

Education (General Provisions) and Other Legislation Amendment Bill 2024

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Submission to the Education, Employment and Training Committee re: The Education (General Provisions) and Other Legislation Amendment Bill 2024

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[REDACTED] aka Homeschooled and Homeschooling Mother]

Undersigned by David Toomey, CFA CPA, Chief Revenue Officer - Tritium Pty Ltd [aka Homeschooling
Father]

I address the committee in my capacity as both a successful Australian citizen who was homeschooled herself, as well as a home educating parent of the last 8 years.

It is my observation that the proposed legislation stems from a deep-seated misunderstanding around the nature, the context and capacity for families to choose this approach to learning and development across Queensland.

For this, I find myself grateful for the opportunity to present a lived reference point to support further, more informed policy decision-making around this bill and any legislative considerations moving into the future around home educating.

While many are my concerns with the proposed amendments in this bill, I've chosen to focus this submission on just two key areas:

- a. Curriculum and Reporting
- b. Guiding Principles

I will then put forward some suggestions for our government to better support home educating families such as via the provision of subsidised opportunities and resources across the state.

Curriculum and Reporting

I do not agree that homeschooling families should be forced, in any way, to implement the ACARA and the QCAA syllabuses, as it would prove too limiting to learning capacity. We can speak to this from our own experiences. I oppose the proposal to define high quality education as the national curriculum.

Having had the privilege of seeing the potency of home-based education first hand as a child, and subsequently observing educational approaches throughout the world in my time as an international journalist, I decided that we would embark on this approach with our children from their early childhood through until at least 7 years of age. I had noticed that although my Mother had never spent more than 2 hours per day on core 'work,' that we entered back into high school and were the top of our year groups. We also had a better sense of self than peers,

We note that at 7.5yo, our eldest child opted to attend a state school with a nature play and Reggio Emilia pedagogy at Cannon Hill. While we couldn't fault the school itself, our child was complaining that they weren't learning any science or art. For her, doing work sheets labeling the parts of a plant and painting weren't consistent with her high expectations of these subjects after her home-based exposure to say, experimenting with germination of seedlings to full blown vegetables (see appendix C for our 8 week program on Life Cycles), or developing an eco-inspired Art Gallery inspired by various genres and styles (see appendix B for our 8 week art program).

Indeed, when we attempted to apply the Australian Curriculum in these early years, it was proving too restrictive for our children. The annual outcomes for each subject matter weren't overly challenging to keep them engaged in subject based learning.

Instead, we practice an approach to learning which is more child led, 'Unit Study' pedagogy.

Some examples of this include:

- a. When my then 6 year old showed an interest in Ancient Egypt, I created an 8 week immersive program for the co-op I facilitate, which essentially covered *science* via mummification, *agriculture* via the Nile, *mathematics* and construction via simple machines via the Pyramids, *art and culture* via paper mache death mask making and more. (See appendix A)
- b. When our eldest refused to learn reading via phonemics but rather sight memory only reading texts with her that she was directly interested in and, by the time she was 5, she was devouring kids novels.
- c. One of our children is obsessed with invention and entrepreneurship so we taught her project management toward the outcome of setting up her first business - a lemonade stall. For her Prep year, she covered prototype development, measurement and construction, business planning, patterns, ROI, money handling, customer service, design and digital marketing. She has run this stall successfully once a term for the last 3 years.
- d. Another of our children wants to be a general surgeon or midwife when they are old enough. So, when we did 8 weeks of immersion all about the body with our co-operative group, we were lucky enough to have among us some brilliant parent facilitators including: one GP, an oncologist, two midwives and a trained science teacher to allow us to go much deeper and actually dissect hearts, blow into lungs and listen to a growing baby's heartbeat.
- e. Paris and french culture was of particular interest to a child so, after doing an intensive around this and producing a mini french cafe experience for family and friends, we intentionally saved up and travelled to Europe for 3 months in the post covid era for some full immersion where the children learned to engage in 3 different languages, among other key outcomes.

Additionally, I observe the same unique factor when socialising or doing extra curricular activities with my children as I did when I too was homeschooled. That is, that we have more

energy and interpersonal capacity after school than many other exhausted children and families. We are concerned that if we were met with an ACARA workload and an increase in reporting, that we would lose this capacity.

Indeed it's a challenge in this small submission to demonstrate the significant amount of work we put into home educating our children and supporting other families choosing to do the same, but we can assure the committee that the proposed level of reporting would create an immense administrative burden for families and the HEU. A simpler, outcome-based approach would be more efficient.

Furthermore, the proposed changes disregard the different learning styles and goals of students. Some may focus on vocational training or arts programs that do not require certain ACARA staples.

Guiding Principles

Having had a background in social work and case management, I can understand the intention behind the new guiding principle that in deciding to grant registration for a child to home educate, consideration must be given to a child's best interests, taking into account their safety and wellbeing.

However, I would argue that this imposes a higher level of scrutiny and justification on home educated families than on schools or children attending schools. Additionally, there is already child protective services who are equipped to handle any child safety concerns.

Indeed, we found our children felt deeply unsafe when attending school due to factors such as bullying from kids, feeling shamed or scared of toileting at the "wrong times," aggressive teachers, and harsh 'inclusion officers' and 'guidance counsellors.'

It was the move into a trial of school for our children which saw marked emotional regression and dysregulation. At first, the teachers would comment on how wonderful they were, how social, how responsive to correction and input they were and how evidently up to date their knowledge of core curriculum was (as if they were genuinely not expecting this from homeschooled children?)

However, as weeks passed, and our children observed the limitations of learning - i.e. complaining they didn't have enough time on a task before being transitioned to another, or not being allowed to hum while working on a task; as well as the harshness of some teachers, they began to refuse to get dressed in the morning, to eat or drink anything in protest and then we arrived at a stage where it became unsafe as they would want to run across the road back to our car.

The school was doing what they could but at the end of the day, the institution is just that and, after significant expense with child psychologists (ref Child's Play, QLD) and psychotherapists (Lemonade Kids) and Yoga and breathing and mindfulness, the possibility of attending school was evidently traumatic for one of our children in particular.

The school leadership kept insisting that we keep trying, but after attempting 3 terms in the system across two institutions, for reasons of mental health and wellbeing for all our family, we returned to home education.

After approximately one month, the anxiety-ridden behaviours our children had exhibited decreased significantly and their desire and joy to learn, returned.

Another noteworthy point of observation was how much our children's relationship with each other disintegrated when placed in different classes in the system compared with how improved their sibling love is outside of it. We have found inter-age learning to be extremely beneficial to our children and know scores of families who can attest to this.

These lived examples go toward demonstrating that the school systems did not know what was in the best interest of the mental health and wellbeing of our children and they spent some time with them. Why would the State presume to know what is in the best interest of our children any more than we do? By not entrusting this to parents, is the State suggesting that we parents were also failed by the education system that they are purporting would possibly do a better job?

It is of grave concern when the State takes away the right of parents to be heard in relation to what is in the best interest of their child's wellbeing.

Alternative Support for Homeschoolers

As children, we were moved around a lot with my Father's job and when it took us to New Zealand, the government there actually paid a stipend to homeschooling parents and provided free print outs and syllabi delivered to the home IF the family wanted to refer to it.

This meant the family felt supported in their pursuit in a more practical way.

Perhaps homeschooling families could access certain extra-curricular programs and resources with subsidies from the state government - e.g. free access to Twinkl or Reading Eggs or Spark Lab at the Museum?

In conclusion, our family enjoys the freedoms we have to explore and build on the interests of our children and their individual gifts without extreme checks and balances to show burden of proof and without the limitations that a strict adherence to ACARA would bring.

We plead with our elected representatives to not pass these amendments for the sake of our human rights and in the interest of best development of our States' children.

Kind regards,

Catherine Toomey, and co-signed by David Toomey

Appendix A - Unit Study Sample Program: Ancient Egypt

One of our children developed an intrigue with Ancient Egypt after watching a cartoon that included a Pharaoh Mummy.

Her especial interests have been with:

- The building techniques (pyramids, sphinx etc)
- The female pharaohs (e.g. Cleopatra, from how she ruled to how she did her makeup)
- Pantheistic religion/ belief in multiple Gods (comparing naturally with the polynesian peoples via Disney's Moana)
- Embalming processes/ preservation of bodies (then and now)
- Why the civilisation especially thrived (because of the flooding Nile helping produce good farming soil.)

In her pursuits, we discovered a computer game that takes you through historic civilizations and has been discovering more about timelines and the fall of Egypt under Alexander the Great etc.

Of course, she and her friends were learning more about how to research, study etc in the process of trying to learn more and has even been working away at the local library (e.g. going through books and selecting her top 4 interesting things about Egypt to draw, write etc. of her own volition including a Sarcophagus, The Great Pyramid, Tutankhamons Throne and the River Nile.)

The Co-Op Program had 6 x Mothers facilitating it, in accordance with our areas of expertise - e.g.

- Pyramids (with Camilla Forwood, architect)
 - Design (outside & inside)
 - Shape/s
 - Materials
 - Building techniques
- Mummies (with Natasha Lim, OT and physiologist)
 - The body and mummification
 - [5 Awesome Ancient Egypt Activities! – Student Savvy \(teachstudentsavvy.com\)](http://teachstudentsavvy.com)
 - Petrified apples experiment (to review results in 2/3 weeks time)
 - Wrap each other up in toilet paper to learn through the fun of this...knowing it's merely 1 of 7 steps to mummification
 - Reference books
 - Showcase conversation around organs and canopic jars (body organs...discuss function)
 - Procedural texts - 7 step methodology
- Pharaohs and beliefs (with Cath Toomey, Historian graduate)
 - Make paper mache Death Masks: Paint gold; Step 3 draw on features; Step 4 add striped headpiece; 5 - add a stick to bottom to be able to hold it at will to go along with our final costumes OR use as decor
- Hieroglyphics (with Rachel, linguistics)
 - Codes, language, writing name on scrolls etc
- The Nile, Agriculture and food (with Grace Ang, scientist): create a Middle Eastern banquet from scratch
- Costumes and Trade (with Beth Hobbs, crafting expert): craft costuming and jewellery
- Music (with Kate Derepas, musician): learn ancient drumming styles and pentatonic scales

Other resources -

The Ancient Egypt learning module from the Social Science area of Adapted Minds -


<https://www.adaptedmind.com/v1producttestsuperskills.php>

And https://www.openschool.bc.ca/courses/ss7_OLD/egypt/index.html

The 7 week program exposed students to discovering the fundamental elements of learning about history - e.g. Timelines; Key figures of the time; Unique cultural elements - e.g. food, religion/ beliefs, costume, art, money, writing/ language, building techniques and styles of the age etc; Geography; BUT another side learning would be in the BODY (Biology centering around mummies/ preservation/ embalming practices of the Ancient Egyptians and how we prepare bodies today.)

Appendix B - Unit Study Sample: 8 week program working toward the outcome of producing an Australian Eco-Inspired Art Gallery

We timed this outcome to be held within NAIDOC week and had an elder come and play didgeridoo, do dot painting, and discuss land rights.

ACTIVITIES	LEARNING AREAS
<p>Intro to our term's theme (above);</p> <p>Observe Australia (Country) in the world map, Queensland (State) in the Aussie map and Brisbane (Capital City.) and mention 'Native' flora and fauna of the country identifying</p> <p>----"Where we live"</p> <p>Discuss creek creation project and begin creating "prototypes" of our creek creatures (which will be made from clay) from playdough</p> <p>*Introduce order in the apparent random by creating a frilled neck lizard from playdough</p> <p>Dig in the creek bed (Observe the difference in the materials of clay vs dirt/ mud vs rock present there)</p> <ul style="list-style-type: none"> - each prepared their own clay sample ready for the next catch up <p>Create Butterflies from caterpillars - PAINTING</p> <ul style="list-style-type: none"> - fold paper in half - dot paint down middle to create a 'caterpillar' - fold paper over and spread paint from middle outward <p>*We reflected on God's amazing design of "metamorphosis" via caterpillars to butterflies as experienced through paint... our first large artwork for our end of term gallery!! </p>	<p>*Critical Thinking</p> <p>*Local Geography & Identity</p> <p>*Nature vocabulary 1a</p> <p>*Planning +</p> <p>*Design fundamentals/ concepts/ principles</p> <p>Cue our thematic: God's Grand Design (purpose and order in the apparent random and disordered.)</p> <p>*Sensory/ Science of land more planning</p> <p>*Art (technique of printing)</p> <p>*Maths principles (half; symmetry)</p> <p>*Science</p> <p>*Spirituality</p>

<p>Presented new song 'Ubi Caritas'</p> <p>Then there were some amazing skills demonstrated on the gymnastics equipment - Tess created an obstacle course challenge</p>	<p>*Music (Melody, Harmony);</p> <p>*Latin</p> <p>*Movement - gymnastics</p>
<p>Playdough prototype creatures (selected colours and mixed in)</p> <p>Clay digging</p> <p>Learned new game on the trampoline</p> <p>Painted butterflies This Little Light of mine</p>	<p>*Design principles</p> <p>*Science and sensory - observing mixed mediums in nature</p> <p>*teamwork</p> <p>as above</p> <p>*Music - 4/4 time;</p> <p>*Personal growth = ie. standing up for self worth</p> <p>[rest as above in Monday, minus the Australian Geography and diff song]</p>
<p>Class Excursion to the Gallery of Modern Art.</p>	<p>*Manners</p> <p>*Observation - technique, textiles, colour, line etc.</p> <p>*Inspiration</p> <p>*Art vocab</p>
<p>Begin constructing our 'habitats' for our clay creatures (which will be artworks in and of themselves)</p> <p>Activity 1 - Review Australian Map</p> <p>Activity 2 - Flora scavenger hunt (bushwalk) where we will collect items we find, where appropriate, as well as identify them using an app (whether native or not and their properties etc.)</p> <p>Activity 3 - Gymnastics break on the way back from our bush time</p> <p>Activity 4 - When we bring the items back, we will can begin carving our actual clay creek creatures and designing them a little habitat with rocks and the elements we found.</p> <p>Poss 5 - If there's time, we can add 'imprinting' one of our fave natural items to make a feature piece of jewellery in mil-made plastic experiment</p> <p>OTHERWISE</p> <p>We can revise our song/s and learn a new poem.</p> <p>Nature walk + Animate flowers</p>	<p>*Science - Ecology</p> <p>*Geography</p> <p>*Digital</p> <p>*PE/ Movement</p> <p>*Art & Ecology</p> <p>Literature OR Music</p>
<p>Pentecost - Holy Spirit prayer learning (rhyme) + Latin;</p> <p>Make our clay creatures;</p> <p>Platypus poem</p> <p>Begin habitats? (if there's time)</p>	<p>RE/ Faith/ Spirituality</p> <p>Languages</p> <p>Poetry/ Lit</p>

<p>Make Clay creatures from photos of the original prototypes (as the rain managed to ruin the playdough ones sorry! then possibly kiln?) Begin habitats(trays + clay + leaves + rocks + little watering hole etc) (move rocks etc _ teamwork) + write key 4 things that make up a habitat on a quartered piece of A4 paper</p> <p>make clay elements for jewellery (kiln?) - Camila to discuss selling</p> <p>Poetry (read it _ learn 1st stanza of Old Mr Platypus)</p>	<p>Art and Science</p> <p>Enterprise/ Economics & Design</p>
<p>Revise our vocabulary of the term so far (habitats, flora, fauna, native) + Revise our geographic knowledge of the term.</p> <p>Platypus poem.</p> <p>Song - Kookaburra sits in the Old Gum Tree.</p> <p>Complete x 2 projects:</p> <ul style="list-style-type: none"> A. Review our creatures that should be all hardened now and finalise their habitats, paint creatures if wanted B. Begin our milk-plastic + nature jewelry making (paint on them with clay for natural effect/ thread them etc) C. Begin making clay jewellery for sale <p>Paint our planting pots and dig up then pot certain plants or succulents from garden for said pots.</p> <p>Begin Friendship Quilt Project</p> <ul style="list-style-type: none"> - "buy" 9 x calico squares with coins (revision of maths) - write name in one square (centre one) - think of 8 things that make you, you - e.g. what do you look like (self portrait); what do you love? (to paint - trees, cars, flowers, the holy spirit, family members, animals, birthplace - country or city...) - while some paint, others can pin and others can use sewing machines <p>Made in Gods Image > Belonging ></p>	
<p>Design layout for our Gallery Experience (kids critical thinking, planning and spatial awareness)</p>	
<p>QUILTS: Complete our Friendship Quilts (sew each persons section together and add finishing touches like glitter etc)</p>	

Thread our beads and charms of our milk plastic creations and paint	
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Bring photos taken of different members of our family - ideally printed in black and white	
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OUTCOME EVENT:

WHAT: After gallery visits and bushwalks, the Monday and Friday kids of the 'Loving Lessons Co-Op' bring to you their body of works produced from their learning curve.

- Invitation (to do)
- Ticketing (to do >> send out >> person positioned at front to accept their family ticket to bring them through for an exhibition tour.)
- Questions for Daddies to ask their tour guide child:
 - What does Native mean?
 - Can you tell me how many states and territories there are in Australia?
 - Can you explain to me what the words flora and fauna mean?

Works:

Habitats (A + B)

- 2 x A3 papers with pen (4 parts of a habitat + drawn Aussie animals)
- Scaled clay/ flora spaces with clay creatures (kids to point out where the water source and shelter are for their animals)
- (photos nearby of the kids doing 'prototypes' of said creatures with playdough)

Metamorphosis

- Butterflies who began as caterpillars: Paint on A2 paper (ideally we would cut these back and mount the favourite one onto cardboard.)

Indigiscape Potted plants

- our terracotta (Latin for 'cooked earth') pots have been designed inspired by the dot painting of Australia's Aboriginal people.
- The plants have been dug and re-potted from the garden and kids to explain to their touring family member the importance of plants to have water, air and good soil to grow
- (Dot painted animals also pasted together nearby to this part of the exhibit along with didgeridoos etc.)

"Our own native habitats"

- a. Family Collage Artworks
 - i. a display of black and white photos of family members as taken by the kids and printed, cut out and pasted onto hard card in collage form with written words added that remind them of family. Finished with a lacquer.
- b. Friendship Quilt
 - i. With each child pointing out their own section of the quilt > their name in the middle, the meaning of each of the images depicted on their other squares that make them 'them' and the colours/ styles of the fabric they've selected to sew in between. Our peers help shape who we are and our community is part of our habitat as human beings.

Multimedia Piece = 'dancing flora' (all the digital videos by kiddos pasted together to music track)

Performance Pieces inspired by Native Animals:

- a. Kookaburra Sits Song in Round form as performed with Mummies in family groups
- b. Old Man Platypus Poem - as performed in Puppet Show Form

APPENDIX C: Homeschool Co-Op "Term/ Program #1a" of 2023: 'Life-Cycles'

START DATE: Friday the 4th of March

TIME: 9.30am - 12:30pm

END DATE/S: Friday the 25th of March

Primary Facilitators: Catherine Toomey (Convenor)

- With Tien Rofe (specific science teaching regarding insects and food pyramid);
- Tash Kimlin (specific eco-education around growing of the vegetable garden)

*NB. This program was followed by an 6 week program centred around the human body (including main organs, pulmonary and heart functions; down to cells which will also have plenty of art, writing, reading and interactive opportunities apart from the biology ones; all the while still tending to our healthy garden and possibly hatching chooks) and then a 4-6 week program on Medieval History (which includes an introduction to simple machines when we discuss societal structures and roles from farming to war with catapults plus making our own costumes, doing role play and then eventually attending the annual Medieval Festival together in July)

8 Week Program - Overview

The first program of 2023 will explore the beauty of natural life cycles (plus a bit more!)

Highlights include developing the foundation for our own co-op collective vegetable garden.

We will also include some growth experiments to see plants in motion such as **germination** from a seed in a cup and review the core needs of plants, such as the process of **osmosis** with water intake of a flower using food colour.

We will support the life cycle of birds and bees in a colourful way by painting the native beehive boxes and taking one home to "grow" (all in the increase in weight.) We will also make bird feeders from upcycling milk and juice cartons.

We will be aiming to catch bugs and beetles as well as actually grow some from larvae, which we will examine under a microscope.

This term WILL include some worksheet fun too, for the sake of developing our reading and writing skills for the older ones.

There will also be plenty of room for creativity and art as we learn about materials upcycling and repurpose furniture elements for decor in our garden (a windmill from an old fan and little tables and chairs etc), as well as making a rug from old T-shirt's.

Oral presentation skills will be developed as each child works on a life cycle assignment at home to present to their fellow co op friends at the end of term.

When it comes to life cycles, We will touch on the human life cycle and the pyramid of healthy eating here... If we get to it and it makes sense, we aim to weave in revision of seasons, weather elements and even some solar system stuff (lunar and solar in particular.)

RESOURCES: Cath Toomey will provide:

- Miniature greenhouse to begin
- Pots, clear plastic containers, jars for seedling planting
- paper towel,
- organic fruit and vegetables
- seeds/ seedlings
- Planting soil for various items (potting mix etc)
- Paper, pens,
- Print outs/ worksheets
- Paints and brushes
- Magnifying glasses and microscope
- Buckets, spades, rakes
- Tables, chairs and more...
- Tea, coffee, water etc

EXTRA RESOURCE:

It would be great if your kiddos could complete the Generation Genius learning module of Life-cycles here:

Another resource reference:

Our Program 'Pinterest Board' - <https://pin.it/3Yvfy9>

Kmart Elements:

<https://www.kmart.com.au/product/life-cycle-wooden-discs/3568835>

https://www.kmart.com.au/webapp/wcs/stores/servlet/ProductDisplay?partNumber=P_43028085&storeId=10701&catalogId=10102

https://www.kmart.com.au/webapp/wcs/stores/servlet/ProductDisplay?partNumber=P_43028085&storeId=10701&catalogId=10102

Outcome Event:

Friday the 25th of March - Hopefully sit and enjoy a mint tea in their own veggie patch; take photos of it to print for their wall and present their own 'life cycle' of whatever to the group each.

DATE	Learning Week # & Subjects/ Areas of learning	Session Breakdown	Faciliator Name
04/02	1: STEM - Biology Agriculture Writing, Reading Critical Thinking	Foundation Concepts/ Terms: <ul style="list-style-type: none"> ● Where does our food come from? ● How does it all begin? ● What outcome will we be working toward this term? 	Cath Toomey

	Team building	<p>Intro to some key vocab/ meanings:</p> <ul style="list-style-type: none"> - Germination - Osmosis - Nutrients - Requirements for life <p>*Activity 1*</p> <p>Demonstration of flowers sucking up water White flowers changing colour in food coloured water; test our hypothesis of how long it would take them to begin to change colour and observe the outcomes against our expectation (nb. Variable is the length of the stem to the time taken and the variable of colour type.)</p> <p>*Activity 2*</p> <ul style="list-style-type: none"> - Worksheets re life cycles of plants and insects <p>*Activity 3*</p> <ul style="list-style-type: none"> - Plant kidney bean into paper towel in a jar to observe it's germination process (describe/ critical think through why it activates...) <p>*Activity 4*</p> <ul style="list-style-type: none"> - Introduce composting and worm farming by mixing layers of scraps and other organic matter together in a polystyrene box <p>*Activity 5*</p> <ul style="list-style-type: none"> - Watch a couple of life-cycle of plant videos over morning tea/ lunch <p>Conclude with fun in the pool/ waterslide etc.</p> <p>VIDS: https://www.youtube.com/watch?v=w77zPAtVTul https://www.youtube.com/watch?v=tkFPyue5X3Q https://www.youtube.com/watch?v=ib5uiLMM2wY</p>	
12/02	2: STEM - Biology Agriculture; Movement/ PE; Writing, Reading Critical Thinking Team building	<p>Revision of a Plants Life-Cycle and Requirements Plus learning to observe and identify similarities and differences among flora:</p> <ol style="list-style-type: none"> 1. Revise plant cycle knowledge and vocab mentioned above; - Look at what we've begun growing and check any changes/ sprouting or germination of our seeds etc. 2. do a nature hunt to observe and used adjectives to describe different flora <p>*NB. Observe similarities and differences and use anything found: e.g. make tea from mint leaves</p>	

		<p>3. Prepare our veggie garden plot by clearing/ weeding raking and taking measurements</p> <p>4. Revise composting and introduce our worms to their farm using a step by step process.</p> <p>5. Proceed with the following additional germination/ sprouting exercises to activate our ‘seeds’”</p> <ul style="list-style-type: none"> - sprouts into plastic containers to take home and eat in a few days - began an onion tree in a large container - floating root veggies over water jars to sprout more roots for planting - flower seeds into teabags <p>https://www.youtube.com/watch?v=VTIs5a2jrc0</p> <p>BYO gloves, wear old clothes.</p> <p>*Set up inclusive of life cycle wooden turntables and seedling puzzles etc. Plenty of paper and pens to doodle flowers and insects on.</p>	
18/02	3	<p>Investigating Insects & Birds in our Garden!</p> <p>https://www.youtube.com/watch?v=xD5tdykIJB1 https://www.youtube.com/watch?v=W-daJxfe4As</p> <p>Team building</p> <p>Warm up game/s:</p> <ul style="list-style-type: none"> - Weeds, Seeds and Bees (music is Flight of the Bumblebee in the background) - Observe if there are any changes to the growth of our seedlings etc over the past week and note onto our wall chart <p>Overview by TR <i>Why are some helpful (e.g. pollination) vs Why are some dangerous for our garden (eating/ holes etc)?</i></p> <ul style="list-style-type: none"> - Including how to identify an insect “The Dichotomous key” vs recognising an arachnid etc. - Plus the function of pollination (birds, bees and butterflies) <p>Activities:</p> <ul style="list-style-type: none"> - Explore garden to observe as many insects as possible (note down in observation books/ take a photo with Mums phone.) and compare against the poster chart on the wall. - Split a beehive with Bee Man Dave (*please wear <p>Fundamental Biology</p> <p>Ecology/</p>	<p>Cath T (9:30-10am)</p> <p>Tien Rofe (10am - 10:45)</p> <p>Dave Toomey (11:15 - 11:45) Tien (11:45-12:15)</p>

	<p>Agriculture</p> <p>Freeplay</p> <p>Movement/ PE</p>	<p>clothes for good coverage) and taste the honey</p> <ul style="list-style-type: none"> - Look at different honey's under the microscope(?) <p>Lunch and Waterslide time!</p> <p>Dance and Balletic Strength Class Trial</p>	<p>Chicken by Camila</p> <p>Boys with Emrys, Girls with Tahlia from 1:30pm til 2:15</p>
26/02	<p>4.</p> <p>Core knowledge, Movement etc</p> <p>Critical thinking and methodology</p> <p>Maths, Woodwork, design</p>	<p><u>Warm up activities:</u></p> <ul style="list-style-type: none"> - Review our understanding of life-cycles using a body acting game. - Opt for worksheets re life-cycles - Play seeds and weeds reflecting on pollination and impact of weeds <p><u>Preparing to Plant!</u></p> <p>Critical thinking about the steps needed to prepare our patches (design the layout; measure out the area, construct 'beds' from wood; lay thatching down, put in a whole lot of sticks and wood; layer in the soil and mulch and compost; Start making the signs for our plants with large paddle pop sticks; gather or buy seeds; check on our worm farm etc.)</p> <p>List all the veggies we are wanting to grow at this stage</p> <p><u>Construction time!</u></p> <p>Measurement, layout; team work and process to build the boxes + actual drilling etc.</p> <p>Create little domes to protect areas too... or take measurements for them for next week.</p> <hr/> <p>Dance and Strength Class - Boys with Emrys, Girls with Tahlia from 1pm til 1:45pm</p>	<p>Cath T</p> <p>Catherine</p> <p>Camila</p> <p>Emrys</p>
4/02	<p>5.</p> <p>Farming/ Agriculture/ insect biology; craft; birds</p>	<p>Birds, Bees and Butterflies Part 2 ...</p> <ul style="list-style-type: none"> - Why are birds helpful or hurtful for our garden? - Make a Bird feeder from a container to help attract birds to the backyard but also to make the garden attractive for all. <p>Bugs and Beetles:</p> <ul style="list-style-type: none"> - Review the positive and negatives of insects for our garden and bring our repellant sprays along from home to spray any of our seedings to protect them 	<p>Cath</p> <p>Catherine</p>

		<ul style="list-style-type: none"> - Explore parts of a bug under a microscope? - Worksheets with lifecycle of an insect <p>Time to plant our gardens! Our beds have been sitting ready for 7 days so now they are ripe for seedlings and sprouts....</p>	Tash Kimlin
11/02	6	TBC - The Law of Conservation (upcycling) Visit to Reverse Garbage	Camila
18/02	7	TBC - Food Pyramid: Application Cooking Day	Clare
25/02	8	TBC - Delivery of oral presentations on life-cycle of whatever kids have produced at home; food service next to their veggie patch; do some weeding and watering and general care of patches.	Cath Toomey & CO.