

## Education (General Provisions) and Other Legislation Amendment Bill 2024

**Submission No:** 1209  
**Submitted by:** [REDACTED]  
**Publication:** Making the submission public but withholding your name  
**Attachments:** See attachment  
**Submitter Comments:**

Dear Committee Members,

I am writing to express my strong objection to recent education legislation changes that have been proposed in our state. As a home schooling mum I believe it is crucial to voice my objections due to the potential impact this will have on my child. I am a mother of four boys aged 24,21,16 and 8. **Three of my sons went through the school system** both public and private with my 16-year-old still there. My eldest two completed year 12 with high marks and my 16-year-old has dreams of studying Biomedical Science at university after he graduates year 12.

**My 8-year-old however is on a different path.** He was diagnosed with level 2 Autism at age 3 and reassessed last year with a new diagnosis of Autism level 2 with a Pathological Demand Avoidance Profile, ADHD, Tourette's Syndrome, Sensory Processing Disorder, Low Muscle Tone, Hypermobility and Anxiety.

During the time of his initial diagnosis, I was studying Certificate IV in Education Support. I was doing placement in a public school with a high number of children needing extra assistance. I came to realise that **my son would not be able to cope in the school system, or keep up with the Australian Curriculum.** (*See attached addendum detailing research indicating that the needs of a neurodivergent child will not be adequately met if made to follow the Australian Curriculum.*) Research clearly shows that a home-schooling approach can offer valuable benefits and opportunities for academic, emotional and social growth for neurodiverse children. Therefore, I made the decision to home school my son whilst he was in kindergarten and have been doing it successfully since then.

He attends many social groups with other Neurodivergent home schoolers, and I tailor his education to his level and the things he is interested in. At one point medication was suggested for his anxiety but with the flexibility of being able to tailor his education and social settings, his anxiety has reduced significantly, meaning there is no need for medication at this stage.

The proposed legislation also raises several pressing human rights concerns that require attention. **Specifically, the proposed bill is potentially discriminatory against children on several bases,** including but not limited to:

- Disability
- Neurodivergence
- gifted/asynchronous development
- Other reasons for choice – health, religion, personal choice

Moreover, I am worried about the **lack of transparency and public consultation surrounding these changes.** As a stakeholder in our education system, I believe it is imperative for the voices of educators, parents, students, and community members to be heard and considered in any decision-making process that impacts our ability to educate our children to the highest standard.

In conclusion, the adjustments concerning home education are poorly thought out and unsuitable. The rise in home schooling numbers since the pandemic is not a valid reason upon which to base these changes. **The bill will have a disproportionate impact on families who are dealing with a range of personal and health issues that contribute to the decision to home school and will alienate a large group of Queensland voters.**

In light of these concerns, I urge you to carefully reconsider the proposed education legislation and to prioritize the best interests of our rapidly growing and proactive home educating community. I implore you to advocate for a more inclusive and collaborative approach to policymaking that values input from all stakeholders and ensures the integrity and quality of our education system.

Thank you for taking the time to read my submission and consider my concerns.

**ADDENDUM – RESEARCH INDICATING THAT NEURODIVERGENT CHILDREN’S NEEDS WILL NOT BE MET IF MANDATED TO FOLLOW THE AUSTRALIAN CURRICULUM:**

1. **Tailored Learning:** Neurodivergent children often have unique learning styles and needs that may not be adequately addressed in traditional school settings. Research suggests that personalized, flexible learning approaches can better accommodate these needs and promote academic and personal growth (Barton et al., 2018).
2. **Self-Directed Learning:** Homeschooling or alternative education methods allow neurodivergent children to engage in self-directed learning, pursuing topics of interest and learning at their own pace. Studies have shown that self-directed learning can lead to greater intrinsic motivation, deeper engagement, and enhanced learning outcomes (Carr, 2012).
3. **Reduced Anxiety and Stress:** Traditional school environments can be overwhelming for neurodivergent children, leading to increased anxiety and stress. Homeschooling or alternative education settings may offer a less stressful and more supportive environment, promoting emotional well-being and mental health (Stoep & Ferrari, 2020).
4. **Individualised Support:** Neurodivergent children often benefit from individualised support and accommodations, which may be more feasible in homeschooling or small-group settings. Research indicates that personalized attention and tailored interventions can lead to significant improvements in academic performance, social skills, and overall well-being (Giangreco et al., 2010).
5. **Socialisation Opportunities:** Contrary to common misconceptions, homeschooling and alternative education settings can provide ample opportunities for socialization and peer interaction. Neurodivergent children may thrive in smaller, more supportive social environments, where they can develop meaningful connections and friendships (Medlin, 2000).
6. **Real-World Learning Experiences:** Homeschooling and alternative education methods often emphasize real-world learning experiences, such as field trips, community involvement, and hands-on projects. Research suggests that these experiential learning opportunities can enhance academic understanding, promote critical thinking skills, and foster a deeper appreciation for learning (Gray, 2011).
7. **Flexibility and Autonomy:** Neurodivergent children may benefit from the flexibility and autonomy afforded by homeschooling or alternative education. Research indicates that autonomy-supportive learning environments can promote intrinsic motivation, self-regulation, and a sense of competence, leading to greater academic engagement and success (Deci & Ryan, 2012).

## References:

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- Medlin, R. G. (2000). *Homeschooling and the question of socialization revisited. Peabody Journal of Education, 75(1-2), 107-123.*
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