

# TASMANIAN HOME EDUCATION ADVISORY COUNCIL

## Home Education Summary and Plan

### - Sample Responses -

Below are a few sample ways to describe your home education summary and plan under a range of different approaches to home education. There are many approaches to home education and below covers just a few. It is important that you paint a clear picture of what your education programme will look like for each child. When reporting on a home education programme, it is paramount that the tasks used to educate your child are clearly explained, with links to how they will benefit the student's development.

The following is an example of how you might describe the type of activities and experiences, emphasising the actual skills and attributes being sought and developed.

Please submit your HESP, together with your application cover sheet via email in .pdf format or via mail, single sided A4.

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# Pedagogy

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## **CURRICULUM-BASED PROGRAMME**

Our approach to home education is to provide Johnny with a strong education following the Australian Curriculum. . Using the Australian Curriculum website we will ensure that all subject areas are covered, and attempt to keep Johnny at a similar pace to his school peers. However, whilst always challenging him to improve, we will work within his capacities so may, at times, be behind his age peer group in some concepts. Johnny is a strong reader, however at times struggles with mathematical concepts. As such, we will be spending more time developing his mathematical knowledge in a structured worksheet format, whilst allowing a little more self-direction around literacy. We will be covering English, Mathematics, Science, Humanities and Social Sciences, the Arts, Technologies, Health and Physical Education in line with the Australian Curriculum, however Johnny will work at different levels for some subjects depending on his ability and speed of learning. I have a Bachelor of Arts in Psychology and my husband has a Bachelor of Engineering, so between us we have vast knowledge to cover the core subject areas. In addition to this, we have family friends who are professional artists who love teaching Johnny art techniques.

## **ECLECTIC PROGRAMME**

We have an eclectic approach to home education, developing a term-by-term programme to reflect Lilly's interest areas and educational needs whilst progressing through levels. The key subject areas or literacy and numeracy have a more structured approach whilst additional learning areas are delivered with more flexibility. On a daily basis, mornings are generally focused around 'sit down at the table' structured learning in the key subject areas, with the afternoons focusing on social, creative, recreational activities and topics of interest to Lilly which we pursue in a more natural learning environment. This includes a variety of clubs, groups and music lessons, visits to museums and friends who share their varied knowledge and skills with Lilly.

We find this approach allows Lilly to develop key skills whilst also placing importance on individual interest areas.

## **NATURAL PROGRAMME**

We aim to assist our children in developing their innate potential and self-esteem at their own pace and in their own style; to enable them to develop the skills they will need when they go out into the world, such as resilience, self-motivation, flexibility and willingness to learn; to allow them to develop their own interests and discover for themselves where their strengths and interests lie and what is important to them. We aim to give them a secure background while giving them the freedom they need to develop themselves and encourage them in all their endeavours. We want them to go into the world with confidence in their abilities, knowing that we have confidence in them and their choices. To address these goals we read a lot, travel a lot, answer all of our children's questions, support them in their own interests, encourage them and discuss everything under the sun. We believe that learning is a lifelong process and enjoy learning new things ourselves. We believe in being positive role models for our children.

We provide a broad programme based largely on the principles of Natural Learning. We believe learning that is deep and meaningful best occurs when it can be directly applied to a situation. On a day-to-day basis we provide our children with a large range of resources and opportunities and are constantly attentive to the broad range of skills that are required for them to progress at each stage of their learning. At the same time we pay attention to what sparks the interests our children, and seek to take these opportunities to encourage and model further learning and critical research and thinking skills. We believe that learning is most integrated and retained when the learner initiates their process of discovery. Our aim is that all family members grow an understanding of our own health and wellbeing, our own learning goals and preferred learning styles. We are aiming for developing individual responsibility in all areas of life; home, community and the broader social and natural environments.

## **Research - to be completed by all NEW applications**

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### **CURRICULUM-BASED PROGRAMME**

We have discussed the concept of home educating Johnny with neighbours who home educate their son as well as thorough online research including Homeschooling Downunder, Home Education Association, THEAC, Aussie Educator. We have also done some reading on Steiner, Montessori and Waldorf and are prepared to try these styles if Johnny disengages with workbooks. We have purchased workbooks and are regularly accessing the Australian Curriculum website.

### **ECLECTIC PROGRAMME**

We have researched a ranged of styles of home education and have decided to combine a number of approaches. We feel that different subject matter will benefit from different approaches and as such will apply a Steiner approach supplemented with worksheets and allowing projects and creative writing to be lead by Jack's interests. We subscribe to a number of Home Ed magazines both nationally and overseas. We also are a member of a number of Home Ed associations / groups, thus allowing us to keep up to date with home education in our local area and in general. We constantly reads books, blogs and websites about home education allowing us to explore styles, aspects and ideas we might not have thought of or encountered already.

We constantly try to keep up to date with learning materials and opportunities through regular monitoring of different publishing companies, educational supplies and through communication with other educators in the public, private and home based environments.

### **NATURAL PROGRAMME**

We have done a lot of preparatory research, assessing our own educational experiences and thinking about what we wanted for our children, reading articles about home education and books about natural learning and Steiner education, investigating curricula and State requirements, talking to experienced home educators. Since then we have done lots of reading on home education, and various educational theories, including different learning types and multiple intelligences. Some authors read include John Holt and James Taylor Gatto.

I particularly find it useful to chat with other home educators and, when we were travelling belonged to several online home education discussion groups where a lot of interesting information and research was shared.

# Literacy

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## **CURRICULUM BASED PROGRAMME**

### **SUMMARY**

We have been following the (insert name) curriculum for the last two years. Johnny progressed from level two to level four covering the following areas;

- Vowels and consonants; beginning, middle and ending sounds, consonant blends, controlled vowels, diphthongs.
- Nouns; common/proper, singular/ plural, possessive. Pronouns
- Verbs; past, present, future.
- Sentences structures; directions, descriptions, creative, biographic
- Punctuation; full stop, question mark, commas, using capital letters.
- Adjectives; synonyms and antonyms, possessives.

Johnny enjoys reading a variety of novels from authors such as xxx and regularly writes letters to family in xxx. He enjoys discussing the concepts, themes and storylines of novels, current affairs and history. Johnny keeps a journal of daily activity and writes short reviews on books, news items and movies. When he comes across something that he doesn't understand, he utilises the internet to explore the topic further and in different ways until the concept is understood.

List texts/resources used including curriculum, textbooks, novels, websites, and news sources etc.

### **PLAN**

It is anticipated that Johnny will be progressing through levels five to seven covering the following areas;

- Using adjectives in sentences, comparative and superlative adjectives
- Possessive nouns, silent consonants, homonyms and pronouns
- Author's intent and use of titles, character, setting and plot
- Analogies, prefixes and synonymy

Johnny will continue reading and writing reviews and it is anticipated that he will be conducting an in-depth research project on a topic of his choice, to be presented in a report or PowerPoint presentation. Each day Johnny writes, reviews and second drafts each of his written work and explores topics using the Internet and library. Johnny will complete daily worksheets on the above topics and extension projects as required.

List texts/resources planned to be used, including curriculum, textbooks, novels, websites, news sources etc.

# Literacy

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## **ECLECTIC PROGRAMME**

### **SUMMARY**

Lilly has been focusing on reading, spelling, comprehension, grammar and handwriting. We use a wide variety of methods including creative writing cards, production of a family newsletter, workbooks and worksheets, report and script writing. Lilly is a competent and keen reader who has developed her skills with both non-fiction and fiction over the past two years. Lilly has read and written a report on Shakespeare's Romeo and Juliet and studied a number of poets including Wordsworth and Lawson. Earlier this year, Lilly gained excellent results in NAPLAN with the strengths and weaknesses influencing our future planning.

During this last period of home education, Lilly has improved her spelling of uncommon and three-syllable words and has been learning about compound words, nouns and adjectives. We often play homemade games using the different words that sound the same (eg two, to, too, their, there, they're), making up silly rhymes to help her to understand different applications and the history of the words. We find that once she understands the origin of a word, she can remember the spelling, meaning and usage. For example Lilly was asking about silent letters and why English has them. We looked up the word 'debt' and showed Lilly that debt comes from the Latin word debitum - meaning 'thing owed' and that with French pronunciation, it changed to dete. Later, in the Middle Ages, there was a revival in the interest of the classical word and so the 'b' was replaced, but the pronunciation of dete remained. Since this time, Lilly often looks up the origins of words, learning a little Latin along the way.

List texts used including curriculum, textbooks, novels, websites, news sources etc.

### **PLAN**

We will continue with a similar approach in all the areas listed above over the next two years, focusing on encouraging more independent learning, especially with researching, summarising and report writing. We will also focus on cursive handwriting, note taking in readiness for lectures and meetings in adult life. We will be teaching Harvard referencing as well as developing her creative story writing skills and assist her to pursue story boarding and cartooning, a particular interest of hers. We anticipate that Lilly will be completing work comparable to year 11 level English and History. However in some areas, such as persuasive writing, we hope to help Lilly understand appropriate language, avoiding overly emotive and subjective opinions, understanding the important difference between fact and opinion and how to back an opinion up with fact.

List texts used and planned to be used, including novels, websites, news sources etc.

# Literacy

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## **NATURAL PROGRAMME**

### **SUMMARY**

A typical day would commence with Andrew reading and taking notes from his current text of choice. After which he often will explore outside, taking photographs of items of interest before returning inside to write about his experiences, research a topic that stemmed from his adventure or to read a book.

This year he has also completed several short stories, finding inspiration for characters and plot from watching animals at play or narrating his adventures. He is currently working on a script for a play, which was borne from one of his short stories. He is adapting his writing style to suit script format and enjoys using a storyboard to plot the introduction of new characters.

Andrew writes sporadically in a journal but finds more enjoyment from creative writing. He entered the John Marsden/Hachette Australia Prize for Young Writers poetry competition in June last year. He is a confident creative writer with a strong narrative voice.

We read to Andrew every day and usually go to the library once a week. Andrew is an avid reader of fantasy fiction and enjoys audio books on occasion. He enjoys discussing themes and concepts from the novels and often translates his reading into artwork, demonstrating strong comprehension. His interest in scientific and ethical principles are often sparked from novels he is reading which leads to online research.

List texts/resources used, including curriculum, textbooks, novels, websites, news sources etc.

### **PLAN**

We plan on making use of the many and varied resources on the Internet to further develop Andrew's literacy skills whilst continuing to encourage self directed research and report writing. Andrew is strong in creative writing and this next year we hope to develop some persuasive writing. Andrew has a lot of ideas and opinions on current affairs and we will be encouraging him to research widely on topics of interest to find, explore and compare viewpoints before making up his own mind.

We will continue development of drafting, reviewing and final editing skills, improving spelling, grammar and punctuation whilst honing persuasive writing skills. Topics will be guided by his interest and self-discovery. Some workbooks and online resources may be used if Andrew engages with that style of learning. This will be an ongoing area of trial and error, with the goal of incremental improvement and development of her literacy skills.

List texts/resources, including curriculum, textbooks, novels, websites, news sources etc.

# Numeracy

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## **CURRICULUM-BASED PROGRAMME**

### **SUMMARY**

Johnny completed his Grade 2 curriculum primarily using the Mathletics programme where he learnt about addition, subtraction, fractions, division, measurement, geometry and introductory algebra. We went through the examples together and when he showed a good understanding of the concept he worked through the remaining examples independently. This programme really suited his needs at the time and periodically revised topics, ensuring a solid understanding of previous work. The programme provides me with a valuable summary of his work and highlights areas that require further work. We supplemented Mathletics with various worksheets and a workbook [insert name], which provided alternative ways of explaining concepts.

This year he has completed Maths Online, Grade 3 and whilst he worked steadily, showing a sound understanding of concepts, he did not particularly enjoy the programme and I felt it did not extend him enough. He is currently working at a Grade 4 level where, in addition to building on previous subject areas with increasing difficulty and larger numbers, Johnny has been introduced to decimals, rounding, location and transformation and mass word problems. He has a workbook [insert name] and a variety of worksheets.

Johnny has focused on mastering his times tables (2 – 8), which was achieved through the use of concrete materials and examples, songs, lots of games, quizzes and timing to improve recall. He attends the LCGS Mathematical Pursuits sessions each month where he has the opportunity to discuss ideas on mathematical concepts and to listen to and evaluate his peers ideas and reasoning. This has been a valuable experience for Johnny and has particularly shown him that sometimes there are several valid ways to tackle a problem.

Johnny has shown an interest in building models of medieval castles, building two scale models over the last twelve months. He finds a picture of a castle he likes, works out how to make this out of cardboard utilising Internet researching, measuring and ratio skills. Through this he has learnt a lot about three-dimensional shapes.

List texts/resources used, including curriculum, textbooks, novels, websites, news sources etc.

### **PLAN**

Johnny is currently working through Maths Online grade 4. He works systematically and for the most part, independently but will ask for assistance when he requires it. Whilst we are not one hundred percent happy with this programme and are currently researching alternative programmes to take him through to junior high level, Johnny will continue with this programme until we have fully decided on its replacement. We are looking at Jacaranda Maths Quest but wish to look into future levels before we begin. We anticipate finishing with Maths Online once Grade 4 is completed. We have borrowed a Grade 4 maths text [inset name] that we will go through together as revision to ensure Johnny has understood the concepts. We anticipate this to take one term as we will not complete all the exercises.

We anticipate beginning the new year with starting Grade Five through jacaranda Maths Quest, placing a greater emphasis on showing the different stages in working out as this will be required as the maths becomes more involved. If this programme suits Johnny's mathematical learning, we will continue with future levels aiming for a grade level to be completed in a calendar year. We use tutorials on the Internet to show examples of concepts if the current programme is not explaining things in a way Johnny understands. Johnny has found his quick recall of multiplication facts useful so we will continue with these and focus on 8-12 multiplication tables over the next term. We plan to continue with the LCGS Mathematical Pursuits sessions for the remainder of this year and probably on-going. As Johnny progresses to upper primary level mathematics, we plan on trying some lower level high school texts. He will be introduced to the concepts of integers, estimation, adding and subtracting fractions, multiplying and dividing decimals and probability.

Johnny has begun the planning stage for this third model castle. This looks like being a more complicated build and he plans to incorporate more scenery items. Since he started building these castles his cousin has become interested and they are working on this one together.

List texts/resources used, including curriculum, textbooks, novels, websites, news sources etc.

# Numeracy

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## ECLECTIC PROGRAMME

### SUMMARY

Lilly enjoys numbers and finding practical application for numeracy in daily life. She enjoys Minecraft and is exploring estimating, area, measurement, ratio, multiplication and division. Lilly enjoys cooking and often applies her learning about fractions when following a recipe. With some assistance she is able to double and halve most recipes.

Lilly reads music fluently and as her music increases in complexity, she explores how the notated music applies to numeracy. She is learning to tell the time on analogue clock, something which she has struggled with but is now becoming fluent. We bought her an analogue watch and she compares this to her digital clock.

Lilly supplements this natural learning style with workbooks and online games. She has completed levels 3 - 5 of [insert text] in this last period of registration. The textbook is set out with a chapter on different topics and we work through one topic, one to two days every week. At the beginning of each topic, we work together to read, discuss and explore the different concepts. Lilly works on some of the tasks independently and I follow up on what she has completed to see if she understands the work. It usually takes about four weeks to finish each topic. We choose topics that relate to something we have encountered or feel there is a need to cover. Once we have finished a topic we sometimes take a break from the text for a couple of weeks before beginning a new topic. This seems to give Lilly time to consolidate a topic and she is then more enthusiastic when beginning the next topic.

List texts/resources used, including curriculum, textbooks, novels, websites, news sources etc.

### PLAN

We intend to follow much the same programme as we have done to date, natural learning and textbook exercises to cover numeracy. Lilly will be increasing the difficulty of her maths work and beginning to look at multiplying fractions, probability and estimation. We will continue to focus on analogue time until it is fully mastered.

Cooking will continue to be an important tool for covering maths topics and we plan to extend this in the next two years into pricing, budgeting and shopping for ingredients.

As Lilly has recently developed an interest in carpentry, we anticipate this to be another practical application for her learning with Lilly and her dad planning on building a Billy Cart together. The first phase will be planning and drawing plans, which will involve use of measurement and shapes and angles. The building phase will allow Lilly to consolidate her understanding of concepts explored in the planning stage. If this project is successful then a tree house is next on the agenda. There is also a local men's shed that have said that they would like Lilly and her dad to be part of and we plan on investigating this further.

Lilly will be working through level 6 - 8 of [inset text] and will continue to work topic by topic but now feel she would benefit from undertaking this four days a week.

As Lilly enjoys computer games, we plan on using some online games for recall of basic facts. It is anticipated that this will be for five minutes at the start of each maths lesson, four days per week.

# Numeracy

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## NATURAL PROGRAMME

### SUMMARY

By having fun, playing games and exploring the world around us we allow for Stephanie to explore numeracy in a real setting and see uses and applications for numeracy everyday. As a family we play lots of board games, card and dice games that let us explore and use mathematics. Stephanie really enjoys these games and is showing an aptitude for seeing patterns in games like Cribbage and Backgammon. Earlier in the year she would require assistance to identify all the combinations available eg. in Cribbage, cards equally 15, 31 and doubles and moving options in Backgammon, such as multiplication when rolling doubles equaling four times the number instead of two. Now she quickly and accurately identifies options, including rapidly moving around the Points on the Backgammon board without the need to count.

Stephanie has been developing her understanding of multi-digit arithmetic and beginning fractions. When driving in the car we talk about the speed we're travelling and how far we need to travel and Stephanie estimates the time it will take us.

We have several clocks around the home and she is taking much more notice of them. She can read the time and is developing the skills required to work out the precise amount of time until her favourite show or activity begins including seconds. She has a calendar in her room that we have recorded important dates for our family on. Stephanie works out the number of weeks, days and seconds and tells us how long it is until an event.

She has developed skills in graphing by keeping a record of the weather and recording rainfall, sunrise and set data, humidity etc and comparing this to the data released by the Bureau of Meteorology including working out averages. Through this, Stephanie is exploring the impact of Climate Change.

Stephanie and her mum enjoy playing and watching cricket together. They have become quite interested in scores and statistics and spend time looking up individual player statistics on the Internet and comparing them.

List texts/resources planned, including curriculum, textbooks, novels, websites, news sources etc.

### PLAN

Stephanie really enjoys talking about different numbers and playing games that allow her to explore numbers. We plan to allow her to enjoy a natural exploration of numbers and provide opportunities that allow for her to use and extend her numerical knowledge. We plan to continue answering questions and discussing all things mathematical.

Recently Stephanie has shown more interest in cooking and so we are planning on using cooking as a way to look at fractions, times, temperatures, comparisons, weights and measurements. By using a variety of recipes and size of groups to cater for, we will find new things each time. I anticipate planning both large scale catering events and small intimate family dinners so Stephanie can explore multiplication and division of fractions, weights and measurements.

We have just begun planning a six week camping and road trip. Stephanie will be involved in planning routes, calculating distance to fuel stations and petrol consumption. We will discuss distances travelled and distances between places of interest and comparing these to distances between places around the world. Each day we will estimate distance and time taken and compare to actual time, exploring reasons for the differences. We have begun a countdown calendar until or time of departure.

Once we return, Stephanie and her grandfather intend on beginning a vegetable garden at our place. Initial planning stages will incorporate the use of measuring out and constructing raised beds. They will look at shape and angle as well as seasonal considerations such as length of days, rainfall, frost, temperatures, evaporation ratios etc.

At this stage in Stephanie's numeracy development we plan to keep her programme very interest based and hands on. We plan to encourage and facilitate lots of discussions around numbers and mathematical things. We plan to make use of any new opportunity that presents itself to expose Stephanie to math concepts and extend her understanding and knowledge.

## Monitoring Progress

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### **CURRICULUM-BASED PROGRAMME**

Alicia's progress is monitored against the discrete outcomes in the relevant Australian Curriculum learning area content descriptions for each subject. In June and December of each year we assess her progress against each discrete outcome to ensure that we are on track, and to inform our programming for the coming period. This year she has participated in the National NAPLAN testing at Grade 3 level, with results due later this month. Test results will enable us to make any necessary adjustments in her education program. As well Alicia will be encouraged to take on more challenging work as she demonstrates competence at her current skill level. We intend to examine the standard curriculum for Grade 4 and 5 students, and these will provide a framework for her studies over the next two years. Her own particular interest areas will be integrated into this framework. Examples of Alicia's work are kept in display folders and exhibited throughout the house. An extensive scrapbook details activities and places visited.

### **ECLECTIC PROGRAMME**

We often take pictures of Jack's learning and keep most of his work. Usually it is dated. We have however decided that we prefer to be able to look back at what he has been up to in a more comprehensive way and Jack loves to do this also, so we intend to keep a more extensive record of Jack's work.

At the end of each term we get together for a family meeting and review the work that we have done over the past term. We discuss what has worked for each of us, and what we found challenging. Together we identify areas he would like to improve on over the coming term and we organise our schedules to ensure that these areas are addressed in a variety of ways. Whilst we don't do regular 'testing' as such, we maintain an awareness of where his school peers are up to through conversations with other parents, and ensure that Jack is working at age appropriate levels.

### **NATURAL PROGRAMME**

We constantly evaluate our Andrew's progress by discussion and consultation, assessing his personal satisfaction levels, comparison with previous work. Our program is flexible and constantly adapts to Andrew's needs and interests. E.g. When Andrew wanted to learn Japanese we researched learning resources and encouraged him to spend as much time as he wanted to studying Japanese each day and to develop his own study resources, such as watching Animes in Japanese and writing down words to look up. Every six months we take time to review Andrew's progress over the previous six months. This enables us to research areas of weakness to ensure that we are attentive to opportunities for development as they arise, and to ensure that opportunities are provided to Andrew to further develop his particular areas of interest

## **Interpersonal Skills**

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Bernard is an active participant in our local home education group as well as attending Kids Club at a community church. He regularly socialises with other home-educated children as well as having a lot of social interaction through the activities mentioned under sport and recreation. Bernard engages in a range of activities

- Tap Dancing
- Badminton at YMCA
- Swimming lessons
- Little Athletics
- Taekwondo
- Chess Club
- Basketball at YMCA

He has private fortnightly pottery lessons along with another home-educated family. He also attended fortnightly art classes from May 2012 – July 2013. Bernard is growing up quickly and we look for new experiences and activities that will provide stimulating learning experiences socially. Plans for future activities are made with the development of social skills in mind, balanced with keeping things fun and in areas of interest. They will however, include weekly extra curricular opportunities to engage with other children in a sporting context and an arts environment of his choosing.

## **Future Directions (for children 13+ years)**

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Francis has given a lot of thought, and planning, to his future (short and long-term). His strengths and interests are many and varied, and he has mapped out a career that will take advantage of them. He has a lovely singing voice, which he is developing through lessons and at this stage would like to continue on with this to see how far he can get in the competitive world of music. He knows that this will take time, and money, and so plans to train as a swimming teacher and personal trainer as a means of supporting himself (not only here, but overseas in the future). He also loves languages and is learning several European languages to help him as he travels (and lives overseas). He is currently studying for his Driver's Licence and has been applying for casual work. Francis is considering tertiary studies and we are in contact with UTAS and TasTAFE to ensure he will meet their requirements if required.

## **Additional Needs (if applicable)**

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Ava has been diagnosed with an autism spectrum disorder. She has completed three years of public schooling including a year of ABA therapy at an early intervention centre. She has also had speech therapy, occupational therapy and behavioural therapy which I was involved in and learnt many techniques to help my daughter. We continue to monitor Ava's needs and access the services of appropriate professionals as required. We anticipate registering Ava with the NDIS as soon as we are able to ensure her ongoing access to relevant services.

Attachment 1. Speech Pathologist report

Attachment 2. Paediatrician report