

## Chadwick International PK-12 Homework Policy

### Chadwick's Commitment to Learning

*Chadwick Schools are deeply committed to self-discovery through experience and reflection. Students develop the joy of learning, self-confidence, well-being, and curiosity through interactive and practical experiences.*

### Beliefs about Learning

Students develop keen minds through the process of activated inquiry. The goal of education is to instill a lifelong love of learning. When students are engaged in exploring their inquiry and their passions, they are intrinsically motivated to extend their learning experience independently.

An ideal learning scenario is one where students have determined what it is that they wish to continue exploring independently in their own time as a result of provocations they have experienced in the classroom. Wellness is supported when students are supported in their journey to self-actualization.

### Beliefs about Wellbeing

Wellbeing is a priority for the Chadwick community. Wellbeing is defined at CI as “having the resources necessary to meet challenges”.

We believe that:

- Students have sufficiently balanced lifestyles that provide for supported opportunities to reflect on learning; to explore independent inquiry; to complete their work.
- Students develop as balanced members of our community by being given sufficient time to develop social and emotional skills in formal and informal settings.
- Students have the time and freedom to wonder.

### Philosophy of Homework

Margaret Lee Chadwick believed that one of the main goals of education is to foster the individual and **unique gifts and talents** of each child. As such, we believe that:

- The ways in which children learn are **unique**, including how they learn through their experiences outside of the classroom.
- Time both inside and outside of the classroom should be for applying one's **gifts and talents** to the betterment of the self and of humanity as a whole.

For these reasons, Chadwick is mindful of how homework can be **unique** and supportive of the development of each child's **individual gifts and talents**.

Current research indicates minimal educational benefit for students when homework is assigned in the traditional sense of rote memorization, worksheet completion, or practice with simple skills taught in class (Challenge Success.org, 2020; Kohn, 2007; Pope, 2020). Instead, Senge notes that “homework...fosters rebellion, argument, grudging compliance, and extrinsic motivation”

(2012, p. 221).

There are times, however, when working at home may provide an additive benefit to a student's mastery of the subject area, key concepts, and/or approaches to learning (ATL) skills.

According to Senge, et al. (2012), quality work at home should include the following characteristics: "evaluation, synthesis and analysis of ideas and material. The level of thinking needed to complete (the homework) determines the quality of the homework. Homework can move the student to higher-level thinking skills, instead of shutting down the thinking and turning on the zombie pilot" (pg. 219).

With the above in mind, Chadwick students may choose - or, at times, a teacher may suggest to them - to complete coursework at home. Various rationale may arise for a student or a teacher to opt for allocating homework:

- The work will help students to think more deeply about questions that matter.
- The work is likely to make kids happier (e.g. they want to get caught up or get ahead of schedule).
- The work really HAS to be done at home. (e.g., "Interview your parents about a time when...").
- The work needs to be done in preparation for class activities (e.g. "book circles").
- Students need to get caught up (e.g. missed work due to absence).
- The work gives students opportunities to create authentic products that can be used in meaningful ways in the classroom (e.g., an inquiry into "How does government affect my life from the time I get up until the time I go to bed?" or an inquiry into "How much time do I spend each week using media?" wherein the homework is to keep a record of interactions with government or a record of Internet usage for a week, which is then followed by in class data analysis/presentation activities)

Regardless of the rationale for the setting of homework, it is understood that at Chadwick International we define homework as any school-assigned work that is undertaken outside of school hours.

When setting homework, teachers ask themselves these questions about the quality and purpose of the assignment (Pope, 2019):

- Do students understand the purpose and value of the assignment?
- Will all students be able to do the task independently? Is this assignment better done in class versus as homework?
- How much time should this assignment take?
- What kind of feedback should I provide on the homework?

### Definition of Homework

We are mindful about what we send home with students. We endeavor to avoid sending work home unless we are convinced that some or all of our students need additional practice outside

of school. In this case, we ensure that any work that we give them will be efficient and beneficial.

Therefore, our essential agreements for how we define homework account for the following factors:

- We include in our definition of "homework" all that we ask students to do outside of school: papers to be written, projects, test preparation, etc.
  - We are mindful of the quantity of what we are asking within our own subject area in the context of the student's workload across all of his/her classes.
  - We need to understand and respect the fact that there is only so much a student can or should absorb and produce of quality within a day and night so the combined quantity is significant.
  - The developmental level of our students plays a factor in their capacity to find success with spending time completing homework.
- 

#### Divisional Approaches to Homework

We recognize that students need developmentally appropriate educational practices. As such, each division at Chadwick International approaches homework with the unique needs of its students in mind. The overview of the approaches to homework by division are noted within this policy with the divisional student/faculty handbooks extrapolating these in more detail as needed.

#### Village School Understandings about Homework

In the Village School the purpose of homework is to benefit students and their learning through:

- fostering positive attitudes toward school
- developing positive habits and character traits
- allowing for appropriate parent involvement
- reinforcing simple skills introduced in class.

Homework can be utilized as a formative assessment tool. It helps the teacher to assess students' understanding and to inform subsequent teaching experiences.

Therefore, in the Village School, homework is assigned with these factors in mind:

- Homework is assigned at the discretion of each teacher or grade level team and is based on the particular needs of the students.
- Homework will not be assigned on the weekends or during school holidays, with the exception of some long-term projects or special activities.
- When assigned, homework should be relevant and appropriate.
- Students are expected to work independently on homework activities.
- The time it takes to complete homework may vary from student to student.

Additionally, for the Village School, literacy and language learning is an acute focus for all students. As such, we encourage students to continue their English language development at home by regularly reading books and or writing in English for at least 20 minutes each day.

Developing mother tongue proficiency is also crucial in supporting English language learning, as well as academic success in English medium schools. Therefore, students are encouraged to read in their mother tongue as part of their home learning experiences each week.

#### Middle School Understandings about Homework

In Middle School we think of homework as things that cannot be done easily during the school day, either as follow-up or preparatory tasks (eg: interview someone, watch a news article to discuss the following day, collect items from home for an upcoming class task). Therefore, in Middle School homework is assigned with these factors in mind:

- Any homework assigned should be able to be completed by the student independently.
- In cases where the student has not made good use of class time to complete assigned tasks, the task should be completed at home.
- Revision activities for learning should be built into class time. Students may also choose to revise for an upcoming test in their own time.
- Reading for pleasure/interest each day should be encouraged.

#### Upper School Understandings about Homework

In the Upper School, we recognize that the demands placed on students can be many and varied due to their proximity to high school graduation and/or to matriculation into college/university/life beyond high school. Therefore, homework is assigned in the Upper School with these factors in mind:

- Students have a vast range of extracurricular commitments and time pressures.
- In general, assigning one-size-fits-all homework other than a reading assignment is not optimal because individual needs, other commitments, prior knowledge, etc. vary for different students.
- Resources are made available to students to supplement class activities by creating a repository for them to delve into as and when needed.
- Homework should support student learning by being efficient, effective, and essential, with “essential” equating to the idea that homework is connected to the need to keep up with class activities/pace/content.

The many and varied courses in the various programs in the Upper School - DP, CP, CI and MYP - may have differing expectations for homework, including different time commitments. Therefore, homework is assigned in the different programs in the Upper School with these factors in mind:

- Homework, if given, in the MYP should support the student in developing necessary skills that address all four objectives/criteria that make up the inquiry cycle for the subject (i.e., not just knowledge acquisition).

- Success in some DP courses may require preparation outside of class, e.g. pre-reading of a text or the writing of a paper.
  - Some CP coursework is set by the external providers of the courses, and students will need to adjust to the external providers' expectations.
  - There is limited time allocation during school hours for addressing the CP Core; therefore, CP students may need to commit time outside of school to working on their Reflective Project, Language Development and Personal and Professional Skills work.
  - Whilst some class-time is allocated to complete projects and assignments, students work at different paces, so some work may require time outside of class to be completed.
- 

### Works Consulted

- Alleman, Janet, Ley, Rob, Knighton, Barbara, Botwinski, Ben and Middlestead, Sarah. "Homework Done Right." *ASCD Educational Leadership*, Association for Supervision and Curriculum Development, Sept. 2010, [www.ascd.org/publications/educational-leadership/sept10/vol68/num01/Homework-Done-Right.aspx?utm\\_source=ascdexpress](http://www.ascd.org/publications/educational-leadership/sept10/vol68/num01/Homework-Done-Right.aspx?utm_source=ascdexpress).
- Chadwick, Margaret Lee. *A Dipperful of Humanity: the Chadwick Adventure in Education*. Anchor Press, 1978.
- Challenge Success.org. "Quality Over Quantity: Elements of Effective Homework." *Stanford Graduate School of Education*, Challenge Success, 2020, [www.challengesuccess.org/resources/research/white-papers/](http://www.challengesuccess.org/resources/research/white-papers/)
- Chang, Charles B., et al. "Relationships of Attitudes toward Homework and Time Spent on Homework to Course Outcomes: The Case of Foreign Language Learning." *Journal of Educational Psychology*, vol. 106, no. 4, 2014, pp. 1049–1065., doi:10.1037/a0036497.
- Cooper, Harris, et al. "Does Homework Improve Academic Achievement? A Synthesis of Research, 1987–2003." *Review of Educational Research*, vol. 76, no. 1, 2006, pp. 1–62., doi:10.3102/00346543076001001.
- Galloway, Mollie, et al. "Nonacademic Effects of Homework in Privileged, High-Performing High Schools." *The Journal of Experimental Education*, vol. 81, no. 4, 2013, pp. 490–510., doi:10.1080/00220973.2012.745469.
- Gill, Brian, and Steven Schlossman. "The Lost Cause of Homework Reform." *American Journal of Education*, vol. 109, no. 1, 2000, pp. 27–62., doi:10.1086/444258.
- Güven, Ufuk, and Ahmet Oğuz Akçay. "Trends of Homework in Mathematics: Comparative Research Based on TIMSS Study." *International Journal of Instruction*, vol. 12, no. 1, 2019, pp. 1367–1382., doi:10.29333/iji.2019.12187a.

- Kalenkoski, Charlene Marie, and Sabrina Wulff Pabilonia. "Does High School Homework Increase Academic Achievement?" *Education Economics*, vol. 25, no. 1, 2016, pp. 45–59., doi:10.1080/09645292.2016.1178213.
- Kohn, Alfie. *The Homework Myth: Why Our Kids Get Too Much of a Bad Thing*. Da Capo Press, 2007.
- National Research Council . "Effective Teaching: Examples in History, Mathematics, and Science." *How People Learn: Brain, Mind, Experience, and School*, by National Research Council, National Academy Press, 2004, pp. 155–189.
- Pope, Denise. "Making Homework Work," *ASCD Educational Leadership*, Association for Supervision and Curriculum Development, Aug. 2020, [http://www.ascd.org/ascd-express/vol15/num24/making-homework-work.aspx?utm\\_source=ascdexpress&utm\\_medium=email&utm\\_campaign=1524-hw](http://www.ascd.org/ascd-express/vol15/num24/making-homework-work.aspx?utm_source=ascdexpress&utm_medium=email&utm_campaign=1524-hw)
- Rosário, Pedro, et al. "Does Homework Design Matter? The Role of Homework's Purpose in Student Mathematics Achievement." *Contemporary Educational Psychology*, vol. 43, 2015, pp. 10–24., doi:10.1016/j.cedpsych.2015.08.001.
- Senge, Peter M. *Schools That Learn: a Fifth Discipline Fieldbook for Educators, Parents, and Everyone Who Cares about Education*. Crown Business, 2012.
- Silver, Harvey F. and Perini, Matthew J. "Transforming Homework into Home Learning." *ASCD Educational Leadership*, Association for Supervision and Curriculum Development, Aug. 2020, [http://www.ascd.org/ascd-express/vol15/num24/transform-homework-into-home-learning.aspx?utm\\_source=ascdexpress&utm\\_medium=email&utm\\_campaign=1524-hw](http://www.ascd.org/ascd-express/vol15/num24/transform-homework-into-home-learning.aspx?utm_source=ascdexpress&utm_medium=email&utm_campaign=1524-hw)
- Smock, Jessica. "31 Things Your Kids Could Be Doing Instead of Homework." *Motherwell: Telling All Sides of the Parenting Story*, 2019, [www.mother.ly/child/31-ideas-for-what-to-do-instead-of-homework](http://www.mother.ly/child/31-ideas-for-what-to-do-instead-of-homework)
- Vatterott, Cathay. *ASCD Educational Leadership*, Association for Supervision and Curriculum Development, Mar. 2014, [http://www.ascd.org/publications/educational\\_leadership/mar14/vol71/num06/Student-Owned\\_Homework.aspx](http://www.ascd.org/publications/educational_leadership/mar14/vol71/num06/Student-Owned_Homework.aspx)
- Xu, Jianzhong. "Reciprocal Effects of Homework Self-Concept, Interest, Effort, and Math Achievement." *Contemporary Educational Psychology*, vol. 55, 2018, pp. 42–52., doi:10.1016/j.cedpsych.2018.09.002.