

Section 1

Dictionary (2023) states that a person or thing that precipitates an event or change is defined as a catalyst. A catalyst leader involves a person to be encouraging, forward thinking with high energy. They have a desire to inspire other people around them to take action. Many people have the natural instinct to inspire allowing them to effectively inspire others to take action. They are continually interacting with their teams through listening, displaying empathy, and being curious rather than being in the background (Powers 2017). Zachery (2011) describes a catalyst leader as a good leader that fosters the development of others' leadership qualities or enhances their performance in other ways. Story (2015) states that a catalyst leader is a team-building individual who will not only inspire and motivate the group but also guide them in the correct direction. Someone who has faith in the group, someone who is committed to the goal and someone with self-confidence who will take accountability. That individual will make it happen. When the challenges arise, a catalyst is essential, whether it's the salesperson that achieves the seemingly unachievable objective, the athlete who makes the game-changing play, or the parent who inspires their child to have faith in themselves at a trying time. If a team lacks a catalyst, it cannot achieve significant objectives or simply make significant progress (Maxwell, 2013, p.65). Management, as opposed to leadership, involves the control of a group or collection of entities in order to accomplish a goal. Leadership is the capacity to persuade, inspire and enable others to contribute to the success of the organisation. Influence and inspiration, as opposed to power and control, separate leaders from managers (Nayar 2013). Promoting catalyst leadership is important within the setting as practitioners fear that if they are not in a management role then they do not have a right to aim for change or speak up for what they think is right. Change requires catalysts because, when done correctly, they give those affected by the change the assurance and encouragement they need to take on novel tasks and maintain behaviour change (LSA Global 2023). To instigate change, you do not need to be in a position of management, therefore anyone can be a catalytic leader (CooperRider 2020). Leadership in an early years setting is essential to ensure success for the children. A child's education and well-being foundations start in early years settings, meaning leadership which is effective is extremely important. It is about giving others a sense of direction to allow them to develop. Leadership is not about demanding others but to have clear objectives set out (Early Years Matters 2023). For young

children to receive high quality care and instruction, leadership in early years settings is essential. A good years leader can encourage an environment that is supportive, nurturing and stimulating for children to learn and develop. Additionally, leaders need to be capable of building strong bonds with other practitioners, the children and their families. In early years settings, leadership is crucial because it establishes the tone for the entire curriculum. A powerful leader will enforce a culture that encourages learning and growth in both children and staff. Additionally, you will contribute to the early childhood sector generally, which is essential to its on going success (Global Campus 2022). Evidently, good leadership makes a significant difference in how well early childhood education settings for children, families and practitioners. Additionally, it contributes to the creation and maintenance of an environment conducive to learning for children during their important stages of development (SELMAR 2022). Gaunt (2013) states how having poor leadership in early years settings stops the children achieving their full potential before they start school.

The effectiveness of catalyst leadership in early childhood settings depends on more than just the results, but also, and perhaps more crucially, on how the leader or manager comes across in terms of their expertise, abilities, and excitement for their environment. How well they are aware of both their personnel and the children, and how they are attempting to encourage on-going improvement (Practical Pre-School Books 2018). Salimi (2023) states how instead of concentrating only on winning, a catalyst leader prioritises growth, the sustained growth of the company, the growth of individuals and teams, and their personal growth as a leader. This implies that a catalyst respects on-going education. For example, an early years practitioner does not encourage a child to come first, but encourages to succeed and achieve to the best of their ability.

APA Dictionary (2023) defines sociological factors as social conditions that have an affect on the behaviour of humans. There are many sociological factors that impact a child's life during the early years such as their culture, economic background, poverty, personal choices and experiences, disability and social. These factors have many impacts on a child within early years. Such as culture; the child will feel a sense of belonging and security. However, they may face the negative impact of being isolated in their class, not being able to take part in certain sports lessons, this

would nevertheless make the child feel worthless and not valued. A child's economic financial status could have a large impact on their early years, as they could feel deprived in situations where their parents cannot afford for them to take part in a school trip or joins sports clubs, resulting in them feeling left out and isolated. A child who lives in poverty will see an immense impact as they also may not be able to afford luxury items or trips, they are more prone to illnesses as their living conditions are not how they should be. These can lead to the child not attending school which will not only have an affect on their education, but their development and wellbeing too. Also, a child with a disability is another factor that would impact a child during early years as some cases may not allow the child to take part in certain activities, leaving them to feel unworthy and lose self confidence. However, the Disability Discrimination Act (2005) is in place to stop the child from being discriminated against.

When someone takes the role as a catalyst leader, they feel empowered but in a positive way. They make a change, for the better, inspiring their team. However, it does come with extra work and heavy work load to be able to achieve their goal (HR Asia 2018). One challenge of being a catalyst leader is not to speak too soon as this can cause many problems to arise. As catalysts are passionate about the change and challenges, they feel a sense of eagerness and excitement to share with others. However, speaking out too soon can cause an impact on other practitioners as they worry how their workload, or job is going to change (Lovejoy 2018). The best in people are brought out by catalyst leaders. They achieve this by encouraging others to explore different things by recognising their potential when they are unable to identify it for themselves. Give them the self assurance they need to venture outside of their comfort zone. Giving people feedback on issues that concern them is important because even criticism is valued by people as they can take on board what needs to change. Leaders who act as catalyst cultivate an atmosphere in which failure can safely be learned from. It is empowering and motivating to provide a safe space for taking sensible risks. To find out what motivates people requires time (PRC 2017).

In summary, it is shown that as more benefits are proven, catalytic leadership in the early years is becoming increasingly important. All practitioners in settings will be

able to aid one another to distribute the workload and overcome the difficulties that arise when there is just one leader by developing catalytic leaders among between them. Early years practitioners can work alongside each other to make sure that they are providing the children and practitioners a nurturing and welcoming environment.

Section 2

The Office of the Children's Commissioner is a nationwide, autonomous organisation with statutory authority. In accordance with the United Nations Convention on the Rights of the Child, the Commissioner is required by law to advance and defend the rights of all children in Wales (Children's Commissioner 2023a). In policies or actions that have an impact on children's lives, the Office of the Children's Commissioner advocates for children's rights, opinions, and interests. They particularly stand in for children who are vulnerable or find it difficult to express their opinions.

The Department for Education supports the Office of the Children's Commissioner, an executive non-departmental public agency. (Gov 2023) Wales' Children Commissioner, Rocio Cifuentes, has been in this role since April 2022 and will be involved for the next seven years where she has a duty of supporting children up to the age of eighteen, with exception of children who are in care where it changes to up to the age of twenty five, depending if they are still in education. Her main duty is to inform individuals of children's rights and the importance of them. Rocio Cifuentes was Chief Executive of the charity Ethnic Minority and Youth Support Team (EYST) Wales before to becoming the Commissioner. In 2005, she contributed to founding this organisation. Along with leading EYST, Cifuentes additionally led the Welsh Refugee Coalition and sat on the Wales Committee for the Equality and Human Rights Commission (Children Commissioner for Wales 2023c). Cifuentes, with her team, also observes the public bodies in Wales' decisions and how it affects the rights of children. Gov (2022) state how all children and young people in Wales have a number of rights that they are entitled to under the UNCRC. Children under the age of eighteen have a right to safety, play, education, health and happiness. Wales became the first nation in the UK to enshrine the UNCRC in domestic law in 2011 (Children's Commissioner for Wales 2023b).

The Victoria Climbié case was one reason why the Children's Commissioner was introduced as Lord Laming has recommended it during this inquiry of this case. Victoria Climbié was a young girl who was murdered by her family, resulting in big change to be made within child protection policies. The initial definition of the position came from the Children's Act (2004), which assigned the commissioner the duty of raising public awareness of children's perspectives and interests. In order to help bring about long-term change and improvements for children the commissioner

is mandated by law to understand what children believe about issues that impact them and to encourage decision makers to always take their best entry to speak with children and gather evidence (Children's Commissioner 2023).

The Building Blocks: Inclusion in the Foundation Phase is a report of the findings of research that was carried out by the commissioner's team that investigated the exclusion within the Foundation Phase years. The findings showed how there were at least 768 incidents reported regarding exclusion during the year 2018-2019, with the average of 9 children being excluded more than once during that year. In this report and toolkit there is a framework provided for understanding the variety of support and education requirements for young children's successful inclusion. One of the foundational elements is an excellent early childcare programme. This report focuses on the Foundation Phase experiences of children with Social Emotional Behavioural Difficulties. Study of 21 cases involving Foundation Phase students who had been excluded from school in some way, including being excluded and isolated, from the Investigation and Advisory service during a period of 18 months. They include a lack of educational resources. Themes identified through this analysis guided the main inquiries for this larger investigation. The toolkit and the report, Building Blocks: Inclusion in the Foundation Phase, have both been released. The Gwent Community Psychology Team's section on emotional health opens this toolkit. It's an essential explanation of a relationship-based strategy and lays the groundwork for comprehending the useful advice and concepts that follow (Baci 2020). The initial reason for this report to be created was in 2018 a parent rang the Children's Commissioners office in 2018 to raise a concern on how their child had been excluded from their school due to physical aggression. The school had made it clear that since the exclusion that they would not take the child back as they believed that they could not meet the child's needs. The local government challenged this, claiming there was nowhere else for the child to go and that they should stay at that setting with behavioural support. It has been noted that there are no guidance or advice on what approach should be followed for exclusion in the Welsh Government statutory guidance. There is no clear guidance on support for children under the age of eight. One recommendation for the report is that their toolkit should be read and discussed by practitioners in contexts. It was created in association with Welsh schools that had some success with inclusive practices during the Foundation

Phase. A review of a full school approach to supporting children with social, emotion, behaviour difficulties (SEBD) might use the toolkit as the professional learning for the entire staff inset (GOV 2023a).

The toolkit was created to help professionals to support children by applying a rights-based approach to wellness and allows for staff members to have the chance to consider the best methods to support the children in their care. There are five principles of The Right Way: Embedding, Non-discrimination, Participation, Empowering and Accountability, which the toolkit will focus on. Each principle will include the linking to the Building Blocks report where challenges for SEBD children are highlighted, provide an illustration of an intriguing current practice, describe the concrete actions that can be taken to support the Foundation Phase children and provide practitioners questions that are encouraging. It has been recommended that support practitioners in the settings should be able to access Professional Learning to enable them to have better knowledge to support children with SEBD (GOV 2023b). It has been recommended for the Welsh Government to establish a clear policy aim to stop children under the age of eight from receiving exclusions. If primary legislation prohibiting the exclusion of children of any age is in conflict with the UNCRC, it should be reviewed and changed. Change the exclusion guidelines in the statutes to take the child's age and other protected features into account. Instead of exclusion, make sure that any new statutory guidance outlines specific alternatives and support systems that schools should implement. Determine how well the whole school approach to wellbeing and mental health is doing at preventing exclusions of children aged eight and over, and make adjustments as the strategy evolves to make sure this happens (GOV 2023b).

Section 3

A sociological factor that has a huge impact on children in the early years is poverty. The healthy, social, emotional, cognitive growth, behaviour and educational outcomes of children are all negatively impacted by poverty. A wide range of health issues, such as inadequate nutrition, chronic illness, and mental health issues are more prevalent in children who are born into poverty (Public Health Scotland 2021). National Educational Union (2021) highlight how COVID19 has had a huge impact on people financially as there were many job losses due to many business' closing their doors for several months and many which resulted in permanent company closures, resulting in many parents with young families with no income. Although the UK is one of the wealthiest economies in the world, despite this many children are stuck in poverty with figures of one child in each class of thirty is poor. (National Educational Union 2019) produced results from one of their surveys that showed that due to poverty seventy eight percent of pupils showed signs of fatigue, seventy six percent showed poor concentration, seventy five displayed poor behaviour, fifty seven percent of students showed signs of hunger, 50 percent were experiencing ill health and thirty five percent of children were bullied, as a result of poverty. Poverty is one of the main reasons for bullying within early years settings, as children may be wearing uniform that is too small, or not clean. Non-school uniform days allows more financially stable families to show off what they are, leaving children who are less fortunate in their clothes that are not branded. This could result in the child refuses to attend school on these days, affecting their education. Sudarsan (2022) concludes the results from a survey that was carried out by Children in Wales in 2022 based on the links with bullying and poverty. The findings concluded that a child being poverty has an increased chance of being bullying, impacting their mental health and wellbeing.

PSE (2013) record the findings from a food company brand Kellogg's report which stated that the average amount of children that attend school hungry is 2.4, at least once a week. Research from their report found that a child loses one hour of education a day when they arrive hungry, meaning that they would lose a total of 8.4 weeks of education if they were hungry at least once a week.

However, in 2020 Marcus Rashford started a petition, that gained over one million signatures, to end child food poverty as be believed no child should be left to go

hungry. Rashford came from a single parent family where he was often relying on free school meals, and sometimes even foodbanks, which increased his motivation to make a change for the future. He had two demands for the government, for low income families to have access to free meals and activities and to expand on the healthy start voucher scheme; he has achieved both of these demands (BBC 2020). Holland (2022) explains how the percentage of completely financed school meals climbed from 17.3% to 20.8% between January 2020 and January 2021, illustrating the financial difficulties faced by many at the height of the coronavirus pandemic. The Departments of Employment and Pensions, Department for Education and HM Treasury all jointly sponsor the Child Poverty Unit. They were committed to putting an end to children in poverty. The Child Poverty Act (2010) establishes goals for the end of poverty in 2020 (GOV, no date). However, although Tony Blair had made a commitment to end child poverty by 2020, more than four million children were seen to live below the poverty line by that date (Child Poverty Action Group 2023)

The Children's Society (2023) explain how poverty has an impact a child's life in so many negative ways. Children raised in low income homes may feel inferior to other children. They might consequently lose hope in obtaining the desired job position as a result. It is believed that they need to work twice as hard.

Free school lunch children are less likely than their wealthier class peers to receive A*–C marks at the GCSE. Poverty can cause issues at home as parents in debt often tend to be stressed and experiencing depressed due to being in debt. The result of this can greatly impact a child, as they will be living in a challenging household with parents who tend to argue more frequently. It is five times more likely that children are less happy living around debt, than those who are from a wealthier family. Being from a family in poverty often encourages bullying as children will typically have second hand school uniform which may not be in the best condition. If their uniform is not within the schools uniform policy such as, not having the school logo on their jumper, they get singled out by practitioners, encouraging peers to make fun of them. Over 25% of children from the most low-income families claimed that they had been bullied as a result of their parents' inability to pay for school. The UK Millennium Cohort study found that children living in low income households had a 20% more of a chance of being bullied compared to those who are not (Campbell 2019). All children have a right to a sufficient quality of life such, nutritious food and

clean water as stated in Articles 24 and 27 of the United Nations Convention on the Rights of the Child (UNICEF, no date). Due to their poverty, a large percentage of children, however, are unable to get these needs met.

Flying Start is a programme by the Welsh Government to allow children, under the age of 4 who live in disadvantage areas, to access support and aim to improve outcomes (Newport City Council, no date). The programme aims to support children and their families and promoting their development. This is carried out by organising parenting groups, early language groups, delivering health support and guidance and offering part time childcare (Swansea Council 2021). The scheme provides childcare for 2-3 year olds for 2½ hours for 5 days week. Although this programme is very beneficial, it is limited on which families it supports, for example it is only available to families in deprived areas. It also only supports families with children under the age of four, however this has already been extended as originally the scheme only supported 2-3 year olds, whereas now it provides childcare for 3-4 year olds for 30 hours a week. The Welsh Government have announced that in April 2023, 2500 more children will be eligible for Flying Start as they plan to extend (Rees 2022).

Although poverty in Wales is immensely popular, there are schemes in place to aid children and their families which allow the children to have a better start in life. Even though the Welsh Government aims to end poverty, it will be elusive.

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