

Education (General Provisions) and Other Legislation Amendment Bill 2024

Submission No: 352
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Dear Committee members,

I am writing to express my deep concern regarding the recent education legislation changes that have been proposed in our state. As a constituent and member of the community, I feel it is crucial to voice my apprehensions about the potential impact of these changes on our education system.

I am an experienced and recently retired educator who worked for twenty five years as an inclusion teacher in mainstream schools. I have a Master of Special Education. I am supportive of flexible education options for all students. The current Australian Curriculum (version 9) is overcrowded and rigid and is certainly intended as a one size fits all. Learning is rushed as the curriculum leaves little room for flexibility of delivery for individual students.

Educators and parents have the best interests of children at heart and can work well in partnership. This is not always enough to guarantee optimum student outcomes. With increasingly large classes catering for a variety of student needs such as neurodivergent students, student with medical issues and those with learning difficulties the result can be that all children within a classroom setting may not have their requirements met. This can hinder student motivation, the development of a love learning and result in life long choices that are adversely affected by poor schooling experiences.

Flexible schooling options, including home schooling, allow for parents to make informed choices about the best educational options for their child and their child's educational needs. In my experience as an educator parents were always a good judge of the needs of their children. As I worked with allied health professionals such as psychologists, occupational therapists and speech pathologists as well as teachers and parents, it was not always possible to provide a learning environment that also addressed the ever increasing demands of the Australian Curriculum. Students were frequently "left behind" so that the class cohort could "keep up" with what was required. There was also no opportunity for gifted students to be catered for within the rigidity of the current system.

In light of this I strongly urge the committee to explore flexible schooling options that create choice for families and educators. In this way learning environments can be created that are better aligned with the diverse needs and aspirations of all learners.

Thank you for your attention to this matter,

Sincerely,

Anne Luthy (M. Ed. Special Education).

