



Mar-Jam Preparatory School

Issue 5

NEWSLETTER

OCTOBER 2006

90 Main Street
Ocho Rios
SAINT ANN

Tel: 974-2384 /
9747012
Fax: 795-3667

info@marjam.org
www.marjam.org



PARENT / GUARDIAN:

P. T. A. Meeting

Our first P. T. A. Meeting will be on **Wednesday, October 11, 2006**, commencing at **4:30 p.m.** All parents are being asked to make every effort to attend.

Some of the issues to be discussed include:-

Lavatories

Security Measures

Discipline

Fans

Fundraisers

Inside this issue:

Mid Term Holidays

*Parent / Teacher
Conferences*

Sundry Fees

School Fees

Welcome

*Helping Children With
Their Homework*



ANNUAL HERITAGE BREAKFAST

Our **Annual Heritage Breakfast** will be held on

Friday, October 13, 2006. Breakfast will be served from **8:00 - 9:30 a.m.** The menu includes ackee and salt fish, fried dumplings, fried green and ripe plantains, boiled bananas, cooked-up saltfish, hot chocolate, mackerel run down, callaloo, roasted breadfruit, saltfish fritters, mint tea and much more.

Cost: \$200.00 each.

Tickets on sale - contact the Class Teachers.



DIRECTORS:

Mrs. Annette James
Clinical Specialist

Miss Heather Maragh
Administrator

Mrs. Belinda Lue
Principal

BOARD MEMBERS:

Rev. Wesley Boynes - *Chairman*
Mrs. Kathy Buchanan
Miss Peta Goldsmith
Mr. Greg Chong

Miss Ethlyn Green
Admin. Asst./Bursar

STAFF—TEACHERS:

Miss Leita Baldie
Miss Dania Black
Mrs. Carleen Bygrave-Byfield
Miss Lattamar Coombs
Mrs. Terry-Ann Christie
Miss Tasha Gordon
Miss Shirley Hamilton
Mrs. Marcel Haye
Mr. Dwayne Jackson
Mrs. Sharonda Henry-Jackson
Mrs. Rosalee Kerr-Ferguson
Mrs. Patricia LeVel
Mrs. Rosemarie McDonald
Mrs. Michelle McKenzie-Hilton
Mr. Shane Oliver
Mrs. Carollyn Patch
Mrs. Gillian Rose-Bailey
Mr. John Spencer
Mrs. Joan Taylor
Miss Sandra Taylor
Mrs. Karla Ward-Campbell
Mrs. Verne Wisdom
Mrs. Mrs. Alicia Richards - *Spanish*
Mr. Glenville Graham - *Art & Craft*

ANCILARY:

Miss Coleen Thompson
Mr. George James
Mr. Louis Williams

MID TERM HOLIDAYS

School will be closed for Mid Term holidays

October 16-17, 2006.
School will re-open on Wednesday, October 18, 2006.

PARENT/TEACHER CONFERENCES

Parents having questions need to set up appointments to talk to the class teachers. Teachers are not permitted to have extended conversations before or during class time.

Parents are also being reminded **not to** confront students to resolve issues. The proper procedure is to bring the matter to the attention of the class teachers who will in turn notify the Administration.

SUNDRY FEES

Parents are being reminded that the Sundry Fees (P.T.A. Dues) are to be paid. Payment can be made at Dehring Bunting & Golding (DB&G) or the voucher and fee left at the office for delivery to DB&G.

SCHOOL FEES

Parents who are on the school's Payment Plan are being reminded that the balance should be paid when school re-opens on October 18th.

NEW STAFF

We would like to extend a warm welcome to our newest member of staff, Mrs. Marcel Haye, from Kindergarten 1.

DID YOU KNOW ?

- Jamaica has six National Heroes and one National Heroine.
- The Order of National Hero is the highest award in Jamaica.
- The Jamaican National Bird is the Swallow-Tail Humming Bird.
- The Jamaican National Flower - the Lignum Vitae is called 'Wood of Life'
- The ackee plant came to Jamaica from West Africa.
- The wood from the Blue Mahoe has an attractive blue-green colour with variegated streaks of yellow.
- When the national flag is flown at half-mast it is a sign of official mourning
- The original coat of arms before independence was designed in 1661. It was revised in 1957.

How Parents can help their children with homework

Every night in millions of homes across the country you can imagine the scenario: the age-old story of children and their homework. The scene may have different characters, but the script is usually the same. Parents have always attempted to help their children with homework. This help ranges from a short occasional explanation to total completion of the task by the parent. Whatever the case, numerous problems exist.

The following techniques are provided to facilitate the process of homework and prevent frustration, anger, and disappointment:

SET UP A HOMEWORK SCHEDULE

Many children benefit from a set homework schedule. For some, the responsibility of deciding when to sit down and do home work is too difficult. These children may decide to do their homework after school or after dinner. This is a personal choice and has to do with *learning style*. However, once the time is determined, the schedule should be adhered to as realistically as possible. This will also relieve the problem of having to "hunt down" or "corral" children to, get them to do their homework. After a while, this will become a natural part of their schedule. It should be noted that during this time, no interruptions should be allowed. Phone calls, TV, and everything else can wait until the work is completed.

Check homework assignments at the end of the night. Anxiety is exhibited by some children over the thought of possibly bringing incorrect homework to school. Therefore it is very important for parents to take time each night to check home work. This offers children a feeling of accomplishment, a source of positive attention, and a sense of security that the work is correct. This sense of academic security may carry over to the classroom and offer children a greater sense of confidence with class work. However, if it is clear that the child did not understand a particular concept, the teacher should be made aware of it.

RANK THE ASSIGNMENTS

For some children, the decision about what to do first becomes a major chore. They may dwell over this choice for a long time. Other children use *horizontal perspective*. This occurs when everything takes on the same level of importance and no priority is seen.

If you choose to rank order, suggest which assignment to do first and so on. Many children tend to use a *quantity orientation* (number of assignments left) rather than a *qualitative orientation* (difficulty of assignment). This means that if they have five things to do, have them finish the four easy ones first. In their eyes, they have only one assignment left even though it may be a more difficult task.

DON'T HOVER NEXT TO YOUR CHILD DURING THE HOMEWORK SESSION

This is usually a very big problem for some parents. Parents employing this technique are not only setting themselves up for tremendous frustration and anger, but they are also creating "learned helplessness." Many parents will say that their children cannot work unless they are sitting next to them. It is not that many children are unable to work, but that they choose not to work. The work stoppage on the part of children occurs when a parent attempts to break away and no longer provides them with undivided attention. This "dependency" is very unhealthy because it is not imitated in the classroom. Consequently, such children may put off doing their class work and bring the unfinished work home. In this way they may gain mommy or daddy's full attention. After a hard day's work, parents are tired, and the thought of sitting down with children for up to three hours doing homework can only lead to problems.

If you are already locked into this type of situation, you should not break away all at once. You should *de-sensitize* children a little at a time. Sit at the end of the table for a few days. Then slowly increase the distance between yourself and the child's work until he or she is working alone.

CHECK CORRECT PROBLEMS FIRST

Parents sometimes have a habit of "zeroing in" on the incorrect problems. Next time your child brings you a paper to check, focus first on how well he or she did on the correct problems, spelling words, and so on. For the answers that are incorrect say, "I bet if you go back and check these over you may get a different answer." Now the child will go back and redo the problems without any animosity or feelings of inadequacy. If you focus first on the incorrect problems and become angry, when the child returns to the work area he or she will likely be more involved in dealing with the loss of parental approval rather than finishing the task.

You may want to check small groups of problems at a time. Many children benefit from immediate gratification. Have your child do five problems and then come back to you for checking. Zero in on the correct ones, and after they are checked send the child back to do the next group. In this way the child gets immediate feedback and approval and the necessary motivation for the next assignment. Additionally, if the child is doing the assignment incorrectly, the error can be detected and explained, preventing the child from having to redo the entire assignment.

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NEVER LET HOMEWORK DRAG ON ALL NIGHT

Sometimes parents will allow a child to work on homework for several hours or until they finish. This is fine if the performance of the child is consistent or the assignment realistically calls for such a commitment of time. However, in the event that a child is no farther along after one or two hours than after ten minutes into the assignment, you should stop the homework activity. The only thing accomplished by allowing a child to linger on hour after hour with very little performance is increased feelings of inadequacy.

is extremely important with younger children who cannot distinguish between loss of parental approval and loss of love. Such a state can only add stress to their ability to perform.

AVOID FINISHING ASSIGNMENTS FOR YOUR CHILD

Some parents will complete an entire assignment for their children. While the parents' motivation may be helping their child finish a difficult assignment, the end result may be very destructive. Children tend to feel inadequate when a parent finishes homework. First, they feel a sense of failure. Second, they feel a sense of inadequacy since they can never hope to do the assignment as well as mommy or daddy. This can only foster increased dependency and feelings of helplessness on the part of children.

If children cannot complete an assignment, and they have honestly tried, write the teacher a note explaining the circumstances. Most teachers will understand the situation.

Following these basic guidelines when helping with homework can result in a more rewarding situation for both parents and children.

The parent may choose to end the work period after a reasonable amount of time and write the teacher a note explaining the circumstances. Such concerns can be worked out at a meeting with the teacher.

There may be several reasons for such a behavior pattern. First, the child may not have understood the concept in class and therefore will not be able to finish the assignment at home. Second, the child may already have feelings of helplessness. Consequently, waiting long periods of time may result in the completion of the assignment by the parents. Third, the child may have serious learning difficulties, especially if this is a pattern, and may be overwhelmed by a series of assignments.

SUCCESS STRATEGIES FOR TEXTBOOK ASSIGNMENTS

Most text books have the chapter questions at the end. When this procedure occurs, many children are not aware of what they should be looking for while reading. Discuss and talk about the questions before children begin reading. By using this strategy, they will know what important information to look for in the chapter.

Some children have a tendency of trying to remember everything. You may want to give them a pencil and suggest that they lightly note a passage or word that sounds like something in one of the questions. This will help many children when they have to skim back over the many pages in the chapter.

Consider placing textbook chapters on tape. Research indicates that the more sensory input children receive, the greater the chance the information will be retained. Therefore, tape-record some science or social studies chapters so that children can listen while they read along. This will allow both auditory and visual input of information. From time to time you may want to add a joke, a song, or a message to keep the interest of the child.

BE AWARE OF NEGATIVE NONVERBAL MESSAGES

Nonverbal communication is a large part of overall communication. Since this is possible, many messages, especially negative ones, can be communicated easily without your awareness. Grimaces, body stiffness, sighs, raised eyebrows, and other types of body language are all nonverbal responses. If children are sensitive, they will pick up these messages, which can only add to the tension of the homework relationship. This is extremely important with younger children who cannot distinguish between loss of parental approval and loss of love. Such a state can only add stress to their ability to perform.

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