# RONDEBOSCH EAST PRIMARY SCHOOL

LANGUAGE POLICY

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## INTRODUCTION

In terms of the Constitution, government and thus the Department of Education, we as the staff of Rondebosch East Primary recognise that our cultural diversity is a valuable national asset and are hence tasked to promote multilingualism, the development of the official languages and the respect for all languages used in our country, including sign language and languages referred to in the South African Constitution.

The inherited Language-in-education policy was underpinned by racial and linguistic discrimination. A number of these discriminatory policies have affected the access of learners to the education system or their success within it. The new Language in Education Policy is an integral aspect of the new government's strategy to build a non-racial nation. It is meant to facilitate communication across barriers of colour, language and religion. It also creates an environment where respect for languages other than one's own will be encouraged. It assumes that the learning of more than one language should be general practice and principle in our society. Being multilingual should be a defining characteristic of being South African.

A wide variety of opinions exists as to the approach towards multilingual education. Whichever route is followed, the underlying principle is to maintain home language (s), while providing access to the effective acquisition of additional language(s). The right to choose the language of learning and teaching is vested in the individual.

## AIMS

- To promote full participation in society and the economy through meaningful access to education.
- To establish additive multilingualism as an approach to language.
- To promote and develop other official languages.
- To support the teaching and learning of other languages
- To counter disadvantages resulting from mismatches between home language and the language of teaching and learning.
- To develop programmes for the redress of previously disadvantaged languages

## LANGUAGE AS SUBJECTS

Learners at REPS are offered 2 approved languages as a subject, namely English and Afrikaans.
These subjects are formally assessed from Foundation Phase. A third language, (IIAL – Xhosa) has been introduced to Foundation Phase learners since 2018.
Teachers have been trained and resources have been made available by the Education Department.
Grade 1 teachers implemented isiXHOSA in 2018, while Grade 2 teachers were trained in 2019 and have extended their contact time and adjusted their time tables to include this new language.
Grade 3 teachers have recently been trained and will implement the Second Additional Language

officially next year as part of the curriculum. Grade 4-7 have English Home Language and Afrikaans First Additional Language.

The following promotion requirements apply to language subjects:

| Grade | Home Language | First Additional – Afrikaans |
|---|---|---|
| Grade 1 | 50% | 40% |
| Grade 2 | 50% | 40% |
| Grade 3 | 50% | 40% |
| Grade 4 | 50% | 40% |
| Grade 5 | 50% | 40% |
| Grade 6 | 50% | 40% |
| Grade 7 | 50% | 40% |

**LANGUAGE OF LEARNING AND TEACHING**

The language of learning and teaching must be an official language(s).

**NORMS AND STANDARDS REGARDING LANGUAGE POLICY**

We recognise that diversity is a valuable asset. That norms and standards promote and develop our language goals at REPS in compliance with the Constitution. We aim to protect and promote the extension of our children's language rights and means of communication. We furthermore aim to redress the neglect of historically disadvantaged languages in our school.

**DEFINITIONS**

The following words or phrases shall have the following meanings:
"the Act" means the South African Schools Act
"the Constitution" means the Constitution of the Republic of South Africa
"school district" means a geographical unit as determined by the relevant provincial legislation or prevailing provincial practice.
"language" means all official languages recognised in the Constitution

**PROTECTION OF INDIVIDUAL RIGHTS**

- The parent exercises the learner's language rights on behalf of the learner.
- The parent chooses the language of teaching upon application for admission to our school.
- When we use the language of learning and teaching chosen by the learner, and there is place available, we must admit the learner. Which cannot be accommodated by school
- Where no school in a district offers the language desired, the learner may request the education department to make provision for instruction in the chosen language.

## THE RIGHTS AND DUTIES OF THE SCHOOL

Subject to any law dealing with language in education and the constitutional rights of the learner, in determining the language policy of the school, the SGB must stipulate how the school will promote multi-lingualism through using more than one language of learning and teaching, and /or by offering additional languages as fully-fledged subjects. This does not apply to learners who are seriously challenged with regards to language development or intellectual development.

## THE RIGHTS AND DUTIES OF THE PROVINCIAL EDUCATION DEPARTMENT

- Keep a register of requests by learners for teaching in a language medium that cannot be accommodated by the school.
- The SGB determines the language policy of the school
- The department must explore ways of sharing scarce human resources.
- The department must explore ways of providing alternative language programmes.

## FURTHER STEPS

Any learner or SGB that is dissatisfied with any decision by the head of the Department of Education, may appeal to the MEC within a period of 60 days. If he/she is dissatisfied with the decision of the MEC, he may approach the Pan South African Language Board for advice. The matter may even reach the Arbitration Foundation of South Africa.