

Education (General Provisions) and Other Legislation Amendment Bill 2024

Submission No: 483
Submitted by: [REDACTED]
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Submitter Comments:

As a parent of a home-educated child in Queensland, I wish to state that I oppose several of the proposed legislative changes to home education this committee has been invited to consider. In particular, these are: the requirement of home schooling families to follow the Australian National Curriculum; the guiding principle that home schooling must be proved to be in the best interests of the child (it is the parents' right to determine what is in their child's best interests; indeed the parents' knowledge of their child alone can determine what is in their child's best interest); the removal of the 60 day provisional registration (so many people over the years that we know have needed to remove their child/ren from school immediately to keep them safe from bullying, trauma and the like, and have very much needed that grace time); reporting on academic progress in all 8 subjects each year. My son enjoys an expert, high quality, and individualised education program delivered by his mother, and has done so for 6 years. My son deserves the best education he can have, and his mother and I agree that this is the best education he can have: individualised, flexible and attuned to his unique learning styles, guided by his interests and needs, and supporting him in all aspects of his development. Over those 6 years, his mother has provided the Home Education Unit with an annual education program and report providing lengthy and detailed evidence of the high quality of education our son has received. She has done this without being restricted by the Australian National Curriculum, and has done so to the complete satisfaction of the Home Education Unit. As I understand it, The Australian Curriculum is a program designed for delivery in an institutional context (school), takes years for teachers to learn how to interpret and teach/assess to, has proved rather problematic in all kinds of ways in those institutional settings, and as such has been cause for many parents to remove their children from school to provide a better education for their disengaged children, and has certainly not been rated in a global context to be anywhere close to an exemplar of 'high quality education'. I also understand that the reports my son's mother provides annually to the HEU report substantially on 3 areas of academic progress and that this is far more than our son's schooled peers receive from their teachers. Our son's reports do not merely state where the child is at in relation to delivery of a curriculum. Rather, they provide pages of illustration, annotation, and professional reflection on how the child's needs were met, how teaching and learning were adjusted to address the changing needs of the child, or how the child's learning was nourished and supported to exceed expectations, and much more. Without doubt, our child would be negatively impacted should his wonderful, individualised learning program be quashed by a requirement to follow a national curriculum that has not been designed with his needs in mind. Without doubt, his mother's workload would increase, taking away valuable time from her devotion to educating our child. Surely, too, the HEU's workload would increase exponentially - how I wonder is this to be resourced, given the strain the unit is already experiencing with the 194% increase in home schooling state wide?