

ECEY5006: Leadership & Teamwork in the Early Years

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I acknowledge the use of Grammarly (<https://www.grammarly.com/>) on 21 November 2025 to check my work using the following prompt:

1. Please check the following text for readability and grammar. I confirm that I have not presented any AI-generated text as my work. I confirm I have copies of my drafts and notes, before the use of AI tools

1. Script:

Thank you. For those unfamiliar with me, I'm the Foundation Phase Leader. Today, I want to highlight the importance of consistent classroom practices and environments as we prepare to welcome two new team members, one supporting ALN in the Foundation Phase and another joining KS2.

Consistency matters because stable environments improve children's learning and wellbeing (Early Years Outcomes Framework, Welsh Government, 2019). According to Tuckman's (1965) stages of team development, new members naturally shift team dynamics, and research shows that purposeful induction helps teams move more quickly towards effective performance (Tuckman, 1965; Heikkinen, 2024). My role is to set clear expectations and support collaborative professional learning.

We already have strong foundations. Our child-centred, play-based approach aligns with the Curriculum for Wales (Welsh Government, 2024). Evidence shows that when leaders communicate a clear, shared vision, learning experiences across classes become more coherent (Rodd, 2013; Northouse, 2021).

However, we still see differences in continuous provision, tidy-up routines and outdoor learning. This pattern is reflected nationally, where policy aims do not always translate into consistent practice (Stewart, MacDonald & Waters-Davies, 2024; Curriculum for Wales Annual Report, 2024). Estyn notes that effective curriculum implementation relies on strong, consistent pedagogical leadership.

Outdoor learning is an area of strength but varies between classes. Studies from Scotland and Wales highlight that regular outdoor learning depends on careful planning and clearly defined roles (Ellis, 2024; French, 2023). I will propose a shared outdoor-planning template and clearer supervision expectations in line with Public Health Wales guidance (Public Health Wales, 2021).

Leadership style also influences consistency. Goleman's emotional-intelligence framework remains useful for building positive staff climates (Goleman, 2019). Research supports combining emotional intelligence with distributed leadership for sustained improvement (James, 2024; Heikkinen, 2024). I will continue to model empathy and use structured coaching to support professional growth.

Role clarity also matters. Teachers and TAs often take on different responsibilities during child-led learning, and national guidance stresses the importance of clear role expectations, purposeful tasks and suitable training (DfE, 2019; EEF, 2025). Research also shows that unclear TA roles can hinder ALN support (Vardy, 2022). I will therefore create a role-expectations document covering continuous provision, transitions and tidy-up routines.

Consistency also depends on staff well-being. Herzberg's Two-Factor Theory highlights the importance of clear policies, safety and development opportunities (Herzberg, 1959). Research links staff wellbeing and manageable workloads to retention and quality practice (Brown, 2021; Public Health Wales, 2022). This will shape our induction and CPD planning.

Organisational alignment can be strengthened using McKinsey's 7S framework, especially shared values, systems and staff skills (Peters & Waterman; McKinsey, 2008). Evidence shows that structured self-evaluation and collaborative planning help reduce variability across classrooms (Estyn, 2025; Curriculum for Wales Annual Report, 2024).

My proposed actions are:

- a two-week buddy induction for new staff
- a shared continuous-provision layout checklist
- a role-expectations document for teachers and TAs
- monthly coaching and peer-observation cycles
- a mid-term ALN review

These steps are practical, evidence-based and aligned with Curriculum for Wales and ALNET requirements (Welsh Government, 2024; Welsh Government, 2023).

In summary, consistency means shared expectations, clear roles, research-informed practice and empathetic leadership. By combining established leadership theories with current Welsh policy and research, we can ensure every child, including those with ALN, receives a high-quality and coherent experience across the Foundation Phase.

I will now hand over to our KS2 teacher. Thank-you.

2. Agenda:

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Katie- 2316726

Kelly- 2403985

Jack- 2104744

Lyndsey- 2404314

Molly-2418867

Cerys- 2418645

Agenda for Team Meeting:

1. Introduction
2. Members in attendance
 - Katie – Safeguarding Officer
 - Kelly – ALNCo
 - Jack – Wellbeing Officer
 - Lyndsey – Foundation Phase Lead
 - Molly – KS2 Teacher
 - Cerys – Parental Engagement Officer
3. Support and development for new staff- Kelly (ALNCo)
4. Reviewing safeguarding policy and safeguarding update- Katie (Safeguarding Officer)
5. Consistency of Foundation Phase classroom practice and environment- Lyndsey (Foundation Phase Lead)
6. Jack- The importance of wellbeing for staff and what steps to take. (Wellbeing officer)
7. New curriculum update- Molly (KS2 Teacher)
8. Update on parental support and action plan-Cerys (Parental Engagement Officer)
9. Any other business.
10. Recap.

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