

Intro:

Leadership is someone who is prepared to take risks and be vulnerable in order to support others (St, Pierre, 2004). To become a successful leader the need for change should be at the forefront of everything done. In order to be a catalytic leader it's not about making a big change, it's the small things that are done (cox, 1996) for the purpose of giving people the confidence and tools in an attempt to become a leader (Ebbeck & waniganayake, 2003). Similarly (Morgan, 1997) states that to be a catalytic leader it is unnecessary to be at the front and centre however giving people building blocks to be able to be their own leader is more beneficial. Nevertheless some issues associated with catalytic leadership are there is no clear definition of catalytic leadership (Dunlop, 2008), also the opportunity for staff to climb the career ladder (Moyle, 2004),

The children's Commissioner is appointed by the children of Wales. (children's commissioner for Wales, 2023) The commissioner's role is to support children and young people understand their rights, to listen to children about what is important to them combined with influencing organisations in children's lives encouraging them to keep their promises, (Senedd Commission, 2021). A quantity of challenges the children's commissioners vary from child poverty and mental health, as well as working with the Government to ensure the voice of children matter (children's commissioner for Wales, 2023).

When looking at sociological factors it is important to think of social development (Naga, 2021). A child's social development is a decisive aspect aiding the child's learning and personality development, (Naga, 2021) allowing children to develop social relationships with others in the community as well as the value system of the society or community.

This portfolio will provide a critical analysis and exploration of catalytic leader, child's commissioner, sociological factors and a report by the commissioner on the impacts of children in the early years.

Section 1:

Leadership according to (Robbins, no date) is not something people are born with or without, nor having the correct qualities although they have the powerful skills that can be developed over time. Similarly (Dunlop, 2008) supporting the nature of

leadership is regularly assumed coupling authority and power, Equally (Moyle, 2004 and Rodd, 2006) recognise leadership as a distinct element. On the other hand (Cooper, no date) believes that to be a leader is when someone acts ethically, in an empowering way to influence the community including outer communities. (Vygotsky, 1934) agrees with this by stating that thought and knowledge are produced through social interaction.

Pedagogical leadership is defined by (Baird, 2022) as an individual who leads the teaching and learning process both in and out of the school environment.

(McCormick Centre, 2023) supports (Baird, 2022) definition by stating Pedagogical leadership is about supporting teaching and learning within early years education regardless of the role. Therefore having a pedagogical leader that can bring both community and school together is crucial for all in the area. (Abel, 2016) agrees, pedagogical leaders are mainly based around people who work in an education setting. Macneill, 1999 states that an issue with this type of leadership is that some teachers are stuck in their way and don't want to learn things or be supported by something they do not understand.

Early Years practitioners are within a leadership role everyday with the activities they do however because practitioners are not in the role of leadership practitioners do not see themselves as a leader (McDowall Clark, 2012). Leadership within the Early years is influencing others by bringing improvements to the setting (Kivunja, 2015). Simulany (MCCrea, 2015) believes that bringing leadership to early years is to encourage and engage the professional conduct and ethics practice of the setting. There are many settings where by working with children and influencing children (Ailwood, 2007) , regardless of what the name of the organisation, it is well known that except for home the Early years education is where children spend the majority of their time therefore it is paramount that leadership within the early years is recognised (Davis, 2010) as Early years child care has the potential to mould children's lives (Kivunja, 2015). Due to the various roles of practitioners which suggests that catalytic leadership within Early years will promote children's outcomes considerably.

Catalytic leadership is not about power and authority (Ella Baker, 1972) yet building blocks and tools for people to develop their own leadership (Parker, 2020). Equally (whitebook, 1997) believes providing building blocks for people to become leaders are beneficial to society. Bruner 2016 theory on discovery determines that active participation has a greater respect for growing knowledge. By allowing practitioners to understand the values of evolving and improving practices instead of focusing on the end goal, they described the skill to be a catalytic leader (McDowall Clark and Murray, 2012).

On the other hand, education settings need to change the way they look at leadership not as just a set of traits and qualities, moreover everyday practice and how everybody has a role to play Cooper no date. An advantage to education services adjustment to leadership, acquiring catalytic leadership is allowing diversity reflecting thought and talents Miles and Watkins 2007 in accordance with Miles and Watkins 2007 wilhelmson 2006 states that catalytic leadership working with others can lead to personal and learning development. Paukkuri 2015 supports this with the information that catalytic leaders such as education staff, parents and communities working together for a better safer community for children.

Parker 2020 experiences from life gives knowledge and understanding to be able to grow as a catalytic leader and not just from education and degrees. Understanding what needs to change and why they need to change is the foundation of a catalytic leader and then having the passion to make these changes is what makes a great catalytic leader Noramon 2022. However, there is a potential for teachers not to have the ability to recognise, understand and engage in leadership as part of their everyday roles Cooper no date. Additionally rodd 2013 and woodrow & busch 2008 both believe that early years and childhood sectors hesitate to label themselves as leaders because it's under-theorised krieg et al 2014. Therefore it is crucial for those in the leadership role to engage with staff giving staff the confidence and ability to become a catalytic leader themselves. Reggio Emilia cited in Pelo no date is a community of catalytic leaders because when the war ended in Italy they wanted to recreate a new culture where fascism had no place in their community, Reggio emilia

community was clear on where to begin building this new culture, by creating schools for young children.

Ho 2012 states that position leadership within education sectors as not only ranking and character traits but collaborative and multiple interests and expertise.

Waniganayake 2003 agrees by stating each leader has its own expertise and knowledge therefore by being a catalytic leader and imparting knowledge to others and gaining knowledge from others leaders will ensure that all children in the sectors get a holistic experience allowing for the public to instigate improvements and change into the sector Sarros, Butchatsky 1996. Understanding a common quality in a catalytic leader is knowing that embracing change is positive Cooperrider 2022.

Many believe that in order to be a leader there is more responsibility. However Frost & Harris 2003 believes that catalytic leadership is in everyday practices therefore staff within education sectors are able to choose to engage, there are various ways for staff to engage by sharing their expertise, supporting their colleagues and introducing new ideas. In this manner staff who are driven by the commitment for change engage in informal leadership practices, building the blocks of trust between the leader and recipient is crucial to the success of positive outcomes Sergiovanni 2005. One barrier with trying to change how education sector staff understand leadership is through poor training British bodyguard association no date believes that poor training experience can lead to resistance or a day out of the office limiting the potential of success. Ensuring a positive successful outcome for leadership training it is important to have a well planned course linking the training to staff needs. Allowing relevance to what the staff do on a daily basis Burrell no date.

Karp 2013 and Sergiovanni 2005 believe that leadership is not given however earned by staff who have the commitment and confidence to carry on leading even when it is not expected of them. Equally Gadamer's 1994 approved these findings by stating engaging in dialogue and critical reflection with fostering an authentic relationship with participants which in turn helps create a safe healthy community for children. However, there are some challenges to engaging with others, one of these challenges are language barrier, BUARQOUB 2019 believe language can be an obstacle for building relationship, without effective way to communicate with families, communities, children and staff misunderstanding can occur to conflict. Hinds,

Neeley & Cramton 2014 believed language barrier can affect the performance of children and staff. To break the language barrier, according to Garner no date speaking slowly and clearly is important to ensuring people have the time to understand what is being said as different areas of the country speak with different accents as well as different languages. Another way to break the barrier down is to pause while talking this allows time for processing and understanding what has been said Garner no date, in line with UNCRC no date article 8 protection and preservation of identity, it is important to remember that language barrier can be part of the person's identity and therefore allowing time to learn and understand their language is crucial to building the relationship.

Section 2

The children's commissioner is a national, independent organisation help at hand 2023. The children commissioner for Wales is Rocio Cifuentes and was appointed in April 2022, before starting her role as the commissioner children's commissioner for wales no date, Rocio was the chief executive of the charity Ethnic Minorities and youth support team (EYST) since 2005, as well as serving on the equality and human rights commission and chairing for the Welsh Refugee coalition. Her new role as the Children's commissioner is to legally promote and protect the rights of children following the United Nations convention on the rights of the child (UNCRC) (help at hand, no date). The commissioner was initially established through the children's act 2004, giving the commissioner the responsibilities to be the voice for children. It is therefore crucial to communicate with children and understand and encourage decision makers to always make informed decisions based on the best interest of the child (Children's commissioner office, 2023).

Part of the role of the commissioner is to review functions or arrangements (Children's commissioner office, 2023) as part of this role the commissioner prepares a report of the findings, giving recommendations on how best to implement the document for the best outcomes. The commissioner will then send copies of the report to the first minister and the organisations the commissioner will then ask the organisation to look at implementing the recommendations within three months of having the report (Children's commissioner office, 2023). However when reports are

written it is important to consult all children, not just hand picked children who will give the correct answer, but those children who have an opinion on how something that benefits them in the future or something that a child finds tricky and does not think will work. By listening to all children will give an informed opinion on how the systems are working UNICEF no date.

The report that will be looked at to critically explore is 'the right way' by former Children's commissioner Sally Holland.

The report was published in 2017 it was produced as a principled and practical framework for anyone who works with children. This report is also about placing the UNCRC at the root of everything the education sector does from planning and delivery to services and bringing children's rights into the forefront of everything that is done in the Children's commissioner office 2017.

One recommendation that has come out of the report is embedding children's rights into everything that is done. Particularly guiding actions and decisions in all aspects of children's lives. Establishing the rights of the child across everything relating to children will bring the child's interests and rights at the primary consideration for decision making Sally Holland 2017. In line with the UNCRC no date article 3 the best interests of the child. However, ensuring that leaders and staff who work with an education setting, are aware of the obligation and are familiar with the UNCRC no date, can become a challenge because there is an obligation on the head of the school to ensure all staff are aware and if further training is needed. When further training is needed one common issue is that providing the training many believe that training is pointless or just a tick box exercise Rosset 1990. Similarly Grossman & Salas 2011 believes that to ensure that all training is relevant to the participants in order to have greater success. To ensure that all participants receive the best training possible in order to have the best outcomes. It is imperative to plan the training carefully Michael & Armstrong 2000 the planning of the training should be according to the needs of the recipients Ginsberg 1997 making training relevant to the participants is vital for the success of the training programme Partlow 1996. However when thinking of training it is also important to ensure that all have the same training big think 2018 enabling a cohesive approach to the education sector will solidify the approach Netex 2019. Therefore it is important when embedding children's rights into everything that is done, training for staff is a crucial element to enabling the success.

Another recommendation is to provide information for children, by supporting their involvement in the processes Sally Holland 2017. The information provided for children should be written in a way that is age appropriate, being culture sensitive and understanding disability to ensure that all can access the information provided children's commissioners 2017. In line with the UNCRC no date article 12 respects the view of children. However having the resources to cater for all children modifying how each report is written can become a challenge as there needs to be enough staff to carry out the different reports, there also needs to be enough finance to successfully support the service Turner 2015. However, if the information can be put into age appropriate reports, such information for all children allows them to feel valued and important in making and creating a positive change open university 2017. Being culture sensitive is crucial to the inclusion of all. In line with the UNCRC no date article 14 freedom of thought, belief and religion. Having reports that is culture sensitive is a way of including the different cultures within the Welsh service giving all children a self of belonging this will influence the way children see the world Walden university 2023, However, having the specialist in place that understand the different culture and then having the ability to translate into a culture sensitive report requires a great deal of research and understanding on the topic Mississippi college 2021. Similarly Morris & Mims 1999 states that having the correct team with the correct understanding and knowledge is the most challenging area in creating a multicultural report that suits all. Along with Morris & Mims 1999 Diaz 1993 believes that without the specialist there would be conflict and exclusion. Therefore it is important to ensure that all cultures have the same report in their language to ensure inclusion and to feel valued. The understanding of disability is crucial to the feeling of all togetherness. In line with the UNCRC no date article 2 non-discriminations, having reports that all can access is crucial for the role of the commissioner. When looking at disability it is important to look at different sections and not disability as an umbrella because each disability has a specific requirement for example sight impairment needs braille where there is a dotted code to read and feel what is written Unicef no date. However to be able to do braille high equipment needs to be used that is complex and specialist training is needed to carry this out Engravers journal 2017. Giving children with disabilities to opportunity to be involved within policy making and the process of reports gives them a sense of want and

understanding of what is happening as well as feeling valued with the country

UNICEF no date

These are some of the recommendations given within this report. This report is important for all children regardless of the barrier for each individual, having a feeling of belonging and appreciation helps children feel more included leading to happier healthier children. UNICEF no date states that an inclusive system allows diverse groups to live side by side to the benefiting all. The role of the Children's commissioner is to legally promote and protect the rights of children following the United Nations convention on the rights of the child (UNCRC) help at hand no date. This means all children have the right to be heard and this report outlines the importance of children having a voice and how important the UNCRC is to everyday life. Having all staff understanding these rights and how they impact children is crucial to the success of this report that Sally Holland has put together.

Section 3

Sociological factors shape social life affecting the way people act, think and believe in society with structure, system and behaviours (Centre for Early Childhood Mental Health Consultation, no date). The sociological factor focused in this portfolio to critically evaluate is care experienced children. Care experienced children are children who are under the supervision of social workers Scottish Government 2019. In accordance with the children's act 1989 section 31 and the UN Convention on the rights of the child article 20 children unable to live with their family. There were approximately 60,000 looked-after children in England in 2007 Jones, everson-Hock et al 2011. Additionally 7,263 children are looked-after in Wales Corambaaf 2023. Rahilly and Hendry 2014 states that many Care experienced children struggle to form stable relationships with adults. Bowlby, 1997 states that attachment theory where a child bonds with a person from early infancy is the most important, however Ainsworth 1999 states that if attachment does not develop during the early years then the child will suffer developmentally reducing intelligence and increasing aggression. Similarly Newman 2015 believes that not receiving the security and comfort in the early years has a negative effect on all aspects of a child's development. In conjunction Howe 2011 believes that without attachment in early years attachment issues grow throughout a person's life.

Mentally healthy school 2020 suggests that around 45% of experienced care children have a diagnosable mental health disorder. The NSPCC 2022 agrees by stating that care experienced children are four times higher risk of mental disorder instead of children living with their birth parents. Similarly Care inspectorate 2020 suggests that long standing mental wellbeing and suicide within care experienced children is greater than those not in care these attempts starting from a young age. A reason for poor mental health within care experienced children is suggested by NSPCC 2022 and scotsen 2018 to be a result of the situation leading them into care, exposure to maltreatment and their experiences within the care system. Another reason for poor mental health is according to Smith 2017 and NYAS 2019 there is a strong link between mental health and trauma with a high quantity of those being care experienced children. The consequences of poor mental health for care experienced children according to NSPCC 2015 state that children who have a greater poorer mental health rate when they enter care have a greater risk of placement instability, this in turn can cause poorer mental health. Another consequence according to Welsh Government 2021 is that care experienced children might have been to a number of different schools and therefore have direct differences to structures and approaches. Leading to frustration and confusion affecting the child's academic abilities. Welsh Government 2021 are looking into strategies where children are taught a number of different ways to solve problems so that all schools are teaching the same structure.

The early intervention that will be discussed during this portfolio is CAMHS, CAMHS stands for according to young minds 2021 Child and Adolescent mental health services. This service was set up by the NHS services to assess and support children and young people with behavioural, mental health and emotional difficulties. Similarly NHS no date states that CAMHS is a multidisciplinary team of nurses, psychiatrists as well as others working closely with professionals within the local authority, in order to help meet the needs of young people in the area. For the purpose of giving the support needs NHS no date states CAMHS will ask what is it the person wants to do and what is the person comfortable with, support may include taking part in therapies sessions. Despite that, some obstacles that have occurred according to Pettitt 2003 is the sharing of information, in line with confidentiality and the different approaches available for information sharing within the service. The Welsh Government and health boards according to Healthcare Inspectorate wales

2013 have addressed some of these issues by reviewing policies and procedures, however regardless of the improvements Welsh government and the health boards have done there still remains an issue with practices on the ground Healthcare Inspectorate Wales 2013 .

However, some people get great support from this service it is arguable though not all receive the same support this could be because structures are different across the country Pettitt 2003. Equally Morgan et al 2017 states that having more than one structure makes gathering information harder as well as those care experienced children who sometimes move between regions. However public health Scotland 2022 have research that suggest structure is different depending on the needs of the region, therefore, while structure is important, it is also important to support the needs of the region as well. Similarly the Welsh government 2020 believes that gaps between different services can create tension and a feeling of no one cares because the person is being bounced between different services. Therefore it is important to acknowledge that there needs to be a baseline for all with some specific adjustments made to regions needing the specific support, that allows for all to have the same details given with extra for those regions needing it.

Another issue identified by Pettitt 2003 was the importance of managing the service with clear guidelines of the criteria for referral making sure the service stayed within boundaries for patients. Furthermore Wurr, 2012 states that managing referrals was crucial not only to ensure the service did not get overwhelmed however children and families had the correct support. In line with article 24 the government has a responsibility to provide good quality health and well-being care UNCRF no date. On the other hand some participants were less happy with being directed to another area McKenzie, 2012. The Welsh government 2020 believes that having categories in order to place participants with the right support is crucial to developing a person led approach and not a service/ centre approach. Therefore it is important to have a service that is easy to access and points people in the correct area straight away and not go from one person to the next with no support being offered.

Conclusion

Leadership according to (Robbins no date) is not something people are born with or without, nor having the correct qualities although they have the powerful skills that can be developed over time. In order to be a catalytic leader it's not about making a

big change, it's the small things that are done (cox,1996) for the purpose of giving people the confidence and tools in an attempt to become a leader (Ebbeck & waniganayake, 2003). Parker 2020 experiences from life gives knowledge and understanding to be able to grow as a catalytic leader and not just from education and degrees.

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