and Children were unable to attend the setting (Degli-Espinosa *et al*, 2020, Fong and Iarocci, 2020, Williams *et al*, 2020). Bronfenbrenner's Ecological Systems theory is reflected in Ferdman (2021)'s viewpoint, where policies, practices and climates influence the multi-agency working and the experiences and mindsets of children and their families (Aubrey and Riley, 2022, Bradbury and Swales, 2022, Conkbayir and Pascal, 2014). The general view of perspectives of Children and their families have not improved, suggesting how this act has been implemented has not made the changes effectively, as they aimed to achieve in 2019 and has resulted in reduced well-being among service users due to the inability to meet their needs (Jusni *et al*, 2023 and Welsh Government, 2023b).

Section 3 (548 words minus titles).

Embracing Inclusive Leadership in Early Years Settings: A Personal Journey

As a passionate individual in the education of young Children, I believe that being positive role models in securing inclusive practice is significant for the development of compassion, empathy and understanding of the world they live in. In this blog, I aim to share my insights on how inclusive leadership and practice can be enhanced in our early years settings.

Visionary and Reflective Leaders

Setting clear goals to achieve inclusive practice in every aspect of our settings is the foundation of a vision (Gomez-Hurtado *et al*, 2021 and Inclusive Leadership Handbook, 2018). Reflective practice can be achieved through evaluating provision and pursuing feedback on the perspectives of Children, families and practitioners which offers ideas on how practice can be improved (Childhood Education International, 2021 and Department of Children and Youth Affairs, 2016).

Cultivating Cultural Competence

Appreciating and celebrating the cultures of Children and their families is paramount. To achieve this, multicultural education should be delivered alongside implementing the curriculum, through provision and daily interactions. Activities that reflect cultural holidays and other cultural resources ensure every Child establishes a sense of self-worth and feels respected in the setting (Nicholson and Wisneski, 2019, Randel *et al*, 2018, Sanders *et al*, 2019).

Fostering Collaboration and Empowerment

A collaborative atmosphere in our settings is what contributes to inclusion. Inclusive leadership empowers practitioners as valued members of the team should be invited to share ideas on how to promote and celebrate inclusion and cultural diversity, along with Children and their families' sharing their perspectives (Randel *et al*, 2018, Roberson and Perry, 2022 Siraj and Hallet, 2016). Open communication opportunities such as this can be encouraged through staff meetings, during training, talks with parents and interactions with Children during play can foster collaboration (Beaton *et al*, 2021).

Advocacy and Equity

As inclusive leaders, we should strive to advocate for Children with additional learning needs through adapting the environment, resources and activities to support their learning (DeMatthews *et al*, 2020). Advocacy should also entail overcoming any barriers that these individuals face to accessing the best quality of education possible (Hoefer, 2019).

Commitment to Professional Development

Another component to maintain and enhance inclusive practice is continuous professional development. Leaders should explore different opportunities of training for the team, such as cultural competence, anti-bias education and inclusive teaching methods (Jurkova, 2019, Khalifa, 2018, Otmar, 2023 and Ringsmose, 2019) Continuous professional development empowers us to deliver an improved service to our diverse communities.

Engaging Families and Communities

It is essential that inclusive leaders aim to develop partnerships with families, and support their integration into the wider community. Creating an open-door policy, where parents are always welcome to actively participate in making decisions regarding their Child's education and care and to collaborate in finding meaningful methods to engage with the community enhances the well-being of the family as a whole. Stay and play sessions and community events are examples of how parents can interact with each other and the wider community and foster a support network to promote learning and development of all Children (Antony-Newman, 2019, Haines *et al*, 2015, Jolly and Lee, 2020, Murray *et al*, 2014, Welsh Government's Family and Community Engagement, 2016).

Leading by Example

Finally, the part that leaders are required to play is to model these inclusive practices, to inspire practitioners, families and Children to demonstrate these values themselves. Nurturing fairness, respect and compassion in our demeanour shows our dedication to inclusion and influence change (Morgenroth *et al*, 2015).

Thank you for Reading, Emili Greenacre.

Reference list

Abawi, L.-A., Bauman-Buffone, C., Pineda-Báez, C. and Carter, S. (2018) 'The Rhetoric and Reality of Leading the Inclusive School: Socio-Cultural Reflections on Lived Experiences'. *Education Sciences*, 8(2), p.55. DOI:

<https://doi.org/10.3390/educsci8020055>.

Adekunle, B. and Filson, G. (2020) 'Understanding Halal Food market: Resolving Asymmetric Information'. *Food Ethics*, [online] 5(13), p.1. Available at:

<https://link.springer.com/article/10.1007/s41055-020-00072-7>.

Antony-Newman, M. (2019) 'Parental Involvement of Immigrant Parents: a Meta-synthesis'. *Educational Review*, 71(3), pp.362–381. DOI:

<https://doi.org/10.1080/00131911.2017.1423278>.

Armanios, F. (2020) *Halal Food : a History*. S.L.: Oxford University Press.

Aubrey, K. and Riley, A. (2022) *Understanding and Using Educational Theories*. 3rd edn. Thousand Oaks, Ca: Sage Publications.

Barrett, M. (2018) 'How Schools Can Promote the Intercultural Competence of Young People'. *European Psychologist*, 23(1), pp.93–104. DOI:

<https://doi.org/10.1027/1016-9040/a000308>.

Bayumi, M.-R. and Jaya, R.-A. (2018) 'Building Integration and Interconnection in Islamic Economic System to Create Islamic Solutions in Solving Social Problems'. *Share: Jurnal Ekonomi dan Keuangan Islam*, 7(1). DOI:

<https://doi.org/10.22373/share.v7i1.2293>.

Beaton, M., Codina, G. and Wharton, J.-C. (2021) *Leading on Inclusion : the Role of the SENCO*. Abingdon, Oxon ; New York: Routledge, Taylor & Francis Group.

Bhana-Lopez, N and Bagawan, A. (2024) 'Supporting Muslim Families of Young Children with Extensive Support Needs: Recommendations for Practitioners'. *Inclusive practices*, 3(1-2). DOI:

<https://doi.org/10.1177/27324745241230962>.

Bourke, J. and Titus, A. (2019) *Why Inclusive Leaders Are Good for Organizations, and How to Become One*. [online] Harvard Business Review. Available at: <https://hbr.org/2019/03/why-inclusive-leaders-are-good-for-organizations-and-how-to-become-one>.

Bradbury, A. and Swailes, R. (2022) *Early Childhood Theories Today*. London: Learning Matters.

British Ecological Society. (2017) *An Introduction to Policy in the UK*. [online] Available at: <https://www.britishecologicalsociety.org/wp-content/uploads/2017/05/An-introduction-to-policy-making-in-the-UK.pdf>.

Cerna et al. (2021) 'Promoting Inclusive Education for Diverse Societies: A Conceptual Framework'. *OECD Education Working Papers*, No. 260, OECD Publishing, Paris. DOI: <https://doi.org/10.1787/94ab68c6-en>.

Cambridge Dictionary (2019) *LEGISLATION | Meaning in the Cambridge English Dictionary*. [online] Cambridge.org. Available at: <https://dictionary.cambridge.org/dictionary/english/legislation>.

Chavez, J.-V., Adalia, H.-G., Alberto, J.-P., Chavez, J.-V., Adalia, H.-G. and Alberto, J.-P. (2023) 'Parental Support Strategies and Motivation in Aiding their Children Learn the English Language'. *Forum for Linguistic Studies*, [online] 5(2), p.1541. DOI: <https://doi.org/10.59400/fls.v5i2.1541>.

Childhood Education International (2021) *Inclusive Leadership in Education*. Available at: <https://ceinternational1892.org/wp-content/uploads/2021/07/InclusiveLeadershipBriefJuly2021.pdf>.

Conkbayir, M. and Pascal, C. (2014) *Early Childhood Theories and Contemporary Issues: an Introduction*. London ; New York: Bloomsbury Academic.

Conn, C. and Murphy, A. (2022) *Inclusive Pedagogies for Early Childhood Education*. London: Routledge.

Corral-Granados, A. (2022) 'Challenges in Continuing Professional Development on Inclusion in Early Years in Spain'. *Journal of Educational Change*, 25. DOI: <https://doi.org/10.1007/s10833-022-09473-3>.

Cruz, A.-G.B., Seo, Y. and Scaraboto, D. (2023) 'Between Cultural Appreciation and Cultural Appropriation: Self-Authorising the Consumption of Cultural Difference'. *Journal of Consumer Research*, 50(5), pp.962–984. DOI: <https://doi.org/10.1093/jcr/ucad022>.

Dallimore, D. (2019) *Early Childhood Education and Care: Policy Development Research Briefing*. [online] National Assembly for Wales - Senedd Research. Available at: <https://senedd.wales/media/xdfpwcer/early-childhood-education-and-care-policy-development.pdf>.

De Felice, D. and Graf, A. (2015) 'The Potential of National Action Plans to Implement Human Rights Norms: an Early Assessment with Respect to the UN Guiding Principles on Business and Human Rights'. *Journal of Human Rights Practice*, 7(1), pp.40–71. DOI: <https://doi.org/10.1093/jhuman/huu023>.

Degli-Espinosa, F., Metko, A., Raimondi, M., Impenna, M. and Scognamiglio, E. (2020) 'A Model of Support for Families of Children With Autism Living in the COVID-19 Lockdown: Lessons From Italy'. *Behavior Analysis in Practice*, 13(3), pp.550–558. DOI: <https://doi.org/10.1007/s40617-020-00438-7>.

DeMatthews, D. (2020) 'Undoing Systems of exclusion: Exploring Inclusive Leadership and Systems Thinking in Two Inclusive Elementary Schools'. *Journal of Educational Administration*. DOI: <https://doi.org/10.1108/jea-02-2020-0044>.

DeMatthews, D., Billingsley, B., McLeskey, J. and Sharma, U. (2020) 'Principal Leadership for Students with Disabilities in Effective Inclusive Schools'. *Journal of Educational Administration*, 58(5), pp.539–554. DOI: <https://doi.org/10.1108/jea-10-2019-0177>.

Department for Education (2021) *Help for Early Years Providers : English as an Additional Language (EAL)*. [online] Available at:

<https://help-for-early-years-providers.education.gov.uk/support-for-practitioners/english-as-an-additional-language-eal>.

Department for Education (no date) *Help for Early Years Providers : English as an Additional Language (EAL)*. [online] Available at:

<https://help-for-early-years-providers.education.gov.uk/support-for-practitioners/english-as-an-additional-language-eal>.

Department of Children and Youth Affairs (2016) *Diversity, Equality Inclusion Charter and Guidelines for Early Childhood Care and Education*. [online] Available at:

<https://hmk.am/wp-content/uploads/2021/12/c9e90d89d94b41d3bf00201c98b2ef6a.pdf>.

Derman-Sparks, L. and Ramsey, P.-G. (2015) *What If All the Kids Are white? : Anti-bias Multiculture Education with Young Children and Families*. New York: Teachers College Press.

Devarakonda, C. (2021) *Promoting Inclusion and Diversity in Early Years Settings: a Professional Guide to Ethnicity, Religion, Culture and Language*. S.L.: Jessica Kingsley Publishers.

Donovan, C. (2017) 'The Place of the Interpreter and Interpreting in an Institutional Setting'. *CLINA*, 3(2), pp.91–113. DOI: <https://doi.org/10.14201/clina20173291113>.

Durose, C., Needham, C., Mangan, C. and Rees, J. (2017) 'Generating 'Good Enough' Evidence for Co-Production'. *Evidence & Policy a Journal of research, Debate and Practice*, 13(1), pp.135–151. DOI: <https://doi.org/10.1332/174426415X14440619792955>.

EHP (2024) *Help for Early Years Providers : English as an Additional Language (EAL)*. [online] Available at:

<https://help-for-early-years-providers.education.gov.uk/support-for-practitioners/english-as-an-additional-language-eal>.

Farrell, T.-S.C. and Jacobs, G.-M. (2020) *Essentials for Successful English Language Teaching*. 2nd edn. London; New York: Bloomsbury Academic.

Ferdman, B.-M. (2017) 'Paradoxes of Inclusion: Understanding and Managing the Tensions of Diversity and Multiculturalism'. *The Journal of Applied Behavioral Science*, 53(2), pp.235–263. DOI: <https://doi.org/10.1177/0021886317702608>.

Ferdman, B.-M. and Deane, B. (2014) *Diversity at Work the Practice of Inclusion*. San Francisco, California Wiley.

Ferdman, B.-M., Prime, J. and Riggio, R.-E. (2020) *Inclusive leadership: Transforming Diverse lives, Workplaces, and Societies*. New York: Routledge.

Fong, V. and Iarocci, G. (2020) 'Child and Family Outcomes Following Pandemics: A Systematic Review and Recommendations on COVID-19 Policies'. *Journal of Pediatric Psychology*, 45(10), pp.1124–1143. DOI: <https://doi.org/10.1093/jpepsy/jsaa092>.

Gast, M. J., Okamoto, D. G., & Feldman, V. (2017). "We Only Speak English Here": English Dominance in Language Diverse, Immigrant After-School Programs'. *Journal of Adolescent Research*, 32(1), 94-121.

Gómez-Hurtado, I., Valdés, R., González-Falcón, I. and Jiménez Vargas, F. (2021) 'Inclusive Leadership: Good Managerial Practices to Address Cultural Diversity in Schools'. *Social Inclusion*, 9(4), pp.69–80. DOI: <https://doi.org/10.17645/si.v9i4.4611>.

González-Lloret, M. (2016) *A Practical Guide to Integrating Technology into task-based Language Teaching*. Washington, D.C Georgetown University Press.

Gotsis, G. and Grimani, K. (2017) 'The Role of Spiritual Leadership in Fostering Inclusive Workplaces'. *Personnel Review*, 46(5), pp. 908–935. DOI: <https://doi.org/10.1108/pr-11-2015-0286>.

Grant, K.-B. and Ray, J. (2019) *Home, School, and Community Collaboration : Culturally Responsive Family Engagement*. 4th edn. Los Angeles: Sage Publications.

Gross, J.-M., Haines, S.-J., Hill, C., Francis, G.-L., Blue-Banning, M. and Turnbull, A.-P. (2015) 'Strong School-Community Partnerships in Inclusive Schools Are 'Part

of the Fabric of the School... We Count on Them'. *School Community Journal*, [online] 25(2), pp.9–34. Available at: <https://eric.ed.gov/?id=EJ1085646>.

Hadfield, M. (2015) *Practice Leadership in the Early Years: Becoming, Being and Developing as a Leader*. Maidenhead, Berkshire: McGraw-Hill Education/Open University Press.

Haines, S.-J., Gross, J.-M.S., Blue-Banning, M., Francis, G.-L. and Turnbull, A.-P. (2015) 'Fostering Family–School and Community–School Partnerships in Inclusive Schools'. *Research and Practice for Persons with Severe Disabilities*, 40(3), pp.227–239. DOI: <https://doi.org/10.1177/1540796915594141>.

Hajisoteriou, C., Karousiou, C. and Angelides, P. (2017) 'Mapping Cultural Diversity through Children's Voices: from Confusion to Clear Understandings'. *British Educational Research Journal*, [online] 43(2), pp.330–349. Available at: <https://bera-journals.onlinelibrary.wiley.com/doi/abs/10.1002/berj.3266>.

Hargreaves, A. (2021) 'Chapter Teacher Collaboration: 30 Years of Research on Its Nature, Forms, Limitations and Effects'. In: *Policy, Teacher Education and the Quality of Teachers and Teaching*. London: Routledge, p.19.

Heller, M.-C. (2020) *Supporting Second-Language Learning in the Early Elementary years: a Researcher-practitioner Approach*. [Doctoral Thesis] Available at: <https://www.duo.uio.no/handle/10852/80254>.

Hoefer, R. (2019) *Advocacy Practice for Social Justice*. 4th edn. New York, Ny: Oxford University Press.

House of Commons Library (2019) *Early Intervention: Policy and Provision*. [online] Parliament.uk. Available at: <https://researchbriefings.files.parliament.uk/documents/CBP-7647/CBP-7647.pdf>.

Inclusive Leadership (2018) *The Inclusive Leadership Handbook – Theoretical Framework – Inclusive Leadership*. [online] Available at: <https://inclusiveleadership.eu/the-inclusive-leadership-handbook-theoretical-framework/>.

Jaeger, F.-N., Pellaud, N., Laville, B. and Klauser, P. (2019) 'The Migration-related Language Barrier and Professional Interpreter Use in Primary Health Care in Switzerland'. *BMC Health Services Research*, [online] 19(1). DOI: <https://doi.org/10.1186/s12913-019-4164-4>.

Jolly, P.-M. and Lee, L. (2020) 'Silence Is Not Golden: Motivating Employee Voice through Inclusive Leadership'. *Journal of Hospitality & Tourism Research*, 45(6), p.109634802096369. DOI: <https://doi.org/10.1177/1096348020963699>.

Jurkova, S. (2019) *Transcultural Competence as Transformative Learning for Building an Inclusive Society*. [Thesis] Available at: <https://prism.ucalgary.ca/server/api/core/bitstreams/79057fc1-3dc1-4301-aecd-4cce343fc196/content>.

Jusni, E., Fonsén, E. and Ahtiainen, R. (2023) 'An Inclusive Early Childhood Education Setting According to Practitioners' Experiences in Yogyakarta, Indonesia'. *Education Sciences*, 13(10), pp.1043–1043. DOI: <https://doi.org/10.3390/educsci13101043>.

Ketikidou, G. and Saiti, A. (2022) 'The Promotion of Inclusive Education through Sustainable and Systemic Leadership'. *International Journal of Leadership in Education*, pp.1–16. DOI: <https://doi.org/10.1080/13603124.2022.2032368>.

Khalifa, M.-A. (2018) *Culturally Responsive School Leadership*. Cambridge, Massachusetts: Harvard Education Press.

Lane, J. (2008) *Young Children and Racial Justice : Taking Action for Racial Equality in the Early Years - Understanding the Past, Thinking about the Present, Planning for the Future*. London: National Children's Bureau.

Lindon, J. (2012) *Cultural Diversity in the Early Years | Community Playthings*. [online] Available at: <https://www.communityplaythings.co.uk/learning-library/articles/cultural-diversity-in-the-early-years#:~:text=Resources%20for%20pretend%20play%20can>.

Louis, S. and Betteridge, H. (2020) *Let's Talk about Bias in the Early Years | Family*. [online] Available at: <https://www.family.co/blog/bias-in-early-years>.

Lyons, W.-E., Thompson, S.-A. and Timmons, V. (2016) 'We are inclusive. We are a team. Let's just do it': commitment, collective efficacy, and agency in four inclusive schools', *International Journal of Inclusive Education*, 20(8), pp. 889–907.

Mahalingappa, L., Rodriguez, T. and Polat, N. (2017) *Supporting Muslim Students: A Guide to Understanding the Diverse Issues of Today's Classrooms*. Lanham, Maryland: Rowman & Littlefield.

McGinnis, J.-O. and Rappaport, M.-B. (2017) 'The Constitution and the Language of the Law. *Social Science Research Network*'. [online] DOI: <https://doi.org/10.2139/ssrn.2928936>.

McLeskey, J., Billingsley, B. and Waldron, N.-L. (2016) "Principal Leadership for Effective Inclusive Schools", *General and Special Education Inclusion in an Age of Change: Roles of Professionals Involved (Advances in Special Education, Vol. 32)*, Emerald Group Publishing Limited, Leeds, pp. 55-74. DOI: <https://doi.org/10.1108/S0270-401320160000032005>.

Morgenroth, T., Ryan, M.-K. and Peters, K. (2015) 'The Motivational Theory of Role Modeling: How Role Models Influence Role Aspirants' Goals'. *Review of General Psychology*, 19(4), pp.465–483.

Murray, E., McFarland-Piazza, L. and Harrison, L.-J. (2014) 'Changing Patterns of Parent–Teacher Communication and Parent Involvement from Preschool to School. *Early Child Development and Care*, 185(7), pp.1031–1052. DOI: <https://doi.org/10.1080/03004430.2014.975223>.

Muslim Engagement And Development (2024) *Swansea*. [online] Muslim Engagement and Development. Available at: <https://www.mend.org.uk/working-groups/swansea/> [Accessed 15 Jun. 2024].

Nelson, B.-W., Pettitt, A., Flannery, J.-E. and Allen, N.-B. (2020) 'Rapid Assessment of Psychological and Epidemiological Correlates of COVID-19 Concern, Financial Strain, and Health-Related Behavior Change in a Large Online Sample'. *PLOS ONE*, 15(11), p.e0241990. DOI: <https://doi.org/10.1371/journal.pone.0241990>.

Nicholson, J.-M. and Wisneski, D.-B. (2019) *Reconsidering the Role of Play in Early Childhood: Towards Social Justice and Equity*. London: Routledge.

Nowak, A. (2016) Demystifying Ambiguity in Legislative Writing. *Statute Law Review*, 37(2), pp.164–171. DOI: <https://doi.org/10.1093/slr/hmw033>.

OECD Education and Skills Today (2021) *Bridging the Gap between Policy and Practice in Education*. [online] Available at: <https://oecdeditoday.com/bridging-gap-between-policy-practice-education/>.

Óskarsdóttir, E., Donnelly, V., Turner-Cmuchal, M. and Florian, L. (2020) 'Inclusive School Leaders – Their Role in Raising the Achievement of all Learners'. *Journal of Educational Administration*, 58(5), pp.521–537. DOI: <https://doi.org/10.1108/jea-10-2019-0190>.

Otmar, R. (2023) *Editing for Sensitivity, Diversity and Inclusion*. Cambridge University Press.

Palikara, O., Castro, S., Gaona, C. and Eirinaki, V. (2018) 'Professionals' Views on the New Policy for Special Educational Needs in England: Ideology versus Implementation'. *European Journal of Special Needs Education*, 34(1), pp.83–97. DOI: <https://doi.org/10.1080/08856257.2018.1451310>.

Papouli, E. (2018) 'Diversity Dolls: a Creative Teaching Method for Encouraging Social Work Students to Develop Empathy and Understanding for Vulnerable Populations'. *Social Work Education*, pp.1–20. DOI: <https://doi.org/10.1080/02615479.2018.1515904>.

Peeters, J. and Vandekerckhove, A. (2015) 'A Meeting Place for Policy-Makers and Researchers: the Transatlantic Forum on Inclusive Early Years'. *International Journal of Early Years Education*, [online] 23(3), pp.329–337. DOI: <https://doi.org/10.1080/09669760.2015.1074554>.

Petrović, A. (2021) 'Indigenous Alternative to the Mainstream Literature: Representations of Indigeneity in the Works of Canadian Indigenous Authors'. *Journal of Linguistics and Literary Studies*, [online] 15(19), pp.187–201. Available at: <https://www.cceol.com/search/article-detail?id=1072552>.

Powell, T., Gheera, M., Foster, D., Long, R. and Kennedy, S. (2019) *Early Intervention: Policy and Provision*. [online] Parliament.uk. Available at: <https://researchbriefings.files.parliament.uk/documents/CBP-7647/CBP-7647.pdf>.

Prior, A. (2019) *What's Wrong with Cultural Appropriation? a Philosophical Investigation*. [Thesis] Available at: https://d1wqtxts1xzle7.cloudfront.net/61673847/Master_Thesis_Prior_Antonia20200103-79461-vnkm94-libre.pdf?1578093411=&response-content-disposition=inline%3B+filename%3DMaster_Thesis_Prior_Antonia.pdf&Expires=1718491520&Signature=A0JyKG87CVjCnEuwY9McUluOLqgGcssLFVmR0MK2V5q4bn8DAuanTmXHHP7aS8ggmYDLTbmKGBUveIVXt9LJwPBp7BNfbltoPSZZU6PTkWFyTK4fyaulUdxyYF2cuLgfcSxeham~OG51KULM0OyChjQDGYz6TMiArJfSOohhCozyP-WrSuFKYb9atxKGWWsL19B9kunRbHs-kXCbakf5p4CBPy7v~Z26UrvS~tRmWhKtpAe6e5koh5yL7PwToB1KfBn377NFZudM27M6gggDHKDIyoNr8XOLQEYvl6-S6wfmekGOH4X7PJLcwpVZfGnwAZ9ZRNW1uoAS53p43-tRw__&Key-Pair-Id=APKAJLOHF5GGSLRBV4ZA.

Randel, A.-E., Galvin, B.-M., Shore, L.-M., Ehrhart, K.-H., Chung, B.-G., Dean, M.-A. and Kedharnath, U. (2018) 'Inclusive Leadership: Realising Positive Outcomes through Belongingness and Being Valued for Uniqueness'. *Human Resource Management Review*, [online] 28(2), pp.190–203. DOI: <https://doi.org/10.1016/j.hrmr.2017.07.002>.

Ravazzani, S. (2016) 'Understanding Approaches to Managing Diversity in the Workplace'. *Equality, Diversity and Inclusion: An International Journal*, 35(2), pp.154–168. DOI: <https://doi.org/10.1108/edi-08-2014-0062>.

Eddo-Lodge, R. (2018) *Why I'm No Longer Talking to White People about Race*. London: Bloomsbury Publishing.

Riley, K.-A. (2017) *Place, Belonging and School Leadership : Researching to Make the Difference*. London ; New York: Bloomsbury Academic.

Ringsmose, C. (2019) 'Collaborative Research and Practice Development Exploring Inclusive Practices for Children in Vulnerable Positions'. *Abstract from European Early Childhood Researchers Association*, pp.180-181. Thessaloniki, Greece.

Roberson, Q. and Perry, J.-L. (2022) 'Inclusive Leadership in Thought and Action: a Thematic Analysis'. *Group & Organization Management*, [online] 47(4), pp.755–778. Available at:

<https://positiveorgs.bus.umich.edu/wp-content/uploads/Roberson-Perry.pdf>.

Sanders, K., Molgaard, M. and Shigemasa, M. (2019) 'The Relationship between Culturally Relevant Materials, Emotional Climate, Ethnic Composition and Peer Play in Preschools for Children of Color'. *Journal for multicultural education*, 13(4), pp.338–351. DOI: <https://doi.org/10.1108/jme-02-2019-0014>.

Sargeant, J. and Gillett-Swan, J.-K. (2015) 'Empowering the Disempowered through Voice-Inclusive Practice: Children's Views on Adult-Centric Educational Provision'. *European Educational Research Journal*, 14(2), pp.177–191. DOI: <https://doi.org/10.1177/1474904115571800>.

Savage, K. and Brodie, K. (2015) *Inclusion and Early Years practice*. Taylor & Francis Ltd.

Sellars, M., Fakirmohammad, R., Bui, L., Fishetti, J., Niyozov, S., Reynolds, R., Thapliyal, N., Smith, Y. and Ali, N. (2018) 'Conversations on Critical Thinking: Can Critical Thinking Find Its Way Forward as the Skill Set and Mindset of the Century?' *Education Sciences*, [online] 8(4), p.205. DOI: <https://doi.org/10.3390/educsci8040205>.

Setiyadi, A.-B. (2020) *Teaching English as a Foreign Language*. (2nd Edn). Graha Ilmu, Yogyakarta, pp. 1-163. ISBN 978-623-228-389-3.

Shiraev, E. and Levy, D.-A. (2020) *Cross-Cultural Psychology: Critical Thinking and Contemporary Applications*. 7th edn. New York: Routledge, Taylor & Francis Group.

Siraj, I. and Hallet, E. (2016) *Effective and Caring Leadership in the Early Years*. Los Angeles: Sage Publications.

Slee, R. (2018) 'Defining the Scope of Inclusive Education'. *MINISTERIO DE EDUCACIÓN*. [online] Available at: <https://repositorio.minedu.gob.pe/handle/20.500.12799/5977>.

Smith, P., Warrican, S.-J. and Kumi-Yeboah, A. (2016) 'Linguistic and Cultural Appropriations of an Immigrant Multilingual Literacy Teacher Educator'. *Studying Teacher Education*, 12(1), pp.88–112. DOI: <https://doi.org/10.1080/17425964.2016.1143811>.

Social Care Institute for Excellence (2023) *Experiences and Understandings of co-production in Adult Social Care*. [online] SCIE. Available at: <https://www.scie.org.uk/co-production/supporting/breaking-down-barriers/>.

Social Services and Well-being (Wales) Act 2014. [online] Available at: <https://www.legislation.gov.uk/anaw/2014/4/contents>.

Stefanou, C. and Xanthaki, H. (2016) *Drafting Legislation: a Modern Approach*. University of London: Routledge.

Tarasawa, B. and Waggoner, J. (2015) 'Increasing Parental Involvement of English Language Learner families: What the Research Says'. *Journal of Children and Poverty*, 21(2), pp.129–134. DOI: <https://doi.org/10.1080/10796126.2015.1058243>.

Tayib, S. (2024) 'Reflections on Inequalities: the Pandemic, Cost-of-living Crisis, and Vaccines'. *Perspectives in Public Health*, 144(3), pp.133–136. DOI: <https://doi.org/10.1177/17579139241249318>.

Taylor, C.-M. and Emmett, P.-M. (2018) 'Picky Eating in children: Causes and Consequences'. *Proceedings of the Nutrition Society*, [online] 78(2), pp.1–9. DOI: <https://doi.org/10.1017/s0029665118002586>.

Theoharis, G. and Scanlan, M.-K. (2021) *Leadership for Increasingly Diverse Schools*. London: Routledge.

Thompson, N. (2021) *Anti-Discriminatory Practice : Equality, Diversity and Social Justice*. 7th edn. London ; New York: Macmillan Education Palgrave.

UK Parliament (2019) *Legislation*. [online] UK parliament . Available at: <https://www.parliament.uk/site-information/glossary/legislation/>.

UNESCO (2023) *What You Need to Know about Inclusion in Education* | UNESCO.

[online] www.unesco.org. Available at:

<https://www.unesco.org/en/inclusion-education/need-know>.

UNESCO (2024) *Q&A: How Inclusion in Education has Evolved*. [online] Unesco.org.

Available at:

<https://www.unesco.org/en/articles/qa-how-inclusion-education-has-evolved>.

Vangrieken, K., Dochy, F., Raes, E. and Kyndt, E. (2015) 'Teacher collaboration: A Systematic Review'. *Educational Research Review*, 15(2), pp.17–40.

Vatter, S.-J. (2023) '*It's Always the Simplest Little Things That Make the Biggest Difference*': *What is Known about the Development of Early Oral Language Skills in Multilingual Learners and Do Practitioners Feel Able to Support This in practice?*

[Thesis] Available at: <https://theses.ncl.ac.uk/jspui/handle/10443/6097>.

Veccia, M.-G. (2022) *The Notion of Cultural Appropriation: from Minstrelsy to Hip Hop*. [Thesis] Available at:

<https://dspace.unive.it/bitstream/handle/10579/20658/870311-1234698.pdf?sequence=2>.

Vohra, N., Chari, V., Mathur, P., Sudarshan, P., Verma, N., Mathur, N., Thakur, P., Chopra, T., Srivastava, Y., Gupta, S., Dasmahapatra, V., Fonia, S. and Gandhi, H.-K. (2015) 'Inclusive Workplaces: Lessons from Theory and Practice'. *Vikalpa: The Journal for Decision Makers*, [online] 40(3), pp.324–362. DOI:

<https://doi.org/10.1177/0256090915601515>.

Welsh Government (2016) *FaCE the Challenge together: Family and Community Engagement Toolkit for Schools in Wales Main Guidance Family and Community Engagement Toolkit*. [online] Available at:

<https://www.gov.wales/sites/default/files/publications/2018-12/face-the-challenge-together-family-and-community-engagement-toolkit-for-schools-in-wales-main-guidance.pdf>.

Welsh Government (2019) *Framework for Change Report*. [online] Available at: https://www.gov.wales/sites/default/files/statistics-and-research/2019-09/evaluation-social-services-well-being-wales-act-2014-framework-change-report_1.pdf.

Welsh Government (2022) *A Curriculum for Funded Non-Maintained Nursery Settings*. [online] Addysg Gymru. Available at: <https://hwb.gov.wales/api/storage/b1801d78-38c3-4320-9818-d9996c21aef8/220914-a-curriculum-for-funded-non-maintained-nursery-settings.pdf>.

Welsh Government (2023a) Final Report of the Evaluation of the Social Services and Well-being (Wales) act, 2014. [online] Available at: <https://www.gov.wales/sites/default/files/statistics-and-research/2023-03/final-report-of-the-evaluation-of-the-social-services-and-well-being-wales-act-2014-easy-read.pdf> [Accessed 15 Jun. 2024].

Welsh Government (2023b) *From Act to Impact?* [online] Available at: <https://www.gov.wales/sites/default/files/statistics-and-research/2023-03/from-act-to-impact-final-report-of-the-evaluation-of-the-social-services-and-well-being-wales-act-2014.pdf>.

Williams, S.-N., Armitage, C.-J., Tampe, T. and Dienes, K. (2020) 'Public Perceptions and Experiences of Social Distancing and Social Isolation during the COVID-19 Pandemic: a UK-based Focus Group Study'. *BMJ Open*, [online] 10(7). DOI: <https://doi.org/10.1136/bmjopen-2020-039334>.

Wilson, T. (2015) *Working with Parents, Carers and Families in the Early Years : the Essential Guide*. London ; New York, Ny: Routledge.

Woods, P., Jeffrey, B., Troman, G. and Boyle, M. (2021). *Restructuring Schools, Reconstructing teachers: Responding to Change in the Primary School*. London: Routledge.