

The question of whether or not to assign homework is becoming increasingly popular amongst stakeholders in public education. Parents, teachers and students all seem to be split on both the importance and relevance of homework; those who do not citing the multiple directions students are being pulled in by after school commitments as the principle reason. In response to this conversation, recognizing the fact a one-size-fits-all policy wouldn't take into account individual student needs, CBE spokesman Ted Flitton said in 2009, that "homework regulation underscores that there are multiple ways to learn outside the classroom." The values and benefits that come from extra-curricular activities, such as sports, the arts, and community involvement are not exclusively reserved to when the student is *physically* outside the classroom. True learning comes from within, and is a product of life experience. By reducing or eradicating homework, the aim seems to be to allow for an increased enrichment of life experience, and relief from developing students solely as scholastic entities. As students experience the world around them - in areas where their passion lives – their capacity to bring that interest into the classroom is increased, burn-out and stress are reduced, and embodying learning through inquiry seems more possible than if students continued to spend the majority of their time outside the classroom trying to learn something that couldn't be brought out naturally during class. The overarching benefit of reduced homework or of no homework all together then is not to spare students from practice and study, but rather to encourage and enable students to bring their interests into the classroom to ultimately enrich their learning.