

Inclusivity, Diversity and Transformation: Focus Areas 2019

Change Management	Our Girls	Employment Equity and Recruitment	Policies	Mentorship
<p>Where are we right now?</p> <p><u>Emuthini Consulting</u></p> <p>1. Discovery Sessions</p> <ul style="list-style-type: none"> • SGB • Staff • SMT • Parents • Girls <p>2. Report Feedback</p> <ul style="list-style-type: none"> • Sharing of report with school community. • Identification of key focus areas. <p>3. Plan design (recommendations and next steps)</p> <ul style="list-style-type: none"> • With consultation from Veronica King <p>4. Roll Out</p> <ul style="list-style-type: none"> • Formation of representative group • (This can be populated further as our plan is put into place) <p><u>Climate Dipstick</u></p> <p>1. One sentence survey to school community: How likely is it that you would recommend Rustenburg to family, a friend or colleague?</p> <p><u>School IDT Committee</u></p> <p>Meets once a month; this is a mechanism for staff to have a forum to reflect, plan and share best practice.</p> <p><u>School Song</u></p> <p>We are reviewing the school song, in collaboration with Rustenburg Girls' High School</p>	<p style="text-align: center;"><u>Curriculum</u></p> <p>1. Strategic</p> <ul style="list-style-type: none"> • Focus on 'how' curriculum is being taught. • Regular review of resources being used (books, learning materials etc) • Developing a bank of human resources (presenters, parents, story- tellers who can share their experiences with the girls.Things that can be woven into the curriculum without negating what has to be covered) • Consideration of the value being placed on subjects across the curriculum. <p>2. Incidental/hidden</p> <ul style="list-style-type: none"> • Ensuring that staff and parents are trained and feel comfortable raising/dealing with issues related to Inclusivity, Diversity and Transformation with their children. Several sessions were held in 2018 with Thikam Pillay for all staff members and with the pupils in every grade. <p><u>Extra-Curricular</u></p> <p>1. Range of extra-curricular activities on offer</p> <p>2. Consideration of the value being placed on all extra-curricular activities on offer.</p> <p style="text-align: center;"><u>Well-being</u></p> <ul style="list-style-type: none"> • Academic • Social • Emotional <p style="text-align: center;"><u>Connecting and inspiring girls</u></p> <p>1. How are we using our values of kindness, being adventurous and creative and feeling valued to promote transformation.</p>	<p style="text-align: center;"><u>Integrated Labour Solutions</u></p> <p>1. Constitute consultation committee (completed)</p> <p>2. Capacity building workshop for EE committee (completed)</p> <p>3. Staff Training (half of staff have been trained. Other half will be trained in week 1 and 2 of term 3)</p> <p>4. Conduct analysis</p> <ul style="list-style-type: none"> • Workforce analysis (completed) • Identification of barriers to employment and growth (this is being done as part of staff training) <p>5. Developing plan to overcome barriers</p> <p>6. Skills development plan - finding ways to tie this into WCED IQMS -job descriptions for non-teaching staff</p> <p>7. Preparation of draft Employment Equity Plan</p> <p>8. Preparation of EE report</p> <p>9. Submission of EE report (mid Jan 2020)</p>	<p>1. Developing Bursary/Sponsorship and Social Investment policy</p> <ul style="list-style-type: none"> • Funding model • Difference between bursaries/sponsorship and exemptions • How can sponsors get involved? - parents - corporates - marketing packages <p>2. Finalisation of the admissions policy</p> <ul style="list-style-type: none"> • Communicating the admissions process to parents and potential parents • Marketing open days to a wider audience <p>3. Ratification of Parent Code of Conduct</p> <p>4. Ratification of Anti-racism Policy</p> <p>5. Identification of further policies that may need to be developed for good governance.</p> <p>6. Staff training on what policies mean to staff members 'on the ground' and the impact of them on everyday school life.</p>	<p>1. Learnership programme</p> <ul style="list-style-type: none"> • How does the programme work? • What does a learnership get being part of the programme? <p>2. Staff well-being and relationships</p> <ul style="list-style-type: none"> • New staff • Mentorship programme • Staff wellness (supporting staff emotionally and professionally)