

## DSG Transformation and Diversity Three Year Report (2017- May 2020)

### Initiatives undertaken to honour diversity, drive transformation and foster belonging for all

#### 1. Structural changes

<b>Manyano House</b>	<p>Establishing a separate house for Grade 8 pupils in 2017 was both pragmatic and strategic:</p> <ul style="list-style-type: none"> <li>• It provides Grade 8s with a nurturing space in which the needs of younger pupils are catered for.</li> <li>• It has allowed DSG to positively shift the nature of the relationship between matrics and Grade 8s towards mentorship and guidance, moving away from outdated hierarchical power dynamics.</li> <li>• It gives the girls the opportunity to get to know everyone in their grade over the course of a year and to build relationships across multiple differences.</li> <li>• The name of the house, which means ‘unity’, was bestowed in 2018, and reflects our vision for the house – that from the first year of high school our girls would learn to appreciate and value diversity and to live together well, with grace and empathy.</li> </ul>
<b>Scholarship Programme</b>	<ul style="list-style-type: none"> <li>• All local girls on full scholarships in the Senior School have been offered the option of boarding since 2017.</li> <li>• DSG makes funds available for every girl on scholarship to participate fully in extramural activities, including clubs and tours.</li> <li>• A staff member appointed to the role of scholarship co-ordinator/mentor meets with all girls on scholarship, individually and in groups, on a regular basis with a view to supporting their well-being and flourishing in all spheres of school life.</li> <li>• DSG values its long-standing partnerships with the Allan Gray Foundation, the Standard Bank Tutuwa Trust, and the Student Sponsorship Programme.</li> </ul>
<b>Transformation and Diversity Prefect Portfolio</b>	<ul style="list-style-type: none"> <li>• This portfolio was introduced in 2017.</li> <li>• A strong Pupil Committee with representatives from each grade addresses issues of diversity, transformation and belonging from a pupil perspective and plans and facilitates pupil-led awareness campaigns and events, such as for Black History Month, International Women’s Day, Human Rights Day, Youth Day, Pride Week, as well as movie nights, and discussion groups.</li> <li>• In 2019, Transformation Committee members began facilitating ‘Global Consciousness’ discussions in the different houses. These are run on a monthly basis, during the half hour before roll call on a Sunday evening and cover a range of different current topics.</li> </ul>
<b>Transformation and Diversity Staff Committee</b>	<ul style="list-style-type: none"> <li>• The Transformation and Diversity Staff Committee was reconvened in October 2017 with voluntary staff members from both Senior and Junior Schools. The Transformation and Diversity portfolio prefects represented pupils on the committee.</li> <li>• In 2020 the role and nature of the staff committee changed. A Transformation and Diversity Committee was established, led by the Director</li> </ul>

	<p>of Transformation and Diversity and comprising the Head and Deputies, Head of Junior School, Senior House Director, Chaplain, Directors of Music, Sport and Advancement, Business and Financial Managers, the SAC Director of Transformation and Diversity and the Transformation and Diversity Portfolio Prefects.</p> <ul style="list-style-type: none"> <li>• The purpose and goals of the Committee are as follows: <ul style="list-style-type: none"> <li>○ To be the primary custodians of DSG’s vision for a school community where every member is valued and respected for who they are and where the unique history, culture and experiences that shape each one of us are affirmed and celebrated.</li> <li>○ To set goals and a strategic course for transformation, equity, access and belonging at DSG.</li> <li>○ To hold each other mutually accountable for continually reflecting on their respective areas of authority, identifying barriers to access, equity and belonging and taking active steps to address these as well as seeking out and creating opportunities for supporting and developing cultural literacy and inclusive practices.</li> <li>○ To share resources and ideas and engage in joint problem-solving in order to enhance access, equity and belonging in all areas.</li> </ul> </li> </ul>
<b>Anonymous Reporting App</b>	<ul style="list-style-type: none"> <li>• Having investigated various apps for anonymous reporting of issues related to racism and discrimination as well as a range of other concerns, in 2018 DSG trialled and then signed up for a year’s subscription to the SpeakUp app.</li> <li>• Unfortunately technical and other support relating to the app was lacking and in 2020 the school switched to using the Guardian Anonymous Reporting app which was developed and is maintained in South Africa with extensive support for partner schools.</li> </ul>
<b>Collaboration with St Andrews’ College</b>	<ul style="list-style-type: none"> <li>• A representative from the DSG Transformation Committee attends the monthly SAC Transformation and Diversity Core Committee meetings and the SAC Director of Transformation attends the DSG Transformation and Diversity Committee meetings.</li> <li>• Regular meetings take place between those heading the Transformation portfolios to discuss matters relating to Transformation and Diversity pertaining to both schools.</li> </ul>

## 2. Shifting attitudes and practices

Whole School Interventions	
<b>DSG Policy on Racism and Unfair Discrimination</b>	<ul style="list-style-type: none"> <li>• Following extensive reading, research, consultation and discussion, a survey was sent out to the extended DSG community including pupils, staff, parents, old girls and Council members during Racism Awareness week 2018, to coincide with Human Rights day. The purpose of this survey was threefold: <ol style="list-style-type: none"> <li>1. to create an anonymous platform for members of the DSG community to document experiences of racism and discrimination at the DSG which they had experienced or witnessed</li> <li>2. to invite the input of the community regarding what they felt should be covered in an anti-racism policy and procedures;</li> <li>3. to provide a platform for opening up conversations with various DSG community groupings regarding the ethical and strategic imperative to</li> </ol> </li> </ul>

transform our community, not simply in numbers but in ways which ensure respect and a sense of belonging for all who participate in the life of the school.

- Submissions closed on 30 April. The overwhelming majority of respondents were supportive of the development of the policy.
- The T&D Staff Committee analysed the responses and distilled key elements to be covered in a policy.
- A draft policy was compiled, drawing on the survey results and with reference to the St Andrew’s College policy development process. It was written as far as possible in clear, simple language. The school’s lawyer checked the draft and advised on necessary changes from a legal perspective.
- DSG then then embarked on a further round of consultation, with Tami Maiwashe and Kim Barker facilitating a series of focus groups that served a dual function of informing/educating the broader DSG community about the matters addressed in the policy, whilst at the same time inviting feedback that could further improve and shape the policy.
- The following focus groups were held:

Date	Who attended	Place
24 July	Parents and Old Girls	Johannesburg
31 July	Parents and Old Girls	Grahamstown
2 August	Parents and Old Girls	Cape Town
7 September	Pupils (One representative from every tutor group in the Senior School)	DSG
10 September	Academic Staff (Senior School)	DSG
17 September	Academic Staff (Junior School)	DSG
24 October	Support staff (Maintenance and Gardens) – facilitated in isiXhosa by Ms Nozuko Konjwa	DSG
26 October	Support staff (Administration and Operations)	DSG

- All feedback was carefully considered and the policy amended, where necessary and appropriate.
- The policy was ratified by the DSG Council in November 2018.

**Community Agreement**

- In 2018, alongside the process of policy development, the T&D portfolio staff members were tasked with developing a working/draft ‘Community Agreement’ document with the aim of outlining basic principles or ways of engaging that would form the basis for any engagements, discussions, dialogues and mediations within the school and which both staff and pupils would agree to follow.
- This draft was presented to all DSG Senior School pupils in five whole grade workshops and they were invited to critique and shape the document. Working in small groups and analysing the Agreement section by section, their contributions allowed us to develop a document that is both rich and

	<p>practical. This document is to be read in conjunction with the Policy on Racism and Other Forms of Discrimination. Whilst the policy specifies the behaviour that we do not want at the school, the Community Agreement describes what we as a school community agree we <i>do</i> want; ways of being and doing that we endorse and will strive to achieve. It is not a new set of rules but a statement of our best intentions as a community to stay committed to each other, especially around issues of difference and identity, and to the work of coming to understand one another more deeply. It is not a tool for policing others, but for holding ourselves accountable.</p> <ul style="list-style-type: none"> <li>• The Community Agreement was then presented back to the girls at the beginning of July by their House Prefects during roll call. It was printed as a full colour brochure which was presented to every girl and a full sized print out was put up in every house, signed by all the girls.</li> <li>• Subsequently, discussion sessions regarding the document were facilitated with academic, admin and boarding house staff.</li> </ul>
<p><b>Responses to Gender Based Violence</b></p>	<p>Term 3, 2019 began with the news that a former pupil of Kingswood College, Uyinene Mrwetyana – a friend to many DSG current and old girls – was missing. As the horror of her rape and murder emerged, matrics were at school on the matric revision camp and the news was devastating. The school responded in various ways, in addition to the normal pastoral care networks and one on one support offered to pupils by staff:</p> <ul style="list-style-type: none"> <li>• Matric girls wore black on the Monday of their Revision Camp to express their grief</li> <li>• DSG joined SAC, Kingswood and Graeme College in participating as a school in a Silent Protest on gender-based violence.</li> <li>• Senior girls initiated a more vocal protest, marching around the circumference of the school property.</li> <li>• DSG published a statement on the school Facebook page and website.</li> <li>• Tami Maiwashe and Kim Barker facilitated two open forum discussions with girls where a range of suggestions were raised. Coming out of these discussions we have agreed that: <ul style="list-style-type: none"> <li>◦ A workshop on consent be incorporated into the Life Orientation curriculum for every grade.</li> <li>◦ A separate policy on sexual harassment and sexual assault is needed – currently in process.</li> <li>◦ We will set up forums where girls in older grades will engage with younger grades around these issues as the girls identified a lack of awareness, particularly in the younger grades.</li> <li>◦ The matrics will use the ongoing Global Consciousness discussions to address these issues.</li> <li>◦ We will facilitate discussions within grade groups during tutor periods.</li> </ul> </li> <li>• Mr Alan Thompson, headmaster of SAC, invited a group of senior girls to have lunch with him and to share their experiences of engaging with SAC boys on a daily basis as well as their experiences of sexual harassment/misconduct.</li> </ul>
<p><b>Sexual Misconduct Policy</b></p>	<ul style="list-style-type: none"> <li>• In September 2019, a Joint Working Committee comprising SAC and DSG staff was established to develop a policy on Sexual Harassment. A questionnaire was sent out to all DSG girls and SAC boys. The responses to this survey helped the Committee to get a sense of the extent of the sexual</li> </ul>

	<p>harassment/misconduct issues at DSG/SAC and will guide us the development of the policy.</p> <ul style="list-style-type: none"> <li>• A joint workshop with the Prefect Executive Committees of both schools to discuss the issue of sexual harassment and the policy as held in November 2019. A law professor and an advocate provided legal input and the findings from the survey were presented to the prefects, followed by a robust discussion.</li> <li>• In February 2020, findings of the survey were presented to senior staff members from both DSG and SAC including heads and deputies. It was agreed that a series of focus groups involving both boys and girls would be facilitated, alongside and feeding into the process of writing the policy. The roll out of these focus groups was interrupted by the national lockdown.</li> </ul>
<b>Staff interventions</b>	
<b>Staff Policy on Racism and other forms of Discrimination</b>	<ul style="list-style-type: none"> <li>• This policy, which is closely aligned to the pupil policy, was developed during the course of 2019, adapted based on feedback from the Human Resources Committee and was ratified by Council in November 2019.</li> <li>• The policy was then distributed to and discussed with all staff in a workshop.</li> <li>• Both the staff and pupil policies will be translated and made available to support staff.</li> </ul>
<b>Employment Equity</b>	<ul style="list-style-type: none"> <li>• The co-chairs of the Transformation and Diversity portfolio sit on the Employment Equity Committee.</li> </ul>
<b>In-house staff workshops</b>	<ul style="list-style-type: none"> <li>• In September 2017, all academic staff across Prep, DSG and St Andrew’s College attended a day-long workshop with external facilitators Dr Theresa Edlmann and Athambile Masola, addressing issues of privilege, transformation, and diversity. The workshop was repeated with admin and IT staff.</li> <li>• In February 2018, Dr Theresa Edlmann and Allan Magubane, facilitated ‘Tooling up for Transformation’ workshops with all academic staff from both DSG and SAC in their departmental groupings.</li> <li>• In July 2018, Dr Theresa Edlmann facilitated a day long workshop addressing issues of privilege, transformation, and diversity with new academic and admin staff members, as well as the San Sisters.</li> <li>• In January 2019 Dr Edlmann and Tumi Jonas facilitated workshops for Junior School staff and for new staff members, interns and student assistants.</li> <li>• In January 2020, Kim Barker facilitated a workshop for DSG academic staff on Unconscious/Implicit Bias. This workshop was repeated in February for DSG admin and support staff, including the Advancement team, San sisters and House Mothers.</li> <li>• Between September 2019 and March 2020, Kim Barker facilitated three workshops with Junior School staff addressing implicit bias.</li> </ul>
<b>External Staff Development</b>	<ul style="list-style-type: none"> <li>• DSG members of staff attended the following external workshops/conferences: <ul style="list-style-type: none"> <li>◦ ISASA Transformation and Diversity Workshop in Port Elizabeth (August 2018)</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>◦ ‘Transformation Conversations for School Leaders’ facilitated by Roy Hellenberg and Dylan Wray (November 2018).</li> <li>◦ ‘Embrace: Transforming our schools through social cohesion’ conference hosted by St Benedict’s College, Bedfordview (2018 and 2019, postponed in 2020 due to Covid-19)</li> <li>◦ ‘Habits of the Heart’ conference, St John’s College, Houghton (2019)</li> <li>• IAM is an organisation that has been working since 1995 “as a catalyst for transformation... IAM’s methodology works to open minds, hearts and doors to greater acceptance and inclusion of LGBTQI+ people within faith communities” (<i>from the IAM website</i>). IAM were requested to facilitate a pilot process of opening up dialogue around issues of human sexuality and faith. This was held over two days in May 2019, with the senior management team and some senior pupils. The approach taken was not felt to have been successful in moving the conversation forward and follow up workshops with IAM were not pursued.</li> <li>• Kim Barker was invited to participate in a Transformation Day at Oakhill School in Knysna in July 2019. She co-facilitated a forum on Gender and Sexuality.</li> </ul>
<b>Curriculum transformation</b>	<ul style="list-style-type: none"> <li>• On 28 May 2018, Maretha Potgieter and Kim Barker initiated a discussion at the HOD Meeting inviting HODs to reflect on their own curricula within their departments in order to identify steps they would take towards transformation, decolonisation and inclusivity in their respective curricula. A set of questions were circulated to focus these reflections. Further documents were circulated prior to the October HOD meeting and each department was asked to submit a one page summary of their reflections on and intentions/plans for curriculum transformation in their subject area.</li> <li>• These discussions are ongoing and were highlighted for attention in 2020.</li> </ul>
<b>Introductory isiXhosa course</b>	<ul style="list-style-type: none"> <li>• In 2017, an introductory course in isiXhosa was offered twice a week for six weeks and was well attended by staff. Several staff members continued with individual lessons.</li> <li>• A short refresher course was offered in 2019.</li> </ul>
<b>Pupil interventions</b>	
<b>Pupil workshops</b>	<ul style="list-style-type: none"> <li>• Transformation and Diversity workshops for Grade 8, 9 and 11 girls addressing issues such as privilege, prejudice and discrimination and racism, as well as listening, mutual respect and tolerance, and belonging, were incorporated into the Outdoor Education programme at the end of 2017, with external facilitators running a daylong workshop with each group.</li> <li>• In early February 2018, the new Grade 8s and Grade 11s (who missed the 2017 workshops as they were on Journey) each had a similar day long workshop with external facilitators.</li> <li>• This training has continued to be a compulsory component of the orientation programme for every new pupil, every year, in order to clearly communicate the school’s policy on racism and other forms of discrimination, to introduce girls to our Community Agreement and to open up conversations about these important matters.</li> </ul>

	<ul style="list-style-type: none"> <li>• Kim Barker and Tami Maiwashe co-facilitated workshops with a focus on the Community Agreement and 'Unpacking Hierarchy' with Dr Lindsay Kelland from the Allay Gray Institute of Leadership Ethics at the Grade 11 camp in November 2019.</li> <li>• During the week-long Grade 9 camp held in September, Kim Barker facilitated 4 x 2 hour workshops using the 'Tree of your life' exercise. This exercise promotes self-reflection, the sharing of stories and respectful listening practices.</li> </ul>
<b>Ethical Leadership Course</b>	<ul style="list-style-type: none"> <li>• Every year since 2017, all Grade 11 girls have attend a six session Ethical Leadership Course facilitated by Rhodes University students from the Allan Gray Leadership Institute. The course addressed issues of diversity, discrimination and prejudice, respect, and integrity.</li> </ul>
<b>Beyond the River</b>	<ul style="list-style-type: none"> <li>• In 2018, all DSG girls watched the movie 'Beyond the River'. It is a South African movie that highlights some of the challenges of developing friendships across colour lines in a South African context, as well as what it takes to do so – mutual vulnerability, honesty, and the sharing of stories.</li> <li>• This was followed up with facilitated discussions in tutor groups with questions and activities provided to guide tutors.</li> </ul>
<b>Workshops and discussion groups</b>	<ul style="list-style-type: none"> <li>• Facilitated workshops, dialogues and discussion groups continue to be held with groups of pupils or across whole grades (Junior School) to address issues such as racism and discrimination, mutual respect and understanding, and conflict management.</li> </ul>
<b>Good Lad Initiative</b>	<ul style="list-style-type: none"> <li>• In September 2017, Clive Eley and Daniel Guinness of the Good Lad Initiative were in Grahamstown to facilitate a series of workshops with Grade 10s and 11s at St Andrew's College. They sent out a survey to DSG girls prior to the workshops to determine the most pertinent issues and to develop realistic scenarios.</li> <li>• This was followed up with a focus group with DSG girls to gauge the girls' responses to their methodology and scenarios. Daniel and Clive also addressed the school during a Chapel period. The facilitators commented on the girls' impressive levels of awareness around gender and feminism.</li> <li>• In September 2018, the team returned to continue their work at SAC. They again invited the girls' participation in a survey and then a focus group.</li> </ul>

### 3. Symbolic changes

<b>Visual representations</b>	<ul style="list-style-type: none"> <li>• The images and décor in the foyer of the administration block have been changed to reflect the current pupil body of the school. Where previously the images had celebrated the history of the school, we recognise that this history may be alienating for many of our learners. The new photographs celebrate the diversity of our student body and the range of pursuits that modern young women engage in.</li> <li>• A marketing video produced in 2016, challenged stereotypical ideas about DSG girls by profiling our then head girl, Sandi Tabata. All marketing material strives to honour and celebrate our diverse school community.</li> </ul>
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**Cultural and linguistic inclusivity**

- We celebrate different cultures in small but important ways, such as serving a traditional Xhosa meal as an option during lunch in the dining hall on a regular basis, holding an annual Xhosa Day and celebrating Heritage Day with the opportunity for all girls to dress in a way that celebrates their own heritage.
- In Chapel, bible readings and hymns in a range of languages have become a much-valued part of our worship on a regular basis.