

The South Slave Divisional Education Council believes that homework is a necessary part of the education program. To be successful in school and later life, students require appropriate study habits. Homework can also contribute to positive student attitudes relative to self discipline and independent responsibility. Further, the motivation which comes from parent interest in children's school work can be invaluable to the child.

The use of homework should be used as a way of strengthening the partnership between home and school, developing appropriate study habits, and providing opportunities for learners to acquire new knowledge and to consolidate and reinforce learning in practical and meaningful ways. Study and the completion of homework is primarily the responsibility of the student, with the support and encouragement of parents and school staff.

Each school principal shall establish homework expectations and procedures for their school considering the unique nature of their students, and the programs using the following guidelines:

1. The completion and extension of class assignments should guide the assignment of homework.
2. The assignment should take into account the age of the student, and the other demands placed on the students.
3. At the secondary level, co-operation among teachers involved, by way of homework schedule, should avoid uneven assigning of homework.
4. Suggested guidelines for daily homework are:
 - K-3 *15-30 minutes/day*
 - parent reading with child: shared reading; listening to child read; independent reading from *Home Reading Program*, public library, or school materials in English, French and/or aboriginal language
 - on occasion, collecting materials for use in the classroom program
 - using day-to-day activities such as shopping list and food preparation to practice counting, calculating, arranging objects and amounts by size and shape, and estimating quantity
 - 4-6 *30-45 minutes/day*
 - parent reading with child: shared reading; listening to child read; independent reading from home, public library, or school materials in English, French and/or aboriginal language
 - collecting materials for use in the classroom program
 - completing unfinished classroom assignments / project work / reflective journals
 - reviewing an area of difficulty
 - interpreting graphs, advertising claims, and working out unit costs from newspapers and other media

- review and drill of number operations and troublesome spelling words
- 7-9 *45-60 minutes/day*
 - assignments, reading, review, revision, writing, editing, organizing, studying for tests, working on on-going long-term projects and preparing for presentations
 - discussing examples of problem solving strategies in day-to-day work experiences
- 10-12 *1-2 hours/day*
 - assignments, reading, review, revision, writing, editing, organizing, studying for tests, working on on-going long-term projects and preparing for presentations
 - discussing mathematics in relationship to applications in business and industry
 - explore career opportunities through making connections with family, friends, and colleagues in the world of work

... five days a week.

Students may need more or less time depending on assignment due dates, how quickly and fully they have completed assignments, and how well they have grasped facts and concepts. The level of student academic achievement is a key determining factor to guide students, teachers and parents in the amount of extra home practice and studying needed.

References: Education Act 22(1), 117

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