

Sharing Life Experiences in Small Groups

Two environmental factors of teaching and learning which have a big impact on student success are class size and the teacher. Home educators probably have the best class size out, and certainly the teacher in a home education situation, being the parent, is more motivated than anyone else could be for the student's success. We know these things from common sense and experience. I say, we know them, but others still take some convincing. So it is interesting to read of professional educators who stumble upon these same truths after much expensive research and observation.

American professor Charles Achilles has devoted 20 years to a program that tracks the educational and social development of children in Tennessee from kindergarten onwards. It compared the outcomes of children who experienced kindergarten classes of 13 to 17 pupils to the outcomes of other children whose kindy classes numbered from 22 to 25.

A database was maintained which tracked the children's grades, university entrances and even those who went to prison. The resounding results: children from the small classes achieved better outcomes. Years after kindergarten they had higher graduation rates, were less likely to drop out of school, were more likely to graduate in the top 25 per cent of their classes and had higher grade point averages.

Children from impoverished or black communities showed marked improvements. Achilles says achieving small class sizes is not always about a dramatic in-

crease in teacher recruitment. It could easily mean simply a reallocation of teachers. He says the first priority, based on the research, should always be children in the vital first three years of school. Give them the smaller class sizes and let the older ones be in larger-sized classes.

Professor Achilles says part of the reason class sizes are so critical in the early years is that the transition from preschool to school is dramatic for a child. Kathy Walker, a lecturer in Education from RMIT University in Melbourne who runs seminars for

schools on transitions to school, agrees. "I really think we are setting children up to fail," she says. "All the research shows that by the third year of school, children's patterns of learning, beliefs about themselves and abilities are pretty much set."

And yet the system seems to make these crucial years for young children as stressful as possible. Children leave their pre-school institutions where they had an adult to every 10 to 13 children, and go to one where there are 20 to 30 children to a single teacher. They leave a play-based, relaxed atmosphere to go to one of longer periods of time with the structure and timetable of curriculum being fairly intense.

(Continued on page 2: Sharing)

More on NCEA Alternative

1 July 2002

Dear Craig,

Apologies for the delay in replying to your phone message. We are receiving an increasing number of inquiries from people like yourself who want to know if and how they can enter their children for Cambridge International Examinations (CIE) qualifications.

While we are sympathetic, we are also reluctant to have to deal with potentially endless *ad hoc* requests to help home-schooled students or students who do not attend schools that are affiliated to CIE. Recently an Association of Cambridge Schools of New Zealand (ACSNZ) was formed. The Executive Committee is meeting on Wednesday 17 July. One of the

main agenda items will be the issue of how, as an association, we might be able to cater for the needs/interests of students outside of CIE-affiliated schools. It is probably too late in the year to enter such students this year but I'm sure arrangements will be made so that 'outside' students can enter for 2003 examinations. I will advise you of the outcome of the ACSNZ meeting in due course.

In the meantime you may wish to visit the CIE website (www.cie.org.uk) where you can download 2003 syllabuses for IGCSE, AS and A Levels.

Mark Vella
Director of Studies
Auckland Grammar School
m.vella@ags.school.nz

(Continued from page 1: *Sharing*)

Walker and Achilles find puzzling the economic rationalist approach to learning which speaks in ratios rather than examining children's needs. For example, NSW Education Minister John Watkins declares there are only 15.2 students for every NSW teacher. Of course, these ratios include non-teaching staff like principals and librarians and don't give an accurate picture of what's going on in the classrooms of those vital early years.

Sitting in on small kindergarten classes for a year, Achilles said he found pupils in the smaller kindy classes calm and quiet. On the other hand Walker, amazed there are still kindergarten classes with 30 children in NSW, says a class that size would be more like "the law of the jungle".¹

We home educators can have great confidence that our little groups at home, lacking the stress of extra numbers, the intense curriculum and timetable demands of a school and the silly political posturing of administrators to whom we happily don't have to submit, will produce even more stable students.

And the more relaxed pace allows us to improve our own performance as teachers toward our children by doing more of what we enjoy doing anyway: having fun interacting with our children as we pass on all those valuable lessons we learned while living life! Those in the system are discovering this as well: Welby Ings, 49-year-old associate head of art and design at Auckland University of Technology has won two national awards for Tertiary Teaching Excellence this year, netting himself \$50,000 from the Government, the Prime Minister's Supreme Award, in the process. Listen to his secrets of effective teaching:

The stress and burnout is so bad, he leaves teaching every so often and has worked in film-making, farming, art and advertising. These experiences became valuable teaching resources. "But being unemployed was probably the best education I ever had," he said. Good organisation and flash resources can make you a good information disseminator, but according to Ings, "Teaching's a very human job and basically you need to be - I suppose it sounds funny - a good person to really get through to people." Ings names the qualities of a good person / good teacher: passion, enthusiasm, superior listening skills and a moderate ego.²

Notice how easy it is for home educators to bring these skills to bear in educating their own children: life skills and experiences they either already possess or can develop without spending any time in a teacher training institution.

Mr Ings also said teaching standard 3, form 6, and university-aged students was the best because at those levels there was a "burst of courage" from students. "They've got over, or

haven't quite got into, the 'cool' thing, which is really damaging and basically limits students' ability to take risks." The "cool" thing is a symptom of peer pressure, another negative home educators can so easily avoid.

Notes:

1. From "Early Class Size Crucial to Successful Education", *The Australian*, 8 July 2002, <http://www.theaustralian.news.com.au/printpage/0,5942,4659626,00.html>
2. From "Top Teacher Brings World to Class", *NZ Herald*, 25 June 2002, <http://www.nzherald.co.nz/storyprint.cfm?storyID=2048507>

What's Wrong with NCEA

According to the ACT party there are 10 reasons why the NCEA should be scrapped:

1. It is untested anywhere in the world.
2. Our children are guinea pigs.
3. The NCEA has no international standing.
4. The NCEA overloads teachers, leaving little time to teach.
5. The new system is grossly under-resourced.
6. The NCEA dumbs down learning. The test levels are set lower than School Certificate and it is demoralising pupils.
7. The NCEA attempts to compartmentalise knowledge, rather than recognising that different subjects are interconnected.
8. The NCEA is being marked differently by different schools. So we now have no real standards.
9. The NCEA has no marks, so pupils do not know how they are doing. It is meaningless for employers.
10. The NCEA is going to destroy education as an export earner. Overseas students want real qualifications.

ACT goes on to say that the teachers' union which has backed the social experiment cannot admit that it is the NCEA, not pay, that is making the strike impossible to settle.

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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.

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All correspondence to:

The Editor, Craig S. Smith
PO Box 9064
Palmerston North
Ph.: (06) 357-4399 Fax: (06) 357-4389
hedf@xtra.co.nz
www.home-schooling.org.nz

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

Trading Post



For Sale:

- Day by Day 3 - Kindy age curriculum.....\$10
- Lets explore Maths Bk 4 - Teachers and Students Bks...\$20 set
- Simply Grammar by Karen Andreola.....\$25
- Victorian Signpost Maths 6 Student Workbook.....\$10
- Victorian Signpost Maths 5 Teaching & Assessment Book.....\$20
- LLATL Red Book (1994 Ed.)...\$5
- The Unschooling Handbook by Mary Griffith.....\$15
- Trust the Children - Activity Guide for Homeschooling by Anna Kealoha.....\$10

Contact:

Chrissy
Ph.(09) 428-0668

(Continued from page 2: NCEA)

Apparently only ACT has opposed the NCEA. National, Labour, NZ First and the Greens have all supported this experiment, lending credence to the idea that the major parties are all one when it comes to education policy: political rather than true educational considerations are paramount.

On 12 July 2002, Dr Nick Smith, the National Party Education spokesman, released a nationwide survey regarding the NCEA. The survey was initiated by David Newton, a science teacher from Shirley Boys' High School in Christchurch, and involved over 1500 teachers from 89 schools throughout New Zealand.

The survey showed:

- 90% do not have confidence in NCEA moderation system
- 71% are considering leaving teaching because of NCEA level 1, 2 & 3 workloads over the next 3 years
- 77% do not believe sufficient resources have been put into NCEA
- 80% do not think NCEA will be credible with employers,

parents, educationalists or students

- 68% do not believe assessments give a valid indication of student ability
- 83% do not believe NCEA should continue in its current form

This indicates a major problem for New Zealand students desiring to gain high school leaving certificates of any value. It also points to a major disaster for the entire state school system if 71% of secondary teachers do in fact shoot through over the next three years. Certainly it would appear that the 57,000 Year 11 students supposedly doing NCEA for the first time this year are going to get a botched qualification at year's end. There's never been a better time for your secondary students to be safely studying at home with their eyes focussed on an education rather than some phantom qualification.

Work & Family Balancing Act

A Massey University study into how people balance family and work commitments shows plenty of conflict, stress and guilt yet few fulfilling solutions.

The small pilot study with the long name: "Icing on the Cake – But Where's the Cake? Experiences of Working Parents in Micro and Small Organisations in Provincial New Zealand", is by Human Resources lecturers Barry Foster and Beth Mackie. Seven parents working in four small enterprises in the Wanganui-Manawatu region were interviewed for the study.

The number one observation was the conflict – and the resultant guilt – between the desire of every one of the study subjects to be good parents on the one hand and good employees on the other. Ms Mackie and Mr Foster noted that it appears it is not possible to successfully reconcile full-time work with family. Only one of the respondents in their survey worked more than 30 hours a week. This preference for part-time work may

reveal a desire to reach a compromise between work and home. But their predicaments are still sword-like, cutting both ways: their work impinges on family or personal time, and family commitments mean a lack of career development.

So why do parents take on this struggle? Ms Mackie and Mr Foster say that while previous literature suggests that money is the main motivator, the driving force for most of this study's respondents was cited as stimulation and not financial necessity. Even so, all reported a sense of guilt at not being at home.¹

Home educators understand this well. When the state compels your children to flee the nest at least 12 years too early, parents, especially mums, are robbed of purpose. With all your children at home and the task of their total education before you, there is no limit to the challenges and worthwhile struggles ahead. One can be guilt-free in home education, supremely confident in fact, knowing that the tutoring or mentoring situation of the home is vastly superior to the conventional classroom setup.

Really, the conflict revealed by this study should be so easy for each family to resolve. They only need ask themselves how many times they've heard of death-bed laments about not spending enough time at work compared to laments about not spending enough time with the family, and organise their own lives accordingly.

Note:

1. From Massey News, 10 June 2002, http://masseynews.massey.ac.nz/2002/masseynews/June/june10/stories/work_family.html

Flash School

Home educated Matthew Peterson of Manukau City recently sat the University of NSW Science and Computer Studies exams, scoring in the top 1% of the Year 9 students in both subjects. When told by mum Rosalind that such results could get him a scholarship into a "flash school", Matthew reminded her it was their "flash home school" which had made those marks possible in the first place.

Tall Poppy Syndrome

High achievers among teenaged Maori boys are in for a rough ride. Education researcher Wharehuia Hemara says peer pressure is hindering their success as, increasingly, they are intimidated to perform below their capabilities.

Mr Hemara, currently studying for a PhD in Maori education, has researched the factors influencing young Maori toward being high achievers. His project centred on 14 high achieving Maori teenage boys from some of the secondary schools in the lower socio-economic areas of Auckland. Mr Hemara visited each of the students' homes, interviewing them and their parents, looking at family conduct that spelled success.

He found there were strict rules and conventions, parents who were ordered and disciplined. "Order seemed to be the common theme," Mr Hemara said. In addition, parents closely monitored who their children associated with and were given jobs to do around the home.

Eleven of the 14 homes had two parents, and the single mums in the other three had a lot of input from members of the extended family. These teenagers did appear to be "different" from their peers and were often victims of bullying. Most had a high level of tenacity and resilience as well as a fondness for reading and mathematics.¹

The "Tall Poppy Syndrome" of knocking those who do well is very strong in New Zealand and at times seems particularly intense among Maori boys. The support of the whanau is crucial to helping these young men set a higher standard for themselves and others. Mr Hemara has identified some basic things most home educators know by second nature: orderliness, discipline, responsibility for household chores and an affinity for the basics of reading and maths. Home education with the support of the extended whanau and the opportunity to spend more time among elders and on the marae appears to hold out a promise for improving some of the negative press so often given to Maori youth.

Note:

1. From N.Z.P.A. 3 July 2002, <http://www.stuff.co.nz/in1/print/0,1103,1256227a11,FF.html>

Who's to Blame?

New Zealand Principals' Federation president Jenny Earle told about 1000 school heads at their annual conference in Wellington at the end of June that they had big problems in schools with an increasing number of young children subjected to passive cannabis smoking and a growing dependence on the behaviour-modifying drug Ritalin. That wasn't all of course. Other problems included child obesity, stress, bullying, and coping with rising numbers of international students unable to speak English.

She mentioned how the drug problem was creeping into the primary schools. And she wondered out loud whether drugs like Ritalin were being used to make children fit into a certain lifestyle. Earle was indicating parents here, but the charge is equally if not more appropriately levelled at making children fit into the school environments.¹

Now there is another side to the story. "If only some of the parents realised what their little darlings got up to." These immortal words are from school bus driver Brian Kilmore of Bayline Coaches. Brian and his colleagues are apparently at times under siege from out-of-control students.

They are finding it increasingly hard to concentrate on driving when dangerous missiles, foul language, and leftover lunch is being hurled at them. Bethlehem Coach Lines co-owner Neil Jamieson said drivers were starting to leave their jobs because they say the high level of responsibility they take for students is not reflected in their pay packets.

"No one would expect a teacher to take care of 70 students, and a bus driver is also trying to concentrate on the road and be safe and considerate," Mr Jamieson said.

Kilmore tells of the distractions

he's dealing with these days: a fierce brawl between two primary school boys; vandals slashing seats with knives, drawing graffiti on walls and peeling off trim just for fun. Mr Jamieson said one of his drivers even had a sharpened piece of metal flung by a student lodge in the back of her neck. But if you raise your voice or put a student off the bus, said Kilmore, you come under fire from parents. Bayline operations manager Alan Coad said he received at least one call a day from parents objecting to their children being growled at about their behaviour.²

This is part of what home educators want to rescue their children from. But we are the bad guys in all this, especially if our children happen to be quiet, studious, respectful and polite. Teachers, neighbours and friends tell us that our children should be in the middle of all that chaos setting a good example, befriending the stoned, the hyperactive and the mal-nourished and leading them in a better way.

Get real! Teachers already have a teaching and a pastoral role. Some want full-time social workers and police stationed on school campuses as well. If home educators send their unspoiled 8 and 9 year olds into all that, what is the more likely scenario, that they'll obviously influence the system and other students for good, or that the system and the other students will obviously influence the unspoiled children for bad? The PC brigade is causing many to overlook something vital in all their talk about children's rights: that children are immature children: that is, vulnerable to con artists, unable to perceive the big picture or the implications of one action on another and lacking a host of other life skills. It is parents who must impart these to children, not other children for they are unable to do it.

For 125 years, since New Zealand's first compulsory schooling law in 1877, a major responsibility has been removed from parents and assumed by the state. It has been four generations now, if one counts 30 years to a generation, so it is no wonder society is filling up with parents who have no idea of being responsible for their children. The

dependency on the state created in some people by some social welfare programmes accelerates this problem of parental abdication. Calls are then heard for the government to do something about it, and one hears extreme suggestions such as requiring people to obtain licenses from the state in order to have children. One must remember that it was the government which created the problem in the first place, back in 1877. Part of the problem back then which the free, compulsory and secular schooling system was going to address and rectify was the spectre of an irresponsible, uneducated populace unable to manage their own affairs amid a rising crime rate.

It would appear the state schooling system has created precisely the problems it set out to solve.

Notes:

1. "Drug effects on children worry school principals", Dominion, 1 July 2002, <http://www.stuff.co.nz/inl/print/0,1103,1252880a1700,FF.html>.
2. "Kids put school rides at risk", N.Z.P.A., 5 July 2002, <http://www.stuff.co.nz/inl/print/0,1103,1256286a11,FF.html>.

The Bully in the Classroom

It has been said about school bullying that the biggest bully of them all is the one standing at the blackboard.

This is not (always) to mean the teacher in a literal sense, but as representative of the school system. The news recently does make one more aware of the insensitivity of schools to students.

Eleven boarders at Otago Boys' High in Dunedin, caught bullying on Monday evening 22 July, were kicked out of their normal living quarters onto the street the next morning. According to rector Clive Rennie most are staying with relatives or family friends. They lost the right to participate in sport or cultural activities during that week, too. Fair enough. And they are on probation for three weeks afterward, and have to do special jobs around the hostel. No problem. But the incomprehensible act of the school is

that their home leave was cancelled for three weeks as well! Surely this is precisely what these sixth formers need right about now: some extended time with their parents.¹

The editor's wife was a boarder from the age of 12 at Waitaki Girls, Oamaru. This is far too young for a start. But the rules then were, to the editor's mind, barbaric. Time with their parents was drastically restricted in that they could only go out for the day on two Saturdays and four Sundays plus four times up town after school in any one term. ANY walk up town after school counted among those four, and if you went with a school friend, she had to be approved by your parents. (OK, we are talking about that wild and decadent city of Oamaru in the 1960s here, so perhaps those matrons knew what they were about.) If one combined the two Saturdays with two of the Sundays, you could wrangle two weekends at home in a term, but that was it. So if your parents managed to pick you up on a Friday night, you could have as many as four whole nights a term, that is, during a period of three months, 90 days, at home with your parents! Queen's Birthday, Labour weekends and Easter were counted as extras. Weren't those boarding school authorities generous? What on earth did they fear? That the parents would undo all the socialisation the school had laboriously built into those girls during that time?

There appears to be no sensitivity or protection for the five girl victims of sexual assault at St Joseph's primary school in Upper Hutt. One of the seven violators was sent packing while the remaining six boys continue to attend classes with their victims! At least one of the victims is receiving rape counselling, while the boys have been deprived of their sport, "were under strict conditions and were being watched by teachers." As one of the attacks happened in front of a teacher, this phrase does not contain a lot of comfort. One mother said it was simply emotional abuse not to remove the boys altogether from the girls' presence. Upper Hutt

police Detective Constable Rosanne Rix confirmed that police had received several complaints from parents and had been investigating since Monday 22 July.²

New Zealand's Parliamentary Science and Education Select Committee Inquiry into why school-aged readers were doing so poorly, spent 18 months investigating the issue and heard 360 submissions. According to MP Donna Awatere-Huata the report, "Me Panui Tatou Katoa – Let's All Read", contained 51 recommendations to improve literacy and was unanimously supported by the Committee and by MPs from every party in Parliament. The report was variously described as a "must read" for parents, the "best report on education in 20 years", and the "best report out of parliament in 10 years". But the Education Minister Trevor Mallard rejected every one of the Committee's recommendations, insulting the work of the committee, parliament, and demonstrating an apparently tough-guy "I'll-do-it-my-way-even-though-we-know-it-isn't-the-best" attitude toward the thousands of school children who desperately do need to learn to read properly.³

Maybe it is a case of reverse discrimination, equally unacceptable, when a Far North principle, Pani Hauraki, had the entire Broadwood Area School, with pupils aged between five and 18, attend a tangi (funeral) for three hours during school time where they sang and viewed the dead person's body in an open casket. One student, a girl from South Africa, reportedly started screaming when she saw the body, and a teacher had to take her away. Although the school doubles as a local marae, one would think the parents, representing various cultures, would be asked if they wanted their children to attend a tangi in the middle of school time. According to the *NZ Herald* reporter Bridget Carter, "Ms Hauraki said parents knew the school was multicultural, so they should not have to be asked if their children could go to a tangi."⁴ If accurately reported, this is a totally insensitive and manipulative tactic, like the rest of the incidents described in this column, and all are equally unacceptable.

(Continued on page 6: **Bully**)

Coming Events

(Continued from page 5: **Bully**)

As these were all reported in one month, these bullying tactics by the state school system are doubtlessly the tip of the iceberg.

Notes:

1. *Otago Daily Times*, "Boys High Boarders Barred from Hostel for Bullying", 25 July 2002, <http://www.stuff.co.nz/inl/print/0,1103,1277647a3840,FF.html>
2. *New Zealand Herald*, "Police Probe School Sex-Assault Claims", 26 July 2002, <http://www.nzherald.co.nz/storyprint.cfm?storyID=2197263>
3. *The School Daily*, 22 July, 2002, <http://www.theschooldaily.com/articleView.asp?articlePK=14456>
4. *New Zealand Herald*, "Students' Inclusion in Tangi Riles Dad", 29 July 2002, <http://www.nzherald.co.nz/storyprint.cfm?storyID=2197687>

August 3:

Palmerston North Home Education Workshop

Venue: Harmony House, Reformed Church, 541 Ruahine Street, Palmerston North

Cost: \$10.00 per person/couple or \$4.00 per session

Contact: Ph: (06) 357-4399

email: hedf@xtra.co.nz

Programme

- 9:00-9:30 registration and view resources
9:30-10:30 Welcome; Current issues with MOE/ERO; Avoiding Burnout. - Craig and Barbara
10:30-11:00 Morning tea
11:00-12:30 Four Electives
** "Home Educating on a Biblical Foundation" Craig
** "Using Hospitality as a Socialisation Tool" Jenny Waldron
** "Training our Children's Minds" Barbara
** Tour of Dayspring and a look at curriculum materials - Megan McLeay
12:30-1:30 lunch time-BYO
1:30-3:00 Four Electives
** "Getting started" - dealing with MOE/ERO, pulling children out of school, filling in an exemption form - Craig
** "What I've learnt along the way" mainly for dads but anyone can come. - Murray Drinnan
** "Sibling Rivalry or Sibling Friends" Jenny

- ** "The Tools of Learning" and "Motivating our Children" Barbara

3:00-3:30 afternoon tea

3:30-5:00 Four Electives

- ** "Home Educating Through Secondary and Preparing For Tertiary Education and the Workforce" Craig
** "Home Business" David Waldron
** "Home Schooling Pre-schoolers" Sharon Drinnan
** "Training our children and youth in purity" Barbara

August 10:

Shore Home Educators Workshop

Venue: Rawene Centre, 31 Rawene Rd., Birkenhead, North Shore City (4 minutes north of the bridge.)

Time: 9.00am to 4.15pm

Cost: \$35 per couple, \$30 individual, teens accompanying parents free.

Contact: Denise, (09) 479-1488 or Christine, (09) 483-6991
info@shenetwork.org or www.shenetwork.org

Programme

- 9.00am Registration, Viewing of Resources, Morning Tea
10.00 – 10.30am Welcome and Introduction of Speakers
10.45 – 12.00 noon: Session 1
Seven Workshop Electives
12.00 – 1.15pm Lunch-BYO
1.15 – 2.30pm Session 2
Seven Workshop Electives
2.30 – 3.00pm Afternoon Tea
3.00 – 4.15pm Session 3
Seven Workshop Electives
Three session times; 21 workshop topics to choose from. Speakers include Craig & Barbara Smith, Helen Pearson, Phil Astley, Rob Williamson, Lyn Strong, Dorinda Duthie, Bernie Ogilvie, Christine Whetton, Rob Aiken, Christine Smith, Carol Munroe, Jill Meyer, Victoria Haldane. Large range of resources available to purchase.

September 7:

THEN Home Educators Conference Hamilton

Venue: Gateway Christian Centre

Contact: Dawn, Ph (07) 855-1009
email rowebiz@ihug.co.nz
or Peter, Ph (07) 847-2595
email: ixoye@paradise.net.nz

8.00 Registration and early cuppa.

Perusal of stalls. New and second hand resources for sale.

9.00 Welcome & Opening address by Rob Williamson

10.00 Morning tea.

10.30 Session 1:

Six Workshop Electives

12.00 Lunch (A light lunch will be provided for everyone at no extra cost). Stalls to peruse.

1.00pm Session 2:

Six Workshop Electives

2.30 Afternoon Tea. Stalls to peruse

3.00 Session 3:

Six Workshop Electives

4.30 Concluding meeting.

Three session times; 18 workshop topics to choose from. Elective speakers include Rob Williamson (ERO), Gerry Sullivan (MoE), Rosie Boom, Mary Anne Abplanalp, Michael Edwards, Mary Andrews, Mike & Jane Limmer, Penny Bilton, Jim Fulton, Amanda Banks, John Newbury, Craig & Barbara Smith, Michelle Peat, Kim Tipene, Sheryl Larsen.

September 28

Oamaru Home Educating Workshop

Venue: Orwell Street Chapel, Orwell St, Oamaru

Cost: \$5-00 per family to be paid on the day please.

Contact: Sandra (03) 434-5547
email: carol.wickham@family.net.nz

Programme

- 9:30-10:00 registration and view resources
10:00-11:00 Welcome; Current issues with MOE/ERO; Avoiding Burnout.
11:00-11:30 morning tea
11:30-12:30 "Training our Children's Minds"
12:30-1:30 Lunch-BYO
1:30-3:00 "The Tools of Learning" "Motivating our Children" and "Home Educating Through Secondary and Preparing For Tertiary Education and the Workforce"
3:00-3:30 afternoon tea
3:30-4:30 "Training our children and youth in purity"