

EYEC6004 – Inclusive Leadership

Section 1

Within this section the aim will be to provide a critical analysis of the role that an inclusive leader plays. According to Ferdman (2021), inclusive leadership is the capacity to hold a leadership position while simultaneously maintaining inclusivity between various communities, groups, organisations, and cultures. It's making participation possible, listening to the opinions of all individuals, ensuring fairness and equity, and easing the process of belonging for people. In addition, it has been explained by Rodd (2013) inclusive leadership is not about dictating and controlling situations and other people but rather working together with others by using good communication in order to be a cooperative and inclusive leader rather than a controlling one. It's essential to have inclusive leadership in order to be able to deliver high-quality care to children within settings, which is why inclusive leadership is so important. Parchman (2012), inclusive leadership is essential because this enables participants of a team to feel equal to one another, appreciated, and at ease when it comes to being able to speak their minds and express their opinions. According to Childhood Education International (2021), inclusive leadership is the dedication to ensuring all children are treated with equality within educational settings. This definition can be found in the article. Bortini et al. (2016), notes an inclusive leadership practice recognises and values its diversity by comprehending everyone's specific needs.

The scenario discussed relates to an 8-year-old boy Thomas who lives with his parents which have had numerous meetings with the police regarding domestic violence. Thomas is doing well in school and seems to be happy in class socialising with his peers and has been doing well academically. Despite Thomas being a shy individual, he does enjoy playing with his close friend Joel. Thomas's mother also seems to be rather shy and does not engage with others during collection or drop off at the school. Neither Thomas's mother nor father attend parents evening and prefer to receive a letter from Thomas's teachers to inform them about Thomas's schooling. Due to his parent's history with the police regarding domestic violence, a variety of multi-agency workers will be contacted in order to provide a good quality of support and to ensure that the house is a safe and secure environment for Thomas to live (NSPCC, 2019). An alliance of social workers and domestic violence support workers has created positive outcomes for those that are involved ie Thomas and his parents as in this scenario the parents have been proven to provide a safe and secure environment for Thomas allowing him to thrive. (Hafford-Letchfield et al 2014) Also, the United Nations Convention on the Rights of the Child (UNICEF, No Date), states that children being separated from their parents should not be considered unless doing so is in the children's best interests. Thomas is able to stay at his family home with his parents on account both parents attend relationship counseling classes. However both parents avoid having conversations with practitioners and do not attend parents evening. In accordance to Mullins (2021) and Greiger (2016), It's possible that the parents are ashamed and personally stigmatised by the involvement of multiple agencies, which is why they avoid conversation about the situation. This, in turn, prevents opportunities for discussion about the circumstance. In a similar vein, Gibson (2015) believes participation from social workers may make the parents feel as though they are being perceived as an ineffective parenting couple. This may result in the parents withdrawing their consent to the involvement of social workers. Accordingly, y, Ferdman,

Prime, and Riggio (2021) notes there is a general concurrence in which people choose to live their lives paves the way for equity to be received in which people get what they deserve. This is because the way in which people choose to live their lives allows for the equity received. Therefore, the mother and father may choose to avoid conversation because they believe, as a result of previous decisions and behaviours related to their lifestyle, that they do not deserve to be spoken to or treated on an equal footing with the other parents. In addition, the parents might be worried about the power dynamics that come with having a relationship with the social worker that is lacking in trust. According to Ferguson et al. (2021), the majority of parental involvement with social workers is involuntary. Furthermore, the power that social workers hold to intervene in order to keep children safe could cause concern to the mother and father that they may act or say something unsuitable, which would then lead to further action being taken by the social worker. In a similar vein, many parents believe that social workers exert power over them rather than providing assistance to them. As a result, they experience feelings of helplessness, powerlessness, and lack of a voice in decision-making, which prevents them from communicating with other support systems such as schools. According to the Welsh Government (2019), Services and parents must work together to assist and listen to families on the "edge of care" in order to ensure that they stay together and to prevent future negative experiences for children at a young age. This is necessary in order to help prevent future adverse childhood experiences for children. Ferdman, Prime, and Riggio (2021) agree with this point of view. They state that services should generate a feeling of safety and enable individuals to have a voice in order to facilitate the inclusion of all parties involved. In a similar vein, Social Care Wales (2020) asserts that services and practitioners need to be aware of the fact that the vast majority of parents want the best for their children and that they should be trusted. However, practitioners may be critical of parents and identify them as problem families due to the parents' lifestyles or lower socio-economic position, as stated by Cottle and Alexander (2014). In a similar vein, if parents do not wish to communicate with practitioners, it is possible for others to have the opinion that they are irresponsible and insufficient (Epstein, 2018). According to Ozturk (2011), however, communication between parents and practitioners is required since it permits the collection of knowledge and information about the child, which in turn provides appropriate care for the child. In a similar vein, it's been stated that interactions with parents allow for a more Indepth view of the child, which in turn enables School staff and other professionals to determine the child's current stage of development; consequently, communication is paramount for children to have access to the appropriate support while attending school.

A number of practitioners lack confidence when it comes to the necessity of communicating with parents. In a similar vein, studies suggest in order for practitioners to successfully engage and include parents, it is essential that they receive appropriate parental engagement training and participate in ongoing professional development. This is especially true when parents come from different backgrounds where judgments about the family may be made (Education Scotland, 2019; Department for Education, 2010). In addition, practitioners who get training will be supported in their efforts to deliver inclusive practice by developing the knowledge and awareness of others necessary to avoid excluding individuals.

Epstein (2018) states it's necessary for parents and practitioners to appreciate one another in order to give enough support for everyone participating in the education system. In addition, Estyn (2020) proposes that via practitioner training, mutual respect will be formed, which will lead to the elimination of barriers and enable consistent communication between parents and staff in order to provide cooperative assistance.

In addition, domestic violence can take a while to overcome and can be time consuming however it can be highly beneficial to families when it is overcome and a final decision has been made whether it is for the parents to part ways or to work together and make amendments, and it is the responsibility of the parents to maintain the changes that have been made. Inadequate support, unpleasant feelings, and the belief that they are not a "normal" part of society can all lead to relapse, which can limit inclusion and have a detrimental impact on the child's well-being. Because of these factors, practitioner training to engage in inclusion and parental engagement, as well as the ability of social workers to listen to parents with supportive power (Education Scotland, 2019).

Within the context of the situation, the other parents do not interact with or include Thomas' mother and father in any conversations that they have. It's possible that this is the result of intersectional stigma, given that both parents have had incidents regarding the police and are from a poor socioeconomic class. According to Bradsley (2013), emphasises that stigmatisation and stereotyping are typical for parents part of a lower class, which can frequently lead to low self-esteem and make it difficult to seek treatment, this is in agreement with what we have seen. There is a perception that young, underprivileged parents are unlikely to have a secure source of finance in order to provide for their children and do not devote themselves to the well-being of their child, which in turn influences negative opinions held by parents at the school. In a similar vein, there is a belief that young, parents are less likely to have emotional security in order to provide for their children. Weed and Nicholson (2015), suggested that it is often young fathers that are portrayed as violent and criminal in comparison to young mothers who are portrayed as vulnerable and alone, agree with this. They state that this has led to the social exclusion of fathers and that young mothers are illustrated as weak and lonely. In a similar vein, Fletcher (2019) observes that school collection points are predominately staffed by females and that male figures are viewed with suspicion. This creates an atmosphere in which fathers can feel alienated and prevents them from experiencing a sense of belonging within the environment.

In addition, Greiger (2016) suggests that negative judgment is placed on people that claim certain living benefits and those of low socioeconomic status, particularly if they are considered to be ineligible for claiming. This is particularly the case if the claimants are perceived to be taking advantage of the system. Due to the fact that the parents have a history of domestic violence, there is a possibility that they will be perceived as a freeloader and unworthy of equity. In addition, Park and Park (2014) argue that unpleasant judgment impacts a family as a whole,

leading to emotional and social discomfort. Because of this, this could well be a contributing factor as to why Thomas is timid at school and often has some form of conflict with other children in large groups.

Weale (2019), who claims that children who come from homes with poor socioeconomic status are more prone to experience social exclusion and to feel shame and embarrassment. This is something that has been pointed out by Siva (2020), who says that children who are poor have a lower chance of being included in social activities and do not have the same belongings as other children in school, which can lead to victimisation and shame at school. Children who are raised in households with low incomes are more likely to experience negative health and wellbeing, which can have a significant impact on a person's level of happiness and life satisfaction. Additionally, the wellbeing of children is typically determined by factors such as household income. In addition, children who are brought up in low-income households are more likely to experience feelings of isolation and have trouble sleeping because they are unable to participate in activities with other children and have to deal with the stresses of everyday life. As a result, various forms of support must be provided to assist these children (Siva, 2020). It has been stated that health and wellbeing are essential during a child's early stages of life, and during so the environment in which a child is raised must be taken in to consideration in order to determine additional support and encourage positive future outcomes. This is something that is agreed upon by the Welsh Government (2016). They state that health and wellbeing are imperative during the early years of life. Children who are brought up in homes that have a low socioeconomic status and who are subjected to exclusion socially have a lower chance of identifying and fulfilling their full potential in the future and a significantly increased likelihood of experiencing unemployment, low income, and social exclusion as adults (Eurostat Statistics Explained, 2020).

It was stated that there are beneficial outcomes for children that attend breakfast clubs in schools. These clubs provide opportunities for children to create friendships across a diverse range of groups, and they also encourage children to overcome the barriers that prevent them from engaging in social interaction. Additionally, children are given breakfast in order to provide a happy start to the day; as a result, this could boost Thomas' wellbeing and calm some of the tensions that may arise owing to the fact that both his parents have a poor salary. In addition, school/ child care workers should urge his parents to let Thomas attend the school's breakfast club so that Thomas can develop healthy eating habits and have a good start to his day with a healthy nutritional breakfast which can help him concentrate and learn.

Relationships in children's life are vital for positive wellness and development, according to Mentally Healthy Schools (No Date). As a result, practitioners must ensure that children are fostered, encouraged, and treated with mutual respect so that they have a feeling of belonging to the school community. This is reinforced by the findings of Allen et al. (2018), who indicate that through establishing an inclusive environment, schools provide children with opportunity to develop a feeling of belonging. This setting will assist children in developing strong, healthy relationships with both their peers and the adults who work in the school. Collins (2014), in a similar vein, emphasises Bronfenbrenner's notion that the system of contributions and

interactions in a child's life, such as their parents, practitioners, classmates, and communities, has a direct impact on children's welfare. Bronfenbrenner held that the system of contributions and interactions in a child's life has a direct impact on the child's well-being. This is confirmed by the findings of Gething and Irranca-Davies (2019), who claim that everyone who works with children is responsible for ensuring positive wellbeing and hence supporting social inclusion. The findings of Gething and Irranca-Davies support this (2019).

To be able to provide an inclusive environment and facilitate school belongingness and peer support, practitioners must maintain an inclusive attitude and notice and address appropriate ways to structure relationships that allow children to fully connect with one another, thereby encouraging the value of each individual. As a corollary, practitioners must be aware of school practises such as categorising children based on their skills, which results in child segregation and removes opportunities for friendships and interactions between children from different groups (Juvonen et al. 2019). Furthermore, because children prefer to associate with children who are similar to them and avoid children who are different from them, opportunities should be created to educate children on the importance of inclusion and provide activities in which all children can participate on an equal basis, which will encourage the development of friendships and the process of inclusion for Thomas (Juvonen et al. 2019).

Furthermore, Robinson (2019) examines Bandura's hypothesis, which claims that children are influenced and copy the behaviour of people closest to them. As a result, practitioners must exhibit inclusive attitudes in order to influence children's perspectives. However, because children are prone to follow their parents' acts, Thomas may act timidly at school because he is modelling his behaviour after his mother's. Furthermore, other students at Thomas' school may socially isolate him since they mimic their parents' actions at the school collection point. As a result, in order to enable Thomas and his parents' participation in the school community, practitioners must build inclusive environments throughout the school.

To encourage fathers to attend, Welham (2015) advises that schools and practitioners host parent evenings or activities in local regions where parents feel comfortable, or involve the local community, such as sports teams. Welham's suggestion was included in the article since it could

be a beneficial endeavour to involve and incorporate the father in the circumstance. Similarly, if other parents observed the Thomas' parents interacting positively with practitioners or attending events, it may encourage other parents to mix and engage in the activities at the school collecting point. This is supported by studies from The Nemours Foundation (1995-2022), which discovered that many schools rely on parents as resources and support bases for volunteer work within the school and should encourage parental involvement. Practitioners should urge the mother and father to participate in school in order to display abilities that may persuade other parents to end social exclusion and instil new ways of behaving, interacting, and thinking, resulting in a more inclusive environment. These abilities may inspire other parents to cease socialising their children and instil new ways of behaving, interacting, and thinking (Ferdman, Prime, and Riggio, 2021). Several educational institutions, in a similar spirit, promote adult education by offering parenting skill seminars and advice from local parenting clubs. Parenting support groups, according to Newport Academy (2019), allow parents to communicate with other people who are going through similar situations in a nonjudgmental context. As a result, by engaging in these organisations, parents might gain support and a sense of belonging. Furthermore, engaging in father-specific groups provides a nurturing environment that stimulates social interaction, opportunity to establish friendships, and support when difficult parenting issues are acknowledged and debated in communities that understand the obstacles involved (Kilgore, 2019). Practitioners may ensure that parents are provided all of the required information about the possibilities of joining local groups. Furthermore, encouraging parents to participate in local organisations and parenting skills programmes offered by the school may promote both the parents' and Thomas' social inclusion as well as their positive well-being.

To summarise, there are numerous opportunities for practitioners to deliver inclusive practise within the framework of the scenario. Practitioners have the ability to ensure that Thomas and his parents do not feel socially alienated within the setting of the school or the surrounding community, nor do they feel a sense of belonging there. However, in order for this to happen, practitioners will need to engage in continual professional development to ensure they have the knowledge and skills needed to provide inclusive leadership.

Section 2

According to Pollack Porter, Rutkow, and McGinty (2018), policy is action advice. Policy is an organization's attempt to logically determine a technique for reaching a purpose, according to Baldock, Fitzgerald, and Kay (2013). According to Viennet and Pont (2017), macro-level policymakers don't understand the intricacy of educational policy implementation. Baldock, Fitzgerald, and Kay (2013) concur, saying it's hard to argue programmes once they're started by policymakers. Policies represent beliefs, encourage action, and structure legal compliance in contexts (Schools and Regional Services Department of Education and Training, 2021). Hughes

and Lewis (2020) remark that policymakers dictate curriculum creation, and educators are supposed to apply policy effectively. The New Curriculum for Wales strategy aspires to generate ethical, knowledgeable citizens eager to study throughout their lives (Welsh Government, 2020; Donaldson 2015), but educational settings and practitioners must create an inclusive curriculum for their schools and the children that attend (Donaldson, 2015). This section evaluates whether early years advice and policies, concentrating on The New Curriculum for Wales, support inclusive leadership.

According to Welsh Government (2021), all schools, practitioners, and the nation should focus on developing The New Curriculum for Wales to improve educational standards and give possibilities for future learners in Wales. In an increasingly interconnected world, the curriculum aspires to recognise and respect other cultures, encouraging equity, social cohesion, appreciation, and equality (Welsh Government, 2020). The New Curriculum for Wales was designed using a co-constructive method, rather than a hierarchical one (OECD, 2017). As suggested by Welsh Government (2020), schools and settings must co-construct an inclusive curriculum with learners, their families, and the wider community. This will allow teachers to have more influence in inclusive leadership and make a positive and meaningful change to the education learners receive (Harris, Jones, and Crick, 2020; Welsh Government, 2020). Therefore, staff can provide inclusive education for individual children and their requirements, developing identity confidence (Welsh Government, 2021).

Welsh Government (2020) asserts that every teacher would be supported and enabled to develop curricula that reflects the diverse contributions of all groups and individuals. In the Professional standards for teaching and leadership (Welsh Government, No Date), the teacher exerts leadership and encompasses personal and professional obligations to transmit coherence and a shared commitment to accomplishing pedagogy's vision.

Educational achievement involves co-construction, with all individuals' skills and expertise respected (Welsh Government, 2020). As indicated by OECD (2017), the New Curriculum for Wales must be implemented using a whole-school-focused approach rather than a policy-driven strategy, with leadership as the key to its success. Woods et al. (2021) agree, stating that the New Curriculum in Wales policy requires value-driven, strong, visionary leaders.

Despite the advice that all staff execute successful curriculum and inclusion policies (Welsh Government, 2020), there is no statute in the Professional Standards for Teaching to assist the professional

development of staff at all career phases. Excluding practitioners, including those aspiring to inclusive leadership roles, from professional development could hinder curriculum implementation and inclusivity for all learners.

Wilson, Woolfston, and Durkin (2019) say the New Curriculum for Wales policy demands inclusiveness, but leaders and educators determine its success. Mngo and Mngo (2018) remark that inclusive leadership performance depends on staff and potential leaders' knowledge, attitude, and beliefs. Teachers may lack the confidence, competence, or abilities needed to become inclusive leaders, so building a curriculum for individual schools may result in a less inclusive policy if the staff does not understand the need of inclusion. Woods et al. (2021) remark that the New Curriculum for Wales policy requires faith that leaders and practitioners are informed and prepared to follow change principles. Incoherence between curriculum policy plans and delivery in educational settings must be handled, therefore leader and staff proficiencies and comprehension must be managed (Waters, 2016; Kingston, Siraj, and Neilsen-Hewett, 2019; Power, Newton, and Taylor, 2020). With a requirement for a lead agency to promote the new curriculum's adoption and success, efforts must be made to support potential inclusive leaders (OECD, 2017). Potential inclusive leaders have challenges to their professional autonomy if they lack clear direction on policy aims and conceptions (Pietarinen et al. 2017).

The new curriculum for Wales offers opportunities for inclusive leadership development and guidance, but offering all staff at different career stages the chance to gain knowledge and develop inclusive leadership would create a more inclusive environment and understanding for learners and aspiring leaders.

Section 3

This blog encourages young families to be inclusive leaders. The blog will demonstrate how parents can encourage their children's engagement and involvement.

According to Alemann, Garg, and Vlahovicova, mothers have historically been the primary nurturers and caregivers of children (2020). Cabrera, Volling, and Barr (2018) believe that traditional theories of developmental effects that focus on mothers are outdated and do not reflect the lives of most children today. Father involvement promotes children's cognitive development, social skills, self-esteem, and academic performance (Bateson et al. 2017; World Health Organisation, 2018).

According to Allport et al. (2018), children with non-engaged fathers are more likely to have poor outcomes. According to Balu, Lee, and Steimle (2018), fathers may struggle with co-parenting due to failed relationships or being unable to attend school activities due to employment or discomfort. According to Bateson et al. (2017), fathers are spending more time with their children, yet many wish they could be more involved. According to Martell (2015), many males are now equal to mothers in parenting but feel like the minority in child group circumstances. According to McGeary (2021), practitioners and settings can create inclusive

activities and situations to prevent fathers from feeling excluded from their children's lives. According to Alemann, Garg, and Vlahovicova (2020), parenting programmes and policies should foster mother-father equality in order to increase father engagement. Practitioners may provide father groups to increase attendance and involvement. According to the World Health Organization (2018), increasing child development helps all macro and micro levels, from governments to babies. Glynn and Dale (2015) feel that advertising and marketing to father groups should include a diverse range of fathers in order to provide an inclusive approach. As a result, school personnel are appropriate sources of publicity and invitation. To encourage fathers to attend, practitioners could hand out pamphlets at school pick-up times. Practitioners must embrace diversity and educate all fathers (Booyesen, 2014; Ferdman, 2014). According to Balu, Lee, and Steimle (2018), fathers should attend groups with their children to encourage involvement and social development.

According to Hayes (2020), becoming a father might be difficult and lonely if they can't obtain aid or make friends. According to Dad's Groups, 93 percent of fathers who attend report improved social relations and friendships (2021). According to Kilgore (2017), parenting organisations provide fathers with the opportunity to meet other fathers and socialise with the local community through organised events that benefit both father and child. Inviting men to join a parenting group therefore promotes inclusion and belonging. Practitioners can interact with fathers, encourage them to be involved in their children's lives, and recognise the importance of fathers' engagement with the setting and their children for growth and bonding. Relationship counsellors may assist any couple in identifying and resolving problems that are preventing them from being happy and providing the best environment for their children to learn and grow. Crouse (2017).

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