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SHERMITEX GLOBAL ACADEMY LANGUAGE POLICY

INSITITIONAL POLICY ON LANGUAGE OF TEACHING AND LEARNING

Purpose

In view of the linguistic and cultural diversity of South Africa, its citizens must be able to communicate across language barriers and foster cultural and linguistic respect and understanding of one another's differences. The country's linguistic diversity is acknowledged and valued in the constitutional recognition of eleven official languages and in the National Education policy's additive multilingualism.

The current NCS curriculum requires that learners are obligated to include at least two official languages as fundamental subjects among the other learning areas opted for and further languages may be taken as core and/elective subjects.

Rationale of this policy

In the general education and training band (foundational phase), a thorough knowledge of the learners' home language is developed to provide a sound base for learning of additional languages. By the time learners reach Grade 10, they have experienced and explored additional languages and may have used an additional language for learning.

The curriculum for further Education and Training band provides opportunities for learners to strengthen and develop their multilingual skills. As learners move through the grades, they are required to use language with increasing fluency, proficiency and accuracy in a broadening range of situations. They take greater responsibility for their own learning and apply their language skills in more challenging and complex ways.

The range of literacies for effective participation in society and the workplace in the global economy of the twenty-first century has expanded beyond listening, speaking, reading, writing and oral traditions to include various forms such as media, graphics, information, and computer, cultural and critical literacy. The language curriculum prepares learners for the challenging and complex ways.

The further Education and Training curriculum enables all learners to meet many of the requirements of the critical and development outcomes, including the following objectives:

- Broaden and deepen language competencies developed in the general education and training band, including the abstract language skills required for academic learning across the curriculum, and the aesthetic appreciation and enjoyment of texts, so that learners are able to listen, speak, read/view and write/present with confidence. These skills and attitudes form the basis for life-long learning.

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- Use language appropriately in real-life contexts, taking into account audience, purpose and context.
- Express and justify their own ideas, views and emotions confidently in order to become independent and analytical thinkers
- Use language and their imagination to represent and explore human experience. Through interacting with a wide range of texts, learners are able to reflect on their own lives and experience and consider alternative worldviews.
- Use language to access and manage information for learning across the curriculum and in a wide range of other contexts. Information literacy is a vital skill in the 'information age' and forms the basis for lifelong learning.
- Use language as tool for critical and creative thinking. This objective recognizes that knowledge is socially contracted through the interaction between language and thinking.
- Express reasoned opinions on ethical issues and values. In order to develop their own value system, leaner's engage with texts concerning human rights and responsible such as the rights of children, women, the aged and issues linked to race , culture, ideology, class, belief systems, gender, HIV/AIDS, Freedom of expression , censorship and the environment.
- Interact critically with a wide range of texts. Learners will recognize and be able to challenge the perspectives, values and power relations that are embedded in texts.
- Recognize the unequal status of different languages and language varieties. Learners will be able to challenge the domination of any language or language variety and assert their language rights in a multilingual society.

Learning outcomes

Learning outcomes 1: Listening and speaking

The learners is able to listen and speak for a variety of purposes, audience and context

Learning outcomes 2: Reading and viewing

The learner is able to read and view for understanding to evaluate an respond to a wide range of texts.

Learning outcomes 3: Writing and Presenting

The learner is able to write and resent for a wide range of purposes and using convention and formats appropriate to diverse contexts.

Learning outcome 4: Language

The learner is able to use language structures and conventions appropriately and effectively

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LANGUAGES AS SUBJECTS

From Grade 10 to Grade 12 two languages must be passed, one on Home Language level, and the other on at least First Addition language level. At least one of these languages must be an official language.

NB: Subject to national norms and standards as determined by the Minister of Education, the level of achievement required for promotion shall be determined by the provincial education departments.

LANGUAGE OF LEARNING AND TEACHING

The language(s) of learning and teaching in this school shall be (an) official language(s) only.

NORMS AND STANDARDS REGARDING LANGUAGE POLICY PUBLISHED IN TERMS OF SECTION 6(1) OF THE SOUTH AFRICAN SCHOOLS ACT, 1996.

Shermitex Global Academy shall uphold the set norms and standards regarding language policy in terms of the South African Constitution.

While using language as medium of instruction we shall Endeavour to:

- Recognise that diversity is a valuable asset, which is required to be respected with the aim of promotion, fulfillment and development of the state's overarching language goals in school education in compliance with the Constitution, namely:
- The protection, promotion, fulfillment and extension of the individual's language rights and means of communication in education; and
- The facilitation of national and international communication through promotion of bi- or multilingualism through cost-efficient and effective mechanisms,
- To redress the neglect of the historically disadvantaged languages in school education.

THE PROTECTION OF INDIVIDUAL RIGHTS

Learner's Rights

- The parent exercises the minor learner's language rights on behalf of the minor learner. Learners who come of age, are hereafter referred to as the learner, which concept will include also the parent in the case of minor learners.
- The learner must choose the language of teaching upon application for admission to the school whenever this is applicable or;

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- Where the school uses the language of learning and teaching chosen by the learner, and where there is a place available in the relevant grade, the school shall admit the learner.
- Where the school does not offer the desired language as a medium of learning and teaching, the learner shall be advised and assisted in finding the appropriate school or even be referred to the provincial 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 learners, in determining the language policy of the school, the governing body/SMT shall stipulate how the school will promote multilingualism through using more than one language of learning and teaching, and/or by offering additional languages as fully-fledged subjects, and/or applying special immersion or language maintenance programmes, or through other means approved by the head of the provincial education department. (This shall not apply to learners who are seriously challenged with regard to language development, intellectual development, as determined by the provincial department of education.)
- Where there are less than 10 requests in Grades 8 to 9, or less than 20 requests in Grades 10 to 12 for instruction in a language in a given grade not already offered by a school, the SMT will determine how the needs of those learners will be met, taking into account the duty of the state and the right of the learners in terms of the Constitution, including:

(a) The need to achieve equity,
(b) The need to redress the results of past racially discriminatory laws and practices, practicability, and the advice of the governing body or SMT

FURTHER STEPS

In the unfortunate of a parent/learner being dissatisfied with the school's decision surrounding language being selected for teaching or learning, the following avenues are available for appeal and further steps:

(a) Placing a formal complaint with the HOD at the Gauteng Provincial department of education.
(b) If still one is not satisfied with the HOD's decision, one may appeal to the MEC within a period of 60 days.
(c) If again an interested learner, or governing body/SMT is dissatisfied with the decision by the MEC, they may approach the Pan South African Language Board to give advice on the constitutionality and/or legality of the decision.
(d) This board may dispute the MEC's decision by referring the matter to the Arbitration Foundation of South Africa.
(e) A dispute referred to the Arbitration Foundation of South Africa must be finally resolved in accordance with the Rules of the Arbitration Foundation of Southern Africa by an arbitrator or arbitrators appointed by the Foundation.