

Section one.

An inclusive leader recognises how everyone can benefit from each other's own set of personal experiences that are a result of their diversity, and will encourage and support individual's own goals and growth in the process (Ferdman, Prime and Riggio, 2020; Randel *et al.*, 2018, p. 201; Conn and Murphy, 2022, p. 30). However, Conn and Murphy (2022, p. 31) go on to question whether the term 'Inclusive Leadership' is in itself a barrier and is perceived as a problem that is solely the responsibility of the leader as appose to something that should be the responsibility of everyone. Shore, Cleveland and Sanchez (2018, p. 179) found that during their research of inclusive leadership in various workforces in Australia, that when inclusive leadership is practiced it has a positive effect on every team member's mental health and their performance in work as it broke down a perception of differing statuses, resulting in a sense of equality in the workplace.

According to Welsh Government (2021) a setting that is inclusive and equitable will identify any challenges faced by individual learners that may present themselves. This in turn will enable the setting to act upon any of these challenges to benefit the child, in compliance with Articles 2, 3, 23, 24 and 28 of the United Nation's Convention on the Rights of the Child (Unicef, 1989) which states that: there is to be no discrimination against a child, no matter their background or beliefs, the best interests of the child must always be made a priority, the government must support a disabled child and their family to ensure the child has a full life, they must also provide nutritious food, a clean environment and education. Furthermore, Schuelka (2018) emphasises that in a mainstream school all children will spend most of the day learning together, which has a positive impact on all children in the school as they can learn from each other and become more accepting, diverse individuals, compared to children who only attended a special school.

Dr Fawzia Reza (Childhood Education International, 2021) states that diversity and inclusion have two very different meanings; whilst diversity refers to age, abilities, gender, sexual orientation, religion, nationality, it also includes the values and beliefs that an individual may hold, whereas inclusion in a school is when all students receive an education in an enriching environment free of discrimination or prejudice, and about appreciating the diverse perspectives that people hold. Dr Fawzia Reza goes on to

describe the feeling of being alienated, unwelcomed and isolated when people do not feel included, and says there is an urgent obligation for self-reflection and to seek out a way to better support children, their families and the wider community and help create a world where every single person is made to feel welcomed and feels free to fully be themselves. Furthermore, Ferdman (2017, p. 259) states that inclusive leaders should embrace the tensions and challenges that coexist with inclusion and view them as positives, as this is an important part of what being inclusive is.

The following scenario was experienced by a practitioner who works at the primary school attended by Adam, where staff were able to offer an inclusive environment to break down any barriers that were present, to benefit everyone's wellbeing Randel *et al.* (2018). A single father who has overcome addiction is raising his seven-year-old son Adam on his own. Adam has been living with his father for almost six months. The father is notably quiet when addressing members of staff and always appears to stand alone at school pick up, never talking with other mums. The father has been absent from each parent's evening and only attended one open evening with Adam. Adam is a very quiet boy who is doing well at school; however, it has been noted that he does not appear to have any close friends and is often seen playing on his own at playtime. It is later learnt that Adam's father is on a low income and is unable to drive.

Inclusive Leadership with parents and families.

The practitioner involved invited Adam and his father in for an informal chat, by working together with Adam and his father it will help them to feel a sense of belongingness, connection and feel as though they are an important part of the setting that will impact their well-being in a positive way (Booyesen, 2014; Ferdman, Prime, Riggio, 2021; Anna Freud, no date). As the practitioner is aware that Adam's father is a recovered addict, it was noted that Adam and his father should never be discriminated against and will help build trust using transparency and making others aware of the need to reflect on themselves as to ensure there was no unconscious biases (Fenton, Ocasio-Stoutenburg and Harry, 2017, p.223). The practitioner had noted that Adam's father had not attended most of the after-school events that have been hosted since Adam started at school. This could be because not all parents or families feel that their voices are heard during these events, and that it is always the same parents who attend these

events, but very rarely, are attended by the parents of the children that they are more concerned about (Anderson, 1998 cited in Scanlan and Johnson, 2020, p. 234). Evangelou *et al.* (2013, p.137) found that hosting 'drop in' sessions for families that are 'hard-to-reach', more effective in increasing parental engagement due to the informality of the sessions. However, Evangelou *et al.* (2013, p.137) noted that as part of the service was anonymity it was difficult to gather more accurate data on the number of attendees. As an inclusive leader the practitioner understood the importance of developing a connection with Adam and his father and believed Adam's father was more likely to attend an informal meeting without others there.

Welsh Government (2017a) notes the importance of father involvement and how this benefits a child's development and better their outcomes including lowering the chances of substance misuse and criminal involvement in adulthood. However, Calhoun *et al.* (2022, p. 22) recognises that children whose parents are addicts (whether in recovery or not) are more likely to suffer mental, physical, and behavioural problems. Furthermore, Calhoun *et al.* (2022, p. 22) notes that early intervention and support given can help to reduce the chances of these outcomes dramatically, and when this is coupled with support for the addiction, it allows the child the best possible chances of developing positive outcomes. The inclusive leader explained to Adam's father that he is entitled to have help if he or Adam needs it, and that this could be in the form of involving Teams Around the Family (TAF). TAF are able to help families and children with issues such as drug and alcohol misuse, parenting stresses and problems as well as poor emotional health, to help them experience healthy, successful and happy lives (Connect Pembrokeshire, no date).

Inclusive Leadership with Professionals.

A professional is "a person that has the type of job that needs a high level of education and training" (Cambridge University and Press Assessment, 2023). The inclusive leader has held meetings with various agencies to find out what is the best approach in supporting Adam and his father and also to see how the school are able to best support them. As the school has newly qualified Emotional Literacy Support Assistants (ELSA) it was suggested that Adam may benefit from these sessions by helping him recognise his emotions, which in turn will enable him to learn better in school (SSCE Cymru, no date). Multi-agencies share the same commitment to the child ensuring that

the child's voice is heard in accordance with Article 12 of the United Nation's Convention on the Rights of the Child (Unicef, 1989), whilst also viewing the child in a holistic way when discussing the best support to offer (Martin, 2018). Hafford-Letchfield (2014) states that multi-agency is where multiple agencies work collaboratively around social issues to help support an individual or family, where a single agency would be unable to offer the level of support needed by the individual or family, with leadership being named as the main motivation that drives effective multi-agency. However, Department for Education (2014) argues that there can be many barriers to professional collaboration, noting the main barrier being that although each agency is there to support the individual or families, the agencies may not hold the same commitment or values as each other. O'Sullivan (2015, p. 57) extends on this further by stating that as the number of collaborative agencies increases, as does the chances of conflict or misread messages also increase, noting ways leaders can reduce these barriers by asking questions, listen effectively, taking note of non-verbal signals and ensuring everyone is being heard.

Overcoming addiction can be a long process, many believe that once a person has refrained from consuming what they were once addicted to, they no longer need support, however, ensuring that a person feels connected, supported and receiving the correct support around them is essential to overcoming addiction and remaining in recovering (Family Lives, 2021).

Previously the partnership between parents and professionals has varied greatly, resulting in some parents feeling like their voices are not being heard above the professional's, however, with the guidance of the inclusive leader, and with mutual respect and acknowledgement of the importance of each party it will contribute to creating an effective partnership (Martin, 2018, p.153). The Children's Commissioner for Wales (2023) acknowledges this and extends on it further in their recommendations for the 'No Wrong Door' policy, stating that agencies should work together and ensure that the child or young person feels like an equal, valued partner when working with multi-agencies. The inclusive leader recognises this and reiterates the benefits of working alongside professionals to help both Adam and his father during their meeting.

Welsh Government (2017b) have created the Family First guidance to enable inclusive leaders to seek relevant support where it is needed, as Adam's father has overcome

addiction, he is a single father, and is on a low income, these put Adam at even higher risk of developing poorer outcomes and will require a multi-agency approach that offers specialised support in these different areas. Families First (Welsh Government, 2017b) has drawn on the *Wellbeing of Future Generations Act 2015* which enables Families First to better support families which in turn helps the Welsh Government reach their goal of building communities that are resilient and confident.

Inclusive Leadership and the Community.

It is important to remember that although Adam's father has overcome his addiction, children of parents who have an addiction can feel isolated, find it difficult to make friends and may even worry that they will lose that parent (Family Lives, 2021). Due to their family circumstances Adam's father may feel that he is unable to engage with the school as he has low self esteem due to his history with substance abuse, lack of education and being labelled as a single parent (Welsh Government, 2016).

The inclusive leader shared information about local parenting groups with Adam's father, although he did seem grateful of the information, Adam's father has stated that he has been before, and he was the only father to attend and felt intimidated by all the mothers in attendance. The inclusive leader then contacted another parenting group run for fathers and asks for information about the group. Since their informal meeting at the school Adam's father has attended on numerous occasions. However, Panter-Brick *et al.* (2014, p. 1208) found that men are still unwilling to attend father only groups, and states that unfortunately, father only groups are seen as an add on session and are often the first services to be cut when there are budget cuts. Panter-Brick *et al.* (2014, p. 1208) acknowledges that a father plays a key role in a child's life, and suggests there is not enough relevant data collected on the importance and impact of father involvement on many aspects of a child's life. Pitman (2021) agrees that there is not enough research surrounding single fathers the effects of stigma and how the community views single fathers affect their life stories.

Adam's father discloses to the inclusive leader that he is a low skilled worker in a supermarket just to earn enough to pay the bills and will occasionally go without a meal so that Adam can have one. Adam's father cannot drive so catches the bus to work. When the inclusive leader mentioned using a local food bank, Adam's father said that he had used it in the past but prefers to go without as the shame he felt using it,

and the stigma associated with using the food bank was too much for him (Beck and Gwilym, 2022, p. 13). The inclusive leader invited Adam's father to the next open evening held by the school for the Adult Community Learning (ACL) to enable a flexible option for adults to further their education in the community (Welsh Government, 2018), which would be more accessible for Adam's father as it would mean he wouldn't have to drive to college. Reina *et al.* (2014, p. 2082) states that adopting a community school approach, where the school actively engages regularly and consciously with the community results in better engagement from parents, a more positive school environment and increases the community's and the resident's sense of security and involvement.

Inclusive Leader and Children.

Part of inclusion in a setting is to ensure that every single child, despite their individual needs or background, has a sense of belonging, is respected, is made to feel an equal in a setting, feels enabled to develop their own identity, believe in their own potential and overall better their well-being (Johansson and Puroila, 2021, p. 1; Souto-Manning *et al.* 2021, p. 104). Baumeister and Leary (1995, p. 508 cited in Souto-Manning *et al.*, 2021, p. 104) extends on this further by stating that the strongest feelings, both negative and positive, are a direct result of experiencing or lack of experiencing a sense of belonging, feeling welcomed or accepted by others.

As an inclusive leader, the practitioner made time to engage with Adam to ensure that his voice was being heard, as this is one of the most powerful tools a practitioner can have, this involves, not only active listening, but also respecting their views and interpretations of situation and acting on their wishes which significantly on their development (Murray, 2019, p. 1; Estyn, 2018). When Adam spoke to his ELSA he told her that he was feeling lonely as he does not have any friends. The inclusive leader suggested to Adam's father that Adam may benefit from attending an after-school club held by the school where children are encouraged to engage with one another over various activities like gardening, sport and dance lessons. After school clubs support children to build on their interests and allow them to explore new passions that in turn allows them to engage with their academics and their career later on in life (Kayalar, 2016, p. 12). The ELSA has since started a friendship group at playtime and has invited Adam and some of the children from his class. It has been noticed that Adam has

since started engaging better with other children in the classroom and at playtimes. Friendships are essential in supporting a child to develop socially, emotionally, and academically, and even has a positive effect on their attitude towards their learning, and an increase in their self-esteem, resulting in a better sense of their own well-being, and creates adults that are less likely to develop social problems (Kayalar, 2016, p. 11). During Adam's time with the ELSA, he also mentioned that his father didn't eat much, or that sometimes he would have come to school hungry. Children living in poverty are more likely to be malnourished and have difficulty sustaining friendships as a result (Hughes and Davies, 2019, p. 25). The inclusive leader recognised this and sent home a breakfast club form for Adam to give to his father to complete. Adam's father was unaware that the school offered this and began bringing Adam in early enough to attend free breakfast club every day. Children are more likely to be healthier children that are more able to reach their full potential if they are given a healthy and nutritious breakfast each day (Welsh Government, 2022b).

Section Two.

This section will look at what a policy is and whether inclusive leadership in education is supported by the new Curriculum for Wales (CfW) (Welsh Government, 2023).

A policy is a written document that takes into consideration governmental suggestions on how a setting should work in one particular area, that is to be implemented by practitioners (PACEY, 2023; Baldock, Fitzgerald and Kay, 2013). Dallimore (2019) recognises that although policy making for early childhood education and care is increasingly becoming a priority in many countries, there is inconsistencies in these policies as it is governed by how that particular country interprets the importance of the early years, as some view it as preparing children to do well in school, and other's focus is on what the child is able to do now and to allow them to develop at their own pace.

Baldock, Fitzgerald and Kay (2013) state that there is a shared consensus that policies are created by people in suits that are unaware of the true importance and implications of these policies, and are created at a macro level (Ferdman, Prime and Riggio, 2021) which is similar to Bronfenbrenner's ecological model where the microsystem is what has the greatest impact on a child, for example what happens at school, and the

macrosystem has an overall effect on all the other systems (Vélez-Agosto *et al.*, 2017, p. 902). OECD Education and Skills Today (2021) acknowledges this and recommends that instead of creating policies without spending any time in schools, that education policy makers should spend time in the classrooms and schools and then proceed to develop policies to best support the issues faced in schools. With this in mind, it would appear that the Welsh Government has taken such views into consideration whilst writing up their new CfW (Welsh Government, 2023).

The CfW was co-constructed by practitioners who work in schools throughout Wales, including those from urban and rural areas, large and small schools, special schools, primary and secondary education settings, bilingual, Welsh-medium, and English-medium, as well as religious schools (Welsh Government, 2023), thus ensuring more inclusive views and ideas from a diverse range of educational settings. However, Viennet and Pont (2017, p. 26) suggests that challenges can arise by harnessing many different views and opinions whilst creating new policies, as people hold different views on how to best implement a policy and suggests that the effectiveness of a policy can only be measured by reaching a specific goal. None the less, Randel *et al.* (2018, p. 191) argues that including the various practitioners and listening to their opinions and views of how the new curriculum should be, it has created a sense of belongingness without compromising on their individuality on how to teach the various areas.

According to Knight and Crick (2022, p. 264) to ensure a curriculum is fully inclusive it should recognise and welcome the diversity of each child's needs as appose to focusing on what children should be able to do by a certain age. This is one of the main changes to the new CfW as the old form of assessing a child's progress was governed by where a child should be by a certain age. It is now focused on what a child can do already and will now follow progression steps to track their own individual progress, to ensure there is progress being made, no matter how small, which makes it more inclusive for the learners who develop certain skills sooner than others, but also those who take slightly longer to develop those skills (Welsh Government, 2015).

One of the four purposes that make up the new CfW is ethical, informed citizens ready to be citizens of Wales and the world, Bešić (2020) recognises that intersectionality in diversity effects most people and that this aspect of the new curriculum would benefit the future of the world as it is becoming increasingly diverse throughout every sector

due to globalisation and migration movements. Furthermore, Bešić (2020) goes on to state that most inclusive education policies and leaders have, in the past, focused primarily on disabilities and not diversity and intersectionality. Therefore, the Welsh Government (2015) has taken this into consideration and put it at the centre of the new CfW and will be implemented in every Area of Learning and Experience.

However, there are a number of barriers to the new CfW, for example under the Area of Learning and Experience of Humanities (Welsh Government, 2022a) it uses the term 'cynefin' which may be confusing to non-Welsh speaking educators as there is no specific English translation for this term. Therefore, if non-Welsh speakers are unable to understand the terminology, they are unable to teach 'cynefin' to learners, therefore educators should be educated about such terminologies that may present as a barrier (Colquhoun *et al.*, 2014, p. 10). Another section states that "learners can develop an understanding of the complex, *pluralistic* and diverse nature of societies, past and present" (Welsh Government, 2022a), this could be interpreted differently by different people. Derman-Sparks, Edwards and Goins (2021) believes that by creating an anti-bias educational system, it would prevent harmful psychological and emotional impact on children, resulting in better outcomes for children whilst helping all children to feel included and heard. Unconscious biases amongst educators is unfortunately resulting in a large gap amongst the achievements of Black or Hispanic learners and Māori and African American children, therefore, to create an inclusive learning environment, this needs to be addressed (Dee and Gershenson, 2017, p. 6; Blank, Houkamau and Kingi, 2016, p.5). An inclusive leader can use critical reflection to address any unconscious bias held by them by becoming self-aware of what values, beliefs, attitudes, and perceptions they hold, why those biases have formed, (unconscious biases are formed by lived experiences) and notice how it influences decisions (Tyner, 2019, p. 3).

To conclude, attitudes appear to be changing in terms of what true inclusion means and looks like, which is evident in the new CfW (Welsh Government, 2023) which enables inclusive leadership throughout schools in Wales. It equips educators to gain better understanding and knowledge about diversity and to educate learners about the diversity of the world, whilst enabling educators to decide the best way to teach it to the learner.

Section Three.

To promote inclusion in an Early Years setting an inclusive leader may decide to host family cooking lessons once a week, which will allow parents with various backgrounds to host cooking classes with the intention of introducing others to their culture as well as building their cooking skills. By educating others on diversity, it can help reduce racism, and allows people to better understand culture and diversity (Allen *et al.*, 2021). Wilson (2016) acknowledges that previously parents have been seen as the one's that need to be educated, however, it is now becoming apparent that educators can learn a lot from families and their way of life, and that this helps to build a positive relationship between school, parents, the child, and their home life. Furthermore, Nelson and Guerra (2014, p. 76) states that some knowledge can only be gained from those that practice their cultural beliefs daily, meaning that by inviting parents in to host various cooking classes for families, the inclusive leader is ensuring that parents, children and themselves are gaining factual knowledge of a certain culture. However, Preemptive Love, (2020) states that it is important that this type of cultural appreciation does not turn into cultural appropriation where a culture is not appreciated or fully understood, but instead is assumed knowledge and understanding of a culture because one small aspect of the culture has been learnt.

There are many benefits to learning the basic life skill of cooking, in particular cooking from raw ingredients, including saving money if you batch cook, teaches the importance of planning ahead and eating a nutritious meal (Lavelle *et al.*, 2016, p. 26; Hasan *et al.*, 2019, p.8). However, Lavelle *et al.* (2016, p. 2) notes that there are barriers to cooking with raw ingredients that the inclusive leader needs to be aware of, these include children that are deemed as fussy eaters only wanting bland, processed food, families being too busy or want an effortless way to prepare meals, as it is noted that families appear to be spending less time preparing nutritious meals. Cooking classes can also support those parents who lack confidence when cooking meals, in particular those families on low incomes, vulnerable or socially deprived, and can also encourage children to try new foods (Garcia *et al.*, 2016, p. 321).

Reference list.

Allen, R. *et al.* (2021) 'Creating Anti-Racist Early Childhood Spaces', *YC Young Children*, 76(2), pp. 49 – 54. Available at: https://moodle.uwtsd.ac.uk/pluginfile.php/541963/mod_resource/content/1/Creating_Anti-Racist_Early_Chi.pdf?redirect=1 (Accessed: 17 June 2023).

Anna Freud National Centre for Children and Families (no date) *Supporting mental health & wellbeing in schools: Engaging with all parents and carers*. [online]. Available at: <https://www.annafreud.org/media/9165/supporting-schools-to-engage-with-all-parents-and-carers-booklet.pdf> (Accessed: 11 June 2023).

Baldock, P., Fitzgerald, D. and Kay, J. (2013) *Understanding Early Years Provision*. London: Sage.

Beck, D. J. and Gwilym, H. (2022) 'The Food Bank: A Safety-Net in Place of Welfare Security in Times of Austerity and the Covid-19 Crisis', *Social Policy and Society*, pp. 1 – 17. Available at: <https://www.cambridge.org/core/services/aop-cambridge-core/content/view/9DE600294E1BB279423A567123151105/S1474746421000907a.pdf/the-food-bank-a-safety-net-in-place-of-welfare-security-in-times-of-austerity-and-the-covid-19-crisis.pdf> (Accessed: 17 June 2023).

Bešić, E. (2020) 'Intersectionality: A pathway towards inclusive education?', *Prospects*, 49(1), pp. 111 – 122. Available at: <https://link.springer.com/article/10.1007/s11125-020-09461-6#citeas> (Accessed: 11 June 2023).

Blank, A., Houkamau, C. and Kingi, H. (2016) *Unconscious bias and education: A comparative study of Māori and African American Students*. Available at: <https://apo.org.au/node/65536> (Accessed: 11 June 2023).

Booyesen, L. (2014) 'The Development of Inclusive Leadership Practice and Process', *Diversity at Work: The Practice of Inclusion*, pp. 296 – 329. Available at: https://onlinelibrary.wiley.com/doi/epdf/10.1002/9781118764282.ch10?saml_referrer (Accessed: 11 June 2023).

Calhoun, S. *et al.* (2022) 'Improving the outcomes of children affected by parental substance abuse: a review of randomized controlled trials', *Substance Abuse and Rehabilitation*, 6(1), pp. 15 – 24. Available at: <https://www.tandfonline.com/doi/full/10.2147/SAR.S46439> (Accessed: 14 June 2023).

Cambridge University and Press and Assessment (2023) *Cambridge Dictionary*. Available at: <https://dictionary.cambridge.org/dictionary/english/professional> (Accessed: 14 June 2023).

Childhood Education International (2021) *An Expert's Insight: Diversity and Inclusion in Early Education* [video]. Available at: <https://ceinternational1892.org/article/an-experts-insight-dr-fawzia-reza-on-diversity-and-inclusion-in-early-education/> (Accessed: 8 June 2023).

Children's Commissioner for Wales (2023) *No Wrong Door: bringing services together to meet children's needs*. Available at: <https://www.childcomwales.org.uk/publications/no-wrong-door-bringing-services-together-to-meet-childrens-needs/> (Accessed: 15 June 2023).

Colquhoun, H. *et al.* (2014) 'Towards a common terminology: a simplified framework of interventions to promote and integrate evidence into health practices, systems, and policies', *Implementation Science*, 9(1), pp. 1 – 6. Available at:

<https://implementationscience.biomedcentral.com/articles/10.1186/1748-5908-9-51>

(Accessed: 11 June 2023).

Conn, C. and Murphy, A. (2022) *Inclusive Pedagogies for Early Childhood Education: Respecting and Responding to Differences in Learning*. Abingdon: Routledge.

Connect Pembrokeshire (no date) *Early Intervention and Prevention Service for Families with Children and Young People 0 -25 years of age*. Available at: <https://connectpembrokeshire.org.uk/profile/TAFPEMBS> (Accessed: 17 June 2023).

Dallimore, D. (2019) *Early Childhood Education and Care: Policy Development*. Available at: <https://senedd.wales/media/xdfpwcer/early-childhood-education-and-care-policy-development.pdf> (Accessed: 10 June 2023).

Dee, T. and Gershenson, S. (2017) *Unconscious Bias in the Classroom: Evidence and Opportunities, 2017*. Stanford Center for Education Policy Analysis. Available at: <https://files.eric.ed.gov/fulltext/ED579284.pdf> (Accessed: 11 June 2023).

Department of Education (2014) *A Study to Investigate the Barriers to Learning from Serious Case Reviews and Identify ways of Overcoming these Barriers*. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/331658/RR340.pdf (Accessed: 15 June 2023).

Derman-Sparks, L., Edwards, J. O. and Goins, C. M. (2021) 'Teaching about Identity, Racism, and Fairness: Engaging Young Children in Anti-Bias Education', *American Educator*, 44(4), pp. 35 – 40. Available at: <https://files.eric.ed.gov/fulltext/EJ1281980.pdf> (Accessed: 11 June 2023).

Estyn (2018) *Pupil voice shapes the curriculum*. Available at: <https://www.estyn.gov.wales/effective-practice/pupil-voice-shapes-curriculum> (Accessed: 17 June 2023).

Evangelou, M. *et al.* (2013) 'Seeking to Engage 'Hard-to-Reach' Families: Towards a Transferable Model of Intervention', *Children and Society*, 27(1), pp. 127 – 138. Available at: https://moodle.uwtsd.ac.uk/pluginfile.php/549139/mod_resource/content/1/ContentsServer.pdf?redirect=1 (Accessed: 14 June 2023).

Family Lives (2021) *Parenting with an addiction*. Available at: <https://www.familylives.org.uk/advice/your-family/parenting/parenting-with-an-addiction?referer=/advice/your-family/parenting> (Accessed: 8 June 2023).

Fenton, P., Ocasio-Stoutenburg, L. and Harry, B. (2017) 'The Power of Parent Engagement: Sociocultural Considerations in the Quest for Equity', *Theory Into Practice*, 56(3), pp. 214 – 225. Available at: <https://www.tandfonline.com/doi/full/10.1080/00405841.2017.1355686> (Accessed: 14 June 2023).

Ferdman, B. M. (2017) 'Paradoxes of Inclusion: Understanding and Managing the Tensions of Diversity and Multiculturalism', *The Journal of Applied Behavioural Science*, 53(2), pp. 235 – 263. Available at: <https://ideas.wharton.upenn.edu/wp-content/uploads/2018/07/Ferdman-2017.pdf> (Accessed: 8 June 2023).

Ferdman, B. M., Prime, J. and Riggio, R. E. (2020) *Inclusive Leadership: Transforming Diverse Lives, Workplaces, and Societies*. New York: Routledge.

Ferdman, B. M., Prime, J. and Riggio, R. E. (2021) *Inclusive Leadership: Transforming Diverse Lives, Workplaces, and Societies*. Abingdon: Routledge.

Garcia, A. L. *et al.* (2016) 'Community Interventions to Improve Cooking Skills and Their Effects on Confidence and Eating Behaviour', *Current Nutrition Reports*, 5(1), pp. 315 – 322. Available at: <https://link.springer.com/article/10.1007/s13668-016-0185-3> (Accessed: 17 June 2023).

Hafford-Letchfield, T. *et al.* (2014) *Inclusive leadership in social work and social care*. Bristol: Polity Press.

Hasan, B. *et al.* (2019) 'The effect of culinary intervention (cooking classes) on dietary intake and behavioral change: a systematic review and evidence map', *BMC Nutrition*, 5(29), pp. 1 – 9. Available at: <https://link.springer.com/article/10.1186/s40795-019-0293-8> (Accessed: 17 June 2023).

Hughes, S. and Davies, G. (2019) 'Childhood Poverty in Wales and Its Implications for Schools – A Survey of Trainee Teachers' Perceptions', *Teacher Education Advancement Network Journal*, 11(1), pp. 25 – 36. Available at: <https://eric.ed.gov/?id=EJ1268230> (Accessed: 17 June 2023).

Johansson, E. and Puroila, A. M. (2021) 'Research Perspectives on the politics of belonging in Early Years Education', *International Journal of Early Childhood*, 53(1), pp. 1 – 8. Available at: <https://link.springer.com/article/10.1007/s13158-021-00288-6> (Accessed: 17 June 2023).

Kayalar, F. (2016) 'Views of teachers on the Benefits of After-School Programs and Summer Programs in terms of Social Emotional Learning', *Merit Research Journals*, 4(2), pp. 6 –13. Available at:

https://d1wqtxts1xzle7.cloudfront.net/44350645/Views_of_Teachers_on_the_Benefits_of_After-School_Programs_and_summer_Programs_in_terms_of_Social_emotional_learning--libre.pdf?1459682037=&response-content-disposition=inline%3B+filename%3DViews_of_Teachers_on_the_Benefits_of_Aft.pdf&Expires=1687015031&Signature=VH3nH-mRwKbRVQyo5eoMvVqJjsEqzReOnyzAsRDA2h3pFVApscE-fJEeiO70d6jj8jAn4rn8bRIPj2frACxgqb3hLZ-L0Yt-DnKCsw6xq~IHrlrmC1C~PJWiCz161YPB9Vb6Rzs7xTIXsya8L2kwLp9~hwSOhj-6XYYwd-ckdggWWUQN77tq-yHK5qwEg1Ny6a2N9eGe4zn01iavfR1idv~-X88~9QWOaO1Pt8d4sU8GAPujlqE9eRGimeAOkZbYWu2U~-2qsNXxzGPmylCDNI6z9uixlrwT9mJHMZfoaw3PYaQuZ04xkCMApNb4QdY6FgQXT263jq~wXubevRjsFA_&Key-Pair-Id=APKAJLOHF5GGSLRBV4ZA (Accessed: 17 June 2023).

Knight, C. and Crick, T. (2022) 'Inclusive Education in Wales: Interpreting Discourses of Values and Practice Using Critical Policy Analysis', *ECNU Review of Education*, 5(2), pp. 258 – 283. Available at: <https://journals.sagepub.com/doi/pdf/10.1177/20965311211039858> (Accessed: 11 June 2023).

Lavelle, F. *et al.* (2016) 'Barriers and facilitators to cooking from 'scratch' using basic or raw ingredients: A qualitative interview study', *Appetite*, 107(1), pp. 383 – 391. Available at: <https://www.sciencedirect.com/science/article/pii/S0195666316304391> (Accessed: 17 June 2023).

Martin, E. (2018) 'Multi-Agency Working: Partnership and Collaboration', in Crutchley, R. (eds.) *Special Needs in the Early Years Partnership and Participation*. London: Sage.

Murray, J. (2019) 'Hearing young children's voices', *International Journal of Early Years Education*, 27(1), pp. 1 – 5. Available at: <https://www.tandfonline.com/doi/full/10.1080/09669760.2018.1563352> (Accessed: 17 June 2023).

Nelson, S. W. and Guerra, P. L. (2014) 'Educator Beliefs and Cultural Knowledge: Implications for School Improvement Efforts', *Educational Administration Quarterly*, 50(1), pp. 67 – 95. Available at: https://www.researchgate.net/profile/Sarah-Nelson-Baray/publication/274451127_Educator_Beliefs_and_Cultural_Knowledge_Implications_for_School_Improvement_Efforts/links/564679b808ae9f9c13e76411/Educator-Beliefs-and-Cultural-Knowledge-Implications-for-School-Improvement-Efforts.pdf (Accessed: 17 June 2023).

OECD Education and Skills Today (2021) *Bridging the gap between policy and practice in education*. Available at: <https://oecdeditoday.com/bridging-gap-between-policy-practice-education/> (Accessed: 10 June 2023).

O'Sullivan, J. (2015) *Successful Leadership in the Early Years*. London: Bloomsbury.

PACEY (2023) *Policies and procedures – a beginner's guide (childminders)*. Available at: <https://www.pacey.org.uk/working-in-childcare/business-smart/starting-out/policies-and-procedures-a-beginner-s-guide/> (Accessed: 10 June 2023).

Panter-Brick, C. *et al.* (2014) 'Practitioner Review: Engaging fathers – recommendations for a game change in parenting interventions based on a systematic review of the global evidence', *Journal of Child Psychology and Psychiatry*, 55(11), pp. 1187 – 1212. Available at: <https://acamh.onlinelibrary.wiley.com/doi/pdfdirect/10.1111/jcpp.12280> (Accessed: 17 June 2023).

Pitman, J. (2021) *An Exploration of How Identity Capital Is Constructed in the Narrative Life Stories of Fathers in Areas of Disadvantage*. University of Wales Trinity Saint David (United Kingdom). Available at: <https://repository.uwtsd.ac.uk/id/eprint/1657/1/Pitman%20J%20PhD%202020.pdf> (Accessed: 17 June 2023).

Preemptive Love (2020) *What Is Cultural Appreciation (And How It's Different From Cultural Appropriation)?*. Available at: <https://preemptivelove.org/blog/what-is-cultural-appreciation/> (Accessed: 17 June 2023).

Randel, A. E. *et al.* (2018) 'Inclusive leadership: Realizing positive outcomes through belongingness and being valued for uniqueness', *Human Resource Management Review*, 28(2), pp. 190 – 203. Available at: <https://www.sciencedirect.com/science/article/pii/S1053482217300517> (Accessed: 8 June 2023).

Reina, V. R. *et al.* (2014) 'Enhancing Engagement through a Community School Approach as the Key to Increase Academic Achievement', *Procedia – Social and Behavioral Sciences*, 116(1), pp. 2078 – 2084. Available at: <https://www.sciencedirect.com/science/article/pii/S1877042814005400> (Accessed: 17 June 2023).

Scanlan, M. and Johnson, L. (2020) 'Inclusive leadership on the social frontiers: Family and community engagement', in Theoharis, G. and Scanlan, M. (eds.) *Leadership for increasingly diverse schools*. London: Routledge.

Schuelka, M. J. (2018) *Implementing inclusive education*. Available at: https://assets.publishing.service.gov.uk/media/5c6eb77340f0b647b214c599/374_Implementing_Inclusive_Education.pdf (Accessed: 8 June 2023).

Shore, L. M., Cleveland, J. N. and Sanchez, D. (2018) 'Inclusive workplaces: A review and model', *Human Resource Management Review*, 28(2), pp. 176 – 189. Available at: <https://www.sciencedirect.com/science/article/pii/S1053482217300529> (Accessed: 8 June 2023).

Souto-Manning, M. *et al.* (2021) 'Troubling Belonging: The Racialized Exclusion of Young Immigrants and Migrants of Color', *International Journal of Early Childhood*, 53(1), pp. 101 – 118. Available at: <https://link.springer.com/article/10.1007/s13158-021-00286-8> (Accessed: 17 June 2023).

SSCE Cymru (no date) *Emotional Literacy Support Assistants (ELSA)*. Available at: <https://www.sscecymru.co.uk/resources/directoryofsupport/emotionalliteracysupportassistantselsa/default.htm> (Accessed: 15 June 2023).

Tyner, A. R. (2019) 'Unconscious Bias, Implicit Bias, and Microaggressions: What Can We Do about Them?'. *GP Solo*, 36, 30. Available at: https://www.researchgate.net/profile/Artika-Tyner/publication/341942339_Unconscious_Bias_Implicit_Bias_and_Microaggressions_What_Can_We_Do_about_Them/links/5eda77c192851c9c5e81d734/Unconscious-Bias-Implicit-Bias-and-Microaggressions-What-Can-We-Do-about-Them.pdf (Accessed: 11 June 2023).

Unicef (1989) *A Summary of the UN Convention on the Rights of the Child*. Available at: https://www.unicef.org.uk/wp-content/uploads/2019/10/UNCRC_summary-1_1.pdf (Accessed: 8 June 2023).

Vélez-Agosto, N. M. *et al.* (2017) 'Bronfenbrenner's Bioecological Theory Revision: Moving Culture From the Macro Into the Micro', *Perspectives on Psychological Science*, 12(5), pp. 900 – 910. Available at: <https://journals.sagepub.com/doi/epdf/10.1177/1745691617704397> (Accessed: 10 June 2023).

Viennet, R. and Pont, B. (2017) *Education policy implementation: A literature review and proposed framework*. OECD Education Working Paper No. 162. Available at: <https://www.oecd-ilibrary.org/docserver/fc467a64-en.pdf?expires=1686397570&id=id&accname=guest&checksum=3DEB805AE5AC7DFF1B1479E44F2AD87E> (Accessed: 10 June 2023).

Wellbeing of Future Generations Act 2015. Available at: <https://www.legislation.gov.uk/anaw/2015/2/contents/enacted> (Accessed: 14 June 2023).

Welsh Government (2015) *Successful Futures: A summary of Professor Graham Donaldson's report*. Available at: <https://www.gov.wales/sites/default/files/publications/2018-03/successful-futures-a-summary-of-professor-graham-donaldsons-report.pdf> (Accessed: 11 June 2023).

Welsh Government (2016) *FaCE the challenge together: Family and community engagement toolkit for schools in Wales*. Available at: <https://www.gov.wales/sites/default/files/publications/2018-12/face-the-challenge-together-family-and-community-engagement-toolkit-for-schools-in-wales-main-guidance.pdf> (Accessed: 17 June 2023).

Welsh Government (2017a) *Parenting in Wales: Guidance on engagement and support*. Available at: <https://www.gov.wales/sites/default/files/publications/2019-10/parenting-engagement-and-support-guidance-for-providers.pdf> (Accessed: 14 June 2023).

Welsh Government (2017b) *Families First: Programme Guidance*. Available at: https://www.gov.wales/sites/default/files/publications/2019-07/families-first-guidance-for-local-authorities_0.pdf (Accessed: 14 June 2023).

Welsh Government (2018) *Theme 5: Developing community partnerships and multi-agency working*. (Available at: <https://www.gov.wales/sites/default/files/publications/2018-12/theme-5-developing-community-partnerships-and-multi-agency-working-resources-1-2.pdf> (Accessed: 17 June 2023).

Welsh Government (2021) *Well-being, equity, and inclusion*. Available at: <https://hwb.gov.wales/evaluation-improvement-and-accountability/the-national-resource-evaluation-and-improvement/what-is-the-national-resource/well-being-equity-and-inclusion> (Accessed: 8 June 2023).

Welsh Government (2022a) *Humanities*. Available at: <https://hwb.gov.wales/curriculum-for-wales/humanities/statements-of-what-matters/> (Accessed: 11 June 2023).

Welsh Government (2022b) *Free breakfast in primary schools: information for parents and carers*. Available at: <https://www.gov.wales/free-breakfast-primary-schools> (Accessed: 17 June 2023).

Welsh Government (2023) *Curriculum for Wales: overview*. Available at: <https://www.gov.wales/curriculum-wales-overview#:~:text=Secondary%20settings%20had%20the%20option,8%20learners%20from%20September%202023> (Accessed: 10 June 2023).

Wilson, T. (2016) *Working with Parents, Carers and Families in the Early Years: The Essential Guide*. Abingdon: Routledge.