



25 November 2016

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Useful links

- Our website: <http://www.stpeters.co.za/college>
- College Facebook Page: <https://www.facebook.com/Stpeterscoll/>
- Old Petrian’s Alumni Facebook: <https://www.facebook.com/groups/oldpetrians/>

Message from the Headmaster

Dear Parents, Students and Staff,

Going through some old documents, I stumbled upon a report written pertaining to a conference which I attended in Bahrain a few years ago titled ‘**The Relevance of Education**’ which is still pertinent to our context in South Africa.

Conference Summary: The Relevance of Education

The challenges facing education globally are similar in most countries. An interesting fact is that more money and smaller classes has not led to an improvement in the quality of education on offer. Access to quality education is still only available to the select few.

Before we delve into the challenges facing education, it is imperative that we firstly understand the youth of the modern 21st Century.

They are referred to as ‘**The Net Generation**’:

1. They are accustomed to instant gratification.
2. They are always ‘**turned on**’, they are always connected – everywhere except in a school environment.
3. The web is used as a tool of self-expression.
4. Spend less time outdoors and more time connected or ‘turned on’, on average 7 hours per day.
5. Less fear and respect for authority.
6. **Learn more from their peers than from adults.**
7. Will only listen to adults who “coach” them and do not talk “down” to them.
8. They are motivated primarily by extrinsic rewards.

Research shows that 21st-century skills - problem solving, innovation, collaboration, critical thinking, creativity—influence success and are as necessary in our global economy as strong content skills. Also important are life and career skills such as flexibility, initiative, productivity, and responsibility; social and cross-cultural skills; and the new basic skills—IT and information skills. Education systems integrate 21st-century skills throughout the curriculum, recognising that they cannot be learned in isolation from core content.

What are the characteristics you expect to find in a lawyer, engineer, Doctor, Chef Accountant, Builder, Architect, etc.? Almost without exception the responses have focused on communication skills, problem solving, people skills, and attitude. Competency in their specialist area was either taken for granted or ranked low in the list of competencies expected.

Employers increasingly expect and are seeking some evidence, a way of knowing that the graduates and their future employers will have:

1. **The necessary (minimum) skills and knowledge:** Provided in the form of an academic transcript.
2. **The right attitude:** These refer to the soft skills such as team work, communication skills, problem solving, etc, and it includes the measurable component of the work ethic.
3. **Self Knowledge (Capabilities, motivation, professional conduct, confidence:** This refers to the students' ongoing commitment to learning, enquiry, critical questioning, creativity, perseverance, etc.

Employability Skills must take priority for both students and employers:

1. This concept is not new but usually seen as a secondary “add on” or by-product of the education process.
2. Increasingly reflect the face of change in business, industry and the professions.
3. **Preparing for a rapidly changing future cannot be based on what is rapidly obsolete knowledge.**
4. Traditional content and knowledge based education **MUST** change but is not changing quickly enough.
5. Change is inhibited by:
 - Entrenched pedagogy and vested interest,
 - Lack of political will,
 - Lack of confidence in the new paradigm
 - Uncertainty as to the implication with respect to international competitiveness,
 - Old world teachers and the lack of available retraining,
 - Old world designed curriculum and
 - Inflexible facilities and a lack of resources to change.
6. Requires a new approach to teaching and learning.

The following are the **Employability Skills** being used to **shape the curriculum:**

- Communication
- Teamwork
- Problem solving
- Initiative and enterprise
- Planning and organisation
- Self management
- Learning
- Technology

The Present:

In our education system, we are **PUSHING** education on to our children, whereas we should be **PULLING** education from them. We need to be providing our children with the “**Skills 4 Life**” which are “**Fit 4 Purpose**”.

We need to start thinking of education as a global and not a national phenomenon, educate our children for the global world.

We are not meeting the needs of the workplace:

- **Entrepreneurship** – Schools are the worst propagators of this type of education.
- **SA Model** – Education has to provide immediate results in a poor society for people who don't have the time to be in a formal education scenario – what is wrong with educating people to flip burgers at McDonald's?

Universities and schools are not relevant to the 21st Century. Universities need to break down the barriers between themselves and corporations. The need to find out what are the trends in industry? What are the needs of our economy? Once again ask the question – How relevant is the education that we are providing? Corporations need to be part of the curriculum development and the educational process.

There has historically been too much emphasis placed on the academic side – not what corporations are looking for – they look for the personal **QUALITIES** of the individual rather than their academic ability.

Educational institutions, both schools and universities, should be starting with the employer and asking them what they want. They need to make corporations part of the process – ROI. A wonderful example of this is **our very own teacher intern programme**. The worst place to train teachers are in universities and teacher training colleges, the best place for students to learn how to become teachers are in the schools themselves.

There is a new thinking which stipulates that student teachers need to be 4 days a week in a school learning the ropes, and 1 day which will be content based. The practical experience they gain from this method of education is invaluable, it is something that you cannot learn from a text book. This is the 80/20 principle. Studies show that graduates coming out of tertiary institutions with a degree, were extremely poor teachers that did not have the practical experience.

It's time to hold ourselves and all of our students to a new and higher standard of rigour, defined according to 21st-century criteria. It's time for our profession to advocate for accountability systems that will enable us to teach and test the skills that matter most. Our students' futures are at stake.

CONCLUSION:

INNOVATION is the key word in future curriculum development.

Outcomes of our education system should be:

- Engaged students
- Visionary leaders
- Community involvement
- 21st Century workforce
- Effective teachers
- Digital equity
- High performing systems
- Competitive economies

Einstein once said that "the formulation of the problem is often more important than the solution." Too often in education, we start with answers before we have understood the problem we're trying to solve.

Future interventions need to be:

1. Sustainable
2. Effective
3. Strategic
4. Cost-effective

Teachers traditionally work in isolation, we need to change our thinking and collaborate more with our colleagues.

How do you measure whether your teaching is boring or not?

You count the number of children in your class whose eyes are open...

In Futurum Fortiter

Kind regards



Mr Rui Morais
Headmaster

Old Pets News

Alumna Cyan Brown 4th Top University Student in SA

Congratulations to St Peter's College alumna, Cyan Brown (Class of 2011), who has been chosen as the 4th top university student in South Africa in the 2016 GradStar Awards. What an outstanding achievement!

Read more [here](#)



Academic News

Grade 12 NSC Results

29 December 2016

The results will be available from midnight. Students are encouraged to register on the IEB website to receive their results by SMS. The students have received information on how to register.

30 December 2016

08:00-10:00 – Matrics may collect a statement of their results from St Peter's College front office.

New School Closing Time - Mondays 2017

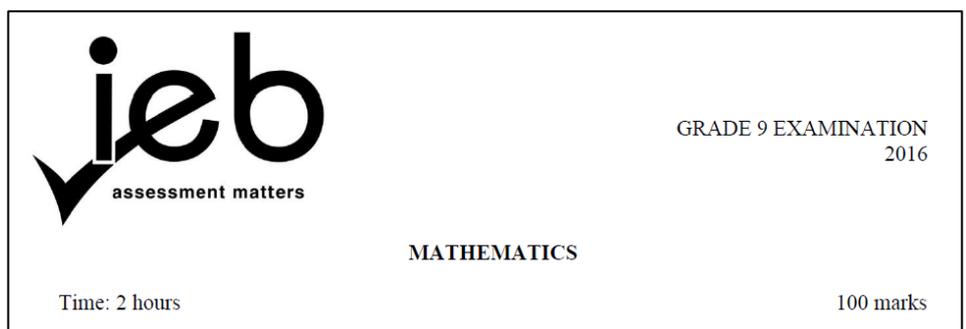
Please note that the academic day on a **Monday** will finish at **14:45** in 2017. This is the only change to finish times in 2017. This is to extend the academic time. More details to follow.

Shelly Matthews

Deputy Head: Academics

Grade 9 IEB Mathematics Benchmarking

On 7 November, our Grade 9 students wrote the Independent Examinations Board (IEB) paper in Mathematics. The IEB makes these examinations available to independent schools for several reasons, two of which are to provide students the opportunity to write an unseen external examination before the important one in Grade 12; and for schools to evaluate the standard of their internal assessments.



We enrol our Grade 9s for this optional IEB examination every year as a benchmarking exercise to compare the standard of our work with the official IEB papers. Our Grade 9s did us proud and produced a pleasing grade average.

- Congratulations to **Joshua Jandrell** and **Darren Piaray** who scored **97%** and **92%** respectively.
- Our other **distinction** candidates were **Ella Shih, Matthew Beekman, Marios Joannou, Robert Walker, Rohit Menon, Jessica Harris, Zanele Ngubane, Jordan Nitch** and **Dane Groves**.

Mrs Santie Louw

HOD: Mathematics

Top French Student



Matthieu Coche, Grade 12, recently wrote the DALF C1 French Examination at the Alliance Française of Johannesburg. This examination for the advanced diploma in French studies, requires a high level of language competence which is tested within a rigorous framework. It also requires a vast knowledge of cultural, social, political and scientific matters. Matthieu specialised in the domain of *lettres et sciences humaines* (Arts and Social Sciences).

The examination consists of a Listening Component, Comprehension Component, Writing Component – summarising several written documents and writing an essay with supporting arguments on the contents of the documents and an Oral Component.

For the gruelling Oral Component, Matthieu was given one hour to prepare. He had to summarise several texts and then formally present them, discussing the content and his own views on the theme 'Living without taking risks' for 20 minutes followed by a debate with the examiners.

Matthieu achieved an exceptional 86.5% for the examination with 24.5/25 for the Oral Component.

Bravo Mr Reeer! On est très fier de toi!

Ms Jenette Reitsma

French Teacher

Student Affairs News

Message from 2017 Prefect Body

The Prefect Body (Sean Moodley, Chesnay Havenga, Ronewa Netshiswinzhe, Jessica Webb and all the prefects) hereby wish to express our gratitude to our Headmaster, Mr Rui Morais, the College management team, educators and our fellow peers for selecting us to serve as the Prefect heads for 2017. It is indeed a great privilege and honour to be part of such a remarkable school.

Thank you St Peter's College for giving us the opportunity and having the trust and confidence in us; we commit to rise to the occasion in making a difference by staying true to ourselves and living the values of the College.



We, as students of SPC, have been given abundant opportunities to be groomed throughout our academic years. The prefect body is one such opportunity for us to learn the skills of leadership during our College years. The leadership skills gained thus far benefit us in several ways and are important in dealing with academics, sport, cultural activities, our educators and our peers during our years at high school years and in practical life as well.

With these qualities, we will be able to accomplish our goals and we will have greater unity amongst our peers, which will be evident to the rest of the prefect body.

- We hope and trust that we, as student leaders, have what it takes to effectively lead and inspire our peers.
- We will continue to strive in our leadership positions that our actions and decisions can make a difference.
- We will learn from our mistakes to improve for the future since there will most certainly be times where something may go wrong.
- We are prepared for the worst by taking responsibility, but will continue to stay optimistic. This inspires us to be more proactive in our approach towards our academics, sports, cultural activities and our lives.
- We are dedicated to bring positive change and work passionately with Mrs Howard and the rest of the staff to make a difference in the life of others at the College.

2017 World Challenge Expedition to Vietnam



A quality leader learns from experience and proactively plans for the future. This dedication and the determination to make a difference stays with us throughout our lives, pushing us forward and helping to change the world with our actions.

St Peter's College is going to **Southern Vietnam** in **August 2017** on the **World Challenge Expedition**. We held a very successful Parent Information evening in October, which resulted in a large number of students signing up for this life-changing experience. I thank you for allowing your child to experience a trip like no other.

Planning of this expedition will start on **Monday, 28 November 2016**, when the challengers will meet with Mr Jonathan Tucker from World Challenge. The meeting will take place in CC3 (Ms Meyer's classroom) from 10:00-12:00. Challengers do not need to wear uniform.

If you are still contemplating sending your child on this trip, please feel free to contact me at meyers@stpeterscollege.co.za to answer any questions.

Ms Suzette Meyer

Co-Curricular News

Tennis

The **boys** played their final match on Friday, 4 November. They played extremely well with a winning score of 83 / 16 against St David's. The rescheduling of this match was definitely worth it.

On Saturday, 5 November, the **Junior Inter High** took place. The four boys representing St Peter's were Jonty Webb, Matthew Harris, Michael du Plooy and Michael Schulz. These boys played every match to the best of their ability. In the first round, their opponents were St Stithians, Trinity House, Edenvale and Hyde Park. Our boys' court conduct was immaculate and they held their heads high against their opponents. They placed 7th which is the best the College has ever done at the Junior Inter high. A huge thank you goes to Mrs Dracatos for being with the boys, encouraging and motivating them the whole Saturday.

We salute our Boys' 1st Team players: Alvaro Legoinha, Matthew Harris, Jason Raw (captain), Jonty Webb, Michael du Plooy, Vladimir Telkiev and Michael Schulz for being undefeated this season.

The **girls'** final seeding in their league was 2nd and this was due to a rained out match which we couldn't reschedule. Even though we were 3 games up against Linden Hoër before the rain interrupted our play, it still got regarded as a 'no points' game. Linden moved into the higher league and we stayed behind. However, I am immensely proud of how the girls played this season. Michelle Ncube, Mikayla Gounden, Jess Webb (captain), Jessica Harris, Tanya Paul, Lauren Lyle and Nicole Diepeveen gave their best at all times.

Mrs Cornel Malan

MIC: Tennis