

Education (General Provisions) and Other Legislation Amendment Bill 2024

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TO WHOM MAY IT CONCERN.

I am a parent of 4 children, 2 of my oldest children have gone through the public (part private schooling) education system, my 2 youngest have had part experience in the public/government curriculum.

I have found that even though our 4 children are very different in many ways, from a higher aptitude and focus on education with top 5% in the state averages, to middle averages, to lower 10% averages (diagnosed with NDIS support), we have found that all had suffered from not meeting their educational needs.

With our high achievers, I can recall they hungered for more education and their teacher was overwhelmed with their Naplan results(it was the highest results the teacher had ever seen and they had been a teacher for 18yrs) They gave them extra print out work to do, warning our child not to do them all at once, but pace them out because that was all they could manage to obtain. Yet never thought to give our child the next year/grade work to encourage that thirst for education/knowledge. Our child pushed to home school their year 11 and 12 schooling and achieved high marks and distinctions. They found it a far better atmosphere for learning and wished they had completed their whole education this way.

Our middle range child had average marks, but no real issues were ever flagged or mentioned in any parent teacher interviews or report cards. We thought and were assured our child was doing well in the government curriculum. It wasn't until they decided to leave and try homeschooling, that it became very clear that they had no skillset in sentence structure or how to construct a story. This was way below their year and should have been picked up many years before. As time went on there were many instances, we found that they lacked the basic skills and knowledge for their years of education.

It was only due to our personal approach we found these areas that needed to be explained, nurtured and a different approach that made all the difference in the world. They now have a broader understanding of learning and approach to new concepts of knowledge on many different subjects and research.

Our child with processing challenges had a very difficult first 3 years. We knew and felt something different (we have been parent teach helpers for many years, involved in community youth programs for many years as well). Each year we did bring up our possible concerns, but at first, we trusted their advice that it was a maturing issue/s. But as the years went by and our child was becoming more alienated and withdrawn, we knew something was wrong. Finally, after 3years of full-time government education, our child had a teacher we were very familiar with, with many years working alongside in parent volunteering work, we thought this would be the answer. This teacher is a very focused teacher on the welfare of each child's education, we felt safe.

I mentioned to this teacher on the 1st day, in their own time, to please observe our child's engagement, both with learning and socially. They replied respectfully that this may be too early to give any understanding of where our child is at regarding these concerns. But the teacher knew that we are not parents of pressure or overachieving placed upon our children, so they knew this must be a high concern for us. As it happened, within 2 weeks they came back to us reporting there were very clear flags an to cut a long story short, they ran out of their own skillset

options, called upon 2 other highly experienced and skilled teachers, plus a special needs educator to assist our child to reach their goals, but found our child was actually regressing.

The next year we took them out of mainstream education (by his request) and have found that they respond and learn in a way that the public education curriculum does not offer or has the diverse platform to meet the needs of our child. They have improved and still continually higher and higher in their approach and understanding of learning.

Our child (children) never want to go back to mainstream education, they are actually traumatised by the many different negative experiences they endured, both socially (bullying) and isolated in an educational setting.

We have seen a dramatic change in the last 4 years with our 3 children's approach to learning. They have such an open way of thinking, learning and how to apply that to further job prospects as much as to everyday life.

It has opened their minds to not think as being told what to think or do (which is the main format in Government based education), but to look at things in both a very practical way, but to look at possibilities that might arise from that knowledge.

They are focused, motivated and enjoy learning, they set goals that are at a full reach to obtain. They enjoy the social gatherings and activities that the homeschool community creates. They are far more at peace with education and their future.

Changing these options for our children, and many others will crush their future, the day-to-day impact would be huge, to the point it would be that negative, that they may never recover.

SO PLEASE DON'T take away our rights to know what is best for our children. We know them, we love them, we raise them in all aspects of their lives, so we know what they need. Whether it be mainstream government education, distance education or home schooling, as concerned loving parents, we know what is the best for our children. It is the most important thing, our children's lives and the best they can be.