



ST JOHN'S COLLEGE



INDLELA YOKHOZI
OUR JOURNEY OF TRANSFORMATION

2022



UKHOZI | THE EAGLE

LOOKING BACK AND BEYOND THE HORIZON

Ukhozi/The Eagle is core to our school's heritage and identity. St John the Evangelist is often symbolised by an eagle, a figure of the sky, believed by Christian scholars to be able to look straight into the sun.

As a bird ukhozi, the eagle itself, is also known for its use of the winds and storm to either propel itself forward or **rise above the storms** and see a great distance ahead.

Indlela Yokhozi (The Path of the Eagle) was the name suggested at the Heritage Committee a few years ago to be given to Long Walk.

Our Leap of Faith Strategic Plan seeks to be much like the eagle: to guide our school to fly above storms and to use the winds to propel us into the future.

WELCOME



Mr Allan Magubane
Deputy Head: Transformation & Community Engagement

Dear St John's College Community

It gives me great pleasure to share our first edition of *Indlela YoKhozi - Our Journey of Transformation*. This twice-yearly publication aims to update you on the Transformation Office's activities and initiatives.

During 2017 and 2018, St John's undertook a rigorous Independent Representative Interim Council process. One of the key outcomes identified the need for the school to outline a clear direction for our transformation journey.

As a result, we developed our Leap of Faith Strategic Plan for Transformation, which was approved by the Council of St John's College in 2020. Through the plan's three key pillars – Growth, Stewardship and Equity – we seek to realise the objectives of the South African Constitution.

In lockstep with the culture of academic excellence at St John's, we are proud to celebrate new ideas and learnings in our classrooms. Through the hard work of our colleagues, we ensure our students are taught about the many dimensions of diversity, with the view that they will be world-ready and future fit on graduation. We also celebrate our changing student demographic. The strength of a diverse campus enriches the quality of the educational experience for all our students.

The various levels of St John's transformation journey are being driven by many of our colleagues, students and parents. I would like to mention Mr Raymond Barrow (Head of School, 2018), who helped pull all our good work together. I thank Mrs Dudu Mashele, Deputy Head: Transformation & Belonging in the Prep, and Ms Noluthando Nkuna, Deputy Head in the Pre-Prep, for their efforts in ensuring our campus grows together at all levels.

We are delighted with the growth in our Community Engagement office, which offers our students and the greater community immense opportunities to expand hearts, minds and meaningful connections. I thank Mr Mickey Mashego, Head of Community Engagement, for growing the Community Engagement office and, in so doing, growing the impact in our school and beyond. *Kwande!*

Finally, my sincere thanks to all my colleagues who work at every level of our school to realise our strategic objectives. *Siyabonga!*

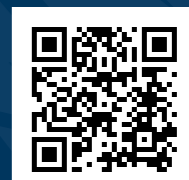
This edition of *Indlela YoKhozi* is a reflection of 2022. It is a labour of love and a prayer that love's gospel may be true for everyone, everywhere, all the time.

ST JOHN'S COLLEGE

LEAP OF FAITH STRATEGY

<p>Growth</p> <p>Teaching & Learning</p> <p>A commitment to teaching and learning as a fundamental ingredient to understanding ourselves and the world around us, especially in relation to diversity.</p>	<p>Stewardship</p> <p>Community Engagement</p> <p>A commitment to a life of service, to participating as citizens of a broader society.</p>	<p>Equity</p> <p>Practices of Fairness</p> <p>A commitment to developing policies that enhance equity and restoration.</p>
Mind	Body	Character
Lux - Light	Vita - Life	Caritas - Love

Watch us talk about the Leap of Faith strategy ▶



EQUITY

DEMOGRAPHICS

St John's College has worked consciously over the past few years to ensure that the demographics of the College are in closer alignment with that of our country, our sector and our province. The process has been an incremental one, based on both the trends from the feeder schools and the deliberate efforts of the Admissions office, including varied intakes to normalise the demographic.

We are pleased with the path that we are on and will continue to work on this.

While we have an unexpectedly large number of boys going to Lower VI instead of Lower V, the College is full and we continue to interview boys across various forms for entry into the School. Our focus continues to be to look for boys who will grow and thrive here, boys who will add value and boys who add to our transformational imperative. My thanks goes to our Marketing and Admissions departments for their sterling work. They have added more parent and boy tours to our schedule in lieu of the Open Day and I look forward to reporting on this in due course.

A SNAPSHOT OF PAST REPORTS

October 2022

We have a full Remove intake for 2023, with additional boys on the waiting list and several new applications. We continue to communicate with these families so that we will be able to process their applications if space becomes available. We are very pleased with the trends in the demographic makeup that we see in this entry group.

We also have ad-hoc applications on a ongoing basis for spaces in other forms, and we interview those with the academic background to move to St John's in one of the higher forms.

Easter 2022

The admissions process for Remove 2023 is going well. We have had very good interest from our normal feeder schools, and St Peter's in particular has shown exceptional interest in us, with most of their top boys indicating that we are their school of choice. The demographic spread of the applications also looks good, although a more detailed analysis is required. There is no doubt that many strong candidates are looking for some financial assistance. We will have to give this significant consideration as we draw this process to a conclusion.

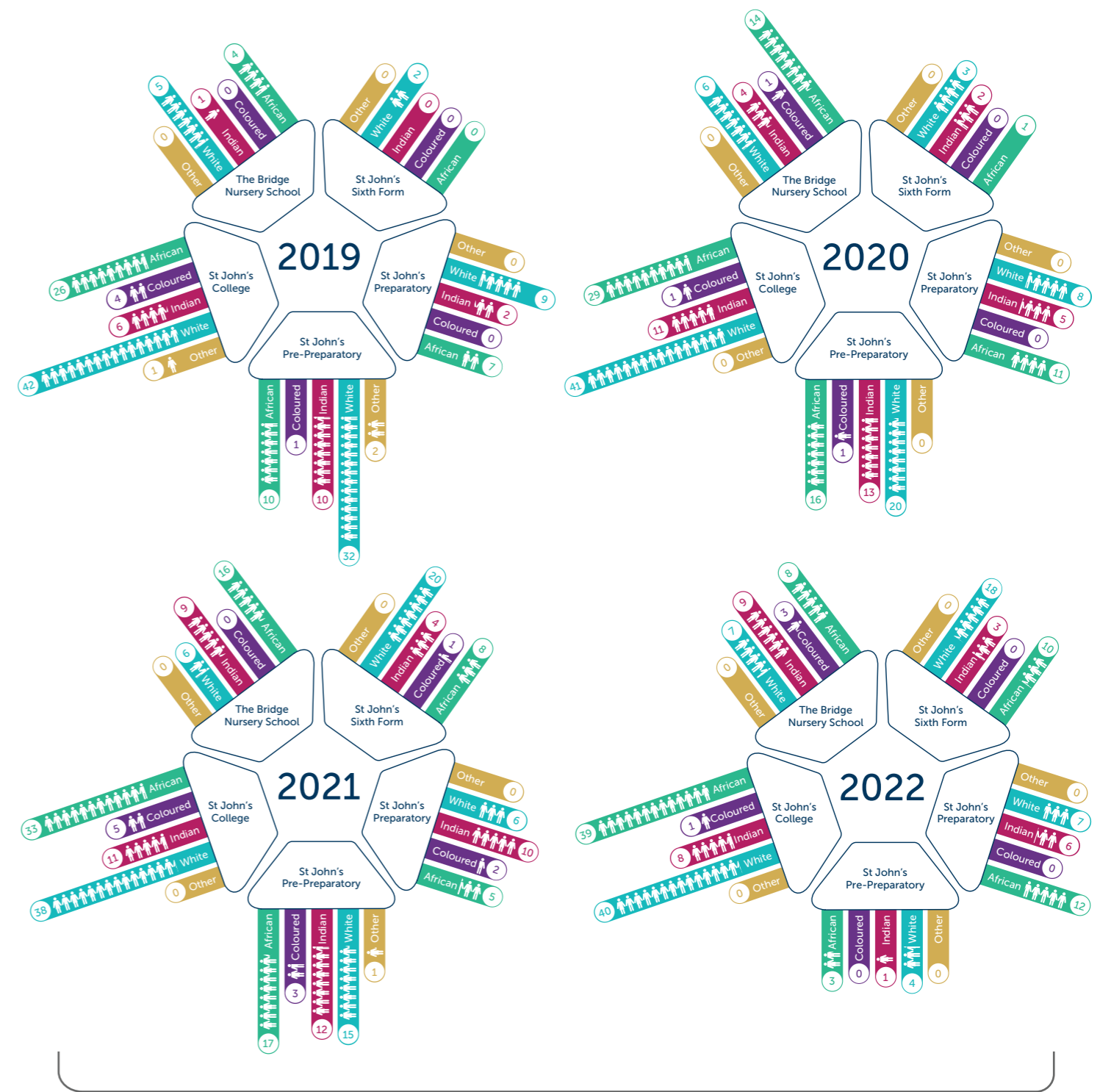
We will make offers of a place at the end of March and scholarship offers will go out on 11 April.

October 2021

Much thought and energy went into ensuring that everything that can be done to address diversity issues is done. We would like our student demographic to reflect the SSE quintile 1 demographic.

June 2021

The Remove 2022 admissions process has been concluded. We anticipated having a full class (164 boys, less withdrawals from the latter part of the year.) The new intake of 88 boys was a very diverse group, with similar numbers of black and white students (35 and 37 respectively.) For the second year, the number of white boys in the intake was below the important yardstick of 50% (last year at 42%); last year the percentage of boys of colour is above 50% and the percentages of white and black students are almost identical. This continues an encouraging trend we have seen over the past few years and I need to thank the interviewing team, and Mrs Abby Smith in particular, for their efforts.



Admissions strategy ensures demographic targets are met.

March 2021

We are in the midst of the interviews for Remove 2022. We continue to uphold the imperatives of transformation, looking after siblings, and the sons of OJs. The number of applicants has been good. In the midst of this, we have interviewed a small but reasonable number who are applying for places in other forms.

May 2020

The enrolments for Remove 2021 is looking very good. We are slightly oversubscribed at the moment.

Mr Peter Wright
Senior Deputy
St John's College

EQUITY

HERITAGE DAY CELEBRATION



HERITAGE



EQUITY

HERITAGE

WHAT'S PAST IS PROLOGUE:

A Timeline of Heritage, Culture and Symbols Changes Since 2003

The heritage, culture and symbols aspect of transformation and diversity (T&D) is (like other dimensions of T&D) a process rather than an event. Moreover, it is a continuous and long-term process without any definite endpoint or completion date: it will continue indefinitely as the College, on an ongoing basis, explores, interrogates and grapples with its institutional culture with a view to ensuring that its culture (and the manner in which its culture manifests itself through physical and ideological expression) is consonant with the College's ethos and core values.

The heritage, culture and symbols aspect of the T&D process predates the establishment of the T&D Committee, and, indeed, of the Independent Representative Interim Committee's (IRIC). Various actions and measures of a transformational nature have been implemented.

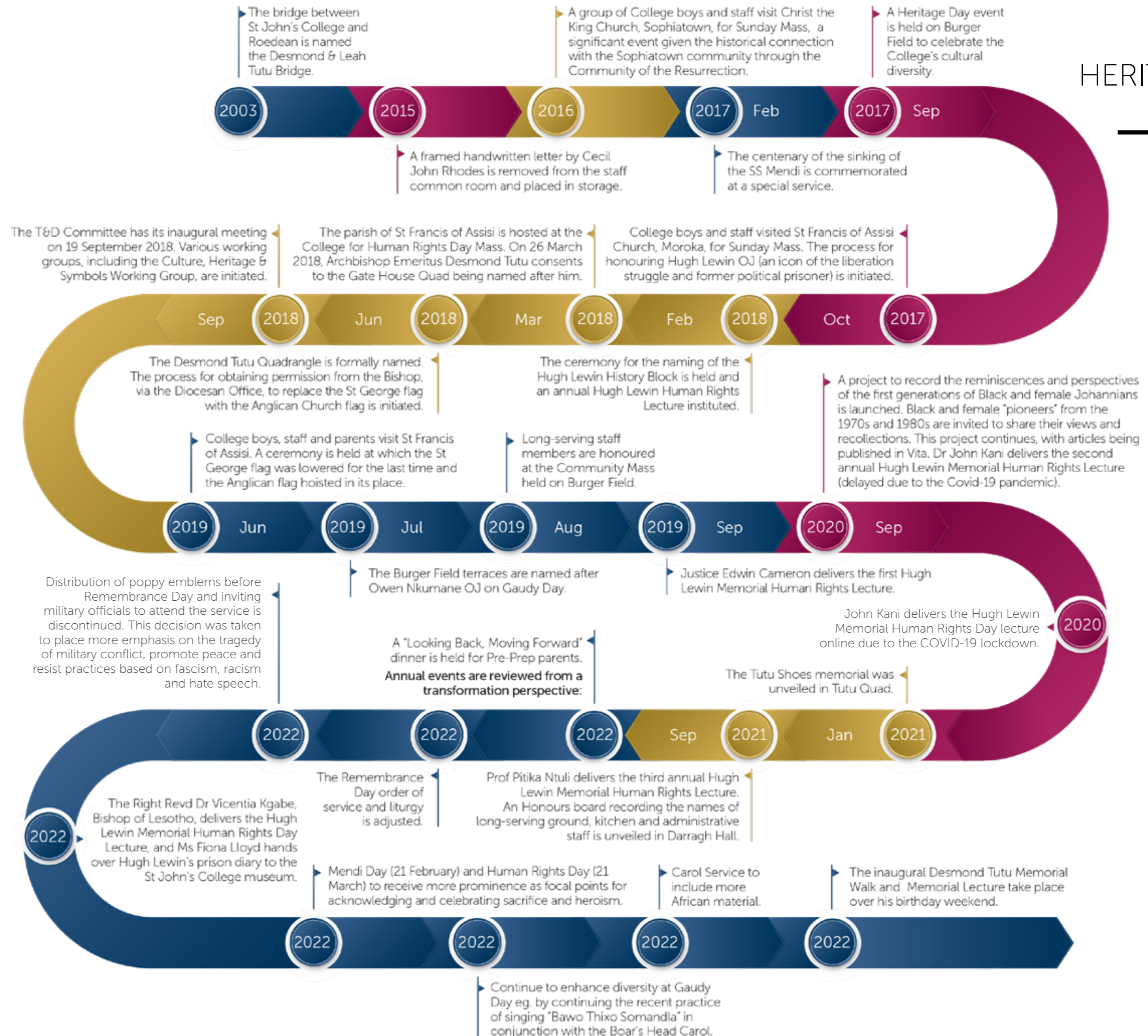
During the course of 2021, a review of plaques, inscriptions, artefacts and other symbols on campus is conducted, as a result of which:

- The Crusader painting on display in the OJA boardroom is put in storage.
- The Queen Elizabeth II coronation plaque in Pelican Quad is removed and kept in storage in the museum.
- The Great Trek centenary plaque in David Quad is covered and will in due course be replaced.
- College community members who made contributions to, or sacrifices in, the struggle for social justice will be honoured in the Memorial Chapel.
- The Heritage Committee's sub-committee on visual strategy is looking into diversification of art works displayed on campus.

And documents currently being drawn up include:

- The reflections of Messrs Dixon Buthelezi and Gidefile Mabaso, who retired in 2021 after 44 and 38 years at the College respectively.
- A spirituality statement to be incorporated as a preamble to College policy documents, to render such policies consistent with the College's core values and ethos.

Dr Daniel Pretorius
Former Clarke Housemaster,
History teacher and parent



GROWTH

THE CONVERSATIONS WE HAVE:

A reflection from November 2019

St John's College parents do communicate with each other. In the morning, we smile and wave when dropping off our children. Of course, some mornings we aren't smiling, and we're not waving. We are in a hurry to beat the traffic, meet a deadline, and be first at the lights. Personal friends may have time to meet for a coffee, but mostly – and sadly – we are all too busy for a conversation.

We mainly communicate with each other on the side of the sport's field, ahead of a music recital, or while waiting for the play to start. Cricket parents have a chance to talk the whole morning, compared with hockey or basketball parents who have a much shorter Saturday morning outing! We talk about our sons: how busy they are, how hard they are (or aren't) working; what they have lost (or found) this week; and we make endless social arrangements for them.

Parents see each other more or less often, depending on the frequency of fixtures and the progress or change of direction of our young men. There are those we have "grown up" with, having met in the Pre-Prep and Prep. There are more recent groups, established at the start of College. We create deep, personal friendships with some, and with others we will forever be inextricably connected, but not close.

The collective trauma at SJC in July 2017 relating to the exposure of racism (among other ills) rocked the school community: we were shocked, angry, outraged, in denial, indignant, afraid and ashamed. Friends and those who thought they were friends and "like-minded" were conflicted and found they were "choosing sides". WhatsApp groups raged and cajoled and tried to mobilise and mediate. Emails were circulated which similarly raged, cajoled, tried to mediate and mobilise. Traditions felt threatened and as a section of the community, we were jolted out of our complacent "happy space" into confronting real and uncomfortable truths – and being forced to find solutions, to do things differently.



One such solution, stemming from the Independent Representative Interim Committee (IRIC) process, is the Parent Conversation programme, as introduced by Mr Allan Magubane.

I attended my first one in May 2019. The second, in October 2019, broached the subject of masculinity, gender-based violence and how we raise our sons. A far cry from meetings about signage and the colour of the common room walls.

PARENT CONVERSATIONS

Ahead of the May conversation, I had no idea what to expect. We sat at tables, having randomly chosen places that were free, or had one or two people we knew. We re-introduced ourselves to those we recognised, but didn't know the names of.

Parents were asked to share their stories around the table, and it was harrowing. We heard of institutionalised racism, missed opportunities at school on sports fields and in leadership positions, and how they grew up being almost invisible. Grown men and women – the parents of our sons' friends and peers and teammates who we smile and wave at – were reduced to tears as they recounted their painful pasts, and the gathering (certainly at our table) was left stunned: awkward, uncomfortable, exposed, vulnerable. It was profoundly moving, and emotionally exhausting.

We think we know each other. People think they know us. We think because we have chosen a school and a community like St John's, and because we share similar values and expectations in terms of education, quality of life and opportunities for our children, that we are like each other. Mostly, we only know a little about each other: where we live, where we work (possibly what we do), the cars we drive, and if we are reliable in terms of fetching and carrying, and supervising at parties.

When do parents actually talk to each other, not as parents, but as people, as individuals? What do we really know about each other, where we have come from, who we are, and where we (think) we are going – as a family; as part of the privileged SJC community, and as South Africans? Parent Conversation is about making time to talk; taking time to reflect, thinking differently about the lives of others; and importantly, making time to listen and learn.

Ms Janice Fridjhon
College parent



Parent Conversations 2021

RESTORATIVE PRACTICE

THREE-DAY COURSE HEIGHTENS AWARENESS OF RESTORATIVE JUSTICE

Restorative justice seeks to build partnerships to re-establish mutual responsibility for constructive responses to wrongdoing within our communities. Restorative approaches seek a balanced approach to the needs of the victim, wrongdoer and community through processes that preserve the safety and dignity of all.

Restorative justice is about building communities of care around individuals while not condoning harmful behaviour; in other words, holding individuals accountable for their actions within systems of support. "Restorative justice" is not a completely new concept in South Africa and forms part of the foundation of the new criminal justice system for juveniles.

Batley from the Institute for Security Studies discussed the concept of restorative justice in the South African criminal justice environment and says: "Simply put, restorative justice is about addressing the hurts and needs of both victims and offenders in such a way that both parties, as well as the communities which they are part of, are healed."

- Extracts from *The Right to Dignity and Restorative Justice in Schools* by M Reyneke.

In July last year, Siham Boda from Conflict Dynamics ran a three-day course at St John's which was attended by Housemasters and Executive staff from the Prep and the College.

Siham is an advocate of the High Court of South Africa and has practised both locally and internationally, specialising in Constitutional and Public International Law. She served at the Constitutional Court of South Africa and the Land Claims Court.



her legal, corporate and investigative experience to deliver effective mediation processes.

Siham enjoys training and provides services to the Law Society of South Africa's Legal and Education Development (LEAD) division, as well as clients in the corporate and education sectors. She is a member of the Association of Independent Mediators (AIM), which raises awareness of mediation as a dispute resolution mechanism to the public.

After being called to the Bar, Siham graduated with an MBA and has practised as a corporate consultant where she gained experience in dispute management and forensic investigations in a wide range of industries. Siham is an independent practitioner and has mediated many disputes and chaired disciplinary hearings, drawing upon

In the three-day course, our staff were trained in the delicate art of dispute resolution and mediation, with an eye on incorporating the concept of restoring relationships between students in conflict at St John's. The method centres on the restoration of dignity and wellbeing of the victim in a conflict situation while also allowing the perpetrator to gain a deeper insight into the hurt he or she caused.

The staff were unanimous in expressing their support for these concepts. They found the course insightful and very useful. Several cases of dispute between boys have already been successfully managed using this method rather than the traditional method of focusing on the perpetrator with an inevitable one-dimensional punitive outcome.

In the Easter Term of 2023, Siham will also be training the College Prefect team in order for them, too, to be able to settle more petty disputes between students.

Mr Martin Huysamer
Deputy Head: Student Affairs
St John's College



STEWARDSHIP

MICKEY MASHEGO



Mr Mickey Mashego joined St John's as **Head of Community Engagement** in 2021. He leads the St John's College Academy, Centenary Scholarship programmes and aims to grow the school's impact in our neighbouring community through meaningful service initiatives, partnerships and programmes.

Mr Mashego was a former Business Studies and EMS teacher at Dainfern College where he held the positions of Junior House Director and MIC of Soccer. He is a passionate mentor and advocate for equal opportunity, self-development and sustained community development.

He brings a wealth of experience from his years spent as Head of Facilities at the Oliver Kahn Safe Hub in Cape Town, an international non-profit organisation supporting the young people of Guguletu and Manenberg through education, psycho-social support and employment.

Mr Mashego works in close partnership with the Deputy Headmaster: Transformation and Community Engagement and Advancement team to promote and sustain these critical Social Responsibility programmes.

ST JOHN'S COLLEGE'S PARTNERSHIP WITH MASIBAMBANE COLLEGE

Masibambane College is a co-ed primary and secondary school situated in Orange Farm, Gauteng, about 50km from Johannesburg. The Masibambane College High School officially opened in 2010 and has been home to 1 000 learners.

In recent years, the high school has achieved an impressive 100% pass rate and numerous distinctions annually. The success of Jubilee Dongo, who matriculated with nine distinctions in 2021, is proof of the high quality of education the College provides.

Despite limited funds and its less-than-ideal location, Masibambane College strives to provide the best for its students, and through partnerships it has developed its facilities and focus on STEM subjects.



St John's College partners with Masibambane College through its social outreach programme, assisting with, among others, administration, equipment and fundraising for capital developments. The two schools interact regularly, with the Heritage Day celebrations held together annually.



Prefect crossover 2022

On 17 February 2022, prefects from both schools met at St John's for an afternoon meet-and-greet. Through a series of activities organised by Mr Magubane and Mrs Mashele the prefects were given the opportunity to learn about each other's schools, demonstrate teamwork and create relationships for ongoing collaboration.

Masibambane 25th anniversary

Masibambane College celebrated its 25th anniversary last year and St John's College was invited to participate in the celebration events, which included sports fixtures between teams from both schools and performances by the Masibambane students.

Progression of the partnership

It was difficult to plan events with Masibambane in advance for 2022 owing to the compact status of the St John's College calendar. The prefects' meet should be moved to early February to give both prefect bodies the opportunity to interact earlier, and plan events as early as possible.

Elsie Kioko
Head of Sixth Form

The Class of '63 Supports 63 Matric Students at Masibambane

Last year, the Class of 1963 was challenged to raise funds for a philanthropic cause. With access to education a priority, the group came together to make a meaningful contribution to assist the Masibambane College matric class of 2022. Many Masibambane parents have been unable to pay fees due to the Covid-19 pandemic, making school income and numbers increasingly challenging to sustain.

It was driven by Anthony Gear (1963 Thomson), John Wilder (1963 Hill/Clayton) and Stanley Trollip (1963 Thomson), and the initiative aimed to raise R150 000. The response was strong and a total amount of R212 922 was contributed.

St John's College has enjoyed a long-standing partnership with Masibambane College, a community school and beacon of hope located in the impoverished informal settlement of Orange Farm. Established in 1997, the school has achieved remarkable academic results despite the extreme challenges faced by learners. The school prides itself on its record of a 100% matric pass rate since 2013; in 2021, one learner achieved nine distinctions.

The campaign culminated on 23 February 2022, with a celebration and official handover at Masibambane.

A party of 12 St John's staff members and representatives from the Class of 1963 visited the school. After an introduction to staff and the pupil leadership, the group joined the matric pupils in the school hall. Ms Nombeko Nyathi, Head of Masibambane College, opened the event with a warm welcome. Stanley Trollip gave an inspiring speech on behalf of his class, linking the two schools' mottos, their symbolism and highlighting the importance of community.

The ever-uplifting Mrs Dudu Mashele (SJC Deputy Head: Transformation, Diversity and Inclusion) and Mr Rowan Burger (Chairman of the Masibambane Council) also addressed the group. Malcolm Yingwane (Grade 12 Masibambane learner) concluded the speeches, thanking the Class of 1963. The incredible performance by Masibambane's world-renowned marimba band was a highlight of the ceremony.

PARTNERSHIP

Mr James Urdang (CEO & Founder of Education Africa) led a tour of Masibambane College. It was wonderful to experience the vibrance of the school, view the facilities and engage with staff and students.



The final allocation of monies raised is as follows:

- Total amount raised R212 922
- Tuition R150 000
- Feeding Scheme R30 000
- Headmaster's Discretion R32 922

Our sincere thanks goes to Masibambane College for hosting us so graciously.

On behalf of St John's College and the Foundation, our sincere thanks goes to every member of the Class of 1963 who contributed with such generosity to Masibambane College.

Ms Suzie Copperthwaite
Advancement Office

STEWARDSHIP

COMMUNITY ENGAGEMENT 2022

- **Choc Foundation:** Slipper Day and Badge Fundraising.
- **Slipper Day:** Proceeds donated to 'Reach for a Dream'.
- **Easter Egg Drive:** Various Gauteng children's charities.
- **Grade 0 Sandwich Collection:** Johannesburg Children's Home.
- **Mandela Day:** Meal packets donated to Servest, Rainbow & Smiles and Kids Haven.
- **Africa Day:** Non-perishable food donation given to 'Gift of the Givers'.



COMMUNITY ENGAGEMENT



Asteri Primary School pupil Ntsako Chauke was the first Prep Academy student to be awarded a Centenary Scholarship at St John's College and we look forward to supporting this exceptional boy. Ntsako is now in Lower 4 and expressing his numerous talents across many areas of college life.

Work is currently underway to create a pathway for some of our Grade 7 students from the Prep Academy to transition seamlessly into the College Academy by collaborating with our partner high schools.

ST JOHN'S PREP ACADEMY

The St John's Prep Academy is a community engagement project that serves pupils from under-resourced schools within our immediate area. The programme is an extension of the College Academy and we have partnered with Yeoville Boys, Asteri Primary and Yeoville Community School to offer a supplementary and enrichment teaching programme that takes place at St John's three afternoons a week.

Under the leadership and care of Mrs Michelle Fehrsen, the Prep Academy welcomed its first boys in 2019, with plans for 2020 severely impacted by Covid as the boys could not be taught in person. We currently have 38 Grade 6 and 7 pupils.

Teaching is based primarily on literacy, numeracy and technology. We have also incorporated sport, music and other cultural activities into the curriculum as well as programmes and excursions during holidays. Building on principles of sustainability and a commitment to our neighbouring inner-city community, St John's strives to secure places at resourced local high schools for each boy who completes the programme.



Ntsako Chauke

At the end of 2022 we bade farewell to Mrs Michelle Fehrsen who stepped down from her duties as the Head of the Prep Academy. Mrs Fehrsen has been pivotal in establishing the Prep Academy to the loved and joyful programme it is today.

Her compassion and care for her students and their families over the years has been nothing short of remarkable. We owe enormous gratitude to her servant leadership and empathy that has shaped these boys into true ambassadors of this wonderful programme. Ms Lucia Mangolo has taken over the reins and has already established herself as a loving mentor to the boys.



Mrs Michelle Fehrsen and the Prep Academy boys

STEWARDSHIP



Discussing the effects of debt with Mohammed Bulbulia



THE ST JOHN'S COLLEGE ACADEMY: TAKING A HOLISTIC APPROACH

By and large, the St John's College Academy predominantly focuses on the development of academic and intellectual capabilities of students to prepare them well for their final matric examinations. In the past couple of years, however, we have taken a more holistic approach to their development by incorporating the expansion of physical, mental, emotional and social abilities in tandem with other elements of their growth. By so doing, we aim to provide opportunities that further integrate the Academy into College life and ensure that all learners are given the opportunity to develop life skills and networks that can be leveraged in their careers and life in general.

Psychosocial support and personal development

Academy students were exposed to a variety of topics from the Vertical Tutor Group Curriculum which we follow in the College. These were ably supported by staff in the Pastoral Care Committee; our Chaplains; Old Johannians as well as senior students in the College and Sixth Form.

The boys explored the following topics:

- **Dealing with Grief** with both our Chaplains Fr Jeremy Jacobs and Fr Thapelo Masemola.
- **Academic Planning and Organising** with Mrs Jo House.
- **Financial Literacy** with one of our Old Boys, Mohammed Ismail Bulbulia (OJ Clayton 2012).
- **Youth Mental Health** with Elsie Kioko (Head of Runge, 2022) and Tatenda Hlabathi (Sixth Form, 2022), Ms Ndivhu Mphephu and Fr Thapelo Masemola.

Where necessary, several students could also make use of our School Counselling Services for individual psycho-emotional support. While more capacity is still required in vital areas of their overall wellbeing, access has improved significantly.

ACADEMY

Talking mental health

Elsie Kioko and Tatenda Hlabathi have been working closely with the Grade 10 and 11 Academy students to develop a Youth Mental Health campaign. The Academy boys will run the programme in their respective schools (Highlands North Boys High School and Barnato Park High School). This upcoming initiative is well supported by the headmasters, teachers and students of the respective schools – which is encouraging, considering that this aspect of a child's wellbeing is overlooked within traditional school structures. The Academy students are clearly excited about their experiences developing the programme. They were particularly benefited by insights gained from The Youth Forum on Mental Health hosted by St John's College in commemoration of Youth Day. The forum, which can be read about elsewhere in this publication, developed a campaign that is relevant for their school context and began conversations around Youth Mental Health in the schooling environments.

Mr Mickey Mashego
Head of Community Engagement



STEWARDSHIP

EXTRACURRICULAR ACTIVITIES

Extracurricular activities such as sports and culture play a vital role in the overall personality enhancement of a child. It catalyses educational progress. Through sports and culture, children master particular life skills and develop coping mechanisms which enable them to better navigate their personal development. They become good decision-makers and emerge as well-rounded individuals. The Academy, therefore, has moved beyond the classroom and now includes the following programmes:

Learn to Swim

During Easter Term, both the Prep and College Academies have started the year with a Learn-to-Swim Programme under the management of Mrs Heather Crosley. In this case, swimming is not only an enjoyable extramural activity but is also a crucial life skill that saves lives. Despite the unpredictable highveld summer weather, which generally meant that sessions were suspended due to frequent lightning warnings, the boys



still managed to complete several enjoyable sessions. It was clear that they were certainly looking forward to picking up where they left off in Michaelmas Term.

First Aid

Under the tutelage and guidance of Sr Nomathemba Mabaso and Sr Delia Pentiah, **six Academy Boys** went through Level 1 and 2 First Aid Training in March 2022. Some of these young men intend to leverage this opportunity to eventually pursue careers in the medical profession. From the moment they were awarded their



Academy and College First Aiders learning from the professionals at the Easter Rugby Festival



Academy First Aiders volunteering at the Easter Rugby Festival

certificates, all of them have taken every opportunity available to them. They have volunteered at multiple St John's College sporting events and festivals including the **Easter Rugby Festival** and **Pink Derby Day**.

GROBS



"GROBS" is the St John's annual variety show which is a showcase of Johannian talent, with much wit and mischief thrown in for good measure. Two pieces were put forward for the the Academy boys to perform on the night. The script and choreography were written and artfully directed by Mr Craig Morris in the Drama department. Each week, two of our senior drama students, Elsie Kioko and Tatenda Hlabathi, worked tirelessly with the Academy to put together a memorable debut performance. It was a daring initiative that paid off handsomely with the Grade 10 Academy performance receiving a standing ovation.

This is an incredibly important event. Not only does it integrate the Academy students into life at St John's College, it acknowledges the programme as more than an academic intervention and an integral part of the community in multiple areas of college life.

It was evident from the euphoria of the Academy students and their directors post-performance that this experience meant a great deal to them, no matter how fleeting their moment on stage may have been.

ACADEMY

Football and Conditioning

During Trinity Term, the Academy's extramural offering changes from Swimming, Cricket and Chess to Football and Conditioning. Our High-Performance Centre staff and Football coaches ran weekly sessions for the boys to develop their team skills, personal discipline and general overall wellbeing.

For the first time ever, the Academy students were invited to partake in Gaudy Day celebrations. They, together with members of the Class of 2021, showcased their skills against the St John's College 1st XI. Once again, the Academy was entered into the Inter-House Soccer competition where they placed 7th overall. On Fridays, the boys also get to challenge some of the St John's College students and staff to 5-a-side Football matches aimed at building comradery amongst the students and a sense of belonging and ownership of the campus.

"The Academy is an integral part of this College and they "gel" with all the students and staff members here. They belong in the St John's Community."

— Tatenda Hlabathi (Sixth Form Student)

Tatenda Hlabathi
Upper VI Runge



Academy students in the St John's College gym growing in body, mind and character

STEWARDSHIP

2022 CYCLING CLUB RESULTS

The group competed in seven events last year, in a range of different cycling disciplines.

The Cycle Lab Series, which is attended by over 600 high school learners, provided the opportunity to test ourselves against school riders in our own age groups. The track league events at the Hector Norris Park Velodrome group riders according to ability, and as such, provide a tightly contested and exciting racing environment. Some of our best results from these events are detailed below.

14 May: Cycle Lab Schools MTB Series #1, John Vorster HTS, Pretoria:

- Youth 15 Men - Khanya Ntshalintshali, position 91
- Youth 16 Men - Comfort Shiburi, position 69
- Junior 17 Men - William Mills, position 2

28 May: Cycle Lab Schools MTB Series #2, Steyn City, Johannesburg:

- Youth 16 Men - Comfort Shiburi, position 69
- Youth 17 Men - William Mills, position 4

29 May: East Side Crits, Boksburg Stadium, Johannesburg:

- B Category - William Mills, position 2

11 June: Gauteng XCO and XCO Lite Mountain-bike Championships, Monte de Dios, Pretoria:

- Junior Men XCO - William Mills, position 7
- U17 Men XCO Lite - Comfort Shiburi, position 3

25 June: Hector Norris Park Track Winter League #4, Johannesburg:

- C Batch 6 lap points race - Genius Mogale, position 4
- C Batch 800m scratch race - Genius Mogale, position 4

16 July: Hector Norris Park Track Winter League #6, Johannesburg:

- C Batch 10 lap points race - Faizel Mbambo, position 4
- A Batch 1500m scratch - William Mills, position 1
- A Batch 20 lap points race - William Mills, position 2

30 July: Hector Norris Park Track Winter League #7, Johannesburg:

- C Batch 3 Lap Scratch - Ahmed Kaseya, position 4, Comfort Shiburi, position 5, Abraham Kazadi, position 6
- C Batch 800m - Ahmed Kaseya, position 2, Genius Mogale, position 3, Rooney Motama, position 4, Abraham Kazadi, position 7
- A Batch Keirin B final - William Mills, position 2
- A Batch Elimination - William Mills, position 4
- A Batch 30 lap Scooter race - William Mills, position 4

CYCLING FOR A DIFFERENCE

That the pursuit of excellence should go hand in hand with inclusivity is a concept fundamental to the cycling group spearheaded by William Mills, a Lower 5 student at St John's. This initiative started in 2020 with an invitation for learners to take part in a cycle skills, fitness and testing session in the school gym and on mountain bikes around the sports fields. With the encouragement of Mrs Agnes Nugent (Former Head of the College Academy), the invitation was extended to the St John's College Academy learners.

The first 18 months built a foundation – through teaching basic riding skills, gathering equipment and establishing a supportive school framework. Subsequent to riding around on the school sports fields, it was always my intention to move training to the Hector Norris Park (HNP) Cycling Velodrome in Turffontein. HNP is a fantastic venue because track cycling improves physical fitness whilst rapidly developing bike handling skills. It is well suited to a group with different abilities because, riding around the oval, no-one gets left behind. It is also only 8km from SJC. Gauteng Track Cycling had made the venue available to SJC at no cost and further, had offered to lend us track bikes.

In 2020, eight cycle training sessions were organised; in 2021, 10 sessions. I also arranged three MTB outrides for the SJC group. Last year, 22 cyclists have participated in 21 sessions, with 12 attending regularly. The group has benefited hugely from the efforts of UCI-accredited coach Dave Street who has patiently, and with good humour, taught the riders discipline and technique.

ACADEMY

A highlight of the season thus far was Comfort Shiburi's selection to the Gauteng team for the Cycling SA Youth Festival in Oudtshoorn in July. This was a huge achievement – allowing Comfort to develop while competing and making countless new friends.

I was fortunate to compete for South Africa at the 2022 African Continental MTB XCO Championships held in Windhoek. My first experience wearing the green and gold was incredibly exciting. I came away with an 11th place in the Men's Junior category, along with a desire to train even harder. It was wonderful to interact with cyclists from around the continent; and to be reminded of the need to grow the sport by developing the base of cyclists in Africa, validating the value of our initiative.



[Watch the video here](#)

Another high point was having our group appear in a Cycle Lab video for the Schools MTB Series: <https://youtu.be/mo06NRorf7M>

The Academy boys' feedback, some of which is included below, is satisfying and indicative of how far we have come in a short time.

"In the cycling group I'm able to grow faster and learn from other riders who are more experienced than I am." "What I love is that everyone is so passionate and dedicated about cycling." "It's fun to cycle as a group." "You get to enjoy the wind blowing when riding the bike." "I like group energy and I like that everyone has different abilities." "We get to learn something new every day." "I enjoyed the riding, it taught me life lessons." "I feel like part of a team." "Friendship." "Everything."

None of this would have been possible without the support of Gauteng Track Cycling, the staff at HNP as well as the St John's College and Academy staff: Sifiso Nyawo who has been teacher-in-charge for almost all of the practices last year, Mr James Mhlongo who has accompanied the group, while Mr Alan Lion-Cachet, Mr Aubrey Buthelezi and Mr Mickey Mashego have provided invaluable logistical and administrative support.

William Mills
Lower V Thomson



STEWARDSHIP

STUDENT TUTORING: JUNE HOLIDAYS

While our Academy teaching staff got an opportunity to take a break and focus on the Trinity Exam Season, it was the turn of our senior students and Academy alumni to continue stretching and supporting the Academy in smaller groups. Sixth Formers, Upper Vs and Lower Vs rolled up their sleeves to share some of their knowledge with those students who attended classes during their mid-year school break.

The feedback from the students and success of the student tutoring have paved the way for potential growth opportunities in the not-so-distant future.



Joe Chemaly explaining some Physics concepts



Working on some Grade 10 Maths



Jonathan Tirkaso and Voldi Muyamba taking them through it step by step, with Lili Spinazze and Milo Shan looking on.

ACADEMY



My Experience:

Teaching at the St John's Academy

In April 2019, I participated in a debating tournament in which one of the motions was about educational inequality. An awkward moment occurred when my opponent, a public school student, questioned me on what grounds I have to speak on such issues from a privileged institution like St John's. I realised that I was part of this problem, and simply have to do something about it. The next day I signed up to volunteer in the newly-founded Prep Academy, and thus began my journey as an "amateur educator".

From then on, I taught mathematics to an Academy class every week and it has been nothing but pure joy teaching my students. At first I had Grade 6 pupils, with whom I played the game "24", while giving them a better understanding of BODMAS. Later, I sought a more challenging role to be involved in the College Academy with Grade 10 Maths. More recently, I even worked with Academy graduates to prepare the current Academy Matrics for their preliminary exams.

Teaching in the Academy gave me a new perspective on how dire education inequality really is in our society. I lament how under-resourced public institutions have

failed their students, not teaching multiple solution paths and still letting their Grade 10 students struggle with basic multiplication. Nevertheless, I am grateful to Mrs Michelle Fehrsen and Mr Mickey Mashego for providing me with this invaluable experience, and I firmly believe the impact and mission of the SJC Academy will continue as strong as ever. It has truly been a privilege to be part of this amazing programme.

On the other hand, I also aimed to improve the academic discrepancies within St John's itself. Due to the impact of the Covid pandemic, many students were struggling to keep up. As such, I and eight other Matrics set up the Peer-to-Peer Tutoring group last year, in which we provided free individualised academic support every afternoon. This programme was quite successful, and we even gave virtual one-on-one sessions when we went back into lockdown. This organisation still exists today, with the help of the current SJC Matrics who continued our responsibilities.

Over the past three-and-a-half years, I have learnt so much through teaching and tutoring. Most importantly, I finally understood Nelson Mandela's famous quote: "Education is the most powerful weapon which you can use to change the world."

Jun Tan
OJ Hill 2021

STEWARDSHIP



YOUTH DAY MARKET FAIR

The inaugural Youth Day Market Fair, which took place on 16 June 2022, was a day for the children from the Frida Hartley Women's Shelter and the Johannesburg Children's Home (JCH) to have a day of fun, with a shopping experience they wouldn't usually be able to have outside of the fair.

While the children could browse through and pick from a variety of secondhand clothing on display, the fair was designed to have a unique atmosphere emulating a traditional flea market or shopping experience, not a donation handout or handover.

Food, drink and football games went on for hours while music filled the air. Tatenda Hlabathi (UVI Runge) and a

Grade 8 student from JCH acted as DJs, bonding over the love of music while playing amapiano and house.

The rules of the day were simple:

- No one left without a new friend.
- No one left without a full stomach.
- No one left feeling left out.

And for our friends from the FH and JCH:

- No one left without a book.
- No one left without a full bag of clothes.
- No one left wanting to leave.

The Community Engagement Committee feels this project was arguably our greatest success last year.

FRIDA HARTLEY CHILDREN'S HOME

It has been a privilege for St John's to make a difference at the Frida Hartley Women and Children's Shelter.

Frida Hartley takes in women and children from troubled homes or faced with homelessness, and Frida Hartley provides them with accommodation, psycho-social support, employment and training. The children are provided with nutrition and childcare so that mothers have time to look for jobs.

The Community Engagement Committee first established a relationship in December 2021 through Sixth Form student Nina Amerding.

Volunteering at the shelter has exposed us to the countless cruelties women in this country have suffered and continue to suffer. St John's takes on a few of the laborious housekeeping duties at the shelter when we can and students volunteer on weekends to help care for and entertain the children.

WOMEN'S FORUM

Workshop at Barnato Park High School

In celebration of Nelson Mandela International Day, the Women's Forum held a collaborative workshop at Barnato Park High School on 22 July 2022 to educate girls on sexual health and reproduction, looking further than the scientific aspects explored in Life Science.

Poverty in South Africa has made menstruating uneconomical for many women, and sanitary products, which are a basic need, are expensive and often unaffordable, resulting in three out of 10 girls missing school during their monthly period. If the average price of pads is approximately R18, a woman will spend R19 800 on pads in her lifetime. For many, this is an improbable reality.

The Women's Forum believes that every female should have access to education on women's health. This includes, but should not be limited to, feminine hygiene, puberty, body image, and safe sex – including an expansive understanding of basic women's rights in South Africa.

With the help of Mr Mashego, Ms Mphephu and Ms Chonco, five Women's Forum representatives took part in the workshop: Temwani Chibiya (Head of Women's Forum 2022), Nina Amerding (Upper VI), Raeesah Jadwat (Head of Women's Forum 2021), Hannah Katimbo (Upper VI), and Elsie Kioko (Head of Sixth Form 2022).

The Women's Forum representatives held an immersive conversation with the Barnato Park Grade 8 girls, sharing their knowledge, insights and experiences around sexual reproductive health. Addressing a wide scope of myths and misconceptions, the representatives unravelled common questions that many teen and pre-teen girls have and may have found difficult to ask their peers, friends, teachers or families. They left the workshop with more knowledge, lunch packages and a variety of donated sanitary products.

It was such a success last year that we are determined to collect sanitary products for donation twice next year. We are proud of this valuable initiative.

Elsie Kioko
Head of Runge



STEWARDSHIP

BLACK STUDENT UNION: TOUGH ISSUES, CONSTRUCTIVE SOLUTIONS

This term, the Black Student Union (BSU) faced one of the toughest issues it has faced since its founding.

As we navigated the incident at Michaelhouse, the BSU had to become a space allowing for anger and sadness to be expressed, where people could heal. We had constructive conversations about processes and policies to protect students and staff.

Trying to unpack the reasons behind the hurt and grief felt by the students was not easy, but it showed the necessity of spaces such as the BSU. For the first time, a student could be heard and have their grievances taken seriously, with the sincere hope of actually ensuring systems and policies change.

Additionally, it became a space where we could all be allies while recognising differences – the pain was not the same for all of us. Thus, we acknowledge that the BSU should aim to ensure incidents like this do not occur again.

We can be proud that all student voices were and will be listened to during points of tension and conflict. Staff are engaged respectfully and meaningfully; students are heard as engaged citizens.

In other news, the Exodus Project hosted a clothes drive for the Youth Day Fair hosted by the Community Engagement Committee. The drive was very successful, and young children were provided with clothes at the fair due to the contributions of the St John's community.

Moreover, the BSU was a part of the Ubunikazi project – a compilation of the correct pronunciation of Johannians' names so that they are on record and learnable by all.

This will ensure that the indignity that follows mispronunciation will be a thing of the past. Another project promoted a greater understanding and acknowledgement of one another and our respective cultures.

The BSU has had many engaging conversations with students and staff throughout the year, touching on various topics. Hopefully we have managed to enhance

the space to not only be one where conversations relevant to people of colour are held but where everyone can feel welcomed and heard.

Khumo Kumalo
Lower V Clayton

QUEER AND ALLIES SOCIETY (QAS) FLIES THE FLAG HIGH FOR PRIDE

In June, during Trinity Term, the Queer and Allies Society (QAS) observed International Pride Month (alongside Youth Month) with the other affinity groups.

The Pride flag was raised above the Bell Tower, and the QAS facilitated a presentation on the events and effect of the Stonewall Riots, which Pride Month commemorates.

We also facilitated discussions during our weekly meetings on a variety of topics, including the use of slurs both within and beyond the queer community, and the culture of homophobia that exists at St John's and how these can be addressed. In these sessions, we shared our experiences and supported each other.

Photographs taken at the flag-raising event were used to create promotional materials such as posters, especially to communicate our change of venue to B14 after the departure of Mr Stead at the end of the Easter Term.

We also made plans to host documentary/queer media screenings in the afternoons for all who are interested. However, this could not be put into effect before the exams. While these projects could not be realised this term, we hope to pick them up after the holiday, as well as continuing in our role as a safe space and advocacy group for the queer individuals in our community.

Scott Blackburn
Lower V Thomson

CRÈCHE PAINTING

A new initiative, started in the Spring of 2021, is the painting and renovation of severely under-resourced crèches within Soweto and Hillbrow.

Ekukhanyeni, a worn-down crèche in the heart of Diepkloof Hostels Zone 4, is a crèche with which St John's College Community Engagement Committee has worked closely to establish a long-lasting relationship.

Around six to twelve student volunteers would help out with the renovations of the crèche, with St John's having about seven trips between November 2021 and May 2022. Every day spent volunteering at the crèches would last anywhere between six and nine hours.

April 14th was a particularly special day. Leading up to the day, College and Sixth Formers worked with Bridge Nursery School to make Easter goodie bags filled with Easter eggs, a note and sincere love. On the 14th, volunteers travelled to the crèche and painted the outside of the classroom with the utmost care, just like any other day of volunteering. However, when the work for that day was done, the students – accompanied by staff from the Bridge – surprised the group of young children (aged 3 to 5) in the class with the Easter goodie bags. The children and students laughed and screamed together as the students handed the children their gifts.

This initiative is currently ongoing with much more work to be done.

Tatenda Hlabathi
Upper VI Runge

STUDENT-LED INITIATIVES



STEWARDSHIP

DRIVES

The drives are the "behind-the-scenes" work of the Community Engagement Committee – which may be less showy than our outings to volunteer or large events held at St John's but are still impactful.

The Community Engagement Committee has led three drives last year:

- A clothing drive
- A book drive
- A stationery drive

All have been astounding successes, with the book and clothing drives leading to such a tremendous donation turnout that the committee often struggles to find storage space.

The drives occur according to the committee's calendar of events and donations are stored until volunteering opportunities arise.

The drives create volunteering opportunities for both the College and the Sixth Form: Sixth Form volunteers participate under the banner of "active community service" and College students under the label "passive" as defined by Community Hours SA, which administers all community service at the school. Cumulatively more than 200 hours have been recorded by Johannians who collect and pack the items collected through the drives.

PINK DAY

It is now a longstanding tradition that the Winter derby day against St Stithians is a Pink Day – with various initiatives running to raise funds for breast cancer awareness charities. Sixth Form Students Jonathan Tirkaso and Tatenda Hlabathi headed up the Pink Day initiative for 2022.

They went about selling:

1. Pink St John's College branded buffs.
2. Pink hair spray.
3. Pink bracelets.
4. Civvies Day sales.
5. Raffle tickets.
6. "Pink Drive" pink caps
7. Pink ribbons.

On the day, 18 volunteers worked the stand in one hour shifts in teams of four to six.

Pink Day was a tremendous success with a net total of funds raised amounting to over R20 000.

Tatenda Hlabathi
Upper VI Runge

STUDENT-LED INITIATIVES

LITTER PICK-UP

At the beginning of the 2022 Easter Term, the task of picking up litter around St John's College was taken up by the Community Engagement Committee. Every Friday, from 3pm to 5pm, students met in the Runge Gardens to be given disposable gloves, refuse bags and litter pickers by a staff supervisor.

Depending on the turnout, the volunteers split into three or four groups and leave the school premises with the staff supervisor and a security guard. The clean-up encompassed pavements and streets from the intersection of St John's and Elm Street until the Bridge entrance on Houghton Drive.

The surrounding communities acknowledged the St John's effort and the amount of litter decreased significantly between February and July.

To counter the scarcity of dustbins in the area, Community Hours SA, the St John's College Art Department, Environmental Committee and the Community Engagement Committee plan to create eco-brick dustbins in 2023. These, and potentially conventional plastic garbage bins, will be placed in the community. Presently, we are in conversation with West Pack Lifestyle, who could potentially sponsor the bins.



STEWARDSHIP

VISIT TO THE PARISH OF CHRIST THE KING, SOPHIATOWN

On Sunday, 12 June 2022, a contingent of St John's students, staff, parents and Old Johannians attended Mass at Christ the King Anglican Church in Sophiatown.

The links between St John's and the Sophiatown community go back many years. They are characterised by a common feature: the involvement of the Community of the Resurrection (CR), a monastic order of Church of England priests and lay brothers. In the early 1900s, the CR took charge of St John's College and of the Sophiatown "Native" Mission and St Cyprian's School, attached to that mission. St Cyprian's had been established in the 1890s by the Rev John Darragh, founder of St John's College. In 1928, Ms Dorothy Maud (the niece of the Visitor to the College and early Chairman of Council, Bishop Michael Furse), revived the mission house and school there.

St John's dedicatedly supported the mission. Fêtes and productions in the early 1930s raised money for the parish, particularly the Ekuthuleni Youth Club. Raymond Raynes CR (a St John's master and the priest-in-charge in Sophiatown) took Johannians to box against the young men of the club.

After the departure of the CR at St John's, the Revd Mr Clarke maintained the relationship. He said that – through charitable donations to Christ the King – the school was "repaying a trifle of what [they] owe" and were teaching Johannians "a deep sense of moral obligation".

In 1943, Fr Trevor Huddleston CR (later chairman of the Anti-Apartheid Movement) became the parish priest at Christ the King. He maintained a close relationship with St John's, bringing groups of College boys to Sophiatown on a regular basis, who were moved by his stirring sermons. He sat on the College Council in the 1950s.

Weekly visits of St John's boys to the CR missions in Sophiatown and Orlando began in 1947. However, in 1951, the editorial in The Johannian opined that donations and occasional visits to the Mission were not enough, and called upon the St John's community to become "whole-time workers for the native African peoples."

The relationship continued through the 1950s. The collection taken at the Carol Service held at St Mary's Cathedral in December 1952 was handed over to the CR's work in Sophiatown; and College productions generated more funds to donate.

The apartheid government forcibly moved the African residents of Sophiatown to Meadowlands. Sophiatown was re-zoned for whites and renamed Triomf. Hugh Lewin (Nash) wrote an essay, 'To Meadowlands', about these forced relocations – published in The Johannian in 1955.

Fr Neville Jarvis Palmer, a College chaplain in the 1960s, conducted tours of townships for Johannians – outings called "The Sophiatown Trips", although Sophiatown itself no longer existed.

The boys would visit the Church of the Resurrection in Meadowlands. Until the mid-1970s, parishioners from another CR parish of former Sophiatown residents, St Francis, Moroka, would hold annual Christmas parties at Long Walk Pool. The relationship was revived in 2017, at the initiative of College History masters Mr Lewis Manthata and Dr Daniel Pretorius.

In 2018, tentative steps to re-establish the connection between St John's and Sophiatown were also taken when Mr Manthata and Dr Pretorius took a group of College boys to Mass at Christ the King.

The recent visit to Christ the King was a continuation of this process. The St John's delegation was led by Mr Allan Magubane. Mass was celebrated by the Rev Dr Jeremy Jacobs and Fr Thapelo Masemola, who delivered an inspiring homily. Dr Pretorius addressed the gathering in the Huddleston Garden of Remembrance, explaining the relationship between St John's and Sophiatown.

Although a relatively small group of St John's students, staff and parents attended the event, it was a most worthwhile excursion. We were lavishly entertained by the Sophiatown parishioners, who generously treated us to a splendid high tea. It is hoped that this will become a regular event and that more members of the school community will participate in our future excursions to Sophiatown.

Dr Daniel Pretorius
Former Clarke Housemaster,
History teacher and parent

THE YOUNG MEN OF THE ST JOHN'S COLLEGE AND PREP ACADEMIES



GROWTH

SOCIAL AND CIVIC

Justice Through Christ (SCJC)

Social and Civic Justice Through Christ (SCJC) is a subject combining social justice and faith. It seeks to teach our students about how equity and justice are important and necessary parts of Christian and civic life. In all we do, we seek to teach and raise good citizens who are thoughtful and just. Our methodology is therefore synchronised with the school's wider academic programme and, as such, invites open participation within an interactive pastoral context. Curricular themes are linked to the Character Pillar programme and draw attention, in degrees of complexity and insight, to considerations of social justice, belonging, reconciliation, and service. Most classes are prefaced with a Bible verse which grounds the values being taught.

Thus far, we have enjoyed hearty conversations and participated in a variety of projects and exercises around meanings associated with diversity, human rights, race, justice, and equality and equity.

Recently in Upper and Lower 3, to celebrate Youth Day, we introduced an immersive learning programme. We analysed photos which demonstrated apartheid institutional racism; we conducted a social experiment wherein students were taught a maths class in an African language to provide a sense of what it might have 'felt' like for black children to be taught in Afrikaans during the apartheid era. This was done specifically to bring attention to the plight of the youth of 1976, who protested the Bantu Education Act. We are grateful to some of our parents who volunteered to help us with this exercise. They also participated in a debrief



and conversation with the boys. Equally, we looked at the history of protest in South Africa and how this has influenced the course of our history. Boys were tasked with creating posters highlighting social issues that they felt needed urgent attention. Posters highlighted several social issues ranging from racism and gender-based violence to xenophobia, service delivery, nutrition and access to food. Interestingly, one of the issues the boys raised was a desire to wear long pants during the winter terms within the Prep. The boys had an opportunity to march around the school with their posters. They were given an opportunity to discuss and share their thoughts with staff and the Preparatory Executive.

Most importantly, the lessons and conversations within Social and Civic Justice Through Christ are centred around preparing boys for the future: a global, complicated world. The lessons are grounded in Christian values, South African Constitutionalism and Human Rights.

Mrs Dudu Mashela

Deputy Head: Transformation, Diversity and Inclusion
St John's Preparatory

THE FOUNDATIONS OF LEARNING

Developing and realising the potential of our future leaders begins with our teachers, who themselves never stop learning.



In the Pre-Prep we respect the responsibility that comes with teaching children in their formative years. Equally, transformation and diversity continue to inform our everyday interactions.

We are intentional about the conversations we have with our children, ensuring that they feel special, that we highlight their uniqueness, and that we encourage them to appreciate the diversity of the people in the world around them. We are deliberate in our staff development opportunities.

Our engagement with the Bellavista Share programme reminded us of the importance of recognising each child's cognitive development potential. It also allowed the staff to engage with a mediated learning experience. If we are to help children reach their full potential and become leaders in the 21st century, these are critical skills. The process creates deep thinkers who are active participants in their own learning.

Diversity enhances creativity and encourages the search for new information and different perspectives. In turn, this leads to better decision-making and problem-solving. We must create the opportunities within the curriculum to ensure our future leaders acquire these skills and strategies.

There are often moments when courageous conversations with colleagues should happen, but don't. Frequently, we don't know each other well enough to navigate the space tactfully and use it as a learning moment. In response to this commonplace difficulty, we hosted a "speed dating" afternoon for staff, to engage with each other in a non-intimidating space, and with everyone.

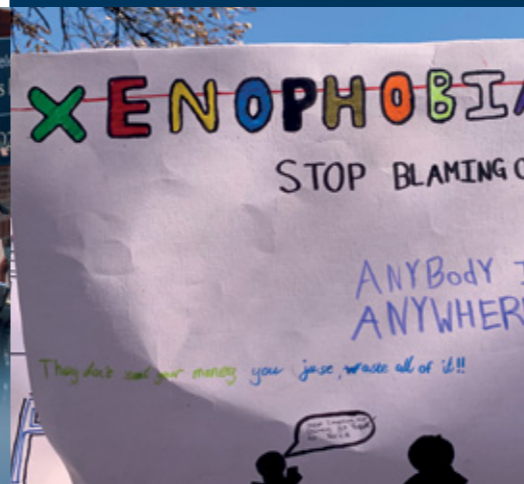
For Mandela Day, we partnered with the Prep School to create an unforgettable experience for the Servest and 24/7 men and women who take care of us daily. We were reminded of the importance of servant leadership, our privilege, and the need for service to humanity. The children made meal packets using ingredients donated by their parents and community, creating something meaningful for someone other than themselves or their loved ones.

We are lifelong learners. We wholeheartedly take on the lessons we're faced with. We ensure our daily engagement within this space is authentic, open-minded and comes with a willingness to learn. We go beyond posters and policies. We breathe life into our Social Justice curriculum. We make use of high days and holidays as themed learning moments.

The needs of our children – and the staff who serve them and parents who love and look after them – require all our head, all our heart, and all our hands.

Ms Noluthando Nkuna

Deputy Head: Academics and Innovation
St John's Pre-Preparatory



PREPARATORY SCHOOL STAFF DEVELOPMENT: IT'S NEVER JUST BLACK AND WHITE ...

The words on a page may just be black and white; however, they have the potential to colour how we see the world. Nene Molefi's book, *A Journey of Diversity and Inclusion*, has allowed us to explore the many different shades of a complex South Africa.



The book allowed me, through great passion and reflection, to unpack life as a black woman under the apartheid regime and in its aftermath; the text was a true depiction of the lived experience of many black women like Molefi and me.

However, I did not read alone. Enter my colleagues, and the formation of a discussion group. It was imperative that through our reading, we found our differences as well as where we agreed. Most importantly of all, however, we engaged in a manner that was frank, true to ourselves and in the spirit of ubuntu. It was a chance to "find one another".

The greatest insight came from noting the importance of finding common ground in an often turbulent environment. The veteran consultant and commentator, Ian Mann, states that diversity is not merely a euphemism for racial difference – there are many layers to the concept. Any of these layers can heighten, alter or complicate the ways in which one can face discrimination. Of course, discrimination adversely affects the way one experiences the world of work. And work is a part of our lives that gives us a great sense of our self-worth.

As I read, my metaphor became clearer. The black words are in contrast with the white page – but this does not create dissonance. Rather, they complement each other. It was a real moment of clarity: I was finding comfort in

the words of a black woman, knowing that the essence of the words would speak to common experiences across race, gender, creed and sexuality.

The words themselves reminded me of who we are, where we come from and where we are going.

In order for us to move forward, we must first look back. We must understand past traumas and experiences so that we may find common ground. The words are not just black splodges of ink, printed on white paper, but potential action that will colour our experience of a community: a reconciled, united and integrated South Africa.

Mrs Dudu Mashele

Deputy Head: Transformation, Diversity and Inclusion
St John's Preparatory

Here are some reflections from our staff about the book:

"If you're going to become all you were created to be, you must keep a fire in your spirit."



This quotation – directly from *A Journey of Diversity and Inclusion* – served as a final thought for the reading group. Molefi's journey through state institutions and private companies as a black woman places emphasis on, and notes how, transformation, diversity and inclusion are necessary tools to shape and mould a nation still building itself after years of apartheid and segregation.

As a young, white man born in the twilight years of apartheid, the book powerfully challenged me to reflect on my preconceptions, privilege and personal background.

It is imperative that we, as a nation and as a society as a whole, continue to tackle the scourges of exclusion, systemic racism and prejudice. Although we have a great deal to do, we have made breakthroughs and must continue to eradicate discrimination in all forms.

Indeed, for me, it was a journey of coming to terms with the South Africa that is often ignored, characterised by economic exclusion and racial tribulations.

This reading group has found great resonance with my colleagues and me – so much so that I believe it should be prescribed for all members of the teaching community as it addresses inequality, prejudice, injustice, racism, sexism and all other forms of discrimination, in society and the workplace specifically, in a positive way.

I must thank my colleagues – in particular Ms Duduzile Mashele, the reading group chair. The book challenged me to be a better individual and to continue fighting for true equality in my community and beyond.

Many personal stories and experiences were shared alongside numerous cups of tea – further proving that through the exploration of ideas, thoughts and emotions, true transformation and inclusion can take place in a calm and fruitful manner.

As the Setswana proverb suggests, "Lorwaneng go tsenelwa gongwe" (we must all work together).

Mr Jarrod Delpont

English and Geography Teacher
St John's Preparatory

GROWTH

As a black man born towards the end of apartheid, who grew up in a society that was only beginning to understand the darkness of South Africa's past, I found a great deal of light in the book.



I thought to myself that Molefe's experiences, despite their specificity, were not solely hers. Rather, they are ones shared by many people of colour. As a teacher intern in Cape Town, I used the bus from Khayelitsha to Wynberg at 05h30 to be on time for work, to do the same duties as my fellow white interns and ensure that I passed my modules for my education degree. It was, of course, a tough experience, but I remained resilient and did not let my circumstances defeat me.

Many experiences, like this and others, are shared by people of colour in the workplace. At last, these stories are being shared and ideas put in place to better our society, and make the conclusions to the stories consistently positive.

Mr Kuhle Tyembile
IT Teacher and Darragh Housemaster
St John's Preparatory



Each Monday afternoon we gathered to discuss Nene Molefi's *A Journey Of Diversity and Inclusion*. Each chapter begins with a real-life, memoir-style piece about the author's own experience in various parts of life in South Africa. This is then followed by a more academic review of what she experienced, giving practical and direct advice on how to interact in similar situations.



I don't know how people were chosen to participate in the reading group but our somewhat diverse group soon became attuned with one another. It might have been the brilliance of the book, but there seemed to be an immediate safety in each other's presence, and an honesty that underpinned each session. Although it was not always comfortable, it was always safe.

We became more than colleagues during these moments; more than friends. Together we journeyed through each other's lives and experiences. Although we began with the book and continued to read throughout, we drifted into uncharted territory, protected in the hands of Ms Mashele.

Mr Mike Boyd
Upper III and Lower III English Teacher
St John's Preparatory



PREPARATORY

Nene Molefi's book allowed us to confront uncomfortable and difficult topics. The dialogues prompted by the book reminded us of the significance of genuine relationship building in our workspace, where meaningful conversations are the order of the day, not the exception to the rule.



I hope the next phase of these types of sessions is solutions-driven, with the intent to implement actions that can change workplace dynamics and allow for each person to be welcomed and respected within the St John's College community.

The content in this book provided the opportunity for deep introspection and allowed me to review past learnings. When sharing within the group I got to view each person as "human" with their own unique journey. I have noted how much of a journey I still need to walk within my own personal and professional space. More uncomfortable "decluttering" of my own mind and its preconceptions and ideas will have to take place, as I play my part in this diverse and multifaceted school.

I look forward to the implementation of the solutions Nene shares in her book and hope for new employees coming into St John's to experience such engagements with the Diversity and Inclusion department.

Ms Lica Mangolo
Upper I Teacher
St John's Preparatory



GROWTH

JOZI YETHU

REFLECTIONS ON JOZI YETHU

The Jozi Yethu experience was enlightening for the Lower IVs. I feel especially proud of being a part of it. One of the fears I expressed on our first day, which was hosted at Barnato Park High School, was that we Johannians would not take advantage of the chance we had to interact with a South African reality, totally opposed to the limited bubble with which we interact each day. However, we rose to the challenge.

The first day was dominated by hearing the first-person accounts of others who had experienced our country in a way none of us had before. I'm sure we each took something different away from it. Particularly, I was moved by the talk on drama and art therapy being used to help children express themselves.

My first excursion in our smaller group took me so much closer than I thought: just to Ponte Tower. I've driven past it countless times but have never given any second thought to it. Seeing its mammoth interior and hearing its history, I discovered layers of intrigue that surpassed even the large number of floors. The walk through Hillbrow was just as surreal – an experience of a world so close by, yet so far removed. Standing next to the Telkom Tower and shopping at the Yeoville Market were both great experiences.

The second day came with a different adventure: a tour through the Constitution Hill prison and the Red Bus

sightseeing tour. Touring the prison was difficult. Reading all the accounts of the dehumanising acts that took place was not easy, but it was necessary, a learning moment that gives me a greater sense of gratitude to those who came before me and struggled for the country we live in today. Seeing that figures such as Mahatma Gandhi were detained there showed me how monumental it really was. The bus ride was a great change in pace from all the walking we had done over the last few days but I was shocked at how little I knew of the city in which I've lived my whole life.

Our final trip took our group throughout Soweto and we even got the chance to eat pap, chakalaka and nyama directly underneath the Orlando Cooling Towers. We also saw some historical exhibits such as Nelson Mandela's home on Vilakazi Street. The highlight of my day had to have been seeing the children in Kliptown. Even though a large portion of it was spent lifting them up to touch the ceiling (!), it was still so much fun.

An experience similar to Jozi Yethu is something I'd recommend to any person looking to find out more about the place where they live. There is always more than what meets the eye, which is why I am so thankful I got the opportunity to do it last year.

Menzi Bongwe
Lower IV Nash



MY JOZI YETHU EXPERIENCE

After an intense week of exams, it was time to set off for what I thought would be a relatively boring set of trips. The first day really set the tone for what became a remarkable and unforgettable week. It focused more on diving into what Joburg meant for us and we wanted to take away from this experience. At that time, I had no clue what was to lay ahead for us, but I was definitely excited. Over the next three days we got to explore various places in Johannesburg. Firstly Hillbrow, most notably visiting Ponte City and Nando's culture headquarters. The following day we went to Constitution Hill and got to visit the Constitutional Court of South Africa and the prison and travelled through Joburg on the red bus. My group ended the week off on a high note when

we went to Soweto and visited various townships and tourist attractions, but my favourite of them all being the Nursery in Kliptown, where we got to engage with the children and enjoy pure Sowetan culture food at the Soweto tours.

I am truly grateful for this experience. What I cynically thought would be a boring week turned out to be one of the best experiences, which came with so many memories.

Siza Gule
Lower IV Nash



2022 EVENTS

FAREWELL TO MS ANNÉ DU PLESSIS

Mrs Wendy Young, the then HoD English, personally hired Anné du Plessis and saw a special spark in her. However, not even she could have known Ms Du Plessis's future indispensability at the College.

Anné cannot be pigeonholed easily. She has been an English teacher, the HoD Latin, Student Exchange Coordinator, and lastly (and hugely impactfully), a leader in the Transformation and Diversity (T&D) space.

Without wanting to make it sound list-like, one can run off countless T&D projects which have been instituted or improved by Anné: the Lower V Jozi project (a practice run for the UV CAT) morphed into the Lower IV Jozi Yethu project – a meaningful attempt to get sheltered Johannians to learn the diversity and breadth of their city. Mandela Day celebrations came to fruition. She tirelessly organised the Hugh Lewin Memorial Human Rights Lectures. Most recently, the Youth Day conference on school wellness – led under her watch – has garnered national attention. Within her exchange programme, she has promoted and fiercely advocated for African destinations, or other places in the global south.

Even in the fractious days of 2017, Anné gathered a group of students together to give them the sense that their voices were heard. She was aware of the (sometimes thin) line between firebrand activist and thoughtful policymaker and guided the conversations gently.

Of course, there is no greater love Anné has than the love for her students. The giant red anthurium, happily growing in the kitchen of the English Common Room, is a good symbol of this. Given to her by her Matrics of 2018, the pot is covered in messages of love and thanks, demonstrating the impact she has had on her students' lives.

This love is the reason she has become an integral part of the Transformation and Diversity team: she does it because it is who she is because she feels every Johannian (every human, in fact) should be known and loved and given full dignity.

I mention dignity not haphazardly, but very deliberately. She is the daughter of one of the great constitutional law scholars of our time and the sister of an acting high

court judge: South Africa's constitutional project is part of Anné's DNA. Dignity, as a right and as a grounding value, is the cornerstone of South Africa's jurisprudence. In many ways, Anné has seen her work through this lens: a bringing of justice to St John's. She is spirited and emotional – ready to debate and disagree.



As a classicist, Anné will know the story of Demeter and Persephone. Persephone is the daughter of Demeter, the goddess of harvest and fertility. Hades, entranced by her beauty, snatches Persephone away to become Queen of the Underworld. Persephone misses her mother, but enjoys her radiant throne beyond the river Styx, and cannot be brought home. The enraged Demeter goes to Persephone's father, Zeus, to resolve the crisis justly, which he does. For six months, Persephone is at Olympus with her mother and Demeter bestows her gifts of warmth and light on us mere mortals, experienced as spring and summer. For the other six months, she is with Hades – and we are left in the frigid despair of Autumn and Winter.

In a convoluted but appropriate way, this story sums up the present situation. Anné is the Persephone figure, snatched away and gone to the "underworld" of St Stithians. I suppose that we can say that she is at least going to the Girls' school (this is to paraphrase her Matric class!) We can only hope that she will be back soon and that her warmth will be with us once again.

At her staff farewell, Ms Du Plessis said this more succinctly, and ended her speech with lines from Cecil Day-Lewis's *Walking Away* (a poem covered by generations of Johannians in Remove):

*Selfhood begins with a walking away,
And love is proved in the letting go. St John's,
as much as we love her, must let her go.*

Mr Raymond Barrow
OJ Head of School 2018

HUGH LEWIN MEMORIAL LECTURE ON HUMAN RIGHTS

The Right Revd Dr Vincentia Kgabe, Bishop of Lesotho, delivers the 4th Hugh Lewin Memorial Human Rights lecture at St John's College.

LISTEN TO THE LECTURE HERE



GROWTH

HABITS OF THE HEART II

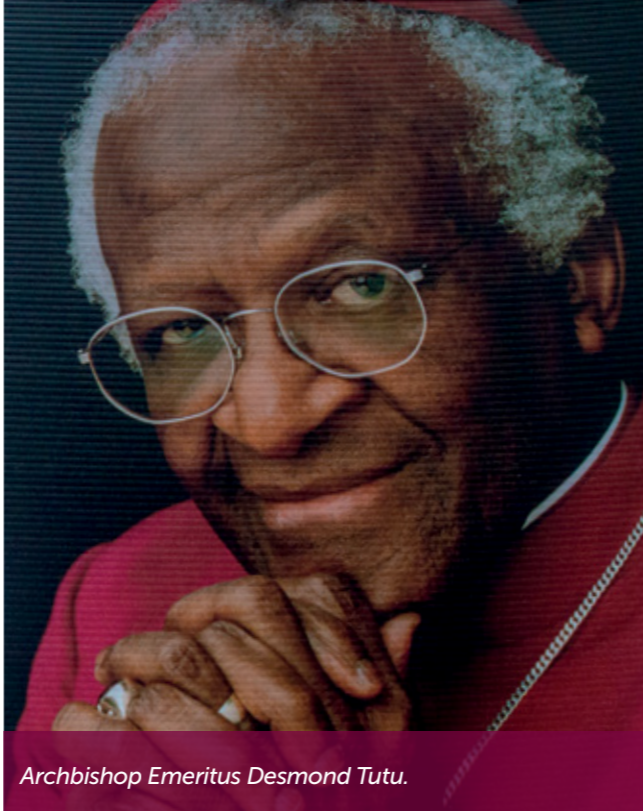
Habits of the Heart II commenced at St John's College on Friday 7 October, on what would have been the 91st birthday of late Archbishop Emeritus Desmond Tutu. The three-day event included the Habits of the Heart Conference as well as the inaugural Archbishop Emeritus Desmond Tutu Walk and Archbishop Emeritus Desmond Tutu Mass and Lecture. Delegates from Anglican Schools came together for the second Habits of the Heart Conference at St John's College, with representation from Dioceses across Johannesburg, Eswatini, Natal, Zululand, Cape Town, and False Bay. We thank our fellow Diocesan schools and community for their support.

7 OCTOBER - HABITS OF THE HEART CONFERENCE

The first topic tackled at the Habits of the Heart II conference was the report published by the Archbishop's Task Team on Discrimination in Anglican Schools. The report was unpacked by Prof Mary Metcalf and followed by an enthusiastic panel discussion. Dr Precious Simba presented *Ubuntu* as the law of life as she explored ways in which *ubuntu* offers us ways of being that protect and affirm human dignity, equality and freedom.



Mr Xabiso Tutu-Gxashe represents the Tutu family.



Archbishop Emeritus Desmond Tutu.

It was a productive day filled with a robust discussion that ended with a call to our Anglican schools to work together in their address of issues of discrimination and to support one another through action and collaboration.

8 OCTOBER - THE INAUGURAL ARCHBISHOP EMERITUS DESMOND TUTU MEMORIAL WALK

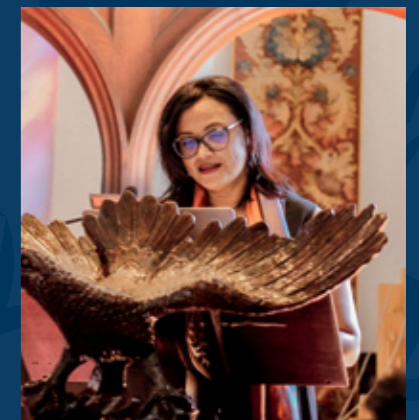
The inaugural Archbishop Desmond Tutu Memorial Walk formed part of day two of the Habits of the Heart conference weekend. The walk led delegates through our neighbouring streets, starting at St John's College and moving on to Roedean School, Esteri Primary, Barnato Park High School, St Aidan's Anglican Church in Yeoville and King Edward VII School, offering moments of pause and prayer.

This route was curated around social justice liturgy and incorporated quotes and reflections from the Archbishop through which participants reflected and discussed issues of access to education, inequality, racism, xenophobia and homophobia.

We were enormously grateful to have hosted Mr Xabiso Tutu-Gxashe, grandson to the late Archbishop representing the Tutu family, on this inaugural Tutu Walk.

9 OCTOBER - THE INAUGURAL ARCHBISHOP EMERITUS DESMOND TUTU MASS AND LECTURE

Day three of the Habits of the Hearts II introduced the inaugural Archbishop Emeritus Desmond Tutu Mass and Lecture, presided over by The Visitor, The Right Revd Dr Steve Moreo, Bishop of Johannesburg, in The Memorial Chapel. The lecture, *Faith, Freedom & Fraternity: Exploring religion, race and sexuality in the text of Act 8: 26-40*, was delivered by Professor Sarojini Nadar, Director at the Desmond Tutu Centre for Religion & Social Justice and holder of the Desmond Tutu SARCHI





REFLECTION

The Arch's shoes

In May 1976, Archbishop Desmond Tutu (then Dean of Johannesburg) visited St John's College for a five-day silent retreat. During this time, he wrote a letter to Prime Minister John Vorster in which he expressed his concerns about the country's future. A line from that letter (to which Vorster never responded) remains with me: "... The whites in this land will not be free until all sections of our community are genuinely free ... *Freedom, sir, is indivisible.*"

Freedom is indivisible. If one's freedom comes at the expense of another's, that freedom is illusory. The phrase was used by Nelson Mandela in his biography, *Long Walk to Freedom*. Even before his imprisonment, Mandela came to feel imprisoned: "... the chains on any one of my people were the chains on all of them, the chains on all of my people were the chains on me." Servitude, too, is indivisible.

The second Habits of the Heart Conference – the first took place in 2019 – was held at St John's College in October 2022. The three-day conference was founded by St John's College and the Anglican Board of Education in Southern Africa and sees representatives from Anglican schools across South Africa – school heads, chaplains and students – assemble to pray, speak, and learn. The weekend was divided into three components: the Conference, the inaugural Archbishop Emeritus Desmond Tutu Memorial Walk and the Archbishop Emeritus Desmond Tutu Memorial Lecture.

Habits of the Heart is a response to the questions of our times, a strategy of engagement for Anglican Schools. The Anglican Church is often described as "episcopally led and synodically governed". Though the diocesan (episcopal) bishop is the chief pastor of all those within the diocese, they are not given absolute power. They govern their dioceses synodically – that is, they are required to consult the laity and clergy on matters of policy. On key decisions, we come together, debate issues, and find a common path. The Habits of the Heart Conference was thus conceived as an indaba, an imbizo or a lekgotla – a gathering that seeks to reach understanding through conversation – to bring truths to the surface.

The Church and its schools are today grappling with complex issues reflective of those affecting broader society – issues of racism and discrimination, gender and sexuality, inclusivity and tradition. The conference



opened with a day of discussion that included a talk led by Professor Mary Metcalfe on the recent findings of the task team appointed by Archbishop Thabo Makgoba to discuss forms of discrimination in Anglican schools. One of the central recommendations of the report emerging from the task team's work was to tell stories; to create and nurture avenues for dialogue and conciliation.

The phrase "habits of the heart" is originally from Alexis de Tocqueville. In his 1835 reflection on American society, *Democracy in America*, De Tocqueville used the phrase to describe those attributes – including familial bonds, activity in local politics, and religious conviction – that he thought constitutive of the American character. He admired those characteristics and their role in supporting free institutions. But he was less enamoured of the American elevation of "individualism", fearing it could lead to alienation, the breakdown of co-operation and ethical consensus, and an inhibited potential for collective action.

De Tocqueville's fears seem, today, prophetic. They also mirror a theme that re-emerged on each day of the conference; the idea of "ubuntu". Ubuntu posits that personhood, too, is indivisible. We may believe we are individuals entirely, and erect defences against others to prove it, but our personhood is so diminished. No man is an island when all is said and Donne.

On the second day of the conference, the attendees left the school's grounds and walked through our neighbouring communities. We visited churches and schools with whom St John's has built relationships over many years. We reflected on the themes of the conference. Our procession also reflected the areas through which we walked. We were accompanied by metro police as we moved through Hillbrow. We examined the attendant shame, and spoke about what it meant about class divides and South African society. This was an area populated in part by refugees, people who had come to South Africa in search of a new belonging, leaving behind loved ones. Here they were exposed to a virulent, often cynical xenophobia. What does inclusion mean in this sense? What does ubuntu mean?

On the final day of the conference, Professor Sarojini Nadar, Desmond Tutu Research Chair in Religion and Social Justice at the University of the Western Cape, delivered the conference's inaugural Tutu Memorial Lecture. She told the story of Simeon Bachos, the Ethiopian eunuch

whom we meet in the Book of Acts. Simeon is baptised by Phillip the Evangelist on the road from Jerusalem to Gaza. A Black man, an Ethiopian, ambiguously gendered, seeking inclusion into a community of faith. The story is a reflection on identity and acceptance into a community.

The professor also spoke about the Archbishop's philosophy – an "Ubuntu theology". According to the Archbishop's daughter, the Rev. Canon Naomi Nontombi Tutu, it was within the two profoundly intertwined concepts of ubuntu and *Imago Dei* (the image of God) that her father's faith and African identity could be most clearly seen. He would emphasise to the family, again and again, that "... each person we encountered was the image of God and was worthy of respect and dignity for that very fact alone." Dignity is indivisible.

In 2018, Archbishop Tutu kindly acceded to the College's request to rename Gate House Quadrangle after him, describing it as "a great honour by an institution I have admired for a long time." He subsequently lent us a pair of his shoes, which we had cast in bronze and installed in the quadrangle in such a way that visitors could sit on a bench and slip their feet into them. It's difficult to do so without a sense of tenderness, sadness, and, yes, humour. I believe the sight would have made the Archbishop chuckle.

Professor Nadar reminded me of a detail from the process of producing the sculpture. The shoes chosen by the Tutu household arrived at the College in an Armani box. The shoes themselves were clearly not often worn and had presumably been a gift. It was, as Professor Nadar pointedly reflected, a beautiful comment on giving away unearned privilege. I remember we had joked about whether to scuff them up before the casting process.

If you visit the College and sit on the bench before the cast shoes, perhaps slipping your feet inside, you will see inscribed a quote from the man: "*The truth of who we are is that we are because we belong.*" This spirit-elevating Cartesian inversion suggests that belonging, like freedom, personhood and dignity, is indivisible. I find this both a challenge and a comfort.

Mr Allan Magubane
Deputy Head: Transformation & Community Engagement
St John's College



ST JOHN'S COLLEGE