

Reference No.: 2019 - 20/ 056
11th October 2019

Dear Parents,

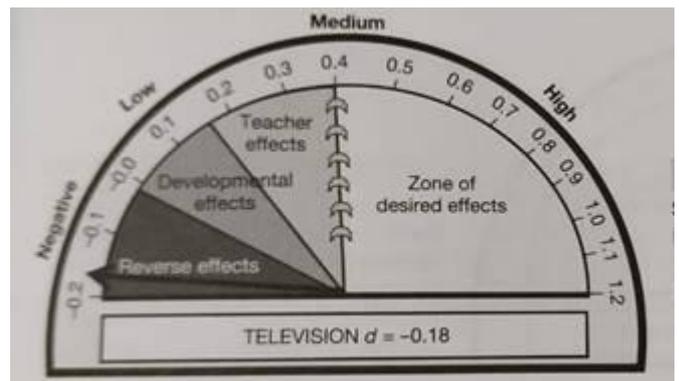
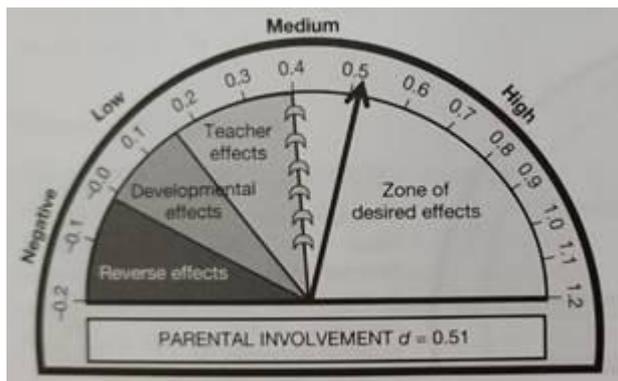
SUB: MESSAGE FROM THE SCHOOL DIRECTOR- ABOUT VISIBLE LEARNING

As noted in my introductory letter student learning is optimized when a clear partnership between student’s parents and the school exists. Genesis Global School is committed to strengthening our partnership with parents in order to maximize student learning. We believe in a holistic approach to education inclusive of athletics, arts and other experiences. More and more educators are learning that reliance on exam results does not lead to student success. Similarly while there is an expectation of high achievement, parents need to develop an understanding regarding a holistic approach to education and focus less grades and more on learning. By doing this student’s develop a positive feeling with regard to learning and by default achievement levels improve.

Note that GGS IB results remain 4% above the Global Average and our National Curriculum (CBSE) results as well, are at par with the top schools of the country.

What can parents do to improve student’s learning?

John Hattie (2009) in his publication ‘Visible Learning - synthesis of over 800 meta-analysis related to achievement’, has dedicated a chapter of his book to the impact of a student’s home environment on their learning. Hattie’s analysis of the data may be instructive to our families and I feel that there are a number of areas which are relevant to our Genesis community. Areas resulting in positive learning include; social economic status, home environment, and parental involvement. Interestingly time spent watching television showed a reverse effect on student learning. While Hattie (2009) did not include studies regarding the amount of time spent on other electronic devices one could conclude that time spent in front of the television could be extended to unproductive screen time.

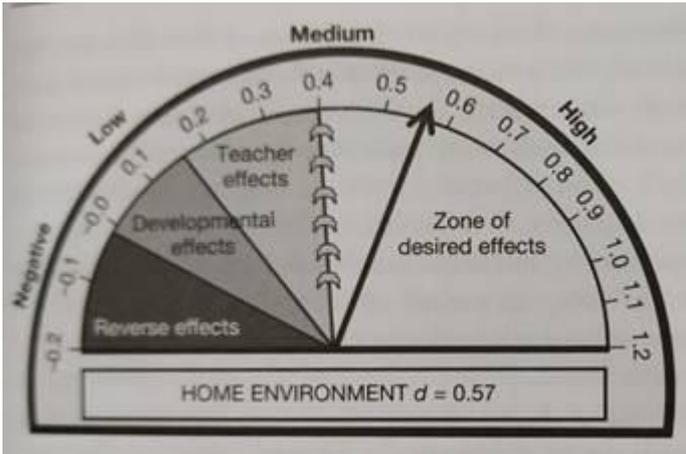


Home environment

Although the home environment considers a number of factors it was found that the most relevant impact on achievement were- maternal involvement, variety, and play materials. The second high-yield strategy highlighted was *Parental Involvement*. There were a number of studies cited by Hattie regarding parental involvement, he warned that parental involvement involving a surveillance approach had a negative impact on learning. However, parents who had high aspirations for student achievement, took the time to monitor such things as homework and study time, controlled the amount of television and social time of their children, communicated regularly with the school and attended school activities led to improved achievement.

- Direct involvement in the learning process for younger students set the stage for learning as students progressed into senior grades.

- Students in the older grades were impacted most by parental expectations and communication with the school. As students grow older they require less monitoring as good study skills, and high expectations should have been established.



It is however important that parents continue to communicate with the school and reinforce high expectations of their learners while not applying undue pressure on the child. In most cases older students, especially graduating students do know what is at stake.

I would like to reiterate that a healthy School-Parent partnership is important for creating happy and eager students. Therefore, while feedback from the Parent Survey 2019 is being collated, I would once again urge all those parents who have not filled it out yet, to kindly do so.

For Parents of Day Scholars-
<https://www.surveymonkey.com/r/Y8BBQ08>

For Parents of Scholars in Residence (SIR's) -
<https://www.surveymonkey.com/r/Y8ZZFCY>

Regards,

David Brazeau
 School Director