



ANGLICAN  
BOARD of  
EDUCATION  
SOUTHERN AFRICA

## **HIGHLIGHTS FROM THE COMMUNITY PARTNERSHIP CONFERENCE HELD AT ST JOHN'S COLLEGE ON 17.10.2016**

Father Jaques Pretorius, School Chaplain, St John's College, welcomed all present and introduced Mr. Paul Edey, Headmaster, St John's College.

He thanked those present for the interest they have shown in this conference on behalf of St John's and the Anglican Board of Education in Southern Africa.

### **Welcome Mr. Paul Edey Headmaster St John's College**

I am not sure if this is a new initiative but it might be and it is a very exciting one that we all share best practice in what we are doing in our schools in the community space. Welcome to you all. It is good to see people from other provinces, Grahamstown, KwaZulu Natal, and Western Cape. It shows there is a demand for a conference of this nature.

It is also a pleasure to welcome Mrs Margie Keeton, who is an old friend. She is chair of the DSG Council, was on the St Andrew's Council, but also significantly has a very long association with St. John's. Her father was VC of Rhodes University, is one of our illustrious old boys, and Margie has been involved in this space for many years.

Last week we had the Academy Valediction. The Academy is a group of boys from Yeoville, Berea and Hillbrow – 25 boys are taken into each grade from grade 10 upwards and do Maths, Science and English. More importantly they are made to feel part of St John's. They are given an Academy uniform and at their valediction I was struck by the bearing of these boys and their confidence, the way they spoke and their gratitude. But also a sense from the people involved in the academy, the teachers, the people who run it, that St John's in so many ways benefits enormously from the Academy. The boys think it is a one-way street, that they glean the benefit, but I think in some ways St John's is getting more benefit from the Academy than the boys' are in what they give in terms of their enthusiasm and the change that is affected in those boys over those three years that they are with us, and with Roedean, which runs the equivalent for girls, and what happens when they go back into their school. When they went up for communion one noticed that these were young men with a real gleam in their eye, their shoulders were back and they were so proud of being part of this experience. There is a drip down effect of those boys going back into their school. Apparently they stand out, and the way that they interact with their peers who haven't got the benefit of being part of the academy, is very significant. So I think the old concept of outreach, really is passé, there is so much more about partnership rather than outreach.

I often refer to the danger of St John's becoming a ghetto of privilege. Situated where we are we have this extraordinary school, Roedean down the road, the Wits Medical School, the Wits School of Education, King Edward the Seventh just up the road. There is this buckle of education institutions, Louis Botha and then Yeoville Berea and Hillbrow and what lies there – those suburbs now have three times as many people living in them than they did in the 1980's. Many of us grew up and had flats in Yeoville when starting off our teaching careers. We used to go there when students at Wits and these suburbs still have a tremendous buzz but they are very different. Three times as many people and no addition to

the amenities, the schooling or the housing. So there is a bit of a pressure cooker across the road. How do we interact and how do we not be seen as elitist and a ghetto of privilege where we just put the walls up higher and higher. How do we engage meaningfully with that community, and certainly the Academy is one such way?

Another initiative is to open up the Wilds – to make it again part of our community and to upgrade this area so the community to the south of us can enjoy it.

Madelaine Levine in her book “The Price of Privilege” talks about children particularly privileged children in our schools, who are stressed out, over pressured, there are toxic levels of fear, anxiety, depression, and emptiness. So all the trappings on the outside of success, the blazers covered in badges, the colours the awards etc. but inside a lot of those children are emotionally empty. You can deal with that problem by putting more pressure on them, more study time, more emphasis on exams and high scores and accomplishment. I am thinking that really the treatment for these children has to be found in creating a greater sense of meaning for them. What better way of doing this than being involved in school community service projects. Those children that are involved with the Academy meaningfully, and don't just see it as a tick box exercise for community service, but get involved in projects where they are engaged with children of their own age and making a difference. I think that is much more significant. So I hope that you have a wonderful day together, that you share and that you engage and as we build on our community partnerships and share, I think that sharing is so important. So welcome I hope you have a wonderful day together.

## **Why are we here?**

### **Rev Roger Cameron – CEO Anglican Board of Education (ABESA)**

One of the initiatives of ABESA has been to develop a poster describing seven characteristics of an Anglican Church school. It applies to many of our schools. The fourth characteristics is that there ought to be a “generosity of spirit”. You can reflect on the extent to which your school reflects a generosity of spirit. I quote: “One of the hallmarks of an Anglican Church school is a spirit of kindness, compassion and respect for all people. This expresses itself in healthy relationships in school and in the wider community. Concern for common good is shown through community service and support of charity work, and healthy relationships. The school is a welcoming and a safe place, the school quickly identifies and responds appropriately to any member of the school community who is in need and who needs healing and wholeness”. I think that is quite a powerful statement as a criteria for measuring the success of your school. To what extent does your school reflect a generosity of spirit? That is one of the hallmarks of a good school. So I wanted to reflect a little about that concept. Why do schools of our nature need to do that?

If you were attending church on Sunday you would have read the Gospel lesson which is an interesting lesson. It is a story that Jesus tells about a parable, about a widow who goes to an unjust judge, and begs and beseeches this unjust judge for justice. Now all of us are engaged with justice. At the heart of what we are doing, it is about justice. Whether we are solving the needs of a particular community just outside our school, across Louis Botha, ultimately at the heart of it is the issue of justice. The judge in the Bible is described as a man who did not fear God and did not love man. Clearly that would not make a good judge. Because the widow is persistent and constantly goes to this judge, he ultimately relents. Jesus says that God is different from that and he will grant justice to those who pray consistently. So as Christian schools we have a mission for justice in our society and we need to be persistent and courageous.

I went on Friday to Bishop Steve Moreo, Bishop of Johannesburg, who called a meeting of all clergy to pray in his house for all the universities. I sat and prayed with him for an hour. We actually sat in silence for an hour. What interested me in that process was that there are two parts of our Christian faith. In terms of the cross there is a vertical which is personal and corporate spirituality, trying to discern God's purpose and all round justice; and then there is the horizontal, where we are reaching out. For an Anglican Church school, they need to do both. There needs to be the

vertical where we seek God's will, and discern his purpose, but if it doesn't go out into the horizontal, then we fail miserably, and we fail as a Christian school.

We need to consider, where our schools fits into that spectrum. Seek daily Gods face, and seek daily for justice in our community. It is not a list of wants, it is praying for the people and situations in our land. Bishop Steve Moreo set aside the whole day to pray for the universities. The previous day he had been on Wits campus, where he had been harassed and harangued by the protestors. So he had done both.

Archbishop Thabo Makgoba some time back toured the Eastern Cape and looked at schools. Thereafter he called together a number of businessmen and clergy and educationalists and asked what we can do. You have an Archbishop who goes out, opens his eyes, and sees the need and his response is what can the church do to resolve this? The consequence of that after a number of months was the Anglican Board of Education (ABESA) which is working towards holding the schools accountable at one level, for having a generosity of spirit. At another level actually helping and supporting Anglican Church schools to do their work effectively.

This conference is really about how we most effectively reach out into a bigger community without forgetting the horizontal and vertical axes.

I recently attended a conference where one of the speakers spoke about Thomas, who said unless I put my hands into the sides of Jesus and my fingers in His wounds, I will not believe. I think we are called as schools to put our hands in the wounds of our society. Then we will believe. So we need to reach out and actually touch where it hurts. Sometimes I think we do all of this for the wrong reason – because it looks good and we feel good about it, and it is good charity work. Sometimes I have a sense that we actually do not want to touch those sores. But when we do it transforms our lives. But that is the challenge of being Christian. Not an easy challenge because it is uncomfortable to put your hand in the ulcer, to touch the leper. As Christian schools we are called to promote justice in our society and when we do this it radically transforms not only the giver but empowers the receiver to reach out to give to others. So there is a level of the school being engaged and a level of the children being engaged – there needs to be both. Not just one or two development officers that need to do this, it needs to be an overall thinking pattern of your school. Ultimately it is as we pray vertically that our hearts and minds are changed and we see the world differently and we have the heart and mind of Christ that we will be deeply motivated to act for justice.

These are my thoughts to you this morning as to why we are here. I challenge and commend you for the work that you do. Thank you for being here.

## **Eight presentations followed from eight schools giving examples of good practice in their contexts.**

They are briefly summarized below but may be found in more detail at the end of this report.

**St John's College.** Presenters: Mr Patrick Lees, headmaster St John's Prep and Mrs Agnes Nugent Director of the St John's Academy.

**Realema Intern Programme:** The programme identifies matriculants, places them as interns in schools, enrolls them at Unisa for a B.Ed, provides accommodation, pays fees and a small stipend. They are mentored. In return they play a significant support role in the classroom and on the sports field.

**St John's Academy:** The Academy supports 75 disadvantaged boys from the neighbourhood in maths, science, English and computers with lessons conducted in the afternoon by St John's College teachers. The boys receive meals, a uniform and spiritual and pastoral support. There are camps and outings. Funding is sourced for boys who qualify for university and learnerships.

**Bishops.** Presenter: Mr Dean Sudding, Educator and Housemaster

**Bishop's K4K Programme.** A programme involving boys from different houses in entrepreneurship ventures to raise funds for charity. Large sums of money have been raised through different ventures but primarily through a corporate relay race. The K4K stands for Kids for Kids or Kilometres for Kids.

**Roedean School.** Presenter: Ms Charlotte Hulley, Social Responsibility Co-ordinator.

Every girl in the school is involved in the social responsibility programme. The social responsibility initiatives develop girls' attitudes and values through direct experiences that deepen understanding of the complexities that exist in a community that is in the process of transformation. Numerous opportunities of deep engagement by girls are organised through partnerships with NGOs who are involved in the wider community.

**Bishop Bavin School.** Presenters Mr Alistair Dry, Rector. Mrs Sally Yatt ECD consultant. Ms Jenny Findlay, representing sponsors Peermont.

A programme based in four schools in Katsiwo, Thokoza and Vosloorus training ECD workers primarily for Grade R in government schools. They have worked in partnership with Wits University, the Education Department and Peermont. Their focus has been on four schools where they coached Grade R educators in learning through play, curriculum planning, classroom organisation, management, group work and mentoring mathematics, language and life skills. In 2016 they moved to four new schools.

**St Andrews College, Grahamstown.** Presenter: Ms Natasha Pretorius, educator and community engagement co-ordinator.

Each of the six houses identify a project and all the boys participate. The six projects are boy led and boy run. If a project fails then this is considered a learning experience and boys are able to reflect on the reasons. Each grade also has a project engaging boys in community social responsibility. These programmes led to an impressive involvement of boys being deeply involved in a wide variety of partnerships with the community.

**Cordwalles Prep, Natal.** Presenters: Ms Denise Dedekind and Ms Laura Jane Colepeper, educators.

They have a close relationship with Ashdown Primary School, a no fee government school. A relationship of trust has been established with the excellent principal of the school and the wider school community. Cordwalles boys, teachers and parents are involved in variety of projects from building a new kitchen to feeding schemes. There are several other projects as well as an extensive bursary programme for economically disadvantaged boys to attend Cordwalles Prep.

**Herschel Girls, Cape Town.** Presenter Ms Gillian Van Blerk, Outreach Co-ordinator

There are an extensive range of programmes for high and primary schools with involvement of many girls in showing care and concern. Details are given in the appendix. Herschel have also established strong links with St Michael's Anglican Primary School in Khayalitsa and Grassypark EC (English Church) Primary School.

**Waverley, Johannesburg St Mary's** Presenters: Mrs Gillian O Shaughnessy and Ms Linda Guricich, Director of the St Mary's Foundation and Community Affairs Director.

The community affairs programmes of the school are largely funded through the St Mary's Foundation. The Alexandra High Schools programme –the Ikusasa Lethu(Our future) programme has run successfully since 1990 and benefitted over 3000 learners from 5 high schools in Alex. This Saturday school focusses on maths, science and computer skills and works with children from grade 9 to Matric. St Mary's provides the infrastructure for the school to operate. There are several other programmes involving St Mary's girls as well as an extensive bursary programme.

Please see the detailed record from each school and a record of the questions and discussion at the end of this report.

## **Introduction of Mrs Margie Keeton by Father Jaques Pretorius.**

We are very grateful that Margie has been able to join us. For me one of the things that credits her most in having this conversation with us is her compassion. It enables our hearts to be open to the realities we are trying to engage with. Margie has a BA Honours from Rhodes and an MPhil from Oxford. Her professional career has been devoted to work in the development arena that has brought private and business resources and approaches together to strengthen practical initiatives in education, in HIV AIDS work and in community development in South Africa. Having worked initially for the Urban Foundation and then for Anglo American, Margie was the founding CEO of Tshikululu Social Investments, a non-profit consultancy, that administers the dedicated corporate social investment funds of several major companies in South Africa. She served as its CEO for 10 years. She is now a consultant operating out of Grahamstown, and serves on a number of public interest, development, educational and policy development initiatives. Margie in her person and in her professional experience I think is highly suited and qualified to help us continue this conversation and engage particularly in the areas we might find more difficult and challenging.

## **Keynote Address Mrs Margie Keeton**

It's so nice to be back here as St John's has been part of my life probably from before I was born. Paul Edey mentioned that I have family links to St John's College and I know what sacrifices my grandfather made to send all four of his children to independent boarding schools. He never completed high school, but devoted up to 80 per cent of his income on his children's education. That is an indication of what schools like this represented then and continue to represent today.

Independent schools?

I wanted to share with you some questions which I think pertinent to today's gathering. What's in a name? What does it mean to be an independent school in South Africa? Is it a question of governance; is it a question of ownership, or of funding? Does independent mean freedom from state controls, or is it a question of values and character? I guess it is a mixture of all of these.

Where does that independence come from? I don't think many leaders of independent schools realise it is actually derived from the South African Constitution. So you all carry a constitutional charge to be doing something in an independent way for the greater good. What you are doing to make a difference and to offer different models of education is valued in the founding document of our democracy.

But in all of this, we should ask who speaks for the founder's vision, especially in historic schools founded 100 or more years ago? How is that banner of stewardship carried forward? How much of the independence and the precious freedom that it brings are our schools really using and where is it under pressure? How much is lip-service, and how much have our schools become birds in a gilded cage, trapped in affluence and their own busyness?

Do our schools have the courage to live out their founders' mandate? Do we see independence as bringing something extra to society rather than stepping back from society and preserving our independence behind high walls? Do we use excellence just a synonym for elitism? How do we protect those whose learning opportunities are threatened? How do we help our learners prepare for a very different world that changes by the minute? Surely it is the purpose of independent schools and church schools in particular to instill something of this bigger sense of purpose in all the learners we teach and the young lives we shape?

Our schools should strive to be a living pathway of learning to which each adds something and from which each draws some inspiration or dream. Isn't this the something special that schools like ours are supposed to add? And small though this contribution may be - I don't think independent schools make up as much now as 10% of SA schools - isn't it a vital difference? I think that our mission is to show others embarked on very different, more fractured journeys of learning, often very close to us, sometimes in our communities and sometimes even in our families, that education is

always liberation. That education brings hope and that education can if we structure, guide and nurture it properly, bring people together where history, hurt and hate may have driven them apart.

Of course this won't happen just because we wish it could be so. We can't think we carry as independent, and elitist schools at that, any kind of a mantle which allows us to step into the fray and instantly bring this kind of healing and reconciliation, but we can bring something positive if we try and if we work to achieve it.

Again, surely we can and must equip the young men and women in our charge to recognise good, to challenge wrong and to heal hurt in our land and our world? And do this firstly by providing a different kind of education informed by fundamental values, by ensuring that our schools remain independent in character but engaged in action, and by holding true to a larger vision of human worth with generosity of spirit and compassion.

What we are grappling with here today is can a school that offers excellence for its own community, also be excellent in its relationships with its neighbours? So the big existential and practical challenge for this conversation today is how to balance our inward and outward focus - can we embrace the world with compassion and concern and reach out in the way that Roger spoke about it?

What the development sector is looking for

One of the questions we have put up on the board is – what are we actually doing in community engagement, and should we be shifting from outreach to more of a developmental focus. I thought it would be helpful to share a perspective on the development world because much has changed there since church schools first began to grapple with reaching out. When I first started in the Anglo American Chairman's Fund a long time ago, we helped fund many of the community projects that are running at independent schools. We did it because we saw it as a start, as an act of sincerity. But I have to say, and I am sure you have found this, that if you were to go back to many of those same funders today to it would be a very different conversation. The development world is much more complicated. Development has become big business, here in SA and around the world. It's all about big plans, impact, goals and resources.

What has shifted, and this fundamentally affects small organisations such as schools doing outreach, is that the world has come to the view that in the allocation of private resources to development, the task is too big, too challenging and too urgent to be left to small autonomous players. So they have moved on to set their own priorities and agendas, looking for wider impact in defined interest areas. I do worry that in the process some of the freshness and groundedness of small agencies is sacrificed to the big picture demands, but I understand where it comes from and why particularly the corporate funders have their own priority programmes in priority places. Funding something innovative, different and small from which good lessons can be learnt, gets lost in the rush for effective service providers.

Working as church schools

What kind of contribution can you make from a church base? It is a question of what is your purpose, the time you have got in your busy schedule and the resources you are going to put into this. So know yourself before you step out to change the world. Start from that fundamental principle of Hippocrates, "first do no harm". More harm has been done in the development world by people with good ideas but little understanding of how to adapt these to the realities of the environment in which they will be working. Fundamentally community engagement is about relationships, and we all know relationships take time. It's about sustained effort and understanding you are not going to fix it next week, next term or next year.

All this is complicated, it takes a lot of effort, and if you are going to do this in your school, from your school and with your school, do it properly. If you are going to put your brand on it, your badge, it must reflect everything that you take pride in about your school. Above all, it is about protecting the space to do these things that take you beyond the school gates. Guard it. This is the easiest time to sacrifice to the competing priorities of more powerful institutional interests. So it is your role as champions is to defend this as privileged space. You don't tread on this space lightly. If it's in the

calendar and it's a commitment that has been made, that commitment must be mirrored with an understanding of how much time and what kind of resources it is going to take.

A framework for community engagement and beyond

I have tried to develop a framework which I thought would be interesting for reflection in this audience of independent schools. In a sense I am trying to balance the spiritual or mission balance sheet with the accounting balance sheet.

It seems to me that there are three levels that schools can think about their community engagement, each representing a different level of challenge. We heard today about 'random acts of kindness' and I think this is the starting point and in some instances perhaps, the only point. I know that this ethos had a big impact on my son who attended St John's Prep. You can progress from the focus on these planned "random" acts to 'making a difference'. Or not. The final level is 'transformation', changing fundamental realities. It all depends where you feel you need to be active as a school and where you can best work. There is no better or worse space for outreach / in-reach, but there is that space which makes the best sense to you, where you believe your school should focus, matching purpose, challenge and resources.

1. Spiritual Value	2. What	3. How	4. Change	5. Time and Resources
a. Mercy	Random acts of Kindness	Occasional activities	Awareness – itself a motivation	Few resources or effort – with occasional activities, that naturally fit into school week or term.
b. Humanity	Making a difference – why?	Look for sustained programmes with a plan, set of activities, resources and time lines and measured outcomes	Sense of achievement, doing something together.	More resources used more purposefully over a longer time frame
c. Justice	Transformation	Re-engineering, social change and re-define your own institutional character. Cannot take on this mission unless you make adjustments to who you are.	Integrate new understanding into your base – much more profound.	At this level you will need a plan, a sustained set of activities against a time line, more resources and measured outcomes. Much more formal approach.

We can assign a different spiritual virtue to each of these three levels of action. I would link “random acts of kindness” to mercy, which is a very important quality. Then “making a difference” links to the spiritual virtue of humanity where one is actually working to shift life chances for individuals. The third level, that of “transformation” is as Roger has suggested all about justice. All of these three are valid, important and challenging Christian values. So play around with this framework and try and work out where on this continuum you would like to position yourselves. My sense is that most schools are somewhere between the first two. Maybe a few are further on.

What I have also tried to work into this framework is a definition of the kind of change you are trying to secure through your action as well as the level of resources, time and energy you will need to commit. So for instance if your chosen focus for action is “random acts of kindness” (see above), you can mobilise quite a large number of your community, whereas if your action is “transformation”, then the impact is more fundamental and resource-heavy, but the number of people involved in making it happen very tightly focused.

This is perhaps a useful tool to see where your school is and where it wants to be.

And what this does too, in as much as this started as a focus on outreach and community engagement, almost immediately as you begin to ask those questions, guess what, the spotlight starts coming back right back to you and it becomes about your ‘in-reach’. At this level your reflections will link to the bigger institutional challenges you wrestle with this and the mind-sets that are involved in some of those journeys. So, as community engagement practitioners you can begin to bring some of your learnings to the way your school is wrestling with the tough calls in employment equity, transformation, growing a new generation of teachers, with bursaries, with access, inclusivity and identity.

The question then is: how do you operationalize this? There are different ways to achieve impact, by working sensitively in these privileged spaces or moving to a more professional delivery of outreach and fundraising. There is a form of growing our own timber here too. And this is important - amateurs have made profound innovations, and professionals have sometimes messed up spectacularly. Somewhere along that graduation you have to think about where you are and about pressure and convenience. Especially in the lives of heads and governors who are necessarily key to the decisions of matching mission and resources as well as looking carefully in the mirror as the focus shifts evermore inward.

I would suggest that as awkward as the balancing act is, you should retain a large measure of control and accountability for your chosen form of privileged space / community engagement within your school because of its value for the much more fundamental challenges. This is one of those circular things where at the beginning and at the end, it is all about governance and leadership. So find ways to carve out time in the life of your busy head, and building a support team that includes all champions for greater buy in across the institution. Where do you begin to get that? There must be at least one conversation a year in the council strategy meetings where governors engage with this because it is the council that writes the cheques and because of the links to bigger questions.

In conclusion

What have I taken away from the presentations we heard this morning? Firstly thank you – it has been hugely stimulating and interesting. The first point to make is that there is a range of different approaches, ways of working, targets and resources. Giving, sharing, doing, partnering, becoming, being – all on the table today. Very different definitions – who are ‘we’ – in each presentation there was a slightly different group of ‘us’ and sometimes there was ‘us and them’. Is the action giving or doing or learning for people or with people? These are dilemmas we are all wrestling with. The need is so big, the challenge is so immediate, our society is so fractured, and dissonance is unavoidable and indeed should be embraced because the discomfort prompts a response from that inner voice we all need to be listening to in this space. Our whole society is dissonant, cleaved by these gaping holes of history, future and hope, disappointment and loss, the huge inequalities, the injustices, the lack of delivery. These are issues for us as professionals and as individuals. They invade our lives and our schools and there are no easy answers.

We all have to start from somewhere. The big thing is growth will come provided it is accompanied by self-reflection. This should not be a chest beating exercise but are you looking to see, are you listening to hear, and are you doing to become? Is this leading to something else? All of us in South Africa live in at least two worlds. Some people live in three or four. It's the reality of South Africa, this daily crossing of those boundaries – some people have come to navigate it unbelievably well and speak three or four languages and cope with completely contrasting worlds in life and school environments. So how do we overcome for ourselves the foreignness of these different worlds and then make the transition easier for others? That dissonance has to accompany us. Many of you spoke today about the discomfort – sorry, that's just it. It is a key driver in everything. You would not get up in the morning to do what you do if something inside wasn't telling you I have to do something about this, I am driven by it.

All of this, the dissonance, the bridge building, the trying to learn where we are and who we are, couldn't be more important in contemporary South Africa - now while our universities are burning, when our young people are caught up in the most unbelievable conflicts, when being young in South Africa is a tough place whatever school you come from. Few countries can test and challenge its young people as much as ours does, pushing the failures of previous generations angrily into their laps. And the broken promises made for a future that never came for so many.

We have to hear these stories because we have to understand this reality and see in what way we can help our young people. And yet in all of this, remember what the Freedom Charter said all those years ago – that SA belongs to all who live in it. Many before us have held this space open and the hope that goes with it and now it is the turn of youngsters from your schools, who are going in there – are you equipping them to do this?

Part of the solution is to bring that back and make sure we are all learning from this privileged space in our schools. So we can ask the fundamental questions in clear but caring ways about our institutional culture, about the things we are perpetrating and promoting subconsciously or consciously, but which may be having consequences which do not fit with our mission any more.

All of this is engaging with the uncomfortable. But if we don't help our schools ask these questions and put in place some of the spaces you spoke about – spaces for dialogue, for recognising and dealing with the dissonance, for meeting the so called foreigners, our country will be the poorer for it. So go forth from here, renewed with the sense that you are part of a much bigger process of engagement for our schools. Somewhere deep in all of these new challenges are the tools and the understanding we need for grappling with the challenges now, so that in 30 years' time when the next chapter of the history of independent schools is written, this larger contribution is recorded from our schools.

Thank you.

## Open Plenary led by Father Jaques Pretorius

The talk raises all kinds of challenges. I think to help us to focus our conversation and sense of challenge in our minds, three words that come to me that might help is possibly the need for some kind of audit of what is going on in our space about where we are. What language and common understanding is needed to continue this conversation? Lastly what resources are we aware of that can assist us? I am just putting it out there as some kind of framework.

Audit	Language	Resources
<ul style="list-style-type: none"> <li>• Current action</li> <li>• Systems</li> <li>• What is being funded</li> <li>• Schools symbols / culture</li> </ul>	<ul style="list-style-type: none"> <li>• Underlying philosophy</li> <li>• The humanity and dignity of each other</li> <li>• Identity</li> </ul>	<ul style="list-style-type: none"> <li>• Spaces for conversations</li> <li>• Asset based community Engagement (everybody brings something)</li> </ul>

The following points were raised during the plenary:

1. Roger Cameron - Thank you for a superb speech which has clarified in my mind a whole lot of issues. The diagram you presented is very helpful. It led me however to the question of social challenge, the institutional challenge and re-engineering of an institution. For Anglican Church schools ie a St John's to continue for the next 500 years it needs re-engineering. Are we preparing children to face the world or are we just making them angry when they leave? How we go forward looking at "the reengineering, sustained programmes of engagement, and integration" is a massive challenge for which I do not have the answers.
2. Margie Keeton – I put that up there, but it does scare me. However, not grappling with it scares me more.
3. It is through the education system that things change. It is a key driver but under tremendous pressure, and now time to take stock of the education system and stand up and say something for the millions of kids out there seeking hope. The talk was inspiring.
4. I am grappling a bit with random acts of kindness and wanting to make a difference and the meaningfulness of these initiatives. Are we teaching our kids to go out and make a difference? Are these initiatives seen more as a marketing tool?
5. These schools are businesses and that is how business is run and it is part of marketing. Schools want to show and advertise that they are making a difference. In an ideal world one would not give marks / recognition for participation in these projects.
6. Just because one gets recognition does not mean it is not meaningful. The only way to secure time from students is to give a certificate, a mark or badge for participation in activities – this is part of school culture.
7. Is what we are doing going to make a difference in the world?
8. If your intention is marketing, that is what you are doing, if your intention is to make a difference that is what is felt.
9. Part of the challenge is to listen to the uncomfortable question and to take it one step deeper despite the complexity – this is the value of this conversation. Students spend more time on their recreational activities and getting their own degree, than on these issues, so what is really happening here?
10. Margie Keeton - They are young people – you don't know in 25 years' time if this message is going to pull through. For many it will.
11. Roger Cameron -I have been struck by an immense sense of mercy, humanity and justice in young people perhaps even more than older people. They are concerned about the world. One can ask how they are spending their time, but those words are important and ultimately from a Christian perspective you are looking at transformation of yourself. That is why you ask the question - am I doing this for reward or because I believe in it? We are all on a journey of transformation.

12. We live lives of great paradox – injunction to do good deeds in secret. We are driven by needing the badges and recognition. Needing badges and recognition is also possibly driven by guilt. How do you get a school to think differently about the way we serve one another, also in secret – how do you grow that in a school?
13. Is that not part of the educational process from very young. We have very giving boys that have learned this from their culture or background some of which are with great hardship, and they do things from the goodness of their heart. Should it be part of primary education to get children to want to share for the love of it and of humanity?
14. Very high level of cynicism amongst adults – become very aware of what we are saying and thinking – marketing, part of our brand. I have been impressed every term what kids do outside school in their own space. Did school teach them to fuel that fire? We can't just audit what we do hoping to make kids good adults. We should be careful of beating ourselves about where we stand in schedule. What kids learn in school is possibly the first time they learn about awareness of others – even if it is for marks.
15. The poorer you are the more community conscious you are because of need. The higher up the ladder the less community conscious you are. The church brings people together into a community. Instead of going into children's space we are bringing adult ideas and problems into their space. Our underlying philosophy determines the language we use, the systems we set up and what they learn from us.
16. We try at school to create the opportunity and awareness for children to learn, some children get it and others not but families play an important role.
17. To me the challenge is sustainability of programmes – any project that works well comes with a champion that runs it. Very difficult to find a champion. How do we grow champions?
18. Paternalism is saying you must reach 'my' space. I am concerned about how to reengineer this space at my school – we do not really understand each other's humanity, without that understanding we can't reach justice.
19. Margie Keeton – the worst thing you can do would be to rush back to your school and say we have to reengineer this school. It is a complex process and is highly politicized with a whole range of stakeholders – just need to see that there is place for real conversations to begin out of these privileged spaces with different stakeholders – it could be under the banner of the Board of Education that this kind of dialogue is facilitated. It requires leadership, but at the same time must be organic and relevant.
20. Perhaps we need to go back and have conversations about authenticity and being real in that space, using language that speaks to commitment, striving to make that space where the children realise that we are living in a world that is troubled. I encourage us to be real and to encourage young people to express their views in a non-confrontational way.
21. Building trust to make a shift does not happen overnight and takes a long time. For sustainability, it is important to create structures where systems can be institutionalised and not just shifted aside and the sacred space taken away.
22. I would encourage you to include your marketing people in this space as it will help them to communicate what is being done. Need the parent body to understand what is being done and indicate how they can become involved.

23. Create a culture of asking ‘what can I do to help the situation’ in the kids. Charge them with the view that when you leave you can give back.
24. We have a responsibility to build into our processes of education that critical capacity to ask why a situation is happening and to ask how we can do something about it. Why are shacks being burned down and what leads to this situation? It’s about showing awareness. Who is the ‘we’?
25. What inspires me is looking at young people and seeing their willingness to engage in ways that can make a difference in to other people’s lives. Excellence in context. Not just going to the poor, reaching out to the boy next to you in their place of need.
26. The schools represented here have a strong ethos that is central to what the school is. Driven by secular environment and achievement etc. It is a privileged space that must not be eroded - claim this holy ground based on what the school stands for – not something new – this is who we are – lets be who we are. Reclaim this space and be intentional but this takes time. Start where we are and work forward.
27. A lot of church schools are doing what we are doing – embedding and instilling in our kids servant leadership – this is counter cultural to today’s world. Starting in Grade 7 the learners hear this all the time. If they go out into the world with that mind-set it will have a profound impact on the world.
28. I think our language must change – whole thing about serving is ‘I have got something for you to fulfil your need’. There is a problem in not recognising the person’s identity and worth. If we are going to reach each other on a ‘humanity’ level, we have to come into equal partnerships. The struggle is the way we see and value each other.
29. Important to tell you community what you are doing and to encourage children to do so. They have one foot in one environment and the other in another. Instils social consciousness in kids. You have to market as one in a thousand voices to ensure sustainability. Sustain funding through marketing.
30. As long as we know what we are funding!
31. We are embarking on an asset based community engagement. You enter into a relationship with a partner where you assess what each partner brings into the partnership.
32. Margaret Keeton – In a project you do not have recipients – everyone brings something so that people do not feel they are just receiving but are also actors in the process.
33. What is the overarching context that our schools are occupying about the way they think about life and give worth to one another? The negative impact of symbolism also comes to mind.
34. That space is bad space – that is another space because it evokes other things for some more than others. That conversation attacks the focus. It is part of the recipient mentality. So many dynamics. If I come to you with an empty stomach I cannot start a conversation with you because I am hungry. Entry points are those random acts of kindness, develop sensitivities, how can I help you?
35. Margaret Keaton – We can agree that it is an important conversation. I think we can also agree from the events of this year that our learners want to have this conversation, they have signaled it and we must be ready for this.

36. Strength comes from accepting a position of weakness.
37. Concerns expressed about pupils with bursaries that go on to university and never go back to their communities. Internships do not isolate students from their communities but facilitate giving back to the community.
38. There is an issue of first generation children about which I am passionate. Children develop a whole different identity at school. Their identity at home is different.
39. Who are we to judge what is giving back. This must come into our philosophy – what is and what is not giving back, what is and what is not making a difference.
40. Contribution to the broader scheme of things must not be narrowly viewed.
41. I am from a black background into a white environment – you have to give up your identity to fit in. I think a lot of children cannot give up their identity and reject everything about the institution I am so glad this is on the table and time it is spoken about.
42. Our lived experience in SA is difficult. Allowing individuals to do their work in a way where everyone else sees them for who they are. Connecting with individuals and growing is good for me. Let's try and connect on humanitarian way and create a sense of justice.
43. The journey of transformation is much more complex than we dared to imagine. The space of community engagement in partnership is to become one of the frontiers where our schools must grow.

Father Jaques Pretorius thanked those present for the conversation. He thanked Agnes Nugent for all she had done to arrange the event, and Margie Keeton for seeing below the surface and naming things we could not name for ourselves and providing us with a structure to help our thinking going

## **Detailed record of Presentations of Good Practice and Discussions**

**Presentation from St John's College by Patrick Lees, head of St John's prep School and Agnes Nugent Director of St John's Academy.**

Two short videos were shown of two initiatives at St John's, The Academy, and the Realema Intern Programme.

**Realema Intern Programme**

Patrick Lees - Realema is a Sotho word which means to grow or sow seeds. That is exactly what we are doing at St John's – we are growing young teachers so that they can qualify, gain experience at St John's and then move on to either independent schools or state schools or back into their own communities in Orange Farm.

Margot Long – Prep Second Mistress – these interns work very hard with us in the morning and study part time through UNISA. They generally complete a B Ed degree in that time, and the experience they gain from working in the Prep classrooms is invaluable. At the end of the four years they have experience which they would not have obtained at university, and we find that interns moving out of that situation are welcomed by the schools because they bring a wealth of experience and their knowledge of the St John's structures brings expertise to those schools.

Patrick Lees – Realema Programme - some points I would like to make that are important – to be successful we have realised what we need to do – the first thing is that we target these interns at the beginning of their matric year, we look at the Academy boys, and girls at Roedeane, as well as Orange Farm Masibambane College matric class. We explain the intern programme. For the whole matric year, we ask those that are interested to become a Realema Intern to join a programme where we give them support – all sorts of life lessons, aptitude tests to see if they will make good teachers, and they come to St John's and they get teaching experience. In October, we go through an interview process and we choose the most suitable candidates. This year we will have 25 in the intern programme. St John's cannot accommodate them all so we have partner schools such as St Mary's Roedeane, The Ridge, Kingsmead, Masibambane, who take interns into their schools. We learn from each other. Mentoring of the interns is very important. They come from such different environments into schools like St John's and St Mary's - privileged environments, which is foreign to them. They have an academic mentor – a teacher - and a social mentor – generally a parent at the school. Agnes who oversees the whole programme has huge experience and does a fantastic job. The programme is growing and doing well, but is reliant on funds from donors and corporates.

### **St Johns Academy**

Agnes Nugent - St John's shares its resources with children who cannot afford the school's fees. It relies on financial partnerships to extend its educational reach beyond the boundaries of the school. Paul Edey, explains that we live in an extremely unequal society and unless we bridge the gap between the rich and the poor, we will not have a sustainable future. St John's remains committed to being a world class Christian school in and for Africa and is reliant on the generosity of people going forward in order to sustain that vision.

The Academy started in 2009 by a couple of teachers at St John's College who decided that they needed to help the community surrounding St John's College. So they invited students from Grade 9 from the inner city to apply and if they showed potential in Maths, Science and English, they joined the Academy. So the boys come after school, they have normal schooling at their school in Hillbrow, they walk across to St John's college, they have a meal here and then they go for lessons with St John's teachers in Maths Science English and Computers. These teachers are very happy to engage with this programme which goes further than the classroom. We take them on outings, their highlights of the year are orientation camps and in Grade 11 on a leadership camp, then the big revision camp when they are in matric. When they get into Grade 12 we assist them to apply for tertiary institutions, we pay for their applications and we try to find them bursaries, internships and learnerships. Last year 75% received some sort of assistance in getting into tertiary institutions. To donate or explore partnerships contact Pier Mybergh at the St John's Foundation.

Agnes Nugent – what has been exciting recently is that the boys have started to work with the different departments and have been invited to participate in a number of different programmes that happen on the college campus, e.g. speaking competitions. The boys learn from each other and the Academy boys do extremely well. The other thing is at least 5 or six are part of the Realema programme so we do not just see them falling down into a deep hole once they have finished the programme. We help them to get into institutions and learnerships etc. From the year before's matriculants they are all at university, some are in the second and others in their first year. We also have the Science Department particularly who are tremendously supportive. They included some of the Academy boys in the Cern programme which won and went to compete in Switzerland last year. This year they have been involved in a computer competition which was run by Wits University. They went into the finals last week and in one of the teams two of the college boys and two academy boys came second in the competition. We work closely with Roedeane Girl's Academy,

the children know each other, and they go to the same schools. This year in the revision camp we put the boys and girls together and it worked very well – all hard working and they motivated each other and had fun.

### **Questions**

**Question** - Charlotte Hulley – Roedeane with regard to tertiary programme – are they guaranteed employment?

**Reply** – Patrick Lees - We try to find them employment but that is not guaranteed. Programme currently in junior school, not in senior school yet.

**Question** - Intern programme – how do you prepare your interns to cope with dissonance? Fifteen teachers (questioner) mentored were asked how they would make an impact back home, they said that they could not because they did not have the resources. We missed a trick in shaping people's thinking here because all the fancy stuff in our school blinded the teachers – without the fancy stuff they can't teach. Another example is a young man mentored in our school who wanted to give back to his people said three years later he could not do it because the community would not accept him. The community asked why are you wanting to be white. How do you bridge this dissonance in cultural issues?

**Answer – Patrick Lees** - Teaching is far more than just the electronic stuff that these interns are learning – who they are as a person and how they deliver, dealing with day to day discipline, issues – they have a very close relationship with their mentor – they assess one another in an honest way and are encouraged to ask questions, and teachers are encouraged to tell interns if they are not doing things correctly. While they are studying we have an exchange, some interns at Masibambane at Orange Farm, then to St John's for two weeks, and then they swap. We have found our interns are keen to give back. There are difficulties and it is not plain sailing. That's why we are here - to understand difficulties.

**Roger Cameron** – I think it is a theme we need to look at as a group which comes out of finding places for your Academy boys outside once they leave. They have had intense mentorship throughout high school to matric and then there is a danger of dropping them at the end of the process.

**Question** – Are interns provided with accommodation? Do they go home for the holidays?

**Reply - Agnes Nugent** - Boys stay on campus and get meals, and accommodation, a laptop is lent to them for the four years, and they get a small stipend.

**Question – Alistair Dry** – we have three interns, and we started to get flak from some of our parents about interns as they pay private school fees and why are our children being taught by interns?

**Reply – Patrick Lees** – At St John's we have 25 interns from Grade 000 to Grade 7 and each class has a class teacher and then an intern assistant.

### **Presentation from Bishops by Dean Sudding**

Dean Sudding – Most important thing about reaching out is getting people motivated to help you. Can't do it on your own. Huge resources out there but people are busy. At Bishops an entrepreneurship programme was started in 1998 through a donation by a businessman that wanted to turn his son into an entrepreneur. In 2003 the son arrived at the school and father gave 170 000 rand for a programme. Each boy in the house was given 1 000 rand and whatever money he made would be given to help the community and 10% could be kept. After three months, it was found to be chaotic, and I asked for the money back and met with donor to return the money and said this is not going to work. We were persuaded to give it one more chance in to create a corporate relay. The money made was to be given to the community.

The Bishop's programme K4K started in June 2006, every boy in each house was involved as well as boys from underprivileged schools and others from the whole community. We got the whole of Rondebosch, Sacs Wynberg, St

Cyp's, and Herschel involved. It was a great success. It involved enthusing the house masters and as a result getting 20 enthusiastic boys per house involved – a practical thing. We told the boys to think out of the box – there will be about 4 000 people involved, come and open up a store etc. 10% of what the boys made was put together and given away – the boys wanted to help other people. The boys worked during their holidays to prepare. The corporates entered teams and when they learned money was to be given to underprivileged children they gave more and more. There were many activities on the day. It involved starting to think differently, finding the time, getting others involved. It is about entrepreneurship, and the sense of fulfilment is amazing - the boys wanted to give their time and commitment. Contact Dean Sudding for a blue print of this programme.

The aims of K4K are:

- To involve and enthuse
- To promote community spirit
- To encourage entrepreneurship and think out of the box
- To incorporate corporates
- To help the less fortunate

Stumbling blocks and strategy:

- Business factor at private schools – I don't have the time!
- Permanently multi-tasking
- At start of event, had 110 boys (320 people) in a House, summer, winter sports, full teaching load, typical day is 7-6 before many evening activities

Overcome by

- Networking
- Enthuse boys/parents to assist
- Involve those who we are helping

In the beginning it was based on the concept of entrepreneurship...

Some of the logistics and numbers...

History:

- 2006-2011
- Gray House initiative
- Sponsorship P.A. R10 000
- Made R50 000 P.A.
- Raised R300 000 over 6 years

What is K4K?

- Kilometres-4-Kids or Kids-4-Kids,
- Based on the corporate relay concept,
- Teams of FOUR run FOUR kms raising money FOR kids,

A bit more about the communities involved...

- Bishops
- Neighbouring schools
- Corporates
- Beneficiaries

Beneficiaries:

- I wear red socks on Fridays
- Community Chest
- Sunflower Fund

- Ad hoc – not giving always to the same people

#### Potential Income

Team Type	Past (number of participants)	Threshold	Aim
Corporate	50	250	400
School	60	300	480
Walkers	200	1000	1600
Gross Income Total	R66 400	R332 000	R531 200

Sponsor's exposure:

- Networking (Bishops – school)
- Marketing (logo everywhere)
- Products available to encourage entrepreneurship

Our vision – let's leave a legacy together

K4K Stats:

- Sponsorship 120, 000.00
- Nett Profit 250,000.00
- We handed this over with happy hearts, all were involved and the boys will carry this forth for the rest of their lives and in so doing will continue working for their larger communities, especially once powerful businessmen.

#### Presentation from Roedean by Charlotte Hulley

Morning everyone. I am not a teacher by profession I studied social work at UCT and then then international development at the University of Birmingham. I have experience working in the NGO sector, both nationally and internationally. We are Round Square School. This is an international network in 40 countries. It has six ideals, much like the charter for Anglican schools – internationalism, democracy, environment, adventure, leadership and service.

Roedean was doing all these things anyway, but the school needed to structure these activities in an easier way, where representatives were elected for each ideal. Internationalism was about exchanges, democracy was about the SRC and encouraging platforms for discussion, environment committees were formed, leadership – assemblies facilitated by the head girl and prefects, service – the social responsibility.

Round Square Schools provides a framework for excellence and continuous improvement along structured opportunities to collaborate and share experiences with likeminded schools. This is where we have the exchanges where our learners go to India for three months for example.

#### Roedean Social Responsibility

**The Social Responsibility initiatives are funded by the school and the Roedean community**

- The Roedean Social Responsibility Programme is based on setting Roedean's core basic principles into practice
- The critical analysis and thinking it promotes is part of a holistic approach to cognitive education

- The vision upholds the notion of responsible citizenship, in which one cannot exist in isolation from the community in which one finds oneself.

Vision - Social Responsibility initiatives develop pupil's attitudes and values through direct experiences that deepen their understanding of the complexities that exist in a community that is in the process of transformation.

How?

- Roedebeek located in a diverse and dynamic community creating unique opportunities in which pupils are able to engage with a variety of CBOs
- Formal partnerships are nurtured ensuring joint ownership of the project outcomes
- Emphasis is placed on social development as opposed to charity, allowing pupils to understand and engage with the importance of sustainability

Systems and structures must be in place to ensure social responsibility is happening at all levels.

Structures within the programme create opportunities for pupils to become part of a reciprocal learning process through a commitment to the weekly, and five day residential projects, one-off projects, campaigns/assemblies, SR period and drives initiated by the SR board and representatives (social change agents within the school) There are mobilisers within the school and acting as social change agents.

Development – have to build capacity of pupils

Building capacity of the pupils is paramount to successful project implementation, training on the ethics of volunteering are explored emphasising the importance and value of integrity and respect. Also have debriefing built into this process – all emphasising the importance of integrity and respect.

Overview of social responsibility period – examples of projects done this year

Term 1 focus

- SR period environment focus
- Making of a Bottle Brick Bench requested by FC for their schools out of recycled waste
- Human Rights Day assembly
- Climate change will most affect vulnerable communities, as a responsible citizen we have the responsibility in building a sustainable environment for all
- Human Rights Work Day Flying Children – schools located in very poor environments

Term 2 focus

- SR period disability focus: Children's Communication Centre community training project – make equipment for their training programme of teachers in remote areas, and children with hearing impediments
- Phedisang Residential collaboration with Project Dignity
- Grade 10 Service Learning Project (28 community partners) PTA funded the group that had the most workable project – life orientation refers

Term 3 focus

- SR period Community Christmas Carnival (community partners)
- House Fundraiser (St Katherines House/Christchurch Care Centre/ Jabulani/ Noah Yeoville )

Projects

Ongoing Project throughout the year

- Monday House Projects:

Noah Yeoville, Jabulani Khakibos, Christchurch Care Centre (closed group of grade 8-12 )

- Saturday Morning Projects:

House of Dreams: Sophiatown Psychological Counselling Services (closed group of Borders)

Yeoville Community School Maths Support (closed group Grade 9-grade 11)

- The Link@Yeoville Community School
- Siyakhana Food Garden (open group)

- Commemorative assemblies; donations depending on the needs of socio economic environment

Annual Projects throughout the year

- Mandela Day 67 minutes
- Phedisang and Project Dignity
- Grade 10 Service Learning Project collaboration with Life Orientation curriculum
- Interact visit
- House Fundraiser
- Phendulani Book Quiz)partner schools Albert Street School and Yeoville Community School
- Bethany House Book Covering Project PTA support
- Community Christmas Carnival
- Post Exam Projects: Grade 8 Flying Children; Grade 10 Siyakhana Food Garden

Externally funded project

Old Mutual/Roedean School Water polo Prestige Cup

- 5th year
- Top ten Gauteng schools play out for the honour of winning the Prestige Cup
- Aim of the competition is not about the sporting success as community service
- Tournament requires all competing schools to have a CSI Learn-to-Swim component
- Partners with an under resourced school to implement a sustainable programme teaching swimming and/or water polo
- Prize money received by the top three school used to develop their learn-to-swim programme
- Roedean hosts a Swimathon (show case skills) inviting four of the partner schools
- Old Mutual sponsored all four participating schools

Purpose

The projects take the pupils on a journey of understanding, in which they are encouraged to think critically about their thinking, allowing for an opportunity to be created in which many explore their values, knowledge of development work and the complexity of the socio-economic issues that continue to limit social inclusion of our communities.

Social development in a school presents itself with constraints such as time, age, emotional intelligence of pupils – become evident in implementing a programme of this nature, that it is possible for girls to develop a social consciousness and come to the realisation that they too can be social change agents. That for me is what is critical about this whole programme.

**Presentation for Bishop Bavin by Alistair Dry - Head, Sally Yatt – ECD Consultant and Project Co-ordinator, Jenny Findlay – Trusts for Peermont Group**

Alistair Dry

Key messages from Bishop Bavin – we are not a big school or hugely well-resourced school. It was started 25 years ago. It was set up in the old St George’s home for boys in 1991 – for children of returning exiles. We are an Anglican Church School which is a fundamental part of who we are and what we do and why we do this project. The focus is on Early Childhood Development (ECD). A lot of studies say that intervention at early years maximise the return on the spend on education – the earlier you can start the better. That is the rationale for why we are working with an ECD programme.

(Refer to slides for graphs)

The gap widens as kids get through school, so your ability to intervene and make a difference becomes harder and requires more money, whereas the earlier one gets involved, one is hoping to make a significant difference in kids’ lives that gets built on going forward.

We focus on a few school communities and in many ways it is about the whole community: Cognitive, Emotional, Social, Physical, and Spiritual.

The school community would decide on needs.... Those of you that know the Value Trust Project in the Valley of a Thousand Hills, I was fortunate enough to encounter the project in the 1980's – our model is very similar. There is a health clinic set up in the Valley of a Thousand Hills, and as they try to deal with the health issues for the children, they realised that they actually needed to deal with things like nutrition, sanitation, roads, water and there was a mushroom effect – and that is what we are discovering. All very well to go and help some Grade R teachers, and upskill them, but actually there is a range of other things – you can't deal with that in isolation – your efforts will not be as effective unless you deal with some of the more complex issues within that whole school community.

So the secret for us is around partnering. The theme today is social partnerships but we as a school have partnered with a number of these other institutions and they all play a critical role. Each one of those institutions plays a role to help us and I think we are adding more as the project grows.

Meetings with the Department of Education are key to our functioning.

Jenny Findlay

From the Peermont side we have been funding for over 15 years young people going to University and young people coming into trades. We also looked at funding Maths and Science and English for Grade 10 to 12. But we realised over time that the problem started earlier, especially in the township schools on the East Rand. It came all the way down to Grade R level.

The government introduced Grade R level into the townships in 2002. They spent a lot of money – they rolled out a lot of equipment but we quickly realised that the teachers they had selected had not had training – practitioners with matric – and they were trying to teach with equipment they did not know how to use. So we selected four schools where we had a previous footprint. So we already had some sort of project and knew the principal and that he would be able to assist us in rolling out this project.

After meetings with the GDE in 2014 we began our Pilot Project in 4 schools in Katlehong, Thokoza and Vosloorus–

- R.P.Maphanzela Primary School
- Nageng Primary School
- Reahile Primary School
- Fortune Kunene Primary School

The problem was a lot deeper than we had envisaged. I will hand over to Sally who will tell you how we organised.

Sally Yatt

We wanted to give you a picture of where we were with this slide - Community Mapping – Are we in the picture? (Slide refers) The school we were involved with in the area was only one of a large number of schools, so the challenge was overwhelming.

Consultation with WITS University was also an important beginning...

- An initial meeting was held with Ms. Vivien Linington and Dr. Lorayne Excell.
- Dr. Excell allowed us to use her Research Instrument as a tool for assessing the Grade R classes.
- Ongoing relations with WITS are maintained through the Wits School of Education Outreach project.
- 4th Year students assist in many different ways.

On site mentoring (coaching) and support in Grade R -

Promoting a safe, loving and caring environment and creating a fully functional, stimulating learning environment where happy children learn through play.

The basic things we tried to implement focused on –

- Learning through Play –
- Grade R Curriculum planning and execution in conjunction with the GDE
- Classroom organization
- Classroom management and group work
- Mentoring Mathematics, Language and Life Skills ideas

We specially tried to focus on the development of the class “corners” – created a Maths corner, book corner, creative art, block area and fantasy.

With backlog in our country we realised that we need to raise levels personally at the same time so creativity was the way to go. Promoting creativity amongst the Practitioners - A vital aspect of moving forward:

- Workshops run by Bishop Bavin staff at Bishop Bavin School
- Grade R Practitioner development and training with CDP -Community Development Projects
- Mathematics and Science through Art and Culture with CDP.
- Computer Literacy Training
- Development of the School Management Team (SMT) and the Governing Body by strategic coaching with Elaine Thompson from People Dynamics.

In 2016 we moved into new schools –

- Isiziba Primary School in Tembisa and
- Ntsikana Primary School in Daveyton.
- We are also completing management training in two other schools in Tembisa–elamlambo Primary School
- Setloane Primary School

Other areas of activity –

- Mandela Day
- The re-creation of the library at R.P. Maphanzela Primary
- The libraries are upgraded by Peermont Community Benefit Trust and Bishop Bavin help to train staff.
- 4th year WITS students helped to brighten up the Grade RR Class at R.P. Maphanzel
- The Grade R playgrounds are being repaired and fenced.
- Greening, sustainable food sources and sensory gardens

Something was still missing ..... So we forged a new link with LefikaLa Phodiso - Africa's first psychoanalytically informed Community Art Counselling training centre - I studied there for a year, and we actually realised we needed to bring this psycho-social space to offer healing and wholeness (Community Art Counselling). To shift where you are together.

Spirituality is vital to our work – We are treading on Holy ground as we try to work where we are. I seriously try to work from a real sensitivity. The schools are vital Spiritual centres to the surrounding communities.

- Praise and Worship begins our workshops
- Prayers are offered before our meetings

We have so many dreams and so many more ideas –

- ABET classes
- Literacy Programmes
- Saturday morning “catch –up” classes for struggling learners –on site
- Computer centres upgraded & skills taught
- Water solutions

So much to learn and we need to see things through a different perspective.

**Question** – Why did you leave some schools?

**Sally Yatt** – We did not leave them, but there are so many schools as you saw with the slide, that we needed, because of funding and project cycles to move to introduce to next school – needed to keep going. That’s why we did management training. I am still in touch with all the schools and whenever they need me I am there.

### **Presentation for St Andrews College by Natasha Pretorius**

St Andrew’s college is a remarkably old school steeped in tradition. We have been talking about privilege quite a lot this morning. That is something we are acutely aware of at St Andrew’s and our responsibility to form partnerships and relationships with the community. With theme of Community Partnership Conference, what I have done for this presentation is to explore some of our partner relationships and their structure. For more about programmes please see the poster provided which represents about a quarter of the programmes run.

I have tried to break it down in an understandable way – we are an 80% boarding school with just under 500 boys from Grade 8 to Grade 12 and we have 6 houses. Our community engagement starts at house level where each house each term is tasked with a community engagement project. Six projects are completely boy led and boy run. If the project fails it is fine, as the kids are able to learn. The house projects are led usually by Grade 10, 11 and 12 pupils getting the Grade 8’s and 9’s involved in implementation. Each house has picked a partner that they would like to work with. One of the houses, Espin House, has as their partner Holy Cross. All their activities will then be centred on this partnership.

We then have annual grade level projects. The Grade 12’s at the beginning of the year audition students from all the schools in Grahamstown including the township schools and collectively put on a talent show. We then charge an overhead for that and funds are raised.

Grade 11’s organise ‘24 for Smiley’ in honour of a Grade 9 boy that died 5 years ago. For 24 hours, girls and boys from the community walk or run around the fields, shirts are sold with a different logo each year. A nice opportunity for engagement and leadership. It is a solely child led project.

The Grade 10’s organise a soccer day where they get primary schools from the community together and organise mixed teams.

Grade 9’s do “Swop a Choc” where letters are sent out to the community asking people to donate items and get a chocolate in exchange.

Grade 8’s do not have a project but we try to get them to help facilitate the Grade 9 project.

We also have school level projects, those are on the poster. They are academic extension programmes. We run a Monday and Friday for junior school children and a Monday and Tuesday for senior school children. We have President’s Award, whole lot of other programmes, and most notably our partnership with Good Shepherd with which St Andrew’s has a very special relationship. St Andrews first lessons were held in the Good Shepherd building. The Good Shepherd Trust exists empowering Good Shepherd School, which is fast becoming one of the best primary schools in our region. The strategic objective is to make Good Shepherd a feeder school to St Andrew’s.

Nombolelo (see slide) is one of the senior schools in the township that we partner with. That is also a dual partnership and we run certain programmes that they participate in, and there are exchanges in that participation.

Tiger Titans was formed by one of our old boys in his Grade 8 year. He got bored in Bathurst in his holidays and he started a cricket club which has become nationally acclaimed and the Tiger Titans cricket club are one of our big partners – we run a residential project in Bathurst with them where students worked with Tiger Titans on the refurbishment of a nursery school for instance.

My last point – this has been a big shift away from donor status. There is something that happens in a relationship when you are the donor and working with your recipient. It has a very negative impact on the recipient, and likewise on the

donor. What we try to do is teach our boys that they are not just going to give which is easy. It is not easy to find an hour of your time for these activities. Although we do quite a lot of fundraising, what we try to do is create a hybrid between all our different partners. For instance our Grade 10 boys do an hour of compulsory service every Monday and one of our main partners in that programme is Good Shepherd. They give hours for the President's Award and then through the link with Good Shepherd they are then inspired to volunteer to participate in a project for conservation. We only pick 6 people a year for coaching for conservation. They have to apply and it is a rigorous selection process. The conservation volunteers then run the C for C (Coaching for Conservation) programmes in Grahamstown – St Andrews and DSG boys and girls.

The Grade 11 project that fundraises for Smiley, provides the money to sponsor C for C days for other township schools. Automatically we have Coaching for Conservation and Good Shepherd benefitting.

Another example of this – we work with an organisation called Sifunda Kanye and they look at launching and installing computer labs in rural schools throughout the Eastern Cape. They have installed labs in six schools to date. The first primary school was Good Shepherd School where they provided the Maths and English software. Every holiday there is a Sifunda Kanye Maths and English programme that is hosted by Vicheka School, which benefits not only Good Shepherd but St Mary's and Ntaba Maria primary schools.

Basically the whole idea behind this is to try to get your partners to work together so that it becomes a whole living organism and is really the move away from funds, donation. We have boys that come from incredible privilege, the only way you can get them to learn is when they truly engage and to get them to donate they are not getting anything out of it.

## **Questions**

**Question** – St Andrews runs a bursary programme for poor children who can't afford the fees?

**Answer** – Yes – there are academic extension projects for Grade 5 and 6 and 7 learners in Maths and English. We also incorporated Science and Social Sciences this year. We then help those children starting in Grade 6 facilitate the application process for various scholarships. We work with the student sponsorship programme, we also have Alan Grey and Standard Bank involved and next year one of our first boys straight from Good Shepherd will be coming in on a school funded bursary. We have five boys coming in next year. Then we do the same with the high school learners that we work where we specifically fund Nombolelo. Our academic extension programme is an institution that highlights and finds the top learners in Grahamstown and we help get them funding and access specifically to Rhodes University. We also have an internship programme - two started this year and two young men will come in next year.

My specific role – I teach a lot, (inaudible) and Business Studies to Grade 8 to 11 and then I am Director of Community Engagement. I run all the community engagement, the President's Award and now we are joining Round Square and I facilitate that as well. With the scholarship programme that you are talking about we are actually looking at starting next year to host residential for other people to attend, and the funds generated by that will increase the number of scholarships we are able to fund.

## **Presentation for Cordwalles Prep by Denise Dedekind and Laura Jane Colepeper**

Denise and I are from Cordwalles, Pietermaritzburg. I am Laura-Jane Colepeper, I teach Grade 3 and one of my main responsibilities is to liaise and communicate with our so called outreach partners. Denise is a Grade 4 teacher, she is the head of Pastoral Care.

Cordwalles is an independent Anglican school for boys, which is 114 years old and we have 380 boys 85 of whom are borders. Our association with Ashdown Primary School started 8 years ago in 2009. Ashdown is a primary school close to Pietermaritzburg in the outlying area of Edendale and it offers Grade R to Grade 7 education. Mrs. Shezi is the very able headmistress / principal. She has 49 staff and 1 672 learners. Most of those pupils reside locally – they come from

underprivileged homes, in fact impoverished homes. Ashdown is a non-fee paying school and Mrs. Shezi runs a very tight ship, discipline, academics, administration, the resources that they are given or that they build up are well looked after. Our main objective in dealing with Ashdown has been relational. Our aim is to interact and share and anything that comes of that afterwards is a bonus to them and to us.

We want to interact in a purposeful fruitful manner so that it is never patronising and in a way which can be sustained. Our time in interacting with Ashdown is relatively new territory. It is very exciting for us in that we have not had any standards to live up to but wonderful possibilities to move into.

Our association is not without its challenges – there are many. Some that we have had to consider the numbers between our classes when we want to have them over to interact with us or when we go there. Transport practicalities, the demands placed on the teachers in that school are very different to those placed on us. Funding of course. We are very fortunate that one of our schools main fundraising events is the Mud Man Running and Swimming event. That association has been very generous in giving a large portion of that income towards Ashdown.

Our relations are sincere, we are blessed with families that are keen to be involved, giving their time, sharing their resources and expertise. Our relationships have been established, are growing in trust and mutual respect and we can only go from strength together, so it is very exciting.

Cordwalles' overall philosophy is kindness. It is engendered by our headmaster to be kind. Kindness is taught by every religion so it should be imbibed as a basic attribute by human beings. Each and every individual understands and speaks this language. So if you are kind to someone it will reflect in your and his behaviour. So in working with Ashdown we believe we show kindness but most of all we are developing a relationship with them. How do we do this? We have community based projects:

### **Community Based Projects (Outreach)**

- Ashdown Primary School – main focus
- 67 project – Each Grade (Various) has to do a project through year
- Raising Money – Cake and Candy – money raised and given to other charities
- Random Acts of Kindness – encourage and acknowledge. In winter last year some kids bought a jersey for the lady that sweeps our corridor – discussed in tutor groups or Cordies Families which we have three times a year.
- Encourage Individual projects – amazing thing where kids are encouraged to do 67 minutes themselves.

The most important thing here is that the boys need to be involved. Not just a handout, must go to the areas to be involved.

What has come from the Cordwalles association with Ashdown – when we interviewed Mrs. Shezi, she spoke mainly about the relationship that we have built, the respect between the two schools, the fact that Cordwalles has helped them feed their learners. We get seedling donations from our Mud Man money and the school tithed 10%. So whatever is raised at Mud Man, the school tithes 10% of that money to Ashdown. We have put in JoJo tanks for them so that they can look after the seedlings and the best project we are involved in now is upgrading their kitchen because they feed 1 600 children. For some children it is the only meal they get that day.

### **Frank Jackson Foundation**

- Over 30 boys apply, based on academic achievement, sporting ability, character traits and specific financial criteria
- Covers tuition and boarding

- Family mentorship programme-communication, involvement
- Big Brother system
- Over last nine years –done exceptionally well- most boys awarded scholarships and placements at top high schools
- Apart from Cordwalles experience, boys have opportunity to grow personally-bike riding, learning to swim, things we take for granted.

### **Changing Hearts**

Transformation is not about numbers or quotas. Transformation is about how you think about the other. We need to transform our boys’ hearts and souls into being caring and kind human beings who show a deep respect and reverence for all regardless of difference. We need to acknowledge that all of us are made by God and therefore are equal in the eyes of God. Our differences are to be celebrated and used to enrich our experience here on earth.

### **Presentation for Herschel Girls by Gillian van Blerk**

I am the outreach co-ordinator at Herschel’s Girls School – I do not teach.

Herschel Girls School is in Claremont, Cape Town. Motto is “Learning to make a difference”. There is a junior and a senior school. The school is 93 years old. First mention of Community Service was in the School Magazine of 1927

We have a lot of programmes:

#### COMMUNITY SERVICE at Herschel

- SENIOR SCHOOL: Full-time Coordinator, Service Prefect, Various Clubs and Committees, Interact Objective
- PREPARATORY SCHOOL: Coordinator (Deputy Head), Service Monitors and Community service committee involved in various projects.
- Objective

#### PREPARATORY SCHOOL

All Grades:

- Collect-a -Can for Primrose Park, Manenberg
- CHOC (Childhood Cancer)

Collections for:

- Easter Eggs – donate to various orphanages and schools
- Toothpaste
- Rural Child – giving them clothes and food parcels
- Chores for a cause Guide Dog training
- Blisters for Bread (Peninsula Feeding Scheme) – collect R 120 000 each year to support feeding schemes

In addition, each Grade chooses a cause to support.

- Care Hampers for elderly and Red Cross Children’s Hospital
- Animal shelters – a lot of these around that we help
- Recognition of our own service staff
- Grade 7 Fair – R 60 to R 70 000 a year earned - supply about 300 children with stationery packs each year.

## SENIOR SCHOOL, EVERY WEEK ABOUT 9 PROGRAMMES

### ACADEMIC:

- Jump Hi – Maths for Grade 5
- SMILE – for Grade 5 – literacy programme
- Art, Drama, Catering, Computers (girls)
- History, Science and Maths (Academic staff)

We bus all the children into our school who come once a week each week, we give them a sandwich and juice before they start. Most of our programmes take place after school from 3 to about 4.30.

Girls volunteer to be part of the programmes at the school and they teachers are involved in History Science and Maths.

We also have a lot of clubs and societies in which our girls are involved:

### NON-ACADEMIC:

- Big Sisters – buddy system with school down the road – teach them about recycling, do beadwork, make mother's day cards.
- Happy Hands – group of girls – 16 - that go to a children's home in the afternoon and help children do homework in the afternoon. Childcare workers do not always have the time to help the children with their homework.
- Red Nose Chickens – clown club which goes to Maitland Cottage, a convalescent home for children, once a week on Friday and entertain the children.
- Caring for Kids – also a group of girls that formed that once a term get school from disadvantaged community to come in on a Saturday and they entertain them for the day. Various activities, lunch from 9 till 2. Our girls enjoy the interaction with all the different cultures.

### ANNUALLY SUPPORT:

- Reach for a Dream – support foundation and have group of girls that formed their own club and once a term entertain 2 or 3 girls with life threatening diseases.
- Mandela Day Stationery – 6 schools nearby supported
- 67 Blankets for Mandela – girls knit squares and parents stitch up blankets, blankets donated to old age home close by.
- Habitat for Humanity - girls have a Cyclathon at the Waterfront, about 4 different schools involved and raised R 97 000.
- One-for-One Day – part of the interact activity, getting children from disadvantaged homes and interacting with them the whole day.
- Fun Frenzy
- Argus Tour – girls involved in town 4 in morning to help with it.
- Service Staff Christmas - collect non-perishable goods from parents and give service staff a grocery hamper as a thank you.
- Schools Sleep Out - School Sleep Out for first time – three schools involved. Had a stationery drive at same time.
- Victoria Hospital – close to school, involved for past 6 years and give party every year – 120 children, girls entertain them, and children get party pack. Also did upgrade work and murals in children's wards.
- Enrichment Activities: one week in the year, Grade 8 – 11 - each grade works with disadvantaged schools, the aged and the destitute. Mostly schools want their classrooms painted as they do not have the funds to do this. Important for our girls to go to see the schools for themselves in disadvantaged communities.

Our Girls love our community service programme, and love the interaction.

My name is Linda Giuricich from St Mary's School Waverley. I have decided to talk briefly about what we do at St Mary's. At this time of the year every year we put out a brochure for our parents on all our programmes and what we have done for the year. It will be easier if you just have one of those brochures today so I will not take you through all the details. If there is time for questions we will answer them.

At St Mary's we have a Foundation and a Community Affairs Department. Both these departments work fairly closely together. The Foundation sources funding to support academically gifted girls from disadvantaged communities to attend St Mary's. The Community Affairs Department runs programmes to involve our pupils and staff in serving others.

Our flagship programme is our Alexandra High School Programme. The Ikusasa Lethu (Our Future) Programme has existed and run successfully since 1990. The programme has provided support to around 3 000 learners from the five high schools in Alexandra, and has now been extended to other areas.

The beneficiaries receive supplementary learning in Mathematics, Science, English, Computer Skills and other core subjects. The focus is on Grades 9 to 12.

The Director of Community Affairs provides administrative support and St Mary's School provides classrooms, science laboratories and computer rooms for the programme.

Last year we had two boys from Minerva High School in Alexandra who scored 6 A's each. A large number of students from that project go on to universities both in SA and the USA.

Girls from Waverley Girls' High School, situated across the road from St Mary's School, attend classes, learn basic first aid and benefit from a number of other initiatives, such as development swimming and rhythmic gymnastics.

The swimming development programme has been funded by the prize won by the St Mary's 1st water polo team at the Old Mutual Water Polo Cup, held annually at Roedean School.

St Mary's School has initiated a number of programmes to assist HA Jack Primary School, which is situated two blocks away. While this school's needs are great, St Mary's has tried to address the most pressing issues of learning and literacy. St Mary's Senior girls do Junior Undiscovered Maths Prodigies (JUMP) Maths on Tuesdays with a group of Grade 5s, and the Grade 6 and 7 girls do Buddy Reading once a week with Grade 3s.

#### The St Mary's Foundation Bursary Programme

St Mary's School will open its doors to, and embraces, girls who are academically talented and have the ability to be leaders in their communities one day, but who are excluded from a top-class education owing to their financial circumstances.

St Mary's Foundation would like to provide one bursary for a Senior School pupil each year. The bursary will provide an opportunity for a holistic education experience at St Mary's.

An endowed gift of R 3-million will ensure an education for a Senior School girl in perpetuity.

#### Teacher development

##### The St Mary's Old Girls' Teaching Bursary Programme

Teachers have a profound influence on the youth of our country. It is vital, therefore, not only to attract the right candidates to the profession but to ensure that teachers are well educated and trained.

Supporting a teaching bursary, as the Foundation does together with the Old Girls' Association, provides the opportunity for a young woman to touch the lives of many girls for decades to come.

Gillian O'Shaughnessy introduced two clips that were shown on the role played by St Mary's of developing young women and female skills for our economy. What we are trying to instil in girls at St Mary's. The second is about the Ikusasa Lethu Programme described above.

## Questions

**Question** – Do you have stories that you can share, and do you follow up on the student’s programmes.

**Reply:** We do have some stories. Not that easy to get them to come back with their stories. One boy is a top student at the University of Michigan. Also students at local universities.

**The following words or phrases are those that audience indicated it would like to be able to interrogate more before the end of the day:**

• Transformation	In sphere of community partnerships, maintaining real relationships, how what is happening outside is impacting on us. How to establish partnerships that are of equal value.
• Uncomfortable	Not just about making people feel nice. Touching the wounds.
• What is needed?	Listening prior to action. What if what we are doing is totally deconstructed?
• A B C D (E)	
• Sustainability	Problem with size of what we have to do, problem huge – debate scale. Level of focus for impact, one or several projects.
• Collaboration	Lot of similar work being done.
• Communication	Have common language and understanding of social responsibility
• Other Schools	What are model C schools and schools in poorer communities doing? Work alongside them to see how to engage. Extend this forum.
• Institutional culture	Priorities different at different schools
• Anglican Schools’ Revival	What happened to Anglican Schools in townships?
• Paternalism / Giving / Development	
• Funding	
• Impact / Systemic	