

# **ENKUKWINI PRIMARY SCHOOL LANGUAGE POLICY**

## **VISION**

- Mother tongue education as far as possible within our capacity.
- Acquisition of at least one additional official language.
- Treating other cultural and language groups in a sensitive and accommodating fashion.

## **MISSION**

- The development of ISIZULU as Home Language.
- The teaching of ENGLISH as First Additional Language.
- The acquisition of a third language for all learners, in other words, AFRIKAANS as subject.
- The gradual acquisition of AFRIKAANS as a Second Additional Language.

## **LANGUAGE OF LEARNING AND TEACHING**

- The language of teaching in our school will be ISIZULU Home Language, as well as ENGLISH in the Foundation Phase.
- Learners who speak other languages as Home Language will be accommodated as far as humanly possible within our capacity.

## **LANGUAGE OFFERED AS SUBJECT**

- In addition to ISIZULU Home Language, ENGLISH as First Additional Language will be offered as a subject, with the intention that the Third Official Language of the region, namely AFRIKAANS, will also be offered in the future.
- The time allocated according to the Contact Time Policy for each Grade, according to the guidelines of the Education Department for ISIZULU and ENGLISH.

## **REVISION OF THE POLICY**

- The school's language policy should be reviewed annually at a meeting of parents and educators.
- The language rights of learners who are already registered should be protected and any changes should be phased in after thorough consultation with those involved.
- The following aspects should receive attention immediately:
  - Medium of communication: ISIZULU should be extended as medium of teaching to the Intermediary and Senior Phases.
  - In the Foundation Phase teaching should start with a parallel medium of teaching, namely ISIZULU and ENGLISH.
  - The school should be developed further as a school with parallel medium teaching in all the phases.

## **COMMUNICATION WITH PARENTS**

- The language of communication with parents should be ISIZULU or ENGLISH.
- If necessary, people who do not speak or understand ISIZULU should be assisted in ENGLISH or AFRIKAANS.

## **ALL OFFICIAL LANGUAGES**

- Parents and educators should be sensitised regularly regarding the promotion of all South African languages, in order to make positive progress towards multilingualism and to help with nation building and the fostering of good citizenship.

## **IMPLEMENTATION PLAN**

### **• STAFF PROVISION**

- If vacancies occur, prospective applicants will be expected to comply with the school's current language policy.
- Mindful of the school's vision regarding multilingualism, candidates who have command of more than one language should enjoy preference, depending on the school's needs, i.e. such a person should be able to contribute towards realisation of the ideal.

### **• FEEDER SCHOOLS**

- Discussions should take place continuously with feeder schools to stay informed of language needs and developments at those schools, but also in the whole district.
- The school should assess itself constantly to determine whether its language curriculum and language provision is still in line with those of the feeder schools. This assessment can be done annually before the annual parent educator meeting so that changes can be made at the review meeting if needed.

### **• LEARNING AND TEACHING SUPPORT MATERIAL**

- Where ISIZULU is the language of learning and teaching, most of the material used for these activities should also be ISIZULU. However, in the annual budget provision should also be made for the purchase of LTSM that can provide for the needs of non-ISIZULU speaking learners and educators.

### **• LANGUAGE REQUESTS**

- Role players (parents, educators, learners, and community members) should be given an opportunity to submit requests for another language of teaching, which should then be discussed at the annual revision meeting.
- Record should be kept for requests for another language from learners that the school cannot comply with. Such requests should regularly be forwarded to the EMDS.

### **• MANAGEMENT, MONITORING AND QUALITY ASSURANCE**

- The principal, the SMT and the SGB are responsible for the management, monitoring and implementation of the language policy.
- Management should only ensure that, as the need for a second additional language increases, the necessary adaptation and plans for it are implemented.

### **• END**

- The school's language policy should be made available to parents who plan to register their children and should form part of the signed admission agreement included in the registration process.

- The school's language policy and its implementation plan should be provided annually by the Education Department.
- In the case of problems or tension regarding the language policy issue the Education Department, or its appointed agents, should respond to an invitation to play a supportive role until negotiations are concluded to the satisfaction of all the parties involved.

***This policy has been adopted:***

\_\_\_\_\_

Date

\_\_\_\_\_

Place

EDUCATORS:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

PRINCIPAL:

\_\_\_\_\_

CHAIRPERSON (SGB):

\_\_\_\_\_