
From: chris krogh
Sent: Friday, 3 October 2014 5:45 PM
To: HomeSchooling
Subject: Re: Inquiry into home schooling – required post-hearing responses
Attachments: Assessment of parental capacity to home educate.docx; Case Study A "Ruth".docx; Case study B _Jill_.docx; Case Study C _Kit_.docx; document summary IP changes 1990 to 2013.pdf

Dear Committees team

Please find attached a series of documents that, in combination, are the HEA's response to the questions taken on notice during the Home Schooling Inquiry hearings.

The document "document summary IP changes 1990 to 2013" is provided in response to the offer of the HEA to provide details of the increasing restrictions of the registration process and the Information Packages over time.

The document "Assessment of parental capacity to home educate" addresses the question taken from Mr Khan regarding the process of assessing parent capacity. In addition, the case studies also attached provide evidence in support of the argument made in the "Assessment ..." document.

The HEA provides this information to the Committee in the hope that it helps to address the questions raised at the Inquiry.

The only adjustment to the transcript that has been identified by the HEA is to replace, on page 10 the words "the Universal Declaration of Human Rights convention" with "several human rights conventions" .

Sincerely

Chris Krogh
For the HEA Inquiry presenters group

Assessment of parental capacity to home educate

This document is prepared in response to a question regarding the best means of assessing parent capacity to home educate. The HEA does not consider that any fixed measurable characteristic can identify a person as able to provide a quality home education. Therefore, despite the fact that there is no simple way of testing and determining a parent's capacity to home educate, there are a variety of approaches which would address the apparent underlying concern including the ability to assess parent capability to home educate, if undertaken appropriately. The HEA recognises the government's duty to ensure that every child in NSW is provided with a quality education. As such, the HEA recognises that the following proposal to address the question of appropriate parent assessment criteria in fact requires a revised model of home education registration and regulation.

This document is created on the basis of the experience of the members of the HEA representatives that gave evidence at the Inquiry, consultation with other home educators, comparison of the home education systems in other local jurisdictions, consideration of regulatory theory as well as information drawn from submissions before the Inquiry. The HEA has not had the opportunity to undertake the research that would provide a suitable evidence base to provide more detailed suggestions. The HEA recommends that such a process is possible and would provide the highest quality information upon which to design such an assessment approach. In lieu of such information the HEA provides the following response. The HEA has included a number of case studies with this document that illustrate the difference between inherent capacities to home educate and the capabilities which have been demonstrated through the process of implementation.

Parent Assessment

The HEA considers that the key determinant of educational quality is not parent capacity but parent engagement. The reason for this view is that home education does not require parents to be wholly responsible for teaching their children but to be responsible for facilitating the education of their children. Thus, low parental capacity in particular areas can be easily compensated for if parents are motivated to provide their children with a quality education. Parental engagement must be supported, but in order to satisfy the government's duty to ensure quality education the following aspects must be considered.

- Considerations should be multidimensional. There are a variety of relevant factors and it is vital to note that a variety of degrees of strengths across factors should be expected. With the exception of particular weaknesses in relation to child safety, singular weaknesses should not preclude a family from home educating. Appropriate supports and/or advice may be sufficient to address the area of concern

Threshold consideration: There are no relevant child protection concerns which would be exacerbated by home education. Identifying the existence of a 'open case plan' with Community Services may be one yardstick by which to identify the need for further examination of child safety issues.

Other considerations:

- Commitment to pursue the best education for the 'student'
- Awareness/knowledge of how to access external educational resources and supports if required (or willingness to gain that knowledge)

- Connection to a network of personal and educational supports (or willingness to make such connection)
- Understanding of the minimum curricula requirements arising from legislation (or willingness to seek such understanding)
- Coherent educational philosophy and related educational strategies (or willingness to develop such strategies)
- Throughout submissions and supported by the HEA's experience, positive experiences of registration are dependent on the attitude and understanding of the relevant Authorised Person (AP). APs who consider evidence of engagement with the 'student(s)' and the learning within a family are likely to make recommendations based on actual educational quality rather than based on parental administrative skills. This underlines the importance of 'cultural competence' within that role; it is essential that any person who is in the role of assessing an applicant for home education has the appropriate understanding and respect for home education's 'cultural' nuances.
- The HEA has observed that one of the most enabling and protective features of home education is having networks of personal and educational support. The ability of home educators to link with a support network would alleviate many of the Committee's issues and concerns.
- It should be considered that parental capacity to home educate is not fixed but can be increased or decreased depending upon factors that support or undermine their capacity to home educate. A supportive regulatory system would increase parental capacity and thus supporting the quality of education provided by the parents.

Risk Management

The HEA acknowledges that there are risks associated with home education. However, we also note that there are risks associated with all types of education and indeed with all types of activity. Some of the perceived risks associated with home education are not, in fact, cause for concern. However, for those risks which have actual potential, even though the potential is small, the HEA understands that the Committee will seek to manage those risks in an appropriate manner.

1. A parent or carer without tertiary qualifications will not be able to provide a quality education for their child(ren).
This perceived risk is not supported by evidence. American research demonstrates no link between the level of parent education and the quality of home education provided. Several relevant Australian case studies are attached to this response.
Parental education (or lack thereof) is not a risk factor for home educated students. It is the experience of the HEA that a low level of formal educational qualifications does not prevent parents from providing their children with a quality education.
2. Home educated families tend to be isolated, seek to withdraw from society and/or have limited contact with persons beyond the immediate family.
This perceived risk is not supported by evidence. The vast majority of home educating families are well connected with the home education community and the broader community. Those few families who may seek an isolated lifestyle are unlikely to register for home education, and

significantly less likely to register in an onerous system such as currently exists in NSW. However, a registration system that is sympathetic to home educators and provides material benefit to registered home educators in terms of access to resources may encourage engagement. This may provide the opportunity to reduce isolation for such children.

3. Home educated children have no contact with support people beyond their immediate family.

This concern is linked to the above concern and is similarly not supported by evidence. Home educated children often have broader and more diverse social circles than those children whose social contact is predominantly within a single institutional context. Home educated children and young people, like other children and young people, have the ability to make contact with a variety of support resources via telephone and internet.

4. Occasional visits by Authorised Persons will ensure the safety of children in the homes visited.

For those families where there are valid child protection concerns, it is unlikely that a short biannual visit is likely to be sufficient to evidence such concerns.

The HEA acknowledges the possibility that a portion of those families for whom child protection concerns are valid may be home educating families. The HEA considers that an inclusive registration system is most likely to engage with such families in a manner sufficient to allow monitoring of any concerns up to and including the potential to cancel the registration for home education.

Case Study A "Ruth"

We home school because the school system did not work. We were asked to leave 6 schools before my son was 7 years old because they lacked sufficient funding for his special needs. He has a high IQ but was diagnosed with Autism Spectrum Disorder. Since funding is related to IQ they could not financially cater for his emotional and behavioural special needs. Home school was not our first choice. It was actually our last resort. We had temporarily moved to QLD and I enrolled him in Distance Education. The rocking and screaming behaviour that had dominated his school experience resolved once the severe anxiety linked to the school environment and bullying was alleviated.

Although we initially started Distance Education in Queensland, when we moved back to NSW there was a requirement for 21 days face-to-face teaching. For obvious reasons, I would not subject my son to that environment again. We were able to register as home schoolers because I did not have to fill out extensive paperwork to start. I used the Assistance for Isolated Children's payment and Carers' Payment to pay for a teacher to help me write a plan and to buy books. This would have been impossible otherwise because of my reading skills. (This letter is dictated.) However since then, my son is now so improved we no longer qualify for the isolated children and carers payment. His psychologist says he does not have autism anymore.

We went bankrupt because I was unable to work whilst home schooling. I am a video editor by profession. We had to sell our home and are in the process of moving away from our family and social support. We are relocating to regional NSW to be able to afford to support ourselves, and keep home schooling. We are not putting him back in the school system even though it has cost us our Sydney home.

My son who is now 10, has a love of learning and displays appropriate predictable behaviour. He reads above his age level even though school "professionals" told me he would never read. I would never send him back to school. Our relationship has improved too since I don't have the constant criticism of my son to contend with.

I actually have severe dyslexia and never learnt to read at school. I have been learning to read with my son, although he has far surpassed me in this skill. He has written a book about the goldfields, which is going to be published by Allen and Unwin. He is gifted in writing despite his mother's learning disability. I am very proud of him.

Recently we attended a 3 days writers' festival at a Sydney Montessori School, a school which had previously refused my sons enrolment application as they were unable to cater for his needs. (None of the other schools in the area attended this excellent, free event with 30 literary writers because they had to do NAPLAN preparation. NAPLAN was still weeks away.) The Principal of the school was so impressed with the engagement of my son with the talk and by the quality of the written work he displayed that he commended me on it. I told him that this school had refused an application for my son. He examined their records and offered me a spot straight away, which we refused. When I refused their offer the Principal asked me to give a talk to their staff about fostering a love of learning as the difference between my son and the other children was so great. They even minded my younger children so I could give this talk.

When we started home schooling my son was 2 years academically behind and 3 years later he is 2 years ahead. I have a year 11 education and I couldn't read but it has not stopped my home school success.

The psychology tests cost a lot of money and if my child were in school they would be free. The last time I had them done he was assessed as not having autism but when enrolled in school he was labelled as severely autistic.

I would like to somehow access the Assistance for Isolated Children's payment, either for my son or because of my learning disability to facilitate registration. I don't need the support to home school well but I do need it to complete extensive paperwork, if that is what is required.

I feel the system in NSW failed him (and me) so badly that I wonder why I have to be so continually assessed when his schools could just label him as impossible and kick him out.

I would like access to the same resources as teachers can. If I have to do their thing then they should resource my skills.

I do not think the BOSTES are the right people to administer home education and would like instead an independent body that is supportive and helpful for home educators. I would like the option for part time schooling, not for my, son but my other children who may benefit from it.

I am unregistered at present. I was registered, but at the same time as my rego was due we sold and bought a house. Since registration is linked to an address and there is couple of months of flux in the changeover period I could not register. I also do not feel confident that I can produce a reapplication that would satisfy BOSTES. At this stage I do not intend to reregister when we settle into our new home.

Case study: "Jill"

I home school a special needs child, who is on the autism spectrum with memory issues and learning difficulties. I am visually impaired and struggle with a chronic illness.

I have been home educating since about 2004. My son became very stressed because of bullying at school and as he wasn't learning anything anyway, we decided to home school for a short time till he "caught up" and here we are all these years later and still enjoying it. I have partial vision, which makes it difficult for socialisation as I am unable to drive, but the beautiful home school mums in my town have been such a blessing organising lifts and trying to make sure we are always included. I often get migraines as well from eyestrain and that has made it hard to keep on teaching. I guess a lot of the time we have muddled through. I have a chronic illness as well, which has meant a lot of the time I have been unwell and those days we cuddle up in front of educational DVDs and read. A change in diet has eased that a lot and I am OK now most days. In the end, it has been my determination (stubbornness?) to educate Curtis* to the best of my ability which has got me through. We did send him back to school at one stage when I was very ill, but we soon decided the disadvantages, lack of learning and bad attitude of school, outweighed the issues of home schooling for me. He is currently working part time three afternoons a week at the local supermarket and doing very well there. They have commented on his attitude and work ethic favourably compared to some of the high school kids they have had there. He does have special needs, so will never be academic (his sister is at university) but he has mastered all the basics, loves reading and can research information for himself, so I don't feel I can ask more than that.

We have always been eclectic/literature based home schoolers until this year, when we have been doing the ACE (Christian based curriculum from a non-government distance education provider) Year 11 and 12 courses.

The reaction of others to my choice to home school was mixed. There were many people already home schooling in my church, so I already knew a lot of people, which made it a bit easier. The school was a bit difficult, but as they had not bothered implementing any of the recommendations from the paediatrician and the occupational therapist, they really didn't have a leg to stand on. Curtis was very ill with stress by this time and suffering with vomiting and diarrhoea, so that made it easier as he was on sick leave until the AP came. (He recovered as soon as he knew he wasn't going back to school). Most of the reactions from neighbours or people in our town were the typical "I could never do that, do they send you the work" type of comments, but not overly negative. I have really only had one person rant at me about how bad home school is. My family on the other hand, were not at all supportive. They have given up going on about it, but are still very dubious. I don't really care now, but it was hard in the early years.

One thing I have noticed in the past 10 years, is that more people have heard of home schooling and know someone who is doing it. It isn't such a surprise and the reactions are slowly becoming more positive and understanding. I do not know if that is the same all over, or just because I live in a small town where the local schools are awful and there is little choice.

I think home schoolers supporting each other is crucial, I couldn't have done it without the wonderful support I have had.

* names changed

Case Study: "Kit"

The week my daughter turned 13, I remembered my own severe childhood sexual abuse. A year of intensive counselling and deteriorating, abusive marriage followed. The week my daughter turned 14, my husband, her dad, left. Over the next 3 years I struggled to make it through each day as a single mum, home educating, working part time, dealing with an abusive, absent husband who continued to abuse my daughter psychologically and emotionally through contact visits and phone calls, and court. We struggled. We spent whole terms doing 'video school' - deliberately watching documentaries, and going to external classes and excursions; it was all we could cope with. She did the same topics in maths, over and over; nothing was sticking. She was struggling. Before her dad left, she had been studying University level English and History. Now she couldn't read a book any book. She lay in bed for months on end with depression and anxiety. I put a lounge on the verandah so she could lay in the sunshine; vitamin D helped. She went to a psychologist. She was suicidal. We kept struggling on. She started to write. She wrote and wrote and wrote; poetry, her experiences, a novel. She did almost nothing else, and certainly nothing else stuck in her mind - she couldn't even complete Year 9 maths, but she wrote.

My daughter is now 18. She is at University studying a double degree. She writes great essays! She is working multiple jobs (she wrote an amazing resume!) and bought her own car. Her high school years were an everyday struggle for both of us, to make it through the day, but we did it and it worked. I reflect perhaps now, she needed that 3 years just to cope with the abuse, the pain, depression she seemed to learn very little, and yet, at the end of it, she had learnt what she needed to know: she was a survivor. She got up and went to Uni.

I tried to get her a Year 10 completion certificate. I sent in all her work from other subjects (there wasn't much) and some writing samples. But BOSTES said that what I sent wasn't enough; they wanted to come out to our house and see more work. Except for writing, there wasn't any. I couldn't tell them that. I told them she was already studying for University entrance through another pathway, and so perhaps we didn't need it. They asked me to withdraw my application. I did. She wasn't eligible for a Year 10 completion certificate - we couldn't tick their boxes. However by the end of the same year she had completed a University provided tertiary preparation certificate, and received an excellent ATAR. Sometimes home education provides a space for a child to do what they need to do to survive until adulthood and if they can do that, then they can go on with their life. I'm not promoting laying in bed all day, I'm not promoting letting kids do nothing; I'm just saying, that sometimes, all you can do is not enough to tick the boxes, but it's enough to help you survive long enough to grow up. Sometimes all you can do is not enough to tick the boxes, but it's enough to get you into University.

I do know this - there are other children, in other families and they're not ticking the boxes either, but their mums love them. Their mums are invested in helping them survive. These mums know their children, and they know they're doing the best they can, given the struggles their family has and at the end of the day that's real life. That's one way to raise children with resilience and perseverance. You give them years of days that they think they can't do one more day, and you get out of bed, pray for help to make it through one more day, and then you help them make it through that one day. If you can do that, if they can do that, then they just might believe they can do anything, and one day, they might just decide to get up and do it!

And that's a good education.

Response to the Registration for Homeschooling in NSW Information Package August 2013

MARIANNE VANDERKOLK

Response to New Information Package August 2013

9th September, 2013

This document is in response to the new Office of the Board of Studies (OBos) Registration for Homeschooling Information Package 2013. (IP) These changes are considered very significant in the homeschooling community, especially when related back to the NSW Education Act 1990. The Act clearly outlines as one of its main principles that the education of a child is primarily the responsibility of the child's parents.

The document is arranged as follows:

- Background Information
- Concerns and Objections
- Recommendations
- Appendix - Information Pack Change Comparison Table

Background Information:

In the initial Information Package (1998 IP) that was studied, the Guidelines were developed “by the Office of the Board of Studies in consultation with homeschoolers to assist parents seeking registration for homeschooling.” (p1)

In this 1998 Information Package the Board Inspectors viewed each application in “as flexible a way as possible, taking account of the ethos of the applicant and the needs of students and their parents.” (p1)

It also refers to the Education Act 1990 where it says, “Section 8(1) (f) of the Act provides that courses of study for Years K-6 may (but need not) be taught in accordance with a syllabus developed or endorsed by the Board and approved by the Minister.” (p11) The same is said for Years 7-10 (p17)

However, the updated Registration for Homeschooling Information Package, (IP) 2013 – has made a significant move from being a document which seeks to assist parents who desire to register for home education to one which is regulatory and prescriptive. It does not reflect an understanding of how home education works, nor does it provide flexibility for differing educational approaches. It also has defined the current Education Act according to its own standards, above the principles that are stated in the Act.

The Statements in the NSW Education Act Pertaining to Parental Responsibility:

The NSW Education Act 1990, according to Section 4(b) upholds that “education is the responsibility of the parents” and according to Section 4 (d) that the “State’s responsibility is public education.” As individual families we have taken on the responsibility of educating our own children without funding and in accordance with the Act. Our action is not considered public education, but rather a model of private family education. Therefore in principle, parents who wish to homeschool should be given the ability to register their intent to accept the full responsibility of the education of their children and provide their children with a quality education. In essence, the education of our children is not the responsibility of the State.

Then in clause (c), it says it is “the duty of the State to ensure that every child receives an education of the highest quality.” *(Please note that the article, “an” is used and not “the” in reference to education of the highest quality.)*

Delivering an education of the highest quality is certainly the goal of the vast majority of home educating families. Not only has this been the goal, but this quality education has been confirmed by the inspectors from the OBoS who have assisted us in the registration process and have approved our learning programs. However, the Information Package of 2013 states that parents “accept responsibility for developing, implementing and assessing their child’s educational program as based on Board of Studies syllabuses And deliver the NSW Board of Studies curriculum. ” (2013, p5). In stating this, they are in fact defining “an education of the highest quality” to be “the NSW Board of Studies curriculum.”

This definition goes beyond what the Act states and is an incorrect interpretation of the Act.

Concerns and Objections

Identifying the Minimum Curriculum as the NSW BOS Syllabus

Although there has been no change in the Education Act, in this regard since March 2004, there has been a definite shift over the course of the Information Packages from 2006 to 2013 to enforce the syllabus as though it is a prescribed requirement.

Information Package 2013 (Note: The minimum curriculum is the curriculum provided by the relevant Board of Studies syllabuses. Part 4 of this package details the curriculum requirements.) p10

In this 2013 IP, the minimum curriculum has been redefined to become the BOS syllabuses. However, according to the Information Packages from the past and as indicated specifically in the 2006 IP, the Key Learning Areas are the minimum curriculum, not the curriculum provided by the BOS syllabuses. I believe this change is an interpretation and does not have a basis according to the Act. Please note that the Key Learning Guidelines which have been listed in the last 5 IPs I studied, have been removed in the current 2013 Information Package.

On Page 10 of the 2006 IP (after the Education Act was changed in 2004) it states,

"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:

- 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)"*

In that Information Package of 2006, page 17, we read a definition of Minimum Curriculum:

Glossary Term: (p17)

Minimum Curriculum: This comprises the courses of study in each of the key learning areas (KLAs) which are to be studied by children at primary and secondary level.

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.

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.

Response to the New Information Package August 2013

From this we see that the previously defined term, "minimum curriculum" has been altered from "courses in Key Learning Areas" and subsequently, defined as the BOS syllabuses. There is no basis for this change.

Ignoring the words, "endorsed" in the Education Act

In the Education Act in Section 4 (f) we read,

f) courses of study in a key learning area are to be based on, and taught in accordance with, a syllabus developed or endorsed by the Board and approved by the Minister.

This allows the Board to "endorse" a syllabus which is developed according to courses of study in key learning areas. This is spelt out more in Part 3, Division 1, 8,1 (a)-(e) for primary and 10, 1(a)-(d) for secondary education. The word, "endorsed" in 8(f) must refer to the statements above it for otherwise there would be no reason to have these clauses and especially 8(e) and 10(d). This 8(f) clause must refer to another course of study apart from the syllabus. The clauses in (a) to (e) give the body of what an endorsed syllabus needs to include for primary education.

(a) courses of study in each of the 6 key learning areas for primary education are to be provided for each child during each Year,

(b) courses of study relating to Australia are to be included in the key learning area of Human Society and its Environment,

(c) courses of study in both Art and Music are to be included in the key learning area of Creative and Practical Arts,

(d) courses of study in a key learning area are to be appropriate for the children concerned having regard to their level of achievement and needs,

(e) courses of study in a key learning area are to be provided in accordance with any relevant guidelines developed by the Board and approved by the Minister,

Therefore, the Board, through the registration process, can acknowledge a curriculum which has been developed by home educators.

The Authorised person will assess that : "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." (2006 IP, page 10)

This provision was made available to parents throughout all the Information Packages with similar wording as we read in the IP 2011:

Home schooling requires that parents accept responsibility for developing, implementing and evaluating their child's learning program. 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, 2011)

Response to the New Information Package August 2013

It is my firm understanding that up to this point of time, the Board has been in fact endorsing our programs according to the KLAs under this proviso and I recommend that it continue to do so. I recommend that the new IP clearly states both of these statements:

Registration Requirements can be either:

1. A learning program is to be based on the syllabus developed by the Board ; OR
2. A learning program based on the Key Learning Areas as defined in the Act in Part 3, Division 1, 8, 1(a)-(e) for primary education and Part 3, Division 1, 8,1(a)-(d) for secondary education.

Lack of Flexibility and understanding of Home Education

These requirements for registration are not flexible, do not allow parents to undertake their given responsibility of designing a quality education which suits their family, their ethos and the needs of the children. It is a "one size fits all" mentality and may suit the public education system for which it is designed, but does not suit homeschooling families who teach in many different ways from a textbook approach to a natural learning method. Requiring this strict form of regulations on home educating families expresses a lack of confidence in the ability of parents to educate their children as unique individuals.

Once again, from the Information Package of 2006 and 2004,

"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, parents accept responsibility for planning, implementing and evaluating their child's learning program. 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)

This statement, I believe shows some understanding of the uniqueness of Home Education. Education happens in many ways through the child's life and experiences. We are not undertaking Distance Education; we do not receive programs from the Department of Education and nor do we wish to, as we are educating our children at home. In the 2013 IP, it has been changed to a very strict interpretation which does not indicate an understanding of Home Education,

"Registration for home schooling requires that parents accept 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, 2013 IP)

Change in the Perceived Role of the APs

The Principal Objects of the Act (Section 5 (d)) are to “allow children to be educated at home.” And on page 5, in the 2006 IP, it states,

“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.”

As you know and as is written in the Information Package of 2006, “Home Education is a recognized 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 put a great deal of time and energy into providing for their children’s education and derive considerable personal satisfaction from their efforts.” (p7)

Home educators seek to provide a diverse and top quality education for their children; that is our desire and under the Act, we have this freedom. Therefore, I would urge you to consider your role as a facilitator and those who “assist parents seeking registration for home schooling.” (IP, 1998)

The IP of 1998 continues,

“The Minister has authorized the Board’s Inspector and other identified appropriately qualified persons to act as Authorised Persons with respect to home schooling. The guidelines describe the procedures used during registration process.

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 needs of students and their parents.” (IP, 1998)

Describing what will occur during the Authorised Person’s visit in 2006 we read,

“The purpose of the visit is to provide an opportunity for you to show and discuss the plans that you have for your child’s education. During the visit the Authorised Person will consider the 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. You will have the opportunity to show what has been developed at this stage and to describe steps you will take to address areas that need further attention. You may also wish to raise and discuss any other Home Education issues. If you are unhappy about any aspect of the visit, please make contact with the Home Education Unit.”

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.” (Quoted above) The language used in the 2013 IP makes home educators feel as though they are on trial and must prove themselves.

Response to the New Information Package August 2013

"The authorized 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 that you have developed. The visit provides an opportunity for you to demonstrate that the educational program you plan to deliver will comply with the requirements for home schooling registration." (p13, 2013 IP)

Please note: "discussing your application" has been omitted in the 2013 package.

Authorised Persons should acknowledge that parents are able to create their own learning program, and assist them in the preparation of a quality educational curriculum using various programs and courses (including TAFE courses) and incorporating different approaches to learning which suits their family, their children's needs and interests. This is acceptable according to the Act.

Change in Tone and Prescriptiveness of Information Packages

Over the Years, the Information Packages have become far more prescriptive.

In the area of teaching programs/ curriculum, it has moved from requiring:

1998: The teaching/learning program of studies must be planned and documented to show a comprehensive, balanced and sequential coverage of the key learning areas. (P4-5)

2004: 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 (p10)

2006: 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 (p10)

2010: the educational program is based on the curriculum provided by the *Education Act 1990*; that is, the minimum curriculum for primary education (from 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) (Part 4 of this package details the curriculum requirements) • the educational program is based on and taught in accordance with the relevant Board of Studies syllabuses (p8); the proposed educational program and how it addresses the relevant curriculum requirements by identifying intended learning outcomes, content and teaching approach (p11)

2011: the educational program is based on the curriculum provided by the *Education Act 1990*; that is, the minimum curriculum for primary education (from 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) (Part 4 of this package details the curriculum requirements) • the educational program is based on and taught in accordance with the relevant Board of Studies syllabuses (p8); the proposed educational program and how it addresses the relevant curriculum requirements by identifying intended learning outcomes, content and teaching approach (p11)

2013: 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 (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) (Note: The minimum curriculum is the curriculum provided by the relevant Board of Studies syllabuses. Part 4 of this package details the curriculum requirements.) The educational program is based on, and taught in accordance with, the relevant Board of Studies syllabuses; the educational program identifies the intended learning outcomes based on the relevant Board of Studies syllabuses and relevant content;

Response to the New Information Package August 2013

While I am not sure of the reasoning behind this newly updated document I can see that home educators will either send their children back to school due to the onerous task of programming and detailed record keeping according to the outcomes OR they will decide not to register their children. Meeting with an authorized person as described above and meeting the prescriptive demands which go above the requirements of the Act only causes fear and negativity.

The new prescriptive requirements do not allow for a learning program developed by the parents and endorsed by the Board to ensure a quality education for their children.

The earlier IPs from 2004 and 2006 were developed in consultation with experienced home educators and feedback was welcomed. This statement has been omitted from the 2010, 2011 and 2013 Packages.

Against the nature of Homeschooling

The new requirements set out in the 2013 IP do not work with the nature of homeschooling. Homeschool families learn together through life experiences, through subject matter that is relevant to the family, and is often taught across the ages. These new regulations forces parents to write programs and keep records for each child for all the outcomes in each subject area according to the NSW BOS Syllabuses – for the outcomes and the content. What happens to learning together – following a topic and creating a unit study which involves the youngest to the oldest child? What happened to the parents having the freedom to write their own learning programs to be endorsed by the Board?

Home educators do not see children as packages that fit neatly into year levels. Rather, we see education happening all the time at the pace of the individual. Some children may be working at three different man-made year levels across the subjects. In fact, many homeschoolers reject the notion of a 'year level' and consider growth in skill levels to be far more important than meeting someone else's criteria. This happens at different rates and at different time for all children and to require that home educators place a child in a year level and then inform the BOS when that changes is a ridiculous requirement for both the homeschooling families as well as the BOS inspectors who would need to come to inspect.

Although the IP of 2006 acknowledges that homeschooling is unique and diverse and there are many ways to approach education, and the current IP 2013 does mention catering to specific needs (p29), the fact is the current requirements do not show a way in which we can individualize, go beyond our year levels, be innovative and explore avenues which step outside of the syllabus. This package is too restrictive for the nature of homeschooling and will not allow a child to step out of the box to develop their own strengths. I find it difficult to see how this restriction will enable our child/children to “achieve his or her educational potential” (Part 2, Section 6 (1)(a)) or to develop (Part 2, Section 6 (1A)(b)(i)their knowledge, skills, understanding and attitudes in the fields, they choose, and (ii) their capacity to manage their own learning, and (iii) their desire to continue learning in formal or informal settings after school. (Education Act 1990)

The requirements as they are set out would force home educators to do school-at-home. This is contrary to our educational philosophy of what home education is all about.

Outcome of the August 2013 Information Package

If the Office of the Board of Studies would like to see a higher proportion of home educators register, then they should be providing a document which has been created with homeschooling in mind and in consultation with those who understand the nature of home education. It should revert back to a document which will enable homeschoolers register as a family that is educating their children, and not under school-based standards.

Recommendations

1. The Principles on which this Act is based is written at the beginning of the Information Package and that the Principal objects of this Act 5 (d) "*to allow children to be educated at home*" be clearly stated for the sake of the home educator and the Authorised Persons as this sets the tone for the document which follows.
2. That the 2013 IP be reversed.
3. That the IP clearly states the rights of parents to educate their children (Part 2, 4(b)) and prepare an appropriate, quality educational learning program for their families and that the courses of study / learning program can be endorsed by the OBoS under Key Learning Areas in accordance with the Guidelines as in Part 3, Division 1, 8, 1(a)-(e) and 10, 1(a)-(d).
4. That the OBoS does not equate a 'quality' education as described in the Education Act (Part 2, 4(c) as the NSW BOS Syllabus, but allows room for parents to design their 'quality' education.
5. That children can be educated at their own level which may differ across subject areas;
6. That the certificate of registration includes dates of the registration period without the need to identify year levels;
7. That time allocated to learning is appropriate to learning in a homeschooled environment (one to one) rather than the time needed in a classroom (1 to 30).
8. That record keeping be reasonable and appropriate to the way in which homeschooling is implemented in the family;
9. That the Information Package is developed in consultation with experienced home educators and that it be written as a document which assists parents seeking registration keeping with the Principal Objects of the Act 5(d), "*to allow children to be educated at home.*"
10. That those who wish to be conscientious objectors can do so without needing to go through the registration process due to the Principles on which this Act is based Part 2, 4 (b) "*the education of a child is primarily the responsibility of the child's parents.*"
11. That the OBoS is held accountable to the Minister or an independent body to oversee that regulations included in the IPs are not outside the Education Act.
12. That alternative Australian jurisdiction and registration procedures be investigated. The [August 2013 Parliamentary e-brief on Home Education in NSW](#) lists the procedures in the other states of Australia.

Response to the New Information Package August 2013

[http://www.parliament.nsw.gov.au/prod/parlment/publications.nsf/key/HomeEducationinNSW/\\$File/Home+schooling+GG+3.pdf](http://www.parliament.nsw.gov.au/prod/parlment/publications.nsf/key/HomeEducationinNSW/$File/Home+schooling+GG+3.pdf)

13. That no Authorised Person be employed who has a bias against home education as this goes against the Principal Objects of this Act 5(d) and 4(b).
14. That each year, all authorized persons attend a briefing session with a diverse range of home educators to clearly understand home education.
15. That there should be provision for feedback from home educators on the visit of the Authorised Person.

Yours sincerely,

Marianne Vanderkolk

Appendix - Information Pack Change Comparison Table

Please refer overleaf.

NOTE: (Highlight in blue are sections removed in the subsequent year)
(Highlights in yellow are the added details for this year)

Information Package Change Comparison Chart 1998 - 2013

MARIANNE VANDERKOLK

Information Package Change Comparison Chart

1998	2004	2006 (After change in Act)	2010	2011	2013
<p>Introductory Statement</p>					
<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:

See Change in Perceived Role of Authorised Person (p8-9) and Change in tone and Prescriptiveness of Information Packages (p10-11) in Concerns and Objections in this paper.

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.” (Quoted above) This language 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>

Response to the New Information Package August 2013

<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:

See and Change in Tone and Prescriptiveness of Information Packages (p10-11) in Concerns and Objections in this paper.

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
<p>Feedback on the Information Package:</p> <p>Feedback on the Information Package is welcomed in 2004 and 2006, but not in 2010, 2011, 2013</p>					
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)

See Change in Tone and Prescriptiveness in the Information Packages (p10-11) in this document.
 See Ignoring the Words, "endorsed" in the Education Act (p5-6) in this document.

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 (After change in Act)	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>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</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</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</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</p>	<p>Written plan based on BOS syllabus; Intended learning outcomes and content; (Part 2 and 3) 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</p>

Response to the New Information Package August 2013

<p>5. <u>The teaching/learning program of studies must be planned and documented to show a comprehensive, balanced and sequential coverage of the key learning areas.</u> (p4-5)</p>	<p>curriculum) you plan to offer and the approach to record keeping (see 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: • <u>the teaching/learning program (the proposed curriculum or goals and intentions: your proposed approach)</u> reflects the key learning areas described in the <u>minimum curriculum and is consistent with guidelines approved by the Minister (see Part 2) (p10)</u></p> <p>Part 2: <u>The Education Act 1990 establishes</u></p>	<p>curriculum) you plan to offer and the approach to record keeping (see 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: • <u>the teaching/learning program (the proposed curriculum or goals and intentions: your proposed approach)</u> reflects the key learning areas described in the <u>minimum curriculum and is consistent with guidelines approved by the Minister (see Part 2) (p10)</u></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) (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 (p8)</u></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>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) (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 (p8)</u></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>Act 1990, that is, the minimum curriculum for primary education (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 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</u></p>
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Response to the New Information Package August 2013

	<p>minimum curriculum requirements for primary (Stages 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>Part 2: Removed reference to guidelines; Refers to Section 8 (1)(f) reflecting the 2004 Change to the Education Act:</p>			<p>educational program in the child's home including records relating to complying with the requirements for registration.</p> <p>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.</p> <p>(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

Refer to Identifying the Minimum Curriculum as the NSW BOS Syllabus (p4) under Concerns and Objections in this document.

Refer to Ignoring the Words, “endorsed” in the Education Act (p5-6) in this document.

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) (removed in 2006)</u></p> <p>Glossary Term: (p17)</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><u>Removed “in accordance with guidelines ..)” and wrote</u> Minimum curriculum requirements; Then referred to Ed Act 1990: Section 8 (vi)</p> <p>Glossary Term: (p17)</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 <u>establishes min curriculum requirements for</u> primary (stages 1-3) and secondary (stages 4-5) education.</p> <p>Then refers to Act:</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 <u>establishes min curriculum requirements for</u> 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 for</u> primary (stages 1-3) and secondary (stages 4-5) education.</p> <p>Then refers to Act: Part 3, Division 1, Section 8</p>

	<p>Minimum Curriculum This comprises the courses of 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>Minimum Curriculum <u>This comprises the courses of study in each of the key learning areas (KLAs) which are to be studied by children at primary and secondary level.</u> 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. (removed in 2010)</p>	<p>Part 3, Division 1, Section 8</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):

See Identifying the Minimum Curriculum as the NSW BOS Syllabus (p4) under Concerns and Objections in this document. Refer to Ignoring the Words, "endorsed" in the Education Act (p5-6) in this document.

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.

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 <u>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) ... Primary schools / Secondary schools which do not wish to follow Board-developed or Board-endorsed</u></p>	<p>Where home educator does not use BOS syllabuses, <u>the min curriculum guidelines for each KLA must be provided for within the learning program.</u> (p19) (removed in 2006)</p>	<p>Statement removed</p>	<p>(Part 4) The Board's "Primary Curriculum Foundation Statements" Publication provides a summary of <u>the outcomes for primary education which may be useful in preparing an educational program.</u>(p18)</p>	<p>(Part 4) <u>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.</u> (p18) (removed in 2013)</p>	<p>(Part 4) The educational program for a homeschooled child <u>must be based on the 6 BOS' syllabuses for the KLA for primary education.</u> These syllabuses are available... 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. The stage statements contained in the primary syllabuses also provide an</p>

Response to the New Information Package August 2013

<p>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>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:

See Identifying the Minimum Curriculum as the NSW BOS Syllabus (p4) under Concerns and Objections in this document.
 See Ignoring the Words, "endorsed" in the Education Act (p5-6) in this document.

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;

Record Keeping:

See and Change in Tone and Prescriptiveness of Information Packages (p10-11) in Concerns and Objections in this paper.

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:

See and Change in tone and prescriptiveness of Information Packages (p10-11) in Concerns and Objections in this paper.

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)

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>

					<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:

See Against the nature of Homeschooling (p12) in the Concerns and Objections in this document.

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?

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	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. 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	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. 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

Response to the New Information Package August 2013

			<p>curriculum to be taught 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 AP 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) (removed in 2013)</p>	<p>the Homeschooling Unit providing details of the proposed change.</p>
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Nature of Homeschooling; How/ Where it is conducted:

See Against the nature of Homeschooling (p12) in the Concerns and Objection part of this document.
 See Ignoring the Words, "endorsed" in the Education Act (p5-6) in this document.

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.

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 program.</u> In this sense, Home Education is quite different from Distance Education, where a parent qualifies for access to educational	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 program.</u> In this sense, Home Education is quite different from Distance Education, where a parent qualifies for access to educational	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 developing, implementing and evaluating their child's learning program.</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 developing, implementing and evaluating their child's learning program.</u>	Must be delivered in a child's home by a parent or guardian; <u>Must deliver the BOS curriculum</u> <u>Registration for home schooling requires that parents accept responsibility for developing, implementing and assessing their child's educational program as based on Board of Studies</u>

Response to the New Information Package August 2013

	<p>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 Authorised Person are the same.</p>	<p>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 Authorised Person are the same.</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>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>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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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:

See Ignoring the Words, "endorsed" in the Education Act (p5-6) in this document.
 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 are there to approve the 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>