

Deliberate Practice Session 2: Equity, Diversity and Inclusion guidance

Guidance that has been shared with leaders

Deliberate practice provides a structure to practice specific skills, making implementing new techniques into practice more likely and effective. In your first deliberate practice session, you and your colleagues practiced your public narrative and received feedback from your peers.

Your second deliberate practice session will allow you the opportunity to practice an area of learning and development directly related to Equity, Diversity & Inclusion (EDI) content covered on the programme. For example, the sessions delivered by Jeffrey Wotherspoon focused on anti-racist practice and Penny McGee focused on care and lived experience at the first residential.

We understand that you may have a specific area on which you would like to focus that is directly related to you personally, your teams and unique context. Therefore, we will not prescribe a specific practice activity in the same way you did for public narrative.

What would you like to have the opportunity to practice?

We have included some suggestions below as prompts but please choose an area specific to you.

- Talking to your team about the challenges faced by a minoritised group in a team meeting.
- Planning a collaborative session in a team meeting to identify any small changes that can be made to develop inclusion.
- Speaking to a senior member of staff about their support for inclusion.
- Responding to a microaggression.
- Applying the direct intervention spectrum to practice a conversation with a colleague

To get the most out of your deliberate practice session, please spend some time beforehand thinking and planning what you would like to practice using the template we have provided you below, be as specific as you can and aim for 4 minutes of speech.

What are the outcomes of your deliberate practice session with leaders?

By the end of your session, leaders will have

- Deliberately practiced their identified area



- Received feedback from their coach and peers and had the opportunity to re-practice based on that feedback
- Developed confidence and the ability to address areas of EDI within their practice

What EDI content has been delivered to leaders?

Residential 1

- **Anti racist practice** delivered by Jeffrey Wotherspoon, including taking an intersectional approach to diversity and inclusion, white privilege, unconscious bias, microaggressions, and strategies to challenge racism.
- **Care and lived experience** delivered by Penny McGee, including considering the unique challenges of social workers with lived experience, and ways to have more inclusive conversations.

Microaggressions - *Offensive comments and dismissive behaviour endured by marginalised groups.*
Dr Chester Middlebrook Pierce (1970)

The term itself could be seen a problematic as it would through the prefix 'micro' suggest that it is something small. However, the cumulative effect of microaggressions and the sub-text that they contain are far from small.

Intersectionality

"the interconnected nature of social categorizations such as race, class, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage"

If you would like to revisit the origins of intersectionality and hear Kimberle Crenshaw explain it further, please watch this 6 minute video [here](#).

Self-study module – Leading with Pride: LGBTQIA+ inclusive leadership

Leaders will have completed this module in advance of their second deliberate practice session. The key areas that were covered:

- Challenges LGBTQ+ people may face including children, young people and families as well as team members.

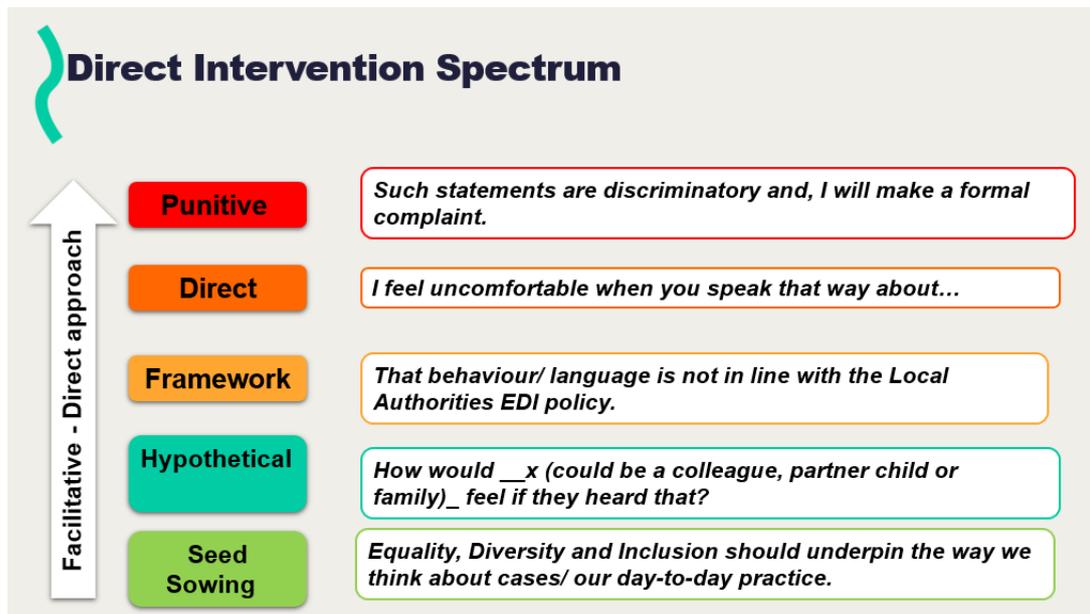


- Good practice and share what leaders can do to build a LGBTQ+ organisational culture that supports inclusive and affirming social work practice.

A tool for challenging

Direct intervention spectrum

This was shared by Jeffrey Wotherspoon at the residential.



Dates and times

- Running between 18 March and 4 April 2024 ~~29 January and 23 February 2024~~
- 1.5-hour session

How to structure it?

1. Warm the context – 7 minutes

- Share the outcomes (see above)
- Acknowledge that each person may be bringing a different aspect of EDI on which to focus. This brings with it some challenges as we may not be practising the same areas. In addition, there

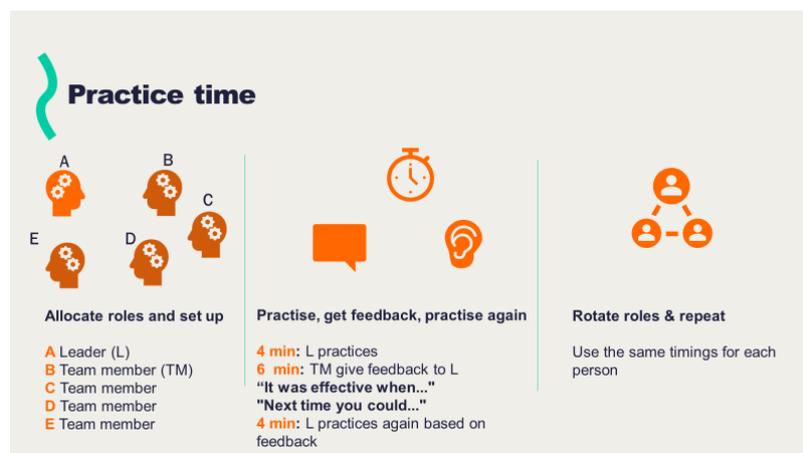


may be some people who are practising something that may be triggering or upsetting for other members of the group, so it may be helpful at this stage to ask each member of the group to share a broad overview of what they have chosen to practice and contract if they are all comfortable with proceeding.

- Explain how the session will be structured
2. **Practice time – 75 minutes (approx 15 minutes per leader).** Please note that during the set-up period, the leader will use their preparation sheet and communicate 3 areas to others
- The area I would like to practice and what I want to achieve
 - The people I am speaking to
 - The success criteria on which I would like feedback

3. Reflection

- How they process from thinking of a session itself
- What they learn from others and what they will do next



and debrief

found the planning and example to the

have learned and what they

What snags or sticking points might you want to be aware of?

- Depending on the content that each leader has chosen to practice there may be a risk that the activity is triggering for other members of the group - at the beginning of the session it may be worth naming that and contracting with the group how they feel about that. Using the debriefing time at the end can also be an opportunity to explore how people feel as a result.
- Not sticking to timings – could ask a person for each round to keep timings or set timer on a phone
- Coming without any preparation – could ask them to go last so they have some opportunity to see how others have done it



- Not wanting to 'do it' – allay fears by creating a safe space, discussing the benefits of practice and how it's an opportunity to 'fly the plane without any passengers on it!'

Preparing for your deliberate practice (Leaders' template)

Your deliberate practice session will allow you the opportunity to practice an area of learning and development directly related to the content focused on equity, diversity and inclusion (EDI). Please complete this document and bring it to your deliberate practice session to help you with getting the most out of the session. There is an example on the second page that might be useful to refer to.

Context setting	Details
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The area I would like to practice is:	
What I want to achieve is:	
The person(s) I am speaking to is/are:	
The success criteria that I would feedback on is/are (no more than 3 areas):	
Please use the space below to plan for your practice (please note that there is no need for others to play a role)	

Example

Context setting	Details
The area I would like to practice is:	Introducing an agenda item at a team meeting about how we can develop our practice when working with LGBTQ+ young people and our team members.



What I want to achieve is:	We have discussed this area before; however, what I would like to achieve is opening up this conversation and creating a safe space for it and future conversations.
The person(s) I am speaking to is/are:	My team members are made up of 5 social workers and one advanced practitioner who are working in family safeguarding. As this is a new team I am leading, I don't know them very well yet and am mindful that I want to be inclusive of social graces for myself and others.
The success criteria that I would feedback on is/are (no more than 3 areas):	<ul style="list-style-type: none">• Create a safe space for discussion considering the new relationship I have with the team and the difference of identities and experience.• Clarity about the issues facing LGBTQ+ community• Empower my team to be curious so they share their thoughts

Please use the space below to plan for your practice (please note that there is no need for others to play a role)

Recognise that we have different levels of experience and confidence in this area within the team. That we can learn from each other and can only do this if we feel safe to communicate where we are at and any challenges or barriers we may be facing.

Recognise that we need to be respectful, and open to others and that we should maintain curiosity while being sensitive to others and that there will be an opportunity to debrief at the end about how people felt about this agenda item.

Share some research and statistics about the current issues:

Recent research from Forge, et al., 2018; What Works Centre for Children's Social Care, 2021; Weeks, et al., 2018; Sullivan, 1994 has found that:

- LGBTQ+ young people encounter specific barriers in their engagement with social care.
- There is lack of awareness and confidence by social care staff.
- There is absence of policy and guidance.
- There is very little training during or after qualifying.

From CIPD report in 2021

- 40% of LGBTQ+ workers and 55% of trans workers have experienced conflict and harassment at work, compared with 29% of heterosexual, cisgender employees

Pause and ask team members for their thoughts and reflections.