

Section 1.

It is likely that everyone can agree that inclusion one of the most important features when it comes to leadership (Brown, 2019). However, Ryan (2013) argues that inclusive leadership can differ in perspective from person to person. The notion of being an inclusive leader means more than just one manager who is in charge and instead it is the way a leader should empower a team and other practitioners to work together to share knowledge and influence the quality of provision in good practice (The Open University, 2018). Ferdman (2021) suggests that diversity is needed for inclusive leadership, not just meaning race or ethnicity, but diversity in personalities and morals.

Inclusive leadership is essential in the early years sector as it can aid in the understanding of fairness among children and can allow children to adapt to the needs of others (Family and Childcare Trust, no date). By leaders being inclusive research has shown it has an exponential effect on the settings ability to attract different cultures and improve practice (ICAEW Insights, 2022). The Department for Education (2021b) sets out in the statutory framework for the early years foundation stage that all children should get equal opportunities and that an anti-discriminatory practice that ensures every child is included and supported should always be in place. Entrust (2020) further this and detail that settings should emulate true society with diversity throughout.

Newstead and Isled-Buck (2019) states that one of the essential skill for inclusive practice is creating a climate of openness and acceptance. Allyson Zimmermann (2021) furthers this and details that inclusive leaders are leaders who allow staff to bring their whole selves to work and to not feel the necessity to cover up or hide parts of themselves such as sexuality or gender identity. Ferdman (2021) detail that an inclusive leader is able to strike interesting conversations with their team and allow an open and non-judgemental space for everyone to be heard and appreciated. Mistry and Sood (2012) suggest that inclusive leadership on paper sounds simple and it is merely accepting everyone as there are and putting children at the centre of everything practitioners do, however, it is not always that simple as the early years sector and workforce has rarely had leadership training to show leaders how it is best to achieve inclusiveness.

Hadfield, Jopling and Needham (2015) put forward the notion of collective agency, which can be defined as the ability of a group with a shared sense of inclusive purpose to act together to affect change. Bourke and Titus (2019) further this and share that effective collaboration entails empowering each other and focusing on team cohesion. However, this collective agency can only work when all participants can work as equals, when power becomes an issue inclusiveness will not be achieved (Ludwig, 2016). Brown (2020) highlights that leaders who achieve power through fear do not achieve inclusiveness whereas leaders who use power positively through sharing with others are more likely to achieve inclusiveness.

Scenario

A three-year-old boy, who will be called Child A in this section, has recently began in a nursery setting. Him and his family have recently moved to the area and speak very little English.

Practitioners in the setting are unsure how else to approach the parents as they have tried previously but struggled immensely with the language barrier. They are worried for the child as he is struggling to settle in and he is soon starting part time in school but struggling to communicate basic needs like going to the toilet or wanting food or drink due to his lack of English.

Child-

There are a variety of benefits and advantages for a child learning English as an additional language predominantly through play in the early years of their life (Judith Haynes, 2015). According to Lamar University (2021) children with English as an additional language have an easier time with cognitive tasks such as developing strong thinking skills. The Department for Education and Skills (2006) details further about this and suggests that if children are given the right support to develop their English they will grow to benefit from this cognitive development at an early age. Read (2012) supports this and details that practitioners need to be equipped with the right strategies and support to help children in reaping the benefits from their additional language. However, without inclusive leadership happening for all practitioners to undertake training on how to properly support children then often the child can miss out on these benefits and instead are at a disadvantage in the education system (National Association for Language Development in the Curriculum, 2015).

In order to help Child A settle into the setting they need to feel a sense of belonging and a safe sense of security (UK Government, no date b). This sense of belonging is extremely important; every child has a right to belonging and to be valued regardless of their cultural backgrounds or individual needs (Johansson and Puroila, 2021). Inclusive leadership applies to the inclusivity of education for all the children in a setting giving them all commitment to develop as unique children (Nutbrown, 2022). UK Government (no date a) explain how children listen intently to conversations and rely on modelling from practitioners to know how to pronounce English words. Jonathan Bidfield (2019) talks about how all EAL learners experience a silent phase in which they are processing all new words and phrases. Practitioners should be equipped with the right strategies to support children when in this silent phase, such as, praise and spotting non-verbal cues (Hampshire County Council, no date).

Furthermore, Crolla and Treffers-Daller (2017) state that planning plays a major role in the development of the child. The new curriculum for Wales (Welsh Government, 2020) shows how the curriculum should be centred around the child and help every child learn through play. There are a range of effective strategies to help EAL children to communicate and understand without actually

speaking, for example, visual cues (The Hub, 2020). Brighton and Hove City Council (no date) supports this and suggests that using visual cues such as pictures, facial expressions and gestures wherever possible can help the child understand everyday activities and help the child feel included in the setting.

However, Dixon *et al* (2019) suggests that children with EAL are often looked at with bad attitudes by practitioners and are said to have failed before even starting. Cunningham (2017) furthers this and suggests that underlying attitudes of practitioners is that EAL children are too hard and need specialised staff, therefore, the child suffers. For inclusive leadership and practice these attitudes need to be filtered out and practitioners need to be educated and empowered on how to deal with these attitudes in the setting (National Education Union, 2019).

Family-

Working in a partnership with parents and families of the child is essential to the development in the early years (Early Years Alliance, no date b). Pacey (no date) furthers this and suggests that parents should be involved in the transition to the setting from the very start, by involving them from the start it will help the child develop and build relationships with staff easier. In this scenario Child A's parents should be invited into the setting to share about themselves and their culture, this will help them feel apart of their child's transition and promote a sense of security (UK Government, no date c).

In this case the language barrier is likely to cause a barrier as if there is different languages spoken by practitioners and parents it causes strain on relationships (Lee, 2012). Parents may put up barriers and be hesitant to open up to practitioners as they may feel conscious of their levels of understanding (Walker, 2016). Education Scotland (no date) further this and suggest that parents with English as an additional language often feel intimidated by letters, emails and attempts to communicate with them in a language that is foreign to them and therefore there is a communication breakdown. However, Oxfordshire County Council (2017) suggests that although a parent partnership is important to a child's development and transition it will not be the ultimate factor, through play children with EAL are able to build relationships without direct words.

The key to inclusive leadership in this scenario is to try to find ways to work with parents to support the child, a way to do this is to use photo prompts to communicate; parents can be shown basic photos like toilet or a drink and ask to write down the translation in their language so the practitioners can use these to communicate with the child (Early Years Careers, 2016). Solgrid Organisation (2017) further this and suggest that parents should be encouraged to come into the nursery to not only support language development of their child but themselves as well. If parents can gain confidence in their second language they can motivate and help the development of their child's learning at home (Oxford English Organisation, 2022). However, The Bell Foundation (2020) suggests that this rarely happens due to commitments of parents and their inability to take time out of work or other

commitments to spend time in a setting and therefore practitioners need to work extremely hard to support the child and family in other ways.

Furthermore, inclusive leadership in regards to EAL parents can be through means of technology (Colorado, no date). Hollingsworth *et al.* (2009) suggest that practitioners can communicate through technology by translating English into the families own language for them to read easier. This will promote communication and a parent partnership as the family will feel belonging and reassured that the setting is willing and open to their culture (Kalayci and Oz, 2018). In contrast, The International School Saigon Pearl (2021) detail that more than just translation needs to be done to build relationships with EAL parents and instead parents need to overcome the feeling of intimidation of the language that is new to them through support from practitioners.

Practitioners-

Inclusive leadership entails working in a multiagency approach to put the child at the centre (Welsh Government, 2018). In this scenario, a multiagency approach will be detrimental to the development of the child and the partnership with the family (Fletcher-Campbell, Archer and Tomlinson, no date). Chemanais (2009) state that a multi-agency and inclusive approach to practice can lead to enhanced improved outcomes for children. Department for Education (2021a) furthers this and suggests that when agencies are able to work closer together and more inclusively it leads to better practice. The Childrens Commission for Wales (2020) talked about how agencies need to do more to wrap around the family to provide support and offer help to meet their needs and not that the family should have to fit around the agencies themselves.

Chemanais (2009) also details that if there is inclusive leadership present in settings it can help benefit practitioners understanding of others roles and helps promote mutual support. A barrier to this would be reluctant practitioners who don't want to take on extra or share any work with their colleagues as they may not feel a respected member of the team or simply want the power of doing it themselves (NSPCC, 2019). This is supported by IPL Organisation (2022) who mentions that when working in a multi-agency team there is a higher risk of encountering disagreements and a conflict of morals between agencies which will result in a poor result for the child.

Lee (2021) suggests that inclusive leadership aims to remove or lower barriers in all practice to facilitate the learning of children. Koliouli (2021) suggests one of the main barriers in regards to inclusive leadership and practice is the lack of inclusive training practitioners receive. Arnot *et al* (2014) detail that all practitioners should receive training in how to support children with EAL and how to spot signs that differentiate between typical language development and language difficulties. However, Spencer (2021) argues that training for practitioners is always available but attendance rates are extremely low due to lack of time and budgets in the early years sector. Critiquing this further,

McKinney (2008) suggested that practitioners have negative attitudes on EAL children and label them hard work and therefore training opportunities are wasted.

Early Years Alliance (no date a) further supports the notion of inclusive practice and that all the team from a setting needs to be involved in the development of the child, they go onto say that all practitioners in the setting should take the time to know the child's name, interests, cultural background and just in general be involved in the child's journey. Pacey (no date) suggests that practitioners who are monolingual may sometimes feel put off and cautious about working with children with EAL due to the fact that they lack confidence in their own ability to support and nurture the child's development.

Community-

The community has a major impact on the learning of a child (Nursery Management, 2021). By engaging with the wider community children will begin to gain a sense of belonging as they feel apart of their community (Family action, 2022).

Welsh Government (2015) states that schools and settings do not work in isolation but are a key part of the network and serve the local community. Estyn (2020) state that by schools opening their doors to the community it builds stronger connections and relationships by a better flow of communication and support.

Norwich (2011) argues that often EAL families are separated from the community to make a community of their own, this separation leads to a divide, lack of socialising and therefore a potential halt in development for the child (Arnot *et al*, 2014). Welply (2022) suggests this divide in community mirrors in settings and is often caused by lack of confidence in adults of their language skills creating distant relationships within the community. On the other hand, Education Quality Early Years (2017) believe that children do not think about EAL when in play and their friend groups and peers do not always share the same first language as them.

To create an inclusive setting and be an inclusive leader, Bacsu and Smith *et al* (2011) state that settings should provide open and safe spaces for the local community to discuss and share knowledge and beliefs; these spaces provide effective ways to help decision makers assess all angles.

Department of Education (no date) supports this and details that the school estates should be open for recreational and educational needs for not only the pupils but for the wider community also.

Norwich (2011) says that working with EAL children calls for collaboration and multi-agency working to preserve knowledge and put to good use in aiding the development of the child. In this scenario it would be suggested that the family should engage with the local community to gain

understanding of recreational activities going on that could immerse them in the community and build confidence in their new language (Carbines, 2014). Inclusive practitioners can help the family engage in the local community by finding leaflets and helping to translate to the family, or even host activities in which the family can get involved in to meet others (Learning Village, 2022). A barrier here may be the lack of funding that settings receive to organise activities for this reason, without the funding it cannot be paid for and it does not happen (National Association for Language Development in the Curriculum, 2022). Child Poverty Action Group (2022) supports this and details how in more financially deprived areas there is a lack of extracurricular or recreational activities for the community as the families living there cannot afford to pay for them.

SECTION 2

Baldock, Fitzgerald and Kay (2013) define policy as an attempt by those who work inside of an organization to think in a coherent way about what is trying to be achieved. Policies and procedures enable employers to be clear to staff about what is expected from them, it helps to foster a cohesive environment where everyone is working to the same goals and structure (Nieweler, 2022). In the early years policies and procedures are essential to ensure good, consistent practice by clear and concise instructions for all staff (WJEC, 2019b).

It is essential that policies are regularly reviewed and updated to ensure that the needs of all children and those working in the setting are met, these changes must consider any changes or events that have happened not only in the setting but within the wider community also (Waltham Forest, 2022).

Without policies and procedures in a setting being regularly updated it puts the staff, children and possibly the wider community in danger as guidance will be changing and evolving but the practice will not improve (WJEC, 2019a).

In the early years leadership faces challenges in different ways, two different categories are Micro and Macro and policies can be written according to these (Weebly, no date). Ferdman (2021) talks about the differences between Macro and Micro levels in reference to systems of inclusion; he gives examples of Macro levels being society and organizations and examples of micro levels being individual experiences of inclusion and inclusive interpersonal behaviour. Herr *et al* (2021) suggests that these difference levels dictate the type of policy, therefore, it is stated that for example a macro level policy could be a policy from the government about the curriculum whereas a micro level policy may be a workplace policy.

There are many issues in policies in general in relation to inclusive leadership as according to Bourke and Titus (2020). OECD (2020) suggests that it is not fully covered how the new curriculum for Wales can reduce inequity and the implementations this has on widening the gap for students and children in the early years. Welsh Government (no date) suggests that schools and settings are responsible for the equity and inclusion of the children, families and staff and highlights that an inclusive leader can ensure that this happens. However, Bradbury (2013) suggests that inclusive practice is overlooked as policies are made with the ideal learner in mind which overlooks equality and the child as an individual.

Welsh Government (2018) put forward The Ways of Working of The Well-being of Future Generations (Wales) Act 2014. The act was passed as it sets to recognise that Wales is facing significant challenged in providing a good quality of life for all citizens now and for future generations (Welsh Government, 2018). It requires public bodies to think about the long term impacts of their decisions and to encourage a better sense of working with each other to achieve better outcomes (Future Generations Commissioner for Wales, 2022).

The Wales Audit Office (2019) talks about the positives that come along with the implementation of the act, one states that there is a focus on delivering outcomes with progression steps over the short and long term. These progression steps create clear objectives that allow people to work towards a shared goal making more effective work and leadership (Breakthrough Britain, 2011). Collaboration is an essential principle in organising the well being of future generations (Welsh Government, 2021). The legislation itself states that it is the same or extremely similar to the Care Standards Act 2000 (c.14) by the Children's Commissioner for Wales and therefore commissioners are able to collaborate with one another in order to achieve a better well-being for the future. However, Senedd Research (2021) puts forward the idea that the Welsh Government hold a crucial role in showing the bodies how to lead in an inclusive matter and need to raise more awareness and understanding amongst people about inclusiveness and the impact it has on the future generation.

Similarly the New Curriculum for Wales aims to create an equal ground for all children and practitioners. It promotes collaboration in form of giving practitioners more responsibility and input into the curriculum and how learning objectives and outcomes are managed and delivered (Exchange, 2022). Collaboration is defined by Kelsi Organisation (2021) as a group of practitioners working in unison for the greater good for all children and the families that they serve. However, Gatley (2020) suggests that the new curriculum for Wales and its aim for more deeper and meaningful collaboration of practitioners in attempts of more inclusive practice does not work as well as expected as practitioners are under too much stress with little training and skills. Knight (2022) furthers this and suggests that collaboration does not always work to promote inclusive leadership due to the attitudes of practitioners and their perception of inclusive education.

An inclusive curriculum comes with improving practitioners awareness of the importance of inclusiveness in the early years and how it is achieved through effective collaboration of all staff (Welsh Government, 2018). On the other hand, without practitioners who have passion for the curriculum reform and can work in collaboration with others to perfect an inclusive curriculum it can result in a significant barrier forming to an inclusive classroom with inclusive leadership (Knight and Crick, 2021).

BLOG

Are we pushing children into gender stereotypes?

In 2022 I would say as early years practitioners we would like to think of ourselves as open minded, non-judgemental and accepting of others. However, are we subconsciously pushing stereotypical gender roles onto children?

First of all we should discuss the difference between 'gender' and 'sex'. As according to the Wales Health Organisation (no date) defines gender as a social construct that includes norms, behaviours and roles that are associated with identifying as a gender. Whereas 'sex' can be defined as biological differences between male and female that are assigned at birth (Council of Europe, no date). Now that we know the difference we need to recognise how gender can be influenced by the people around the children in the early years. As recognised by Fawcett (2019) by the time children are two years of age they are already aware of gender and by the age of six they have begun to associate certain characteristics between genders.

Although we may not mean it children do take effect to what we say and do in play and settings in general, in a study undertaken by Fawcett (2019) they found that 45% of adults said that when they were children they experienced gender stereotyping when expected to behave in a certain way and more than half of the adults believed this gender stereotyping effected their future careers.

Kelly-Ware (2016) further explain that they had observed children in a setting clearly placing a gender on certain activities, games and daily tasks, for example, have a separate lunch table, boys not wanting to participate in nail painting and girls not wanting to participate in playing cars. On the other hand, it can be argued that these gender norms have not appeared from nowhere and that perhaps instead children are mirroring what they see from parents or practitioners into their play.

How do we counteract these stereotypes we are still seeing? UNICEF (no date) suggest that parents and practitioner should not attach gender to objects that do not hold a gender, for example toys or colour. Further, encouraging children to play with whatever they would like to and now what fits according to whether they are a girl or a boy. This means that dolls aren't just for girls and cars aren't just for boys but instead can be played by any child.

Pacey Organisation (2019) suggest that practitioners need to challenge their own beliefs and stereotypes surrounding gender as practitioners are responsible for the opportunities and representation of a setting not only through physical things like toys, books or displays but through language and attitude that emulates onto the children. Improving gender balance Scotland (2017) further this and detail that practitioners and teachers can often show unconscious bias in the classroom, presenting in the way that girls who may be disruptive in a setting encounter more

criticism than boys who act in a similar way just due to the gender behaviour norms placed on them by society.

To attempt to normalise gender and counteract practitioners should talk to children about gender-norms and explain how all children can play and be whatever they would like to be no matter their gender (Xu, 2020). However, a blog by Owen Lloyd (2020) argues that in the early years children are too young to worry about their gender and should be able to be free to explore, by teaching children about different genders it applies too much pressure to conform to one and create confusion rather than teaching them to accept everyone .

Reference List

Arnot, M. *et al.* (2014) *School approaches to the education of EAL students*. Cambridge: The Bell Foundation.

Bacsu, J. and Smith, F.M. (2011) *Innovations in Knowledge Translation*. Available at: [Evaluation-des-processus-dimplantation-dun-programme-de-transfert-de-connaissances-par-agents-multiplicateurs-pour-la-prevention-des-mauvais-traitements.pdf \(researchgate.net\)](#) (Accessed: 27th November 2022)

Baldock, P., Fitzgerald, D., and Kay, J. (2013) *Understanding early years policy*. 3rd edn. London: Sage.

Bidfield, J. (2019) 'The Silent Period for EAL Learners', *EAL in the Daylight* [blog]. 27 May. Available at: [The Silent Period for EAL Learners – EAL in the Daylight \(wordpress.com\)](#) (Accessed: 23rd November 2022)

Bourke, J, and Titus, A . (2019) 'Why inclusive leaders are good for organisations, and how to become one', *Harvard Business Review*. Available at: <https://hbr.org/2019/03/why-inclusive-leaders-are-good-for-organizations-and-how-to-become-one> (Accessed: 16th November 2022)

Bourke, J. and Titus, A. (2020) *The key to inclusive Leadership*. Available at: [The Key to Inclusive Leadership \(hbr.org\)](#) (Accessed: 30th November 2022)

Bradbury, A. (2013) 'Education policy and the 'ideal learner': producing recognisable learner-subjects through early years assessment', *British Journal of Sociology*. 43 (11), pp. 1-19. DOI: [10.1080/01425692.2012.692049](https://doi.org/10.1080/01425692.2012.692049)

Breakthrough Britain. (2011) *Outcome-Based Government*. Available at: [Outcomebased-government-how-to-improve-spending-decisions-across-government-executive-summary.pdf](#) (Accessed: 29th November 2022)

Brighton and Hove City Council. (no date) *Understanding the stages of learning for children with English as an Additional Language*. Brighton: EMAS.

Brown, B. (2020) *Dare to lead*. Available at: [Brene-Brown-on-Power-and-Leadership-10-26-20%20\(3\).pdf](#) (Accessed: 16th November 2022)

Brown, J. (2019) *How to Be an Inclusive Leader: Your Role in Creating Cultures of Belonging Where Everyone Can Thrive*. Oakland: Berrett-Koehler Publishers.

Cambridge English Organisation. (2022) *How can parents support English language learning*. Available at: [How parents can support English language learning | Cambridge English](#) (Accessed: 19th November 2022)

Carbines, F. (2014) *How to build confidence among low-level learners of English*. Available at: [How to build confidence among low-level learners of English | British Council](#) (Accessed: 27th November 2022)

Chemanaïs, R. (2009) *Effective Multi-Agency Partnerships: Putting Every Child Matters into Practice*. London. Sage

Child Poverty Action Group. (2022) *Children in poverty missing out on fun events and special occasions at school, new report finds*. Available at: [Children in poverty missing out on fun events and special occasions at school, new report finds | CPAG](#) (Accessed: 26th November 2022)

Children's Commissioner for Wales, (2020) *No wrong door: brining services to gether to meet children's needs*. Available at: https://www.childcomwales.org.uk/wp-content/uploads/2020/06/DimDrwsAnghywir_FINAL_CY23062020.pdf (Accessed: 26th November 2022)

Colarado, C. (no date) *How to use technology to engage multilingual families*. Available at: [How to Use Technology to Engage Multilingual Families | Colorín Colorado \(colorincolorado.org\)](#) (Accessed: 22nd November 2022)

Council of Europe. (no date) *Sex and Gender*. Available at: <https://www.coe.int/en/web/gender-matters/sex-and-gender> (Accessed: 23rd November 2022)

Crolla, C. and Treffers-Daller, J. (2017) *A Guide to Supporting EAL Learners*. Oxford: Pathways.

Cunningham, C.M. (2019) *Saying more than you realise about 'EAL': discourses of educators about children who speak languages beyond English*. Available at: [151185504.pdf \(core.ac.uk\)](#) (Accessed: 23rd November 2022)

Department for Education and Skills. (2006) *Excellence and Enjoyment: learning and teaching for bilingual children in primary years*. Available at: [2132-2006 unit 1 \(naldic.org.uk\)](#) (Accessed: 23rd November 2022)

Department for Education. (2021a) *Multi-agency reform: Key behavioural drivers and barriers*. Available at: [Multi-agency reform: Key behavioural drivers and barriers summary report \(publishing.service.gov.uk\)](#) (Accessed: 24th November 2022)

Department for Education. (2021b) *Statutory framework for the early years foundation stage*. Available at: [Statutory framework for the early years foundation stage \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/978212/2021-09-27-early-years-foundation-stage-statutory-framework.pdf) (Accessed: 15th November 2022)

Department for Education. (no date) *Community use of school premises*. Available at: [Community use of school premises | Department of Education \(education-ni.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/978212/2021-09-27-early-years-foundation-stage-statutory-framework.pdf) (Accessed: 27th November 2022)

Dixon, L.Q. *et al.* (2019) 'Pre-Service Teacher Attitudes Toward English Language Learners', NABE Journal of Research and Practice, 7(1), pp. 75-105. DOI:[10.1080/26390043.2016.12067805](https://doi.org/10.1080/26390043.2016.12067805)

Early Years Alliance. (no date a) *Children Learning EAL in the early Years Setting*. Available at: [Children Learning EAL \(eyalliance.org.uk\)](https://www.eyalliance.org.uk/children-learning-eal) (Accessed: 24th November 2022)

Early Years Alliance. (no date b) *Involving parents in their children's learning*. Available at: [Involving parents in their children's learning | early years alliance \(eyalliance.org.uk\)](https://www.eyalliance.org.uk/involving-parents-in-their-childrens-learning) (Accessed: 18th November 2022)

Early Years Careers. (2016) *5 Tips to support children with EAL*. Available at: [5 Tips To Support Children With EAL - Early Years Careers](https://www.earlyyears.org.uk/5-tips-to-support-children-with-eal) (Accessed: 19th November 2022)

Education Quality Early Years. (2017) *Guidance for Early Years practitioners on supporting children learning English as an Additional Language (EAL)*. Available at: [Guidance for Early Years practitioners on supporting children learning English as an Additional Language \(EAL\). \(oxfordshire.gov.uk\)](https://www.oxfordshire.gov.uk/early-years/guidance-for-early-years-practitioners-on-supporting-children-learning-english-as-an-additional-language-eal) (Accessed: 27th November 2022)

Education Scotland. (no date) *Understanding Barriers*. Available at: [fam2-understanding-barriers.pdf \(education.gov.scot\)](https://www.education.gov.scot/media/1234567/fam2-understanding-barriers.pdf) (Accessed: 19th November 2022)

Entrust. (2020) *Reflecting on Equality, Diversity and Inclusion in the Early Years*. Available at: [Reflecting on Equality, Diversity and Inclusion in the Early Years | Entrust \(entrust-ed.co.uk\)](https://www.entrust-ed.co.uk/reflecting-on-equality-diversity-and-inclusion-in-the-early-years) (Accessed: 15th November 2022)

Estyn. (2020) *Community schools: families and communities at the heart of school life*. Available at: [Community schools: families and communities at the heart of school life \(gov.wales\)](https://gov.wales/government/publications/community-schools-families-and-communities-at-the-heart-of-school-life) (Accessed: 27th November 2022)

Exchange. (2022) *The new Curriculum for Wales in early years education*. Available at: [The new Curriculum for Wales in early years education – ExChange \(exchangewales.org\)](https://www.exchangewales.org/the-new-curriculum-for-wales-in-early-years-education) (Accessed: 30th November 2022)

Family Action. (2022) *Early Years Childcare Services*. Available at: [Early Years Childcare Services - Family Action \(family-action.org.uk\)](https://www.family-action.org.uk/early-years-childcare-services) (Accessed: 27th November 2022)

Family and Childcare Trust. (no date) *Developing high-quality inclusive practices*. Available at: [inclusive_practices_report.pdf \(family-action.org.uk\)](#) (Accessed: 15th November 2022)

Fawcett. (2019) *Gender Stereotypes in Early Childhood*. Available at: [Gender Stereotypes in Early Childhood: A Literature Review | The Fawcett Society](#) (Accessed: 22nd November 2022)

Ferdman, B. (2021) *Inclusive Leadership: Transforming diverse lives, workplaces and societies*. London: Routledge.

Fletcher-Campbell, A. Archer, T. and Tomlinson, K. (no date) *The Role of the School in Supporting the Education in Public Care*. Nottingham: Department for Education and Skills.

Future Generations Commissioner for Wales. (2022) *Well-being of Future Generations (Wales) Act 2015*. Available at: [Well-being of Future Generations \(Wales\) Act 2015 – The Future Generations Commissioner for Wales](#) (Accessed: 29th November 2022)

Gatley, J. (2020) 'Can the New Welsh Curriculum achieve its purpose', *The Curriculum Journal*, 31(2), pp.202-214. DOI: [10.1002/curj.26](#)

Hadfield, M., Jopling, M. and Needham, M. (2015) *Practice leadership in the early years: becoming, being and developing as a leader*. Maidenhead, Berkshire: McGraw-Hill Education/Open University Press.

Hampshire County Council. (no date) *Selective mutism, or the 'Silent Period' guide*. Available at: [Selective mutism, or the 'Silent period' guide | Hampshire County Council \(hants.gov.uk\)](#) (Accessed: 22nd November 2022)

Haynes, J. (2015) 'The Benefits of Play in the Education of Young ESL', *Tesol International Association* [blog]. 10 September. Available at: [The Benefits of Play in the Education of Young ELs | TESOL Blog](#) (Accessed 22nd November 2022)

ICAEW Insights. (2022) *Why Inclusive Leadership is so vital to Diversity and Inclusion*. Available at: [Why inclusive leadership is so vital to D&I | ICAEW](#) (Accessed: 15th November 2022)

Improving gender balance Scotland. (2017) *Gender Stereotypes: an introduction for practitioners in schools and early learning centres*. Available at: [Improving-gender-balance-intro-schools-early-learning.pdf \(iop.org\)](#) (Accessed: 23rd November 2022)

International School Saigon Pearl. (2016) 'How to Support Parents of ESL Students', *Elementary and Early Years* [blog]. 18 November. Available at: [How To Support Parents Of ESL Students | ISSP](#) (Accessed: 22nd November 2022)

IPL Organisation. (2022) *Advantages and Disadvantages of Multi Agency*. Available at: [Advantages And Disadvantages Of Multi Agency | ipl.org](#) (Accessed: 24th November 2022)

Johansson, E. and Puroila, A.M. (2021) 'Research Perspectives on the Politics of Belonging in Early Years Education', *International Journal of Early Childhood*, 53, pp. 1-8. DOI: 10.1007/s13158-021-00288-6

Kalayci, G. and Oz, H. (2018) 'Parental involvement in English Language education: Understanding parents' parents' perceptions', *International Online Journal of Education and Training*, 5(4), pp. 832-847. Available at: [Parental involvement in English language education: Understanding parents' perceptions.](#)

Kelly-Ware, J. (2016) 'Whats he doing that for? He's a boy!':Exploring gender and sexualities in an early childhood setting', *Global Studies of Childhood*, 6(1), pp.147-154.
DOI:[10.1177/2043610615624519](#)

Kelsi Organisation. (2021) *Early Years Collaborations A guide for potential leaders*. Kent: The Education People.

Knight, C. and Crick, T. (2021) 'Inclusive Education in Wales: Interpreting Discourse of Values and Practice Using Critical Policy Analysis', *ECNU Review of Education*, pp.1-26.
DOI:10.1177/20965311211039858

Knight, C. *et al.* (2022) 'Aspiring to include versus implicit 'othering': teachers' perceptions of inclusive education in Wales', *British Journal of Special Education*, 49(1), pp.5-23. DOI:
[10.1111/1467-8578.12394](#)

Koliouli, F Pienl-Jacquemin, S. and Gaudron, C.Z. (2021) 'Barriers and facilitators in inclusive daycare facilities: mothers' perspectives', *International Journal of Inclusive Education*.
DOI:[10.1080/13603116.2021.1950221](#)

Lamar University. (2021) *What are the benefits of ESL?* Available at: [What Are the Benefits of ESL? | Lamar University Online](#) (Accessed: 23rd November 2022)

Learning Village. (2022) *Welcoming new EAL arrivals*. Available at: [Welcoming New EAL Arrivals - Free Welcome Booklet | Learning Village](#) (Accessed: 26th November 2022)

Lee, E. (2021) *What is Inclusive Practice?* Available at: [What Is Inclusive Practice? | Early Years, Education, Examples \(cpdonline.co.uk\)](#) (Accessed: 24th November 2022)

Lee, L. (2012) *Working With Non-English-Speaking Families*. California: Parent Services Project.

Lloyd, O. (2020) 'Don't teach your kids to 'explore gender'-refuse to teach them 'gender' at all', *Feminist Current* [blog]. 15 August. Available at: [Don't teach your kids to 'explore gender' — refuse to teach them 'gender' at all \(feministcurrent.com\)](#) (Accessed: 23th November 2022)

Ludwig, K. (2016) 'The Problem of Collective Agency', *From Individual to Plural Agency: Collective Action 1*, pp. 1-12. DOI: [10.1093/acprof:oso/9780198755623.003.0001](https://doi.org/10.1093/acprof:oso/9780198755623.003.0001)

McKinney, R.W. (2008) *Teacher attitudes toward English language learners*. Tennessee: TRACE.

Mistry, M. and Sood, K. (2012) 'Challenges of Early Years leadership preparation: a comparison between early and experienced Early Years practitioners in England', *Management in Education*, 26(1), pp. 28-37. DOI:10.1177/0892020611427068

National Association for Language Development in the Curriculum. (2022) *Do schools get extra money to support EAL learners?* Available at: [NALDIC | EAL questions | Do schools get extra money to support EAL learners?](#) (Accessed: 26th November 2022)

National Association for Language Development in the Curriculum. (2015) *EAL and the initial training of teachers*. Available at: [NALDIC | EAL and teacher education | EAL and the initial training of teachers](#) (Accessed: 22nd November 2022)

National Education Union. (2019) *Anti-racism Charter*. Available at: [Anti-racism charter | NEU](#) (Accessed: 23rd November 2022)

Nieweler, A. (2022) 'Importance of Policies and Procedures in an Organisation', *WhistleBlower Security* [blog]. 12 September. Available at: [Importance of Policies and Procedures in an Organization - WhistleBlower Security Blog](#) (Accessed: 26th November 2022)

Norwich, B. (2011) *Inclusive education, additional needs and EAL: values, concepts and issues*. Exeter: NALDIC.

NSPCC. (2019) *Multi-agency working*. Available at: [Multi-agency and interdisciplinary working | NSPCC Learning](#) (Accessed: 24th November 2022)

Nursery Management. (2021) *How to Improve your settings community engagement*. Available at: [How To Improve Your Settings Community Engagement - Nursery Story](#) (Accessed: 27th November 2022)

Nutbrown, C. (2022) *Inclusion in Early Years Settings*. Available at: [Inclusion in Early Years Settings | A Unique Child | Teach Early Years](#) (Accessed: 22nd November 2022)

OECD. (2020) *Implementing Education Policies: Achieving the New Curriculum for Wales*. Available at: https://read.oecd-ilibrary.org/education/achieving-the-new-curriculum-for-wales_4b483953-en#page49 (Available at: 30th November 2022)

Oxfordshire County Council. (2017) *Guidance for Early Years practitioners on supporting children learning English as an Additional Language (EAL)*. Oxfordshire: Education Quality.

Pacey. (2019) *Gender stereotyping in early years*. Available at: [Gender stereotyping in early years | PACEY](#) (Accessed: 23rd November 2022)

Pacey. (no date) *English as an additional language*. Available at: [English as an additional language | PACEY](#) (Accessed: 23rd November 2022)

Read, A. (2012) ‘‘Good Practice’ for pupils with English as an additional language: patterns in student teachers’ thinking’, *Research in Teacher Education*, 2(2), pp. 24-30. Available at: [6989.pdf \(uel.ac.uk\)](#) (Accessed: 22nd November 2022)

Ryan, J. (2013) ‘Promotive Inclusive Leadership in Diverse Schools’, *International Handbook of Educational Leadership and Social (In)Justice*, 29, pp.359-380. DOI:10.1007/978-94-007-6555-9_21

Senedd Research. (2021) *Delivering for future generations: what are the barriers to implementing the world's first Well-being of Future Generations Act?* Available at: [Delivering for future generations: what are the barriers to implementing the world's first Well-being of Future Generations Act? \(senedd.wales\)](#) (Accessed: 1st December 2022)

Solgrid Organisation. (2017) *Working with EAL learners in the Early Years*. Solihull: Metropolitan Borough Council.

Spencer, J. (2021) ‘Understanding EAL: International Secondary School Teachers Experiences and Attitudes in Ukraine and Eastern Europe’, *Journal of Research In International Education*, 20(2), pp.171-186. DOI: [10.1177/14752409211033749](#)

The Bell Foundation. (2020) *Working With Parents To Support The Learning Of Pupils Who Use EAL: Guidance for Schools*. Cambridge: The Bell Education Trust.

The Hub. (2020) *Top 5 Ways to transform the EAL experience in the classroom*. Available at: [Top 5 ways to transform the EAL experience in the classroom - The NAHT Hub](#) (Accessed: 23rd November 2022)

The Open University. (2018) *Early years team work and leadership*. Available at: [https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwjSyNOw-rr7AhUYHcAKHfsDDvMQFnoECA4QAw&url=https%3A%2F%2Fwww.open.edu%2Fopenlearn%2Feducation-development%2Fchildhood-youth%2Fearly-years-team-work-and-leadership%2Faltformat-word%23%3A~%3Atext%3DJones%2520and%2520Pound%2520\(2008\)%2520use%2Ca%2520crucial%2520part%2520to%2520play.&usg=AOvVaw3Nmqozh_w74qgv0Ar6pf5x](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwjSyNOw-rr7AhUYHcAKHfsDDvMQFnoECA4QAw&url=https%3A%2F%2Fwww.open.edu%2Fopenlearn%2Feducation-development%2Fchildhood-youth%2Fearly-years-team-work-and-leadership%2Faltformat-word%23%3A~%3Atext%3DJones%2520and%2520Pound%2520(2008)%2520use%2Ca%2520crucial%2520part%2520to%2520play.&usg=AOvVaw3Nmqozh_w74qgv0Ar6pf5x) (Accessed: 15th November 2022)

UK Government. (no date a) *English as an additional language (EAL)*. Available at: [English as an additional language \(EAL\) - Help for early years providers - GOV.UK \(education.gov.uk\)](#) (Accessed: 22nd November 2022)

UK Government. (no date b) *Sense of self*. Available at: [Sense of self - Help for early years providers - GOV.UK \(education.gov.uk\)](#) (Accessed 19th November 2022)

UK Government. (no date c) *Working in partnership with parents and carers*. Available at: [Working in partnership with parents and carers - Help for early years providers - GOV.UK \(education.gov.uk\)](#) (Accessed: 18th November 2022)

Unicef. (no date) *What is gender-responsible parenting?* Available at: [What is gender-responsive parenting? | UNICEF Parenting](#) (Accessed: 23rd November 2022)

Wales Audit Office. (2019) *Implementing the Well-being of Future Generations Act – Welsh Government*. Available at: [Implementing the Well-being of Future Generations Act – Welsh Government \(audit.wales\)](#) (Accessed: 30th November 2022)

Walker, C. (2016) *Children with English as an additional language can go through 'silent period' at nursery*. Available at: [Children with English as an additional language can go through 'silent period' at nursery \(daynurseries.co.uk\)](#) (Accessed: 19th November 2022)

Waltham Forest. (2022) *Early Years Policies and Procedures*. Available at: [Early Years Policies and Procedures | The Hub - Waltham Forest Education Hub](#) (Accessed: 27th November 2022)

Weebly. (no date) *Micro and Macro Challenges*. Available at: [Micro and Macro Challenges - Advocacy, Leadership and Change in Early Childhood \(weebly.com\)](#) (Accessed: 29th November 2022)

Welpy, O. (2022) 'English as an additional language (EAL): Decolonising provision and practice', *British Educational Research Association*, pp.1-21. DOI: 10.1002/curj.182

Welsh Government. (2015) *Theme 5: Developing community partnerships and multi-agency working Resources 1–2*. Available at: [theme-5-developing-community-partnerships-and-multi-agency-working-resources-1-2.pdf \(gov.wales\)](#) (Accessed: 23rd November 2022)

Welsh Government. (2018) *Inclusion and pupil support*. Available at: [guidance-inclusion-and-pupil-support_0.pdf \(gov.wales\)](#) (Accessed: 30th November 2022)

Welsh Government. (2020) *Designing your Curriculum*. Available at: [Languages, Literacy and Communication: Designing your curriculum - Hwb \(gov.wales\)](#) (Accessed: 23rd November 2022)

Welsh Government. (2021) *Well-being of Future Generations (Wales) Act 2015 Essentials Guide*. Available at: [42329 WBFG Essentials Guide \(gov.wales\)](#) (Accessed: 30th November 2022)

Welsh Government. (no date) *Well-being, equity and inclusion*. Available at: [Well-being, equity and inclusion - Hwb \(gov.wales\)](#) (Accessed: 30th November 2022).

WJEC. (2019a) *Regulatory requirements*. Available at: [Regulatory requirements for environments in early years settings | Health, well-being, learning and development \(uk.s3-eu-west-1.amazonaws.com\)](#) (Accessed: 29th November 2022)

WJEC. (2019b) *Policies and procedure for early years and childcare practice*. Available at: [Policies and procedures | Professional Practice \(uk.s3-eu-west-1.amazonaws.com\)](#) (Accessed: 29th November 2022)

World Health Organisation. (no date) *Gender and health*. Available at: https://www.who.int/health-topics/gender#tab=tab_1 (Accessed: 23rd November 2022)

Xu, Y. (2020) *Does the gender of a practitioner matter in early childhood education and care? Perspectives from Scottish and Chinese young children*. London: Institute of Education.

Zimmermann, A. (2021) 'Teams grow stronger when managers show openness and vulnerability', *The London School of Economics and Political Science* [blog]. 22 July. Available at: <https://blogs.lse.ac.uk/businessreview/2021/07/22/teams-grow-stronger-when-managers-show-openness-and-vulnerability/#:~:text=Organisations%20should%20encourage%20leaders%20to,a%20%27psychologically%20safe%27%20workplace>. (Accessed: 15th November 2022)