

Education (General Provisions) and Other Legislation Amendment Bill 2024

Submission No: 1771
Submitted by: [REDACTED]
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Submitter Comments:

From: [REDACTED]
To: [Education, Employment, Training and Skills Committee](#)
Subject: Education Bill 2024
Date: Sunday, 24 March 2024 2:31:25 PM

Dear Committee,

***** CONFIDENTIAL: Please redact personal details from public view.*****

I strongly oppose the proposals in the Education Bill 2024 referencing Home Education within Clauses 18, 23 to 25, 56 to 73 and clause 106 and 107:

1. The Best interests of the child.

It is stated that there would be 'a new guiding principle that sets out that Home Education should be provided in a way that is in the best interests of the child or young person, taking into account the child's safety, wellbeing and access to a high-quality education.'

There is no one more equipped to know and decide what is in the best interests of the child than the parent/s or carer/s. With each child having individual needs, the best interests can be met with a high-quality education when it is tailored to the specific needs of that child, rather than placing a blanket 'one-size-fits-all' style approach across the Home Education board.

When a group of 20 to 30 students with one or two teachers in a classroom are compared with home schooling students where there is usually a one-on-one tutor-style approach, there can be no comparison, really. Home Education can and does provide a high-quality educational experience for children.

School teachers experiencing burnout from having to deal with a variety of children's needs all in one setting require more assistance. A teacher in my local area has expressed issues regarding a lack of resources to assist children with special or higher needs. Considering this requires attention, how could the Government's focus be better directed in order to eradicate or at least improve on this in schools? Schools would do well to integrate concepts such as Emotional Intelligence into curriculum for many reasons, including, though not limited to the above matter.

My child once refused to complete a drawing task at school, which her then year one teacher kept her in for, during the lunch break. The teacher informed me of this, which we later discussed. At the time, we were unable to determine why this usually compliant student was unproductive. However, upon reflection and after some discussion at home, it was deemed my child had required more information. I am grateful now that my child has the freedom to express her views and needs and is gaining the confidence to do so through schooling at home.

The manner in which we home school is at the essence of why we home school. Integration of the physical, mental and emotional aspects of learning tie in together to provide a wholistic experience which, is fine-tuned to the specific needs of the child. We believe this is best achieved through home schooling.

2. National school curriculum.

Restrictions on Home Education to follow, adhere to and report on the national school curriculum, again, does not work as a one-size-fits-all scenario. Not every child is on

the same level as their peers. Some require further assistance while others surpass the appointed level. What better way for home schoolers to learn than with an interest-based curriculum customised to how the student learns best?

In an article on the Edutopia website, Carly Berwick writes: 'One study by renowned researcher David Yeager, for instance, found that academic persistence and student interest were linked. High school students who were asked to connect their schoolwork to their values and personal passions were more likely to persist even when academic work became challenging or boring. These same students went on to finish college at significantly higher rates. Conversely, school structures and curriculum that seem outmoded, or actively opposed to student input, can push students, especially the most marginalized, to disengage or even drop out of school entirely.'

With the above excerpt, I couldn't agree more. Home Education has opened more doors than could have ever been imagined. The range of people we have met and places we have gathered at together, socially, has lifted the spirits and confidence of my once reserved child. Other parents and carers have offered positive feedback on how much she has 'come out of her shell', on her kindness and how well-behaved she is.

When children have freedom to learn at their own pace, in their own way and are allowed for their interest to pique, in a safe environment, their confidence is strengthened. The sky is the limit when one exudes confidence.

Sincerely,

[REDACTED]

[REDACTED]

[REDACTED]

From: [REDACTED]
To: [Education, Employment, Training and Skills Committee](#)
Subject: Education Bill 2024 +
Date: Sunday, 24 March 2024 9:23:03 PM

Dear Committee,

***** CONFIDENTIAL: Please redact personal details from public view.*****

Please add the following on to the previous submission sent earlier.

RE: "removing the use of gendered language"

I object to this as it is unclear.

Please explain? This is vague and requires clarification. Is this referring to language within the curriculum or the Bill?

Removing the use of gendered language from where, exactly and why?

Sincerely,

[REDACTED]
[REDACTED]
[REDACTED]