

September 2013

Information Package Change Comparison Chart 1998 - 2013

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Information Package Change Comparison Chart

1998	2004	2006 (After change in Act)	2010	2011	2013
NOTE: (Highlight in blue are sections removed in the subsequent year) (Highlights in yellow are the added details for this year)					
Introductory Statement					
<p>These guidelines have been developed by the OBoS in consultation with homeschoolers to assist parents seeking registration for home schooling....</p> <p>Home Schooling is a legitimate viable alternative form of education. For it to be successful it must be carefully and purposefully planned by a teacher/parent or instructor who has the necessary commitment to making it work. (p1)</p>	<p>Home Education is a recognized way of providing for the educational needs of chn in NSW. Parents who choose to educate their chn at home do so for a variety of reasons. Successful home educators put a great deal of time and energy into providing for their chn's education and derive considerable personal satisfaction from their efforts.</p>	<p>Home Education is a recognized way of providing for the educational needs of chn in NSW. Parents who choose to educate their chn at home do so for a variety of reasons. Successful home educators put a great deal of time and energy into providing for their chn's education and derive considerable personal satisfaction from their efforts. (p7)</p>	<p>Under the <i>Education Act 1990</i>, home schooling is recognised as a legitimate way of providing for the educational needs of children in NSW. Parents who choose to educate their children at home do so for a variety of reasons. Successful home educators demonstrate a high level of commitment, time and energy in providing for their children's education. In NSW, parents who decide to educate their children at home must have the approval of the Minister for Education and Training or delegate. Approval to home school is through registration.</p>	<p>Under the <i>Education Act 1990</i>, home schooling is recognised as a legitimate way of providing for the educational needs of children in NSW. Parents who choose to educate their children at home do so for a variety of reasons. Successful home educators demonstrate a high level of commitment, time and energy in providing for their children's education. In NSW, parents who decide to educate their children at home must have the approval of the Minister for Education and Training or delegate. Approval to home school is through registration.</p>	<p>Under the <i>Education Act 1990</i>, home schooling is recognised as a legitimate way of providing for the educational needs of children in NSW. Parents who choose to home school their children do so for a variety of reasons. Successful home schoolers demonstrate a high level of commitment, time and energy in providing for their children's education. In NSW, parents who decide to home school their children must have the approval of the Minister for Education or the Minister's delegate. Approval to home school is through registration</p>

Role of Information Package and Authorised Persons:

There is a definite change in tone in the 2013 which seems to be more from a governing body imposing regulations than an officer willing to assist the registration process, “be flexible and take into account the ethos of the applicant and the needs of students and their parents.”

The words of the 2013 IP, “assess whether the proposed educational program and other documentation you have prepared in support of your application demonstrates that the requirements for registration would be met” - makes home educators feel as though they are on trial and must prove themselves.

1998	2004	2006 (After change in Act)	2010	2011	2013
<p>This IP is intended to provide a description of the steps to be followed when applying for registration for Home Education and to assist parents/ guardians in preparing to home educate their child/children. (p5) (removed in 2010)</p> <p>The registration for home schooling process should have a positive educational focus for families. Board Inspectors and Board Liaison Officers view each application in as flexible a way as possible, taking account of the ethos of the applicant and the</p>	<p>This IP is intended to provide a description of the steps to be followed when applying for registration for Home Education and to assist parents/ guardians in preparing to home educate their child/children. (p5)</p> <p>AP</p> <p>The purpose of the visit is to provide an opportunity for you to show and discuss the plans you have for your child's education. During the visit the Authorised Person will consider the information and material indicating</p>	<p>This IP is intended to provide a description of the steps to be followed when applying for registration for Home Education and to assist parents/ guardians in preparing to home educate their child/children. (p5) (removed in 2010)</p> <p>AP</p> <p>The purpose of the visit is to provide an opportunity for you to show and discuss the plans you have for your child's education. During the visit the Authorised Person will consider the information and material indicating</p>	<p>The Office of the Board of Studies ('the Office') is responsible for the administration of the home schooling registration program and has been delegated the authority to register children for home schooling. This information package provides a guide to applying for home schooling registration, describes the requirements and process and provides information which may be helpful for those who are registered. (p4)</p> <p>AP</p>	<p>The Office of the Board of Studies ('the Office') is responsible for the administration of the home schooling registration program and has been delegated the authority to register children for home schooling. This information package provides a guide to applying for home schooling registration, describes the requirements and process and provides information which may be helpful for those who are registered.</p> <p>AP (altered in 2013)</p>	<p>The Office of the Board of Studies is responsible for administering the home schooling registration program and has been delegated the authority to register children for home schooling. This information package identifies the requirements to be met in order to be registered for home schooling and describes the processes for assessing applications for home schooling registration.</p> <p>AP (altered significantly)</p> <p>The AP ... visit you in your home to discuss your application and assess whether the proposed</p>

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<p>needs of students and their parents." (p1)</p>	<p>that the quality of your child's education will be satisfactory and that the minimum requirements of the curriculum will be met. (p9)</p>	<p><u>that the quality of your child's education will be satisfactory and that the minimum requirements of the curriculum will be met.</u> (p9)</p>	<p>The AP will consider the evidence you provide to show how you intend to meet the requirements for registration. This process involves <u>discussing your application and assessing the educational program</u> you have developed. The visit provides an <u>opportunity for you to demonstrate that the quality of your child's education will be satisfactory and that the requirements for registration will be met.</u> (p10) You may wish to raise and discuss any other home schooling issues. (p11)</p>	<p>The AP will consider the evidence you provide to show how you intend to meet the requirements for registration. This process involves discussing your application and assessing the educational program you have developed. The visit provides an opportunity for you to demonstrate that the quality of your child's education will be satisfactory and that the requirements for registration will be met. (p10) You may wish to raise and discuss any other home schooling issues. (p11)</p>	<p>educational program and other documentation you have prepared in support of your application demonstrates that the requirements for registration would be met. It is expected that the child for who registration is being sought will be present during the assessment.</p>
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Information Package Created in Consultation:					
The packages were developed in consultation with experienced home educators in 1998, 2004, 2006, but not in Years 2010, 2011, 2013					
1998	2004	2006 (After change in Act)	2010	2011	2013
Yes (p1)	Yes – This package has been developed by the OBos in consultation with experienced hoe educators. (p5)	Yes – This package has been developed by the OBos in consultation with experienced hoe educators. (removed in 2010) (p5)	No	No	No
Feedback on the Information Package:					
Feedback on the Information Package is welcomed in 2004 and 2006, but not in 2010, 2011, 2013					
No	Yes – Your feedback on any aspect of the document is welcomed. A form can be found in Part 6 to assist you in providing comments. (p5)	Yes – Your feedback on any aspect of the document is welcomed. A form can be found in Part 6 to assist you in providing comments. (p5) (removed in 2010)	No	No	No

Requirements for Registration / Conditions and Process (Getting Ready for Registration)

This part for the requirements for registration shows a strong move from minimum curriculum – a comprehensive, balanced approach to the KLA in 1998 to considering the quality of the education meeting the minimum curriculum requirements and that the teaching program reflects key learning areas in 2004 and 2006; In 2010 and 2011, the educational program must be based on and taught in accordance with the BOS syllabuses and learning outcomes, content and teaching approach required; Stronger language again in 2013 – MUST be complied with at all times; A special mention is the NOTE which defines minimum curriculum. This has not been defined this way previously; The note states: **NOTE: The minimum curriculum is the curriculum provided by the BOS syllabuses**; Requires outcomes based on the relevant BOS syllabuses and relevant content; Emphasis on written planning, recording and documentation; No longer looking for a quality education (see green section in 2013 column) of your child, but that it demonstrates that you fill the requirements (BOS syllabus) including outcomes and content.

1998	2004	2006 <small>(After change in Act)</small>	2010	2011	2013
<p>Learning program in KLA:</p> <p>3. Students registered for home schooling must <u>receive the minimum curriculum</u> for primary or secondary education and the minimum curriculum guidelines as shown in the attached schedules (which are the Curriculum Guidelines as listed in all the IPs and removed in 2013)</p> <p>5. <u>The teaching/learning program of studies must be planned and</u></p>	<p>In consistent with guidelines</p> <p>(Part 1) When considering home education it is important to clarify: When you will commence How much lead time you will need for discussion, planning and resource gathering; -The Educational program (goals; description of the curriculum) you plan to offer and the approach to record keeping (see</p>	<p>Consistent with guidelines</p> <p>(Part 1) When considering home education it is important to clarify: When you will commence How much lead time you will need for discussion, planning and resource gathering; -The Educational program (goals; description of the curriculum) you plan to offer and the approach to record keeping (see</p>	<p>In accordance with BOS Syllabuses and identifies Learning outcomes</p> <p>(Part 2 and Part 3) Registered home schoolers must meet the requirements for registration that: • the educational program is based on the curriculum provided by the <i>Education Act 1990</i>; that is, the minimum curriculum for primary education (from Kindergarten to Year 6), the minimum curriculum for secondary</p>	<p>In accordance with BOS Syllabuses and identifies Learning outcomes</p> <p>(Part 2 and Part 3) Registered home schoolers must meet the requirements for registration that: • the educational program is based on the curriculum provided by the <i>Education Act 1990</i>; that is, the minimum curriculum for primary education (from Kindergarten to Year 6), the minimum curriculum for secondary</p>	<p>Written plan based on BOS syllabus; Intended learning outcomes and content; <i>(Part 2 and 3)</i> The requirements for home schooling registration must be complied with at all times during a period of registration. The requirements for home schooling registration are that: -the educational program is based on the curriculum provided by the Education Act 1990, that is, the minimum curriculum for primary education</p>

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<p><u>documented to show a comprehensive, balanced and sequential coverage of the key learning areas.</u> (p4-5)</p>	<p>Parts 2 and 3 for more information) -The resources you plan to acquire and access; -The learning space/s to be used.</p> <p>(p9) During the visit the Authorised person will <u>consider information and material indicating the quality of your child's education will be satisfactory and that the minimum requirements of the curriculum will be met.</u></p> <p>The Authorised Person will consider a number of elements of the home education program that relate to the quality of the proposed educational provision. This will include assessing that:</p> <ul style="list-style-type: none"> • <u>the teaching/learning program (the proposed curriculum or goals and intentions; your proposed approach) reflects the key learning areas described in the minimum curriculum and is consistent with guidelines approved by the Minister (see Part 2) (p10).</u> <p>Part 2: <u>The Education Act 1990 establishes minimum curriculum requirements for primary (Stages</u></p>	<p>Parts 2 and 3 for more information) -The resources you plan to acquire and access; -The learning space/s to be used.</p> <p>(p9) During the visit the Authorised person will consider information and material indicating <u>the quality of your child's education will be satisfactory and that the minimum requirements of the curriculum will be met.</u></p> <p>(p10) The Authorised Person will consider a number of elements of the home education program that relate to the quality of the proposed educational provision. This will include assessing that:</p> <ul style="list-style-type: none"> • <u>the teaching/learning program (the proposed curriculum or goals and intentions; your proposed approach) reflects the key learning areas described in the minimum curriculum and is consistent with guidelines approved by the Minister (see Part 2) (p10).</u> <p>(p10)</p> <p>Part 2: Removed reference to guidelines;</p>	<p>education (Year 7 to Year 10) or the curriculum for beyond Year 10 (Year 11 and Year 12) (Part 4 of this package details the curriculum requirements) • <u>the educational program is based on and taught in accordance with the relevant Board of Studies syllabuses</u> (p8)</p> <p><u>You may wish to discuss home schooling with experienced home educators to gain an insight into different approaches to home schooling. Contact details of home education organisations are provided in Part 7 of this package. (p9)</u> (removed in 2011)</p> <p>During the home visit, the Authorised Person will assess: • the proposed educational program and <u>how it addresses the relevant curriculum requirements by identifying intended learning outcomes, content and teaching approach</u> • the suitability of the proposed educational program to cater for the identified learning needs of the child (p11)</p>	<p>education (Year 7 to Year 10) or the curriculum for beyond Year 10 (Year 11 and Year 12) (Part 4 of this package details the curriculum requirements) • <u>the educational program is based on and taught in accordance with the relevant Board of Studies syllabuses</u> (p8)</p> <p>During the home visit, the Authorised Person will assess: • the proposed educational program and <u>how it addresses the relevant curriculum requirements by identifying intended learning outcomes, content and teaching approach</u> • the suitability of the proposed educational program to cater for the identified learning needs of the child (p11)</p>	<p>(Kindergarten to Year 6), the minimum curriculum for secondary education (Year 7 to Year 10) or the curriculum for beyond Year 10 (Year 11 and Year 12) <u>(Note: The minimum curriculum is the curriculum provided by the relevant Board of Studies syllabuses. Part 4 of this package details the curriculum requirements.)</u></p> <ul style="list-style-type: none"> - the educational program is based on, and taught in accordance with, the relevant Board of Studies syllabuses - <u>the educational program identifies the intended learning outcomes based on the relevant Board of Studies syllabuses and teaching relevant content</u> - the educational program is suitable to cater for the identified learning needs of the child - there is an adequate system of <u>planning, supervising and recording</u> teaching and learning experiences - there is an adequate system for recording the child's progress and achievement <p><u>The parent of a registered child is responsible for maintaining evidence of delivery of the educational program in the child's home including</u></p>
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	<p>1-3) and secondary (Stages 4-5) education. These include the requirements that courses of study in a key learning area are to be provided in accordance with any relevant guidelines developed by the Board of Studies and approved by the Minister (sections 8(1) (e) and 10(1) (d)). (removed in 2006)</p>	<p>Refers to Section 8 (1)(f) reflecting the 2004 Change to the Education Act:</p>			<p>records relating to complying with the requirements for registration. A parent does not need formal teacher training or teaching experience for his or her child to be registered for home schooling. To be eligible for initial registration, an applicant must demonstrate a capacity to plan and provide for the educational needs of the child. This is demonstrated by providing evidence that the requirements for registration, as stated above would be met if registration was granted. (p10)</p> <p>(From Pages 13-14)The Authorised Person will consider the documented evidence that you provide to show how you intend to meet the requirements for registration as stated in Part 2 of this information package. The assessment process involves assessing the educational program and other documentation you have developed. The visit provides an opportunity for you to demonstrate that the (quality of your child's education will be satisfactory - removed from 2011)</p>
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				<p>educational program you plan to deliver will comply with the requirements for homeschooling registration. In relation to the identified learning needs of the child, the Authorised Person will also consider information related to the previous educational attainment of the child, including a history of the child's education, educational reports and participation in testing programs such as NAPLAN, as relevant.</p> <p>During the home visit, the Authorised Person will assess whether the evidence shows that the requirements for registration would be met if registration were to be granted. The evidence to be considered includes:</p> <ul style="list-style-type: none"> - the written plan for the proposed educational program showing how it is based on Board of Studies syllabuses and identifies intended learning outcomes and content (see Part 4 of this information package) - the suitability of the proposed educational program, including the intended outcomes and content, to cater for the identified learning needs of the child - the proposed system for planning, supervising and
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				<p>recording teaching and learning experiences</p> <ul style="list-style-type: none"> - the proposed system for assessing and recording learning progress and achievement - the time intended to be allocated to student learning and whether this is sufficient to allow coverage of the curriculum and is comparable to the time allocated by schools - the suitability of the home learning environment for effective home schooling - the adequacy and availability of resources to support delivery of the educational program - the proposed method for maintaining records of all aspects of delivery of the educational program during a period of registration. <p>The assessment of an application for initial home schooling registration is based on determining whether the information provided by the applicant demonstrates evidence of a capacity to comply with the requirements for registration should registration be granted. Whilst most aspects of the requirements can be demonstrably met prior to a period of initial registration being recommended, other</p>
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					aspects can only be addressed once the program is being delivered during a period of initial registration. For example, while prior evidence can be obtained that a proposed educational program will be based on and taught in accordance with Board of Studies syllabuses, evidence that the educational program is based on and being taught in accordance with the Board syllabuses can only be made available subsequently, when the program is being delivered. For this reason, initial registration is generally for a period that is less than the maximum possible so that evidence of the program being taught in accordance with the requirements can be reviewed prior to any longer periods of registration being considered. (p13-14)
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Curriculum Requirements for Registration

Moves from minimum curriculum guidelines which include a course of study in the KLAs in accordance with the relevant guidelines (2004) to minimum curriculum (removal of “in accordance with guidelines”) in 2006;

In 2004 and 2006 minimum curriculum is defined in a glossary as “the courses of study in each of the key learning areas.”

The 2010, 2011, 2013 documents refer to the minimum curriculum requirements referring to the Education Act.

1998	2004	2006 (After change in Act)	2010	2011	2013
	<p>Part 2: Minimum Curriculum Requirements (p19) The Education Act 1990 establishes min curriculum requirements for primary and secondary education. <u>These requirements include the provision that course of study in a KLA are to be provided in accordance with any relevant guidelines developed by the Board and approved by the Minister (Sections 8(1)(e) and 10(1)(d))</u> (removed in 2006)</p> <p>Glossary Term: (p17) Minimum Curriculum This comprises the courses of</p>	<p>Part 2: Minimum Curriculum Requirements (p19) The Ed Act 1990 establishes <u>min curriculum requirements</u> for primary (stages 1-3) and secondary (stages 4-5) education.</p> <p>Removed “<u>in accordance with guidelines ..</u>” and wrote Minimum curriculum requirements; Then referred to Ed Act 1990: Section 8 (vi)</p> <p><u>Glossary Term: (p17) Minimum Curriculum This comprises the courses of study in each</u></p>	<p>Part 2: Requirements for Registration (p8) The curriculum requirements for home schooling registration are detailed in relation to: • primary education (Kindergarten to Year 6) • secondary education (Year 7 to Year 10) • beyond Year 10.</p> <p>The Ed Act 1990 establishes <u>min curriculum requirements</u> for primary (stages 1-3) and secondary (stages 4-5) education.</p> <p>Then refers to Act: Part 3, Division 1, Section 8</p>	<p>Part 2: Requirements for Registration (p8) The curriculum requirements for home schooling registration are detailed in relation to: • primary education (Kindergarten to Year 6) • secondary education (Year 7 to Year 10) • beyond Year 10.</p> <p>The Ed Act 1990 establishes <u>min curriculum requirements</u> for primary (stages 1-3) and secondary (stages 4-5) education.</p> <p>Then refers to Act: Prk 3, Division 1, Section 8</p>	<p>Part 2: Requirements for Registration (p10) The curriculum requirements for home schooling registration are detailed in relation to: • primary education (Kindergarten to Year 6) • secondary education (Year 7 to Year 10) • beyond Year 10.</p> <p>The Ed Act 1990 <u>establishes min curriculum requirements</u> for primary (stages 1-3) and secondary (stages 4-5) education.</p> <p>Then refers to Act: Part 3, Division 1, Section 8</p>

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	<p>study in each of the key learning areas (KLAs) which are to be studied by children at primary and secondary level.</p> <p>The minimum curriculum for primary children (Kindergarten to Year 6) must provide courses of study in the six KLAs of English; Mathematics; Science and Technology; Human Society and Its Environment; Creative and Practical Arts; Personal Development, Health and Physical Education.</p> <p>The minimum curriculum for secondary students (Years 7 to 10) must provide courses of study in six out of the eight KLAs of English; Mathematics; Science; Human Society and Its Environment; Languages Other than English; Technological and Applied Studies; Creative Arts; Personal Development, Health and Physical Education.</p>	<p>of the key learning areas (KLAs) which are to be studied by children at primary and secondary level.</p> <p>The minimum curriculum for primary children (Kindergarten to Year 6) must provide courses of study in the six KLAs of English; Mathematics; Science and Technology; Human Society and Its Environment; Creative and Practical Arts; Personal Development, Health and Physical Education.</p> <p>The minimum curriculum for secondary students (Years 7 to 10) must provide courses of study in six out of the eight KLAs of English; Mathematics; Science; Human Society and Its Environment; Languages Other than English; Technological and Applied Studies; Creative Arts; Personal Development, Health and Physical Education.</p> <p>(removed in 2010)</p>			
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Education Act 1990 Quote:

The Education Act was changed in 2004 in which the words, "but need not" were deleted.

1998	2004	2006 (After change in Act)	2010	2011	2013
Section 8 (f) Courses of study in KLA may (but need not) be taught in accordance with a syllabus developed or <u>endorsed</u> by the Board and approved by the Minister	Section 8 (f) Courses of study in KLA may (but need not) be taught in accordance with a syllabus developed or <u>endorsed</u> by the Board and approved by the Minister	Section 8(f) Courses of study in KLA are to be based on, and taught in accordance with a syllabus developed or <u>endorsed</u> by the Board and approved by the Minister.	Section 8(f) Courses of study in KLA are to be based on, and taught in accordance with a syllabus developed or <u>endorsed</u> by the Board and approved by the Minister.	Section 8(f) Courses of study in KLA are to be based on, and taught in accordance with a syllabus developed or <u>endorsed</u> by the Board and approved by the Minister.	Section 8(f) Courses of study in KLA are to be based on, and taught in accordance with a syllabus developed or <u>endorsed</u> by the Board and approved by the Minister.

Defining Curriculum Requirements - Under Minimum Curriculum (Part 2- in 1998, 2004, 2006) or Curriculum Requirements Section (Part 4 in 2010, 2011, 2013):

Moves from KLAs with relevant guidelines (1998) to minimum curriculum guidelines for each KLA (2004) – this is removed in 2006; To the allowance of Foundation Statements to be used in preparing an educational program (removed in 2013) to an educational program MUST be based on the BOS syllabuses;

Also note that the KLA curriculum guidelines are listed in each of the Information Packages but removed in 2013; However, in my understanding, the Education Act has not changed to justify this requirement.

Once again, it ignores the ability of the BOS (according to the Act) to endorse our syllabus. It seems to me that up to this point, that the Board has either been approving our programs as “quality education” or in fact endorsing our programs according to the KLAs; The Education Act has not changed to prescribe added regulation and the OBoS has also indicated in their Q&A document, that the new IP “has not created a need to change their approach to home schooling.”

1998	2004	2006 (After change in Act)	2010	2011	2013
<p>The Education Act 1990 establishes min curriculum requirements for primary and secondary education. These requirements include the provision that course of study in a KLA are to be provided in accordance with any relevant guidelines developed by the Board and approved by the Minister (Sections 8(1)(e) and 10(1)(d))</p>	<p>Where home educator does not use BOS syllabuses, the min curriculum guidelines for each KLA must be provided for within the learning program. (p19) (removed in 2006)</p>	<p>Statement removed</p>	<p>(Part 4) The Board's "Primary Curriculum Foundation Statements" Publication provides a summary of the outcomes for primary education which may be useful in preparing an educational program. (p18)</p>	<p>(Part 4) The Board's "Primary Curriculum Foundation Statements" Publication provides a summary of the outcomes for primary education which may be useful in preparing an educational program. (p18) (removed in 2013)</p>	<p>(Part 4) The educational program for a homeschooled child must be based on the 6 BOS' syllabuses for the KLA for primary education. These syllabuses are available... The Board's "Primary Curriculum Foundation Statements" Publication provides a summary of the outcomes for primary education which may be</p>

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<p>... Primary schools / Secondary schools which do not wish to follow Board-developed or Board-endorsed syllabuses must, nevertheless, follow the Board's curriculum guidelines in order to obtain Registration. (removed in 2004) (p11)</p> <p>Contains a list of the Guidelines for Primary Ed under the 6 KLA and Guidelines for Secondary under the 8 KLA.</p>					<p>useful in preparing an educational program. The stage statements contained in the primary syllabuses also provide an overview of the learning for each stage for each KLA.</p> <p>The educational program for a home schooled child must be based on six of the eight Board of Studies key learning areas for secondary education (Year 7 to Year 10). The program must include English, Mathematics, Science and Human Society and Its Environment and courses in another two of the Board's key learning areas. The syllabuses for secondary education are available on the Board's website <www.boardofstudies.nsw.edu.au/syllabus_sc>.</p> <p>The Board's syllabuses for Years 7 to 10 provide stage statements which may be useful in preparing an educational program. The stage statements are summaries of the knowledge, skills, values and attitudes developed by students as a result of achieving the outcomes for the relevant stage of learning. More information about the Board's curriculum resources is provided in Part 7 of this package</p>
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Curriculum Guidelines listed under KLA:

Curriculum Guidelines were listed under Key Learning Areas on each of the IPs but removed in 2013; In the 2013 document there are links to the syllabus instead;

1998	2004	2006 (After change in Act)	2010	2011	2013
Yes	Yes	Yes	Yes	Yes	No. Removed in 2013 Instead links to the syllabus are provided;

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Record Keeping Examples:

The record keeping ideas move from suggested formats in 1998 (student records or daily teacher diary or weekly summary of achievements of the guidelines) in 1998 to samples which indicate how specific outcomes from the BOS syllabus are addressed;

1998	2004	2006 (After change in Act)	2010	2011	2013
No examples "Records may comprise any or all of the following formats: -Detailed student records; or -A daily teacher/parent or instructor's diary; or -A weekly summary of achievement of the curriculum guidelines; (p5)	No outcomes listed but same sample approaches to record keeping as in 2006, 2010, 2011, 2013 (without reference to outcomes) (p26-32)	No outcomes listed but same sample approaches to record keeping as in 2006, 2010, 2011, 2013 (without reference to outcomes) (27-33)	Outcomes in sample unit of work and Overview of a program for a KLA (p32-39)	Outcomes in sample unit of work and Overview of a program for a KLA (p32-39)	Outcomes in sample unit of work and Overview of a program for a KLA (p31- 38) More specific outcomes listed

More on Record Keeping / Time Allocation:

Moves from time sufficient to allow the coverage of the work , with the understanding that some students may cover this body of work in less time (1998, 2006) to equivalent to a full time load for the min curriculum (2010, 2011) to making it comparable to the time allocated by schools. (2013)
 Far more detail is required in 2013 to show written records and assessments – adding learning outcomes and content, as well as written records of assessment;

1998	2004	2006 (After change in Act)	2010	2011	2013
<p>It should be possible to judge from these records the amount of time spent on each activity. In addition to these records a summary of the student's achievements of, and progress through, the curriculum guidelines should also be kept. The total teaching time <u>should be sufficient to allow coverage of the body of work that could be undertaken by a student working 5 hours daily for 200 days per year. Some students may cover this body of work in less time.</u> (p5)</p>		<p>- the time allocated to student learning is <u>sufficient to allow coverage of the same work and is comparable to the time taken in a school</u> • an adequate system of recording learning experiences and the child's progress and achievement is in place. (p10)</p>	<p>the proposed system for recording learning experiences • the proposed system for recording learning progress and achievement • the time intended to be allocated to student learning and whether this is <u>sufficient to allow coverage of the curriculum and is equivalent to a full-time load for the minimum curriculum</u> or, for beyond Year 10, the required hours of study (p11)</p>	<p>the proposed system for recording learning experiences • the proposed system for recording learning progress and achievement • the time intended to be allocated to student learning and whether <u>this is sufficient to allow coverage of the curriculum and is equivalent to a full-time load for the minimum curriculum</u> or, for beyond Year 10, the required hours of study (p11)</p>	<p>there is an adequate system of <u>planning, supervising and recording teaching</u> and learning experiences - there is an adequate system for recording the child's progress and achievement - <u>the time allocated to learning is sufficient to allow coverage of the curriculum and is comparable to the time allocated by schools</u> (p10) (d) written a plan or outline of the educational program you intend to deliver to your child <u>including the intended learning outcomes and content</u></p>

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					<p>(e) prepared a written plan or method for recording the teaching and learning experiences to be completed by your child</p> <p>(f) prepared a written plan or method for assessing and recording your child's achievement and progress in each course or key learning area to be studied</p> <p>(g) planned sufficient time to allow coverage of the required curriculum that is comparable to the time allocated by schools</p> <p>(j) planned a method for maintaining records of all aspects of the delivery of the educational program during a period of registration?</p> <p>(p12)</p>
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<p>School Leaving Age: School leaving age is raised from 15 to Year 10 or 17;</p>					
1998	2004	2006 (After change in Act)	2010	2011	2013
6-15 need to be registered	Ages 6-15	Ages 6-15	In June 2009 – school leaving age raised to year 10 or 17;	school leaving age raised to year 10 or 17;	school leaving age raised to year 10 or 17;
<p>National Curriculum : Incorporation of the National Curriculum is included in 2013;</p>					
					Way it needs to be added over the years

Year Level Required on Registration:

From 2010 it was a requirement to include specific year or years of schooling on the certificate of registration; In 2010 and 2011, it was understood that the curriculum in the home may be advanced or delayed in comparison to children of a similar age who attend school. In 2013, the BOS Homeschooling Unit must be notified in writing and provide details of the proposed change if you wish to deliver an educational program in advance of the Years of schooling on the certificate.

What happens when children are working at a variety of levels in different subject areas?
This shows little understanding of the nature of homeschooling.

1998	2004	2006 (After change in Act)	2010	2011	2013
no	no	no	From 2010 certificates of registration for home schooling <u>will specify a Year or Years of schooling</u> for primary education (from Kindergarten to Year 6), secondary education (Year 7 to Year 10) or for the curriculum beyond Year 10 (Year 11 and Year 12). <u>The specific Year or Years of schooling recorded on the certificate will be based on the educational program to be delivered in the home and the period of registration.</u> For some children, in order to address specific learning needs, the curriculum to be taught	From 2010 certificates of registration for homeschooling will specify a Year or Years of schooling for The specific year or years of schooling recorded on the certificate will be based on the educational program to be delivered in the home and the period of registration. <u>For some chn, in order to address specific learning needs, the curriculum to be taught in the home may be advanced or delayed in comparison to chn of a similar age who attend school. Discussion with an AP when reviewing</u>	A certificate of registration for homeschooling will specify a Year or Years of schooling for The specific year or years of schooling recorded on the certificate will be based on the educational program to be delivered in the home and the period of registration. <u>If, based on your child's identified learning needs and achievements, you wish to deliver an educational program in advance of the Years of schooling on the child's certificate of registration, you must notify in writing the Homeschooling Unit</u>

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			<p>in the home may be advanced or delayed in comparison to children of a similar age who attend school. Discussion with an Authorised Person when reviewing an application for home schooling registration may be part of the process for determining the Year or Years of schooling to be recorded on the certificate. (p6)</p>	<p>an application for home schooling registration may be part of the process for determining the year or years of schooling to be recorded on the certificate. (p6) (removed in 2013)</p>	<p>providing details of the proposed change.</p>
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Nature of Homeschooling; How/ Where it is conducted:

Moves from “parent accept responsibility for planning, implementing and evaluating their child's learning program” in the IPs from 1998 to 2011 to “parents accept responsibility for developing, implementing and assessing their child's education program AS BASED ON THE BOS SYLLABUSES.”

Also note the removal of “Home schooling, also called home education, allows a parent to integrate the NSW curriculum with the learning processes that occur naturally in the home throughout a child's development.” (p5, 2010, 2011 IPs)

Also mentioned in 2004 and 2006 is the understanding that resources are generally supplemented by accessing community resources. Also removes the clause from 2011 which indicates that there are many approaches to home education.

The 2004/2006 IPs show some understanding of the uniqueness of Home Education. Education happens in many ways through the child's life and experiences. In the 2013 IP, it has been changed to a very strict interpretation which does not indicate an understanding of Home Education,

1998	2004	2006 (After change in Act)	2010	2011	2013
Home schooling must be undertaken primarily in the student's home.	Home Education may be seen as an extension of the learning process that happens in the home throughout the child's development. When choosing to home educate, <u>parents accept responsibility for planning, implementing and evaluating their child's learning</u>	Home Education may be seen as an extension of the learning process that happens in the home throughout the child's development. When choosing to home educate, <u>parents accept responsibility for planning, implementing and evaluating their child's learning</u>	Home schooling is education delivered in a child's home by a parent or guardian. Under the Education Act 1990 it is a legitimate option available to NSW parents and guardians. Home schooling requires that <u>parents accept responsibility for</u>	Home schooling is education delivered in a child's home by a parent or guardian. Under the Education Act 1990 it is a legitimate option available to NSW parents and guardians. Home schooling requires that parents <u>accept responsibility for</u>	Must be delivered in a child's home by a parent or guardian; <u>Must deliver the BOS curriculum</u> Registration for home schooling requires that <u>parents accept</u>

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	<p><u>program</u>. In this sense, Home Education is quite different from Distance Education, where a parent qualifies for access to educational services and programs provided by the Department of Education and Training. Parents who home-educate must provide a suitable learning environment within the family home, and provide the resources necessary to support the program. Home resources are generally supplemented by accessing community resources such as local libraries, museums and other facilities and places of interest. (p7)</p> <p>(p8) As with other forms of education there is no single approach to Home Education. Some home educators have a structured approach that is based on a set timetable and formal instruction. Others prefer an approach that is less formal and that responds to the child's developing interests and needs. Whatever approach is taken by a home educator, the criteria that will be applied by an</p>	<p><u>program</u>. In this sense, Home Education is quite different from Distance Education, where a parent qualifies for access to educational services and programs provided by the Department of Education and Training. Parents who home-educate must provide a suitable learning environment within the family home, and provide the resources necessary to support the program. Home resources are generally supplemented by accessing community resources such as local libraries, museums and other facilities and places of interest. (p7)</p> <p>(p8) As with other forms of education there is no single approach to Home Education. Some home educators have a structured approach that is based on a set timetable and formal instruction. Others prefer an approach that is less formal and that responds to the child's developing interests and needs. Whatever approach is taken by a home educator, the criteria that will be applied by an</p>	<p><u>developing, implementing and evaluating their child's learning program</u>.</p> <p>Home schooling, also called home education, allows a parent to integrate the NSW curriculum with the learning processes that occur naturally in the home throughout a child's development. (p5)</p> <p>(p9) As with other forms of education there is no single approach to Home Education. Some home educators have a structured approach that is based on a set timetable and formal instruction. Others prefer an approach that is less formal and that responds to the child's developing interests and needs. Whatever approach is taken by a home educator, the criteria that will be applied by an Authorised Person are the same.</p>	<p><u>developing, implementing and evaluating their child's learning program</u>.</p> <p>Home schooling, also called home education, allows a parent to integrate the NSW curriculum with the learning processes that occur naturally in the home throughout a child's development. (p5)</p> <p>Altered significantly in 2013</p> <p>(p9) As with other forms of education there is no single approach to Home Education. Some home educators have a structured approach that is based on a set timetable and formal instruction. Others prefer an approach that is less formal and that responds to the child's developing interests and needs. Whatever approach is taken by a home educator, the criteria that will be applied by an Authorised Person are the same. Removed in 2013</p>	<p>responsibility for developing, implementing and assessing their child's educational program as based on Board of Studies syllabuses. The educational program upon which a child's registration is based must be delivered in the child's home. (p5)</p>
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	Authorised Person are the same.	Authorised Person are the same.			
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Information Package Change Comparison Chart - 1998 - August 2013

Resources other than the BOS:

Although in the 2013 document there are links within the BOS website to the syllabuses and other resources, the links to SHEN and Muslim support group has been deleted.
 Also note that in 2004 and 2006 a 6 page comprehensive list of NSW groups and contacts was in Part 7 of the document. This was removed in the 2010 and subsequent documents.

1998	2004	2006 (After change in Act)	2010	2011	2013
No	Yes A comprehensive list of NSW groups and contacts (6 pages)	Yes A comprehensive list of NSW groups and contacts (6 pages)	(HEA, SHEN, Muslim) and BOS syllabus links Further information on services and resources that may be of interest to home educators can be found on the Parents Page on the Board of Studies website	(HEA, SHEN, Muslim) and BOS syllabus links	HEA and BOS online resources

Special Needs:

Change from 2011 to 2013 in that the program of study can be tailored to meet the individual needs of the child using minimum curriculum in 2011 to a program based on the BOS syllabuses. It states that the syllabuses can be adjusted, but the requirements must be met. In practice how does this work? The only way in which this can work if we have the freedom as given by the words, "endorsed" to create our own learning program.

				Yes, the program of study <u>can be tailored to meet the individual needs of our child using either the minimum curriculum (K-10) or the curriculum for beyond Year 10, that is BOS Stage 6 Syllabuses;</u>	Yes. The program of study <u>based on the BOS syllabuses</u> can be adjusted to meet the individual needs of your child. The requirements for registration <u>must be met.</u>
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TAFE – Certificate of Completion of Year 10 at TAFE NSW

From 2013, the student who wishes to complete a Certificate II course being considered as an equivalent to Year 10, requires an AP to sign the application form for the TAFE course; The application form will then be forwarded on to the relevant TAFE by the Office's Home Schooling Unit.

This is just another unnecessary and complicated step.

The OBoS should be there to approve a quality learning program of which a TAFE may be a component.

1998	2004	2006 (After change in Act)	2010	2011	2013
				<p>... or being registered for home schooling, a child of compulsory school age may also complete Year 10 by completing certain courses provided by NSW TAFE (p7)</p>	<p>As part of TAFE's enrolment procedures for students who are registered for home schooling and seeking to complete the equivalent of Year 10 at TAFE, an authorised person from the OBoS must first sign the application form for the TAFE course. Sections A and B of the TAFE application form must be completed by the parent and then sent to the Home Schooling unit. An Authorised Person from the Office will contact the parent to discuss the application and to make arrangements for signing the application form. The form will be forwarded to the relevant TAFE by the Office's Home Schooling Unit.</p>