

Submission
No 238

INQUIRY INTO HOME SCHOOLING

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LEGISLATIVE COUNCIL HOME SCHOOLING INQUIRY

Hello,

My name is Kay. I am currently homeschooling my 13 year old daughter, . She attended school for kindergarten and term 1 of year 1. The teachers we encountered were nothing short of remarkable in their dedication and commitment to the children in their care. was a popular child at school (she still socializes with several girls from her kindergarten class) but was not a good 'fit'. She felt lonely in the crowd (preferring, at the time, to sit quietly and read than playing other games) and at 6 years of age was becoming disinterested in and distressed about being sent to school. My husband and I jointly made the decision to bring home – she has been happily homeschooling since that time and has continued to blossom into a beautiful, caring, loving, social, intelligent person.

I would like to express thanks for the opportunity to participate in the inquiry. I firmly believe homeschooling is a valid and valuable educational option – one which costs the government little but can pay bigger dividends than the cost of 'schooling'.

I would like to comment on the following terms of reference:

(a) the background of home schooling including comparison of practices with other jurisdictions in Australia and New Zealand,

From my experience with home education, the NSW Board of Studies (BOS) deals primarily with the administration associated with registering homeschoolers. I remember when I first made contact with the Homeschooling Unit at the BOS regarding our entry into home education, that I was surprised and a little perturbed that guidance (outside of the documents on the website) or ongoing support was not a part of the Homeschooling Unit. By not providing such a service seemed to indicate that homeschooling, although legal in NSW, was not considered a valued form of education by the State of NSW.

Guidance and ongoing support comes primarily from the HEA and locally formed groups, for which I am most grateful. (Without such support, our home education journey may well have been a very different story).

However, I believe, that as homeschooling in both valid and legal, and assuming the learning needs and achievements of the child is of importance, then the NSW government has a responsibility to ensure that those embarking and/or continuing on a homeschool journey should be provided with ongoing guidance and support. The Tasmanian Minister for Education needs to be commended for the formation Tasmanian Home Education Advisory Council (THEAC) – it is a model which incorporates both

administration and support for home education. For example: the application kit produced by THEAC is comprehensive in scope (includes a list of services available to home educated students, availability of information sessions, helpful suggestions and available resources etc) is written in a positive vein, lending credence to the value of homeschooling in that state, by the state. This is in contrast to the NSW BOS Information Pack for registering for Home Schooling – it is a document which focuses primarily on details for the requirement to abide by the NSW BOS Curriculum offering little in the way of available resources (there is a reference to the HEA, with contact details being provided) etc. It is written in the vein of 'legal' requirements – very little in the document relates to acknowledging that the decision to homeschool may require assistance and guidance.

In both Victoria and South Australia, the possibility of part-time homeschooling with part-time schooling exists. I believe this to be potentially beneficial to both children in schools and homeschooled children who elect to participate in such collaboration – there is an old African proverb that says “It takes a village to raise a child”. Personally, I would like to see the option of blending part-time homeschooling with part-time schooling made available in NSW. Engaging with the school community (as opposed to a “them and us” attitude) could lead to wonderful collaborations and allow for effective use of resources. For example: the inclusion of the school library as a learning commons, the access to both resources and programs, designed and potentially co-taught by qualified teacher librarians, would be a valuable source of skill and expertise upon which homeschoolers could draw.

Interestingly, in some Australian jurisdictions (eg WA) and in New Zealand, home educators can be approved with a quality ‘plan for educating’ their child/children – that plan does not necessarily have to follow the National Curriculum guidelines. Perhaps, they are of the belief that the Australian national curriculum does not have a sole monopoly of what constitutes quality education. Or perhaps they are in line with Holt’s statement: *“What is most important and valuable about the home as a base for children’s growth into the world is not that it is a better school than the schools, but that it isn’t a school at all.”* (John Holt).

Unlike Australia, NZ acknowledges that homeschooling parents contribute positively to the education of the children by way of a (small) annual payment. (refer section b (ii) for comments on the savings of upwards of \$15000 which the state government encounters by homeschoolers absorbing the costs of educating their child)

Given that we live in times where the amount of continually evolving information and technology is growing at enormous, unprecedented rates, and given that the jobs some of our children are likely to secure have not yet been invented, it does make me wonder if there is ‘a one size fits all’ approach to the ‘knowledge’ requirements in each of the key learning areas. The bureaucratic administrative machine model of schooling is no longer relevant to the society where knowledge building is the currency of the current and future times (Sugari, 2013). Collaborative knowledge building, which requires higher order thinking skills versus stockpiling of knowledge (often dumped onto an exam

paper and left behind), is viewed as crucial – providing the best opportunities for our child to learn and to achieve in the 21st century is at the heart of our home education journey.

The provision of authentic learning, where inquiry drives the learning experience, aligns with Yeats statement that “Education is not the filling of a bucket, rather, the lighting of a fire.” This is a belief to which we firmly subscribe and provides us with inspiration for continuing on the homeschooling journey.

(b) the current context of home schooling in New South Wales including:

(i) outcomes of home schooling including in relation to transition to further study and work,

“Knowledge which is acquired under compulsion has no hold on the mind. Therefore do not use compulsion, but let ... education be rather a sort of amusement; this will better enable you to find out the natural bent of the child.” **Plato**

Our daughter has entered her ‘high school’ years. At this stage I can say she is articulate, social, intelligent, a reflective thinker, kind, empathetic, compassionate, socially mature and deeply interested in the world around her. understands that learning does sometimes require effort, persistence and endurance. However she also understands that there are payoffs. For example she has succeeded in learning the piano over the past several years and will sit for her year 4 exams with the AMEB this coming November. This did take effort, persistence and endurance from Maeve, her father and myself and has paid off in that she now truly enjoys sitting down to play for enjoyment.

I believe ’s artistic ability is outstanding – this was an area which she has a personal passion for and we have enrolled her in classes with experts in the field. This is continually reflected in her ongoing evolving work.

is an avid reader – reading a wide range of genres. Being at home, without the punctuated times to travel to school etc, allows extra time for to pursue her love of reading. I enjoy how her unrelenting interest in fiction takes her on journeys into the realm of the imagination. As Neil Garmin said in his recent lecture titled “Why our future depends on libraries, reading and daydreaming”,

“We have an obligation to imagine. It is easy to pretend that nobody can change anything, that we are in a world in which society is huge and the individual is less than nothing: an atom in a wall, a grain of rice in a rice field. But the truth is, individuals change their world over and over, individuals make the future, and they do it by imagining that things can be different”
(Neil Gaiman, Oct, 2013).

Besides 'imaginary travel' from books, we are fortunate to be able to indulge in real travels. The benefits of travel are enormous - not only educational, in relation to the knowledge/content one can learn but also because travel may be "*fatal to prejudice, bigotry, and narrow-mindedness.*" (Mark Twain). Last year we planned a trip to Italy and Greece. A major reason for selecting these 2 places was to explore the (ancient and other) history of these places – knowledge/content to be covered off in stage 4. We booked into various walking tours (eg the Colosseum, Palatin Hill, Parthenon), read and discussed information of the places we visited (both text based and digital) and put together a digital diary of the trip. It is our belief that what learned on that journey was far more than she would have learned by diligently plowing through a text at home.

Although mathematics has not always featured as 's favourite subject, she is coming to enjoy some of the challenges. She prefers working online for her mathematics – videos and exercises from Thinkwell have resonated with her and she is doing exceptionally well.

enjoys science and we have encouraged her to follow her interest in the natural sciences. She recently voluntarily enrolled and successfully completed a coursera course run by the University of Edinburgh "Do you have what it takes to be a Veterinarian?" Recently expressed a desire to work in the field of veterinarian science to work with others on finding a solution for beak and feather disease in the parrot species.

At this stage is also passionate about performing arts – she loves being a member of the teen choir at the Conservatorium, takes singing lessons and is involved in the Conservatorium's musical theatre group.

Sport is not a big interest for , at this point in time. She is actively encouraged to lead a healthy active lifestyle and currently participates in group ice-skating lessons.

From the investment of time and energy into guiding in her education we know to be a well-rounded individual – we know Home Education works!

(ii) financial costs,

We have taken it upon ourselves to invest in 's education with negligible assistance from the government. According to a [DET document](#) (Dec, 2012) were we to place in a public high school the cost to the government would be upwards of \$15000 per year. By home educating our daughter the NSW government (and taxpayers) benefit by redistributing this cost saving to other areas. The federal government currently contributes to the educational costs of children who are schooled in approved venues outside the public system – private and independent schools. However the parents of home school children are required to absorb all the costs of schooling – this sends a message that homeschooling is not a valued means of education by the government. I would like to point out that homeschooling is expensive – by choosing and committing to home educate have had to elect to forgo full time employment until such time as is either ready to return to school (unlikely), or completes homeschooling and is of an age to gain employment.

As mentioned previously, NZ does make a payment to homeschooling parents to assist with the expenditure associated with education children. I personally would like to see such an initiative discussed openly in NSW.

(iii) demographics and motivation of parents to home school their children,

Our motivation to homeschool was related to her becoming 'disinterested' in school activities. (Having been a classroom teacher myself, I understand the difficulty in differentiating learning so that all children are catered for and are actively engaged in learning). I would like to clarify at this point that when I make reference to 'homeschooling' I am not referring to 'schooling' in the 'home'. Although the home is often seen as the base I am referring to developing an education in the world in which we live.

In the words of Martin Luther King Jr *"The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education"*. I believe that developing a love of and joy for learning, curiosity in the world in which we live, inquiry, problem solving,being able to 'high think' through analyzing, synthesizing and reflecting is more likely achieved in an environment where the learning of the child and the 'teacher' (parent or other interested party) is viewed as an adventure rather than as a compulsion to purely acquire knowledge. A constructionist view of learning, whereby knowledge is built rather than just stockpiled does fit extremely well with 's learning style. Because of the continually exploding and evolving information and technological landscape, many current educationists favour a constructionist view of learning for preparing students for the 21st century.

Given that we live in times where the amount of continually evolving information and technology is growing at enormous, unprecedented rates, and given that the jobs some of our children are likely to secure have not yet been invented, it does make me wonder if there is 'a one size fits all' approach to the 'knowledge' requirements in each of the key learning areas. As Sugarti surmises in his [TED talk](#), the bureaucratic administrative machine model of schooling is no longer relevant to the society where knowledge building is the currency of the current and future times. Collaborative knowledge building, which requires higher order thinking skills versus stockpiling of knowledge (often dumped onto an exam paper and left behind), is viewed as crucial – providing the best opportunities for our child to learn and to achieve in the 21st century is at the heart of our home education journey.

The provision of authentic learning, where inquiry drives the learning experience, aligns with Yeats statement that *"Education is not the filling of a bucket, rather, the lighting of a fire."* This is a belief to which we firmly subscribe and provides us with inspiration for the homeschooling journey.

(iv) extent of and reasons for unregistered home schoolers,

I am aware that there are unregistered homeschoolers. Given that the registration process is not altogether openly supportive of homeschooling, and has on occasion reported to have been punitive in the provision of registrations, I can understand the angst in registering

with the Board of Studies. 'Proving' your case for registration in terms of being able to comply to a checklist, rather than being able to engage openly with the AP regarding how your child is faring, current ideas on teaching and learning and future directions etc, could be perceived that homeschooling is being viewed by the BOS as "school-at-home". If the NSW BOS was to adopt the THEAC's belief that "*monitoring should be unobtrusive and sensitive to differing beliefs and practices and be undertaken in a spirit of collaboration, support and assistance*" (July 2014), this would be applauded as it would potentially alleviate stress for existing registered homeschoolers and encourage unregistered homeschooler to register their children.

(v) characteristics and educational needs of home schooled children,

is a healthy, content teenager who does not have any special needs.

Our family enjoys home education, particularly the flexibility which it allows eg we are able to tailor experiences and conversations to engage in the learning process. I believe our wonderful relationship with our teenage daughter is, in part, due to having been by her side throughout her formative years.

(vi) comparison of home schooling to school education including distance education,

Learning now occurs in a variety of places. With the advent of mobile technologies, spaces required for learning have changed, both in the classroom and in the home! No longer does one need to be confined to a specific desk with a desk top computer nearby – the idea of BYO digital devices allows for learning to occur in ways and places not envisaged in the past decade. Being able to develop information literacy on the go is dynamic, fluid and not without its challenges. It requires a willingness to keep abreast of technologies – in this context I am learning alongside my daughter in how to use the tools of technology to communicate with others in our learning adventure. This is not to say we are reliant upon technology to learn. participates regularly in a wide range of community activities - scouting, art classes, choir, musical theatre, ice skating lessons – all of which are voluntary with the majority of the groups having a range of ages. Having a broad age range allows for inclusion and acceptance of all members of the group.

I am deeply concerned that the 2013 handbook for Authorised Persons states "...the education of the child, as required for registration, including all key learning areas, will occur in the home". As I have mentioned in '(b) (i) outcomes of homeschooling' above, travelling to visit ancient sites in Italy and Greece was far more impactful than a vicarious experience such as reading the information from a textbook or the viewing of a documentary. However besides the benefits to learning from being able to travel, being able to learn from living in the day-to-day confines of daily life has enormous benefits – taking the time to look and notice how and when learning occurs, sometimes in the most unexpected places and at unexpected times, is invaluable.

Additionally, rather than being confined by a strict timetable/schedule of learning outcomes, bell times etc, homeschooling (and schooling) should be able to provide

flexibility with authentic learning experiences based on current contexts.

Examples: (i) This year is the Centenary of the start of World War 1. Documentaries etc are being produced, providing an ideal opportunity to undertake study within this area, even if it is not scheduled in a pre-ordained plan. Additionally, a recent visit to Canberra to take the opportunity to visit the War Memorial with a volunteer guide was considered a worthwhile undertaking. Maeve's curiosity in this era has been piqued and ongoing conversations around this topic will no doubt continue to arise with the airing of programs. We will seize on opportunities to further understand that time in history in depth and relate it to current conflicts in the world. If one were to adhere strictly to the national curriculum, the core study (depth) "Australians at War: World War I and II" occurs in stage 5. is theoretically studying Stage 4 units (all valuable units). If we felt compelled to stick rigidly to only stage 4 units of work, rather than seize opportunities to explore and investigate other areas as they are presented, then we would be willingly dulling our daughter's natural sense of inquiry.

(ii) The current tabling of the discussion for homeschooling in NSW has allowed for continued discussion regarding the democratic process and the role of government.

Surely, the above examples, where some/all the learning may be occurring outside the home and/or outside the timeframe set down by the national curriculum, still constitutes learning. To constraint learning to a specific location, or specific timeframe, assumes learning is a faucet which can be turned on and off at will.

Having previously been a classroom teacher, I would like to point out that being a qualified teacher does not, in any way, make me a better home educating parent than a parent who does not have a teaching qualification. My teaching qualifications and experiences have allowed me to manage and teach to a group of 30 or so children. That is a very different scenario to my experiences of home schooling – being able to 'work the group' was, at times, easier than trying to 'light the fire' to engage the individual. Ledru-Rollin, is once thought to have said, "There go the people. I must follow them, for I am their leader" (Wikipedia, 2014). I now often substitute 'people' for 'child' to remind myself that the focus is on Maeve's learning....."There goes the child. I must follow her, for I am her leader". So, I have become a parent facilitator, sometimes an active collaborator and occasionally a cheerleader in the learning arena. I have learnt not to dictate too much of the learning, and have come to understand the difference between surface learning (stockpiling of information) and deep learning (true understanding). If there is any area where I know my skill level is stretched I have no hesitation in outsourcing to an expert in the field (eg art, music, scouting, ice-skating etc). Incidentally, sometimes that expert just happens to be another homeschooling parent. On the point of other homeschooling parents, over the years I have witnessed home educated children leave the home and enter university – some of the parents of these children hold no formal teaching qualification and some do not have a level of schooling higher than high school. From conversations with these parents, it becomes obvious that quality education blossoms where parent/s actively engage with positive intent upon the child's learning journey.

Ideally, it would be wonderful to be able to access all that there is within the local and global community in relation to learning resources. We currently use online learning activities (coursera, Khan Academy, Thinkwell etc). Being able to access distance learning modules and/or part-time schooling in specific subject areas (eg science lab studies) would be something which I would personally be interested in for .

(c) regulatory framework for home schooling including:

(i) current registration processes and ways of reducing the number of unregistered home schoolers,

I have found the registration process to be tedious and time consuming, taking my time away from the real purpose of home education – educating my child. To be fair, my meetings with the AP's have been pleasant, but I have noted the emphasis is firmly focused on the administrative side, evidenced by the policing of the system through the use of a rigid checklists, as opposed to the provision of ongoing support and guidance.

I believe it is important to consult with homeschoolers as to the processes which would benefit both the homeschooling parents and the child. From my understanding of the Tasmanian system, we could learn from their model – forming a consultative proactive advisory committee, with homeschool representatives, to assist in developing support and administration of homeschooling in NSW, would be a giant leap forward.

(ii) training, qualifications and experience of authorised persons,

As mentioned my experiences with APs have been pleasant. Over the years I have had 3 different APs - I do remember one being openly supportive of homeschooling as a concept, once the registration paperwork was completed. The other 2 were relatively neutral on their stance towards homeschooling, seeming content to complete the administrative formalities.

Having read the 2013 Home Schooling Information Pack, with its reference to parental teaching occurring in the home and its restriction of children's learning to occur lock step, it does appear that the document was written either (i) without a good understanding of home education or (ii) as an attempt to impose a particular ideology upon what home schooling should look like. I would hope that the former was the reason but either way it does demonstrate a lack of understanding of what home education is about. Consultation with Homeschool representatives needs to occur and I wish to suggest that an elected home educator needs to be on the interview panel to ascertain the knowledge levels of candidates on issues surrounding home education.

I believe it is vital that all new and existing AP's be inducted via professional development on the philosophies and approaches to homeschooling, as well as myths which often surround home schooling. Devising courses, which included views from homeschooling

educators of all persuasions, would make for an interesting and educational induction for APs, likely resulting in APs becoming more supportive of home education.

In turn, I also believe the provision of 6 monthly information sessions by the APs to their current and prospective client base on current trends in learning research, liaising with other educational organisations, ongoing expectations etc would assist in developing conversations and in building positive, transparent relationships.

As indicated, homeschooling is a big commitment – one which is not entered into lightly. To be supported rather than ‘tested’ by APs would be beneficial to all involved in the process.

(iii) adherence to delivery of the New South Wales Syllabuses,

The provision of quality education is uppermost in our minds when engaging in learning experiences for . In the primary years we used the NSW syllabuses as the guide for both the planning of learning experiences and as a checklist for ascertaining whether areas have been covered through non-formal means. Now that is in high school, and as the content areas are more in depth I have begun to question whether strict adherence to the timings/stages for the introduction of units of work is necessary (refer comments in section (b) (vi) regarding current issue re refocusing learning upon World War I and II, given current context being the centenary of World War).

There are no doubt various ways to obtain a quality education – throughout history and across the world people have been exposed to and are products of quality education processes. The Australian National curriculum, even though it has been designed by national experts in their field, and has many fine points, does not have a monopoly on what constitutes quality education in our current and/or future times.

I personally view the National Curriculum as a useful, informative guide. Being in its infancy re implementation, ongoing conversations will allow for tweaking of aspects to ensure its relevancy is both ongoing and continuing to evolve. The development of [Learning/Goals Matrixes](#) to map learning activities against the National Curriculum, such as that devised by Bronwyn White, a Deputy Principal at Halls Head Community College (a Big Picture School in Mandurrah WA), would be a helpful addition to the homeschooling information pack. By providing such a tool would indicate the BOS understanding that quality education can be arrived at via a variety of means.

(iv) potential benefits or impediments to children’s safety, welfare and wellbeing,

One of the major benefits of homeschooling has been the development of confidence within . As a young child was quiet, sensitive and quite shy. Through the years of homeschooling , aware of her sensitive empathetic nature, has worked diligently on developing a strong inner sense of worth – with guidance and assurance from us, coupled with the opportunity to be able to focus on drama lessons and the performing arts within

the community, has helped enormously in developing a strong and empathetic character.

As mentioned is engaged in various community/group activities. She is a popular and valued member in the groups in which she partakes. I suspect that besides being a lovely person, has had ample opportunity to socialize with people of all ages and across a spectrum of cultures through group and travel activities.

Given our personal experience with how our daughter has developed a strong self-esteem whilst being home educated and, at the same time, has been well socialized, it is at odds with the idea that home educated children are vulnerable to being abused because they are not being seen in school every day. Research undertaken in Queensland (2003 Queensland Review of Home Schooling), uncovered myths about homeschooled children, one of which related to the socialization practices of homeschoolers. The findings were as followed

These children participated in the wider community in ways equivalent to their “age peers” and their parents fostered this socialisation. Equally there was evidence that home schooled children were less peer dependent, more independent at similar age, and quite knowing of their situation and circumstance’ (2003 QLD Review of Homeschooling In Drabsch , 2013, p11)

Given that when one enters the workplace, she will most likely work with people across a range of ages and from varying cultural backgrounds, we believe ’s socialization will prepare her well for the future world of work. The socialization within a school environment, whereby children are placed together in same age groups, is not reflective of the world of work for which they should be being prepared.

(vi) appropriateness of the current regulatory regime and ways in which it could be improved,

From my personal viewpoint, the home educators whom I have encountered have had their children’s education foremost in their activities. I do understand that human nature being what it is may mean that there is a likelihood for an uncommitted person to describe themselves (erroneously) as a home educator. As such, I understand that there is a need for appropriate regulation of home education. Previously I mentioned the THEAC’s belief to the monitoring process of home education ie it “*should be unobtrusive and sensitive to differing beliefs and practices and be undertaken in a spirit of collaboration, support and assistance*” (July 2014). I understand that each state has differing requirements regarding registration. Upon reading the [e-brief on Home Education in Australian by Tanila Drabsch \(NSW Parliamentary Research Service, 2013\)](#) it does appear that regulations in NSW are the most stringent. Considering that homeschoolers from other states are faring as well as those in NSW, one does have to call into question “what constitutes appropriate levels of regulation”. If the NSW government wishes to show commitment that homeschooling can be a valid and valued form of education and wishes to be a leader in guiding homeschoolers to be providers of quality education, then an open dialogue with other state governments and

home schoolers from across the states regarding their experiences regarding regulations needs to be entered in to.

(d) support issues for home schooling families and barriers to accessing support,

We believe that the BOS's support for home education as a legitimate form of education is limited.

Were the BOS to wish to develop support for home education then we would request the demolition of barriers which disqualify home educated children from accessing educational opportunities available to all other children in the state. This includes, and is not limited to the following: TVET courses, Open High School, School Sports Programs, Hospital School programs and support programs for students with a disability. Given that home schooling is legal and valid, it stands to reason that the children should not be discriminated on the grounds of who or how they are educated.

As previously mentioned in section b (vi) comparison of home schooling to school education including distance education, the option to be able to be enrolled part time in a school with access to particular subjects, support or programs would be advantageous to the home educated child and one which we would like to avail ourselves of.

(e) representation of home schoolers within Board of Studies, Teaching and Educational Standards (BoSTES), and

It is noted that there are 23 members on the Board of Studies, Teaching and Educational Standards. They include teachers, principals, nominees of the Catholic Education Commission and the Association of Independent Schools, an expert in early childhood education, an Aboriginal person and various others. Yet there is not one member representing home educators on the Board, even though BoSTES is responsible for the regulation of home education in NSW.

I believe that given home education is a legal and valid form of education, it is not only fair but just and equitable to have representation of home educators within the BoSTES.

(f) any other related matter.

Conclusions

To sum up, I would like to pull together some of the suggestions arising from this submission.

- For a home schooling representative to be elected and appointed to the BoSTES – this would show the NSW's government-s commitment to viewing Homeschooling as a valid and legal form of education.
- The opening up of transparent open conversations regarding what constitutes home

education in actual practice.

- Debunk the myths about homeschooling (eg socialization practices), replacing them with truths based on well-founded research (such as was done by the 2003 Queensland Review of Home Schooling).
- demolition of barriers which disqualify home educated children from accessing educational opportunities available to all other children in the state. Home educated children need to be considered part of the community of learners (ie alongside public and independent schooled children) and as such to be granted fair and equitable access to all that there is within the local and global community in relation to learning resources. This is an issue related to inclusion – access to distance learning modules, part-time schooling in specific subject areas, TVET courses, Open School, School Sports Programs, Hospital School programs, support programs for students with a disability etc needs to be made openly available.
- To acknowledge the heavy financial sacrifice that parents of homeschooled children make in providing an alternative form of education.
- To consider some form of payment (as does NZ) providing opportunity for homeschooled families to access additional resources

and/or

- advocate for the use of existing school library programs, whereby a teacher library specialist is available to collaborate with home school parents and children to enrich learning experiences.
- Acknowledge that learning in the 21st century is not and should not be confined to specific spaces and time frames (the explosion of information, technology and mobile devices has changed the way we are all learning in the current landscape)
- Openly encourage flexibility acknowledging that authentic learning experiences are context based.
- For the NSW BOS to adopt a belief that “*monitoring should be unobtrusive and sensitive to differing beliefs and practices and be undertaken in a spirit of collaboration, support and assistance*” (THEAC, July 2014),

- To openly explore the models of other jurisdictions regarding the regulatory processes and to enter into transparent consultation with NSW homeschoolers as to their preferred model/s

- For Current AP's to be inducted via ongoing professional development on the philosophies and approaches to homeschooling. The homeschooling body to be consulted on and have input into professional development initiatives.

- To allow for provision of information sessions conducted by regional AP's on new initiatives, so that transparent and potentially positive and dynamic relationships may be built.

- To develop a user friendly information pack (such as that devised by THEAC), which includes support and guidance for Home education, alongside the administrative details.

I thank you for your time in reading my submission

Kay

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