



## Herschel Transformation Report 2019



## Introduction

*“History, despite its wrenching pain, cannot be unlived, but if faced with courage, need not be lived again.” — Maya Angelou*

The transformation strategy for Herschel Girls School is set out in the Diversity and Transformation Policy approved by Council in 2017. As a school, we have since seen an intentional implementation, over the past three years, of the goals identified in this policy. Past progress has been reported in the annual Transformation Reports of 2017 and 2018, and this 2019 Transformational Report builds on that work.

The Transformational strategy of Herschel Girls School is based on the following core strategic principles and drivers. As a school we are:

1. guided by our Vision and our shared values,
2. directed by the twin pillars of the Constitution of South Africa and the Anglican, Christian identity and heritage of our School,
3. inspired by our drive for educational excellence as an independent school, and
4. compelled by the long-term sustainability of our School.

We are motivated by the knowledge that true, consequential educational excellence is achieved through the richness and strength of diversity, that inclusivity ensures access and belonging, and that transformation ensures the sustainability of our school, and its future innovation and legacy in South Africa.

As the Herschel community transforms into a more diverse community, we acknowledge the need to pay particular attention to the principles of belonging and inclusivity for all. This will require us to critically examine the way things are done, and consider change to facilitate greater belonging and inclusivity, while ensuring the shared values remain intact.

The magnitude and complexity of the transformational challenge dictates that we broaden our perspectives and recommit ourselves to building a community in which equity and diversity are viewed, not only as moral and ethical imperatives, but also as practical necessities. The school reaffirms the importance of diversity as a core strategic value and encourages all its stakeholders to regularly undertake a critical self-examination and review of its approach to justice, equity and diversity.

### **Shared values**

For diversity and transformation imperatives to have meaning and a sustainable impact within our school environment, both require conscious, mindful decisions and action plans, based on the policy and a continuous and rigorous dialogue, all within the framework of the institutional shared values.

As the Herschel community, our institutional school values include the following:

- Demonstrating empathy by being consciously connected to fellow human beings, members of the Herschel community and fellow citizens.

- Responsibility for self, property and the consequences of our actions.
- Respect in all interactions with members of the school and the broader community.
- The pursuit of excellence.
- Tenacity and competitiveness.
- Equanimity in handling success and failure.
- Tolerance, understanding, kindness and generosity of spirit.

Furthermore, a commitment to institutional transformation allows the school more meaningfully to live out, reflect and contribute - through its people, programmes and all its activities – within its wider community, the central values of the Bill of Rights of the Constitution of the Republic of South Africa, including: human dignity, the healing of the nation, social justice, freedom and equality.

Dr Mamphela Ramphele, co-founder of ReimagineSA, explains in her article *Ubuntu – A Vaccine against impunity*, the importance and power of institutional shared values:

*“Shared values that find expression at the personal, professional and political levels are the only guarantors of mutual respect, collaboration and securing of sustainable social justice for all.... Embracing our inextricable links as human beings would open the door to seeing ourselves in our fellow human beings, which would enable empathy. Empathy is the expression of the essence of Ubuntu – the “I am because you are!” Ubuntu enables you to see me in you, and to feel my pain, as well as share my joy. We then become consciously connected as fellow human beings and fellow citizens.... It is striking how little we have invested in the institutionalising of our Constitution and its values in our schools, places of worship and workplaces.... Without shared values it would be difficult to create a culture of mutual respect and accountability to one another, let alone to future generations.”*

### **Herschel Diversity and Transformation Committee**

This Sub-Committee of Council meets termly to discuss and co-ordinate the strategic goals of the Diversity and Transformation Policy and review the school’s transformational journey. The Committee is chaired by the Vice-Chairman of Council, Logan Govender. The Committee is: Logan Govender (Council), Stuart Harrison (Council), Aaron Ndhluni (Council), Tebogo Skwambane (Council), Tumelo Baloyi (Council), Mbali Williams (Pupil rep), Andrew Scott (HR), Belinda Heidmann (Preparatory Head), Stuart West (Head), Alison Bodenstein (Staff), Michelle Sylvester (Staff), Linda Martin (Staff), Bongani Sopam (Staff), Asanda Malafane (Staff), Nasiema van Graan (Parent). Minutes of each meeting are tabled and reported on at subsequent Council meetings. A key focus in 2020 will be on embedding the shared values across the school community in order to promote a culture of healthy debate and discussion.

Dr Jacques de Wet resigned from the committee during 2019 due to work commitments and his daughter no longer being at the school. We would like to thank him for his immense contribution since the formation of this committee.

### **Focus Groups**

In 2018, the school launched a number of Focus Groups to provide specialised input into the vital pillars of diversity within the school. These groups continued to meet this year, to provide strategic discussions and proposals for the Committee to consider. The input from the Focus Groups are included within the Goal reviews. The Transformation Focus Groups are:

1. Pupil Recruitment and Admissions
2. Staff Recruitment and Retention
3. Social Responsibility and Service
4. Legal and Policy
5. Pupil Wellbeing – Senior School
6. Pupil Wellbeing – Preparatory School
7. Religious Diversity
8. Procurement
9. Parent Education and Events

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| <b>TRANSFORMATION REVIEW OF 2019</b> |
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Herschel Girls School has continued to make important strides in addressing the Diversity and Transformation goals this year and this report is to record and communicate some of these important, small steps.

**Goal 1: To address all forms of marginalisation, prejudice and racism that may exist at Herschel and cause Black pupils, teachers or parents to feel excluded.**

Significant effort has been spent, and will continue to be spent, on ensuring that the environment at Herschel creates a safe place where pupils, teachers and parents feel comfortable to highlight instances of marginalisation, prejudice and racism. Our strategy has been to create a policy framework that enables this, and behavioural awareness and training through workshops and open and honest dialogue in safe spaces, in order to understand each other better as fellow human beings. Belonging is also significantly connected to the traditions and symbolism of the school. As part of this process we will continue to have dialogue on how the school can better represent a post-colonial and post-apartheid era.

### **Policy Framework**

**Anti-Discriminatory Policy:** A new policy was drafted by Management and duly ratified by the Herschel Council.

**New Vision Statement:** Dave Woods ran a strategic vision and mission workshop for all staff in January this year. This workshop enabled staff to focus on the core values and ethos for the school. Transformation and diversity were focal points during the course of these two days. Staff explored marginalisation, prejudice and racism as part of conversation and the final Vision Statement clearly communicates the strategic importance of embracing diversity and transformation.

***Herschel Girls School is an inclusive, independent Anglican school, which provides an innovative, transformative and well-rounded education that prepares and empowers courageous, empathetic and ethical young people to lead authentic lives. All are encouraged to become leaders in shaping their future world, by embracing opportunities, striving for excellence and making a difference through civic engagement.***

### **Staff Behavioural awareness and training**

**Alan Storey Workshops:** This year we held a further 3, three-day Diversity and Justice Engagement Workshops for staff, facilitated by Rev. Alan Storey. These intensive workshops were attended by 45 staff, who have reflected that these workshops have been an enriching and challenging learning experience and an important catalyst to explore their own personal growth with respect to transformation and inclusion. Staff report that they have emerged from this year's workshops more empowered, affirmed and equipped to understand and promote inclusion.

**Habits of the Heart Conference:** In July the Anglican Board of Education hosted a one-day conference at St John's College for 140 delegates from the Anglican Church, schools and partner institutions. The workshop was divided into four sessions covering key aspects of contextual diversity: Race and Culture; Sexuality and Gender; Religion; and Inequality and Social Justice. Each session consisted of panel viewpoints and group work around practical examples of current diversity and transformational issues. Professor Pierre de Vos was on each session panel to provide a constitutional perspective of the four diversity areas. Stuart West was on the Religion panel. Attendees from Herschel were Lin Heidmann, Michelle Sylvester, Tumelo Baloyi and Stuart West.

**International Confederation of Principals' (ICP) Conference:** The Head of the Preparatory had the unique opportunity of participating in the ICP Council Meeting in Shanghai, China. The Council focused on 4 priorities (among them were Ethical Leadership, Equity and Principal Advocacy) which formed the core for discussions amongst 57 delegates from 15 countries. At the Conference, diversity and transformation, in differing global contexts, were key threads. Schools visits allowed for an opportunity to see how other educational institutions value, promote and celebrate diversity in all its forms.

**Resources:** Many resources were purchased as library material for staff to improve their skills and increase their knowledge of topics related to transformation and diversity. These include:

- *White Fragility* – Robin Diangelo
- *Why I Am No Longer Talking to White People About Race* – Reni Eddo-Lodge
- *The Categories We Live By* – Asta
- *A Journey of Diversity and Inclusion in South Africa* – Nene Molefi
- *Embracing Diversity Through Multi-Level Teaching* – Azette Engelbrecht



### **Pupil Wellness – Preparatory School**

**Family groups:** These have been set up from Grade 1 – 7. Each family group is comprised of 2 pupils from each grade with an assigned staff member who facilitates group sessions. The family group meets each alternate Wednesday morning during Connect Time. The creation of Family Groups this year has allowed for girls across the grades to begin to build inclusive and meaningful relationships across the school. We are working towards a school culture that shows care and respect in equal measure to all. We have focused on girls and staff being vulnerable with each other and sharing stories as we have explored transformation,



diversity and inclusion in different forums. The re-visioning has enabled the staff to focus on growing and developing themselves and our girls by providing them with multiple, intentional opportunities to explore their role and the impact they have as individuals, where they feel visible, empowered, appreciated and confident to express their views, behave authentically and engage and grapple with their responsibility and value as part of a broader, diverse community and society.

**Connect Time:** This has continued in classes at the Preparatory School this year in order to allow for pupils to engage with their teachers. Intentional conversation and discussion in connection with diversity happens in these sessions and staff are able to have meaningful engagements with pupils with regard to discrimination, power dynamics, prejudice, intolerance, oppression and bias.

**Diversity Workshop:** The annual Grade 6 Diversity Workshop has been revised this year with input from our current Grade 7s. Leaders from Grade 11 at the Senior School were utilised in order to deepen the understanding of our pupils with regard to diversity, challenges and transformation. The workshop deals specifically with gender, race, religious and economic diversity.

**Executive Focus:** The Preparatory School Executive has focused on pupil wellness this year and has intentionally addressed any form of marginalisation, prejudice or racism in a manner which ensures that all concerned are made aware of our zero-tolerance stance with regard to these. Behaviour by parents, pupils or staff members, which does not reflect equity in all its forms, is addressed directly. During the course of 2019, input and guidance have been asked for from current staff and parents, with regard to events, functions and opportunities for engagement. This has ensured that the strength of diversity has enabled the school to move into a more positive space. For 2020, there will be a greater focus on age appropriate social dialogue and the creation of safe spaces for pupils, particularly pupils of colour, to connect and discuss their Herschel experience. This will ensure that all pupils will be better prepared for high school, to deal with the level of dialogue and the higher range of diversity and the breadth of contemporary issues and topics.

### **Pupil Wellness – Senior School**

**Dialogue Day:** A senior school Dialogue Day was facilitated by Roy Hellenberg and Dylan Wray in the first term. This gave our pupils the space to talk about issues of belonging and diversity. About 30 Senior School and 5 Preparatory Staff members, voluntarily engaged in a two-day facilitator training with the authors of the book, *'A school where I belong'*. All teachers who were not facilitators participated in the facilitated sessions as silent observers and recorded pertinent issues as they arose.



The Dialogue Day itself was sorely needed in our school. It was a blend of dialogue in groups, plenary sessions and a powerful panel discussion with former High School pupils (including an Old Herschelian) from different walks of life, who reflected on their high school experiences. Comedian, Conrad Koch, started the day off with humour, in the form of his character, Chester Missing, who touched on the issues of the day which included race, belonging, difference and feelings of exclusion. While there was a real sense of discomfort in the room at times, we believe that this is normal and necessary, in a post-apartheid South Africa, for dialogue to occur, despite it being challenging.

The Dialogue Day feedback can be summarised as follows:

- The pupils developed a new mindfulness of difference, and that conversation around this is crucial.
- A realisation of issues within Herschel, that pupils were previously unaware of, and that there are pupils in our midst who are forced to hide who they are because of the fear of judgement.
- Our pupils would like more opportunities to talk and more days like Dialogue Day. Our teachers valued the experience and felt more informed regarding the pupil landscape and narrative.
- Whilst on the surface the day was successful, the day was too structured in parts and this created frustration in the room especially for senior pupils who wanted to talk in more depth, but were constrained by the structure of the day.
- Overall, the day was worthwhile, challenging and thought-provoking, and will be remodelled in 2020 using the trained internal staff resources.

**People of Colour (POC) Group:** Our Senior School continues to grapple with belonging in terms of being a pupil of colour within Herschel. A deep sense of belonging is vital to feeling part of a community, as well as being worthy of love and respect in that community. It is in a community where one does not belong, that pupils do not perform well academically and feel demotivated and alienated. According to research, the pathology of not belonging can manifest in depression and other mental health issues. To this end a People of Colour Affinity Group (POC) was initiated to meet once a week. The meetings are pupil run and provide a safe place for pupils of colour to share their experiences of Herschel and support each other in navigating the minority space. According to Parson (2012) *“The relationships pupils gain through race-based affinity groups enable them to feel less alone with their emotions”*.

**The Diversity Think Tank:** All senior pupils have representation in the Diversity Think Tank, whose main task is to discuss and suggest pertinent solutions to diversity issues within the Senior School. This group meets regularly each term to find ways to improve diversity awareness and belonging, through key initiatives and proposals for systemic change. This group promotes the principle that it is incumbent upon all Herschelians to take up the responsibility for transformation and systemic change, and not only pupils and staff of colour. One issue to emerge was the calling of our pupils and staff by their preferred name and pronouncing that name correctly. This brought home that we need to know all our pupils and staff as individuals. Andrew Scott has continued to train our staff by demonstrating the pronunciation of isi-Xhosa names.

**Gender identity:** At the start of the year, the pupils raised the important topic of gender. The Diversity Think Tank, as part of a review of crucial concerns needing to be addressed, made the appeal for more inclusive language to be used by staff and pupils when addressing pupil groups and classes. The motivation behind the request was a deep empathy for pupils who may be on a gender identity journey within Herschel, and the need to create a school environment that was more aware of gender and fostered a sense of belonging and inclusion for all. This request initiated a number of crucial dialogues and presentations on the topic of gender for both staff and pupils. The Head felt that it was important to draft a Statement on Gender to reaffirm our mission as Herschel Girls School and guide the ongoing awareness, dialogues and discussions within the Herschel family. The Gender Statement was presented to all pupils and distributed to parents, staff and OH.

The introduction to the Gender Statement says: *“Herschel Girls School was founded as an independent Anglican school for girls, and currently offers Grade 000 to Grade 12. The purpose of Herschel Girls School is, and always has been, to provide an empowering education for girls and to be a leader in girls’ education and advocacy for women in South Africa. As such, the school uses institutional language that is gendered, as we refer to pupils as girls or young women. Herschel Girls School is committed to diversity and to creating an educational environment of belonging, mutual respect and empathy for all. Herschel recognises the diversity and complexity of gender and the unique challenges faced by those on a gender identity journey.”*

It was important to provide a general pupil, staff and parent awareness on the topic of gender identity. The Grade 8 and 9 pupils were addressed by Jo Petersen, a Counsellor from WGHS, on gender identity and sexuality. The Grade 10 to 12 pupils were addressed by Ron Addinall, Clinical Social Worker, Sexologist and a lecturer in the Department of Social Development at UCT. Psychiatrist, Dr Simon Pickstone-Taylor presented a talk to all staff on supporting gender diverse children and adolescents, in order to ensure a deeper and meaningful understanding by staff of the complexity of gender and sexuality. Ron Addinall presented a workshop on Gender and Sexual Orientation to 15 staff members within the counselling and pastoral teams at the Senior and Preparatory schools. This workshop provided these staff with a better understanding of the complexity of navigating the gender and sexual orientation landscape within a school environment. Both Simon and Ron are renowned experts and experienced therapists within this field.

Simon Pickstone-Taylor also addressed about 60 parents in the Theatre on the topic of *Gender Diverse Children and Adolescents*. All Senior and Preparatory School parents were invited. The turn-out by parents was very disappointing, given the topical nature of the talk and the widespread discussion. This emphasises the need for greater education and awareness about gender identity within the Herschel family.

**Gender-Based Violence:** We have been thrilled, challenged and sobered by the committed engagement of our pupils in driving key issues of social justice and transformation this year. Two years ago, our matric leadership team gave us a memorandum of urgent considerations for the school to transform. The issues they raised, became a bedrock of our diversity and transformation plan going forward. This year the students have raised the vital issue of gender-based abuse and violence.





The death of Uyinene Mrwetyana became the breaking point in the scourge of gender-based violence in our country and caused an outpouring of anger, mourning and protest as our pupils took to the streets outside the school, and in front of parliament, to demand change and government action. Their voices, together with thousands of others on that Thursday, demanded the attention and presence of the President - and he came!

Six of our students were asked to join a parliamentary dialogue, in which, people representing different interest groups in our province, raised their grievances with ministers such as Bheki Cele and Lindiwe Sisulu. Three of our students addressed the ministerial committee, and raised critical issues like the blatant lack of safety and legal recourse for women as well as government accountability. The courage of these pupils, to speak truth to power, was celebrated, as their challenges and words were echoed in President Ramaphosa's address to the nation that evening.



The actions of our pupils not only brought awareness to the issues of gender-based violence and femicide to Herschel, and in presentations to neighbouring boys' schools, but has also set the ball rolling for a number of initiatives that Herschel will continue to take part in, in order to help to redress this issue within our community.

**Cultural Appropriation:** We continue to grapple with the topic of Cultural Appropriation, which is a complex, subjective and contentious area of discussion. The school acknowledges that the concept of cultural appropriation, within our diverse South African culture and wounded past, is a complex and multi-layered issue that has not been sufficiently discussed and addressed within the school and wider society. There will be differences of opinion, and it is vital that all voices are allowed to be heard in this discourse, especially the marginal voices of those who are impacted by perceived instances of cultural appropriation, within a safe and respectful framework of shared values.



### **Parent Education and Engagement Focus Group**

**Chair: Logan Govender**

The Parent Education and Engagement Focus Group currently comprises council members, the heads of the school, teachers, representatives from both the Preparatory and Senior Parents Associations and other parents. This group had four meetings during 2019 and separated their activities into the following three facets led by task teams:

- **Facet 1 - High Impact Interventions:** Diversity and transformation events aimed at the broader parent body which stimulate critical reflection, education/conscientization and engagement.
- **Facet 2 – Self & Group Development:** This entails the PEE group's own development, education and capacity building. The group is developing a sense of collective identity and evolving a shared critical consciousness in order to engage effectively with the wider parent body.
- **Facet 3 - Strategic Processes:** Multiple ongoing interventions/processes aimed at parents that, over time, will shift the nature of the Herschel parent and organisational culture.

There were no major events planned this year and, to be more effective in 2020, there is a need to provide more intentional Parent Education events and workshops. The group is considering various innovative ways to engage with the parent body in 2020.

### **Religious Diversity Focus Group**

**Chair: Logan Govender**

The Anglican Church has been at the forefront of Diversity and Transformation for the past century. It has led the way in the struggle for democracy in South Africa through leaders such as Archbishop Emeritus Desmond Tutu. The Anglican Church in South Africa is a majority black church and the Anglican Prayer book, which is at the heart of Eucharistic worship at Herschel, speaks of our 'Unity in Diversity.' Divinity covers a wide range of topics and pupils of all faiths are invited to give their own faith perspective on current issues affecting our country.

The key aims of this focus group are to explore how Herschel can be a more inclusive place, as an Anglican Christian School and be an environment where all learners, parents and staff

of all faiths feel a sense of belonging. Our current Diversity and Transformation Policy includes the statement that Herschel: *“is an Anglican School that provides education within the context of Christian belief and practice. Herschel respects all religions and encourages an understanding of the meaning and significance of all faiths, whilst preserving and developing its religious character in accordance with the principles of the Anglican Church.”*

To achieve this, the committee adopted the following strategies:

- Create a committee that was representative of different religions within the school family. We currently have Christianity, Islam, Hinduism and Judaism represented on the committee.
- Understand what exists in the current school environment that makes pupils, staff and families of other religions not feel included.
- Review how greater inclusion can be accommodated, considering the constraints we have as a Christian Anglican school.
- Task the Chaplain and Spirituality Committee to draft a Spirituality Policy. The first draft was tabled at Council in October and reviews are being considered before submitting the second draft to Council for approval.

**Goal 2: To actively transform the pupil population to better represent the demographic diversity of South Africa, especially in relation to race**



The strategy to transform the pupil population requires an Admissions Policy that facilitates this: the creation of a school culture where people feel that they belong, are accepted and valued, and the communication of this to fee paying parents of colour to make Herschel their school of choice. In addition, it is the responsibility of a historically privileged school to create the opportunity for disadvantaged black pupils to attend Herschel, through sustainable funding mechanisms, and to take the consequent responsibility to ensure that their integration into the school community focuses strongly on belonging.

**Admissions:** In adherence to the well-defined Herschel Girls School Admissions Policy, both Heads intentionally seek to accept black pupils in order to transform the pupil population and better represent the demographic diversity of South Africa. Each time a place becomes available, black applicants on the waiting list are prioritised and offered places in accordance with our Admissions Policy and the Diversity and Transformation Policy. Both schools have embraced an intentional organizational welcoming culture of inclusivity and new parent evenings and orientation functions for all grades follow a format which allows for parents to engage more freely with pupils and staff, enabling them to experience the inclusivity and sense of unity which we are building at Herschel. Our current senior black pupils play a key role in this process, as the sharing of their experiences with new families enables them to get a feel for the authenticity of the inclusion process.



**Preparatory School:** In 2019, of the 58 places that became available, 27 were filled with black candidates. The introduction of smaller weekly school tours for prospective parents has allowed for a more personal engagement with families. This has especially been welcomed by our black families, who are provided with the opportunity to engage with current black staff members and gain clarity on the school's ethos and inclusivity. The Herschel Bursary Trust has allowed, for the first time this year, an offer of financial assistance in a sustainable model to be utilised in the Pre-Preparatory intake.



**Senior School:** Currently, each of our senior school grades have a black pupil ratio of between 26-36%. This year, 46% of the pupils who wrote the Grade 8 entrance test for 2019 were black, and our first round of offer of place was to 80% of those black pupils who had applied. Importantly, the final acceptance rate by black pupils for Grade 8, 2020 is at 38%, which is the highest black acceptance rate ever and ten percent more than last year.

**Sustainable funding mechanisms for disadvantaged black pupils:** The Senior School has a well-established scholarship and bursary programme and funding that intentionally draws highly talented black pupils to Herschel. Our valued partnerships with Brendalyn Stempel and the Students for a Better Future Foundation provide a nurturing and highly supportive structure which allows scholarship pupils to thrive and excel. Each year the Parents' Bursary Dinner-Dance, held the night after the Matric Dance, raises considerable funds to grow the Herschel Bursary Fund. This year the amount raised was over R1,5 million.

**Goal 3: To actively transform, by attracting and retaining black staff, the profile of Herschel staffing at all occupational levels, to better represent the demographic diversity of South Africa, especially in relation to race.**

### **Recruitment and Retention Focus Group**

**Chair: Nasiema van Graan**

The Recruitment and Retention Focus Group has built on the key strategic objectives for recruitment that focus on ensuring that we maximize our ability to attract and retain the best black teachers. These objectives focus on: how and where we advertise, to create maximum penetration with our target audience; the wording of our advertisements to ensure that teachers of all backgrounds see Herschel as an aspirational career choice; using alternative sourcing methods to find those teachers of excellence who will add value to our school; and removing any unconscious bias from the recruitment process by making the process more accessible and inclusive.

Furthermore, we are committed to understanding the experiences of our current black staff to ensure that these excellent teachers, not only continue to add value to our pupils, but also feel valued and act as ambassadors to assist with attracting additional talented black teachers. During any staff interview process, we enquire as to where the candidate heard about the position. The feedback from some recent appointments has been that they heard about the vacancies from current black Herschel staff members. This bodes well for the future.

Herschel also supports teachers of colour to participate in professional development which adds benefit, not only to the school, but also to the teacher's career trajectory, the most notable being the ability to study and further their education by gaining a degree, which would enable them to seek to be appointed as a teacher in a school of their choice. During the course of 2019, we had six staff members who were currently studying in order to upskill. Two staff members have completed their degrees this year. The school provides assistance and support with regard to any application process, as well as the possibility of engaging in practice for interviews to ensure that they feel confident and comfortable when faced with interviews for school opportunities. One has been recently appointed at The Grove Primary School as a full-time teacher. The potential of this programme is to enable Herschel to appoint, wherever possible, these staff members at Herschel.

Whilst much of the focus over the past two years has been on improving our access and appeal to teachers of colour from a recruitment perspective, we also endeavour to make Herschel a school of choice for teachers of colour as a result of our culture, as it relates to teachers experiencing Herschel.

### **Staffing appointments for 2020:**

The school continues to make good progress in appointing excellent teachers of colour in various positions across all campuses:

- **Preparatory School:** Four academic staff members have been appointed at the Preparatory School for 2020, of which three are people of colour, and one is an executive appointment.
- **Senior School:** Eight academic staff members have been appointed at the Senior School for 2020, of which four are people of colour.



**Employee Consultative Committee:** This committee meets quarterly and a standing agenda item is employment equity. Staff from all departments discuss the school's progress and give feedback and ideas on different aspects of equity in the workplace. It gives all staff an opportunity to engage and contribute on aspects of school life that affect them.

**Goal 4:** To ensure that all academic staff are committed to the delivery of a formal and informal curriculum that is of a high standard. The curriculum content, concepts and resources utilised and selected for all pupils from Pre-Nursery to Grade 12, must be

**relevant, meaningful and appropriate within the context of South Africa and Africa and must address the inequalities of society and marginalisation, as well as the legacy of Apartheid, in an explicit manner, at every opportunity, and in all subjects and teaching.**

Staff continue to reflect on and question what they teach and why they teach it. This underlines the expectation that the curriculum should be based on sound educational principles and be meaningful for Herschel pupils in the 21<sup>st</sup> century. Deeper, relevant contextual learning needs to be the vision for the selection of content, as well as activities designed to facilitate the teaching and learning at Herschel.

### **Preparatory School**

All staff at Herschel Pre-Preparatory and Preparatory School have had intensive input and instruction with regard to ensuring that all materials and resources utilised in the classroom, and for teaching purposes, reflect a diverse and relevant content within the South African context in which our pupils live. Specific focus has been given to set reading books, box books and literature. Staff have engaged within grade and subject groups to critically evaluate materials, topics and themes covered to ensure that diversity is reflected. Teachers have also been involved in evaluating what is displayed in public spaces, the classroom and at exhibitions. Parents have been informed at various meetings and workshops about the intentional use of South African materials, textbooks and resources. It has been pleasing to see the intentional use of authentic educational resources by staff become the norm within our preparatory school context.

The Grade 6 students attend an introductory workshop which ensures that they are made aware of the South African context as far as social, economic, political, and religious diversity is concerned. This workshop is presented by a diverse group of staff, parents and Senior School students. In the Grade 6 curriculum for Integrated Studies and Social Sciences the inequalities of society and marginalisation have been taught this year, as well as the legacy of Apartheid. This continues in Grade 7 in an experiential manner as outings, speakers and presentations cover this at a deeper and more meaningful level for the students.

### **Senior School**

**A selective report on the promotion of transformation and diversity in the formal and informal curriculum in 2019:**

- **The Library:** New fiction has been sourced to stimulate interest, raise awareness and encourage debate on critical aspects of diversity and inclusion. Weekly displays have been set up to raise awareness and provide resources on gender violence, Women's Day, Heritage Day, Africa Day, activism against Gender Violence and a broad spectrum of topical diversity issues.
- **Grade 11 Research essay:** The writing of a research essay in Grade 11 has become a Herschel tradition. This year was no exception. Sixteen pupils formulated their own questions which included patriarchy, race, bias, freedom of speech, identity and gender issues.
- **Media Literacy in Grade 8 and 9:** Mrs Paterson has designed a syllabus that promotes critical thinking, a questioning attitude and an awareness of current issues in South Africa, Africa and the world. Reading is promoted to increase the awareness and general



knowledge of pupils on a range of topical issues related to transformation of SA society and the recognition of diversity.

- **Languages:** Language is instrumental in excluding or including others and literature is a key vehicle to inform, encourage questioning and debate, raise awareness, promote critical thinking and construct meaning. The selection of texts, set works, holiday reading, poetry, short stories, comprehension passages have been broadened to include more works by local authors and poets. This has been instrumental in stimulating discussions about difficult topics such as race relations, faith, adapting to political change, relationships, identity and belonging.
- **Geography:** The Grade 11s focused on women and gender equality, particularly in case studies from Third World contexts. The Grade 10s did a research project on xenophobia in South Africa. This raised many interesting discussions on exclusivity, isolation, refugees, conflict and human rights.
- **History:** This subject continues to lend itself to topical discussions related to transformation and diversity on a daily basis. Aspects of South African history, the Constitution and an understanding of the situation in South Africa around human rights violations is included in all grades to ensure that our pupils can better understand the current situation in SA. Improved knowledge will enhance a deeper understanding of local society today. Controversial discussions included topics such as gender bias, racism, sexism, freedom of speech, and democracy.
- **Life Orientation:** Some highlights this year have included Walk the Talk for Grade 8s that used the Census 2011 statistics in South Africa to compare the lived experiences and resources of citizens in contrasting 'suburbs' of Cape Town. The rich and complex question that was explored was: Would I be me, if I grew up in a different part of Cape Town?
- **The Arts:** Visual Art, Drama and Music are three key subjects that promote empathy and expose feelings, thoughts and experiences related to transformation and diversity. The cultural department believes in, at its very heart, the necessity of exploring, celebrating and educating our pupils in the richness of diversity that the Arts in South Africa encompasses. The creative process promotes social commentary through dramatic works that communicate with both the audience and the actors on stage. Issues of identity, heritage, ancestry, customs, beliefs, experiences and belonging are laid bare through music, art and drama.

**The Production:** For many years now, the choice of school production has been deliberately geared towards finding a home for the diverse voices in the world of theatre and in our pupils.



This year's 'Fame' continued this tradition in its casting choices, assigning key roles to actors of colour and focussing on multi-racial romantic pairings. The classic musical was given a contemporary and local re-imagining by placing the play in the context of South Africa and adapting the choreography to embrace the dance forms that excited our cast.

- **Termly Cultural Pop-Ups:** Termly Pop-Up Performances invite professional performers and artists to share their work with the pupils. This engages the pupils in dialogue around the issues raised and stories told. This year the pupils have been inspired by performers of colour such as Mae Sithole, Jaques de Silva and Quaanita Adams as well as differently abled performers from UnMute Dance Company.
- **The Music Department:** All three of our vocal ensembles (Choir, Chorale and Fusion) include African songs as part of their repertoire. Our Marimba Band performs on African instruments and the repertoire incorporates both indigenous music and drumming. Furthermore, our World Percussion Ensemble includes a focus on music from Africa.



- **Ubuntu Society:** This popular society both hosts and attends regular evenings that engage with cultural societies at other schools. These evenings are a wonderful opportunity for pupils across the Western Cape to express themselves through song, drama and dance, celebrating identity and expanding cultural borders. The focus is on collaboration and integration, and the fact that Herschel hosted a most successful 'HerBosch' Ubuntu evening, pairing itself with Rondebosch Boys, is testament to this.
- **VOX Society:** The phenomenal growth and popularity of this society amongst the pupils has led to a Junior Vox Club being established. Both these clubs are pupil driven and speakers and committee members have led popular debates on a range of contemporary topics including racism, gender violence, identity, nationalism, land appropriation, inclusivity.

**Goal 5: To ensure that Herschel learners and teachers are committed to meaningful Social Responsibility Programmes that promote partnerships with other school communities and engage with our broader community in the Western Cape.**

Our focus in providing community service opportunities for our pupils, and making a difference to the lives of others, remains an important aspect in growing empathetic, caring, young women who are engaged, active members of their community who will develop and

grow into ethical citizens. Each community service project is designed to allow for upliftment of communities, and this is done through various methods, projects and events. In selecting projects, we ensure that disadvantaged communities are prioritised.

### Preparatory School Community Programmes:

- Some of the Preparatory projects in 2019 included working with organisations like St Luke's Hospice, Rural Child, the CHOC Foundation, the Reach for a Dream Foundation, the Sunflower Fund, the SPCA, and Nazareth House.
- **Providing resources:** In addition, we have run a number of initiatives such as collecting Easter eggs, toiletries for the homeless and posies of flowers and soft toys for Red Cross Children's Hospital, which the Grade 7 Outreach pupils deliver.
- **Chores for a Cause:** This annual collection involves the pupils raising their own money, instead of simply asking parents, by completing various chores around the house. This money is used to purchase stationery packs for 2020 for pupils at Kewtown Primary.
- **Blisters for Bread:** This year's drive raised R90 820 and will be used to provide a meal a day for just over 200 children for the duration of the year.
- **The Grade 7 Fair:** From the money raised by the Grade 7 pupils at their annual fair, we have also been able to make significant contributions to organizations such as Operation Smile, which provides life-changing surgery to children in disadvantaged communities who are born with cleft palate syndrome or facial deformities. We have also provided funds to support the SA Guide Dogs where we have requested that the guide dog allocated is partnered with a person from a disadvantaged community.
- **Pre-Preparatory Christmas party:** This annual Christmas Party is a partnership with a local school, where children from both schools spend a morning in each other's company, playing and participating in activities together. The morning ends with storytelling, using an African theme, and a shared snack.



### Senior School

- **Weekly Community Service Programmes:** Each week the senior school runs weekly community service projects on the Herschel campus to tutor our partnership preparatory school pupils in valuable educational skills. These include facilitated lessons in Mathematics (Regina Coelia Primary School), Literacy (Capricorn Primary School), Art (Kewtown Primary School), Crafts and Recycling (Rosmead Primary School) and Drama (Kewtown Primary School). The senior school pupils also run outstanding facilitated weekly tutoring workshops for partner senior schools in key NSC subjects and life skills. This year they have organised weekly workshop sessions in Mathematics (Heathfield High School), Art (Claremont High School), History (Thandokhulu High School), Physical Sciences (Thandokhulu High School), Consumer Studies (Thandokhulu High School), Sewing (Claremont High School) and Computer Studies (Thandokhulu High School).
- **Community Service Clubs:** The school also runs weekly Clubs that offer community service programmes. Some of these are:



- The **Red Nose Chicken Club** visits Maitland Cottage in Newlands every week. Our pupils are dressed up as clowns and entertain and engage with the child patients.
- The **Reach for a Dream Club** hosts events and functions for children in need. This year children from Wola Nani in Mfuleni were hosted at a Reach for a Dream Party at the school and children from Beautiful Gate Children's Home in Phillippi were taken on a visit to the Science Centre in Observatory.
- The **Caring for Kids Club** is a club which allows the Herschel pupils to reach out to their wider community through various creative projects spread throughout the year. This year pupils made play dough for the Orphan Foundation as well as sleeping bags for U-Turn, an NGO that supports the homeless. Volunteers also participated in 'fun days' where they entertained young children.
- The **Interact Club** was strongly supported this year. The Interact pupils made mathematical teaching aids using recycled waste for various primary schools. The Club organised an Easter Egg collection for various hospitals, schools and old-age homes and a stationery drive for the Holy Cross Primary School in Zonnebloem, which burnt down. In support of Mandela Day, the Club organised an Interhouse Knitting Competition which resulted in 80 blankets being made from the colourful squares! 50 blankets were donated to the Vrygrond community and Where Rainbows Meet Creche, and 30 to Victoria Hospital children's ward.



**Goal 6: To actively transform the Herschel Council to better represent the demographic diversity of South Africa, especially in relation to race.**

This year the Herschel Council has had fourteen members which includes five black members: Vice-chair Logan Govender (parent), Dr Aaron Ndhluni (parent), Mrs Tumelo Baloyi (parent), Rev. Jerome Francis (Rector of St Saviours and Archbishop's Representative) and Ms Tebogo Skwambane (Old Herschilian). The Archbishop is ex-officio the Visitor to the school and has been consulted on significant issues deliberated by Council.



The Preparatory Parents Association and Senior School House Representatives this year have intentionally ensured diverse representation within their representative bodies this year. This has enabled the school to get an extensive and broad parental perspective on all issues, decisions and discussion.

**Goal 7: To assist in the transformation of the South African economy by supporting Black Economic Empowerment-compliant companies in our procurement and tendering policies.**

#### **Procurement Focus Group**

**Chair: Tumelo Baloyi**

The school has a Procurement Policy in place which covers all aspects of procurement from textbook orders to the appointment of contractors for significant projects. With this in mind, due diligence was observed when appointing the contractor for the large Atrium Extension building project. Based on their BEE points and track record, a preferred contractor was agreed on and duly appointed. We have extended the procurement policy to ensure appropriate labour practices are adopted by service providers, which includes obtaining tax compliant certificates by these service providers.

**Goal 8: To include Diversity and Transformation on all future Executive and Council agendas with the express aim of ensuring that these issues are addressed regularly and in a focused and purposeful manner.**

All Executive, ManCo and Council Agendas have a standard item of Diversity and Transformation for discussion. Any issues relating to challenges with regards to diversity, inclusion and transformation are dealt with according to policy and in a focused and purposeful manner. Many of these challenges and issues are also escalated to the Chair of the Diversity and Transformation Committee of Council for further debate, meaningful discussion and accountability. In this role, Logan Govender works tirelessly and determinedly with school management to keep the school focused and accountable for the stated transformation objectives and provide discerning leadership around diversity and inclusion issues and concerns as they arise.

**Goal 9: To plan, implement, monitor and report to Council on the Herschel activities relating to these transformation goals.**

The termly written reports to Council by the two Heads, and the minutes of the Diversity and Transformation Committee and all its Focus Groups, provide a quarterly update to Council on the progress of implementing the Diversity and Transformation Policy.



**Stuart West**  
Head



**Lin Heidmann**  
Head of Preparatory