

INQUIRY INTO HOME SCHOOLING

Name: Name suppressed

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Partially Confidential

I have been homeschooling for six years and I use a predominantly classical approach in my education. I currently homeschool my four children. I decided to homeschool because it suited the needs of my family better, especially with the addition of our younger two children, who are twin boys. I also wanted the opportunity to educate my children. My older two children previously attended a local school.

Home schooling has been wonderful for our family. Its main benefits have included the opportunity to spend more time together as a family, especially with my children's father (my husband) who has a chronic disability. My children have been able to learn more efficiently at their own paces, and tailoring their learning to strengthen weaker areas, while continuing to develop their stronger learning areas.

As part of my education program, my children attend music classes with other homeschooled children, and some regular homeschool social groups.

I believe that the current registration process is too time consuming, placing far too great an emphasis on paperwork than in improving actual learning outcomes. I strongly believe the Tasmanian and Victorian models are far more appropriate to the needs and working of the homeschooling family.

I don't believe that BosTES represents home educators adequately. Home educators need their own independent Board which directly reports to the minister. This board should have a support role. Home Educators need to be on this board, just as many school teachers are on the Board of Studies.

Please can the government please seriously consider providing a homeschooling model more similar to the Tasmanian and Victorian models, for the ultimate better outcome of our NSW homeschooled children? The ultimate goal of the homeschooled child's best learning outcome, should determine this decision, and Tasmanian and Victorian models have demonstrated this level of success consistently. Sadly, despite the best intentions of the NSW BosTES, the current model in NSW is not appropriate to the learning needs of the children, or the needs of the families who are teaching them.