



LANGUAGE POLICY

1. POLICY

Rustenburg Girls' Junior School (hereinafter referred to as the SCHOOL) aims to provide a teaching and learning environment that promotes multilingualism in its endeavour to be inclusive and equitable towards its staff, learners and the wider community. It aims to foster an inclusive language environment at the SCHOOL that enables redress of the past racially discriminatory laws and practices, particularly in the sphere of language.

2. PRINCIPLES

2.1 Scope

This policy applies to all staff, learners and parents/guardians of the SCHOOL as approved by the Governing Body of the SCHOOL in terms of Section 6(2) in the South African Schools Act, Act 84 of 1996.

2.2 References

The Language Policy has been drafted in accordance with the provisions of:

- the Constitution of South Africa, Act 108 of 1996;*
- the South African Schools Act, Act 84 of 1996 ('SASA');*
- the National Education Policy Act, Act 27 of 1996;*
- Language in Education Policy, 1997*
- the Incremental Introduction of African Languages in South African Schools*
- Draft Policy, 2013*
- applicable provincial legislation on school education;
- judgments of the South African courts;
- the International Convention on the Rights of the Child;
- the African Charter on the Rights and Welfare of Children;
- the Norms and Standards for Language Policy in Public Schools, 1997 (GN 1701 dated 19 December 1997); and
- the guidelines of the Pan South African Language Board.



2.3 Aims of the Policy

All official languages in South Africa should enjoy equal status and respect. Section 29(2) of the Constitution states the following: "Everyone has the right to receive education in the official language or languages of their choice in public educational institutions where that education is reasonably practicable." Therefore, the SCHOOL undertakes to ensure effective access and implementation thereof by considering practical educational alternatives that achieve equity, inclusion and the redress of the results of past racially discriminatory laws and practices.

As part of the SCHOOL's larger Inclusivity, Diversity and Transformation objectives, the SCHOOL aims to do the following:

- 2.3.1 To promote multilingualism and multiculturalism within the SCHOOL to foster the creation and appreciation of cultural awareness
- 2.3.2. To promote a culture of inclusivity at the SCHOOL
- 2.3.3 To strengthen learners' multilingual language proficiency in enabling and enhancing social cohesion and economic empowerment and expand opportunities for the development of African languages as a significant way of preserving heritage and culture
- 2.3.4 To improve proficiency in and utility of the African languages, and the appreciation thereof
- 2.3.5 To add academic and educational value, and lay the necessary foundation for learners to confidently access opportunities offered at secondary and tertiary education level

2.3 Language in Education

In developing this language policy, the SCHOOL recognises that it is primarily by interaction through language that knowledge, skills, attitudes and values of groups and individuals within an institution are developed. The importance of language in the educational process is therefore the starting point as it is through this medium that learners interact with other learners, their teachers and the general management of the SCHOOL.

2.4 Background

- 2.4.1 In drafting this policy, the following factors have been





considered:

- 2.4.1.1 The interests of the learners
- 2.4.1.2 The interests of the SCHOOL community
- 2.4.1.3 The interests of the community in which the SCHOOL is located and the broader South African context
- 2.4.1.4 The capacity of the SCHOOL
- 2.4.1.5 The resources and staff available to the SCHOOL
- 2.4.1.6 Research and best practice with regard to language in education
- 2.4.2 This policy shall at all times be interpreted in line with the best interests of all learners concerned.
- 2.4.3 The governing body of the SCHOOL reserves its rights to review and amend this policy in furtherance with the aims and objectives of the SCHOOL as well as any applicable laws that may arise.

2.5 Language of Teaching, Learning, Assessment and Communication

- 2.5.1 The Language of Learning and Teaching (LOLT) at the SCHOOL is English, except for the additional languages offered.
- 2.5.2 The Language of Assessment will be English for all subjects, except for the additional languages offered.
- 2.5.3 The Language of written communication with parents shall be English with the inclusion of isiXhosa and Afrikaans as much as possible.
- 2.5.4 In engagements and meetings between staff and parents, where there is a mismatch between the home languages, parents are invited to bring an interpreter, the school could assist with an interpreter where resources allow. No learners or minor children may be used as interpreters.
- 2.5.5 Signage on the SCHOOL property will appear in English. The SCHOOL will endeavour to give an equal representation of isiXhosa and Afrikaans, where possible.
- 2.5.6 Official school documents will be available in English. The SCHOOL will endeavour to translate such documents into isiXhosa and Afrikaans, where possible.





2.6 Development and Promotion of Multilingualism

- 2.6.1 The SCHOOL currently promotes multilingualism by presenting English Home Language, Afrikaans First Additional Language and isiXhosa Second Additional Language. Time allocations for these subjects will be in accordance with that stipulated by the Department of Basic Education as outlined in the relevant curriculum.
- 2.6.2 The SCHOOL acknowledges the rich language resources that learners bring to the school and endeavours to extend these through wider school programmes.
- 2.6.3 From time to time, special events and awards will be planned which draw attention to the rich cultural heritage of our country and the diverse languages of its people as part of the SCHOOL's plans to promote official South African Languages.
- 2.6.4 Although English will be the language of communication at formal SCHOOL events, Afrikaans and isiXhosa will be included as much as possible.
- 2.6.5 Learners, staff and parents/guardians are encouraged to speak in the language they choose to ensure inclusivity of all languages at the SCHOOL.
- 2.6.6 The SCHOOL will encourage involvement in various opportunities for learners and employees to enrich their ability to speak more languages through peer teaching, language clubs, bi-/tri-lingual plays, language games, book/reading clubs, trilingual assemblies, shared reading, etc.
- 2.6.7 All educators and parents at the SCHOOL take reasonable steps to inform learners on the importance of multilingualism and to promote respect for all languages.
- 2.6.8 The SCHOOL will endeavour to add to and further develop its existing resources that expose learners to multilingualism and use such resources to support and enhance conceptual development and promote inclusion and appreciation of all languages
- 2.6.9 Educators are encouraged to draw on their own multilingual knowledge and skills, as well as those of colleagues, parents and learners.
- 2.6.10 Proficiency in other South African languages other than English will be viewed favourably during recruitment processes





when appointing staff.

2.7 Future Language Subject Offering

- 2.7.1 The SCHOOL recognises its critical role in achieving the transformation objectives as enshrined in the Constitution. Language is key to building an equitable and inclusive school community where the languages of all stakeholders, particularly multilingualism, is celebrated. Therefore, the SCHOOL will undertake to redress its language subject offering.
- 2.7.2 English Home Language will be compulsory for all learners.
- 2.7.3 The SCHOOL commits to strengthening the quality of teaching and learning of all languages currently offered, especially Afrikaans First Additional Language and isiXhosa Second Additional Language, to enhance proficiency in all three languages spoken predominantly in the Western Cape.
- 2.7.4 The SCHOOL commits to phasing in the teaching of isiXhosa at a First Additional Language level, bearing in mind that legislated subject requirements as contained in the curriculum will need to be adhered to in respect of appropriate teaching time, assessments, teacher training and the provision of learning and teaching support materials (LTSM).
- 2.7.4.1 Both Afrikaans and isiXhosa will be compulsory for all Foundation Phase learners and treated equitably at First Additional Language level. Planning and preparation will commence in January 2022 with the view to commence incremental implementation from January 2023:
- 2.7.4.1.1 January 2023: Grades R & 1
 - 2.7.4.1.2 January 2024: Grade 2
 - 2.7.4.1.3 January 2025: Grade 3
- 2.7.4.2 The SCHOOL will introduce isiXhosa as an option for First Additional Language (FAL) alongside Afrikaans in 2025 for Grade 4. Learners in Grades 4 will remain in the same class group, but they will be split during FAL instruction based on their language choice.
- If learners select isiXhosa as their FAL, Afrikaans will be offered as their Second Additional Language (SAL). Conversely, if Afrikaans is chosen as the FAL, isiXhosa will be the SAL. This structure ensures that each learner receives





instruction in both languages, with the option of prioritising one as their FAL. Both Afrikaans and isiXhosa will be compulsory for all Intermediate/Senior Phase learners and treated equitably at First Additional Language level. Planning and preparation will commence in January 2023 with the view to commence incremental implementation in January 2025:

2.7.4.2.1 January 2025: Grade 4

2.7.4.2.2 January 2026: Grade 5

2.7.4.2.3 January 2027: Grade 6

2.7.4.2.4 January 2028: Grade 7

2.7.5 The SCHOOL will seek to employ specialist language teachers to support and enhance the quality of teaching and learning across all subjects of the curriculum.

2.7.6 The SGB will endeavour to ensure that sufficient funds are set aside when the annual budget is determined each year. This will ensure the adequate provision of educators, venues and resources for the quality teaching and learning of all languages offered at the SCHOOL.

2.7.7 The principal and delegated staff member will monitor the academic progress of the SCHOOL to determine the impact of this policy.

2.8 Admissions

2.8.1 The language use and proficiency of applicants will not impede the admissions process of the SCHOOL.

2.8.2 Learners are expected to study all the languages offered by the SCHOOL at the relevant levels for each phase.

2.8.3 The SCHOOL will offer support to learners whose home language is different to the LoLT of the SCHOOL.

2.8.4 Parental support and engagement is imperative for all learners to develop language proficiency through all the SCHOOL's programmes.

2.9 Resources

The SCHOOL gratefully acknowledges the assistance of The Grove Primary School in providing their Language Policy to support the development of this policy.





RUSTENBURG

GIRLS' JUNIOR SCHOOL

3. POLICY ADOPTION

This Language Policy for Rustenburg Girls' Junior School was adopted by the Governing Body of Rustenburg Girls' Junior School at a meeting held at the school on 19 November 2024.

SIGNED: _____

SIGNED: _____

CHAIRPERSON OF THE GOVERNING BODY PRINCIPAL

DATE: _____

DATE: _____

RUSTENBURG JUNIOR SCHOOL FOR GIRLS: POLICIES		
Page 7 of 7	Date issued: 19 November 2024	Team responsible: SGB and Language Committee
Revision: 02	Next review: 2027	Website: Policy
Authorised by: Chairperson of the School Governing Body		

