Section 1

What is Inclusive Leadership?

This section will critically evaluate what the role is of an inclusive leader within the proposed scenario, which currently based in an early year setting. Ferdman (2021) states that inclusive leadership is a skill and an ability to allow the leader to hold and decipher inclusivity between all cultures, organisations, various groups, and communities. Additionally, Ferdman (2021) implies that there are key identities, allowing the hearing the voice of everyone, participation, facilitating where needed, giving a sense of belong and giving, providing fairness and equity across all identities.

Rawe (2014), Ninan and Essandoh (2020) and Sinar and Wooll (2021) explains inclusive leadership needs leaders who cares about their employee's well-being. It is a key skill by getting to know the employee and wanting to inspire them in different avenues to progress. However, Pacey (2021) states inclusive leadership is not about treating all same way but making sure all learners have the right support and attention to their needs. Every employer and setting regardless, should be a inclusive setting. Providing all individuals with equality, regardless of their culture, gender, and background (Pacey, 2021). Furthermore, Booysen (2014) and Centre for Creative Leadership (2021) implies that leadership and inclusive leadership should empower individuals, it should make them feel inclusive, relevant, unique, and part of a positive team. Finally, it should not change them but allow the, or adapt them to have options and to say true to who they are (Booysen, 2014).

Why is Inclusive Leadership important?

Ferdman and Deane (2014) and Robertson and Perry (2021) implies that inclusive leadership is important and vital in team lead establishment. Robertson and Perry (2021) states in a study that inclusive leadership comes from a leader's point of view. Twenty-seven leaders analysed the study and revealed that settings that embrace openness, fairness, new experiences, and values shared information by everyone all stems from good leaders, which has an inspiring inclusive mind. Leader's that make people feel welcome, valued, and part a working and contributing team, are all part of the inclusive leadership skill (Roberson and Perry, 2021).

Scenario

The scenario is based around a male parent and his four-year old girl which attends the setting. The mother is not on the scene and has not been for some months. The father is nervous and gets tongue tied when talking to the class teachers, he stands on his own on the playground and other parents look at him but never engage with him. His little girl is doing well at school academically;

however, she does not communicate with practitioners and the father is struggling to encourage her to make new friends and communicate with practitioners.

The Girl

From the scenario it seems that the inclusive leadership is not being displayed how it should be and would need to be more evident and made more effect towards both the girl and father. In some respects, it seems that the girl may feel isolated. According to Mental help (2021) and Rublin *et al* (2009) both imply that if a child is feeling restricted or isolated in anyway, it could affect or lead to loneliness, possible lowing of her expectation of the setting, self-esteem, and even long-term health. Additionally, Rublin *et al* (2009) explains that if a child is isolated in anyway, it can therefore be damaging and restrict the girl from making new friends and it could make the girl feel left out and not want to participate.

Though the girl is academically, is doing well for her age at school, the father is struggling to encourage her to communicate with the teachers and other professionals. Her speech is becoming a barrier for her and is restricting her and her class peers from wanting to play with her (Child Mind Institute (2021). The father in the scenario feels nervous when being spoken to by the teachers, this can also be a barrier for the girl and needs to be addressed. Moreover, Kidshealth (2022a), showing a child that you are nervous will bounce back on them and they will start showing the seam emotions and methods that the adult is portraying. Similarly, this could become the 'norm' and causes various barriers in future interventions and support towards the child (Department for Education 2018).

Action Plan for the Girl

This action plan needs to be valuable and able to help build relationships for Inclusive leadership to work, explains Bortini, et al (2018). From the scenario, an informal chat is needed with the girl and father to discuss possible options for both parties and to reassure them both and make them feel welcome in the setting (Raising Children 2022). According to Department for Education, (2019) The father can build an in-depth relationship with the teacher to support the education of the girl and to build confidence. Additionally, High Speed Training, (2020) The teacher can arrange daily check-ins and ensure that the girl is encouraged to play with other peers and possible new friendship groups and one-to-one sessions to encourage talking and role play within the educational activities planned. Likewise, Welsh Government, (2015a) Feedback can be given directly from the teacher to the father, to get an honest and professional opinion. The main aim will be to get the girl talking, laughing, and having fun with other peers and practitioners and feeding

back to the father at the end of day with praise and results. However, Ferdman (2021) states that to be an inclusive leader you should always be mindful and keep notice of any signs of concerns, and voice them, equity and address them accordingly. Thus, in the long term, it would be to not give initial encouragement from partitioners and let the girl naturally blend and build curiosity by herself and play and learn with her peers (Unicef 2018).

The Father

The father does not seem to be receiving the advantages from inclusive leadership. In the scenario the father is nervous and gets tongue tied when talking to the class teachers, he stands on his own on the playground and other parents look at him but never engage with him. Firstly, it would be best practice to find the facts on why the mother is not on the scene, it may enlighten the situation and take some for weight hanging on the fathers' shoulders. According to Childline (2022) explains that sharing your worries and concerns can help and support the emotions and feelings of another. Lebow (2021) states if a person has experienced desertion, this could be the main indication on making new relationships harder. This is where the father being nervous can reflect on the relationship between the teachers.

According to Lebow (2021) if a person is fully aware and has a full understanding of what a person has gone through to recover from desertion, this can help to support the person and allow relationships to build. For instance, the teacher or practitioner is an approachable and talkative individual and portrays positive conversation with the father this could engage and allow solidarity between the dad and teacher and being to share what he has been though, thus this will give the teacher more understanding of the current mindset and situation the father is in (NCETM 2016). However, Birth to 5 Matter (2021) states that for some people that get tongue tied in front of professionals, and especially those that are confident and give a lot of positive energy across to the next person, this can be very daunting for the individual and give off a more negative approach to the person being approached or challenged. Moreover, inclusive leaders should demonstrate a positive approach and have an open mindset, understand, and seek with empathy, but with zero judgement. Likewise, Reza, (2021) states that inclusive leadership should involve accepting, encouragement and allow people views to be acknowledged.

The father should be given the opportunity to be listen to and his options listened and used to support him and his daughter who has a right to be listened, respected, and heard (UNCRC 2019). Moreover, Rodd (2020) states that teachers should view all parents as valuable resources. Therefore, it can be developed within good, structured provision and shows good practice of

inclusive leadership and letting the views of parents as appreciated patrons of their children's education. Additionally, Rodd (2020) suggest that by constructing and maintaining good relationships with parents, this can guarantee inclusive leadership within the setting and that it is being successfully operated in the benefit of the children.

Finally, Rawe (2014) states that part of being a 'inclusive leader is for the practitioner being aware of any bias, developing and knowing how to use understand any personal bias and establish transparent relationships. In the scenario, it is important that the teacher has no bias opinion on what the father has been through and therefore the relationship that is being built and the communication that is given, is in-trusted, kept professional and used to ensure the father, the girl is well supported through safeguarding and protection of the right to be heard and seen within the community (Ofsted 2015).

Action Plan for the father

As stated in the plan for girl, it will be similar ideas and support where both parties can work together. According to Kidshealth (2022b) It will be important to have general open chats and daily check-ins with the father. CYWH, (2021) implies that by opening the conversation first thing, can provide opportunity for the father to open and express his concerns or discuss anything or idea he may have that can help his daughter. However, Bachman, *et al* (2010) The parents are the children first educators and this needs to stay in place throughout the child's education though their schooling. Likewise, UNCRC (2019) states the parent will always have their opinion listened and taken into consideration.

Freud (no date) states to encourage parent engagement, by inviting them into school is a good first step and taking that time to listen and offer ideas across all avenues not just those areas in question of needed support. Furthermore, practitioners should always come across positive and aware of what situation that they may be going in to (Early Years Matters 2021). Additionally, Bourke (2020) explains that an inclusive leader will always have an idea or will have the more appropriate response towards parents. Despite this, Knight (2020) implies that having positive language, such as 'we would like you to join us' or 'us as a team working together' can always encourage or persuade the opposite person to engage and cooperate.

Finally, there is a counselling and guidance programme that the Welsh Government launched in 2016 and it helps and supports those families to ensure that their needs as a collective unit (family) are met based on the individual needs. Welsh Government, (2016) explains that the programme is well placed for schools to engage with any family, regardless of gender, age, background, sex, or ability. All families are to be supported and advice given by the relevant

professionals, such as social services, multi-agencies, community run events, family day groups and ask if help or support is required (Gov.uk 2014, Gov.uk 2018). Additionally, Gov.uk (2020) suggests that for the father it will always be good key step in the inclusive leaders practice to explore and expand the father's engagement with other parents and the local community, by offering advice and information about what is on offer in the immediate area of his community, via groups, workshops, coffee mornings, which can support both the girl and the father to build on relationships and seek a path of a brighter future. This can lead to the father making and building friendships with other people and parents (Dancy *et al*, 2013).

The Teacher

According to Ryan (2006) when practitioners are aware of their practice and can critically evaluate their role, this is best way to achieve it and it shows good practice of inclusion in a setting. By the practitioner evaluating and highlighting on how the benefits of inclusive leadership is not being noticed, this could be an area where the teacher needs to re-assess the situation and possible arrange an informal meeting to clarify. However, a teacher is a person that has vision and leads by example of inclusive leadership by having a creative practical mind to make changes, fosters a better approach and make others feel important, welcomed, valued, and takes other opinions into account to benefit those that they are educating (Sullivan 2009).

Additionally, Gerritsen (2020) implies that for inclusive leadership to work and be embraced, leaders must be willing to listen to other practitioners and staff members and to share, explore their ideas and consider their decisions and opinion's. Likewise, Lee (2021) suggests that this will help and support inclusion within the learning environment, such as the classroom and other learning areas, where this could result inclusion for all staff, the father, and the girl in the long-term.

Similarly, National Collage for Teaching and Leadership (2014) supports this may suggesting that there is no guarantee the father and girl will mould to the ways of the teachers approach to inclusive leadership and offering support in various areas but looking at the scenario it could be the teacher maybe deflated or depressed by their own personal background at present. This is where the settings inclusive leader, such as the headteacher would need to step in and ensure all correct oaths are taken to ensure the well-being and safeguarding of all parties involved including the teacher is considered (NEU 2020).

According to the Welsh Government (2016) document for inclusion of pupils and support, support the teacher by explaining the importance of self-evaluation which should be completed every year and planned to set out the goals and barriers that are in place. However, Pacey (2021) states that

the main aim is to arrange and breakdown those barriers but additional training, of inclusion support and offering it to others within the setting. Furthermore, Schuelka (2018) suggests that it could be the teacher themselves may need or extra training in how to be an inclusive leader. Not many teachers have this opportunity, it will come down to the senior management, that would have had more or better current practice in inclusive leadership.

Finally, it could be concerning the teacher itself, where the teacher has their own insecurities, and they are more inclined not have a bias opinion of the father. Knight Agard (2020) states that the importance of leaders creating an inclusive setting is to allow curiosity and acknowledge people's views and their own sense of diversity.

Action plan for the teacher

The teacher could benefit from looking at the Welsh Government (2016) document and ensuring that this is carried out and or actioned accordingly across the setting. Inclusive Leadership could be an area for development and for the setting. According to Department for Education (2017) by having this Inclusion and pupil support document in place and ensuring that a one-person-profile, where the child leads their education and support is followed through. Furthermore, Bourke (2019) states that this could lead to inclusive leadership being embedded and probably implemented across the setting and a better environment for the staff to work in and a better approach for the father and girl to see going forward. Finally, Bush (2019) suggest that if inclusion is successful across the setting, all areas will benefit in the long term for all parties, and it will show a better reflection of how the setting is run and its well-being of all who attend.

To conclude, an inclusive leader requires knowledge and needs to know when and how to expand on that knowledge and lets ideas explore more throughout their environments (Bourke 2019, Bourke 2020). In the scenario, the practitioner showed inclusive practice, by recognising the situation and acting in the right way to help and support the family that needed that access and ability to talk and express their situation. In addition, Early Education (2012) implies that every situation will always be different, as every child, family, environment, and communities are different and unique. NHS (2017) explains that practitioners and other professionals should be allowed the opportunity and the development, this will be an advantage of personal opportunities that will cultivate and continue to show and produce inclusive leaders.

Section 2

New Curriculum for Wales (Welsh Government, 2020)

Inclusion and Pupil Support (Welsh Government, 2016)

Do both policies provide or enable inclusive leadership in early years provision?

Policy is defined as an expressed intention and an action to be implemented by people who have responsibility. It is also expressed as a governmental and administrative practice and requires strategies and developments (Baldock, Fitzgerald, and Kay 2013). Across all settings, and workplace environments policy is important, it gives structure and discipline. In a school setting policy keeps the balance of the rights and what is important, (Department for Education 2021). However, McClure and Jaeger (2008), implies that policies can vary depending on the severity of the setting and what outcomes there are for the children. However, Ferdman (2021) states that it also depends on whether the policy is macro or even micro level. According to Finnigan (2012) states that both micro and macro policies require an inclusive leader, so that the end goal can be implemented.

The new curriculum for Wales, is written formally and broken down into stages. The curriculum was produced to allow learners aged 3-16 to create their own curriculum. The guidance is aiming to be a more inclusive document, where it allows the learners to build on knowledge, giving a sequence of learning, to use age related vocabulary. However, Welsh Government (2020) the guidance gives the learners a chance to build on and extend recall of essential knowledge on what they have previously learned and how it will help their long-term memory.

Moreover, the guidance also offers clear and effective implementation, giving step by step progression steps for each class, so that classes can work together, instead of being separate identities. Furthermore, the progression steps will allow inclusive leadership by replacing the basic and standardised age-staged assessment tools (Welsh Government 2015b). The teachers and other professionals will be able to use the progression steps and create the best possible outcomes for each learner and what individual needs they may require.

Additionally, early years settings need to be inclusive educational environments, Dallimore (2019) supports this by stating that the curriculum has essential key end points for the learners' outcomes, by allowing social skills, holistic development, clear focus on health and well-being throughout all six areas of learning. The New Curriculum for Wales (Welsh Government 2020) implies that to create an inclusive environment it most focus on its educational background and have foundations that all must follow to achieve, through health and well-being, ethics, and cultures.

The Inclusion and Pupil Support document (Welsh Government 2016) holds more fundamental foundations and guidance as to how and what schools and other settings should be providing, as well as guidance for staff members. Welsh Government (2016) Hallet (2016) and Gibson and Blandford (2005) all portray good points that underlines the importance of staff receiving training in Inclusive leadership.
Hallet (2016) states that when staff are trained in Inclusive Leadership it gives the purpose and a sense of being included, as well as being able to step forward and provide effective strategies within their setting to benefit their end goal. It is important to remember that all staff members in schools and other early years settings that it is their responsibility to understand Inclusive Leadership, this supported by Gibson and Blandford (2005).

The document also implies that inclusive leadership training is vital and with the right training can be beneficial to both teachers and learners, (Welsh Government 2016). Furthermore, Inclusive leadership training can open and give mindset foundations by allowing teachers to experience inclusion first-hand, which then can be used to support the learner's progression (Welsh Government, 2016). The UNCRC (2019) article 12, states that children having and being able to share their voice. Welsh Government (2016) supports this by stating that inclusive education must include providing children with the opportunities to explore, be listened to, treated with respect, and recognising cultural and race and embracing it.

However, both documents give guidance and foundations to what needs to be achieved, it is important to consider the language which is used within both documents. Welsh Government (2016) gives statements such as "all staff should include information about the principles of inclusive education".
Define the word 'should' and this allows different windows of opportunities to be opened and allow the reader within the educational setting to be confused. According to Collins Dictionary, (2022) 'should' is a word where 'You use should when you are saying what would be the right thing to do or the right state for something to be in'. Therefore, allowing an opportunity for it to be questioned and challenged.

To conclude, the New Curriculum for Wales (2020) gives opportunity for inclusive leadership across all areas of progression within early years settings, through various progression steps. It allows learners and practitioners to build their own knowledge, create a unique curriculum that will benefit them in the long term and in the best possible way on how it will be achieved, (Welsh Government 2022). Both polices hold high recognition of inclusive practice and both enables for it

be addressed and how it can be achieved. Finally, there will always be barriers in the workplace and when new policies and or guidance are written, but it is for the inclusive leaders to break those barriers and ensure that inclusivity is achieved (CIPD 2021).

Section 3

Blog - What is a One-page Profile?

According to Hardy (2021), A one-page profile is a page of information about a child or young person in a positive manner. The profile allows and provides encouragement. It enables people to build a relationship see things that are important to the child and the best ways to offer support in areas that may need enforcing to get them to level where children can achieve the best of their ability and for it be celebrated in achieved in different ways (Welsh Government 2012).
However, Foundation Years (2013) states that the profile contains various information and need to be shared with everyone who currently supports or works with the child. The page profile ensure that appropriate support is in place and gives the platform to build the best planning and personalized provision for the child, achieving inclusive leadership.

The one-page profile is the foundation in all schools across Wales (Carmarthenshire County Council 2022). Though they are important and shows the best support to offer the child, the one-page profiles are not exclusively for children with additional learning needs. The profile supports schools to be inclusive and person-centred. However, Welsh Government (2019) implies that many local authorities adopted the person-centred-profiles, at the beginning of the new Additional Learning Needs bill for Wales back in 2018.
One-page profile has varied information of support. A photograph is now the key compound to these profiles, with permission from the family, following GDPR (DPC 2019). Nevertheless, alongside the above, the child's full name, areas of support, interests, hobbies and likes and dislikes are also added to help the person reading the profile to build a better picture of the child in question (Grover 2022). These one-age profiles are reviewed every term and monitored, encase support and areas need adjusting to benefit the needs of the child, (Welsh Government 2020). Welsh Government (2016) states that the family of the child will be invited to attend a person-centred meeting to discuss matters and areas both parties feel may need addressed to support the child. Best methods of professional provision will be discussed and then both parties would need to come to an agreement and only then the child depending on the which level of support is needed, a IDP (Individual Development Plan) will be put into action, via the family, teacher and

ALNCo (Welsh Government 2021). This would be good practice and evidence towards a setting offering inclusive leadership.

To conclude, inclusive leadership is important across the board and needs to be addressed every time plans or changes are made. The family will benefit from the one-page-profile, and it will ensure inclusion is made to meet the needs of the child. By practitioner enabling their knowledge to build a one-page-profile for the child, it will show a good diverse approach towards cultural, emotions and well-being for the setting, promoting inclusive leadership.

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