



The Network Newsletter – Ebulletin 332, 30 June 2021

Events

Events have been added to the Courses & Events pages on The Network website – see: <http://www.seapn.org.uk/courses>.

Black Lives Matter

“2021 Windrush Day Grant Scheme – Projects to be funded”

<https://www.gov.uk/guidance/2021-windrush-day-grant-scheme-projects-to-be-funded>

“A list of the 42 projects to be funded under the 2021 Windrush Day Grant Scheme. The projects are broken down into: organisation name, funding amount, project location and project summary.”

The tiny guide to becoming an inclusive, anti-racist early educator

<https://drive.google.com/file/d/16dX9uYy3i-4U8VJShBUrWyESgkznqoUp/view>

(Source: *Black & Asian News*, 30 Apr 2021)

Very useful intro, which is valuable more widely than just to Early Years. (tiny is a childcare provider.)

“Archives are resources for teaching anti-racism”

<https://aralarning.wordpress.com/2021/06/30/archives-are-resources-for-teaching-anti-racism/>

ARALearning blogpost introducing a new resource from London Metropolitan Archives:

“Partnering with A New Direction (AND), LMA produced a series of resources for secondary school teachers as part of AND’s ‘Teaching for Creativity’ series, to support teachers to explore elements of Black British history and anti-racism with students [...]

The resource takes the form of lesson plans accompanied by slideshows and media, with guidance on delivery of creative sessions and student assessment, drawing from the archive to explore topics of difference and trace how attitudes in society change over time.”

There is a link to the resource which you are invited to download after signing up.

Funding & Opportunities

“Libraries Connected Awards 2021”

<https://www.librariesconnected.org.uk/news/awards>

(Source: Libraries Connected update, Jun 2021)

“We’re launching the inaugural Libraries Connected Awards 2021 to celebrate the achievements of people working in libraries, acknowledging excellence and showcasing good practice. The awards are open to all except heads of service.

We are looking for individuals or teams working in public libraries who have had a positive impact on the library service, library users or the local community. This could be by introducing an innovative new idea or by going the extra mile to provide an outstanding service.”

The judging criteria and nomination form are at:

<https://forms.office.com/pages/responsepage.aspx?id=r9vV9dsSwUWk3C7Ro-snEUFnlfayXb5BrlexHGAQDYJUNzBJUloyT1o0SkgxSkhMMTFVWTdRTzZLMY4u>.

The deadline for nominations is **6pm on Friday 30 July**.

“Museums Change Lives Awards 2021”

https://www.museumsassociation.org/campaigns/museums-change-lives/awards-2021/?utm_campaign=1961409_25062021&utm_medium=email&utm_source=Museums%20Association&dm_i=2VBX,161FL,27LU0M,4I9F4,1

(Source: Museums Association email updates, 25 Jun 2021)

Awards now open for applications:

“The awards celebrate how museums across the UK are impacting people and communities, and will be presented at a ceremony at our 2021 MA Conference.

We’ll be awarding three institutional awards (Best Museums Change Lives Project Award, Digital Engagement Award and Best Small Museum Project Award) and one individual award (Radical Changemaker Award).

Good luck, and be sure to make your application before the deadline of **5.30pm on 27 August 2021**.”

Further details at above weblink.

Tackling social and digital exclusion – Libraries, Museums, Archives and Cultural and Heritage Organisations

“Mums, Bumps and Babies”

https://readingfriends.org.uk/blog/2021/06/09/mums-bumps-and-babies/?goal=0_ef82b5d6fa-6a48168769-51507097&mc_cid=6a48168769&mc_eid=3fa1d39831

(Source: The Reading Agency *Reading Friends Newsletter*, 17 Jun 2021)

Useful intro to this initiative by Rochdale Libraries:

“In Rochdale, a weekly Reading Friends ‘Mums, Bumps and Babies’ Zoom group offers new and expectant parents the chance to share stories, ask questions and make new friends.”

Tackling social and digital exclusion – Government, Government Agencies and Local Government

A practical guide for local authority implementation of the Socio-Economic Duty in England

<https://justfair.org.uk/wp-content/uploads/2021/06/Socio-Economic-Duty-Guide-Final.pdf>

(Source: Just Fair *Newsletter*, Jun 2021)

“This guide is intended for local and combined authority officers, local councillors and metro mayors in England interested in tackling socio-economic disadvantage. It has been developed by a number of organisations leading on efforts to address socio-economic disadvantage locally and nationally [...]” [Taken from cover]

NB Fuller assessment to appear in *The Network Newsletter*.

Tackling social and digital exclusion – Other Agencies

Tips to help your remote project tackle loneliness

<https://www.thinknpc.org/resource-hub/bcf-tips/>

(Source: New Philanthropy Capital *Weekly Update*, 21 Jun 2021)

Very useful resource, available to download from above web address:

“Our tips to help your remote project tackle loneliness draws upon a developmental evaluation of the Building Connections Fund, the first ever cross government fund dedicated to reducing loneliness in England, delivered in partnership with The National Lottery Community Fund and the Co-op Foundation. NPC supported grant holders by sharing emerging good practice for addressing changing needs and rules throughout the Covid-19 pandemic.” [Taken from website]

Diversity in books and other materials for children & young people

Promoting diversity through literacy – a resource overview (EYFS–KS2)

https://cdn.literacytrust.org.uk/media/documents/Promoting_diversity_through_literacy_-_resource_overview_EYFS_to_KS2.pdf

(Source: National Literacy Trust *Training & Resources*, 24 Jun 2021)

New from the NLT, this is a very useful list of teaching resources, book lists, and ‘auditing and subject leader tools’ (ie useful background materials for schools – and others).

Promoting diversity through literacy – a resource overview (KS3+)

https://cdn.literacytrust.org.uk/media/documents/Promoting_diversity_through_literacy_-_resource_overview_KS3.pdf

(Source: National Literacy Trust *Training & Resources*, 24 Jun 2021)

Similar valuable resource for older students.

Neurodiversity issues – Other Agencies

“ADHD in adults: what it’s like living with the condition – and why many still struggle to get diagnosed”

https://theconversation.com/adhd-in-adults-what-its-like-living-with-the-condition-and-why-many-still-struggle-to-get-diagnosed-162824?utm_medium=email&utm_campaign=Latest%20from%20The%20Conversation%20for%20June%2022%202021%20-%201981119441&utm_content=Latest%20from%20The%20Conversation%20for%20June%2022%202021%20-%201981119441+CID_6aaa2fc5864fbd2319fc1e65be83c27a&utm_source=campaign_monitor_uk&utm_term=ADHD%20in%20adults%20what%20its%20like%20living%20with%20the%20condition%20%20and%20why%20many%20still%20struggle%20to%20get%20diagnosed

(Source: *The Conversation*, 22 Jun 2021)

Interesting article:

“Many of us think of ADHD (attention deficit hyperactivity disorder) as a childhood condition – which is typically when it’s diagnosed. But a growing number of people are sharing their experiences of being diagnosed with ADHD in adulthood.”

Migration issues – Other Agencies

“I sat watching life go by my window for so long”: the experiences of people seeking asylum living in hotel accommodation

<https://media.refugeecouncil.org.uk/wp-content/uploads/2021/04/22152856/I-sat-watching-my-life-go-by-my-window-for-so-long-23rd-April-2021.pdf>

(Source: MEMO [Minority Ethnic Matters Overview], 701, 26 Apr 2021)

“At the end of February 2021, approximately 8,700 people were living in over 90 hotels across the UK [...]

Hotels are designed for short stays. They are often on the outskirts of urban areas away from essential services such as supermarkets and GP surgeries, and specialist support such as mental health services and English language classes that help people to integrate into local communities. They also have no cooking facilities. These factors make stays of many months very challenging for anyone. This has been worsened as a result of COVID-19 restrictions that have reduced freedoms, leading to people being instructed to remain in their rooms for many days on end.” [pp2-3]

Far from a home: why asylum accommodation needs reform

https://www.redcross.org.uk/far-from-a-home?dm_i=6NY9,7H66,33MUN6,V7U3,1

(Source: EoE AS&R/MW *Newsflash* Apr/May 2021)

New report from the Red Cross:

“This rapid review tells the story of what is happening in accommodation provided by the Home Office, the impact it is having on the people living there, and why addressing this issue should be a priority in the upcoming reform of the asylum system.” [p4]

Stuck in the middle with you

<https://www.smf.co.uk/wp-content/uploads/2021/03/Stuck-in-the-middle-with-you-Mar-2021.pdf>

(Source: EoE AS&R/MW *Newsflash* Apr/May 2021)

New report from the Social Market Foundation:

“There is a large hole in the middle of the current UK immigration entry system. The gap is between the economic migration allowed by the points-based system (PBS) and the humanitarian migration allowed by the UK's refugee resettlement programme. Many refugees or others in challenging humanitarian situations who may have the greatest potential to economically integrate and contribute to the UK fall into that hole. Because unless a refugee can amass the amount of points required by the PBS as it currently stands, or is selected for the purposes of the UK's refugee resettlement programme – which programme currently selects annually only a tiny fraction of the world's refugees and does not factor in potential economic integration and contribution into the selection process at all – that refugee has no safe and legal route into the UK.

But both the PBS and the refugee resettlement scheme command significant cross-party political and public support in the UK. There are therefore different possibilities to combine elements of both of these regimes in a way that is both politically and publicly acceptable, and which could provide a controlled humanitarian immigration route into the UK for those with better economic integration prospects. This report sets out the context and the case for this, the ways in which it might be possible to construct, pilot and present acceptable safe and legal routes which could achieve this, and the issues and questions that would need to be addressed to practically effect this.” [p7]

LGBTQ+ issues – Libraries, Museums, Archives and Cultural and Heritage Organisations

New York Public Library: “Staff Picks: Trans, Nonbinary, and GNC Reads”

Books for adults: <https://www.nypl.org/books-more/recommendations/trans-reads/adults>

Books for young adults: <https://www.nypl.org/books-more/recommendations/trans-reads/teens>

Books for children: <https://www.nypl.org/books-more/recommendations/trans-reads/kids>

(Source: Facebook post, IFLA LGBTQ Users SIG, 25 Jun 2021)

“Discover 100 books for adults, kids, and teens highlighting transgender, nonbinary, and gender nonconforming voices, recommended by NYPL librarians.”

LGBTQ+ issues – Other Agencies

LGBTQ+ Reading Group

Website:

https://readingfriends.org.uk/resources/view/5073/?goal=0_ef82b5d6fa-6a48168769-51507097&mc_cid=6a48168769&mc_eid=3fa1d39831

Toolkit: https://tra-resources.s3.amazonaws.com/uploads/entries/document/5073/LGBTtoolkit_ReadingFriends_Islington.pdf

(Source: The Reading Agency *Reading Friends Newsletter*, 17 Jun 2021)

“This resource has been developed in partnership with Islington Library and Heritage services, for adults to discuss, engage with and be inspired by the LGBTQ+ history of the borough.

This pack contains 6 session plans, resources and ideas for activities. The activities can be used to further knowledge of Islington’s queer history, to foster an environment to develop lifelong reading, and to share stories and personal histories.” [Taken from website]

“Celebrating Pride Month”

https://wordsforlife.org.uk/celebrating-pride-month/?mc_cid=85f97945a2&mc_eid=a2d98ab814

(Source: National Literacy Trust *Training & Resources*, 24 Jun 2021)

The NLT has produced reading lists to celebrate Pride – the lists are separated into:

- 0-5 year olds
- 5-8 year olds
- 9-12 year olds
- 13+
- 16+

“How organisations can instil pride and belonging all-year round”

https://www.managers.org.uk/knowledge-and-insights/article/how-organisations-can-instil-pride-and-belonging-all-year-round/?utm_source=BM16JUN&utm_medium=newsletter&utm_campaign=BetterManagers&utm_content=PrideArticleInstillInclusion&dm_i=SYT,7ER9G,4H1XSR,U3C6M,1

(Source: Chartered Management Institute *Better Managers*, 16 Jun 2021)

Important article from CMI:

“June is celebrated in the UK as Pride Month, which is celebrated at different times across the world. It’s a time to celebrate the challenges overcome so far and raise awareness of the work still required to ensure all people of all sexual orientations or gender identities can truly be their whole selves. For many, this need will be personal to themselves or familiar from their relationships with friends, family and colleagues. But, while many businesses choose to update their logos with rainbows or release new Pride-themed products or marketing materials, these actions can feel a bit tokenistic if the company doesn’t act as an ally the other 11 months of the year.”