

# TRANSFORMATION AND DIVERSITY UPDATE

## November 2017



THE DIOCESAN SCHOOL  
FOR GIRLS

Initiatives that we are undertaking as a school community to foster an inclusive culture

**Our transformation initiatives cover a range of aspects necessary for developing an inclusive culture**

We have given careful thought to how best to group the ongoing range of activities to ensure they have the desired reach and a positive, sustainable impact for staff, pupils, and all who are associated with DSG. We have therefore grouped the initiatives into three broad categories:

1. **Structural changes**
2. **Shifting attitudes**
3. **Symbolic changes**

<b>Grade 8 house</b>	<p>Establishing a separate house for Grade 8 pupils was both pragmatic and strategic:</p> <ul style="list-style-type: none"><li>• It provides Grade 8s with a nurturing space in which the needs of younger pupils are catered for.</li><li>• It enables us to indirectly tackle unhealthy power dynamics and hierarchies that can arise between Matrics or older grades and Grade 8s.</li><li>• We are pleased to confirm that there has been a notably positive shift in the Matric-Grade 8 relationships, especially regarding mentoring and support.</li></ul>
<b>Scholarship Programme</b>	<ul style="list-style-type: none"><li>• All girls on full scholarships in the Senior School were offered places in boarding in 2017.</li><li>• New All-Rounder Scholarships were offered to Grade 8s coming in to the school, as well as Music Scholarships in Grades 8 and 10, all of which covered 75% of fees.</li><li>• The school actively fosters their relationship with the Allan Gray Foundation, the Standard Bank Tutuwa Trust, Investec and the Student Sponsorship Programme. These programmes offer prestigious scholarships to girls identified during rigorous selection processes.</li><li>• Continued academic support is offered to girls on scholarship in the Junior School and High School, as needs are identified.</li><li>• The Scholarship Extras Fund enables girls on scholarship to participate fully in areas where they show interest and potential.</li><li>• The scholarship co-ordinator/mentor continues to meet with all girls on scholarship, individually and in groups, on a regular basis to monitor their academic progress and wellbeing.</li></ul>

<b>Transformation and Diversity Prefect Portfolio</b>	<ul style="list-style-type: none"> <li>• This portfolio was introduced in 2017.</li> <li>• We also established a Pupil Committee with representatives from all grades to address issues of transformation and diversity from a pupil perspective.</li> </ul>
<b>Transformation and Diversity Committee</b>	<p>The Transformation and Diversity Committee was reconvened in October 2017:</p> <ul style="list-style-type: none"> <li>• The following academic staff members offered to serve on the Committee: Cynthia Nyama (librarian), Nozuko Konjwa (Senior Housemistress), Juli-Anne Norton (Art), Susan Baker (Drama), Tami Maiwashe (Mathematics), Dionne Redfern (Deputy Head), Morgan Collins (History), and Bronwyn Herring (Afrikaans).</li> <li>• The two transformation prefects represent pupils on the committee.</li> <li>• Kim Barker (Intern Mentor and co-ordinator of Scholarship Programme) chairs the committee and Shelley Frayne (Head) attends.</li> </ul>
<b>Critical Conversations Forum</b>	<ul style="list-style-type: none"> <li>• Staff representatives from both the Junior and Senior School sit on this forum, initiated by the Transformation and Diversity Director at St Andrew's College.</li> <li>• Arising from this forum, the chairs of the DSG and St Andrew's College transformation portfolios meet once a cycle to discuss matters of transformation and diversity that affect both schools.</li> <li>• This process enables us to work towards greater synergy in our efforts to learn from each other and address matters in an effective way.</li> <li>• The DSG portfolio chair also attends the monthly Transformation and Diversity Committee meetings at St Andrew's College.</li> </ul>

## 2. Shifting attitudes

This category is about implementing a range of interventions which offer the opportunity for us all to open our hearts and minds, to listen actively, and to learn about each other so that we can understand each other better.

<b>Staff interventions</b>	
<b>Introductory isiXhosa course</b>	<ul style="list-style-type: none"> <li>• An introductory course in isiXhosa was offered twice a week for six weeks and was well attended by staff.</li> <li>• Several staff members have continued with individual lessons.</li> </ul>
<b>Diversity awareness and sensitivity training</b>	<ul style="list-style-type: none"> <li>• In 2016, all staff at DSG were given a copy of the book '100 Lessons in Diversity' by Stanley Bongwe. Sections of the book were highlighted and discussed on a regular basis during staff teas.</li> <li>• In September 2017, all academic staff across Prep, DSG and St Andrew's College attended a day-long workshop addressing issues of privilege, transformation, and diversity. The external facilitators, Dr Theresa Edlmann and Athambile Masola, have extensive experience and credibility in this area of work.</li> <li>• Follow-up workshops have already been held and more are planned for early 2018.</li> <li>• A compulsory induction programme addressing transformation and diversity awareness will be offered to all new staff members to clearly communicate the school's policy in this regard.</li> <li>• In September 2017, a joint bridge-building workshop between DSG and St Andrew's College was facilitated, bringing together the senior management teams of both schools. The feedback was positive, and participants gained a deeper understanding of their colleague's experiences and perspectives and a renewed commitment to closer collaboration.</li> </ul>

<b>Pupil interventions</b>	
<b>Ethical Leadership Course</b>	<ul style="list-style-type: none"> <li>• Over the course of 2017, all Grade 11 girls attended an Ethical Leadership Course facilitated by Rhodes University students from the Allan Gray Leadership Institute. The course addressed issues of diversity, discrimination and prejudice, respect, and integrity.</li> <li>• A group of interested pupils continued attending meetings with the facilitators and invited Grade 11 boys in leadership positions at St Andrew's College to a joint facilitated meeting, which was positive and productive.</li> </ul>
<b>Beyond the River</b>	<ul style="list-style-type: none"> <li>• All DSG girls, including daygirls watched the movie 'Beyond the River'. It is a South African movie that highlights some of the challenges of developing friendships across colour lines in a South African context, as well as what it takes to do so – mutual vulnerability, honesty, and the sharing of stories.</li> <li>• This was followed up with facilitated discussions in tutor groups with questions and activities provided to guide tutors.</li> </ul>
<b>Workshops and discussion groups</b>	<ul style="list-style-type: none"> <li>• Facilitated workshops, dialogues and discussion groups continue to be held with groups of pupils or across whole grades (Junior School) to address issues such as diversity, mutual respect and understanding, conflict management and racism.</li> </ul>
<b>Good Lad Initiative</b>	<ul style="list-style-type: none"> <li>• In September 2017, Clive Eley and Daniel Guinness of the Good Lad Initiative were in Grahamstown to facilitate a series of workshops with Grade 10s and 11s at St Andrew's College.</li> <li>• They sent out a survey to DSG girls prior to the workshops to determine the most pertinent issues and to develop realistic scenarios.</li> <li>• This was followed up with a focus group with DSG girls to gauge the girls' responses to their methodology and scenarios. The facilitators commented on the girls' impressive levels of awareness around gender and feminism.</li> <li>• Daniel and Clive also addressed the school during a Chapel period.</li> </ul>
<b>Diversity awareness and sensitivity training</b>	<ul style="list-style-type: none"> <li>• Diversity awareness and sensitivity training for Grade 8, 9 and 11 girls will be offered as part of their Outdoor Education at the end of 2017.</li> <li>• Next year's Grade 8s and 11s will receive the training early in 2018.</li> <li>• The Grade 11s will also attend the Ethical Leadership Course in 2018.</li> <li>• This training will in future be a compulsory component of the orientation programme for every new pupil, In order to clearly communicate our expectations and the school's policy in this regard.</li> </ul>

### 3. Symbolic changes

<b>Building a more inclusive profile and creating welcoming imagery for all learners</b>	<ul style="list-style-type: none"><li>• We changed the images in the foyer of the administration block to reflect the changing demographics of the school. Where previously the images had celebrated the history of the school, we recognise that this history may be alienating for many of our learners. The new photographs celebrate the diversity of our student body and the range of pursuits that modern young women engage in.</li><li>• The marketing video, which we developed in 2016, challenges some of the stereotypical ideas about DSG girls by profiling our then head girl, Sandi Tabata. Both current and prospective DSG pupils have provided positive feedback about the video.</li></ul>
<b>Incorporating different languages and cultural customs in our everyday activities</b>	<ul style="list-style-type: none"><li>• We are embracing different cultures in small but important ways, such as serving a traditional Xhosa meal as an option during lunch in the dining hall at least once a week, holding an annual Xhosa Day and celebrating Heritage day with the opportunity for all girls to dress in a way that celebrates their heritage.</li><li>• In Chapel, Xhosa bible readings and hymns have become a much-valued part of our worship on a regular basis.</li></ul>