

Part 1

According to the blog, Center Consulting Group (2017) a catalytic leader is someone who produces new ideas and challenges, with the effect of putting changes into place for themselves and others. Catalytic leaders are good mentors, as they are supportive, high energy and forward thinkers. However, not every leader is skillful in being a catalyst. It needs to be ensured that there are some catalytic leaders in the team to encourage and lead in a positive way, so that the less confident are given the opportunity for their talents to be recognised. Being able to communicate with passion and story is just one of the characteristics that a catalytic leader has.

Fitzgerald and Gunter (2008) state that leadership is seen as very purposeful, important and positive in the early years and helps to improve better outcomes in education and early years settings, and there is evidence to shows this (Bush et al.,2010).

Particularly in the early years the terminology 'leadership' and management are used in a transposable way. This is not a clear definition, as it can be helpful, confusing, and misinterpreted. Law and Glover (2000, cited in Rodd,2006) better vision into to the importance of the both roles are needed. They define management as the person who plans and organises, makes decisions and generally taking responsibility for observing on how things are being run. The definition of the role of the leader is to offer help and support, inspiration, team building and to set good examples and earn respect from the practitioners. However, it can be hard to separate leadership from management. Research by Hall

(1996) states that management without leadership was unethical and leadership without management was careless and irresponsible.

Whalley et al. (2005) states you have not got to be of senior authority to become a catalytic leader, but being an early year's practitioner, it is necessary that changes are put in place to provide the best practice in leadership. Even though change needs to happen to be a leader, it is not something that should be forced. It is something that needs to be discuss in the setting with all staff, to see which is the best way forward. The main factors that need to be discuss are, reflective practice, small steps towards change, professional development and commitment and non-confrontational challenge.

According to Linguard et al. (2003) the quality of support and leadership in the early years, are linked to improved outcomes for children in Queensland Australia. However, Starrat (2003) disagrees and states it is better to have more than 1 leader in a setting, because he feels this will be more beneficial to the child and their learning.

Rodd (2013). Siraj-Blatchford et al., (2002) and Manni (2007) state, to be a leader in an early year setting you must have good knowledge and understanding of leadership, be able recognise the importance of how things are run in the environment, and the impact it can have on the child's development, education and their health and well-being. Also, the importance of sharing work experiences, for example, the things that are working well and not working so well with individual agencies (Fitzgerald and Gunter 2008).

Granthum Caston and Fontcuberta DiCarlo, (2021 p.1) states, for the setting or organisation to be a success, it should provide a qualified and skilled leader, as this can set the standard for good organisation, and

can help to promote examples of good practice for staff, on how the setting is run. However, research shows to be an effective leader they must have certain qualities and characteristics.

According to MaCrea (2015) leadership is about directing practitioners to become leaders, and that people are strongly encouraged to put their knowledge and understanding of their profession and ethical experiences into practice, which will help to support the engagement of a child's learning in the early years setting. However not all practitioners have understanding and experience of different ethical backgrounds.

A discussion took place between Moyles 2004; Aubrey 2007; and Rodd 2006) regarding leadership in the early years. They focused on specific areas of the early years setting, and how the leadership skills could be different, and how it could be put into practice. However, Muijs et al. (2004), Siraj Blatchford and Manni (2006) disagree it should be evidence based on certain areas of within the setting.

The role of the management in the early years, plays a vital part, and it requires a skilled leader in being able to run a successful setting.

Leaders need to inspire others and help them to have a good understanding, knowledge and beliefs of their role and their environment, and to be able to show good examples. This will help the staff to understand the values to which the organisation is committed. Practitioners need to understand the importance of being a catalytic leader, as this sets good foundations for the staff in being able to teach the children, as this has an impact on children's learning. Early Years Matters (2023).

According to the article Leadership in the Early Years (2023) research shows that nurseries and education settings are still not of the standard

they should be, even though there is a lot of focus of recognition regarding the early year's settings, and that children need a high standard of education for positive experiences and better educational outcomes.

Research by Early childhood essential stories (2013) states the importance of the role of a catalytic leader in the early year's settings, is to create a high standard of education and provision, as it can make a difference to children's lives and sets good foundations for their learning and it will help them to reach their full potential through their school life. Siraj-Blatchford and Manni (2007) states, appropriate training for practitioners, helps with delivering effective education.

One sociological factor which can have an impact on a child's life from a young age is poverty. It can have a severe effect on a child's development, health and well-being, education, and their future. It can stop children from being able to access facilities. Also, their social development can impact with their engagement in learning. Childfund.org (2017).

There are many ways in which a Catalytic leader and early years settings can provide additional support, such as part time and full-time places in education, to support children in poverty. These include, offering extra sessions in creche, nursesey or school, a full-time place at the setting for no cost, offering activities outside of school during holidays, such holiday clubs, and a variety of extra activities, providing support to the families and offering and providing a 365 days unlimited service to families, especially to the most vulnerable and disadvantaged. The practical support which can be offered to families is financial support, helping them with the vital bills such as gas and electricity, transport, the use of important facilities such as a washing machine and

access to a mobile phone to the ones they feel are at risk and domestic abuse support for the families that need it. They can also provide free breakfast club, food parcels for weekends and access to food banks, clothing, equipment, and activities for the children which will benefit them. Also Support and advice with any housing issues. Family support for parents and parents with children who have a disability or special educational needs. These could include parenting classes, which can help and support a positive and beneficial way, which will help to improve home environment. Also, for parents to recognise and work on areas of weakness which will improve children's learning outcomes and to break the pattern of poverty. Provide clubs and opportunities for parents to make new friends, learn social skills, whilst enjoying fun activities, such as cooking, sport activities, crafts and sewing. Multiagency working plays a vital part to relieve poverty and helping and supporting to parents to deal with any difficulties they are experiencing. Early education (2023).

Goleman, Boyatzis and McKee (2002) state the negative impacts and the problems which could happen by being a Catalytic leader in the early years provision, is that some practitioners felt they were being undermined by more senior members of staff or those which had more authority and feeling undervalued and insufficient in their role. Other implications which could also cause issues for a catalytic leader are, high expectations of the school for students to achieve at a certain level, and if that doesn't happen then the reputation of the school could dramatically fall, resulting in the increase of exclusions and children failing to turn up for school. (Mukluskey et al;2019 Officer of the children's commissioner, 2013). In England research shows a higher number of exclusions from school, if children are from backgrounds with

poor social skills, ethnic groups such as Black British backgrounds, Gypsy, Traveller, have special needs or living in certain parts of the country such as, the Northeast (Demie 2021). The data results also state the type of children who will have a poorer education and will not succeed in their learning, and these children are the ones which have been excluded from school. Teachers have also raised concerns about the new way of testing children with national tests and how they will be scored (Ball,2003; Biesta,2010; UNESCO,2021; Wrigley,2022).

A study by Levites, (2013); Wright, (2010) states the teachers concerns with social justice and now it is not happening, and moving forward from that it requires looking at a whole new way of teaching (Halpin,2003). It is also a very different to the way compared to how teachers currently teach Facer (2016).

Part 2

Rocio Cifuentes is the children's commissioner for Wales. She is new to the job and started in 2022. Rocios role is promote children's rights and to make sure all of their needs are met. She will do this by listening to children and young people, as their views and opinions are very important, and by the children and young people having the opportunity to understand and know their rights. This will help with their well-being, and to be happy, healthy, and safe. Children's commissioner for Wales (2023).

Rocio was born in Chili South America. Growing up in Chili there was no freedom of people's rights. When she was born there was a man called Auguisto Pinochet who decided to put himself in charge, and if people

disagreed with him or went against him or what he was saying, then there were consequences. He would torture people, put them in prison and even kill them. Augusto was known as being a dictator and he also imprisoned Rocio's father. Rocio's family were frightened and worried for their lives and their safety. After a lot of thought and research, they decided to they wanted to move somewhere where people had freedom and rights and where they would feel safe. The family were offered a place in Wales, which they accepted. Rocio states that Wales is where her heart is after living in different places. She gives us some information about her background, such as hobbies, different languages she speaks, and is currently learning to speak Welsh, and the various jobs she has had before becoming the children's commissioner for Wales. Over the past 17 years Rocio's jobs include: working with asylum seekers, people from ethnic backgrounds and refugees. Children's commissioner for Wales (2023).

She states the importance of children and young people having their say and their views, and how much she wants to help them. Children's commissioner for Wales (2023).

A report published by the children's commissioner for Wales called Sam's story, is about listening to children and young people's experiences of bullying in Wales. Childrens commissioner for Wales (2023)

The report was published to provide information about tackling bullying in schools. Childrens commissioner for Wales (2023). Peter Clarke was the first children's commissioner for Wales and previously a director of ChildLine. He states from speaking to the children, it made him aware that bullying was happening, and that it had a significant effect and impact on their lives. Childrens commissioner for Wales (2023). Peter

says in his report that the topic of bullying comes up during most of his discussions when speaking to the children and the young people, during his visits to schools. Childrens commissioner for Wales (2023). In 2003 when the report was written, the Welsh government decided that a guidance about respecting friends and peers would be implemented in schools. (What Next', 2016). Peter states in the report that he is committed to delivering an anti-bullying plan and policy in schools, for better understanding and prevention. It also it provides information on how to deal with bullying in the school environment, and to encourage children and young people to speak about it, and to let them know that there is always someone there to listen. Childrens commissioner for Wales (2023) The children are encouraged to talk to teachers or adults in regards to bullying, as that is one way of trying to sort the problem, as this is a productive way forward to try and resolve it. However, research from the report shows that cyberbullying in secondary schools is a big issue, which is also bullying. Childrens commissioner for Wales (2023) therefore it is now a must that all schools have anti-bullying policies in place.

With the new curriculum recently come into force in Wales, it states in a section of the document about the anti-bullying policy in schools, and all schools should have a plan in place which can help to prevent and stop bullying. According to the UNRC all children and young people have the right to have a positive education without any interruptions or negative experiences and there needs to be a positive approach on how to reduce bullying in schools and the classroom, to make it a positive experience for their learning and their environment. Welsh Gov (2010). However, Oglesby disagrees with antibullying programs, as the bullies might not want to change their attitudes towards bullying, and will not

want to take part in any programs that have been set to help them learn about bullying and their behavior and attitudes towards it. She also states that adults are not doing enough to help as intended and there is a possibility they might not be as effective or have a positive effect as set out. Oneworld education (2014).

The Welsh Government should look at the child's human rights act, in relation to their education, which should be included in the new curriculum, and made compulsory in all schools. One aspect of the policy which should be implemented in relation to the UN convention act, are the rights of all children, which will help them to have a positive learning experience. Welsh Gov (2016).

Schools in Wales can support children by adapting a children's rights approach, in relation to their education and this will help to promote various cultures, help children learn and understand about respect and learning about the rights of all children. Welsh Gov (2016).

For the recommendations to be implemented in schools and the early years, staff should have up to training, staff having regular meetings, there could be a team of staff involved in certain areas of antibullying, staff having an understanding of different cultures, staff having an understanding of the terminology and meaning bullying, staff modeling excellent behavior, staff to read the Estyn report on antibullying and staff to work alongside parents, families and the community for them have a good understanding and things they could do to help and contribute. Ofsted report (2012). Welsh Gov (2021).

The equality act (2010) makes recommendations of recording all incidents of bullying and the importance of making sure all reports are

recorded. It also states the importance of observation and monitoring of any incidents of bullying to compare with the antibullying policy. Welsh Gov (No date).

According to Estyn's report 'Action for bullying' (2014) all schools in Wales should go on the recommendations regarding the importance of the child and their rights. As this will be beneficial for their education and for the child to thrive in school. The report also states how they want to promote diversity and promote a child's rights approach, which should help in reducing incidents of bullying and it should help to build more positive relationships and help children to grow in confidence and build resilience. Welsh Gov (2014).

Local authorities should be reviewing schools and early years settings on a regular basis regarding bullying, and they should be providing up to date training for all staff including the school governors as states in the new curriculum. Commissioner for Wales (2023). The local authority could also work closely with the Welsh Government to review how the policies and to make sure these are being implemented in schools and if they are working well. The Welsh Government are also working to get the parents and carers involved, by providing support and information for them, which will help them to understand and know the procedure of dealing with bullying and reporting to the right people. Ofsted (2012). However, for the changes to implemented and for this to work effectively, it needs to reviewed by the school and the local authorities in regards that are all staff up to date with training, is there the funding for this to happen, are staff aware that they need to be trained, is there inclusive practice, is time of an issue and do staff have an understanding of racism and cultural backgrounds. Welsh Gov (2010).

Schools also have a responsibility and duty of care to all children and, they should be familiar with the children rights act (2010) approach to preventing and identifying bullying. Also understanding different types of behaviours related to bullying, and the children that do the bullying and look to see if they are underlying issues and also their family background if certain opinions are embedded in them. These children need to try and understand the impact it has on others, and should be dealt with in a delicate manner to research any underlying motives. By the school supporting and working with the children, hopefully it will help them to understand the impact it has on others. Welsh Gov (2010).

Part 3

One sociological factor which can have an impact on a child's life experiences is poverty. According JFR's definition of poverty, is when there are not sufficient resources that meets a person's basic needs and also being extremely poor. Welsh Gov (2014). According to the article persistent poverty (2017) in the United Kingdom. if your household income is lower than 60% for that particular year or the last 2 or 3 years then it is classed as poverty. It states in rural areas, has lower income than urban areas. However, there is still a high percentage of low-income families and people living in rural areas. Gov.uk (2017/18).

Research by CONCERN worldwide (2015) states the following are all examples of extreme poverty. These include: lack of essential basics that people need to live, being vulnerable and at risk and the difference between average income households and low-income households. However, according to the article Poverty and school funding (2016) even though some two parent families both works, they still come under

the category of poverty, because of the way the economy is at the moment, with general increases in food and household bills and because they are both earning minimum wage, it still is not enough money to live on, for average day to day living.

Ella Baker was a Civil rights Legend. She was born in 1903 in Virginia, United states of America. She fought for justice, due to her background which inspired her to start her journey about poverty, which she had learnt about during her college studies. She learnt how people went through poverty and hardship and she was passionate about making changes, to have better resources, help and support to for individuals and the black community. Illuminatingvoices (2021).

Poverty can have severe impact on a child's life and all-round development, such as brain development, physical health, mental health, wellbeing, long term chronic health issues, and it can shorten their life span. Children from poorer backgrounds might not be able to access the same facilities and opportunities as other children from less disadvantaged backgrounds. Their education can also have an impact if the child is in poor health, as they will miss a lot of school, which will affect them getting employment when they are older. Research shows there is a higher percentage of them getting into trouble and ending up in prison, It could also affect them making building friendships, which will have a negative impact on their social skills. Also missing out on school trips and educational visits as they cannot afford it. That is according to the article how poverty can follow children into adulthood (2017).

According to the website public health Scotland (2020) the negative impacts poverty can have in early childhood and through to adult life are, poor health and wellbeing, mental health developmental issues, poorer education, and future job opportunities, the lack of resources, not being

able to access activities outside of school, not having good social skills. which could then lead to bullying and not having many friends. However, the website changing patterns of poverty in early childhood (2023) states that, certain pressures and behaviours and influences from families can have a negative impact on the child and contribute towards poverty because of the background and views of the family. According to childrenssociety.org (2023) there are millions of children in poverty and these are the children that will have struggles in life, and must fight the hardest to achieve aims and goals in the future or even just to survive to get through life.

Figures in Wales show that Wales has a high percentage of the number of children and young people living in poverty even though most parents do work. This research has been carried out by Ellie Harwood who is a manager at Child Poverty Action Group. Save the children (2021). Joseph Rowntree Foundation (2020) agrees with Ellie Harwood about poverty in Wales is high and states there are 700,000 living in poverty and has got worse since covid pandemic happened.

A study by the UK parliament (2023) shows that education in the early years has a positive impact on children and their future, as long as it is of a high standard, which will increase children's all-round development and help them to achieve their goals by having more positive outcomes. ECEC can also benefit children from poorer backgrounds by maintaining a high standard of education, which will help them to reach their targets and to be on a similar level educationally as the other children. However, research shows from data the results of the benefits are more variable. Research by SEED states that children which start preschool between the ages of 2 and 4 years do benefit more in the long term. However, indications states that the benefits were greater by the age of 5 years,

even more so for disadvantaged children but it shows they were the ones who were accessing the full 20 hours of childcare per week, which can have a negative impact on their all-round development. So, because of the results of the study, there is now more emphasis on parent engagement to help with a child's social and emotional development.

There are many services available to families living in poverty and disadvantaged communities. These are: Children and family services, Childcare team and Team Around the Family (TAF). Families first programme, parenting groups and Flying Start. These services also help with interventions. Wales Gov (2022).

One of the services that provide help, guidance and support is Flying Start. Flying start is a programme which has been rolled out to children and families to help, support, and improve outcomes for children 4 years and under. It provides, various groups such as, parenting classes with recommended programmes for the parents, an increased Health visitor's assistance and communication programmes to help children, such as speak and language. It is a Welsh Government scheme which started in 2007 and aims to make a difference to children and families and help give young children the best possible start in life, also to be given the opportunity to improve their life with the impact poverty might cause. Welsh Government (no date).

According to Early Intervention foundation, by having programmes in place for early intervention is positive and effective on a child's outcomes and increase their opportunities for the decisions they make in the future. eif (2023). However, if not all things are recorded and evaluated then this could have an impact in the future. eif (2023).

Early intervention is a programme is used to help and support children and families that are more at risk. It is put in place for the children that require more help and support with the problems and difficulties they are facing and helping to resolve them. The service can be offered at any time or stage of a child's life. The service includes multiagency and health professionals working and is run by the local authority. However, there can be some confusion between the meaning of early help and early intervention, as some professionals and practitioners might interpret these differently or see them as having the same meaning. However, evidence shows that with the confusion of the terminology that the consequences could be early intervention without putting the help and support in place for the child and the family. (Multi agency perspectives (2022)).

A publication by the UK parliament (2018) states that there is evidence to show how early intervention does work and can have a positive impact and outcomes for the child. However, this is not a true account, as not all interventions have been researched. Professor Feinstein is the director of Evidence at the Childrens Commissioners office. He states early intervention can work in general, but it does not support a particular service or activity to specific groups of people. Alison Michalaska who is the association of Directors for children's services says that early intervention rarely helps to resolve the problem just by moving it to a different place where it can seem to work. The root of the problem needs to be looked at and a plan needs to be put in place with the specific team suitable for the individual child and the family. Head of children and parents' services, Caroline White has a different opinion on it and stated from research the weak area is the implementation of the programmes and collecting data. Donna Molly agrees with Dr Caroline

white and states if not evaluated correctly the local authorities will not know if or how effective these services are.

The problems that could occur with early intervention services will be based on how information is reported and recorded and the strategies that are used and out in place for the children and their families and will only improve outcomes, depending on the intervention approaches and if the individual family and child's needs were met and suited for them. eif (2023).

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