



Partners in Education

Helping Your Child Succeed in School

When I think about school I remember . . .

My fondest school memory is . . .

One memory I wish I could forget is . . .

My biggest hope for my child(ren) in school is . . .

My biggest fear for my child(ren) in school is . . .

Setting Up for Homework Success

Having a clearly designated, consistent homework space and time is vital for school success, as is a clearly defined routine. When thinking about your home, your children's needs and your family schedule, use the following questions to guide you in creating a homework set-up that will work for you:

1. How many children do I have who will be doing homework regularly?
2. How much time do my children need for homework each night?
3. How much distraction are my children able to tolerate?
4. Which of my children need to be tended to while other children are doing homework? What will keep these children from distracting their siblings?
5. When can I be most available for my children to answer questions, check their work, etc.?
6. What rules do I need to put in place in order for homework to be done with relative ease?

Learning Styles

Visual/spatial learner

These learners perceive the visual world accurately, have the ability to see in 3-D and remember things best by seeing them.

Methods of learning include: charts, graphs, maps, diagrams, photography, videos, slides, 3-D construction kits, painting, collage, sketching, visual arts, telescopes, microscopes, binoculars, computer-assisted design software, optical illusions

Possible careers include: artist, architect, navigator, graphic art designer, advertiser, cartographer, etc.

Verbal/linguistic learner

These learners are sensitive to the sounds, structures, meanings and functions of language. They show interest in writing their own ideas or poetry, humour, explaining or reading someone else's ideas.

Methods of learning include: lectures, small/large group discussions, books, manuals, writing activities, word games, journals, student speeches, storytelling, debates, reading aloud, tape recording one's voice, publishing, using word processors, presentations

Possible careers include: author, orator, teacher, comedian, newscaster, etc.

Bodily/kinesthetic learner

These learners are able to control their body movements and handle objects skillfully. They use their bodies to express emotions, play games or create. They tend to learn best by doing.

Methods of learning include: creative movement, mime, dance, field trips, classroom theatre, body maps, competitive/cooperative games, physical education activities, physical relaxation exercises, tactile materials, crafts, manipulatives, cooking, gardening, messy activities, virtual reality software, body language/hand communication

Possible careers include: athlete, dancer, sculptor, actor, inventor, choreographer, etc.

Logical/mathematical learner

These learners are able to discern logical or numerical patterns and handle long chains of reasoning. They are active in problem solving and enjoy meeting a challenge. They are able to work with abstract symbols and see relationships between separate/distinct pieces of information.

Methods of learning include: logical problem solving exercises, puzzles, games, creating codes, classifications, categorizations, scientific demonstrations, quantifications and

calculations, computer programming languages, logical-sequential presentations of subject matter, Socratic questioning, heuristics

Possible careers include: scientist, mathematician, banker, computer programmer, medicine, accountant, etc.

Musical/rhythmic learner

These learners have an ability to produce and appreciate rhythm, pitch and timbre. They use musical expressiveness. They can recognize tones, patterns and sounds in their environment.

Methods of learning include: singing; humming; whistling; playing recorded or live music with instruments; group singing; being part of a band; music appreciation activities; linking old tunes with new concepts; creating new melodies; writing original music, rhythms, songs, raps and chants; using background music; music software

Possible careers include: composer, performer, advertiser, film maker, sound engineer, etc.

Interpersonal learner

These learners are able to discern and respond appropriately to the moods, temperaments, motivations and desires of other people. They work cooperatively in groups and show empathy for other's feelings, fears and beliefs. They have effective verbal and non-verbal communication.

Methods of learning include: cooperative learning group activities/brainstorming sessions, peer sharing/teaching, board games, conflict mediation, cross-age tutoring, academic clubs, interpersonal interaction, community involvement, apprenticeships, interactive software, people sculpting

Possible careers include: counsellor, politics, teacher, religious leader, sociologist, anthropologist, etc.

Intrapersonal learner

These learners can access their own inner feelings and discriminate among their emotions. They know their own strengths and weaknesses, can self-reflect and have a sense of spiritual intuition.

Methods of learning include: independent study, projects, games, self-paced instructions, journaling, choice of time, feeling-toned moments, periods for reflection, private study space, options for homework, personal connections, exposure to inspirational/motivational curriculum, goal-setting sessions, self-esteem activities

Possible careers include: psychotherapist, religious leader, counsellor, etc.

