

Section 1

This section will focus on and will include a critical analysis of the experience of the role of the inclusive leadership within a chosen scenario, as well as issues being considered, and the opportunities and barriers explored linked to working with children, families, professionals, and communities.

According to Reza (2021) inclusion within education was known to focus on ALN issues rather than addressing all forms of exclusion, marginalisation and inequalities of access, participation, and learning outcomes. Inclusion means enabling children and individuals with their diverse abilities such as those who are from different countries or ethnic backgrounds and those with religious beliefs (Evie Lee, 2023). Booyesen, (2014, p. 306) states that inclusive leadership is practice that is respectful and relational which enables individuals to be fully part of the shared outcomes for everyone's benefit whilst retaining their sense of authenticity and uniqueness. However, Hollander, (2008, p. 3) states that inclusive leadership is doing things with people as supposed to for or to them. Ferdman, (2021, p. 3) says that inclusive leadership is more than cultural competence or being able to manage diversity in order to incorporate creating and fostering the conditions that allow everyone to not hide their identities and to do their best as well as the feeling of belonging and participate in ways that are safe, fair and engaging.

Within early years, inclusive leadership can provide opportunities for the learning environment to meet the varied needs of the learners within the environment as well as ensuring that all learners have access which is equal to the same opportunities throughout their education (Evie Lee, 2023). Within early years' settings, inclusive practice can be seen through different areas such as being versatile and flexible, working collaboratively as well as simply embracing equality, diversity, and inclusion. It is important for settings that use inclusive leadership to understand the terms so that practitioners can deliver inclusive teaching and learning. Diversity is another term that appears within inclusive leadership, and it means difference and it is important to recognise, respect and accept the diversity between individuals (Evie Lee, 2023). Ferdman, (2017, p.238) also supports Evie Lee (2023) that diversity must be addressed and accepted even if that means addressing questions regarding diverse cultures via individual and group levels as well as figuring out appropriate ways to develop relationships through these differences.

Inclusion cannot just happen, it must have the acknowledgement and value of everybody is inherent worth, an approach based on human rights, awareness of interconnection, the role of power in

inclusive leadership followed by the courage to share and take over responsibility (Bortini *et al.* 2018).

The scenario being discussed relates to a 4-year-old named Simon. Simon's parents have recently separated, and he is finding their separation difficult. Both parents have been taking care of Simon however, he spends more time with mum than dad and often says to staff in school that he misses his dad. Mum is engaging with staff in school however does not like discussing Simon's dad and states that he is difficult to communicate with. Staff in school have noticed that Simon is regressing in his development and the school staff would like to hold a meeting with other professionals and Simon's parents to discuss his development. The school have only seen dad a couple of times at collection time and staff have noticed him standing alone and not engaging in communication with other parents. Practitioners have been discussing as to whether Simon's dad has mental health issues due to the breakup.

Child

When discussing inclusive leadership, belongingness is a key concept within the early years as it has an impact on young children's development in great ways as well as affecting their attachment, transitions, and their beliefs (Souto-Manning *et al.*, 2021, p: 104). However children need to feel that they are accepted, included and welcomed within their setting as this can lead to a variety of positive emotions including happiness, contentment and calmness, however if the child feels they are rejected or excluded or even ignored then potential negative emotions can be felt such as anxiety, sadness and jealousy (Baumeister and Leary, 1995 p. 508 cited in Souto-Manning *et al.*, 2021 p: 104). Simon may be feeling different to the other children within his class, and he may have noticed that his dad stands alone in the yard, which may be a feeling of loneliness and he may feel like they are both being ignored by his peers.

Stereotypes are common within the early years, however there are ways that practitioners can manage these scenarios. By following a child-centred practice we can ensure that the children are the centre of practice. By simply instructing the children about diverse ways of living, culture and beliefs can help the children and others to be less stereotypical and could potentially lead to them being interested in others diverse ways of living. By promoting an inclusive environment enables everyone to feel safe and like they belong in that environment (LGBTQIA+, 2021). Simon may be experiencing stigma around his behaviours as he does not put his hand up to answer questions as he is afraid that he may get the answer wrong, and everyone will laugh at him.

Parents

According to Reynolds and Howard, (2013, p. 204) parents are seen to be taking the blame for poor educational outcomes for the students who were 'needy' and not necessarily welcomed as full partners.

According to Dr. Margy Whalley, unless practitioners engage with parents, they are not engaging with the full family.

If Simon's dad is having mental health difficulties, then he may also be experiencing intersectionality which is the way of describing systems of inequality within things like race, gender and ethnicity intersecting to create effects and dynamic which are unique (Center for intersectional justice, no date). However, the United Nations Network on racial discrimination and protection of minorities (no date) state that intersectionality is a concept and a theoretical framework that recognises complex ways where social identities overlap and in negative experiences can create experiences of discrimination. On the other hand, these experiences can be positive and can be self-enabling and enriching.

According to the UNCRC (UNICEF, no date) children, unless it is in their best interests must not be separated from their parents, therefore one parent must always care for Simon. As dad is noticed to be standing alone at collection time, and he is nervous and if a child sees their parent in a nervous state, this could lead to them behaving in the same way in future (Child mind institute, 2021).

Sidebotham *et al* (2016) state that multi agency working is important for the effective safeguarding of children. According to the NSPCC (2021) many parents can give their children safe and loving care even with mental health difficulties. They do this in a way where their children are not negatively affected in any way, however some parents with mental health difficulties need support from their families/friends which then has an impact on their children. Following on from this, there is a big stigma within the community around mental health problems, and this can act as a barrier when trying to support families.

Whilst trying to engage parents, it can sometimes have an opposite effect which often attracts the more middle-class parents who believe they are like those in the school (Anderson, 1998 cited in Scanlan and Johnson, 2020, p. 234). Many settings use the term 'hard to reach' when discussing families, however parents take this as that it is the services and professionals who are hard to reach and not them (Wheeler and Connor, 2009, cited in Lindon and Lindon, 2011, p. 143).

Like Simon's dad, some parents can experience mental health problems along with other problems such as breaks up and there is often a stigma around mental health problems which can create a barrier to supporting Simon and his dad (NSPCC, 2021).

Child, parents, and professionals

So that practitioners gain a full overview of a child's development and their situation, it is important for multi agencies to work together (NSPCC, 2023). For Simon's situation to be looked at, a multi-agency team meeting must be arranged, although dad is unlikely to attend as he is nervous about the situation and could potentially still be trying to cope with the separation. Mullins (2021) and Greiger (2016) state that Simon's dad could be avoiding conversation with staff due to him feeling shame about the potential involvement of multi-agencies and if he avoids the discussions, then there is a prevention of opportunities for it to be spoken about. However, Welsh Government (2017) states that by practitioners and parents engaging it can provide a holistic view of the child which can allow practitioners to view the child's current stage of development which is what is needed in Simon's situation. By doing this, Simon and his parents can receive the support and experiences within school that are suited to them. Working in partnership with Simon's parents is an essential part of inclusive leadership which enables families to feel valued and respected by practitioners', states Scanlan and Johnson (2020). Similarly, Ferdman (2021) agrees that by asking parents in for the meeting in particular Simon's dad, would mean that what can be done in school to make them feel more comfortable and equal within the school. By working together in partnership, the needs of the child will be met as well as providing a connection between school and home as well as allowing parents to feel valued by them realising that they play a key role in their child's life as well as their education (LINC, 2020).

Social Care Wales (2020) states that services and practitioners must understand that parents desire the best for their children, and they should be given a chance to be trusted, however parents think that practitioners can be judgmental and label them as 'problem families' due to their situation (Cottle and Alexander, 2014). It is important that Simon and his dad knows that the practitioners are there to support them and not to judge them. On the other hand, parents can be judged as irresponsible or inadequate if they do not want to communicate with practitioners, like Simon's dad does not want to communicate with parents or the practitioners (Epstein, 2018).

Communities and professionals

Working in partnership is when a variety of different services come together to work collaboratively towards the same outcome (Wigfall and Moss, 2001, p. 71, cited in Martin, 2017 p.152). The Welsh

Government has brought in a new policy called the no wrong door policy and its aim is to enable all services to come together to meet children's needs.

There are benefits of partnership working according to Chemanais, (2009) which are that it leads to enhanced and improved outcomes for children as well as a better understanding of others' roles. It also helps to promote mutual support and can provide an increased level of trust. Simon's dad just needs to realise and needs to be supported to believe that the services are there to help him and not to judge him.

However, working in partnership with parents and families is not always easy as there are some barriers that prevent this which can include beliefs and perceptions of their involvement (Hornby and Blackwell, 2018). Friere (2005) and Randal et al. (2018) state that a practitioner must always be collaborative and use their power as an inclusive leader in a way which is positive to support the child and their family and by doing this, belongingness is felt. An inclusive leader should be open-minded, empathetic, and curious within Simon's situation (Nakamura, Milner, and Milner, 2020). Aubrey, (2011) also states that collaboration between different agencies can be challenging due to several varied factors. Pietroni (1992) states that poor communication between professionals and the range of professional languages can be a barrier for multi-agency meetings. Given that there are numerous factors that affect multi-agency meetings, it is important to identify these challenges but also the benefits to working as a multi-disciplinary team. The focus of a multi-disciplinary team is to highlight the importance of working towards a shared vision and principles with parents, children, and the community.

Some practitioners can lack confidence when it comes to discussing with parents and studies have shown that some practitioners do not have the skills needed to collaborate and converse with parents, especially those who are from diverse backgrounds. To overcome this barrier to communication, continuous professional development and training is required (Cheung and Kam, 2019), (Education Scotland, 2019; Department for Education, 2010).

Communities

A community is a group of people living and interacting with one another in a particular location/environment. The people within the community can have an impact on others whether positive or negative (Dictionary.com, no date).

Developing community partnerships is also as important as parent partnerships according to the Welsh Government (2015). There are many good reasons for working with communities and the first reason being it can strengthen the schools' family engagement work by helping the schools to overcome families' barriers to engagement. The people within the local community benefit from this as they have a degree of distance from the school, and they may even have separate venue within the community where family groups could be held. This would benefit Simon's dad as it would enable him to get involved within his community as well as having the opportunity to meet new friends which would decrease his feeling of loneliness. The second reason as to why it is important to develop community partnerships is because individuals can strengthen the school by bringing in resources and or enriching the curriculum by volunteering and sharing their expertise, enabling opportunities for work placements as well as providing ideas for community activities which again will benefit Simon's dad by getting him involved (Welsh Government, 2015). Schools can be a valuable resource within communities to provide the best development for children and adults as well as providing adult community learning and family learning programmes to enable the improvement of the child's skills (Welsh Government, 2015). However, safeguarding policies must always be followed when opening the school to the local community to ensure the safety of all children, their families, and the practitioners.

According to Scanlan and Johnson, (2020) schools are social frontiers which is a place where different social worlds all meet such as schools or nurseries and it is important that social frontiers follow culturally responsive leadership.

To support Simon and his dad, the place-based approach may be beneficial for his school to use. The place-based approach is a person-centred approach that is used to meet the unique needs of people in one location. It is carried out by using the best resources that are available and collaboration is required to gain knowledge and insight of the situation (Munro, 2015, *online*).

Section 2

This section will focus on one Welsh government policy and how inclusive leadership was used and the barriers for this.

According to Baldock, Fitzgerald and Kay, (2013) a policy is an intention which has been stated and is an action that is taken by those with responsibility. A policy is also organisational and administrative practice as well as it being an indication on a status or course of action. Policies are often made up of common elements which are belongingness, commitment, status, and specificity (Levin, 1999 cited in

Baldock, Fitzgerald and Kay, 2013 p.2). There are four aspects to how policies are determined and according to Dallymore (2019 p.4) they are society's view of childhood, education versus care and development, policy choices and finally respective roles of family and friends.

Some issues that are identified with an Early year's education policy is that they can often be seen to only favour the 'ideal' learner who is self-directed and a 'good learner' (Bradbury, 2013). Similarly (Besic, 2020) states that inclusivity within education is primarily focused on disability.

The policy that will be discussed is the An Anti- Racist Wales: The Race Equality Action Plan for Wales by the Welsh Government (2022). The aim of this policy is that the Welsh government will take action to ensure that Wales becomes a nation which is anti-racist. The policy has happened due to discussions with many ethnic minority people who have emphasised to the Welsh government that Wales needs to be an anti-racist country. The policy has also come into place due to the idea of being multi-cultural simply not working. Certain people felt like they had to share their cultures and to have to ask for inclusion which unfortunately did not work. However, the more recent approach of race equality did work slightly better, and it was underpinned by the equality act 2010. Although people succeeded by gaining equal chances at the start of the race, they were often failed as soon as they were to enter an organisation. The policies that helped people to succeed, were lacking for ethnic minority people which in the end were discriminated against (Welsh Government, 2022).

Diversity and inclusion have also failed in previous attempts to tackle racism, so the new action plan has been put into place. The previous attempts included involving people from diverse backgrounds in discussions however this did not consider the power imbalances that would occur during these discussions. Their participation was limited and with little value which left them feeling disappointed with their efforts which has led to the purpose of the new anti-racist policy being to take radical action as supposed to small steps like the past (Welsh Government, 2022).

This policy does show signs of inclusive leadership as the values are changing to include people's experiences of racism within their everyday life, people's experiences whilst being in a workplace, their experiences of lacking role models that are within positions of power, experiences of gaining jobs and opportunities as well as experiences regarding receiving racism as a refugee (Welsh Government, 2022). Some people raised a concern regarding just one person overseeing anti-racism, however the Welsh Government agreed with this concern and has stated that everyone should take control of anti-racism. Leaders will have to reflect and identify the cause behind the cause of racism which the Welsh Government will support leaders to complete this.

Inclusive leadership can also be seen within this policy as the policy suggests that leaders need to prioritise anti-racism and the importance of being brave and radical needs to be portrayed to as many people as possible. Enabling leaders to understand that anti-racism involves having to listen no matter how distressing and to potentially be creative about situations. The solutions should be co-designed with people of ethnic minority backgrounds as they have the relevant knowledge of what changes are needed. The Welsh government see leadership as part of every practitioner's role rather than those who occupy senior positions. This enables everyone to be equal partners for implementing fresh solutions with the aim of them being successful. The solutions should include strengths that have been reflected upon in the consultation and within every level of society, but also those who have unfortunately suffered trauma of racism and shared their lived experiences.

Although this policy does seem to be positive, there are barriers to implementing this policy within settings across Wales. So, an anti-racism collaboration can be effective, they require skilled moderators and adherence to professional behavioural code of conduct (Burton *et al.*, 2023). A lack of funding can also impact the implementation of this policy as it may require that settings purchase additional resources to implement anti-racism such as books, however the Welsh Government state that they will have funded and supported community-led organisations in a way which is open and fair to everyone. There is also being support from a £500,000 grant from the Welsh Government.

The Welsh Government hope that by supporting, listening, and resourcing for those that are within the Minority Ethnic Staff Network (MESN), it will have an impact on their engagement, inclusion levels and treatment which is fair (Welsh Government, 2022).

The new curriculum for Wales has also made changes regarding anti-racism. As one of the principles within the new curriculum is Human societies are complex and diverse, and shaped by human actions and beliefs, it will now include that learners develop an understanding of the differences around them.

Jeremy Miles, states that it is important for the education system to enable children to learn and respect their own and others' history, cultures, and traditions. The new curriculum states that it will empower teachers and practitioners within education to design their lessons to inspire the learners which will enable them to become ethical, informed citizens of Wales and the world. To progress as a society, an education system must be created that broadens everyone is understanding and knowledge of the many cultures that have and continue to build Wales' history (Welsh Government, 2021).

Section 3- Blog

This blog will explain why language is so important to children and how language can promote inclusive leadership within settings, but also the barriers to implementing inclusive leadership through language.

Language is made up of words which are then used within sentences, and it is also used for speaking, reading, and writing. Within different countries there are multiple different languages and there is evidence that there are benefits to speaking more than one language (Adam Mila, no date). vital for social interactions and having problems with communication or language can cause frustration to both parties. Although language cannot be viewed independently, it is strongly connected to a child's overall development during their early years and studies have shown that children are more creative and can produce innovative ideas when they have a large vocabulary. Development of language also supports child's brain development and their cognitive development. By providing a learning friendly environment such as age-appropriate books and finding fun ways to learn can help a child's language acquisition as well as helping to progress on other developmental milestones (Adam Mila, no date).

If language is not developed correctly there can be further complications which include academic difficulties, but there could also be an additional learning need present therefore affecting the child's language development.

To be an inclusive leader and to support language, it is important that the environment is supportive and age-appropriate or simply the child will not want to learn. If an environment is supportive and age-appropriate, the learners will want to engage within the environment as well as having opportunities to develop their language development. This can be done by doing simple activities such as circle time where everyone listens to different suggestions possibly or even a simple story or song can develop a child's language (indeed, no date).

Practicing self-awareness can also help to implement inclusive leadership within an educational setting. Self-awareness is good as it allows one to recognise their mistakes and to practice self-reflection as well as challenging any potential stereotypes (childhood education international, no date). If a language task was carried out but it was not as successful as the teacher had hoped, they can use the self-awareness as a learning tool to figure out why it was not as successful. By co-creating the environment (created by practitioners and the children and potentially the parents) this allows everyone to have different views and they will all feel included. This will also improve

relationships with colleagues, children and their families which again is another characteristic of a good inclusive leader.

Of course, it is also important for an inclusive leader to be empathetic, compassionate, and supportive. Every parent wants the best for their child and so do the practitioners, so it is important to ensure that the children who need extra support with language, get the support they require (Childhood education international, no date).

A barrier for this is that support staff often cost the school's a lot of money and a lack of funding may affect this as well as requiring funding for further staff training and/or new resources if needed (Childhood education international, no date).

A child's health and well-being also contribute to how they learn, and their language might not be fully developed if they are not healthy or are not happy (Childhood education international, no date).

I think we can all agree that language is vital for children to develop in the way they should, and it can be implemented by having a good inclusive leader involved.

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