

Home Education Program (2015 - Stage 2)

I think it's worth mentioning that the application itself wasn't what got the tick of approval. It was also the interview, showing evidence of what girls have been doing so far, and sweet talking the dude to reassure him we would meet the criteria. We had the stage statements printed out too. It was a multilayered approach and i don't think this application would stand alone.

This is the learning plan we used to successfully apply for an exemption for Registration for Homeschooling. I applied for an exemption on Religious grounds, using Paganism as that most closely aligns with my spiritual beliefs, being connected with the earth and seasons, with respect and honouring all life.

Just a bit of background, we'd been unschooling unregistered for years. For us, an unschooling approach includes access to all resources the children want, which for L has included dipping into school for a couple of short stints out of curiosity. One was a Steiner school she attended for a few weeks, and more recently we just moved house and there's a public school up the road which L attended for a few weeks. When we left that school, the principal doxed us in to register. So here we are, reluctantly playing the paperwork game.

Introduction

L has been homeschooled and attended 2 different schools over the past 3 years. L is an enthusiastic, capable student with a strong desire to learn and express herself, and we believe we can best support her education through homeschooling and 'whole life' learning.

L is part of a blended family, and both her step-siblings are also registered homeschoolers. We have numerous learning areas with good light and adequate airflow. We also have many resources, which we use. Her stepfather and myself are very committed to nurturing L's education, by providing her with as many learning opportunities as possible and supporting her interests.

Along with her stepbrother and sister, and older sister who's homeschooling application is in progress, we expect that lessons will be run consecutively and the children will have a combination of their own individual learning, as well following each other's interests and participate in many activities together.

I have established a google drive account to keep records of L's progress and other documents related to her and her sister's learning.

L also has her own website to document her learning, and as an outlet to share her interests and creativity with the world.

L started her own business last year selling doll's clothes and nappies. She sold out of all her stock in her first day of business and looks forward to setting up our sewing machines again because she has customers waiting.

Program overview

L enjoys a variety of approaches to learning. L's primary learning styles are visual and kinesthetic. In addition, L is very much a self-directed learner and often loves to do things her way, followed by revision of how it could be done better.

Brett, myself and L have developed a program for L that has three major learning themes that I have termed:

1. **Learning through Living** - Many opportunities exist for unstructured learning and L will learn about routine, hygiene, seasons and different religions, family, current issues and many other things through everyday exposure and through taking opportunities to educate 'in the moment' as they arise.
2. **Project Based Learning** - L has many interests and our intention is to nurture and encourage her to pursue these interests as a part of her learning. At age 9, L is at a stage in his life where he is just starting to persevere more with things beyond simply 'sampling'. He is increasingly likely to want to pursue a subject or interest both academically and experientially. Our intention is to study each interest and its 'spinoffs' whilst alive for him. I believe L will naturally learn life skills of patience, perseverance and focus as he does what he loves.

L's current interests include:

- Maths and learning about money, budgeting and saving for quality items. She is keen to learn our new family accounting software.
- Minecraft and other computer learning games. She has completed Reading Eggs.
- Fashion Design - she is currently studying a Youth Digital online course, Fashion Design 1. And runs her own doll's clothing business.
- Dancing - she has studied classical, contemporary, tap and currently enjoys Jazz Ballet classes.
- Surfing, Bike riding, Swimming, Geocaching.
- Video making - L has a basic understanding of video editing and has plans to make a 'Kids' Cooking' youtube channel.
- Cooking - L is a creative and competent little chef who enjoys making meals and snacks.
- Magic - L is intrigued with the world of magic and illusion and has been enjoying some new tricks.

3. **KLA based learning**—Learning Through Living and Project Based Learning are practical, first hand learning experiences that will cover all Key Learning Areas. With the third, KLA based learning approach, we will review and reinforce what we have discovered during our practical lessons and also cover anything that needs additional attention and for example this could include further understanding of math problems, more reading and writing practice.

I am confident L will meet a broad range of the Learning Outcomes in each Key Learning Area and I intend to assess her progress by using the Stage and Foundation Statements as a guide. I will also ensure L's learning covers cross-curriculum priorities of Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia and Sustainability.

We are choosing to undertake optional studies in the National Curriculum for History in addition to the outcomes and content in the Environments, Cultures, and Social Systems and Structures strands in the HSIE K–6 Syllabus.

"The time allocated to education will incorporate all the time every day from morning until evening, to allow students to complete the work, and will be sufficient to allow coverage of the curriculum proposed above, and further studies."

Daily Timetable

Time	Activity
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8:30	Household chores
9:00	Outdoor activity - eg <ul style="list-style-type: none"> • Gardening • Walking • Bike riding
9:30	Main Project. All KLA will be integrated into these sessions. Examples of projects: <ul style="list-style-type: none"> • Fashion Design • Making her Kid's Cooking Course • YNAB - managing family finances
10:30	Snack
11:00	Main Project -
11:30	KLA lessons (completed in blocks or as needed to further understand his projects) <ul style="list-style-type: none"> • English • Math • Science and technology
12:00	Lunch and rest
1:00	Main Project Research
1:30	KLA lessons - completed using workbooks etc
2:30	Additional research for main project or additional KLA Lessons
3:00	Creative Arts
3:30	End of official learning

Documenting Learning Outcomes / Progress

B and I will regularly record our observations of L's learning through our google drive documents. In addition, it will include photographs, work samples and videos. We will also collect samples from workbooks, art etc. which will be dated to record L's progress.

We encourage L to reflect on her own work and to take initiative in her own learning too. She has her website and blog as a way to document and share her own learning in addition to our own record keeping.

We will regularly refer to both Stage and Foundation Statements (as relevant) to ensure we meet curriculum requirements.

Resources

General resources include but are not limited to:

- BoS curriculum, foundation and stage statements for purposes of meeting requirements

- Home Education Association
- Local home schooling network with regular meet ups
- Public Library
- Personal library, including beginner readers, text books and fiction stories
- Workbooks
- Java tutorials
- Access to various forms of technology, including computer and internet access and various learning apps
- Purchased arts and craft supplies
- Coffs Regional Community Garden and family garden
- Board games
- NVC books/stories - Giraffe Juice, Giraffe tales, Ginny be a good frog
- Reflect on stories and movies that are shared in a way that helps develop empathy
- Play cooperative games
- Dragonbox (simple algebra game) <http://www.dragonboxapp.com/>
- dice games
- Math apps
- Documentaries, YouTube videos
- Local National Parks and Marine Parks education programs (backyard buddies, wilderquest)