

# The Ngaio home learning programme 2014

A presentation for our parent community 19th February

# Today's Meeting

- Watch Videos of learners
- Some of the research / thinking behind homework
- The Ngaio Way- Reading / Spelling / Maths in 2014
- The STRIVE challenge programme in 2014

# What we know about Homework and learning “beyond the school gates”

- Our community has a wide range of beliefs about homework:
  - For some families, it is incredibly stressful to do any “formal” learning after 3pm.
  - For others, it is a valued and significant part of family life
- Children have many ‘informal’, valuable learning opportunities beyond the school gate that are impossible to fully quantify and measure

# What does the research say?

A study by Auckland University education professor John Hattie, which ranked homework 88th in effectiveness out of 113 teaching practices.

From this research, the most positive impact is with secondary aged students, and least with primary aged students.

In fact, there are more studies that show a negative impact of *traditional* homework (worksheets / set lists...) on student learning and self-esteem in the primary years.

# What about preparing them for college?

- There is no research (according to Hattie) that prescribing homework helps students to develop time management skills
- Experts suggest this is because students are not able to develop time-management skills until they are “ready”

Hattie, J. (2009). *Visible learning; a synthesis of over 800 meta-analyses relating to achievement*. London: Routledge

# The Parent Role

- These studies also showed the biggest impact of the parent role on student achievement is:
  - sharing your expectations and aspirations for your child
  - talking with your child about what they are learning

# The Ministry of Education says...

- Completing some schoolwork at home can be valuable if it is carried out in a positive, purposeful way
- The Ministry of Education says homework could be effective, but "should not be excessive and should not unnecessarily fatigue and frustrate students"

# The Ngaio Way

- We know that any short, regular, positive practice of the “basics”-reading, maths basic facts, spelling words- can support the learning that your child does in class
- Your child also regularly practises their basic facts and spelling words in class

# Home Reading

- Some children may bring home books that they have read in class, as well as recreational reading books from the library and class resources. Your child's class teacher can provide more information
- Remember that children benefit from listening to you read to them too, even when they are up to "chapter books" and are fluent readers
- We want our children in Kakapo to be developing an enjoyment for books and exploring a variety of different types of books

# How the 'basics' are set up

- We want to provide you with the scope to help your child with their learning at home in the way that suits your family
- We will send home:
  - Spelling booklet of resources and ideas for students to work on at their own pace, including the **Essential Spelling List** they are currently learning in class. The list includes the family of words that have similar spelling patterns so that your child is learning a pattern rather than just words in isolation.
  - Maths basic facts booklet for students, including the target basic facts “group” that your child is learning in class, and some ideas for how to practise their basic facts, some handy websites, and a few practice sheets. We test basic facts regularly.

# Making links with school learning

- We talk about the term's learning programme in syndicate newsletters so that you have an idea of topics and focus areas
- Making links at home through conversation and sharing your knowledge of the topic is a powerful learning opportunity for your child

# the STRIVE programme

- To recognise the learning children already do outside of school, and to encourage them to extend themselves in these areas
- To challenge children to try new things
- To encourage them to contribute to family, school and community
- To enable children to discover, develop and showcase their talents
- Linked to the research about engaging learners by having “challenges and choices”

# the STRIVE programme

- Different categories: Academic, Excellence in the Arts, Giving, Service in School and Community, Physical Activity and the Outdoors
- The focus is on learning through the *process* -the doing, making, finding out, as well as the finished *product*. We want children to be trying their own personal best, and achieving at a level that is challenging for them
- Number of challenges increases with each year level- and some challenges get more complex
- Student choose which tasks they complete
- There is a “design your own” challenge in each category to suit those children who have innovative ideas and /or whose contributions are not recognised in the other challenges



# STRIVE

- Students complete challenges over the year-we recommend about 2 each term
- They collect artifacts / evidence of their process- these get shared with and signed off by parent and then brought to school to show the teacher on a Friday
- As a parent you are signing that you agree that your child has put an appropriate amount of effort into the challenge

# STRIVE Evidence

- Artifacts and evidence might be:  
photos, certificates or medals, a journal entry, an email conversation, a personal write up, a comment from a coach, or parent....
- You might consider using a clearfile or scrapbook to collate the evidence over the year
- Whilst the *evidence* can be as brief or as sophisticated as appropriate for your child, we expect that the *process* has been thought out, and that there is an element of challenge for your child within the learning. If the task is to create something, we expect that the 'something' is the best they can do! If the the task is participation, we expect that there is a level of commitment and involvement.

# What will we achieve through the STRIVE programme?

- Students will enjoy their learning!
- Learning outside the classroom will be acknowledged and valued
- Our students will be *confident, connected, actively involved, lifelong learners* (NZC)
- Through challenge and choice students will achieve -and be acknowledged for- excellence