HOMEWORK POLICY
KINDERGARTEN TO SECONDARY 5

Department responsible : School Operations	*Approved by :* _____ Director general
Effective date : June 22, 2011	*Amended :*
References : Resolution # 2010/11-50	

1. PREMISES

1.1 objective The objective of this document is to establish a policy on the implementation of homework. The policy specifies homework framework per student level and define what is expected of administrators, teachers, parents and students.

2. GENERAL PRINCIPLES

2.1 learning experience For the purpose of this document, homework is defined as a learning experience assigned by a teacher, for completion outside of school time, that promotes and enhances the learning and development of the student.

The learning experience should be:

a) Meaningful work (as per curriculum guidelines);

b) A tool of reinforcement;

c) Consistent (in content and delivery);

d) Challenging but not overwhelming (differentiated to meet specific student needs);

e) Relevant to the school work presented during the day;

f) A way to promote independent, progressive learning;

g) To instill personal responsibility with a view to higher education.

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3. CHARACTERISTICS OF HOMEWORK

3.1 [characteristics of homework] Homework must be relevant to the student's learning and must be related to the curriculum. Homework should be given on a regular basis. It should also have a component linked to parental involvement. Homework can be used as practice of the day's work; preparation for a test; completion of work not done in the regular class; or an extension of work related to an ongoing project (research).

4. TYPES OF HOMEWORK

4.1 [types of assignments] Homework assignments should be relevant to the learning taking place in the classroom. It should be meted out in well-defined terms that support the student's acquisition of knowledge and skills that enable the student to be successful in school.

Types of assignments include :

a) Reading and writing assignments that allow for feedback;

b) Practice work that allows for the development of the student's work skills;

c) Any work that does not require further teaching, but does challenge the student in an interesting and engaging way;

d) Does not require technology which the student may not have access;

e) Can be designed to include a component that allows for parental involvement in the student's learning.

5. ROLES IN THE IMPLEMENTATION OF HOMEWORK

5.1 [school administrator] The School Administrator :

a) Applies policy;
b) Ensures that policy is being utilized appropriately.

5.2 [teacher] The Teacher:

a) Selects appropriate work for the homework assignment;
b) Ensures that work is relevant to what is done in class;
c) Encourages a partnership between teacher and parent.

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5.3   <u>parent, family, the home</u>   The Parent, The Family, The Home :

    a) Provides an appropriate environment for learning;
    b) Creates a block of time for the student to work;
    c) Ensures a healthy balance of homework and family commitments;
    d) Ensures the reception and/or follow-up of the homework assignment.

6. CONDITIONS/ APPLICATIONS

6.1   <u>learning outside of the classroom</u>   Research indicates a strong connection between family involvement and student achievement.

- Learning outside of the classroom will include playing, talking, listening, viewing and reading in Inuktitut.

- **Formal homework is not assigned to Kindergarten students**.

6.2   <u>reading</u>   Research indicates a strong connection between student achievement and reading to or with students in the primary grades every day in Inuktitut or the second language.

- Homework in Cycle One and Cycle Two - Primary can take the form of reading, playing, discussing, listening, viewing, and interactive activities with the family.

- **Daily Homework is limited to 20 minutes, on average, in total.**

6.3   <u>cycle three-primary</u>   Research indicates that homework provides benefits to students in the junior grades, particularly with respect to student attitude toward school and learning.

- Homework in Cycle Three – Primary may take the form of independent work.

- **Daily homework is limited to 30 minutes, on average, in total.**

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6.4 cycle one-secondary Research indicates that homework provides benefits to students in these grades with respect to attitude toward learning in School.

- Homework in Cycle One – Secondary must be purposefully planned among the team of teachers to avoid overload.
- **Daily homework for all subjects is limited to 45 minutes, on average, in total.**

6.5 cycle two-secondary 3 and 4 While research indicates the benefits associated with homework are the greatest in the secondary grades, evidence also suggests that homework-related stress is particularly prevalent among this group of students.

- Homework in Cycle Two – Secondary 3 and 4 must be purposefully planned among the team of teachers to avoid overload.
- **Daily homework for all subjects is 60 minutes, on average, in total.**

6.6 cycle two-secondary 5 While research indicates the benefits associated with homework are the greatest in the secondary grades, evidence also suggests that homework-related stress is particularly prevalent among this group of students.

- Homework in Cycle Two – Secondary 5 must be purposefully planned among the team of teachers to avoid overload.
- **Daily homework for all subjects is 90 minutes, on average, in total.**

7. FINAL PROVISIONS

7.1 previous provisions The present Policy replaces all other Policies of the Board pertaining to this subject, while respecting the policies adopted by the Council of Commissioners where applicable. The Director General may adopt a Directive and procedure in order to implement the provisions established in the present Policy.

7.2 responsibility Any person referred to in this Policy must abide to all its provisions and all managers of the School Board are responsible to ensure that all its provisions are applied and respected.

The Director of School Operations is the person responsible for providing support in the interpretation of this Policy and to ensure its revision when necessary.

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