

Leading in Colour: the fierce urgency of NOW

Suggested resources – from Meera Spillett and Rose Durban

Wednesday 12th January 2022



Please find some links and suggested resources - definitely not a reading list (honest!) but we hope they might help you dig deeper into areas that resonate with you in your local context:

(NB. Those highlighted in yellow are also available to you as attachments)

Leading in Colour: <https://thestaffcollege.uk/leading-in-colour-the-fierce-urgency-of-now/download-leading-in-colour-the-fierce-urgency-of-now/>

'Leading in Colour: The fierce urgency of NOW' has five sets of resources (pages 36 – 55) to draw on to meet your learning needs:

- Conversations to support leaders in this work
- Assurances local leaders might wish to seek
- Glossary of words and phrases in this space
- A curated resource of key blogs, books, and podcasts for you to draw on, including earlier work by Meera, published by the Staff College, on 'Leadership Imbalance: Black and Asian Leaders missing in action' and 'Cultural Competence: promoting leadership and organisational change'
- And an end note and thank you to encourage and challenge you to start right now!

Working with Schools

In your work with schools, you may find the accompanying set of resources, 'Making all schools inviting, including, and improving' provoke and stimulate some rich conversations with school leaders:

A key focus for you might be to engender and encourage the voice and views of children:

- ‘Building instructions for a Better World: Age 0+’ is a Lego kit co-designed with children to speak to COP26 leaders https://www.lego.com/cdn/cs/sustainability/assets/bltf2371904d4a29ab5/93895_727_COP26_A5_compressed.pdf
- ‘The Big Answer’ responds to The Office for the Children’s Commissioner’s response to children and young people’s views, ideas, and perspectives about what matters most to them from her summer 2021, ‘Big Ask’: <https://www.childrenscommissioner.gov.uk/2021/10/22/the-big-ask-education/>
- UNESCO published their ‘Futures of Education’ report in December 2021 <https://shar.es/aWlAnU>
- The gender pay and progression gap is definitely out of the mouths of....at: <https://youtu.be/7n3Sov7Zctk>

Progression and inclusion challenges for female leaders

If some of the progression and inclusion challenges that can face female leaders are something you want to explore in your local context:

- Then join (it’s free) the Lean In website as it provides a weekly update on latest research (though does have an US slant): <https://leanin.org/>.
- The Fawcett Society and The Runnymede Trust recently (September 2021) published research and learning on ‘The pay and Progression of Women of Colour’ highlighting the ‘sifting out’ personal and professional impact for female Black leaders in relation to recruitment, selection and progression arrangements, as well as the talent drain organisationally: <https://www.fawcettsociety.org.uk/Handlers/Download.ashx?IDMF=c1300375-f221-4a88-8c66-edf3c30bd2c7>

The importance of belonging and being you

- Belonging is a powerful and key part of inclusion so the June 2021 HBR article, ‘What does it take to build a culture of Belonging?’ by Julia Taylor Kennedy and PoojaJain is an insightful read: <https://www.hbr.org/2021/06/what-does-it-take-to-build-a-culture-of-belonging>
- [We know there's a culture of belonging when we are](https://www.hbr.org/2021/06/what-does-it-take-to-build-a-culture-of-belonging)
 - Seen for our unique contributions
 - Connected to our co-workers
 - Supported in our daily work and career
 - Proud of our organisation’s values and purpose
- Strength of inclusion infographic highlighting the ideas you share when you belong ...and what happens when you don’t feel this: <https://twitter.com/HelenBevanTweet/status/1435301573664690182>
- Inclusion is about a new space, a better space so you may find the accompanying resources on ‘**Changing Times**’ helpful
- Feeling you belong, are included, and supported to do your best work isn’t a lived reality for everyone. Some, many (?) may feel the need to ‘cover’ – if you recognise that, you may find the accompanying ‘**Hiding in Plain Sight**’ resources helpful to enable people to bring their authentic selves to work
- Lived experience of living, learning and working with Neurodiversity is increasingly more available – see [this](#) for Catherine’s personal experience of neurodiversity in the workplace and [this](#) for an approach to neurodiversity inclusion

- Every workplace and community will include LGBTQi+ colleagues, clients and community members, this guide offers one approach to inclusion: [this](#)

When you don't know what to say:

Produced for Advent 2021, this calendar has 24 practical tips about anti-racism conversations you might find helpful:

<https://antiracistcumbria.org/anti-racist-advent/>

Stories and statistics

Councils and local partners collect lots of statistics between them, 'Leading in Colour' looks at this in more detail (particularly in the sections: 'Uncomfortable Truths – what we know now: Covid 19, racial inequality and hatred' and 'Seeing the whole picture – using what we know (and can't unknow) differently'). Numbers and percentages change, locally and nationally organisations collect different data, published at different times, but what matters most is recognising that behind every statistic is a story, a personal human story – the story perhaps of a colleague or a resident that needs and deserves compassionate and inclusive leadership. So, in the move towards place-based partnership planning, what do you know about lived experiences for those you support, serve, and employ? And what are you doing with what you know?

The data sources below may help you think about what you know, what you don't and the next steps you need to take to create a better space for everyone:

- The Final Report on progress to address Covid 19 health inequalities was published late December 2021 and highlights the breadth and extent of the disproportionate impact Covid has had on all ethnic groups. It charts some progress in understanding and addressing the issues but the stark impact and legacy remains for many families and many communities:

<https://www.gov.uk/government/publications/final-report-on-progress-to-address-covid-19-health-inequalities>

- Outcomes for people living with disabilities deteriorated over the last reported year with decreased well-being and increased loneliness: [Understanding Social Impacts on Disabled People GB Feb 2021](#)

ONS data also highlights some stark differences between the experiences of disabled and non-disabled people, from education and work to the experience of crime, including domestic abuse: [ONS Outcomes for Disabled People in the UK Feb 2021](#)

- Hate crime increased over the last year, some of this attributed to better identification but a significant rise even taking this into account, with the vast majority racially motivated: [Hate Crime 2020 2021 England and Wales HM Government October 2021](#)
- As the NHS People Plan highlights, 'Black colleagues have lost their lives in greater numbers than any other group', and these stats highlight the long shadow and disproportionate toll of Covid on the elderly, all ethnic groups, those living in deprived areas and particularly for people living and working in the NE and East of England: [HM Government Covid 19 Reported Deaths in England Report updated 22 October 2021](#)

- Young Black workers have been adversely affected by the changes in the labour market, through lockdowns and furloughs: [House of Commons Committee of Public Accounts DWP Employment Support 8 September 2021](#)
- The experiences of black and mixed heritage boys in the youth justice system' was published in late 2021 by HMIP. This thematic inspection took place in the context of the murder trial for George Floyd and BLM. Inspectors highlighted that these young people disproportionately featured in the criminal justice system, already had complex needs, a history of exclusions, had received scanty and insufficient early support with profound impacts on their learning and life-chances: <https://www.justiceinspectorates.gov.uk/hmiprobation/wp-content/uploads/sites/5/2021/10/The-experiences-of-black-and-mixed-heritage-boys-in-the-youth-justice-system-thematic-report-v1.0.pdf>

Looking after yourself, looking after others:

'Leading in Colour' highlights learning from The King's Fund: 'truly engaging with diversity and inclusion feels personal, disruptive and emotional', so be aware that reflecting on inclusion and what it means to you, individually or with others, can trigger feelings of stress and trauma: this resource may help: [Mind For Better Mental Health Trauma 2020](#) as well as reaching out to colleagues for help: it's a brave thing to do, but always, always an ok and the right thing to do.

Rose and Meera
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