

Making all schools inviting, including and improving: curated resources for you to read, listen, watch, reflect and learn from and then act on...

'It's easier to be who you are when who you are is all around you', Jodi-Ann Burey, 2020

Read and reflect on:

- 'Leading in Colour: the fierce urgency of NOW', Rose Durban, Meera Spillett and Rosemary Campbell-Stevenson, MBE, The Staff College, 2021
<https://thestaffcollege.uk/leading-in-colour-the-fierce-urgency-of-now/>
 - 'Leading in Colour - the fierce urgency of NOW' is primarily aimed at white senior leaders across the public sector and is of interest to all leaders. In particular, it offers Chief Executives, Council Leaders, Partnership Boards and their teams strategies to combat racism, create and sustain fairer workplaces and communities.
 - It provides easily accessible context, direct questions to challenge and channel your thinking and action and resources to support you in your next steps to achieve enduring change
 - *'Staff look to their leaders to lead the charge and champion the change towards fairer workplaces and fairer communities. The reality and disappointment for many is that this doesn't seem to be a corporate priority and, for them, it feels like their top leaders are missing from the debate and its ensuing action.'*
 - *'Perhaps one of the hardest things for any of us to do is to explore and acknowledge our own values, beliefs and attitudes and how they consciously or unconsciously affect our leadership on issues of racism.'*
 - Concludes with has five sets of resources 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
- 'I am Malala: The Girl who stood up for Education and was shot by the Taliban', Malala Yousafzai, Weidenfeld and Nicolson, 2014
 - Powerful story of a young woman whose birth was marked by her parents receiving commiserations after having a baby girl in a community where females are destined to cook and clean, neither seen nor heard...to now, where when her father collected an award for Malala he told the audience, *'In my part of the world most people are known by their sons. I am one of the few lucky fathers known by his daughter'*
 - Set up the Malala Fund underpinned by the belief that *'one child, one teacher, one pen and one book can change the world'* because *'Education is neither Eastern or Western, it is human'*
 - *'With guns you can kill terrorists, with education you can kill terrorism'*
- 'My Name is Why', Lemm Sissay, Canongate Books, 2019

- Lemm's story is one of identity, race, neglect, family and home, a child who was taken into care, had his needs ignored, his name changed, his roots eradicated and his rights trampled on ...and, only because he never gave up asking, discovered that his mum always wanted him safely returned when he finally found her himself at age 21
- *'Have we been waiting to be accepted for so long that not being accepted has become the criteria for our acceptance....I may as well call it what it was. Racism. All the hallmarks were there. My name was stolen. I was stolen from my parents. I was experimented on.... I was nicknamed 'Chalky White' as a teenager'*
- He is a successful insightful poet, for example 'Immigration R.S.V.P' from 'Gold from the Stone' published Canongate 2016:

*'The lemons you suck are from Spain,
And the orange you drink's from South Africa.
Shoes you wear are made in Pakistan,
And your oil is from Saudi Arabia.*

*You import your petrol from the Gulf States,
And your toys are made in Taiwan.
Your coffee they send from Colombia,
And your cars are driven from Japan.*

*You've flooded yourself with foreign good,
But foreigners you tell me are bad.
You say you're afraid that they'll overrun you,
But I'm afraid they already have.'*

- 'Equality, Diversity and Inclusion Among School Staff: Staff Experience in Schools and Multi-Academy Trusts' by Kristaps Ozolins, Iona Jackson, Dita Caunite-Bluma, Ernest Jenavs, published by Edurio, 2021: link is [here](#)
 - Looks at equality, diversity and inclusion (EDI) in schools and finds that leaders are more confident that their workplace is committed to EDI strategically and in practice than is the reality of staff experience, particularly for those living with a disability or from an ethnic background
 - Offers reflective overviews across the EDI spectrum on the findings, thoughtful about the cumulative impact of looking through an intersectional lens and provides some powerful questions to initiate conversations, and importantly, action
- 'Inclusive and Nurturing Schools Toolkit', published by the RSA in December 2021, is a free to download partnership between the RSA and the Mayor of London to identify and share practice by schools and MATs to become more inclusive and nurturing and reduce the number of formal and informal exclusions: <https://www.thersa.org/reports/inclusive-nurturing-schools-toolkit>
 - Helpful resources and insights worth sharing about approaches to change management
 - May feel a bit London centric but the practice and practical tips, hints and learning widens it out
- 'Lit in Colour – supporting inclusive reading in schools': <https://www.penguin.co.uk/campaigns/lit-in-colour.html>
 - Practical and thoughtful research and resources through joint partnership between Penguin and The Runnymede Trust set up in 2020

- Their joint report: 'Lit in Colour – diversity in Literature in English schools', by Victoria Elliott, Lesley Nelson-Adey, Roseanne Chantiluke (2021) provides helpful insights into context, terminology, teacher confidence, student and Black staff experience
- Offers support via a teacher perspective, through a student's eyes and as a parent/supporter
- Highlights that race and racism have traditionally been represented in the English curriculum in the UK by American texts, showing Black characters through a white gaze and presenting a single narrative of Black life – that of racism
- *'Books create belonging. They help us see each other and understand one another. They shine a light on the world'*
- *'The voices we heard were predominantly male, mostly middle-class and almost entirely white.'*
- 'Race and Racism in English Secondary Schools' by Dr Remi Joseph-Salisbury, published the Runnymede Trust, 2020
<https://www.runnymedetrust.org/uploads/publications/pdfs/Runnymede%20Secondary%20Schools%20report%20FINAL.pdf>
 - Looks at experiences in Greater Manchester schools and highlights importance of real change in workforce diversity, curriculum entitlements, mistrust about police presence in some schools, policy in practice and racial literacy
 - 'Racial literacy' refers to the capacity of teachers to understand the ways in which race and racism work in society. It also involves having the language, skills and confidence to utilise that knowledge in teacher practice (Guinier, 2004). Focusing on racial literacy means that issues pertaining to race and racism become the responsibility of all teachers
 - Highlights that most teachers see acts of racism as individual acts of prejudice and they don't understand structural racism and what it means or the history behind it – 'they don't know that, because they are just not equipped to deal with racism, both with members of staff and with the students as well'
 - Raises the racist implications of some school policies, for example on hair
- 'Ethnic minority pupils disproportionately identified with special educational needs', a Best Evidence in Brief, published by the Institute for Effective Education in 2019
<https://www.beib.org.uk/2019/03/ethnic-minority-pupils-disproportionately-identified-with-special-educational-needs/> offers a short overview of the University of Oxford research into disproportionality led by Steve Strand and Ariel Lindorff in 2019 across all children identified with SEN aged 5 to 16 between 2005 to 2016. Headline findings are that:
 - Black Caribbean and mixed white and black Caribbean children are twice as likely to be identified with social, emotional and mental health needs as white British pupils
 - Asian pupils are half as likely to be identified with autistic spectrum disorders as white British pupils
 - Indian and Chinese pupils are half as likely to be identified with moderate learning difficulties as white British pupils
 - The full (and there is a lot of it...) Oxford research is at <http://www.education.ox.ac.uk/research/the-unequal-representation-of-ethnic-minorities-in-special-education-in-england-extent-causes-and-consequences/>

- ‘Identifying pupils with Special Educational Needs and Disabilities’, Jo Hutchinson, published by Education Policy Institute and the Nuffield Foundation, March 2021 https://epi.org.uk/wp-content/uploads/2021/03/SEND-Indentification_2021-EPI.pdf
 - Long read (but clear much shorter summary) looking into how fairly and effectively SEND is identified in England – which groups are most likely to access SEND support and where and in what circumstances fewer children than expected are identified. It endorses a view that there is a postcode lottery for children.
 - Key factors highlighted in the report are:
 - Which primary school a child attends makes the most difference
 - Schools and LAs focus on different things when making their respective decisions with the school focus for younger children being on communication, language and literacy skills and an LA focus on PSE development
 - There is likely to be under-identification in academies as well as for children who move schools and children who are frequently absent from school
 - Children who are the subject of a child protection plan for abuse or neglect have reduced chances of being identified with SEND
 - While all children living in disadvantaged neighbourhoods have higher odds of being identified with SEND, there appears to be ‘some capture of resources by the better off in deprived neighbourhoods’
 - Gypsy/Roma and Traveller, Black Caribbean and Mixed White and Black Caribbean children are over-represented with SEND
 - There is a history of misidentification for Black Caribbean children
 - Bangladeshi and Pakistani children are under-represented in SEND
 - Children with English as an additional language are also under-represented in SEND
 - Boys are over-represented among children identified with SEND
 - Statistics ask questions and these findings raise some serious questions about:
 - Quality and consistency
 - Match of CPD to need
 - Access to Educational Psychologists
 - Equality and accessibility to SEND support
 - Research into the disproportionate levels of exclusion for Black Caribbean children, children with SEND generally and the many educational disadvantages experienced by Gypsy/Roma and Traveller children
 - Complex accountability systems including the tensions at LA level between their needs assessment and budget holding functions
- But listen and really hear the history for Black Caribbean children who routinely were (and still are) over-represented in SEND stats to the detriment of their educational and broader life outcomes. Bernard Coard wrote a seminal book in 1971, ‘Making Black Children Subnormal in Britain’: [Making Black Children Subnormal in Britain](#) which highlighted to West Indian parents and policy makers and implementers that there were very large numbers of West Indian children in schools for the Educationally Subnormal (ESN), ‘those children were wrongly placed there, once placed there the vast majority never get out and return to mainstream schools, they suffer academically and in their job prospects for life, and no-one is doing very much

to stop this scandal'. These memories are embedded and very present for Black families now.

- 'How Black working class youth are criminalised and excluded in the English school system' published by The Institute of Race Relations in 2020, is a London case study which examines the 'PRU to prison pipeline' reality for some young Black Londoners and the specific challenges they face especially when they are excluded from mainstream schools growing up 'over- surveilled and over-identified by society with knife crime and terrorism: <https://irr.org.uk/article/beyond-the-pru-to-prison-pipeline/>
- **Educational Leadership and the Global Majority: Decolonising Narratives, Rosemary Campbell-Stephens MBE, Macmillan.**
- 'Educational Leadership and the Global majority: decolonising narratives' by Rosemary Campbell-Stephens, published by Palgrave Macmillan 2021 highlights the concept of a global majority and looks at leadership development in the context of the London Challenge
- 'The Hill We Climb' – an inaugural poem by Amanda Gorman, published Chatto and Windus, 2021
 - A call for action from a 22 year old at the 2021 US Presidential Inauguration, *'a skinny Black girl, descended from slaves and raised by a single mother, can dream of becoming President, only to find herself reciting for one.'*
 - A poem to be read aloud, shared, internalised and acted on, because to *'compose a country committed to all cultures, colors, characters, and conditions....we know to put our future first, we must first put our differences aside'*
- 'Slay in your Lane, The Black Girl Bible' by Yomi Adegoke and Elizabeth Uviebinené, published 4th Estate, 2019
 - Illustrated with stories from best friends Yomi and Elizabeth, gives an insight into being a Black woman in the UK. Tackles issues of discrimination and how they manifest in everyday life.
- 'Girl, Woman, Other', by Bernadine Evaristo, Penguin 2020
 - An exuberant, funny and fast paced novel about the lives of Black families, their struggles, pains, laughter, longings and love
 - Insights into the full spectrum of identity and racism that confronts 12 very different characters
- David Olusoga has written and broadcast extensively. His recent 'The Black History Book: Big Ideas Simply Explained', Dorling Kindersley 2021 and his young people's version of 'Black and British: a forgotten History', Pan Macmillan updated 2020, 'Black and British: a short essential history', Pan Macmillan 2020 are worth a read. Both ask thought-provoking questions and provide rich and nuanced answers
- 'The MacPherson report – twenty two years on', The House of Commons Select Committee, July 2021
<https://committees.parliament.uk/publications/7012/documents/72927/default/>
 - A long read but making the important point that though some things have changed, much, too much, hasn't for BME communities 22 years on, with *'persistent, deep-rooted problems where too little progress has been made because of a lack of focus and accountability on issues of race'*
 - *'Commitments have been made in the past that were not then delivered. This time needs to be different or confidence may be permanently undermined'*
 - Charts the impact and implications for BME communities across the country of unjustified racial disparities

Podcasts to listen to and think about:

- 'How to promote a diverse workforce' part 3 of the Diverse Recruitment Trilogy webinar series, hosted by Fig Tree International Ltd
<https://youtu.be/wQ-MA2sBfY0>
 - Looks at the personal and professional enablers and barriers from a range of professionals across the education and business sectors
 - Lively debate, powerful contributions and rich insights into what has worked and may work for you
 - Fig Tree International have developed their own Race Conscious Charter Mark for Schools
- SNJ in Conversation: Why we need to talk about race and SEND – Special Needs Jungle, August 2020
<https://www.specialneedsjungle.com/we-need-talk-about-race-send/>
 - A podcast about race and SEND, with Marguerite Haye and Venessa Bobb in conversation with Renate Blower.
 - Thoughtful explanation using the lens of intersectionality to explore how race, class, gender and other individual characteristics intersect and overlap.
 - Highlights the history and **the now** of ethnic disproportionality in SEND statistics and stories
 - Touches on why group acronyms hurt and harm and unnecessarily lump and label into inadequate umbrella terms that no-one owns
- Black and Brown young People growing up in Cumbria recently made a film based on their lived experience and their dream of an anti-racist future.
 - Their perceptions and insights are clear, focused and engender both reflections and action
 - They want and deserve to live, learn, grow up and grow older in a county and a country which values and builds on the asset they are and the contributions they make:
<https://youtu.be/spuCK6IM50w>
- 'The Danger of a Single Story', Chimamanda Ngozi Adichie, TEDGlobal 2009
https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?utm_source=tedcomshare&utm_medium=email&utm_campaign=tedsread
 - An early reader and writer, Nigerian author, Chimamanda, tells a personal story about the dangers of a single story: *'when I began to write, about the age of 7, stories in pencil with crayon illustrations ...I wrote exactly the kinds of stories I was reading: all my characters were white and blue-eyed, they played in the snow, they ate apples, and they talked a lot about the weather, how lovely it was that the sun had come out'.....'this despite the fact that I lived in Nigeria. I'd never been outside Nigeria. We didn't have snow, we ate mangoes, and we never talked about the weather, because there was no need to'*
 - Later she discovered a few African books and started to realise *'that people like me, girls with skin the colour of chocolate, whose kinky hair could not form ponytails, could also exist in literature ...It saved me from having a single story..'*
 - Moves through this short entertaining talk to explore power, the single narrative and its easy descent into a single stereotype that can dispossess and disenfranchise
- 'Education System v Cultural Competence' by Gracia Bareti, A TEDxDirigo talk, December 2019

[Education System v. Cultural Competence | Gracia Bareti | TEDxDirigo - YouTube](#)

- From sleepovers to favourite foods, Gracia Bareti shares her personal experiences growing up, navigating multiple cultures and how she shapes this into legislation that confronts an education system that isn't representative of the people that utilise it, or a world it exists within.
- Gracia's background is of Congolese and Rwandan descent, growing up in the USA. She gave this talk as a school student and offers a powerful message about it not being a choice between 'one culture or the other' but 'and both and all'. She feels strongly about creating and sustaining racial equity specifically within school systems and an open acknowledgement that currently for some young people school is a pipeline to prison.
- She shares her choices at 6 in colouring activities, '*do I pick up the peach crayon like everyone else or the brown one commonly used to colour in tree trunks?*'; how do you say what your favourite family food really is when the only acceptable answer is 'pizza'? and how do you explain that you can't go the birthday party because sleepovers aren't part of your culture?
- Why should you come to school to learn and, as well, have to constantly switch codes, be 'the expert' on Black history and never hear about your own? Gracia joined a summer school Congressional and proposed a Cultural Awareness Act, designed to enshrine this as a compulsory part of the curriculum. Though the mostly white students defeated the bill, her message is '*Cultural Competence is one thing we all need to invite into our lives, seeing as my whole life has been an independent student study*' because if we don't '*we'll never hear the voice of all students*'.
- Clio, a young Black Londoner, has recently won the annual 'Show Racism the Red card' competition with a powerful just under 3 minute spoken word YouTube piece, 'The Journey', https://youtu.be/XBXD_7V4KbA
 - Listen and be moved as she asks us the questions that define us: '*Black, white, well, which one's right? If this is a race, who's first and who's last?*
 - She leaves us with a choice of turning a blind eye or showing racism the red card... no contest.
- 'Why you should not bring your authentic self to work' by Jodi-Ann Burey, TEDx Seattle, 2020
<https://tedxseattle.com/speakers/jodi-ann-burey/>
 - Ever been invited to a party but not told the dress code? In this hard hitting TED talk Jodi-Ann explores the concept of racism through the prism of a party invite where you're not really welcome and relates this to being encouraged to bring your authentic self to work and the inequalities that ensue when the invite is merely a token gesture and the workplace equality, diversity and inclusion commitment is rhetoric not reality
- 'Every Child needs a Champion' by Rita Pierson, TED Talks Education, 2013
https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion?utm_source=edcomshare&utm_medium=email&utm_campaign=tedsbread
 - Call for action to connect with children in schools on a real, human, personal level, believe in them and think big for each of them
 - What matters most is '*The value and importance of human connection. Relationships.*

Blogs that may resonate and prompt action:

- Mollie Hunte archive provides a brief look at how desperate families were in the 1970's when they started to understand the profound implications for their children's lives and life-chances until they found the single Black Educational Psychologist in London and galvanised support for supplementary schools:
<https://www.cityoflondon.gov.uk/assets/Things-to-do/Ima-londoners-archived-mollie-hunte-black-education-transcript.pdf>
- 'Doing the Right Thing', RNLI, July 2021
<https://rnli.org/news-and-media/2021/july/28/statement-on-the-humanitarian-work-of-the-rnli-in-the-english-channel>
- David Harewood recently wrote and tweeted about how he'd felt he almost belonged in Britain during the Euros....until the Final. His recent book 'Maybe I don't belong here': A memoir on Race, Identity, Breakdown and Recovery' published by Bluebird, September 2021, is a deep exploration of asking whether it's possible to be Black and British and feel welcome and whole. David Harewood examines his personal, as well as the wider, impact of racism on mental health, his recovery and the importance and urgency of acting now to change the systems and biases that continue to shape our society. Unflinching, powerful and hopeful.
<https://twitter.com/DavidHarewood/status/1414976611133263872?s=20>
- 'On Leadership that Leads to Racial Justice' by Tracy Jollif, King's Fund 2021
<https://www.kingsfund.org.uk/blog/2021/05/leadership-racial-justice>
 - Sets out simply and powerfully in a 12 minute read why leaders can't sit on the side lines in relation to their social justice responsibilities. In a candid and straightforward way she invites reflection and action on the importance of leadership that:
 - is bold
 - addresses indifferences to racial justice
 - challenges racism when black and brown people aren't present
 - will not stand for racial segregation
 - supports black and brown people who speak truth to power and challenge the status quo
 - Suggests the leadership practice of now and the future is about '*building leadership communities that have more robust capabilities, able to contain the emergence of more mature forms of racially-aware emotional resilience...in order to be able to embrace a subject matter that is profoundly emotive at its core*'
- Ato Quayson hosts a weekly updated YouTube channel, Critic.Reading.Writing, which offers critiques on a wide range of areas:
<https://www.youtube.com/c/CriticReadingWriting/videos>

Videos to watch and consider:

- Intersectionality, a concept coined by Kimberlé Crenshaw, as a helpful way to look at how inequalities can be cumulative, interdependent and overlapping, is succinctly captured in this 4 minute YouTube 2017 video (watch to the end...) 'Privilege, Class, Social Inequalities explained in a \$100 Dollar Race':
<https://www.youtube.com/watch?v=4K5fbQ1-zps>
- 'Everyday Racism: what should we do?' by Akala, 2015
https://www.theguardian.com/commentisfree/video/2015/mar/18/everyday-racism-what-should-we-do?CMP=Share_iOSApp_Other
 - Akala is a poet, rapper and author. He powerfully conveys the concept of racism as a successful business with such effective marketing that even

- Akala himself looks sideways at a young Black man in a bank queue holding a lot of cash
- These racial assumptions lead to a casual acceptance of everyday racism, daily encounters and micro-aggressions that add up to a reality of a 'white right' culture
- He references his school visits where Black children are hesitant to say their own names out loud
- Some of the stories of the West Indian generation so wrongly identified as educationally sub-normal in living memory are available at: <https://www.bbc.co.uk/news/uk-57099654>
- 'A poem on the UK's history of Racism', by Keith Jarrett <https://www.facebook.com/HuffPostUK/videos/a-poem-on-the-uks-history-of-racism-by-keith-jarrett/3028252037288020/?extid=SEO---->
 - Keith Jarrett, a poet and author, in a compelling mix of words and images, 'Underneath the Skin of Anti-Blackness' conveys the weight of oppression experienced by Black families in the UK that shapes individuals and communities today. He uses recent events to explore how it feels to not belong, not be believed, *'a failure to see my skin without just seeing migration...forgetting the human citizen under the skin'*
 - And leaves us with *'I cannot speak for any skin than my skin, which I've had to grow thick. For just being Black, for answering back'*
- 'Ian': <https://www.respectability.org/2018/12/short-film-about-playground-inclusion-wins-international-acclaim/>
 - A short wordless film about a small boy who just wants to play but keeps being bullied. Highlights his struggle to achieve something he wants, something other children have readily available and accessible to them
 - Made by his mum, it won an international award in 2019
 - Provides a tool to start conversations with people of all ages
- 'Salt' by Selina Thompson, a performance artist and playwright, is a powerful watch at: <https://www.bbc.co.uk/programmes/m0010zdp>
 - It's inspired by the artist recreating the cargo ship journey she took from Britain to Ghana to Jamaica and back, retracing the route of the transatlantic slave trade

So what will you do now?

'Some people only ask others to do something. I believe that why should I wait for someone else? Why don't I take a step and move forward?', Malala, 2013

How can The Staff College help?

Rose Durban, January 2022