

Study Skills

Homework

Work Habits & Study Skills

Homework

Graded homework has a strong positive influence on learning. Not only can homework increase engaged student time and thus increase achievement, but the notion of education occurring outside the school is vital to life long learning. Statutory limitations for homework have been repealed. However, homework assignments should contribute to the educational growth of the student and should not require the use of resources not readily available to the student.

Each student beyond the primary level should be doing some academic work five nights per week. When students find themselves without specific homework assignments, they should be encouraged to use this opportunity to review, research or read.

Students should set aside a block of time for at least five days per week. This time does not have to be continuous, nor does it have to occur in the evening. However, the study time must be sufficient to allow for completion of all scheduled homework, preparation for examinations, review of course materials and remediation/enrichment activities. Brief rest periods should be part of any study session longer than one hour.

The following guideline for study time is generally accepted as sufficient for most students;

Grades 4-6	1/2 hours per day
Grades 7-9	1 hour per day
Grade 10	1 1/2 hours per day
Grade 11	2 hours per day
Grade 12	2 1/2 hours per day

These study times are averages, with each student encouraged to schedule enough time to meet his/her personal needs. It is important, however, to instill in students a personal need to view week nights as "school nights" and to realize the benefits that accrue from regularly scheduled study times.

Homework Clubs:

Skidegate Homework Club

The Skidegate Education Division, with the help of the teaching staff at QCSS holds a homework night each Thursday evening from 7 pm to 9 pm, at the Haksda Centre (old youth centre) in Skidegate. Lisa Shoop, the First Nations Education Liaison coordinates and attends these sessions.

For more information please call Lisa Shoop, FN Liaison at (250) 559-8174 or (250) 559-8194

QCSS Homework Club

Ms. Loni Skelton holds a homework club on Wed evenings 6:00 - 9:00 at QCSS to help nay QCSS student with any subject

For more information call QCSS at (250) 559-8822

George M. Dawson Homework Club

Ms. Sarah Trevor runs the homework club at GMD, specializing in Math, but is available to help any student with any subject. Mon, Wed, and Fri. 12:20-1:00 and 3:15-4:00.

For more information call GMD at (250) 626-3226

Work Habits & Study Skills

Programs designed to develop, upgrade or correct student work habits and study skills should be planned with objectives clearly in mind. These might include:

- to ensure that students make effective use of their time
- to develop a sense of satisfaction in what has been accomplished
- to develop an organized approach to study and written work
- to develop a positive attitude toward responsibilities
- to develop in the student awareness of his/her capabilities and a desire to achieve at his/her own best level
- to develop the ability to work independently

The student's written work is one aspect of immediate interest to the teacher, largely because both problem areas and outstanding work are readily and constantly visible. Related to the actual quality of organization and appearance of

written work is the student's approach to the quality and completion of the assignment, reports, etc.

Set and demand a high standard. Appropriate follow-up in having the student upgrade the standard of his/her work pays big dividends.

Specific standards for pupil work are most appropriately set at the school or classroom level and should be guided by two main considerations.

1. The need for a consistent school-wide approach as far as standards or quality are concerned. The primary years are of critical importance in establishing effective work habits.
2. The need to encourage teacher individuality and to ensure that specific aspects of the program are designed for the specific classroom, group, or individual learning situation.

Rather than being seen in isolation, student work habits and written work skills should be viewed as an integral part of the instructional process and as a contributing factor in achieving major educational objectives.