



Office of the
Education
Registrar

HOME EDUCATION SUMMARY AND PROGRAM

Sophie Walker; 12 years old.

Diverse Learning Needs

HOME EDUCATION SUMMARY AND PROGRAM

The purpose of a Home Education Summary and Program (HESP) is to provide information about the program which has been delivered in the previous year and information about the program to be delivered in the year to come.

Requirements for a HESP

- A HESP must address each of the Standards separately.
- A HESP must be prepared for each child to be home educated.
- Your HESP should provide enough information for the Registration Officer to understand the type of program being delivered and the way in which it is being delivered.
- If a medical condition could affect the delivery of your home education program, the Registrar may request copies of relevant medical certificates or reports. These will be considered in conjunction with the information provided about the proposed home education program.
- The Standards and the evidence required to meet those Standards are explained below.
- If you have already completed at least one year of home education then you need to provide an update of the 'Summary' sections to explain what you have delivered in the preceding year for the Standards where the summary is relevant – as outlined below.

There are many approaches to home education. It is important that you clearly articulate what your education program will look like for each child. When reporting on a home education program, it is important that the tasks used to educate your child are clearly explained, with links explaining how they will benefit your child's development.

The following is an outline to assist you in describing the type of activities and experiences that will be incorporated into your program, emphasising the skills and attributes being sought and developed.

Your HESP should include the same headings **IN BOLD** as the sections listed below. You should also refer to the document [Home Education Summary and Program – Requirements and Standards](#).

Please note that a separate HESP must be provided for each child.

The attached template will help you to complete your HESP. You do not have to use it, it is a guide – you can delete and write/type over the dot points which contain prompts to assist.

Comments in blue side boxes are suggestions by the Tasmanian Home Education Advisory Council. They refer to the comments that are highlighted in blue in the main body of the text.

These comments are intended to draw attention to certain elements or aspects of the various standards to assist families with their understanding of

the type and extent of information they might like to provide in their own HESP document.

Of course, every HESP is unique and it is not the role of Council or the Office of the Education Registrar to suggest matters of curriculum. They are named as examples only.

Diverse Learning Needs

Standard

An approved home education program is to provide for the relevant child to be provided with a rich educational program that meets their individual needs.

If your child does not have diverse learning needs (learning difficulties, medical conditions, psychological conditions, giftedness), you are not required to address this standard.

(Insert statements below)

- How would you describe your child's learning needs?
- How have you/will you organise your home education program to help address their needs?
- If appropriate, discuss any special support services you will access or have accessed to help address your child's individual needs.

Our child Sophie is 12 years old and was in grade 6 at her local primary school. She has a warm and engaging personality with known people and in familiar surroundings. Until she is familiar with a given person or environment she can display heightened anxieties and be very clingy and withdrawn. She very rarely becomes violent though when distressed can become loud and upset which can concern surrounding people.

In grade 1 the school psychologist referred her to TADS for an assessment. She was diagnosed with mild autism. We have learnt that her autism has affected the way and the rate at which she learns. We feel that some of her individual needs cannot be mitigated in the regular school classroom. The local school has supported as much as they can but ultimately, we feel that her learning could be progressed more successfully in the home environment.

Through observation and discussion with various professional groups and teachers we have noted these things about Sophie.

- With immediate family Sophie is warm and caring, but she struggles to give and then sustain eye contact with peers.

DIVERSE LEARNING

This section describes the child's abilities and describes the impact that it can have on their learning.

It may be helpful to include some educational history to provide a context for the current learning program.

LEARNING NEEDS

The descriptions provided here will have an impact on the program delivered to Sophie. We should see these needs reflected and met in the other standards. The program is designed to meet her learning needs so that she can continue to grow as a person.

- At her best Sophie parallel plays with familiar and known peers but can be limited in giving and receiving affection in other situations.
- Sophie can become anxious and escalate when confronted by unfamiliar social situations
- She can become fixated on an object or feeling for some time. When possible, we try to use this as a positive. Equally this fixation can change suddenly.
- Verbally Sophie is delayed and does repeat certain phrases many times when beginning to escalate. E.g.: “Not good, Not good...”
- Sophie’s gross motor coordination is a strength though fine motor coordination is a challenge
- When transitioning between activities or events (e.g. to bed etc) Sophie can be a challenged if this activity is not well rehearsed and following the same routine.

These constraints need to be attended to and problem solved to enable her successfully engage in her learning program. On many levels this was at times a struggle for the school, classroom teacher and some students.

Research

Standard

The approved home education program is to demonstrate:

- a) that the education to be provided has been well researched; and
 - b) that the aspects of the areas of education to be provided are thoroughly understood by the person providing the program.
- Where have you sourced information about home education (for example, books, websites, conversations with other home educators, journals)?
 - Describe the areas of education to be provided i.e. literacy, numeracy, other learning areas, wellbeing, opportunities for interpersonal skills development, and evaluation, and how the program will address each one.

- Describe how you have prepared yourself to deliver the program and show how you understand the program you are delivering.

We have researched supporting learning for children with autism on line and noted that students with autism often have one preferred way of learning. Currently we are not sure what this is, either kinaesthetic, auditory and/or visual. We will use all three styles of learning initially to see observe the preferred and most engaging style.

We have attended parenting sessions for parents with children who have autism, organised by Sue Larkey and Tony Attwood.

These sessions have increased our knowledge and confidence to create a learning program that we believe will use the home and community environments to engage Sophie as a learner.

In researching the different styles of educating at home our initial thoughts were to adopt an eclectic philosophy as it fitted with our personal beliefs about how we learn best. Though when reflecting on Sophie's needs we felt that this pedagogy could escalate her behaviours and be counter-productive to her learning therefore we're going to start with taking a structured approach and be ready to adapt this as we go along.

We intend to attend an up and coming Autism Tasmania workshop on Sensory Processing: Understanding and Addressing Common Challenges to continue to challenge and grow our understanding of autism.

RESEARCH

The parents have shared information about appropriate parent sessions that make themselves better informed and will enrich their program.

The parents are reflective on their desires and Sophie's needs

Pedagogy

Standard

An approved home education program is to:

- a) set out the learning methodologies that will be used to meet the aims of the program; and
- b) demonstrate how those learning methodologies will be delivered to the child.

Summary (for ongoing registrations):

- Describe the style of home education you have used over the past year.
- If you have changed the style of home education from your previous HESP, please describe what you have changed and how it has benefited your child.

LINKING THE STANDARDS

Plan:

- What are your aims for home educating your child/ren?
- How will your home education program address your aims?
- Which style of education or pedagogy (for example, natural learning, eclectic approach, or curriculum based approach) have you decided to use? Describe your chosen style, the methods of learning that it uses and how it fits with your child.
- Describe the methods you will use to implement the program, for example, what will you do on a day-to-day or week-to-week or term-to-term basis?

Throughout the first 3 standards you can see the impact of the child's diverse learning needs, in directing the parents' research efforts and which then impacts on the pedagogy chosen to deliver the program.

In recognising and understanding Sophie's disability and researching her learning needs we have chosen to try a highly structured approach to learning in the morning with literacy and numeracy programs being delivered in these times. We are happy to reflect on this as we become more comfortable and understanding of her learning.

From participating in the workshops of Sue Larkey we are going to trial a structure of preferred and non-preferred activities so that Sophie can explore the feelings of uncomfortableness in a secure environment and build tolerances slowly. These activities will be presented in a series of visuals velcroed to her "timetable". She feels successful when she can put each symbol in the "finished" box. Favoured activities are cooking, gardening, riding. Where necessary we will create social stories to assist her to become familiar with an up-coming event.

We will start with a discussion at the table which will highlight what is happening that morning (keeping activities in small chunks of comprehensible times). Through this process we will construct the visual timetable, highlighting the literacy or numeracy activity to be completed that morning. She will then have control over when the activity is completed and place the visual in the "finished" box. In the constructing the timetable she can choose her preferred visual activity and place that on the timetable (e.g. feeding the animals, iPad etc) and the time that is allowed for this. The timing of the activity is also a numeracy activity. This structure we believe is critical for Sophie to understand beginnings and endings as well as having control over her environment. At morning tea we will continue to structure the day as described, with less formalised/ structured learning occurring.

Literacy

Standard

An approved home education program is to ensure that the child:

- a) will experience environments that are rich in literacy; and
- b) will participate in activities that will develop the child's speech, reading, writing and communication.

Summary (for ongoing registrations):

- Provide a summary of your child's achievements and progress in literacy since your last HESP, measuring this against last year's plan..

Plan:

- What activities will you provide to develop your child's literacy skills, that is, speaking, reading, and writing?
- What resources will you be using to support your child's development in literacy?

The Literacy program will be aligned with and supported by the Australian Curriculum.

We intend to use the outcome statements and content descriptors as a guide to the appropriate level we should be aiming for but we will share the program with Sophie in meaningful contexts. Cooking and gardening are strong motivators so we aim to develop diaries/ journals demonstrating storytelling, naming and labelling objects, plants, tools etc. We strongly believe in linking concrete learning experiences to secondary experiences to ensure that Sophie can where possible create her own links and pathways. E.g.: from our experience in the vegetable garden we were able to read the picture book "The Hungry Caterpillar" and follow up with writing and drawing around this theme. We will build integrated units of work by following Sophie's lead and interests.

We will study the Australian Curriculum and align our work and experiences with their descriptors as a way of measuring progress. We don't feel that we should be bound by this. Literacy work will always include:

- **Writing:**
 - As a response to an activity, e.g.: outing with photographs as a stimulus
- **Oral language:**
 - Narration to a video of an event: e.g.: trip to the beach
 - Reading a story aloud to family members
- **Reading:**
 - Reading for pleasure and for information, e.g.: non-fiction texts for planting, social stories as a part of rehearsal for an event.
 - Development of sight words through flash cards and key topic/ naming words attached to the relevant object to support reading and spelling
- **Visual literacy:**
 - Reading signs in the community that will assist to keep her safe. E.g.: pedestrian crossings, traffic lights,

PROGRAM REFLECTING NEED

The family have described the breadth and structure of the literacy and numeracy program. Included in that description they have indicated how her learning program will be adjusted to accommodate her needs.

Tasks are linked to concrete experiences directed by her.

- Reading cartoons and posters focusing on the faces and exploring how the people depicted may be feeling
- **Spelling:**
 - Development of sight words and key spelling words to support writing and reading fluency (Magic 100 words)
 - Development of appropriate “family” words, according to need.

Numeracy

Standard

An approved home education program is to ensure that the child:

- a) will experience environments that are rich in numeracy; and
- b) will learn and practise mathematical concepts.

Summary (for ongoing registrations):

- Provide a summary of your child's achievements and progress in numeracy since your last HESP, measuring this against last year's plan.

Plan:

- What activities will you provide to develop your child's numeracy skills?
- What resources will you be using to support your child's development in numeracy?

The Numeracy program will be aligned with and supported by the Australian Curriculum. We intend to use the outcome statements and content descriptors as a guide to the appropriate level we should be aiming for but we will share the program with Sophie in meaningful contexts. Cooking and gardening are strong motivators so we aim to develop diaries/ journals demonstrating the mathematical/ numeracy concepts that can be explored through concrete activities.

We will:

- explore estimating and calculating with whole numbers using concrete materials, e.g. number of plants put in the garden or harvested,
- using measurement e.g.: distances travelled in the car, the bike or walking with a step counter
- spatial reasoning e.g.: Can we fit a cup of milk in a certain saucepan etc jigsaws of varying complexity
- using fractions and decimals through cooking and money activities. Understanding money will be developed through using the *Clark Money System*.
- Recognising and using patterns and relationships through exploring number patterns in cooking, 2 “1/2s” make a whole, the relationship between weather/ climate and

what we wear etc relationships between the operations, “adding” is the opposite of “taking away.”

- Subject specific language will be created and used when necessary.

Range of Learning Areas

Standard

An approved home education program is to ensure that a child engages in a broad range of educational areas suitable to the educational needs of each child. The program must identify all learning areas to be delivered to the child.

Summary (for ongoing registrations):

- Provide a summary of your child’s achievements and engagement in other learning areas since your last HESP, measuring this against last year’s plan.

Plan:

- What other learning areas will you deliver to your child? How do you intend to do this?
- What resources or expertise will you use to provide learning in other areas e.g. humanities, sciences, art, music, languages, etc.

We are keen to contextualise learning for Sophie. We know that she learns best when it is real and interactive.

- **Science** will be explored through working in our vegetable garden. We are involved in growing, weeding, harvesting and raising seedlings. We will link these activities to the calendar and the weather cycles.
- **History** will be explored through our own family time line. This will include other family members with pictures of them where possible. The time line will evolve when things became part of our lives; e.g. our dog
- **Geography:** Through google maps we will link local geography to our excursions and family trips. We will consult google maps to track our routes and add further information to this.
- **Physical Activity:**
 - **Gross Motor:** Sophie enjoys bike riding and we do this weekly on the local bike track. Our goal is for her to increase her stamina to be able to ride for longer periods of time.
 - She attends water awareness activities which focuses on feeling comfortable in the water. This we also incorporate into bath time. She can do a rudimentary “dog paddle.”

- o **Fine Motor:** We practice threading, shoe laces, finger knitting, painting and colouring-in. We work with her OT to include their recommendations in her weekly program.

PROFESSIONAL INPUT

Input from occupational therapists indicated a series of activities that would be of benefit. These activities are added to the “range of learning areas” standard as a legitimate learning area accommodating her needs.

Wellbeing

Standard

An approved home education program is to provide for the education of the child in matters relating to safety, health and wellbeing.

Summary (for ongoing registrations):

- Provide a summary of topics you have covered with your child since your last HESP, measuring this against last year’s plan.

Plan:

- How will you educate your child to care for their own health and wellbeing – healthy eating, exercise, resilience and self-esteem? Will you use resources and, if so, what will they be?
- How will you educate your child about safety – road, fire, water, online, protective behaviours, etc. Will you use resources, and if so, what will they be?

As we know Sophie’s needs well, through our research we understand her vulnerabilities as well. It is critical for her to learn how to successfully manage and look after herself.

Through our literacy program we are studying road and traffic signs and what they mean. These we reinforce at the local bike park which is equipped with road signs, lights and pathway directions. We practice our road sense skills here and reinforce this through books made from photographs that Sophie has taken and she puts with accompanying text. This is developing her sense of safety as a rider but also as a pedestrian.

We are focusing on developing her sense of self and respect for her body by attending the *So Safe* program. We attend with her to ensure that we can build on the program’s outcomes when we get home. Incorporated into this program are some sessions with the leader about stranger danger. We reinforce this at home and in the wider community. It is important to temper the discussion so that she doesn’t become too anxious about leaving the house. We want to

ACKNOWLEDGING NEED

Sophie’s well-being standard is shaped by her disability. The parents acknowledge where they need additional support to address her needs.

balance this view with the knowledge that most people are trustworthy and helpful. We will explore this through social stories and where appropriate TV shows.

Through our cooking program we are able to focus and reinforce cleanliness to ensure food is prepared hygienically. We can further explore personal hygiene from washing hands through to teeth cleaning. We have a bedtime visual timetable that has a focus on hygiene, with teeth cleaning and washing faces etc. She takes great pleasure in removing the symbols to indicate success of task.

By our very nature we are a family that builds on the positives and because of this Sophie is often reinforced for her success and appropriate behaviour. She draws great satisfaction from her successes. The nature of her disability can lead to dramatic reactions to incidents that are quite trivial on a scale of 1 – 10. We are working on the “catastrophe scale” to assist in modifying her reactions. Progress in this area is very slow as it is a challenge for Sophie to work with abstract concepts. With support of other home educators and Autism Tas parent support networks we are improving on our repertoire of strategies.

INTENTIONAL INTERACTIONS

As noted in the research standard Sophie’s development of interpersonal skills needs intentional planning. To accommodate her needs this standard requires a significant level of planning and scaffolding to ensure success.

Interpersonal Skills

Standard

An approved home education program is to:

- a) ensure that the child is provided with opportunities to form and maintain friendships and respectful relationships and communication with his or her immediate and other communities for a wide range of purposes; and
- b) specify how those opportunities will occur.

Summary (for ongoing registrations):

- What activities have you done or opportunities have you provided for your child to develop interpersonal skills since your last HESP, measuring this against last year’s plan?

Plan:

What opportunities will your child have for social interaction with a range of people?

- In her life Sophie has the opportunity to improve her interpersonal skills.
- We meet with Sophie’s uncle, aunts, cousins and grandparents regularly. We have discussed with all our family our goals for Sophie’s interpersonal skills and how we

would like them to respond and reinforce what we are trying have Sophie practise and achieve.

- She has been part of water awareness for many years attending weekly. She knows the centre well and the staff. In this environment she is generally welcoming of new participants as she has longstanding relationships and familiarity with the physical environment.
- Given time we would like to introduce Sophie to guides. One of her friends attends the local group. We know that we will have to plan this carefully to ensure that it is a successful time for Sophie and for the other girls that attend. We will discuss with the guide leader her needs and ways that these needs can be supported while maintaining an enjoyable program for the rest of the group.

Future Directions (13+)

Standard

If the child has attained the age of 13 years, an approved home education program is to specify how the child will be supported to plan future pathways in education, training or employment to ensure he or she develops to his or her full potential.

Summary (for ongoing registrations):

- What opportunities has your teenager had to explore future pathways for study or work since your last HESP, measuring this against last year's plan?

Plan:

- What opportunities will your teenager have to explore future pathways for study or work?

N/A

Evaluation

Standard

An approved home education program is to specify how the child's progress under the program is to be evaluated.

Summary (for ongoing registrations):

- How have you evaluated your home education program since your last HESP, measuring this against last year's plan?

PROGRAM PRIORITIES REFLECTED IN EVALUATION

The evaluation standard is focussing on what has been achieved and what is needed for learning to continue.

The family are choosing a standard with which to align their evaluations and program.

This standard evaluates the environment as well as the learning as the environment can have a significant effect on Sophie's learning outcomes.

Plan:

- How will you monitor, record and evaluate the effectiveness of your home education program?
 - We propose to evaluate Sophie's program in several ways.
 - We will date and comment on significant pieces of work on a weekly basis where appropriate. Our comments will note outcome statements from the Australian Curriculum to which we choose to align our literacy and numeracy program. This ensures that we are aligned to a standard.
 - We will take photos or videos of learning activities for us to review and look for further learning progress and development. This progress will be diarised.
 - A major focus for us to evaluate is Sophie's communication and interpersonal skills.
 - We will evaluate her social interactions by the level of:
 - Willingness to participate in social occasions and interactions.
 - We will note:
 - the level of preparation we have provided,
 - the number of variables in each situation
 - level of anxiety displayed,
 - length of time of interaction and
 - her mood when the experience is over.
 - These experiences could be at the local shop, supermarket, library, museums/excursions or with other home educator families.