

Section 1

A catalytic leader will mention ideas and plant thoughts into other people's minds whilst also providing support, catalytic leaders are likely to work in groups with similar mindsets and ideas to develop on new strategies and tactics whilst encouraging others to consider their current or previous stances to make a change and work towards a new standard (Culp and Cox, 2014). Rodd and Joiner (2017) agree with this and states that it is a catalytic leader's job to focus on a vision and make it a reality, effectively lead under situations of change whilst empowering and facilitating other individuals' development. Catalytic leaders need to have the ability to balance assertive and accommodative Styles depending on the situation and seek feedback from a team when looking at diverse viewpoints and difficult issues. Moreover, Joiner (2017) discusses the three stages of leadership agility showing that the expert level is suited for stable environments, the achiever level is the leader who works well with occasional change and moderate complexity and the final level is the catalyst level which is known as the most effective leader for the ever-changing environment.

Early Years Professionals are responsible to lead practice in the workplace and inspire other early years practitioners around them (CWDC, 2010). Additionally, Cooperrider (2022) and Rodd (2013) believe that all practitioners can be catalytic leaders, a person does not need to be in a senior or higher position to promote and encourage change and improvements. A catalytic leader is beneficial to the early years environment as they work in a holistic way by taking into consideration that all decisions have an impact on children and other staff members, catalytic leaders believe that change is necessary in order to improve practice (Cooperrider (2022) and Rodd (2013). However, McDowall Clark (2012) talks about the issues and misconceptions surrounding early years practitioners' views on following this style of leadership and discusses a study relating to catalytic leaders and their lack of confidence effecting practice, this involved 28 participants filling out questionnaires in regards to their own leadership experiences and concerns. A key finding consisted of practitioners lacking in confidence in their own leadership, another factor was participants struggling to understand the attributes of leadership and the practitioners' fears of imposter syndrome. They conclude that the practitioner's

inability to notice their effective leadership relates back to their understanding of inappropriate concepts (Mcdowall Clark,2012). When questioning this studies reliability, it is noted that this was a small scaled study and questionnaires were the only method to gather data. Young (2015) states that questionnaires can be exposed to bias depending on the group asked and are known to result in people mainly choosing the middle answer to avoid upsets rather than giving their true opinions.

Rodd (2013) believes that the early year's practitioners influence is key to making a change and leading practice, catalytic leaders in the early years encourage change through small steps and can have dynamic and creative thoughts and ideas rather than a fixed attitude. Moreover, Mcdowall Clark (2013) agrees with this and believes that Early year's practitioners that show attributes of catalytic leadership are able to continuously reflect and review, this is beneficial to the early years as this style of leadership is seen to enhance children's development by focusing on creating dynamic and unique learning. However, Joiner (2017) states that early year's workers are known to be worried about showing aspects of being a leader as they perceive it as being in charge of the setting and do not feel equipped or prepared for it, this can sometimes discourage them from wanting to follow a catalyst style of leadership. He explained that during a study, they observed strong leadership qualities in practitioners whilst in their setting and in practice, the issue relates back to early years workers not feeling like they were showing signs of leadership because of lack of confidence and pre conceptions about what leadership entails, He concluded that practitioners need to be supported to engage in critical reflection in their practice and preconceptions in order to understand the true meaning of being a leader (Joiner,2017). Moreover, Jones and pound (2008) states that in order to overcome this, practitioners need to work in partnership with other likeminded catalysts, to build confidence and create a change agent in early years practice.

A sociological issue is a condition or situation that has a negative impact on an individual's life and involvement with society, examples consist of poverty and homelessness (Sociology Club, no date). Educationalists have been concerned and worried about issues of social justice and schooling for a long period of time (Ball &

Collet-Sabe, 2021 and Keddie, 2012). Ball and collect sabe (2021) talk about being a catalytic leader in the early years and the effects it can have in regards to improving children who face social issues, they suggest that social justice should be seen as an essential to good education. They add that education is a key factor to what shapes the society that individuals live in and mentions that catalytic leaders need to challenge the traditional way of schooling and education to provide ethical and meaningful relationships to children in the early years. However, Haira, Gandolfi & Mills (2022) talks about a study that shows indication that schooling in general can be seen as harmful and negative to students with sociological issues, this links back to the socioeconomic injustices such as poverty, cultural issues and political injustices where children were not given the chance to have a voice because of their background. Moreover, Ball and collet-sabe (2021) mentions that teachers look to ensure children excel at school however this is a struggle for catalytic leaders who have strong views and sense of social justice as the outcomes and structure of schools appear to be strongly ingrained into the education system.

Haira, Gandolfi and Mills (2022) mentions that it is known for teachers to link their reasons to become an educator linked to their own experiences and backgrounds, an example was a woman called Aubrey who talks about growing up in a middle-classed family and witnessing the socioeconomic divide in England that resulted in other children experiencing inequality, this resulted in her wanting to work with children who live in disadvantaged backgrounds and experience issues during their time at school. By working with these children, she hoped to have a positive impact on children who face socioeconomic disadvantages growth and development (Haira, Gandolfi and Mills, 2022). However, Allen, Burgess and Mayo (2017) and Tereshchenko, Mills & Bradbury (2021) discuss the problems catalytic leaders face in England, they mention that practitioners occasionally have to forget about their commitments they aim to make to ensure the school encourages social justice in order to meet targets to avoid issues from higher up leaders that are also facing problems with people they work for, they add that the profession is not given the respect it is needed due to teachers also facing issues such as discrimination, homophobia and misogyny.

Life experiences are factors that can affect teachers' identities and views of the education system (Goodson & Sykes, 2001) Haira, Gandolfi and mills (2022) agrees with this and mentions that teachers have occasionally experienced negative experiences of injustices in education, however even with these bad experiences the teachers are still focussed on ensuring the setting they work in is a positive and social one to ensure children have a positive experience. UNESCO (2021) and Haira, Mills and Gandolfi (2022) explains that practitioners tend to feel de valued, silenced and unprofessional if they do not follow the same regime as others. In addition to this, Bristol city council city (no date) States that catalytic leaders should ensure that the team they work with are supported emotionally and professionally, it is encouraged that catalytic leaders support other people's well-being (Bristol City Council, no date) However, Toomer et al. (2018) states that in order for this to be possible, catalytic leaders need to show they are trustworthy in order for this style of leadership to work.

In conclusion, it is documented that the catalytic leadership style is beneficial in the early years practice as catalytic leaders have the ability to be the inspiration for change to occur to impact children's lives, catalytic leaders can also be the change agent for children facing sociological issues, overcoming this involves catalytic leaders working in partnership with other similar minded practitioners in order to improve professional development and positive outcomes. However, it is also Important that all practitioners understand the true meaning of this leadership style to ensure they are able to show attributes of catalytic leaders no matter where they are in the hierarchy of the setting that they work in.

Section 2

Rocio Cifuentes is the most recent Children's Commissioner for Wales, she has previously worked within ethnic minorities and youth support before becoming the commissioner, her job is focussing mainly on Children's rights and the importance of them. Roccio also looks at how the decisions Welsh government make impact on Children's rights, the Children's commissioners' job is to support, listen and advise young children on their rights and opinions and work with the government and other

organisations to make a difference to Children's lives (children's commissioner for wales,2023).

The children's commissioner for Wales, NICCY and the children and young people's commissioner for Scotland (2022) discuss the Children's Commissioners of Northern Ireland, Scotland and Wales to the United Nations Committee on the Rights of the Child report which was created to compare and contrasts work undertaken by the Commissioners within the UN Committee that support and protect the Rights of the Child.

Children have the same rights as adults as well as extra rights that highlight their specific needs, children are individuals that are not owned by parents, they are people who have their own rights, children rely on nurturing adults to allow them to become independent and have their rights protected and if caregivers are incapable of doing this, the states job is to ensure the best interests of the child is met (UNICEF, no date). Furthermore, A key recommendation highlighted in the report mentioned the need for all practitioners and professionals that make decisions that affect children's lives need to have a good understanding of children's rights, in particular the United Nations on the rights of the child. The report adds that in Wales, children's human rights are embedded into the new Curriculum and Assessment Act 2021 and starting from September 2022, all staff that teach the curriculum need to understand children's basic rights under the UNCRC (The children's commissioner for Wales, NICCY and the children and young people's commissioner for Scotland (2022). This goes in line with article 3 which states that all decisions that concern children should be at the best interest of the child and article 42 which mentions that adults and children should understand the importance and the principles of children's rights (UNICEF,2019).

Martinez Sainz (2020) mentions that having an understanding of children's rights, allows early years workers to ensure the child's rights are being respected whilst also allowing them to argue against attitudes and behaviour that does not respect their own rights. They add that by teachers knowing about rights it allows them to teach young people to recognise their rights gives them an opportunity to have their voice heard. In contrast to this, freeman (1998) and Pugh (2015) mention that professionals with a lack of knowledge on children's rights show an inefficiency to

implement the United Nations on the rights of the child (UNCRC), this is known to have a negative impact on children and the way they are viewed by adults. Jerome *et al* (2015) adds that in order for practitioners to gain a better understanding of children's rights, governments need to make changes to frameworks involving the UNCRC.

Martinez Sainz (2020) states that professionals knowing about children's rights, encourages a safe and inclusive environment for children to be a part of which allows children to become responsible for their rights. Robson (2016) also discusses the importance of the early year's workforce having up to date knowledge and theoretical knowledge on children rights, adding that governments should provide training on children's rights to anyone that works with children. However, Jerome *et al* (2015) notes the barriers to practitioners being aware of the rights of the child and talk about a study they conducted which observed the situations that affect the implementation of children's rights in the early years, the study highlighted a key error where they noticed that no government had checked to ensure all teachers had training on children's rights and add that due to this lack of training, early years teachers are known to provide limited support to children's understanding on their own rights.

The report documents that all professionals working with children should understand the rights of the child when making decisions about what is best for the child (the Childrens commissioner for Wales, NICCY and the children's and young people's commissioner for Scotland, 2023). Robson (2016) adds to this and mentions that it is clearly stated within the UNCRC that early year's teachers should work towards the best outcomes and interests of the child, however there is a restriction where early years workers misinterpret this and think they need to work with other agencies to do this rather than working with the children themselves.

Children's mental health is just as important as their physical health and wellbeing, it can have an impact on how they learn and form relationships. It can be difficult for practitioners to notice when a child requires guidance and support as it is known to be a struggle for children to talk about the issues they are facing (NSPCC,2022).

Additionally, the report highlights a key recommendation that Children should have access to mental health support in a timely and effective manner and that children

should enjoy equal opportunities to access help when they are concerned about their own mental health (Children's commissioner for Wales, NICCY and the children and young people's commissioner of Scotland).

In relation to the children's commissioners report, NHS (no date) mentions that quick access to support allows children and young people that experience issues to maximise their chances to live a healthy and happy lifestyle. They discuss the National health services plan to commit to funding over the next five years to ensure mental health services are able to grow ensuring that children get the help they need. However, Radez et al (2021) discusses a barrier to children having the ability to access mental health support in an effective and timely matter, they mention that one in 7 children are known to suffer with a mental health disorder and that untreated health problems can lead to self-harm and lower academic outcomes. A recent review mentions that parents believed that their children struggled to access support, specifically through the NHS because of the unreasonable waiting times meaning their child went a long period of time without getting the support they needed.

The children's commissioner for Wales, NICCY and the children and young people's commissioner for Scotland (2023) mentions that when looking at mental health there is an importance to follow the new wrong door policy which prevents children being passed around and not getting immediate support at the time they are in crisis.

However, Radez *et al* (2021) mentions that a recent review from parents talking about the barriers to access mental health support concluded that parents felt a lack of trust and respect for professionals due to their child being turned away when asking for help. Furthermore, The Evidence Based Practice Unit (2022) mentions that research suggests that there is a clear correlation with the implementation of interventions declining in schools once an initial assessment is done, this is because there tends to be a lack of communication between agencies at the start of assessing for mental health support and lack of awareness about different community support such as child and adolescent mental health support (CAHMS). Hansen *et al* (2021) agrees with this and mentions that only a small population that have mental health disorders are in contact with CAHMS and that children who suffer with mental health difficulties usually have been experiencing mental health symptoms for years before being referred.

Section 3

For over 3,000 years, individuals have left their countries they were born into to escape violence and unsafety (United Nations Human Rights Council, 1950). In 1950, the United Nations general assembly created the United Nations high commissioner for refugees in order to protect the wellbeing of these individuals facing this sociological issue. (UNHRC, 1950). In addition to this, Ruiz (2021) mentions that during the 1952 convention, they defined a refugee as someone who is experiencing fear of being unsafe due to their religion, race and nationality. Moreover, UNHRC (2016) states that there are 60 million refugees in the world being forced to leave their country due to safety issues, over half are women and children, early interventions and programs need to be in place to ensure young children have a chance to have positive outcomes as they grow older. Ruiz (2021) agrees with this and mentions that early interventions are known to improve refugees' ability to feel confident to thrive in school and at home by developing bond and relationships with people that support them.

Fasani *et al* (2019) and Brell, dustman and Preston (2020) state that refugees face many challenges when integrating into safer countries and because of this it is known that they are at a disadvantage when trying to fit into society. In addition to this, UNHRC (2016) states that children are known to have been mistreated and neglected with the ongoing sociological issue, the early years of children's lives are the most important developmental years of their lives, however refugee children face many restrictions of their own basic rights that are expected to be provided to them through the law and governments. Furthermore, the children's commissioner for Wales, NICCY and the children and young people's commissioner for Scotland (2023) report mentions that families and children who are subjected to fleeing their countries should not be discriminated against. However, they mention that cuts to funding have had a negative effect on early intervention services ability to provide efficient and meaningful support to children.

The UK is committed to providing a safe place to individuals fleeing violence and an unsafe environment, in order to ensure the UK is able to continue to offer a safe place, it is important that governments and communities understand how to support

refugees in order for them to feel welcomed and benefit long term (Ruiz, 2021). Additionally, UNHRC (2016) states that providing refugee children with supportive communities and early intervention agencies that are well educated allows children to become resilient individuals, by providing early interventions such as language educators such as EAL co-Ordinator's and Speech and language therapists and translators allows children to become more sociable, build competency and integrate into society through forming a sense of cultural identity (UNHRC,2016). However, DuraVila *et al* (2013) talks about the barrier of accessing early intervention services such as speech and language therapists and identified language as a barrier, with limited English skills, it becomes an issue for refugees to communicate effectively from their own language. Additionally, Donnelly *et al* (2011) reiterated this same difficulty with refugee women in Australia, who reported that they did not go to the available service provided to them because the services were presented in English and the agencies that offered support did not speak their mother tongue.

Ruiz (2021) explains that children who come to a new country have a high likelihood of benefitting from services such as schools to encourage them to settle into their new communities. UNHRC (2016) and UNICEF (no date) state that it has been known that a significant number of children who have had to flee their countries do well through gaining at least one or two stable relationships with professionals such as teachers and extended agencies that they have gained a bond with. Alternatively, Ruiz (2021) mentions the implications to agencies that provide interventions and mentions they are known to struggle to establish connections and support children that have faced negative past experiences because children are less likely to trust and form relationships with practitioners due to not seeing them frequently, therefore it is important for places like schools to step up and act as a safe place for children to build up trust. She adds that because of this teachers and other staff members should be trained in preventative interventions and equipped in order to create a supportive environment for these children and parents (Ruiz, 2021).

It is known that most refugees have experienced or witnessed traumatic events that are known to negatively impact on their mental health (Ruiz,2021). It should be noted that there is a difference in statistics towards mental health struggles of migrants who have had to leave their country due to wanting to improve their financial status

and refugees that flee due to fear of their safety and lives (United Nations High Commission for Refugees, 2016 and Tyrer and Fazel, 2014). Donnelly *et al.* (2011), Ehntholt and Yule (2006) and Suárez-Orozco (2000) explained that due to the procedures of migration, a number of refugee women and children are likely to develop serious mental illness, examples consist of depression, anxiety disorder and in worst cases suicide, it is highly researched that refugee children are known to carry their negative experiences, trauma and mental health disorders into their adulthood, this shows that early interventions are an important facility to prevent children's mental health from worsening. However, Nazal *et al* (2014) and Tyrer and Fazel (2014) talks about the barriers of refugee children accessing early interventions such as mental health agencies and explains that it is difficult for young children to access mental health facilities due to lack of money and lack of knowledge of where to go for help. Additionally, Jorm (2012) documented that even among more financially stable countries, a minority of individuals receive treatment for mental health issues within a year from when their symptoms began. Jorm (2012) also reported that it takes between one to fourteen years for children who experience mental disorders to access treatment for their condition and approximately, three to thirty years for individuals with an anxiety disorder to get support. Limited knowledge and accessibility of information about mental health and services to support refugees is a known issue for refugees (Jorm, 2012 and Saechao *et al.*, 2012). Nazal *et al* (2014) explains that it is difficult for young children to access mental health facilities due to lack of money and lack of knowledge of where to go for help.

In conclusion, it is highlighted throughout this section that more and more children and families are having to flee their country for their own safety, there is an importance for early interventions such as mental health interventions, speech educators and schools to become involved to prevent children's mental health from worsening due to facing the sociological issue of becoming a refugee. In addition to this, there is a need to remember that there are also many barriers that refugees face when accessing these early intervention agencies due to things such as lack of awareness of where to find support and trouble understanding when services are only conducted in English.

Reference list

- Allen, R., Burgess, S., & Mayo, J. (2017). The teacher labour market, teacher turnover and disadvantaged schools: new evidence for England. *Education Economics*, 26(1), 1–20. <https://doi.org/10.1080/09645292.2017.1366425>
- Ball, S., & Collet-Sabe, J. (2021). Against school: An epistemological critique. *Discourse: Studies in the Cultural Politics of Education*, 1–15.
[doi:10.1080/01596306.2021.1947780](https://doi.org/10.1080/01596306.2021.1947780)
- Brell, C, Dustmann, C, and Preston, I. (2020) Labor market integration of refugee migrants in high-income countries. *Journal of Economic Perspectives*. 34: 94–121
- Bristol City Council (no date) *Staff Supervision in the Early Years Foundation Stage*. Available at: [BEYR STAFF SUPERVISION IN EYFS 12.WEB .pdf](https://www.bristolcitycouncil.gov.uk/media/10000/BEYR_STAFF_SUPERVISION_IN_EYFS_12.WEB_.pdf) ([bristolearlyyears.org.uk](https://www.bristolearlyyears.org.uk)) (Accessed on: 17th February 2023).
- Children's commissioner for Wales, NICCY and the children and young people's commissioner for Scotland (2023) *Report of the Children's Commissioners of Northern Ireland, Scotland and Wales to the United Nations Committee on the Rights of the Child*. Available at: [Report-of-the-Childrens-Commissioners-of-Northern-Ireland-Scotland-and-Wales-to-the-United-Nations-Committee-on-the-Rights-of-the-Child.pdf](https://www.childcomwales.org.uk/media/10000/Report-of-the-Childrens-Commissioners-of-Northern-Ireland-Scotland-and-Wales-to-the-United-Nations-Committee-on-the-Rights-of-the-Child.pdf) ([childcomwales.org.uk](https://www.childcomwales.org.uk)) (Accessed on: 10th February 2023)
- Cooperrider, D. (2022) *Leadership as a Catalyst for Change*. Available at: [Leadership as a Catalyst for Change - Vunela](https://www.vunela.com/leadership-as-a-catalyst-for-change) (Accessed on: 3rd February 2023).
- Culp, K. and Cox, K. (2016) Leadership Styles for the New Millenium: Creating New Paradigms. *Journal of leadership and organisational studies*
[doi:10.1371/journal.pone.0089359](https://doi.org/10.1371/journal.pone.0089359)
- Donnelly, et al (2011). If I was going to kill myself, I wouldn't be calling you. I am asking for help: Challenges influencing immigrant and refugee women's mental health. *Issues in Mental Health Nursing*, 32, 279–290. Doi: [10.3109/01612840.2010.550383](https://doi.org/10.3109/01612840.2010.550383)

- DuraVila et al (2013) Mental health problems of young refugees: Duration of settlement, risk factors and community-based interventions. *Clinical Child Psychology and Psychiatry*, 18, 604–623. doi:[10.1177/1359104512462549](https://doi.org/10.1177/1359104512462549)
- Ehnholt, K. A., & Yule, W. (2006). Practitioner review: Assessment and treatment of refugee children and adolescents who have experienced war-related trauma. *Journal of Child Psychology and Psychiatry*, 47, 1197–1210. doi:10.1111/j.1469-7610.2006.01638.x
- Evidence based practice unit (2022) *Key findings*. Available at:<https://www.annafreud.org/media/17412/ebpu-keyfindings-2022-final.pdf> (Accessed on 4th February 2023).
- Fasani, F., Frattini, T., and Weisser, R. (2019) Asylum policies in Europe and the refugee crisis. Nuffield Foundation Report and Queen Mary University *Working Paper*
- Goodson, I., & Sykes, P. (2001). *Life research in educational settings*. OUP
- Haira E. Gandolfi & Mills, M. (2022): Teachers for social justice: exploring the lives and work of teachers committed to social justice in education, *Oxford Review of Education*, DOI: 10.1080/03054985.2022.2105314
- Hansen, A.S. et al (2021) Parent-perceived barriers to accessing services for their child's mental health problems. *Child Adolescent Psychiatry Ment Health* **15**, 4 <https://doi.org/10.1186/s13034-021-00357-7>
- Jerome, L et al (2015). *Teaching and learning about children's rights*. London: UNICEF. Available at: <http://www.unicef.org/crc/> (accessed on: 25 February 2023).
- Jones, C and Pound, L (2008) *Leadership and Management in the Early Years*. England: open university press
- Jorm, A. F. (2012). Mental health literacy: Empowering the community to take action for better mental health. *American Psychologist*, 67, 231–243. doi:10.1037/a0025957
- Keddie, A. (2012) *Educating for diversity and social justice*. Routledge.
- Martínez Sainz, G. (2020, September 30). Why do teachers need to know about children's rights? Voice, Agency and Rights in Education.
- McDowall Clark, R. (2012) 'I've never thought of myself as a leader but...': the Early Years Professional and catalytic leadership, *European Early Childhood Education Research Journal*, 20:3, 391-401, DOI: 10.1080/1350293X.2012.704762

Nazal et al (2014) An Innovative Community-Oriented Approach to Prevention and Early Intervention with Refugees in the United States. *American Psychological Association* <http://dx.doi.org/10.1037/a0037964>

NHS (no date) *Children and young people's mental health services*. Available at: <https://www.longtermplan.nhs.uk/online-version/chapter-3-further-progress-on-care-quality-and-outcomes/a-strong-start-in-life-for-children-and-young-people/children-and-young-peoples-mental-health-services/> (Accessed on: 4th February 2023).

NSPCC (2022) *Child mental health*. Available at: <https://learning.nspcc.org.uk/child-health-development/child-mental-health> (Accessed on: 4th February 2023).

Radez, J et al. (2020) Why do children and adolescents (not) seek and access professional help for their mental health problems? A systematic review of quantitative and qualitative studies. *Eur Child Adolescent Psychiatry* **30**, 183–211 <https://doi.org/10.1007/s00787-019-01469-4>

Robson, J. (2016) '*Early Years Teachers and young children's rights: the need for critical dialogue*'. Available at: <https://doi.org/10.15123/PUB.5091>.

Rodd (2013) *leadership in early childhood: the pathway to professionalism*. London: Routledge

Ruiz (2021) *What works for improving refugee outcomes in high income countries, policy insights for the UK*. Available at: <https://www.compas.ox.ac.uk/wp-content/uploads/What-Works-for-Improving-Refugee-Outcomes-in-High-Income-Countries-Policy-Insights-for-the-UK.pdf> (Accessed on 10th February 2023).

Saechao, F et al. (2012). Stressors and barriers to using mental health services among diverse groups of first-generation immigrants to the United States.

Community Mental Health Journal, 48, 98–106. doi:10.1007/s10597-011-9419-4

Sociology club (no date) *what is a social problem and how do you define it?*

Available at: [Sociology Club : What is a social problem and how do you define it? \(everythingsociology.com\)](https://www.everythingsociology.com/what-is-a-social-problem-and-how-do-you-define-it/) (Accessed on: 10th February 2023).

Suárez-Orozco, C. (2000). *Identities under siege: Immigration stress and social mirroring among the children of immigrants*. Cambridge, UK: Cambridge University Press.

Tereshchenko, A., Mills, M., & Bradbury, A. (2021). What makes minority ethnic teachers stay in teaching, or leave? Centre for Teachers & Teaching Research, UCL *Institute of Education*.

The children's commissioner for Wales (2023) *About us*. Available at: [The Children's Commissioner for Wales - About Us \(childcomwales.org.uk\)](https://childcomwales.org.uk) (accessed on 1st March 2023).

Toomer, J. et al. (2018) *The Catalyst Effect: 12 Skills and Behaviours to Boost your Impact and Elevate Team Performance*. London. Emerald Publishing.

Tyrer RA, Fazel M (2014) School and Community-Based Interventions for Refugee and Asylum-Seeking Children: *A Systematic Review*. PLoS ONE 9(2): e89359

UNESCO. (2021). *Reimagining our futures together: A new social contract for education*. Report from the International Commission on the Futures of Education

UNHRC (2016) Positive Effects of Innovative Early Childhood Development Programs on Refugee Youth Resilience. Available

at:<https://www.unhcr.org/584696994.pdf> (Accessed on: 29th January 2023).

UNICEF (2019) *unconventional rights of the child*. Available at: [UNCRC summary-1 1.pdf \(unicef.org.uk\)](https://www.unicef.org/uncrc/summary-1-1.pdf) (Accessed on 28th February 2023).

UNICEF (no date) *child rights and why they matter*. Available at:<https://www.unicef.org/child-rights-convention/child-rights-why-they-matter> (Accessed on: 5th February 2023).

United Nations High Commission of Refugees United Nations General Assembly. (1950). Draft convention relating to the status of refugees.

Young, T (2015) *Questionnaires and surveys*
<https://doi.org/10.1002/9781119166283.ch11>