



Office of the
Education
Registrar

HOME EDUCATION SUMMARY AND PROGRAM

Bridget 15yrs

Comments in **RED** are suggestions made by the Tasmanian Home Education Advisory Council in respect of this particular HESP. These comments are intended to assist families with their understanding of the type and extent of information they might like to provide in their own HESP document.

Any actual resources mentioned in this document (some are fictitious) are meant examples only and are not intended to be recommendations of any sort.

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.

Bridget does not have any diverse learning needs.

Note from THEAC:

- The anxiety issue described later could have been included in Diverse Learning Needs or /and Pedagogy, if it would have helped to explain the strategies and style.

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.

I first found information about home education from a family friend who suggested that it might be an idea to home educate because Bridget was being bullied at school. She was having to see our doctor because she was so stressed and anxious about going to school. My friend told me about the THEAC website and I found out how to apply to home educate from a link from there. We go to the local home education support group that meet once a week. There are a few mums there with teen-aged children who have been very helpful and have given me some useful tips.

I have found some useful websites that have helpful ideas and free resources, such as homeeducationonashoestring.com and frugallyfantasticeducation.org. I want to cover the majority of subjects that Bridget would have been doing at school, especially those subjects that she will need in the future and giving her plenty of time to enjoy the subjects that she loves the most. I work part-time as a cleaner at the local primary school. Over this last year while I have been home educating I have been able to change my hours to work from 5am to 8am, so that I can be home all day to help with Bridget's learning.

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):

This is the end of the first year of Bridget's home education. I have spent this year trying to build up Bridget's confidence and self esteem. I have wanted to take things slowly to give Bridget time to adjust to home education.

Bridget and I have been looking at areas where she is struggling. We have bought workbooks that look interesting and are appropriate to her level of ability. We have borrowed gardening, craft and cookery books from the library, and DVDs about science and nature.

When I come home from work at 8:30am Bridget and I have breakfast together. We discuss and plan what we will be doing that day. Bridget will usually work on her maths workbooks and write her journal while I do some housework. After lunch we will often go for a walk, or go to the home education support group, or do some cooking or craft. In the evening we will watch a DVD.

Plan:

I will not be changing the way we are doing home education this year because the way we are doing it seems to be working well. Bridget is becoming a lot happier in herself, she is progressing quite quickly through her workbooks and is gaining self-confidence. This is lovely to see. Even our doctor has noticed a difference in Bridget. She smiles a lot more than she used to.

Note from THEAC:

- how can she build on this further?
- The anxiety issue could have been included in Diverse Learning Needs or /and Pedagogy, to quantify the strategies and style.

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.

About nine months ago Bridget started writing a journal because the counsellor at the surgery suggested it. She puts her own private thoughts in her journal. Occasionally she will ask me to help her spell a word, or she will show me or read to me something that she has written.

Bridget is using Mavis Beacon Teaches Typing to help her to type more quickly. Bridget can read quite well but does not really enjoy reading for pleasure. This year we have borrowed *Pride and Prejudice*, *Sense and Sensibility*, and *Emma* by Jane Austen as audio books and DVDs from the library. Bridget has enjoyed comparing the novel with the film and TV version.

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?

We will continue to use the library to borrow audio books and DVDs. We are planning to read the *Tomorrow When the War Began* series by John Marsden and comparing it to the film.

Bridget has been asked by the choir to help put together some programme notes about the concert that they are putting on (see *Interpersonal Skills*)

Bridget will need to have reached Australian Core Skills Framework level 2/3 in reading and writing skills, and level 3 in oral communication skills in order to be able to study an Aged Care course at TAFE. We are going to TAFE Open Day next month to see how we can help Bridget reach that level, if she is not at that level already.

Bridget has decided to start a record of the things that she does while volunteering at the old people's home (see *Future Directions*). She will change the names of the people. The lady from church who works at the home is going to give her ideas to put in her record. I will help her with her spelling and grammar (we can use the dictionary or the internet to help with medical terms or difficult grammar points)

Note from THEAC:

- It is preferable to have resources named in Literacy (rather than saying, for example, “Bridget is working from a spelling workbook that I bought from - -”, the more relevant detail the better.

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.

Maths has always been difficult for Bridget. We have found various gaps in her knowledge which have made it difficult for her to make any progress. For example, Bridget had not learned all of the ‘times tables’ which made it difficult to do any calculations.

We bought some basic maths books, Basic Mental Maths, from the local bookshop and Bridget has been working through them this year. Working at her own pace filling in some of the gaps has increased her confidence. For example I have noticed how she can quite confidently adjust recipes that feed 4 or 6 to feed 2 or 4.

A few months ago I discovered a maths programme online (Maths Enhancement Programme, UK) which is not actually doing the maths on the computer, but downloading and printing off workbooks. The programme is written for teachers, so it gives some ideas about how to teach different maths concepts, and it has an answer book. It is graded, and it is in units.

Bridget likes this programme. She started a unit for grade 6 geometry which she found very easy. When she had finished it she did the grade 7 geometry, and now she is just about to start grade 8.

I try to help Bridget with mental maths. As well as working out recipes we try to work out how long it will take us to get places if we are driving at the speed limit, how many balls of wool or metres of fabric we will need to make something etc.

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?

Bridget will continue to work with the Maths Enhancement Programme, and mental maths as we have been doing.

Bridget will need to have reached Australian Core Skills Framework level 2/3 in numeracy and mathematics skills in order to be able to study an Aged Care course at Tafe. We are going to Tafe Open Day next month to see how we can help Bridget reach that level, if she is not at that level already.

Note from THEAC:

- It would be better to have resources named in Numeracy, not just “some maths workbooks”
- A brief explanation of what the Maths Enhancement Programme is would have been helpful

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.

Science: Bridget borrowed David Attenborough’s Life of Plants series of dvds from the library. We also watched the gardening series Better Homes and Gardens on tv. Bridget was inspired to grow a herb garden. She grew some plants from seeds, and some she bought from the local market. She has been able to cook with them, which has been very exciting.

Music: Bridget has joined the local church choir (see Interpersonal Skills) and has been learning about solfege (which is a kind of sign language for singing) and composers (like Handel).

Domestic Skills: Bridget has enjoyed cooking and gardening. She can knit, and this year she started a fair-isle jumper which is quite a complicated pattern using two colours on each row.

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.

I intend to help Bridget find out about things that she is interested in. We will continue to use the library for books and dvds, and tv documentaries.

Note from THEAC:

- It is preferable to have resources named in Other Learning, the more relevant detail the better
- In the Planning, Bridget's mother could have written more details about what she intended to do in this coming year; this is not easy if a child-led programme is in place unless it is continuing some study that is already happening.

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.

We have spent this last year helping Bridget recover her self-worth after her difficult years at school. She was very anxious at first going to the home education support group because she thought the other children might bully her, but they were very nice and she enjoys their company.

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?

Bridget spent some time talking with her GP, and with the counsellor at the local surgery. She is beginning to recognise what makes her anxious and is learning ways to help her cope and how to avoid stressful situations. Hopefully she will be able to do this for herself in the future.

We will not be following a programme for wellbeing, we will continue to talk about things as they come up. For example we talk about body image issues and appropriate behaviour at work when we see them on the news.

We have a computer but Bridget does not use any social media sites.

We discuss healthy nutrition. Bridget shares in the meal planning and food preparation.

We have talked about a problem that is specifically related to home education of not having to walk anywhere – like no walking to the bus stop, no walking to different classrooms. It is quite easy to sit at a table or on the sofa for large

periods of time. On afternoons when Bridget is not volunteering or at the home education support group we will often go for a walk.

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):

Bridget is quite a quiet girl and does not like going to parties or anything like that. She goes to church each week and has met some lovely people there. They are mostly older people, with a couple of families with young children.

The church has a choir which Bridget loves. She joined the choir six months ago. They meet every week for a rehearsal, and once a month they meet socially. They sing at the church on some Sundays and are joining with another two choirs to perform Handel's Messiah at Easter at the main church in town. We go to the local home education support group where Bridget meets with children and parents of all ages. They organise lots of really good activities which Bridget enjoys. For example she has been on outings to the museum and art gallery, and to the beach to look at rock pools, and to the rainforest with an expert who showed the children (and parents!) all of the different fungi and mosses in the area.

Plan:

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

Bridget will carry on going to the church and to the choir. She will also carry on going to the home education group, and is hoping to invite them to the Messiah performance.

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?

We did not have a plan when we wrote our last HESP as Bridget had only just started home education and was very stressed because she had not had a good time at school and was not thinking about what to do in the future.

Over the year she has become interested in working in Aged Care. She loves music (singing) and is thinking that she might even be able to do something with music and the elderly.

One of the ladies at church works at the local old people's home. She suggested that Bridget comes into the home to talk to some of the residents and help with the afternoon activities and tea time. Bridget has been volunteering at the home for two afternoons a week for the past month.

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

Bridget will go to the Tafe open day later in the year. She is hoping to do a course that will help her to work in Aged Care, CHC33015 Certificate III in Individual Support (Ageing, Home and Community)

She will continue to volunteer at the old people's home.

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?

As last year was our first year of home educating everything seemed like an experiment. My main aim was to help Bridget reduce anxiety and build up her self esteem. I am happy that this is happening.

All of Bridget's written work is dated.

We keep a diary of visits, outings and rehearsals.

Plan:

- How will you monitor, record and evaluate the effectiveness of your home education program?

I will continue to encourage and support Bridget as she continues to develop her confidence and self-esteem. I will help her recognise the things that upset her and help her work out how to manage when these situations happen in the future. We will find out at the Tafe Open Day what subjects Bridget will need to work on to be able to meet the requirements needed to study Ages Care , and we will work on them.