

ECEY6004

Inclusive leadership: working
together to support families

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Section 1

Each individual in an early childhood environment is treated as a unique individual with equal rights and obligations to any other human, whether an adult or a kid. Within the early years, discrimination on the basis of gender, age, ethnicity, religion or belief, marriage or civil partnership, disability, sexual orientation, gender reassignment, pregnancy or maternity, ethnic or national origin, or political belief is prohibited. Each employee's job description will include a commitment to adopting the company's inclusion and equality policy, which will also be included in the code of conduct.

'Every kid is unique in terms of their qualities, interests, abilities, and needs, and every child has the capacity to exercise his or her rights without fear of discrimination.' (Hammarberg, 2000). Bullying affecting children with special educational needs and disabilities: Safe to learn; Embedding anti-bullying work in schools is a good publication from the DCSF.

The assumption that strong leadership will improve child care, learning, and development is driving the increased focus on leadership. Working in early childhood settings is becoming increasingly demanding, requiring practitioners and leaders to have a high level of knowledge and abilities. Jones and Pound (2008) used the phrase "inclusive leadership" to support the concept that early childhood education is too demanding for one individual to handle. This indicates that each team member contributes to the overall success to a greater or lesser level. Despite the presence of a chosen leader, the setting operates as a team, with everyone working together in a comfortable climate of assessment and reflection. Creating a team culture is an important component of leadership.

Inclusive leaders strive to reduce or eliminate obstacles to learning and provide assistance to help all students succeed while maintaining high teaching standards. Unintentionally, the design and delivery of learning might provide a variety of barriers to learning or assessment that affect certain learners more than others, resulting in learners being unfairly disadvantaged. Early childhood facilities build their ethos, policies, and practises to include all learners with the goal of satisfying their specific needs via inclusion. Inclusion has always been thought of as a practise that only applies to marginalised groups, but it now applies to all children and is strongly tied to the Government's 'personalised learning' objective, which is at the heart of the EYFS. Exclusion of children and families can occur for a variety of reasons. Children with unique educational needs are not the only ones who benefit from inclusion.

An inclusive environment in education is a facility, such as a school or college, where students of all abilities learn together. Youngsters with learning difficulties like dyslexia and physical disabilities like hearing study alongside children of ordinary and outstanding aptitude in an inclusive classroom. (eHow UK, n.d.). Leaders in early childhood education typically come into the field with a deep love for children. Accept and value each child's individuality. Respect and treat all children and their families equally. Every kid, regardless of ethnicity, culture, language, gender, socioeconomic status, or handicap, should be included and supported. Ensure that all children have the opportunity to engage in activities. Every child in a childcare environment must be included because each kid is unique and develops at their own rate. It's not about treating all children the same, but rather about treating each child equally and paying attention to their own interests and needs.(PACEY, 2018). Effective early childhood educators recognise that establishing an inclusive learning environment that responds to a wide range of qualities and needs may be a difficult and demanding task with often disappointing outcomes. (Petriwskyj, Thorpe & Tayler, 2014).

A developed knowledge of children, families, and communities is necessary for leadership. It is critical for young children of all abilities to attain and increase their learning and development in a pleasant and rich learning environment that also takes into account the role of leadership. At the municipal, regional, and national levels, inclusive leadership is critical. Inclusive leaders are dedicated to ensuring equity and offering high-quality educational opportunities for all students.

In order for children to grow up to be welcome, well-rounded, and loving people, it is vital to promote equality and diversity in childcare settings. Adopting inclusive practises is an excellent method to convey to children that you and they should strive for equality. Children require the most assistance throughout their early years. During these years, children are only beginning to learn about themselves, other people, and the world around them. They're trying to figure out who they are and where they fit in. They are, however, most vulnerable during these years, particularly if they perceive they are 'different' from others. Inclusive practise guarantees that all children, regardless of their background, are given equal chances. (Collier, 2019).

Effective, inclusive leadership in the area of education also necessitates the knowledge and insight to study and criticise educational institutions and attitudes in order to guarantee that policies and practises are not prejudiced, exclusive, or detrimental to children. School culture, student results, and teacher morale and effectiveness may all be influenced by such leadership. The basis of an inclusive leadership approach is that all individuals are entitled to basic human rights. Inclusive leadership promotes attitudes and behaviours that actively work to tear down barriers for those who are at danger of

discrimination and exclusion from society. An inclusive leadership strategy, according to the Inclusive Leadership Handbook, "values variety, promotes and embraces everyone's individual contribution, and fosters full involvement in the processes of decision-making and constructing reality." (The School for Leaders Foundation). To achieve equity in education, leaders must first understand the particular obstacles and barriers that individuals and families face, and then devise strategies to overcome those challenges.

Effective inclusive practices ensures that all children have access to opportunities and support during their formative years of learning and development. It also assists youngsters in being more self-assured in who they are and what they want to achieve in the future. Equality also refers to how we handle prejudice and discrimination claims to ensure that the process and conclusion are fair. Because of their particular circumstances and qualities, certain individuals and groups may face institutional, attitudinal, and physical impediments to equality. Prohibited behaviour provides some legal protection against inequality, although it is confined to identifying components connected to protected traits. Despite this legal protection, some of these 'protected' people in the UK continue to endure prejudice and discrimination. Children have the right to be included, and barriers that prevent them from doing so should be removed. If children are exposed to inequality at a young age, it can have a long-term influence on their life prospects, affecting their self-esteem, confidence, and trust in others. (early years alliance, 2015).

Inclusive leadership in 'Child belongingness, engagement and learning', often generally understood as active participation. The goal for all children, regardless of their peculiarities, was their integration and active citizenship in society. In early childhood settings, according to Nutbrown (2019), inclusion should be about putting in place strategies that make everyone feel like they belong. According to Nutbrown (2019), students with special educational needs are more likely to be included in mainstream settings (SEN). According to Nutbrown (2019), inclusion also refers to the methods, attitudes, and beliefs that help create early childhood groups so that everyone feels comfortable, belongs, and can participate.

The idea of difference is fundamental to the use of the capabilities approach in understanding early childhood inclusion. According to Reindal (2010), the sense of difference in the form of impairment is based on all sorts of difference, not simply personal differences such as impairments. Early childhood educators have hurdles when it comes to include different learners, especially those whose perspectives have been shaped by conceptions of school preparation and special education for children with impairments. The creation of inclusive practise, according to academics, can be difficult. This is because it may require practitioners to reassess and reevaluate their

professional principles, beliefs, and practises, as well as to consider and challenge generally held views. In order to build new professional skills, assumptions must be challenged from viewpoints and abilities. (Adamson, n.d.).

The barriers of inclusive leadership can be the inclusion of persons with impairments is further hampered by a lack of data, statistics, and proof of what works, as well as erroneous worries about the cost/difficulty of disability inclusion. (GSDRC, 2015).

Discrimination in education is prohibited under UK law, and inclusive education is encouraged. In addition, under international human rights legislation, the United Kingdom is obligated to provide inclusive education to all children. The most current treaty, the UN Convention on the Rights of Persons with Disabilities, expressly stipulates that education for impaired children should be inclusive. (Csie.org.uk, 2010).

Attempt to help all children, regardless of their qualities, to become full members of the learning community, pre-school, and peer group. Inclusion was not just meant to improve everyone's cognitive abilities. It was also intended to foster a friendly learning community in which everyone felt included and valued connections with both staff and peers. The teacher's acknowledgement of each and every kid is a crucial approach for youngsters to feel like they belong to their peer group and pre-school. Inclusive instructors strive to develop healthy interpersonal relationships and interactions with all of their students. Early years meetings are planned to ensure that each kid participates fully. All children and their families are welcomed and cared for in the early years. When a new kid is welcomed into the setting, the team takes the time to get to know each child as an individual.

Positive Connections is a term that outlines how children grow to be strong and independent via loving and safe relationships with their parents and/or an important person. Respect, cooperation with parents, learning assistance, and the role of the key person are all part of the promises. "Inclusion is a basic right for all learners," according to the UK GOV website. It guarantees that equality, equity, and access are promoted across a curriculum. When a school's makeup includes inclusivity, it signifies the institution is addressing the origins of inequity, particularly for those in marginalised groups."

Families are at the heart of early childhood inclusive practise, both because they are generally responsible for seeking out early childhood disability services and because they play an important role in children's identification. The kid, parents, and family must be at the centre of all processes, practises, and decision-making for inclusion to be effective. The extensive dialogue with parents and sympathetic, attentive accompanying

of the child give the foundation for coping with the new circumstances, the transition to the day-care centre, and a group of children. It goes without saying that providing parents with the option to personally follow their kid in the early years environment. The formation of a collaborative connection with parents was a critical supportive and inclusive framework indicated in all of the situations. Partnership with parents is crucial to children's general growth and enjoyment of pre-school. The greater the bond between home and pre-school, the better the care children will get in both settings. Every family is essential, and they should be welcomed and cherished in all situations. As much as possible, include parents and children in collaborative efforts, with the child's needs at the forefront. When it comes to establishing their kid into a new environment, all parents want emotional assistance. It's crucial to think about if any of your activities discriminate against them. Parental participation in the classroom has long been recognised as a key aspect in children's development. Parents may also provide one other with a lot of support and encouragement.

Also, don't overextend yourself, and make it plain that all of the parents are on an equal footing. The demands of one particular impairment or condition might sometimes overwhelm the group. Inviting persons with disabilities to share about their life is a great way to start. 'It's difficult to picture your child's future in the early years; sometimes you're still in denial, so hearing from a handicapped adult is crucial.'

We all know that children are diverse and that they learn in different ways, and this doesn't change as an adult! Working together is critical to ensuring that children's needs are discovered, assessed, and addressed throughout their development. Working in isolation is reduced when solid professional contacts are made, and a holistic perspective of children and families is gained. As a result, children might have higher expectations and have better results. (app.croneri.co.uk, n.d.). Ensure that all employees are aware of clear rules and procedures, which include critical obligations such as those of the Designated Person or Special Educational Needs Coordinator. Keep track of any conversations you have with other professionals or agencies. Working together with setting leaders to determine which abilities are required and, as a result, which subjects must be presented. Support in doing a skills gap analysis inside a team, assisting in determining what the team currently knows, what information can be shared internally, and what more assistance can be provided. Relationships among employees are also crucial. Remember that the kids will be watching and listening to you and modelling their own behaviour after what they see and hear. Staff members should be encouraged to share their abilities, skills, and expertise with one another, and differences should be handled and aired so that progress may be made. Relationships among employees are also crucial. Remember that the kids will be watching and listening to you and modelling their own behaviour after what they see and hear. Staff

members should be encouraged to share their abilities, skills, and expertise with one another, and differences should be handled and aired so that progress may be made. Making sure all employees must be knowledgeable of the law and be able to connect the various papers. Mutual respect and tolerance of all faiths and beliefs, for example, is the fourth Fundamental British Value. It is critical to accurately reflect our culturally diverse society so that all children learn about the society in which they live; to foster respect for other cultures; and to ensure that children from minority ethnic groups can relate to their environment and participate in activities while also taking pride in their ethnicity.

Open communication should be the foundation of staff-parent relationships. Families deserve to be heard; after all, they are the experts on their own children. While preserving acceptable professional ties, staff should be pleasant and inviting to all parents. Because we all want to be liked, this might be tough to develop. 'A grin is the universal greeting,' as the saying goes (Max Eastman).

For Early Years children to be positive and meaningful, cultural diversity awareness must be at an age appropriate level. Practitioners must provide a diverse range of tools and activities that reflect and appreciate the diversity of children's experiences. Gender, cultural, and racial stereotyping must be aggressively challenged in schools and settings, and children must be given opportunities to learn about individuals, families, and communities outside of their local experience.

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Section 2

Every child matters, and to that end, we must acknowledge our society's social, economic, and cultural variety, as well as ensure that no one feels excluded when they visit the early years setting for whatever reason.

Throughout the world, inclusive education has been a significant focus of educational research, policy, and practise. To adopt a broad definition, "the core message is simple: every learner matters and matters equally." (UNESCO, 2017, p. 12).

Inclusion refers to a process in which all students have equal access to common opportunities in ways that are acceptable for them, and they feel fully integrated into the school community. Inclusion must be actively pursued by all parties concerned. Improving schools promotes inclusive education and puts forth a strategy that encompasses the following concepts. The interests of the pupils take precedence above all other considerations. Obstacles to learning must be identified and gradually overcome.

All pupils will have the chance to interact with the curriculum via active involvement as equal members of the school or college community in an inclusive teaching and learning environment. To break down learning barriers, it's critical to provide enough assistance, making knowledge equally accessible to all students by providing the same topic in a variety of formats and mediums. Children learn in a variety of ways, and depending on the subject, they may want to learn in different ways; inclusive practices allow for this. The attitudes, words, and actions of the adults in their life largely shape children's knowledge, thoughts, and attitudes about persons with differences. Providers and teachers who intentionally model inclusivity for children may have a better chance of having a positive impact. (Lee, 2021).

The concepts of inclusive education underpin each of Qualified for Life's four strategic objectives, with reading and numeracy, as well as breaking the link between poverty and low educational attainment, maintaining a priority and vital to each. Early action can be the difference between success and failure. There are a variety of interventions available to avoid disengagement at all ages, ranging from parental involvement and education beginning at home to pastoral support programmes (PSPs) that assist people at risk of exclusion. Adopting a consistent approach to processes and procedures, utilising data analysis to efficiently identify trends of non-attendance, and maintaining excellent communication between parents/caregivers, teachers, and local authorities all contribute to a sound foundation for early intervention. (Gov.wales. 2021).

While Wales' new ALN system focuses on supporting persons with diagnosed ALNs, it presently ignores the requirement for all children to get an inclusive education (Knight & Crick, 2020a). As a result, it is vital to examine the curriculum in order to determine how the requirements of all students are satisfied within the Welsh educational system, particularly in light of major educational changes. Its purpose is to provide educators the freedom and power to adjust their material and delivery in order to provide the differentiation needed to create an inclusive classroom, as well as the opportunity to use fully inclusive teaching approaches throughout the curriculum. As a result, as part of these reforms, there is the potential to create a well-rounded inclusive system in which individual needs are met within a truly inclusive national curriculum.

Making curricular changes is critical to comprehending inclusive education; a noninclusive curriculum would be a huge impediment to inclusive classrooms. According to Opertti and Brady (2011), in order for a curriculum to be inclusive, it should include: combine the density and strength of key concepts (i.e. the value of diversity, the right to lifelong learning, comprehensive citizenship education) through options, flexibility, and consideration of all learners within schools and classrooms, to guarantee their individual right to education. (p. 462).

In the early childhood literature, three common principles of inclusive practices have been identified: (1) instruction must be individualised for each child in all settings; (2) services must be delivered in inclusive settings, including at home; and (3) systemic support for inclusive practices must be provided through policy and professional relationships (Booth et al, 2006; Guralnick, 2008; Lero, 2010; Frankel & Underwood, 2012).

To be deemed inclusive, any environment must make sure that its practises are based on the common value of respect. In their everyday interactions with one another, children, families, and professionals must show respect. This will need paying attention to one another and comprehending and empathising with the wide range of emotions experienced in this line of work and in hectic family life. Everyone wants to be appreciated for who they are and what they provide.

Young children will require assistance in recognising and expressing their emotions. Staff and parents play an important part in giving positive role models for children and displaying the vocabulary to describe how they feel. Every child will react differently, therefore it's critical to understand them as individuals. Staff will be required to make and document observations in order to obtain a comprehensive picture of each child's emotional development.

Through a variety of activities that effectively teach them about people in the wider world, the early years inspection framework lays out the requirements, which include children learning to respect and celebrate each other's differences and developing an understanding of diversity beyond their immediate family experience. Ensure that there are chances for debate, revision, and implementation of the setting's race equality policy, as well as monitoring and evaluation. Ensure that employees have the time and resources to pursue professional development in the area of race equality. (Entrust, 2020).

To be an inclusive provider, early childhood institutions should be proactive in addressing barriers to inclusion such as negativity, conscious and unconscious bias, and stereotyping. To be equal and inclusive, environments must be confident, dedicated, and capable. This takes a whole-group approach to encourage positive attitudes, clear strategies, and collaborative methods. To encourage anti-discriminatory attitudes and good behaviour, organisations will need to have a can-do attitude that goes beyond statutory policy and regulatory requirements.

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Section 3

I believe an inclusive leadership creates an inclusive environment in the early years setting. The aim would be to ensure that from the outset of their educational career, every child has access to inclusive early childhood education. Overall to really promote inclusive leadership every child's individuality should be embraced and celebrated. Respect and treat all children and their families equally. Every kid, regardless of ethnicity, culture, language, gender, socioeconomic status, or handicap, should be included and supported. Ensure that all children have the opportunity to engage in activities. (PACEY, 2018). An inclusive curriculum meets the needs of all children by providing time, space, and opportunities for them to study and participate at their own pace.

The idea that inclusion means receiving support for children with SEND so that they may work with an extra practitioner in the playroom is something we've seen and heard time and time again in mainstream settings, frequently occupies the child's attention, reducing the need for the entire environment to engage in truly inclusive activities. In order for inclusion to be meaningful, activities and environments must be changed to allow children of various backgrounds to study together.

Listening to the voices of children and families, and incorporating them in every stage of the process, is critical to achieving meaningful inclusive leadership. The child's needs and interests must be prioritised when incorporating them in the playroom, and families must be assisted in understanding which tactics work best so that they may use them at home and maintain consistency.

The two most important jobs are to ensure that first, practise is excellent, and second, we correctly track the child's growth. Every term, used in the Early Years Foundation Stage (EYFS) descriptors to track each child's development levels and compare them to expected levels of performance to assess how the gap between each child's development levels and the average is closing. provide detailed information about the child to the setting so that they can understand their development level, interests, and needs; collaborate with a mainstream setting to improve their understanding; and see that they are now confident enough to register additional children with SEND without help. Family values must be taken into account in all facets of a child's education. It's important not to neglect the importance of a family's degree of comfort with inclusive education and the information that practitioners require to help their child flourish. It is the setting's obligation to comfort parents and show that their kid will be well looked for.

I believe that in the future, we will see truly inclusive leadership in early education, with approaches for meaningful inclusion established across mainstream early development

institutions, and the need for specialised early childhood facilities would eventually vanish. This, however, can only happen if we acknowledge the importance of not just the child's developmental stage, but also their needs, viewpoints, and interests. The only way to ensure that every child with SEND obtains their full free entitlement is to combine it with a positive, supportive connection with their parents and an understanding of their main concerns and goals.

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