

TEACH Bulletin

Thorough Education Achieved in a Caring Home

Number 40

July 2000

Minister Convenes Working Party on Home Education

In a letter dated 12 July, the Hon Trevor Mallard, Minister of Education, informed the Home Education Foundation that he had asked the MoE "to convene a working party to explore a number of homeschooling issues and make recommendations to me."

The working party will include six home educators, three from the MoE and one from the ERO. According to the Terms of Reference included in the letter, the working party will call for submissions, allowing 10 weeks for these to be made. These submissions will then be collated and analysed by the MoE for the working party over a two week period.

The MoE will then provide the working party members with their analyses plus "background papers and information on the current policies and practice of homeschooling" in relation to the eight issues identified in the Terms of Reference as the ones to be examined by the working party:

- * Supervisory Allowance
- * Entitlements to Special Education 2000 (e.g., resourcing for ORS students; access to therapies)
- * Access to qualifications
- * Access to vocational guidance services
- * Access to other education support resources
- * Professional development for homeschooling families
- * Accountability issues with regard to ERO and the MoE
- * Improve the education outcomes for homeschooled students

"The working party members will read these papers and provide

written comment identifying issues, concern, areas for development, etc."

Membership of the working party is determined by a two-step process. The MoE has invited four home education organisations (the Home Education Foundation, the Home Educators' Network of Aotearoa, the National Council of Home Educators NZ, and the NZ Home Schooling Association) to nominate up to four persons each, supplying a CV of each nominee. From these CVs the Minister will select the six home educators to be invited to join the working party.

What will the Minister be looking for in these CVs? Sandra Murray of National Operations, MoE, in a letter dated 21 July stated, "the Minister wants to obtain views, opinions and recommendations of the wider homeschooling community. He is adamant that the working party process must not be allowed to be captured by anyone individual or group. For that reason, it is critical that your organisation gives thought to who it will nominate and provides robust supporting information. It would seem important that nominees have substantial knowledge and experience of homeschooling and also the skills and attributes to contribute to the working party process."

Nominations by these four

(Continued on page 2: Working Party)

Lobbying: A Primer for Home Educators

It's cheap, easy, within everyone's means and is available to anyone at anytime. Its effectiveness becomes awesome when used by large numbers in unison. By staying informed on the issues (as *TEACH Bulletin* endeavours to do), and networking widely, home educators can responsibly use this lobbying tool to great advantage.

Note some of the successes made by U.S. home educators in these extracts from an April 24, 2000 article in the *Wall Street Journal* by staff reporter Daniel Golden titled, "Home Schoolers Gain Clout, Parents Campaign Through Phone, Fax":

Despite relatively small numbers - an estimated million to 1.5 million of the nation's 53 million schoolchildren -- home educators'

ability to overwhelm Congress and state legislatures with phone calls, faxes, e-mails and visits has won them a unique status as educational conscientious objectors.

Pennsylvania Congressman Bill Goodling, chairman of the House Committee on Education and the Workforce, calls home schoolers the most effective educational lobby on Capitol Hill [Washington, D.C.]. "They know the issues," says Rep. Goodling. "And they have an outstanding phone network."

Chester Finn Jr., a former assistant U.S. secretary of education says, "They protest loudly, they have very vigorous fax machines and they are capable of mobilizing a very large fraction of their actual numbers."

Kristen Amundsen, Democratic member of the Virginia House of

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(Continued from page 1: **Working Party**)
organisations must be in to the MoE by 21 August.

Email discussion groups have been running hot since the news broke, and at least two brand new groups were established specifically to cater to these discussions. The issues which were most popularly discussed concerned the qualifications of the home education nominees, control and accountability issues surrounding the supervisory allowance, the meaning of "professional development" and what the MoE has in mind when it brings forth as an issue, "improve the education outcomes for homeschooled students." (To the Editors's knowledge, the two egroups where one will find most discussion are Hefnet and nzhe which can be joined by sending an email to:

hefnetnz-subscribe@egroups.com
or nzhe-subscribe@egroups.com
or both. I apologise for not naming all the egroups where discussions have been held.)

There have also already been several support group meetings around the country to consider

(Continued from page 1: **Lobbying**)
Delegates, proposed in February that home-schooled children take the state's Standards of Learning exams. So many angry calls and e-mail messages poured into the legislature that her bill was scuttled without a vote. Its supporters, she says, were afraid to go on record against the home-school lobby.

Keith Oakley chairman of the Texas House of Representatives' public-safety committee in 1997, sought to repeal a law that allowed parents to teach their children to drive. Hundreds of home-schooling families packed the legislature in protest. The bill was trounced. Chastened, Mr. Oakley cites the defeat as part of the reason he didn't seek re-election in 1998. "I've still got their tire tracks on my back," he says.

New Zealand Has Open Government

New Zealand has a very open system of Government. Our MPs are easily and readily available to us by simply ringing for an appointment. Anyone can write a

submission to a Parliamentary Select Committee and even appear in person before them to plead their case by simply asking to do so. Hansard, the word by word record of Parliamentary debates is on-line. We can access virtually any document or correspondence involving any government agency on any topic by simply asking for it under the Official Information Act. This alone is an incredible window into the policy and lawmaking processes of this country.

To prepare for making submissions to the Ministerial

Working Party we would suggest getting a copy of a great little booklet, "Making a Submission to a Parliamentary Select Committee" which contains practical guidelines and explains the Parliamentary process. It is free by writing to the Clerk of the House, Parliament Buildings, Wellington or by visiting: www.clerk.parliament.govt.nz

It's a Shore Thing

by Dorinda Duthie

Our support group, Shore Home Educators, was privileged to organise two workshops featuring the Waring family. The first was on Sept 11, one week after their arrival in New Zealand, and the second on April 1, a few days before their departure. We suspect these may be the only times the family has spoken in a church that used to be a tavern.

From what I hear the first workshop was great and the second one even better. I hope no one else who hosts the Warings anywhere in the world has my experience of coming down with Salmonella food poisoning the night before a workshop. My hard-working husband John, dear friend Lesley, and supportive sister-in-law Julie, along with the rest of our support group, all stepped into the breach and ran the day superbly. It was great to hear Diana and the rest of the family at the second workshop. The messages and songs were just wonderful. Silverbeet and sausage rolls have a whole new meaning, along with some deeper topics. This gathering of three hundred people is probably the biggest gathering yet of homeschoolers in new Zealand.

John, our son Peter and I enjoyed the farewell at the YWAM base after the second workshop. Joanna, our elder daughter, helped with the refreshments at the second workshop. Sara, our younger daughter, was at school in the South Island. The Warings have shared their lives with us. Their ministry continues to be an example and a blessing to all of us.

TEACH Bulletin

is a monthly publication of the Home Education Foundation, and is concerned with those things which may impact on home educators. Articles will deal with political developments, statist and professional trends, correspondence with educationalists, and other items of general interest to home educators. Information herein is not to be construed as legal advice. Opinions expressed in TEACH Bulletin are those of the writer and should not be assumed to reflect those of the Home Education Foundation Trustees or Board of Reference Members.

TEACH Bulletin is available for a subscription of \$16 per year for 11 issues (none in December) or two years for \$30.

All correspondence to:

The Editor, Craig S. Smith
4 Tawa St., Palmerston North 5301
New Zealand
Ph.: +64 6 357-4399 Fax: +64 6 357-4389
keystone.teach@xtra.co.nz

Hear, my son, your father's
instruction, and reject not your

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Jayne Irwin
ph. (06) 354-2444

Warm hospitality wanted:

for a Canadian homeschooling family (with four children ages 1-8) seeking accommodation in Northland, Waikato/Bay of Plenty, Wellington, and the South Island for a tour in November 2000. Will have a tent, so just need a backyard.

Please contact:

Conroy & Kathleen Bergen
at wladner@telusplanet.net

Coming Events

Barbara Smith of the Home Education Foundation is travelling throughout New Zealand in August with the *Above Rubies* Ministry, speaking about Home Education. Their itinerary is:

CAMPS

4-6 Aug, Woodend Christian Camp Chch. Louise Ryan, (03) 383 0733
11-13 Aug, Pukerau - Gore. Robin McGowan, (03) 415 9047
18-20 Aug, Camp David - Hawkes Bay. Janet Goodwin, (07) 575 8109
25-27 Aug, Ngaruawahia Youth Camp. Janet Goodwin, (07) 575 8109
1-3 Sept, Coopers Beach (Northland). Sharon Tan, (09) 409 2119

MEETINGS

8 Aug, 10am Oamaru Elim Church. Lynette Knight, (03) 434 6964
8 Aug, 8pm Reformed Church Dunedin. Maureen Duthie, (03) 417 8700
9 Aug, 7.30pm Te Anau. Alison MacFadgen, (03) 249 7208
14 Aug, 10am Wanaka Yacht Club. Sue Drummond, (03) 443 1446
15 Aug, 10.30am Hokitika. Sonya McGarvey, (03) 755 5300
16 Aug, 10.30am Edward St Chapel Nelson. Kathy Searle, (03) 522 4291
16 Aug, 7.30pm AOG Blenheim. Liz Bashford, (03) 578 8976
17 Aug, 7.30pm Porirua. Jocelyn Young, (04) 237 7590
31 Aug, 7.30pm Dargaville. Judith Middleton, (09) 439 7402
3 Sept, 7:30pm Whangarei. Janet Goodwin, (07) 575 8109
(Above Rubies magazine has been reaching and strengthening families throughout the world for 23 years. Ph. (07) 575 2232, Fax (07) 575 2246
rubies@enternet.co.nz <http://aboverubies.org>)

Whangarei - Wed 6 September: All Day Conference

Registrations Forms from: Diane Brighthouse, Richards Road, RD1, Kamo.

9:30-10:30 (A)Jan Bryan: Secondary School English by Unit Studies.

(B)Barbara Smith: Introduction to Home Schooling

10:30-10:50 Morning tea

10:50-12:00 C&B Smith: Maintaining the Vision and Avoiding Burnout

12:00-1:00 Lunch

1:00-2:00 (A)Craig Smith: Home Schooling Without a Curriculum.

(B)Judith Middleton: Science by Unit Studies.

(C) Someone may speak on Special Needs children

2:00-3:00 (A)Jan Bryan: Primary School English by Unit Studies.

(B)Craig & Barbara Smith: Beyond HSing into Tertiary and Workforce

3:00-3:30 Afternoon tea

7:00-8:00 Craig Smith: Let Dads Do the Dirty Work

8:00-8:30 Teenage Panel

8:30-9:00 Supper

Clevedon County - Sat 9 Sept: Half Day Workshop

Contact: Sharon Drinnan, ph. (09) 530-8119

Venue: Papakura Baptist Church, 44 Clevedon Rd., Papakura

Cost: \$20 per person/family

10:15-11:30 (A)Sharon Drinnan, Mary Ashby-Peckham: Preschoolers & HSing

(B)Mary-Ann Abplanalp, B Smith: 2ndary Resources & Entering Tertiary.

(C)Marion Vosloo, Alison Haworth: History Unit Studies.

(D)Denise Walmsley: Creating a Music-loving Family

11:30-12 Craig Smith: Ministerial Working Party on Home Schooling

12-1:00 Lunch

1:00-2:15 (A)Denise Walmsley: On the Road to Reading.

(B)Genevieve Smith (chair): Teen panel on self-motivation.

(C)Murray Drinnan (chair): Dads Panel.

2:15-2:45 Afternoon Tea

2:45-4:00 (A)Rosalind Peterson: Science in the Home

(B)B Smith, Dorinda Duthie: Getting started; taking children out of school

(C)Craig Smith, Murray Drinnan: What employers want & how to achieve it

(D)Marsha Fellet: Triggers for the Brain.

Hamilton Home Education Evening 11 September, 7pm

Contact: AnnaMarie, (07) 855-7587 Venue: Hukanui Church

Q&A Session with Craig & Barbara Smith

The Home Educators Network Family Day, Hamilton, 12 September

10am-3:30pm (entrance by donation) Chat with C&B Smith. Includes Teen panel

Contact: Siggi (07) 847-0927 Venue: Charlemont St. Baptist Church

Don't Forget to Plan your Public Relations Activities for this year's Home Education Awareness Week — 18 - 22 September

Home Schoolers in Ivy League Universities

The Wall Street Journal, in a May 10, 1994 article, confirmed that many colleges are adjusting their admissions policies to home schoolers. Many colleges now routinely accept home-schooled students, who typically present “portfolios” of their work instead of transcripts. Each year Harvard University takes up to 10 applicants who have had some home schooling. “In general, those kids do just fine,” says David Illingsworth, senior admissions officer. He adds that the number of applications and inquiries from home schoolers is “definitely increasing.”

A 1996 survey of over 60 colleges and universities in all fifty states conducted by the National Center for Home Education revealed the following anecdotal accounts of home schoolers in college:

A Harvard University (MA) admissions officer said most of their home educated students “have done very well. They usually are very motivated in what they do.” Results of the SAT and SAT II, an essay, an interview, and a letter of recommendation are the main requirements for home educated applicants. “[Transcripts are] irrelevant because a transcript is basically a comparison to other students in the school.”

In addition to Harvard, prominent schools like Yale (CT), Princeton (NJ), Texas A&M, Brown University (RI), the Carnegie Mellon Institute (PA), the Universities of Arizona, Maryland, Virginia, Hawaii and many others all have flexible transcript criteria, accept parental evaluations, and do not require any accreditation or a General Equivalency Diploma (GED). At Kansas State University and others like Lipscomb University and Middlebury College (VT), transcripts are optional.

A February 11, 2000 *Wall Street Journal* article stated that: A recent survey by the National Center for Home Education, a Virginia-based advocacy group,

found that 68% of colleges now accept parent-prepared transcripts or portfolios in place of an accredited diploma. That includes Stanford University, which last fall accepted 27% of home-schooled applicants – nearly double its overall acceptance rate.

“Home-schoolers bring certain skills – motivation, curiosity, the capacity to be responsible for their education – that high schools don’t induce very well”, says Jon Reider, Stanford’s senior associate director of admissions.

In addition to Stanford University, Yale and Harvard Universities were also among the top tier of colleges with the most home school-friendly admission policies. These colleges generally require SAT I and/or ACT scores, a high school transcript, letters of recommendation, and writing samples.

As of the National Center’s 1999 survey, Harvard had anywhere from 20-40 home school graduates attending. David Illingsworth with the University said that they are “doing very well indeed.”

(Prepared by the legal staff of the National Center for Home Education. Permission to reprint granted.)

Tertiary Teaching Qualifications Achieved at Home

On 24 May this year an historic event occurred at Massey University: 34 people graduated with a Bachelor of Education (BEd, teaching) degree, the first graduates in the country to complete a degree course entirely through the Internet.

These primary school teachers received their lectures via the Internet and communicated with lecturers through email, the Web and chat rooms.

“We believe we may be one of the first universities in the world to train teachers electronically like this,” said College of Education community relations officer Leon Wickham. “It’s certainly a first in New Zealand.”

The Internet graduates were among 252 to complete Massey’s first College of Education extra-murally-taught three-year primary teacher programme.

(*Manawatu Evening Standard*, 20 May 2000, p. 2.)

Individualised Curriculum Best



After receiving a glowing ERO report, QEC Principal Alison Collett (Palmerston North) said she saw the report as vindication of the school’s focus on encouraging pupils to achieve results *at their own pace and in subjects best suited to their needs* within the national curriculum guidelines. (*Dominion*, 28 May 1998, p. 14; emphasis added.)

Native American Home Educators



We lose our culture a little at a time through forced policies of assimilation and cultural genocide. More and more we see families of the Christian right withdrawing their children from public schools to instill within them not only a desire to learn, but also to instill within them a sense of their own values. The homeschooling movement has grown to the millions over the last twenty years or so. As parents, communities, tribes, and Nations of the original people of this continent, and also the original homeschoolers of this land, we can learn a lot from the political structures and advances of the Christian homeschooling movement and work with these groups to:

1. Insure the ethnic, cultural, religious, and social control of the education of our own children.
2. Stop the trend of the mass culturalization of our children.
3. Stop the cultural assimilation of our Children.
4. Empower us through legislation and lobbying power to be able to teach our own children the things we feel they ought to know.

Excerpted from:
<http://expage.com/page/nahomeschool>



TEACH Bulletin Opinion Poll #5

(Please tick ✓ one answer for each question.)

1. Would you generally be in favour of some kind of initiative to see Government enshrine in law the concept that parents have the prior right to determine the type of education and training their children receive?
 - a() Yes
 - b() No
 - c() Don't know/not sure
2. What would be your reaction to a suggested rise in the Home Schooling Supervisory Allowance (SA)?
 - a() I would welcome it with open arms, regardless of whatever extra requirements might come with it.
 - b() I would accept it, as long as there weren't any really intrusive requirements or "strings" attached.
 - c() I would probably accept it, but would need to study whatever strings were attached first.
 - d() I would accept it as long as there were no more strings attached than there are now.
 - e() I could take it or leave it.
 - f() I don't receive it now, nor will I ever touch it.
3. What are your feelings about the Supervisory Allowance? (Feel free to tick more than one answer on this one.)
 - a() It is an economic enticement to keep us close to the state system and ultimately to enslave us.
 - b() It is a gift from the MoE: I have no moral claim to it and the MoE has no legal duty to give it.
 - c() It would be nice to have, but I see danger in becoming psychologically or financially dependent on it, especially if the MoE causes strings to be attached either now or in the future.
 - d() It is a token reimbursement for the taxes I pay toward the state education services I do not use.
 - e() If the MoE wants me to teach "as regularly and well as in a registered school", they should pay me the same for each of my children as schools get for each child attending there.
 - f() It is my right, an entitlement as a resident of NZ, for the state guarantees my children a free education.
 - g() It is money I am owed by the state for doing the state's job: teaching the children.
4. Do you think it would be a good idea to require home educators to give an account to the MoE of how they spend the Supervisory Allowance?
 - a() Yes
 - b() No
 - c() Don't know/not sure
5. Do you think it would be a good idea to make the National Curriculum Guidelines compulsory for all home educators?
 - a() Yes
 - b() No
 - c() Don't know/not sure
6. Imagine that the MoE is thinking about asking home educators to do certain things in order to continue receiving the Supervisory Allowance. Which of these would you agree to? (More than one answer is OK on this one.)
 - a. Provide a simple financial account and receipts of how you spend the SA Yes No
 - b. Explain why you spent the Supervisory Allowance as you did Yes No
 - c. Use the MoE's National Curriculum Guidelines Yes No
 - d. Keep attendance records Yes No
 - e. Have your children assessed regularly by an approved agency Yes No
 - f. Submit annual curriculum plans in advance for each child Yes No
 - g. Have an ERO Review every second year Yes No
 - h. Write my own annual assessment report each year Yes No
 - i. Keep and submit for inspection an annual journal of work done with each child Yes No
 - j. Attend approved Professional Development courses at own expense Yes No
 - k. Attend approved Professional Development courses at state's expense Yes No
 - l. Work toward gaining a Teacher's Certificate Yes No
 - m. None of the above Yes No
 - n. I would not submit to any such "strings attached", but would give up the Supervisory Allowance instead Yes No
7. School Cert, 6th Form Cert, Bursary are all to be replaced within the next three years with the National Certificate of Educational Achievement (NCEA) which is to be 50% internally assessed by the classroom teachers. How important is it to you that home educators have access to this new qualification?
 - a() It is absolutely essential: we MUST have access!
 - b() It is very important, and we should try to get access
 - c() We would like to have access, but it's not everything
 - d() It really is a minor issue with us
 - e() We couldn't care less
8. Imagine that the MoE is raising the Supervisory Allowance to \$1,000 per child per year and also thinking about asking home educators to do certain things in order to continue receiving the Supervisory Allowance. Which of these would you agree to? (More than one answer is OK on this one.)

- a. Provide a simple financial account and receipts of how you spent the SA Yes No
- b. Explain why you bought what you did Yes No
- c. Use the money only on goods and services approved by the MoE Yes No
- d. Use the MoE's National Curriculum Guidelines Yes No
- e. Keep attendance records Yes No
- f. Have children assessed regularly by approved agent Yes No
- g. Submit annual curriculum plans in advance for each child Yes No
- h. Have an ERO Reviews every second year Yes No
- i. Write my own annual assessment report each year Yes No
- j. Keep and submit for inspection an annual journal of work done with each child Yes No
- k. Attend approved Professional Development courses at own expense Yes No
- l. Attend approved Professional Development courses at state's expense Yes No
- m. Work toward gaining a Teacher's Certificate Yes No
- n. None of the above Yes No
- o. I would not submit to any such "strings attached", but would give up the Supervisory Allowance instead Yes No
9. How would you rate the present method of gaining an exemption certificate from the MoE (comprehensively answering the several questions on the official form)?
- a. Excellent — wouldn't change it
- b. Good — could use a few adjustments
- c. Fair — needs one or two major changes
- d. Poor — needs a total rewrite
- What if anything would you change? _____
-
10. How would you rate the present practice of being required to sign a statutory declaration twice a year?
- a. I don't mind a bit
- b. It is a bit of an inconvenience
- c. It really is a pain
- d. I strongly object to this practice
11. How would you rate the present practice of linking the Supervisory Allowance to the statutory declaration?
- a. I don't mind a bit
- b. I'm uncomfortable with it
- c. I strongly object to this practice
12. How would you rate the present method of being Reviewed by an ERO officer?
- a. Excellent — wouldn't change it
- b. Good — could use a few adjustments
- c. Fair — needs one or two major changes
- d. Poor — needs a total rewrite
- e. Never had one....don't know what's involved
- What if anything would you change? _____
-
13. Are there some school services and resources (like vocational guidance, chemistry labs, etc.) to which home educators should have a right of access?
- a. Yes, complete unfettered and free access to all such items
- b. Yes, but access to each would need separate negotiation: some free, some for a fee, some not at all
- c. There isn't much I would care to access; it's a hassle anyway
- d. I went through quite a process to get OUT of the system: why would I want back in?
- To which services and resources would you like to have access? _____
-
14. Do you think home educators should involve themselves in ongoing "Professional Development"?
- a. Yes, most aren't up with modern academic and professional trends & developments
- b. No, it really isn't that important in the home education environment
- c. Well, most already do! It is one of the major side benefits of home education: learning how to teach and re-learning along with the children.

If you need more copies of this questionnaire for your support group, just let us know how many!

Please complete and return to:
Home Education Foundation
Freepost 135611
PO Box 9064
Palmerston North