

BISHOPS AND SUSTAINABILITY

PROGRESS REPORT

ENROLMENT

Grade N 2019 enrolment 30% black pupils

Grade 8 2019 enrolment 25% black pupils

ACADEMIC STAFF APPOINTMENTS

In the College since July 5 out of 7 of the appointments made have been diversity appointments while in the Prep and Pre-Prep 2 out of 5 are diversity appointments.

ACADEMIC/LEARNING PROGRAMME

PRE-PREP

As far as a sustainable school, we are looking at making children and parents more aware of the use of single use plastic. We have had a display and talk about The Crunch Box which is a sealing lunch box for children that requires no individual wrappings, not even for yoghurt or such. We have also looked at our Pizza day where ordinarily boys would have got a bottled water or liquid fruit – this is now just the pizza and boys provide their own drinks in reusable bottles. We do not encourage plastic bags and take our lunch packs along on outings instead of having to throw plastic away. This is an ongoing process, one that needs to grow and a change of mindset for parents. Our recycling is still not what it should be but we are making little changes. Each class has a double topped bin for 2 types of rubbish. All this growing a mindset of being more aware.

PREP

In Life Orientation lessons this year, the following 6 SDGs were unpacked with the boys:

- Water
- Energy
- Climate change
- Life on land
- Life in the sea
- Responsible consumption

Discussions took place and boys had to make an iMovie or Powerpoint on their iPads to demonstrate their understanding of one of the above SDGs. HODs are discussing the best way to implement these SDGs and skills in their departments. During the last two weeks of 2018, all boys Gr 3 – 7 attended a Diversity is Strength workshop.

COLLEGE

The first step to looking at Academics and sustainability at Bishops has been taken. All HODS in consultation with the teachers involved filled in an audit of how they use SDGs and

21st century skills in the classroom. This lead on from what they learnt at the July Bishops conference.

The value of doing the audit is that it has stimulated discussion in *some* departments about how they could be more innovative and responsive to real world concerns and that going forward it forms a basis for departments to consider how they are future fitting the boys academically; both in terms of content and methodology. This needs to be an on - going conversation with HODs to look beyond the narrow silos of their subjects and understand that all knowledge is inter – connected.

One suggestion going forward is for the teachers involved in the Big Ideas class this year to give feedback to all academic staff about what the course involved and the benefits and difficulties of this approach and how teaching this class has impacted on their more traditional classes.

An idea going forward could be to map the input from each subject onto a central page in the hope of highlighting areas/SDGs/21st century skills where we do not give sufficient focus. This could form the basis of the discussion for long HOD meeting for next term.

SOCIAL SUSTAINABILITY (Peter Westwood, Warren Wallace, Chris Groom)

Following conversations at the **Leadership Sustainability Conference** in July, the following was identified as relevant to **Social Sustainability** and could be addressed in the various forums.

The Sustainable Development Goals that were identified as applicable to Social Sustainability

Goal 4. Inclusive and quality education

Goal 5. Achieve gender equality and empower all women and girls

Goal 8. Promote inclusive and sustainable economic growth, employment and decent work for all

Goal 10. Reduce inequality within and among countries

Goal 16. Promote just, peaceful and inclusive societies

Below is feedback from the conference raised in the various group in their discussions linking to social sustainability issues.

- Employment equity = diversity is vital / "Diversity starts with employment"
- Continue conversation about white privilege
- Sacred spaces stories *creating and sharing in a safe space*
- Mentorship → create a set of guidelines
- Inputs from a boy; decisions are to be taken by the adults but the input from youth is central into group discussions because they bring very different insights
- We must continue with gender tolerance forums and must champion this cause
- Boys should be included in the scheduled "policy review" process.

Being mindful of the above the committee and various focus groups discussed and implemented several actions.

Social Sustainability Committee (WW and PW)

This Committee is in its second year. It includes academic staff from the three parts of our school and is chaired by Warren Wallace. It meets at least once a term. Meetings consist of a review of what progress has been made since the last meeting, the discussion of various issues and planning for the time ahead. Feedback is then given to various executives and council.

Staff on this committee have attended an ISASA workshop relating to Transformation and Diversity and Inclusivity. This has helped plot a road map of the way ahead, one that is relevant and functional to each of the schools, pre-prep, prep and college.

An important aspect coming from the conference was Employment equity = diversity is vital. The committee has pushed this narrative in its feedback to the executive. Employment opportunities and appointments in 2019 reflect the progress in this.

Policies and planning (PW and WW)

The Diversity and Transformation policy was completed in 2010 by the D&T committee of council. It was reviewed in 2014 by the exec. The policy has once again been reviewed and is in the final stages of being updated.

The Future-Fitting document is to be updated both in its preamble and with a new pillar to include Social Sustainability. This is in line with the millennium development goals and with the understanding that without social transformation the school is not sustainable. This section will, in line with the other sustainability pillars, set goals for 2030 and the plan back with targets for some of the years in between (possibility 2019 and 2021 to fit in with the others). It will also include on-going feedback on progress made on a regular basis. (See present document on the Bishops Website to understand this mechanism for setting and then working towards targets/goals.)

Student Focus Groups (WW and CG)

Prep:

As a school need to make time for these sessions and prioritize them as valuable to our learners and school. The challenge is to try and meet twice a term (beginning & end) which will allow us to have more time to engage with the boys in these focus meetings. We have a calendar this week and will include dates for these meetings. It is vital that our boys feel like they have a safe space to discuss any issues. Next year (2019) we look to have 6 grade 6 and 6 grade 7 boys. This ensures continuity in our discussions we have with the boys and don't find ourselves starting afresh every time. We will identify these boys early next year.

College:

The following issues were raised at the conference with regards to students:

- Creating a safe space for boy discussions
- Input from boys is central in group discussions because they bring very different insights

- We must continue with gender tolerance forums and must champion this cause

The Black Boys Focus group expanded the conversation and engaged with other societies in college, e.g. African languages and GIN society.

Various OD's and staff attended Boys Focus Groups discussions as guest speakers around the theme of "*shared experiences*".

The inclusive boys focus group engaged in discussion with female staff on the topic of gender and inclusivity – understanding their experience.

The Black Boys focus group developed a statement on D & T and shared this with all the boys in the various houses.

Student Leadership (WW and PW)

The following issue was raised at the conference with regards to student leadership:

- Boys to be included in the scheduled "policy review" process.
- Creating safe spaces for boy discussions.

Peer Ambassadors were appointed in all Houses in 2018, to support minority groups in Houses and to assist their Houses to be more welcoming and inclusive spaces.

Social Literacy Conversation sessions were facilitated at the Gr 11 Conference Leadership conference

Heads of House and assistants for 2019 were asked to look at draft Diversity and Transformation policy and asked for comment and input.

The House Directors Committee decided to formalise a new matric leadership portfolio called (for the moment) Social Sustainability. 2018 showed clearly that this portfolio is one in which a boy can have significant influence and learn helpful skills.

Staff Focus Groups (WW, CG and PW)

Various staff focus groups (Academic at College and Prep, and Support staff at College) have met through the year to discuss issues around diversity and Bishops being a welcoming space. However, more energy is required in this area in 2019.

The staff focus group at the college has been expanded to include a female staff member as a co-ordinator and to broaden the discussion to include gender and not only race. This issue was raised at the conference and specified that we must continue with gender intolerance forums and must champion this cause.

At the Prep, new staff and interns have been given an opportunity to feedback to the focus group to determine if our environment is a welcoming one. Our boys have been encouraged to call all support staff either Mr, Mrs or Ms. The photographs of all support staff, with their names, are on display in the staffroom so that all staff can get to know them better. Brendan Fogarty, HOD isiXhosa, has been providing staff with regular greetings in isiXhosa so that staff are able to greet support staff and other visitors in their own language. From our

discussions there was a feeling that we should connect more socially – we are planning a breakfast in 2019. In November we are holding a Diversity is Strength workshop. Boys and Staff will be introduced to the following topics:

- Celebrate differences and similarities with charts and art work
- Sharing things that make us special – sharing strengths with others
- Asking curious questions
- Learning to respect and show empathy to all children
- Examining our own cultural beliefs.

Civics (PW)

Two things about Civics came from the conference:

1. The boys should be interacting with young people from other communities in a meaningful way;
2. The boys should be involved in some sort of service/outreach program.

As a result the structure of Civics will change in 2019. The Bishops boys and LEAP students will be divided into two halves. One half will be engaged in an LO program to ensure interaction between the students about topical issues. The other half will be involved in service and outreach programs on and off campus. After 10 weeks they will swap.

1. The LO program will probably consist of 5 talks or video sessions in the theatre followed by a discussion about the topic in the following Civics session in LO class groups. The discussion groups will be mixed. (6 LO teachers will be involved)
2. The outreach/service section will consist of multiple involvements many of which are already happening like SMILE, Sarda, Vera, teaching swimming etc. However, some new institutions and activities will be looked at too. (Teachers and interns will be asked to be part of this program.)

FINANCIAL SUSTAINABILITY

The Procurement policy has updated to be BBBEE compliant.

GLOBAL ISSUES NETWORK AND SUSTAINABILITY TERM 3 AND 4 2018

GIN boys meet every second Wednesday during open period and are mentored by a committee member as they grapple with issues and what action they can take to make a difference. GIN also meets two evenings a term where we usually have speakers inspiring the boys around a range of topics – Food wastage and Sell by dates and Container ships and Global Trade are the two most recent topics. We ended the year on a high note when GIN ran a combined meeting with African Relations. Boys spoke openly and honestly about privilege and racism and the meeting was skillfully facilitated by Sihle Nontshokweni.

An entirely boy-initiated group, The Sustainable Agriculture Society (SAS), run under the auspices of GIN, has created and maintained the school vegetable garden and harvested and distributed vegetables to support staff.

Boys may be awarded Global Issues Network ties if they meet at least two of the following three criteria: Attendance, Initiative and Doing (AID). They have to submit a motivation to be considered for the award to the committee and present about their project(s) to the all the GIN boys. The aim of GIN is that boys are required to take action and do not simply talk about problems.

Big Ideas Class Term 3 and 4 2018

30 boys were selected based on the motivations they submitted. 60 boys applied to be part of this class. The United Nations Sustainable Development Goals (SDGs) have been used as the content framework, in order to help the boys develop the 21st Century skills of communication, creativity, critical thinking, collaboration, empathy, and resilience. The boys have submitted weekly reflections on what they have learnt and experienced. They have been exposed to experts in their field, been taken on field trips and organized their own meetings and interviews. Things have gone wrong and they have had to reflect on this at a 'Fail Faire' and work out how to move forward. Boys (and teachers) are learning to work in Microsoft Teams and readings, assessment rubrics and instructions have been made available to them on this platform.

The first few weeks of term three formed part of the 'Loading Heads' phase when they learnt about the SDGs, design and systems thinking and how to do research. The boys were then put into teams based on which the SDG they most wanted to work on. They went 'Into the Cloud' (see Uri Alon on TED) as they researched an issue that was meaningful to them. Teams have blogged about their projects and written up the process as a narrative report, which has been assessed, and will present their findings in a team 'Famelab' format to an invited audience as the final assessment of the year on 29 November. We hope that this process has fundamentally changed their way of thinking and that they will put their ideas into action, not only this year, but grow them in the future. The Global Issues Network at Bishops provides a forum for them to use their initiative and creativity to put their ideas into action.

The commitment of the teachers involved with this class is paramount to the success of this initiative. It involves changing their paradigm and being willing to adapt as the course develops and it requires many hours of thinking and preparation. The group of teachers involved meets weekly, shares ideas on a WhatsApp group and a Staff Teams. The involvement and commitment of Nella Freund in the library and Nicki Gerhardi and Sally Bowes in the IT department has also been essential to the success of this class. It has been wonderful to experience the enthusiasm and staff and boys involved as we all learn about and from each other.

As I write this, three boys in the class have launched their campaign for gender equality: #notatmyschool – they are selling badges to raise funds for 'Women against Rape' and have used Grade 11 leaders in the school on their awareness posters. Please follow them on #notatmyschool – gender awareness campaign. See the table below for the other projects that will be presented on 29 November.

Order of Presentation	Title of Big Idea	Names of Group Members	Name of Coach
1	Life Below Water: Whales Combating Climate Change	James Griffiths, Stean von der Heyden, Matthew Lewis	Mr. Firth
2	Environmentally Sustainable and Low-Cost Modular Homes	James Mason, Sam Bury, Keenan Mills, Alec Rippon	Mr Henchie
3	Fixing Food Security through Reconnecting Consumers and Sellers	Johnny, Luke and Liam	Mr Noel
4	Re-using Plastic Bottles: Multi-functional Portable Greenhouses	Lukas, Benji, Nic	Mr Firth
5	Edu-Index: Connecting NGOs with Volunteers	Gus Farara, Charlie Bicker Caarten, Max van Veen and John Smith	Mrs Viotti
6	Project S.H.A.R.E: Online platform to develop empathy	Paul, Isaiah, Nick	Mrs Viotti
7	#NotAtMySchool: Creating Gender Equality Awareness	Tom, Chris, Max	Mrs Viotti
8	Kunceda: An NGO appraisal Tool	Daniel, Ben Jack, Khelan, Johny	Mr Henchie
9	Conversations on the Biodiversity of Bishops	Oliver, Jack & Gray	Mr Noel