

Education (General Provisions) and Other Legislation Amendment Bill 2024

Submission No: 1232
Submitted by: [REDACTED]
Publication: Making the submission public but withholding your name
Attachments: No attachment

Submitter Comments:

Dear Committee Secretary, This is my objection to the proposed changes to homeschooling in Queensland. I am writing as both a parent of a child thriving in the traditional school environment and as a home educator to my second child, who has been diagnosed with Autism Spectrum Disorder (ASD). This dual perspective gives me a unique insight into the proposed changes in the Education (General Provisions) and Other Legislation Amendment Bill 2024, particularly concerning home education. After witnessing the distinct needs and successes of my children in their respective educational paths, I am compelled to express my concerns regarding the mandatory enforcement of the Australian curriculum for home-educated children.

First Concern: Mandatory Australian Curriculum My child's journey into home education was not a decision taken lightly. It was the result of careful consideration, and this unique dual experience provides me with a broad perspective on how the enforcement of the Australian curriculum for home-educated children could have far-reaching effects, particularly for those with distinct learning needs. The success of home education in our case is largely due to the ability to craft a learning environment tailored to my child's unique challenges and interests. The bill's insistence on a strict adherence to the national curriculum for home-educated children undermines this individualised approach, failing to consider the diverse spectrum of learner needs.

Second Concern: Recognition of Individual Learning Paths The absence of provisions for alternative educational pathways in the proposed bill is a significant oversight. The flexibility to adapt the pace and focus of education has been crucial for my home-educated child's engagement and progress. This adaptability, allowing for deep dives into areas of interest and engagement at a comfortable pace, is vital for children with learning differences. Recognizing and supporting these alternative pathways, rather than restricting them, is essential for their academic and personal growth.

Third Concern: Elimination of the Probation Period The proposed removal of the probation period for home education registration is concerning. Transitioning to home education is a considerable adjustment that benefits greatly from a period of adaptation and refinement. This is especially true for children with ASD and ADHD, who may find changes in their routine and environment particularly stressful. The probation period provides a critical window to ensure the education plan is the best fit for the child's development and wellbeing.

Overall, my first-hand experience with the distinct educational journeys of my children underscores the importance of maintaining flexibility and acknowledging individual learning needs in legislative decisions. While traditional schooling has been a positive environment for one child, the tailored approach of home education has been transformative for the other. I urge the committee to consider the impact of the proposed changes on families that navigate these diverse educational paths. The aim should be to empower all children to achieve their full potential, recognising and accommodating their unique learning profiles.

Thank you for your time and consideration of my submission. I hope for a decision that reflects the best interests of all children, regardless of their educational setting.

Yours Sincerely, [REDACTED]