

Part 1

Inclusive Leadership is when an individual has a certain responsibility or power over an individual or group. Ferdman (2021) defines inclusive leadership as 'how much people feel appreciated, valued, safe, respected, engaged, able to be authentic and therefore able and willing to provide their full contribution to the collective, whether in work or another setting'. Ferdman believes good leadership is when every person is treated as an equal no matter their race, gender, ethnic group, or beliefs.

Ferdman's model of inclusion (2014, p.9) works off Bronfenbrenner's Ecological model, in an article by Guy-Evans, (2020), she looks at BronfenBrenner's model and what it all means for example a mesosystem is a system of microsystems, meaning they all interconnect and must work together. Although Bronfenbrenner's theory focuses on the Child's development, the principles of his model are the basics of Ferdman's model where multiple aspects can affect inclusion. Ferdman's model looks at individuals or experiences of inclusion and how they are placed at different levels normally depending on social identities and other factors, there are different levels to Ferdman's model, and all the levels impact one another. Ferdman's model has two systems, the macro level, and micro level, at the smaller end of the scale (the micro-level) are things like Experience of inclusion then as you go up to the next level is things like individuals, inclusive interpersonal behavior, and mindsets then as you go even higher at the top of the model (the macro level) are things like Society, inclusive policies and values. Having these levels allows inclusion to grow and strengthen which in turn allows individuals who would usually be classed as the minority group to feel included and gives them a sense of belonging allowing them to be their full authenticated self.

Randel et al. (2018) look at inclusive leadership and what an inclusive leader does, according to Randel an inclusive leader should facilitate belongingness, to do this the leader needs to portray certain behaviours such as supporting group members, ensuring that justice and equity are shown in every scenario by treating all as an equal, indicating a value for uniqueness, encouraging diverse contributions, providing opportunities for shared decision making and ensure every voice is heard. An inclusive leader can promote diversity by encouraging and welcoming all thoughts ideas, acknowledging any opinion or belief that they may have. If an inclusive leader is judgmental or excludes anyone, the individual who feels threatened will not be their full open self and may shy away from matters to avoid conflict, this will result in a loss of information and will negatively affect self-esteem and confidence. According to Brown

(2019) being an inclusive leader is important as by bringing their vulnerable and authentic selves to the workplace they create a space where others can do the same. She believes in not putting others in situations where you would not be comfortable. Klevering and McNae (2019) agree with Brown that excluded individuals will miss out on being taught to their full potential.

This is my case study: A 40-year-old mum (who we will refer to as Ann for this scenario) who is also a practitioner works in a school that her autistic child attends, she finds that if there are any problems with her children the teachers address the problem in the staff room rather than discussing the issue with her out of school hours in a one-to-one parent meeting as they would do with other parents. As well as this she has overheard a couple of teachers talking badly about her son not realizing she was in the room and overheard the conversation. To make matters worse her child who is autistic is being badly bullied and does not seem to have many friends. The mum has decided to invite the bully out to spend the day with her and her son for them to get to know and understand each other, hoping to resolve the problem.

There is an issue with inclusive leadership in this scenario as the practitioner in question (Ann) is not treated as a practitioner and as a parent separately which could make her feel less respected and heard over other parents. Because of this Ann could feel less valued and feels as though she may not be able to approach her co-workers with any problems or know how to approach them as she is unaware of where she stands. In this scenario as a professional, inclusive leadership should be shown by discussing how the individual feels and understanding that they wish to keep their home and work life separate and have the right to do so.

Booyesen (2014) and Gerritsen, R (2020) both explain how inclusive leadership is being respectful and enabling individuals to be fully part of the whole, directed, aligned, and committed towards shared outcomes while still maintaining a sense of authenticity and uniqueness, meaning that Ann should be respected as a practitioner as well as being respected and treated as a parent, they should be separate.

Ann should not be judged based on what her children do for example if her child misbehaved, she should not be punished for his actions, and should only be told about his actions if they are something any other parent would be called in for. This could make Ann feel judged and excluded as well as make her child feel embarrassed and picked on. This issue could be happening due to a barrier that the professional has this barrier could be a lack of experience on how to co-work with a mother who is also a practitioner in the school.

Choi and Tran (2019) agree with Booysen and Gerritsen and state that professionals should ask the parent/practitioner if she is happy to discuss any issues with her son during school hours and respect her decision if she prefers to discuss anything to do with her son out of school hours in a more private situation, by asking Ann it will show her that she is considering her feelings and treating her as any other individual who has children in the school, as well as helping her separate her work and home life, meaning she should not feel so on edge as she will not be worrying about being approached in her breaks. This will also help as if any issues are discussed out of school hours it allows the son's father to attend and be involved too, as he is likely to be feeling excluded. According to The Women's Foundation blog (2020) When looking at who is most likely to be excluded from society it is fathers who tend to suffer, this is because of the traditional norms that women care and look after the children and men go to work and earn the money, which makes it difficult for fathers to pursue their parental role. Ann would benefit from having her son's father there so that she has his support and can think of an action plan together on what to do about their son being bullied.

Something that Ann is lacking is power, she feels out of control and does not know what to do about the situation as she feels although she cannot talk to co-workers, as they are gossiping about her, and does not feel comfortable talking about her son in school hours. In a YouTube video about power (2007), Izzardit discusses the power struggle that can happen within a workplace where leader loves to have control and abuse the power they have over their co-workers. Ho (2012) has similar views to Izzardit. Professionals should be providing the best environment for co-workers and include and involve them and protect those that they are responsible for making sure that they are heard, respected, listened to, and understood. Professionals should have a leadership approach that is more inclusive where they, children, families, co-workers, and other practitioners all work together to make the workplace as inclusive as possible. An amazing example of good leadership is Pengreen center (no date) Pen Greens focus is on the inner world of leadership and they strive to develop their understanding of leadership together within a systemic approach, every individual is put on the same level and to the public eye individuals would not be able to tell the headteacher from the supply as everyone is treated the same and example of this is how they use everyone's first names rather than having miss. Professionals should look at Pengreen as an example of how to be a good inclusive leader.

Inclusive leadership is not shown within the scenario towards the child this is because the professionals approach Ann in the staff room with regards to her son's problems, any other child would not face this kind of treatment as they often would not want to bother the parents and so the child would be left alone, however, because Ann works in the school they talk to her about all issues regardless of if they are big or small. Ferdman et al. (2021) and Randel et al collectively believe that Diversity, inclusion, and equality all work alongside each other to make up leadership. Ferdman describes diversity as being different either as individuals or in the range of social identities, when thinking of diversity people tend to categorize it as more visible dimensions for example gender, race, ethnicity, culture, national background, sexual orientation, physical ability/disability but diversity is more than that and includes less visible dimensions such as personality, abilities, thinking style, values, experiences. These dimensions combined need to be considered when professionals think about how they should treat one another.

When it comes to Inclusion Ferdman describes it as how people feel appreciated, valued, safe, respected, engaged, and able to be their full authenticated self. Inclusion is about every individual feeling like they belong no matter their history, background, or beliefs. Lastly, Ferdman describes equity as being fair and equal this could be to do with pay, gender, value, and so forth. For example, you would not expect that Ann gets treated differently because she's a mother, you as a professional would respect her in both roles and would treat her as an equal regardless, another example of this would be her son, you would not treat him any differently to any other child purely based on the fact that he has autism, you would talk to him and expect the same behavior from him that you would want any other child in your setting to portray by doing this it makes you an inclusive leader as you are showing equality, inclusion and also diversity. His ALN should not be considered as a barrier in being an inclusive leader, a good inclusive leader will look for the positives in the situation and find an approach to work alongside the child regardless of if they have any disabilities or additional learning needs.

Learning for justice (2016) and Cho et al (2013) discuss the importance of intersectionality and how multiple identities make us who we are, they all agree that individuals are all different, and sometimes this can result in different opportunities needed, for example, a white British individual with a well-educated background usually is given more opportunities than say an individual from a poorer less educated background, as they make a judgment based off their parents' education or language skills. The opportunity agenda (no date) agree that inclusive

leaders need to ensure that all children get the same opportunities regardless of their story. These barriers can be broken by changing documents or having ALN support. Inclusive leaders must show equality as well as equity. Within the scenario, it is the role of the inclusive leader to ensure that the son is treated and given the same opportunities as his classmates, and it is their responsibility to break down any barriers that may affect that. Childhood educational international (2021) describes diversity and inclusion and 'Diversity is being asked to a party and inclusion is being asked to dance' this is about individuals being fully involved and emersed in something, inclusive leaders must create a space for children to reach their full potential. The video discusses how when children are made to feel as though they need to hide their identity it can affect their emotional, social, and cognitive development, as an inclusive leader you should encourage a celebrate individuality.

Bortini et al, (2018) describe Inclusive leadership as 'having the courage to take conscious steps to break down barriers' this means we need to have the courage to make those changes needed and encourage those around us to facilitate that open environment, this can be done by engaging people in decision making. In the scenario, Ann is being an inclusive leader by involving the bully's family and discussing the issue with them, and trying to find an approach to solve the issues that the bully and son have with each other. Ann is breaking down the barriers and is not being afraid to step out of her comfort zone to try and solve the issue. Bortini believes by being an inclusive leader you practice self-awareness, have a shared vision, build relationships, and create change. Bourke and Titus (2019) agree with Bortini stating that the things that distinguish inclusive leaders from others are having a visible commitment, having humility, having an awareness of bias, having cultural intelligence, and using effective collaboration. By using all these skills, Ann should be able to communicate well with other families and solve the situation maturely and sensitively without being bitter towards her son's bully and understanding that he may be going through some issues too, and just needs to understand her son more to see that her son is a nice individual who does not deserve to be picked on. Under Article 2 of the UNCRC states that 'Parties shall respect and ensure the rights outlined in the present Convention to each child within their jurisdiction without discrimination of any kind' and that children should be protected against discrimination and punishment, it is okay for Ann to try and tackle the issues that her son and bully have however she must do so in a non-bias and fair way without making the bully feel threatened. Unisef (no date) has tips on their website on how to prevent bullying.

In an article by O'Sullivan (2015) a good leader will prevent conflict by creating an atmosphere where individuals feel valued, appreciated, and feel as though they belong to the organization. When looking at the barriers that the individuals may face within the scenario, conflict is something that could occur, to avoid this the community could help, inclusive leaders could look to the community to provide opportunities for individuals to gel and get to know each other. For example, Ann in the scenario could take her son and the bully to do activities within the community that they will both enjoy, but that showcases her son's strengths for the bully to understand that although the son may not be good at the things he excels in the son has his talent that he prefers, by doing this it will also help the bully realize that her son is a young lad just like him and does not deserve any mistreatment, as he would not like it if it was him that was being bullied. However, although this seems like a good idea barriers such as money and lack of resources could make this difficult.

Within the scenario, the best thing that Ann could do would be to discuss the issues she has with her co-workers and explain that she does not wish to be addressed about any issues they have with her son within the school and if they wish to discuss any matters a parent meeting needs to be arranged. With regards to her son the school needs to be told about the bullying so that they can try to include him more to help him gain friends and so that his classmates come to understand him and respect him, she could also speak and arrange a day out with the bully and his father, this will help the children to see that they are trying to tackle the issue together and will not tolerate any hard feelings that the sons have towards one another. By doing this inclusive leadership will be shown from Ann and from the setting in which she works resulting in a more positive setting for Ann and her son.

Part 2.

The policy I will be discussing is the wishing tree nursery's policy (2014) on inclusion and diversity. When reading this policy, you can notice that the child has been put in the center, and inclusion and diversity are embedded throughout. According to Baldock (2013), a policy is something that is put down in writing to clarify a statement or course of action. Within The wishing trees policy, it is clear to see that their actions are to ensure that their nursery is inclusive, diverse, and respects all rights. It is clear to see that the policy enables inclusive leadership, As Ferdman (2021) would state inclusive leadership is not just about putting

something down in a policy, it is about bringing it to life, and this policy on inclusion and diversity certainly does that by discussing how they as a team can make inclusion a thread, which runs through the entirety of the nursery by ensuring that the toys, books, activities are all up to date and are non-stereotypical.

BBC News (2021) discuss the issue of having A shortage of black, Asian, and minority ethnic teachers in Wales', according to the minister of education diversity is something they are working on improving in school. Natalie Jones spoke within the article that being a schoolteacher was not something she had considered growing up as she never saw a black teacher, therefore having role models that children can relate and look up to within schools are so important and why all policy's need to ensure that there is a more diverse range of practitioners within the settings. In another article by the BBC (2018) Uzo said how her offers to contribute to the discussion are going unanswered, she explained how she's offered to provide an insight on how black history and diverse ethnic history can be threaded through the curriculum, however, the Welsh government has not taken her up on numerous offers. The Welsh government is aiming for the new curriculum to reflect true diversity. The Welsh Government (2021) have been seeking to get the public views on a race equality action plan that will help make Wales anti-racist by the year 2030, their purpose is to make a meaningful change to the lives of Black, Asian, and Minority Ethnic communities by tackling racism, these things need to be done now and the wishing tree policy aims to do that by encouraging positive role models, update resources and treating everyone as an individual respecting their rights and beliefs.

One Barrier that the wishing tree nursery policy has is that it is not very long, and although this can sometimes be a positive thing as it only includes what the designers feel needs to be included and is easy for readers to go through there are extra topics that could be added in, for example having more opportunities for practitioners not included in the minority groups to help represent different races and culture, the policy works off the equality act (2010) which ensures everyone is given an opportunity based on their skills alone, Deer (2020) agrees however maybe practitioners from different backgrounds need that extra encouragement to come forwards as early years practitioners.

The policy has several great points however something that is not within the overview of the policy is having a diverse range of professional practitioners, to improve the policy there should be an entthesis on having a range of professionals that will understand different races and their

individual needs. This is important as under Article 30 of the UNCRC it states that every child has the right to enjoy his or her own culture, to profess and practice his or her religion, or to use his or her language. Having practitioners that can understand or have the training to understand helps make the setting inclusive. When looking at the Language within the policy they use positive words that are promising towards the needs of the child for example a commitment to, ensuring, providing, continually improve, encouraging, and so on these words show that their policy focuses on putting the child first and are respecting article 12 of the UNCRC that children have the right to be listened to and taken seriously.

Although the Policy discusses working with parents and children one thing it lacks to mention is co-working with other professional bodies. According to Friedman's model (2014) which works off Bronfenbrenner's model (2020), The policy would sit on the Macro level however for it to be inclusive it needs to work with other macro and micro levels, as a policy would not be possible without leaders and inclusive practices, mindsets Groups and teams, collective experience all working together to design and enforce an inclusive policy.

The policy discusses inclusion and diversity however something that it misses is discussing giving children a sense of belonging. According to Johansson and Purolia (2021) and Manning et al (2021), every child has a right to experience belonging, to be valued equally and with respect. They look at what it means to belong and what can be done to ensure children feel as though they do. This could be by making the classroom feel like a home away from home and encouraging their interests and curiosities. Another point is although the policy is well designed and covers being inclusive and diverse there is the question of can the policy be implemented within the classroom, for example where it mentions making sure all toys are up to date and diverse, do settings have the funding to get new toys and books and equipment to decorate the classroom.

The policy is showing inclusive leadership by celebrating diversity and encouraging inclusion they do this by setting up themes around the classrooms or days where they explain topics that are important to the child within the setting for example Chinese New Year, they may organize a day for the children to learn why Chinese New Year is important to one of the children within the class and celebrate this occasion by doing fun activities and learning what it means to be included and diverse.

Part 3

In my opinion, something that needs addressing to better inclusive leadership within the early year's settings is race. Many children grow up with white British teachers and miss out on learning about different cultures and races. This can negatively impact children's views on individuals of different cultures and backgrounds. When I was growing up in a small town in Wales, I never came across a black teacher and I did not have any children from different cultures or races within my class, so growing up I was unaware of different cultures and the experiences that they may have that are different to ours.

According to Liz Pemberton (2020) who discusses the importance of race within schools and having that inclusion and diversity, practitioners need to recognize that there are certain experiences that a child might have which is different from another child. Pemberton mentions how it is important that practitioners educate themselves on different cultures to feel more comfortable when discussing topics that are different from the norm you tend to see or hear. Pemberton discusses storytelling through a black lens, for example when Pemberton reads to the children within her setting, she will choose a book with a black character such as black goldilocks, this enables the children from that race to relate to the character and understand that Goldie locks can also be a black girl. This is something early years settings can do to promote inclusive leadership, by telling stories of children from different backgrounds and creating areas with black dolls or experiences will teach children that this is normal and not something that they should look at as being out of place.

In an ITV documentary (2021) Ashley Banjo discusses racism and how children grow up with the idea that black characters could only be portrayed by black people. He discusses with actor David Harewood about his experience and the realization of leaving drama school and having to deal with the idea that he could only play black characters he suddenly realized, "oh, I'm not going to be James Bond. I'm not going to be the hero". What Pemberton and Ashley both stand up for is the reason why it is so important to promote different cultures and races within the early years setting as it allows inclusive leadership to happen and allows children these important experiences and opportunities that they should all have. By training staff in the early years setting, it will help give them the knowledge and understanding that they need to be inclusive. Another thing that could be done to promote inclusive leadership would be to set up different areas representing different cultures and races throughout the classroom.

According to Drexel University (no date), The classroom environment is important for fostering cultural awareness and there are several ways you can ingrain cultural awareness and diversity into your lesson plan for example you could get the children to present a presentation on their background, culture, and race so that they can show everybody what is important to them, you could also have days specific to that culture, for example, a day where you learn all about Africa and the experiences they would have. By doing these things it will promote inclusive leadership and teach children that every child is a unique individual that belongs no matter what.

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