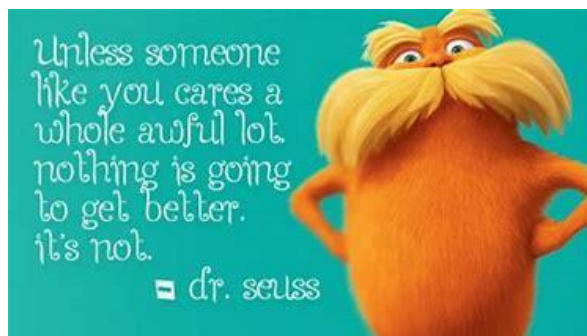


Homework Guidelines

Homework roles and responsibilities: 'Homework' - the work expected and encouraged by school at 'home' - is reconsidered at Child Side based on academic research and experience and therefore is not set or prescribed at any age or stage.

However, learning is a continual lifelong process starting at birth and continuing everywhere and anywhere, especially if interested adults are engaged in children's lives at sport, play, viewing screens, cooking, making, fixing.... Child Side fosters the educational partnership between parents, children and educators and supports families to continue their valued role of life educator both at school and at home. All adults are valued as educational partners through becoming Living Books and engaging with any YAC learner with their LTI (Learning Through interest) projects and morning work. Learning from and through a wide range of others is fundamental to what we do at Child Side and constructive working relationships are essential to operating successfully in the world through sport, music, recreation, work, tertiary study, neighbourhoods, community initiatives, travel, life changing experiences and disasters...

These adult working relationships are enabled at and after school through becoming involved in morning work, becoming a living book, viewing and talking together about recommended and required reading and viewing, being involved in children's voice and choice days, reading together regularly, keeping track on See Saw (YACs) and on-line courses for older children enrolled for their Expanded Possibility Impact and Internship projects, attending all exhibitions of learning (MCC and YAC), touching base with educators and own child about progress, strengths, needs, ideas....



Parent Roles and Responsibilities:

ECC and MCC:

- our morning work side by side approach where parents work side by side with their child with access to resources and skills of educators (reverse homework) engaging one-on-one with literacy and numeracy as practice makes progress to build fluency, competency and confidence
- if families are unable to interact one-on-one with their child at school, particularly in the building block ECC years K-3, they are recommended to read together regularly and play TRUG games (Teaching Reading Through Games) at home. One-on-one adult to child interactions are

essential in the early years or for any aged child with diverse learning needs who finds literacy and numeracy challenging. Please see educators for resources and strategies

- Times table practice, reading at home together for fluency, comprehension, love of reading- see Mem Fox Ten Read Aloud Commandments
- Go places together and include children in your thinking and family work such as packing away the shopping, going to the bank, farmers markets, grocery shopping, gardening, vet... talk about your work- paid and family work and volunteer at sports etc... Access community events and resources together like the library, fun runs, tree planting,
- Access sports and recreation clubs and swimming lessons such as Vac Swim lessons or after school term sessions

YAC:

- engaging with your child in the YAC with their individual Planner at home and helping them manage their time and accountability to complete or initiate a range of tasks in particular if they have been away or they have chosen not to be productive during school hours (fairly typical for young adolescents). It is important they are supported to learn to complete tasks, work to a set brief or list of criteria, ask for help, struggle with tasks and collaborate with others whilst being individually accountable for their own contributions as this is how they will operate in the real world. Overcoming boredom and frustration is a life skill we all constantly employ whatever we do and who ever we are. HOWEVER, if truly confused and overwhelmed constructive conversations with educators are the next immediate step.
- engaging with your YAC learner and YAC educators through email, face to face, LTD meetings, on-line platforms such as See Saw, IXL and Story Park. It is important parents can value how complex the work and expectations of years 7-10 can be. Parents can add the real-world relevance and share experiences and problem solve together
- YACs often can be enrolled in online courses as part of their projects accessing academic rigor and benefit from parents with these courses having one-on-one interaction and tracking progress, providing support and feedback to educators
- Engaging with your YAC child with their individual learning projects (Expanded possibilities, Impact, Internship) which are often out of school hours using community networks and facilities. Transport to and from real world experiences for individual learning projects are essential support features from parents or sourcing other families to help out
- Help YAC child choose a novel per term to read in own time as part of their Big Picture Education commitment to reading and experiencing different genres/styles and points of view and expression. Keep them on track to read and complete each term.
- Collect evidence of out of school learning throughout the year such as travel, sport, part time work, family responsibilities around the home, events, passions.... Photos, certificates of completion or accreditation, enrolment in teams or term sports/music/art courses/clubs, volunteer work, training schedules.... These will be added to their annual portfolio in term 4 and tracked each term in their weekly reflective Story Parks to value and acknowledge their learning and commitment outside of school
- Term 4, ensure your YAC is working on their annual portfolio at home, keep in weekly contact with YAC educators to see progress and expectations. Edit weekly with and for your YAC and do final edit before printing in A3 format for final exhibition. Annual portfolios are paid for by families as they are theirs to keep and use for applying for Year 11 placements and any other course. They are the beginnings of showcasing their talents, strengths, hard work, varied and complex work, depth and diversity... one size does not fit all.
- Record reading and viewing at home to be included in annual portfolio

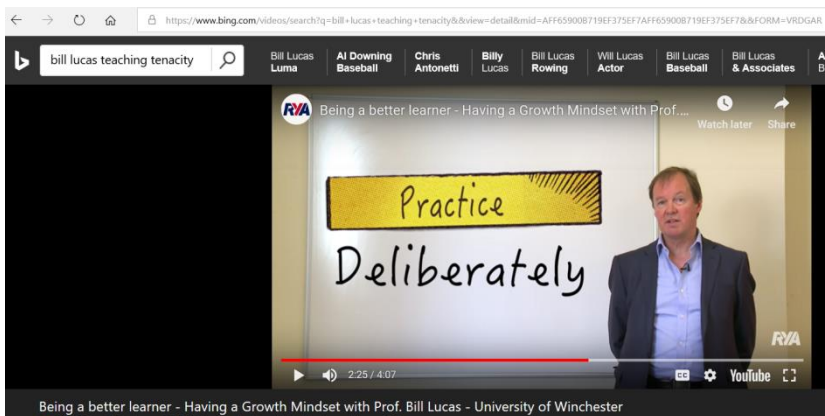
MCC and YAC

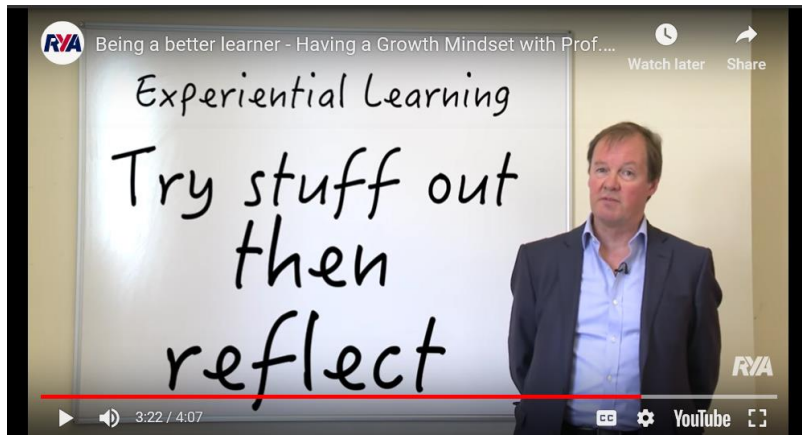
- Attending MCC and YAC termly exhibitions, YACs have the flexibility to do their exhibition in a range of different ways for different audiences so that parents can be involved in some way. YACs who are away for exhibitions will need to arrange an alternative time and process and provide documentation why they are away, just as they would for exams or other forms of assessment in the workplace.

ALL ages and stages K-10):

- Read together even when children are fluent readers, watch TV together and experience things together....talk, talk, talk... listen, listen, listen...
- **Regularly read Story Park** and engaging in conversations with educators and children and broadening any experience at home and out in the community making it real and alive.... Email Lisa to get added to Story park.
- Get moving together daily.... Find your thirty and Move It Australia.
<https://www.sportaus.gov.au/findyour30>
https://www.sportaus.gov.au/findyour30#at_home Move it Australia
- Families are recommended to watch these short clips from Prof Bill Lucas from the Real-World Learning Centre regarding the importance of practicing any skill such as reading, spelling, writing, times tables, riding a bike, dancing, skating, singing, drawing, learning another language.... It doesn't matter what you practice just that you have the skill and tenacity to practice deliberately... See screen shot below.

<https://www.bing.com/videos/search?q=bill+lucas+teaching+tenacity&&view=detail&mid=AFF65900B719EF375EF7AFF65900B719EF375EF7&&FORM=VRDGAR>





- **Enterprise afternoons:** family businesses to develop working relationships between parents/grandparents and child and authentically teach financial literacy, effort, persistence, ingenuity, enterprising spirits, creative skills, marketing, supply and demand, community engagement, socialising with a marketplace purpose... Focus on ***reasonably priced handmade/homemade*** useful, delicious, practical, quirky, beautiful or interesting objects or services (bike service, hand massage, repairs to clothing, busking...). These are held on the last Friday of each month on the YAC veranda. Families and staff are encouraged to mingle in a marketplace atmosphere, helping to set up and clean up (especially YAC Shak Café), modelling 'we are all crew rather than passengers' approach to the children. Enterprise afternoons support the 'small business' opportunities and creative enterprises that significantly contribute economically and socially to the fabric of modern Australia in a dynamic changing workforce. Families are encouraged to view SBS on demand 'Small Business Secrets' to become energised with the flourishing Global, National and Local Maker Movement empowering people to provide and connect.

Version Management

[illegible]