Section 1

Catalytic leadership are individuals who create change. According to Powers (2017) Catalytic leaders take it a step beyond in supporting people through change, supporting communities and in early years. Additionally, Tennant (2019) implies that these people are agents of society, with an express interest in making a different in people's lives, through changing styles, schemes through work ethics and using critical knowledge to change those skills. McDonwall-Clark (2012) states that leadership does not and should not be in the form of control but can be achieved through non direction and influence.

A leader or a person that implies leadership within an establishment embraces catalytic leadership. Victoria (2021) states that '*a good leader does not stand at the front; they lead from the centre'*. However, Pountney (2022) suggests that catalytic leadership does not always come from the top person. Anyone can be a catalytic leader. A person that is a role model, a supportive individual, knowledgeable, has good communicate and is inspiring can be a catalytic leader, Bourke (2016).

In early years, sociological is a theoretical and historical grounding and examination of young learner's experiences in contemporary society, Gabriel (2017). Ken Robinson (2017) agrees with this by stating that an organization is not a living organism. The roots come from the community, from the learners and where they are from, and it should feed that kind of pedagogic idea to create an environment that is rich. Therefore, there is understanding where learners come from, when to stand, what they need, and to recognize how to support them, this is supported by iQualifyuk (2020). Furthermore, Sentance (2022) suggests that those roots feed into the pedagogy of the professional, which it can bloom into lovely fruits as it creates an organization that is responsive and ensures that learner's needs are that bit more metaphorical. The UNICEF (no date) enforces this in article 28 and 29, by implying the right to an education for primary learners and having goals in education by respecting their human rights.

Learners develop swiftly in early years and a learner's experiences are between birth and five years old will have a general influence on their future. According to Welsh Government (2022a) having high quality early learning, and respectable parenting allows learners a greater range of knowledge, skills and provides a foundation for worthy future development through school and life experiences. Moreover, Department for Education (2017) also states that the government committed to support parents to have access to worthy quality early years provision. Also, Department for Education (2021b) says that the provision was put in place to provide a safe and inspiring environment where learners can learn and develop in stages where parents can have a greater impact on the learner's knowledge and skills.

According to Ofsted (2013) settings that have highly trained and skilled practitioners, are more plausible to attract a better evaluation from Ofsted. In addition, Department for Education (2015) quality practitioners are predominantly important for assisting the development of disadvantaged learners. Gov.uk (2013) states that long term quality improvement requires commitment. Having commitment from the organisation will allow greater improvements across the setting. Gov.uk (2020), McKinsey (2020) suggests that a setting that does not comply will find it hard to get the energy flowing around with the staff, there should be interaction. No interaction will reflect on the practice within the setting. Additionally, Handscomb et al (2012) says that a setting that shares practice ideas, allows exciting opportunities for the learners and practitioners to develop practice. Furthermore, Early Education (2022) Friedrich Froebel implied that this is an energetic kind of philosophy, that links with the real focus on the purpose and the purpose of early years practice and for the practitioners to be part of it.

According to Van Vulpen (2022) a setting with a good link to workforce will focus on key features. Welsh Government (2022c) supports this by stating, a setting will have a focus on providing the best for every learner, providing high-quality care, allow access to a child lead curriculum, a pedagogy with empathy, a variety of assessments, self-regulation and executive function and having a partnership with the learners' parents. Ministry of Education (2016) also agrees this by implying Te Whariki's theory, where Kaiako in Early childhood curriculum settings weave together the principles and strands to create a holistic, child-centred, local curriculum, where there is a 'mat for all to stand on'.

Barron et al (2019) recommends that the more graduates that go out into practice, the more they can influence practice and the more their status becomes recognized. Nevertheless, Kioko (2015) says that it is also how practitioners perceive learners within society, there is still an idea here that young learners, even within teaching professions.

Practitioners within early years settings are unfortunately underpaid to what the role they must carry out daily, Kelly (2017). Department for Education (2019) suggests that tt is seen to be an undervalued role as teaching assistant unless you have a teaching qualification or equivalent. Therefore, once the barrier has been reached only then are many practitioners recognised and paid at the correct level of pay, Welsh Government (2021a). Moreover, Care Council for Wales (2016), Welsh Government (2015) indicates that if practitioners are paid more and are allowed to embark on different adventures to develop their skills and knowledge, it will allow them to become greater role models for the younger society.

According to Gov.uk (2011) there are many settings that education is almost ignored because it is not seen as valuable such as nursery and kindergarten settings. However, Billon (2022) notes that practitioners and professionals who recognize the significance that prevent that profound potential in young learners. Additionally, Firstthingsfirst.org (2022) agrees that young learner's brains develop every day. Moreover, Li (2022) indicates that between birth and two-years of age is the critical years of development. Furthermore, Gov.uk (2015), Early Education (2022) says that cognitive, emotional, social, and holistic practitioners can support development within a catalytic effective development and enables Organisations and environments that can meet those learner's needs.

There are many barriers and challenges within early years settings and Welsh Government (2022a) recognises this through a democratic approach within education. According to Planning Aid Wales (2021) Practitioners create a more democratic environment where there is a respectful engagement where everyone within an organization is respected, and this embraces catalytic development. Practitioners will build confidence and meet the challenges within early years if they are equipped with the right training, allowed to communicate with the community and fell that sense of belonging, Department for Education (2021a).

According to Welsh Government (2017b), working with young leaners is a rewarding and fulfilling job. Practitioners and other professionals work within these settings because they are passionate about creating and allowing change, to benefit the learners and the colleagues around them.
Welsh Government (2014) believes that practitioners focus mainly on early years setting on having a progression to a level 3 in a relevant early year's qualification and other practitioners wish then to extend their knowledge through higher-level qualifications. Some practitioners will go a step beyond and develop their knowledge and skills in specialised areas of practice, where overtime they believe is the right route for them to follow, Welsh Government (2019a).

Welsh Government (2017a) implies that the workforce is significant to improving the quality of early years care. Having effective and successful pre-schooling and having that primary education early on allows learners to gain a position in society. However, Hamdy (2013) suggests that the quality of adult–learner interactions, knowledge, and their understanding of the new curriculum and how learners learn, and how supporting learner's learning at home are all key features of a good pre-schooling. Yet, in many settings the view on educational and social development is seen as a complementary and is eventually of equal importance with learners' development, Department for Education (2014). Furthermore, Handscomb et al (2012) implies that having the quality of higher education, practitioners extending their knowledge and junior PGCE teachers that are more trained

in areas of development within a setting, results will show better progression and development of learners, Department for Education (2018b).

According to Welsh Government (2021b), having a strong built curriculum and having high qualified practitioners will enable a successful future for young learners. The new curriculum for Wales Welsh Government (2020a) is built on knowledge and provides a route for learners that will give them the skills and abilities for a better life. Following Welsh Government (2015) on Donaldson's statement, learners need a base or setting that they can trust to allow themselves to explore and expand their knowledge. Likewise, Welsh Government (2015) having four purposes and six areas of learning will allow practitioners to achieve this. Settings that have keys focused areas of learning will achieve greatness from their learners. However, Education Reform (2014), Mcleod (2019), Practitioners having had the knowledge and correct training will have differentiation throughout the class using indication methods such as KISS, keep it short and simple, using support staff wisely, scaffolding of work to allow the learner to work at their pace and ensuring extra time to finish the learning objective or assessment that is in place.

While ensuring that the areas of learning and what matter statements are achieved through the lesson, or term, depends on the series of lessons that have been planned via the class teacher. According to Welsh Government (2020a), the curriculum offers many learning methods that will suit the learner. As a practitioner it is important to remember to shape and allow them to build on knowledge and having a sequence of learning, this theory is based along using Vygotsky scaffolding in the classroom, Udemy (2022). Use of age-related vocabulary will ensure the good results for the learner, while offering recall of essential knowledge, expanding on what has been learned previously to help their long-term memory. Having clear and effective implementation and to reflex on intent of the curriculum through end points, (Welsh Government 2022c).

Section 2

According to NSPCC (2021b) Early years has only been taken seriously and into account since round 1884 when the NSPCC was established and saw the issues that children were living with and not having opportunities. However, NSPCC (2021b) recognised that children needed more care and a stronger health routine. Before 1884, children were not listened to and were not well looked after. Children were used as slaves and did the work that no-one else wanted. The children were used for skilled jobs that caused damage to their health, well-being, and their personal outlook on life. No prospects and no real future careers. Furthermore, History Crunch (2022) states that children were used as a tool for convenience.

According to Bushywood (no date) the NSPCC fought for children's rights and in 1889 Parliament passed the first ever UK law to protect children from abuse and neglect. During the first World War, children were not used as much for labouring work. By this time of the 19th century, Hope Education (no date) states that children were often seen collecting and doing the work for their families, by collecting and taking care of the home-grown foods and plants that had an impact on the families around them, whilst still attending school for an education.
According to IWM (2022), by 1939, when the second World War took place, children were evacuated to the countryside and Wales being a large country with a mass of land. However, Parry (2021) writes that in 1945, during the second World War there was a formal inquiry that took place in England, into the death of Dennis O'Neill. He was unfortunately killed at the age of 12 by this foster father in Shropshire. The NSPCC (2021b) seen this as an opportunity and parliament made changes and adjustments to ensure that events like these would not happen again.

In 1948, the first Children's Act was released, Children Act 1948. Education England, (2018) says that allowing and setting out new support measures for children all over Britain, and under this new act, it was the responsibilities of the local authorises to provide a care of duty towards children and provide support for those parents. Howells (2020) suggests that if any parent was unable to provide the right care and what was the child's best interests, measures were put in place. Similarly, today according to NSPCC (2021b), the Children Act 2004, states the same measures but with more terms to underling issues that must be carried out, alongside the rights for children, UNICEF (no date). Parents and other family supporting individuals all follow this guidance holistically but not always in practise, this is supported by Gov.uk (2021).

In 1941, the first free schools' meals were introduced. This was to enable children to have the right amount of nutrition's and solid foods that they needed to grow. The Education Act 1944, (Gov.uk 2022) required all local education authorities to provide a free school meal to all children who wanted them. However, House of Commons (2022) states that in 1980, the school meal service was classified as a non-essential service and nutritional standards were abolished. Subsequently, according to Defeyter (2019) the Social Security Act 1986 restricted entitlement to free school meals to those in receipt of supplementary benefits and two years later, the Local Government Act required local authorities to put the school meals service out to competitive tender. This resulted in the de-regulation of the school meals service as private sector companies began providing school meals (Evans 2009). In comparison, Welsh Government (2021d) also now are putting in place measures to ensure school meals are free and that the children get the substance they need. As of September 2023, Welsh Government (2021d) states that all primary school children in Wales will be given free

school meals. Furthermore, this was agreed by *'Wales's two largest political parties, Labour and Plaid Cymru. All children 4 to 11 years old will have access to free school meals in Wales'*, (BBC 2021).

According to Gov.uk (2022) alongside the release of the Education Act 1944, where all children were offered an education, regards of the background or culture, free school milk for foundation phase was brought into the educational system. The Education Act 1944 made providing school meals and milk a statutory duty for local authorities. The Health Foundation (2022) states that, the Minister for Health at the time required local education authorities to provide milk, meals, and other refreshment for children in attendance at schools in their area. Local education authorities were initially required to provide free school meals only to poorer children and to subsidise meals for other children, (Finch 2019). School milk is still an option for children to have. All classes in Foundation Phase have been subsidised by the European Union since 1977 according to Welsh Government (2017c). The EU pay a sum which covers most of the cost and the Welsh Government provides a national top-up, this is still the scheme that is used presently in school across Wales and other educational nurseries.

Children were becoming more important, and more noticeable. Children's health, become a vital role for Britain. According to Millward (2019), in 1942 the Diphtheria Vaccination was rolled out for children. However, Vaccine Knowledge Project (2020) reports that in 1942, diphtheria was the most common childhood illness, and it took an average of 3,500 children a year in the UK alone. The National Health Service became a free health care system by 1948, alongside all vaccinations from 1956 onwards, (Gov.uk 1999). According to NHS (2019), parents today can still have many vaccines for their children. Starting at a baby where a 6-in-1 vaccine, Pneumococcal (PCV) Vaccines are offered, then children from 1 to 15 are offered their 2nd Pneumococcal (PCV) vaccine, alongside the measles, mumps, and rubella (German measles) vaccinations. Likewise, NHS Wales (2022) annually in schools, children are offered a flu vaccine, where nurses would come into schools and each class would have their dose of the flu vaccine. Furthermore, Devlin (2021) the government have extended the invitation for children between 5 to 11, to have their first COVID-19 vaccination in schools across the UK, to protect schools and their families.

According to Pedersen (1993) calls began for a specific family payment in the early part of the 20th century. This was successful with those that earned a higher wage than the average women, where supporting the family via the wage and family allowance payments were seen as a feminist in nature. In addition, Lafitte (1941) argues that most people were perceived as the poor and others as unworthy of support.

World Health Organisation (2021) states that early 1930s, increasing data showed that large numbers of children were born into poverty, where around 47% of them suffering from malnutrition. Higher wages would not effectively target these children, as most male workers had no dependent children. Likewise, Chapman (2014) says that Family Allowances was published in May 1942, giving costings for various levels of family allowance. These were not immediately adopted and following the publication of the 1942 Beveridge Report, Gov.uk (2022b) which called for subsistence levels of payments, uprated with the cost of living, the Family Allowance Act was passed. According to Gov.uk (2022c) in 1968 the Family Allowances and National Insurance Act 1967, rates were increased from 8 to 15 and then 18 shillings and from 10 to 17 shillings and then £1 respectively when currency changed, but this was paid for in part by a reduction in the value of child tax allowance, so that the poor would benefit, but the working classes did not.

According to Gov.uk (2022d) many more benefits are available to parents with children under the age of 18. Additionally, Richardson (2021) implies that the family child benefit rate has increased a lot since it started over 60 years ago. Parents get a payment bases on a weekly amount that would be an extra line of support towards the children. Each child will get an allowance, if a family has 3 children, the first born inherits the tittle and the parent will get a higher cost of living allowance.

The Warnock Report 1978 was the next step for the educational system. The Minster for Education at the time Margert Thatcher, proposed items to parliament and it was passed. The Warnock Report 1978, (Education England 2022) was created to '*To review educational provision in England, Scotland and Wales for children and young people handicapped by disabilities of body or mind, taking account of the medical aspects of their needs, together with arrangements to prepare them for entry into employment; to consider the most effective use of resources for these purposes; and to make recommendations'.*

Today in Wales, Special Educational Needs is first steppingstone of importance in the educational system. Support and knowledge are the keys to build confidence and create ambitious capable learners, Welsh Government (2015). For Wales SEN, the first SEN Code of Practice specifically for Wales was published by Jane Davidson, Minister for Education and Lifelong Learning in 1994, (Snap Cymru 2015).

In the past years the curriculum for Wales has been in motion and as of September 2021, the new ALN bill for Wales as part of the new curriculum and successful futures campaign was launched and ensure that it fits the learner, and their well-being is the upmost importance in the process. Moreover, Welsh Government (2022e) implies that the bill changed from SEN to ALN, Additional Learning Needs, the purpose of the system and new bill is for all learners newly identified as having ALN will be supported through the new system of Individual Development Plans. Learners already in the SEN

system will transition over to the new ALN system during a three-year period, starting with those who have low to moderate needs, Senedd (2021a).

In 1989, according to Save the Children (2022b) Eglantyne Jebb wrote the first ever draft of children's rights, which then the same year, became the United Nations Convention on the Rights of the Child. In 1923 The Declaration of Rights of the Child was drafted. Eglantyne was also the founder of Save the Children, which established in 1919. Eglantyne once said that '"The child must be the first to receive relief in times of distress', (Save the Children 2022b). Moreover, UNICEF (2022) World leaders across the globe made a historic commitment by adopting the United Nations Convention on the Rights of the Child. Also, Save the Children (2022a) implies that this was an international agreement on childhood. It was the most widely ratified human rights treaty in the history.

This agreement changed children's lives all around the world. UNICEF (No date) gives a summary of articles; of rights all children have around the world. Furthermore, Welsh Government (2020) states that today, all 54 articles are used or combined within in most legislation and policies within an educational setting. It is vital that are met alongside the National Minimum Standard to ensure the needs and rights of all learners are adhered to.

The Children's Commissioner for Wales launched in 2001, where children came first. According to Children's Commissioner (2020), the purpose of the Children's Commissioner is to support the children to find out about their rights which are combined within the United Nations Convention on the Rights of the Child (UNCRC). Senedd, (2020) says that Children Commissioners are to is listen to children, advises them if they feel unfairly treated, to encourage influences towards the government to state and enforce changes to ensure the children lives and keeping their promises made and to speak up for the children on fundamental issues within Wales. The current commissioner for Wales is Sally Holland who was influenced by her work as a social worker. According to ChildcomWales (2022), her work included children's mental health and well-being, different strategies for reducing inequality and improving transitions to adulthood for children with learning disabilities.

Recently in Wales a new law has been passed, it was put through parliament in January 2020, and it is now illegal as of 21st March 2022, Ending Physical Punishment in Wales. The Children (Abolition of Defence of Reasonable Punishment) (Wales) Act 2020 was linked to combine and to make a legal. Moreover, Welsh Government (2022b) states that it is another historical moment for children in Wales, no physical punishing of children will be illegal in Wales. Additionally, NSPCC (2021a), children are to be protected and know their rights, to help give them a better start in life.

Furthermore, Welsh Government (2022d) Times have changed. Attitudes have changed. There is no place for physical punishment in a modern Wales.

Section 3

The world today, has changed over the past two years. What was thought to be the 'norm' is now a different path for many young learners and their families. According to Department for Education (2018a) There are many sociological issues within the educational sector. Most issues reflect onto the learners and their confidence to continue their way of the a 'normal' life. However, Welsh Government (2021c) states that for Wales, one of the biggest issues facing the 21st century learners in Wales is poverty.

According to CPAG (2020) Before Covid-19 struck the UK in March 2020, there was poverty throughout Wales, but due to the unforeseen changes and restrictions, it has made more families struggle to provide for on the food table. As an early year setting, according to Welsh Government (2019b), it is important for practitioners to ensure the learners carry on and proceed with their lives. However, OECD (2020) The cost of living as increased across the country and parents and other family members are finding it hard to provide and accept the fact that the ways before Covid-19 are long gone. The cost of electric and fuel prices is increasing, which puts pressure on the working families to get back and forth to their place of work.

According to Oxfam (2022), almost one in four people in Wales lives with poverty. These people receive 60% less wage than others, roughly it works out that over 700,000 people live with poverty in Wales. It is unfortunate that poverty in Wales has remained unchanged for over 10 years.

Moreover, Senedd (2021b) Wales is the highest rate of poverty, compared to the rest of the UK, Wales 23%, England 22% and Scotland currently sit at 19%.

Learners are going to school hungry and not having enough food before going to bed, not having the necessary nutrition's for them to grow and strive. However, CPAG (2022) Between 1998 and 2003 reducing child poverty was a national priority. The Government had strategies in place and saw the figures of poverty decrease by 100,000 in the first few years. Nevertheless, NEU (2021) states the concerningly in 2016 child poverty was targeted out in the Child Poverty Act of 2010. It implies that the government have duty to meet these targets but unforetold, they were scrapped. Furthermore, Butler (2021a) Which lead many families to struggle and cut support across the system and putting families on the breadline.

Welsh Government (2019b) have a Child Poverty Strategy plan together to reduce child poverty by 2020. WG (2019b) states that *'it is important that children and young people in Wales have happy, healthy lives which are full of opportunities.* However, Welsh Government (2021c) states that the

government worked towards the targets, but not all were met by this time. Having 5 years to reduce poverty to 21% is quite ambitious. Stats are not everything, the safety and protection of children from poverty is vital. A child that seeks refuge or has a refugee status is the government's top priority, the children's rights must come first, as part of the historical moment of UNICEF (no date), article 22.

There are many services available to families to support them when times are getting more difficult to survive. A key support unit is Dewi Cymru and Social Care Wales, having choice and taking control. Dewi Cymru (2022), provides families with the necessary support in stages, from advice on being healthy, supporting with learning and development, making positive contributions and support on how to manage money and their home. The purpose is to prevent poverty for taking over and upsetting the life balance for the learner and their families, (Social Care Wales 2022) which is stated in the Wellbeing of Wales, 2021, (Welsh Government 2021c). Stress can be a trigger for most families with poverty. Key support is available to manage the daily routines that sometime do not need to change, Mind (2022).

Throughout the global pandemic, food banks and hubs were opened and created to benefit those in need of food and supplies for their families. According to OECD (2020a) Many families were scared and restricted to their household and leaving the property was putting pressure on those families. Likewise, Citizens Advice (2022) Many local community halls were used and setup as a food hub to allow families to come and collect family boxes of food and supplies, many retail outlet were donating as much as they could to support the community. Having that catalytic approach of suppling the ideas and resources but the community coming together, communicating a working in partnership, (Social Care Wales 2022). Furthermore, Children in Wales (2022) implies that the government made universal credit increase the families' payments by £20 a week, per child, to support those families that were entitled to free schools' meals and for those that were in the brackets of border poverty. Welsh Government (2021d) is continuing this support until the end of August 2022. There was an eligibility checker, and this also put strain on families that were entitled by unfortunately did not get the increase that was promised.

According to Butler (2021b), many families were struggling to make the rent and pay bills through the global pandemic. Many families had to move out of their homes and move with other relatives to stop them going deeper into debt. However, CPAG (2020) implies that there was not much funding given to those families or a sense of 'payment plans or time to pay'. Rent was still due to the local authorities, and this put more issues and stress on the families. This caused many families that are still today unforetold struggling with mental health (Mental Health (2022).

According to Welsh Government (2012) An early setting that has a catalytic approach will benefit it more with the learners, parents, and the wider community. Being flexible, working with positive change that works together to support early interventions. Moreover, Early Intervention Foundation (2022) says that having good, early interventions in place will allow the learners, parents, and practitioner to work alongside and work to create a more positive environment.

Molloy (2019) implies that early intervention will considerably reduce the impact of poverty on children's development. If early intervention is not put in place by the setting and the parents willing to work in partnership, both the learner and family will be changes to their lives. Moreover, Early Intervention Foundation (2022) states that having intervention in place will help the long-term development of both parties. Maslow's theory on physiology is key in this area of intervention. Using this theory will allow families and those practitioners willing to support, allows them to collaborate, Good Therapy (2022). Moreover, Martin (2007) ensuring that that safety needs are met, community and belonging are a key focus, keep esteem and self-actualization and working to keep families positive to reduce poverty.

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