

TEACH Bulletin

Thorough Education Achieved in a Caring Home

Number 76

November 2003

“Ground-Breaking” Research Lollies

A few statistics recently published by Maxim Institute tell an interesting story. Since 1960 central government spending per head of population (in today’s dollar terms) has increased 660 % on education. Yet only 51 % of New Zealand Year 9 (Form 3) pupils have mathematics teachers who have studied that subject as a component of their degree. This is partly due to the fact that of the 1999 teaching graduates, 34 % had left the profession within two years.¹

Not only is schooling tough on the children via the bullying (see Cyber Bully story on page 2), but these figures tend to show it is also tough on the teachers, even though the volume of money poured into these folks’ profession is constantly increasing. The present Minister of Education is renown for tossing money, laptops, fewer contact hours and other such things toward teachers and putting favourable spins on very unflattering educational reports.

Another round of spending was announced on November 19, perhaps as part of a plan to make teachers happier. Thirteen research projects selected through the Teaching and Learning Research Initiative (www.tlri.org.nz) from a much larger pool of applicants, will get to carve up \$1 million over the next one or two years. The Minister referred to the projects as “ground-breaking”. It will certainly make more than a few educational researchers and their teacher-collaborators happy as they do things such as “profile a variety of adult literacy practitioners in Canterbury”, “identify the forces that shape the ways beginning Māori teachers negotiate their first

year”, “examine the characteristics of spoken and written language found difficult by secondary and tertiary mathematics students who do not have English as their first language”, “conduct a cross-cultural comparative study of instructional policies and practice and student outcomes in three intermediate year 7-8 school contexts where the degree of cultural engagement varies” or “investigate the experiences of two-year

olds in four kindergartens to assist teachers in their planning and assessment practices.” Ground breaking. The most remarkable study is perhaps the one being done by Massey’s College of Education, which is going to “examine ways in which students’ learning processes are shaped by what happens in secondary school classrooms.”²

As the Minister says, “Evidence from this research will be used to inform and make a difference to educational practice.” This is on top of the \$77.6 million ICT (Information and Communication Technology) “investment” the government is making in educa-

(Continued on page 2: Lollies)

No Moral Compass

A government schoolteacher showed up at a talk I gave to an adult education class in October 2003 at the University of Nevada, Las Vegas.

“When you say the government schools, do you mean the free public schools?” she asked.

I asked if the teacher worked for free. She did not. Nor do the school’s librarians, administrators, bus drivers, or the carpenters and roofers who built the place. A [fairly localised] *county* school system that now costs \$3.3 billion per year is hardly “free.”

“It’s free for the children who go there,” the teacher insisted.

Can anything compulsory really be called “free”? Were the prospective inmates of Auschwitz glad to learn there’d be no admission charge? But even in the purely financial meaning, the parents of these children actually pay an amount in school taxes ap-

proximately equal to what they’d spend on private schooling or group home-schooling, were we to lose the mandatory government youth propaganda camps and revert to a free market in education. The total costs of any previously socialized endeavour tend to drop to about one-third when you get government out of the loop.

“I’d like to know what the difference is between what you call ‘socialism’ and ‘sharing,’” the increasingly upset teacher snapped, her voice straining with emotion.

When a teacher gathers up all the children’s privately purchased school supplies, pools them and announces they are now available for communal use — as parents tell me is now routine — coercion is in play. That teacher may not literally hold a gun to any individual child’s head, but you can bet any child who “respectfully declined to participate” in this

(Continued on page 2: Compass)

(Continued from page 1: *Lollies*)

tion,³ even though the Ministry's own research into computer assisted learning concluded, "Overall, the effectiveness of computer-assisted learning has not been conclusively demonstrated. To date, it has been shown to be less effective, on average, than other forms of intervention in education."⁴ But then, many of these research projects don't seem to be focussed on real learning anyway. Just lollies for the lads.

And it remains to be seen if any of this "ground breaking" is going to help these schooled children when they inherit a society wherein the current rate of births outside of marriage is 44% and rising; wherein we are spending at least \$5.7 billion a year as a direct consequence of family breakdown - that's 5.5 % of our Gross National Product (or \$3,000 for every taxpayer); wherein only four workers are supporting each full-time beneficiary (excluding superannuation), down from 28 in 1970.¹

Home educated children continue to test out academically and socially superior, according to virtually every study ever done, at a tiny fraction of the cost of state school-

ing. The education industry is so huge it now exists to serve mainly itself and its thousands of "workers", possibly creating and fostering eventualities that will ensure they are considered an essential class of professionals. The vast majority of lowly home educating mums, including all those with no formal qualifications, daily show such ideas to be pure myth.

Notes:

1. Maxim's *Real Issues* No. Eighty-Six 23 October 2003
2. Teaching and Learning Research Initiative website, www.tlri.org.nz
3. Message from Trevor Mallad via announce@executive.govt.nz, 5 November 2003.
4. From Executive Summary, A Review of the Literature on Computer-Assisted Learning, particularly Integrated Learning Systems, and Outcomes with Respect to Literacy and Numeracy, http://www.minedu.govt.nz/index.cfm?layout=document&documentid=5499&indexid=6920&indexparentid=1024#P104_2159

Cyber Bullying

A schoolyard spat between two Lower Hutt girls led to one taking her revenge by setting up a website encouraging abuse of the other.

The home page contained foul comments about the 12-year-old victim and included a guest book filled with similar comments from fellow students. The messages included various threats to "bomb" the victim's computer with viruses.

The case has been identified by a leading Internet watchdog as one of New Zealand's nastiest examples of a developing phenomenon known as "cyber bullying".

Internet Safety Group director Liz Butterfield said it was becoming increasingly common for children to abuse each other through cell-

phone texting and e-mail, but she had not previously heard of someone devoting a website to such attacks and encouraging others to join in. "It is cyber bullying. I think it's the nastiest kind of thing that you could throw at somebody. I would call it at the very high end of bullying."

She said people needed to realise that cyber bullying could have unforeseen consequences: nobody knows who is accessing the information, and comments take on a whole new meaning when they are globally available.

(From *Dominion Post*, "Cyber bullies prey on girl", 20 Nov 2003, <http://www.stuff.co.nz/stuff/0,2106,2732235a11,00.html>)

(Continued from page 1: *Compass*)

"sharing" would be disciplined, ridiculed or "written up" for failure to cooperate, follow instructions and play well with others.

A person who cannot discern the difference between voluntary "sharing" and something redistributed by force or the threat of coercion has no ethical compass. Such a person is immoral, or at best astonishingly ignorant, unperceptive and amoral. She should not be allowed anywhere *near* impressionable children.

(Used by permission. Edited from Vin Suprynowicz is assistant editorial page editor of the daily *Las Vegas Review-Journal* and author of the books *Sand in the Waco Killers* and *The Ballad of Carl Drega*. Visit Web sites www.privacyalert.us or www.LibertyBookShop.us.)

School Sexuality Lessons

by Jan Prescott

I was holding a notice from my 13-year-old son's school announcing a meeting to preview the new course in sexuality. Parents could examine the curriculum and take part in an actual lesson presented exactly as it would be given to the students. When I arrived at the school, I was surprised to discover only about a dozen parents there. As we waited for the presentation, I thumbed

(Continued on page 3: *Lessons*)

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.

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Hear, my son, your father's instruction,
and reject not your mother's teaching.
— Proverbs 1:8

Trading Post



For Sale:

Alta Vista curriculum, level A. Contains four unit studies and instructor's handbook. Integrates all subjects and learning styles. I used this curriculum when I started out homeschooling. It is very user friendly, an excellent resource..\$300

Contact:

Grace
graces@maxnet.co.nz

Wanted:

Rodd & Staff, BNR series (esp unit 1) and Rodd & Staff readers

Contact :

Rebecca Tyler
Ph (04) 934-5127

(Continued from page 2: *Lessons*)

through page after page of instructions in the prevention of pregnancy or disease. I found abstinence mentioned only in passing. When the teacher arrived with the school nurse, she asked if there were any questions. I asked why abstinence did not play a noticeable part in the material.

What happened next was shocking. There was a great deal of laughter, and someone suggested that if I thought abstinence had any merit, I should go back to burying my head in the sand. The teacher and the nurse said nothing as I drowned in a sea of embarrassment. My mind had gone blank, and I could think of nothing to say. The teacher explained to me that the job of the school was to "teach facts," and the home was responsible for moral training. I sat in silence for the next 20 minutes as the course was explained. The other parents seemed to give their unqualified support to the materials.

"Donuts, at the back," announced the teacher during the break. "I'd like you to put on the name tags we have prepared – they're right by the donuts and mingle with the other parents." Everyone moved to the back of the room. As I watched them affixing their nametags and shaking hands, I sat deep in thought. I was ashamed that I had not been

able to persuade them to include a serious discussion of abstinence in the materials. I uttered a silent prayer for guidance.

My thoughts were interrupted by the nurse's hand on my shoulder. "Won't you join the others, Mr. Layton?" The nurse smiled sweetly at me. "The donuts are good." "Thank you, no," I replied.

"Well, then, how about a name tag? I'm sure the others would like to meet you." "Somehow I doubt that," I replied. "Won't you please join them?" she coaxed.

Then I heard a still, small voice whisper, "Don't go," — the instruction was unmistakable. "I'll just wait here," I said.

When the class was called back to order, the teacher looked around the long table and thanked everyone for putting on nametags. She ignored me.

Then she said, "Now we're going to give you the same lesson we'll be giving your children. Everyone please peel off your name tags." I watched in silence as the tags came off. "Now, then, on the back of one of the tags, I drew a tiny flower. Who has it, please?" The gentleman across from me held it up. "Here it is!"

"All right," she said. "The flower represents disease. Do you recall with whom you shook hands?" He pointed to a couple of people. "Very good," she replied.

"The handshake in this case represents intimacy. So the two people you had contact with now have the disease." There was laughter and joking among the parents. The teacher continued, "And whom did the two of you shake hands with?" The point was well taken, and she explained how this lesson would show students how quickly disease is spread. "Since we all shook hands, we all have the disease."

It was then that I heard the still, small voice again. "Speak now," it said, "But be humble." I noted wryly the latter admonition, then rose from my chair. I apologised

for any upset I might have caused earlier, congratulated the teacher on an excellent lesson that would impress the youth and concluded by saying I had only one small point I wished to make. "Not all of us were infected," I said. "One of us... abstained."

Editor's Note:

An article in the *Manawatu Evening Standard* of 27 November 2003, p. 10, "NZ deals well with Aids — report", quotes the New Zealand Aids Foundation chief executive Rachael Le Mesurier as saying: "But the bottom line is that HIV has not gone away. People are still getting infected, especially men having sex with men. The only 'cure' is using a condom."

These people speak in NZ schools. Many of our children's friends are being fed deadly misinformation such as this. Aids/HIV has no cure whatsoever. Condoms, supposedly designed to stop pregnancies, fail in both that and HIV infection. They are totally ineffective against a range of other STDs. For some reason abstinence and marital faithfulness are not seriously considered, though they are obviously the only truly safe course to take. Perhaps these people approach school children the way they'd approach feral animals: assume only base instincts rule with little or no intelligence, morality or self-discipline. This is why many of us home educate.

Parental Influence Tops

Research published in June this year in the UK, "The Impact of Parental Involvement, Parental Support and Family Education on Pupil Achievement and Adjustment: A Review of Literature",¹ highlighted the huge influence parental involvement has on children's educational achievement. The study by Professor Charles Desforges with Alberto Abouchaar concludes that where parents get involved in education at home there is "a significant positive effect on children's achievement, even after all other factors have been taken out of the equation". Professor Desforges says this positive impact is true for all social classes and all ethnic groups.

(Continued on page 5: *Influence*)

A Brief History of Home Education in New Zealand, Part 5

Strong support groups got started in Hamilton, Palmerston North, Wellington, Nelson and Christchurch in the mid-late 1980s which have continued strong to the present. Today there are also well-running groups in Whangarei, Auckland, Tauranga, New Plymouth, Napier/Hastings, Kapiti Coast, Masterton, Dunedin and Invercargill and maybe 95-100 groups in total all over the country.

There are many in Auckland of course. Auckland Home Educators, Inc. (www.home-education.org.nz), was formed in 1997 in an effort to break the fear of doing anything that might even possibly be seen as competition to, or without the permission of, the Federation — not to mention to just plain provide friendly and efficient services to more home educators. Dorinda Duthie and her team ran a very successful series of one-day workshops on the North Shore which are still going under the co-operative leadership of Mary-Anne Abplanalp and others (forgive me for leaving out names). Christine Whetton and Sharon Drinnan have also put on regular one-day workshops in Papakura. All of these folks have changed the face of Home Education in Auckland, strengthening the networks among them all in that large city.

Recent Auckland Area Home Education Workshops

21 June 1997	North Shore
22 November 1997	North Shore
17 October 1998	North Shore
4 September 1999	Papakura
11 September 1999	North Shore
1 April 2000	North Shore
9 September 2000	Papakura
5 May 2001	North Shore
3 November 2001	Papakura
2 March 2002	Papakura
10 August 2002	North Shore
23 August 2003	Papakura

AHE and HENA both work well together, and in fact have recently merged. They and the Home Education Foundation have worked hard to maintain good relationships among all the groups, even though we have vastly varying world views, in order to avoid the

schisms, ill-will and total non-communication problems that have arisen among various factions in the USA Home Education movement.

Even so, we have not been able to form even tentative communication links with a home education group based in Auckland who will remain unnamed, but whose initials are NZHSA. In a letter from this group to CHomeS dated 6 June 1995, they outlined their “policy on collaboration” as they called it, thusly: “Our operating status precludes collaboration with those other than elected representatives with a clear mandate and terms of reference. In its work, The [name of group] represents only its members, but acts in the interest of the whole home schooling sector. When required to comment on an issue our spokesperson does so with the interest of the entire home school sector firmly in mind.” Because they have had a democratically elected Executive Committee, this group consistently claimed for many years that they were the only *legitimate* voice of home educators in the country at a national level (see Parts 1 & 3 of this article in *TEACH Bulletin* Nos. 72 & 74, July & September 2003).

The initial meeting to form the AHE, Auckland Home Educators, Inc., in 1997 was a tense affair. But once up and running, AHE, Inc., has gone from strength to strength.

I have a two-inch thick pile of documents acquired from the MoE under the Official Information Act being copies of the correspondence carried on over the years by an unnamed home education group with the MoE. The correspondence appears to have the twin purposes of discrediting other NZ home education groups and endeavouring to convince the MoE that this home education group’s nominees should be on the MoE payroll for providing the MoE with liaison and review services of other home educators!

In November of 1998 CHomeS (Christian Home Schoolers) changed its legal name to the

Home Education Foundation (HEF), its legal status being that of a charitable trust. An appeal brought in a large number of donations and pledges for support for the Foundation in order that it might contract Craig & Barbara Smith to work full-time for the Home Education community in NZ. The Foundation’s activity level has consequently increased, and they continue to rally the HE troops when needed for legislative alerts, research the issues, write submissions, organise forums, answer correspondence, lobby the MPs, publish a bi-monthly journal for Christian home educators (*Keystone*), publish a monthly newsletter for HEs on political, legislative and professional trends (*TEACH Bulletin*), moderate email discussion groups, make speaking tours of NZ, host overseas speaking tours of NZ, network with support groups all over NZ and effectively communicate with overseas HE organisations.

National Conferences run by Christian Home Schoolers of NZ

Feb 87 in Palmerston North
Jan 88 in Christchurch
Jan 88 in Auckland
Oct 91 in Palmerston North
Feb 93 in Palmerston North
Feb 96 in Palmerston North

TEACH Forums run by Home Education Foundation

Feb 96 in Palmerston North
Mar 97 in Wellington
Feb 98 in Palmerston North
Feb 99 in Palmerston North
Mar 00 in Christchurch
Apr 01 in Auckland
Jul 02 in Palmerston North
Jun 03 in Christchurch

Other initiatives of the Home Education Foundation include

1. Linking with *The Teaching Home* magazine in the USA to write a page of NZ news every second month for a while.
2. Worked with HSLDA (Home School Legal Defense Association) near Washington, DC, and the FBI to track down obscene phone caller who plagued Christian home educators for years.
3. Established HEFnet, NZ’s first email discussion group for all NZ Home Educators
4. Initiated the annual Home Education Awareness Week.

(Continuing.)

(Continued from page 3: **Influence**)

From the research: "The literature consistently shows that: Parental involvement takes many forms including good parenting in the home, including the provision of a secure and stable environment, intellectual stimulation, parent-child discussion, good models of constructive social and educational values and high aspirations relating to personal fulfilment and good citizenship; contact with schools to share information; participation in school events; participation in the work of the school; and participation in school governance." Apart from the school stuff, home educators have been singing the praises of the other activities for decades.

Work carried out by Leon Feinstein and James Symons, using an index of examination success ranging from 0 to 100, found that 16 year olds whose parents had showed the highest level of parental involvement achieved at a level 24 points higher than those whose parents had showed no interest. They did not find a significant difference between children with mothers who worked full-time and those who did not. The key factor what the amount of interest shown.²

Education researchers have long argued that parental involvement is a key factor in children's educational success. Way back in 1967, the Plowden Report surveyed 3,000 children in primary schools and concluded that lack of parental interest was the main reason some children fail at school.

The biggest factors in stopping parents getting involved seemed to be a lack of confidence and a lack of knowledge of how to help. Some parents apparently did not get involved in their children's schooling because they had themselves felt "put down" by schools or teachers. Many of these parents did not themselves have a happy time at school. According to the report, "Current interventions, whilst promising, have yet to deliver convincingly the achievement bonus that might be expected." That is, the ways schools intervene in the lives of other peoples' children can damage those children, leaving them feeling "put down" way into adulthood.

According to Jennifer Buckingham, an Australian policy analyst, a separate set of reasons for boys' underachievement in New Zealand schools includes the diminishing presence of men in their daily lives, "feminisation" of education and that boys are more vulnerable to poor teaching than girls.³

Notes:

1. <http://www.dfes.gov.uk/research/data/uploadfiles/RB433.doc>
2. BBC, "How to encourage your children", 10 October 2003, <http://news.bbc.co.uk/1/hi/education/3181340.stm>
3. Manawatu Standard, "NZ education system 'favours girls over boys'", 25 November 2003, p. 8.

(Continued from page 6: **Events**)

Saturday 7 February

8.45am Registration and resource viewing

9.30am Welcome

9.45am Two Electives:

1. Heroes of the Faith — Diana Waring.
2. Avoiding Burnout: Symptoms, Causes, Strategies — Craig & Barbara Smith

10.45am Morning tea and resource viewing

11.30am Two Electives:

1. Whatever Happened to Church History? — Diana Waring
2. Books, Great Books and More Books: Creating your own library and how to use it — Barbara Smith

12.30pm Lunch

1.45pm Two Electives:

1. Raising World Changers — Diana Waring.
2. ERO Reviews — Lennie Harrison

2.45pm Afternoon tea and resource viewing

3.30pm Question time

5:00pm Resource Viewing

6.00pm Venue closes

For more information, including registration forms for each event above, please visit: www.HomeEducationFoundation.org.nz

Sat 13 March 2004

Rotorua Home Educators Workshop

Venue: Destiny Church, Cnr Tutanakai & Pukaki Sts, Rotorua

Cost: \$15.00 per person/couple,

\$5.00 per session

Contact: Kate, Phone (07) 345-4135, datamaki@xtra.co.nz

Speakers: Craig and Barbara Smith

Sat 27 March 2004

North Taranaki Home Educators Workshop

Venue: Well of Life Family Church, 150 Ngamotu Road, New Plymouth

Cost: \$15.00 per person/couple, \$5.00 per session

Contact: Virginia (06) 751-3231 email: bryan6@maxnet.co.nz

Programme

9:00am Registrations and view resources

9:15am Introductions

9:30am Two Electives

1. Getting started, dealing with MOE/ERO, pulling children out of School, filling in an exemption form, etc. - Craig Smith

2. Avoiding Burnout (Keeping Going When The Going Gets Tough) - Barbara Smith

10:30am Morning tea

11:00am Two Electives

3. Getting Things Into Perspective - Craig Smith

4. Classical Education (Training Children's Minds, Tools of Learning and Motivation) - Barbara Smith

12:30 Lunch - Bring your own, hot drinks provided.

1:30pm Two Electives

5. Home Educating Through Secondary and Preparing for Tertiary Education and the Workforce - Craig Smith

6. Training Children and Youth in Purity - Barbara Smith

3:00pm Afternoon Tea

3:30pm Two Electives

7. Home Education from a Biblical Perspective - Craig Smith

8. Books, Great Books and More Books - Creating your own library and how to use it - Barbara Smith

4:30pm Final look at resources

5:30pm Finish

Tue-Fri 18-21 January 2005

Christian Worldview Conference

Venue: Willowpark, Auckland

Contact: Carol: Ph. (09) 410-3933, Email cesbooks@intouch.co.nz

Keynote speaker: R C Sproul, Jr.

Coming Events

Fri/Sat 23/24 January 2004

Shore Home Educators Network Seminar

Venue: Windsor Park Centre, 550 East Coast Rd, Mairangi Bay, North Shore City

Cost: One Day: \$25 individual; \$35 per couple. Two Days: \$40 individual; \$60 per couple

Contact: Email: shenet@ihug.co.nz, Ph.: (09) 478-3339. For a map of the area go to: www.nzmaps.co.nz/viewmap.php3?Map=az17. For more information on Diana Waring History Alive go to: www.dianawaring.com

Seminar Speaker: Diana Waring of History Alive!

Hosted by: Shore Home Educators Network and Home Education Foundation

Programme:

Friday 23 January 2004

(From a Christian worldview)

10:15am Registration, Resource viewing, Morning Tea

11:00am Welcome

11:30am Session One: Ancient Civilisations & the Bible

12:30pm Lunch

1:45pm Session Two: Whatever Happened to Church History?

2:45pm Afternoon Tea

3:30-4:30pm Session Three: Raising World Changers

Saturday 24 January 2004

(From a more general worldview)

8:45am Registration

9:30am Welcome

9:45am Session One: Roots and Wings

10:45am Morning Tea

11:30am Session Two: Unlocking the Mysteries of the Middle Ages

12:30pm Lunch

1:45pm Session Three: The Elements of Success: Learning Styles, Modalities & Intelligences

2:45pm Afternoon Tea

3:30pm Session Four: Things We Wish We'd Known — Panel Discussion

6:00pm Venue closes

Mon 26 January 2004

Rotorua Home Educators Seminar

Venue: Destiny Church, Cnr Tutanakai & Pukaki Strs, Rotorua

Cost: \$10.00 per person/couple

Contact: Kate, Ph: (07) 345-4135 datamaki@xtra.co.nz

Keynote Speaker: Diana Waring
Programme:

7:00pm Registration

7:30pm Beyond Survival - Diana Waring

8:30pm Questions, supper and look at resources

Thur 29 January 2004

Wellington Home Educators Workshop

Venue: Rimutaka Baptist Church, Upper Hutt

Contact: Wendy (04) 526-3210

Keynote Speaker: Diana Waring
Programme:

1:30pm Registrations

2:00pm Three sessions:

1. Heroes of the Faith - Diana Waring
2. Getting Started, Dealing with ERO, MOE exemption Application - Craig Smith
3. Keeping Going When the Going Gets Tough - Barbara Smith

3:00pm Afternoon Tea

3:30pm Elements of Success - Diana Waring

4:30pm View resources/Open question time

6:00pm Close

There may possibly be a creche and activities for children at the same venue so that mothers are free to attend.

Sat 31 January 2004

Manawatu Home Education Workshop

Venue: Reformed Church, 541 Ruahine St., Palmerston North.

Map at: www.palm.org.nz/pnmap.asp?Mapxy=357,393&ID=33

Cost: \$25 per person/couple; youth \$5 with parents.

Contact: Barbara Ph: (06)357-4399, email: hedf@xtra.co.nz.

Main Speaker: Diana Waring.
See www.dianawaring.com

Programme:

8:45am Registration

9:30am Welcome

9:45am Three Electives:

1. Raising World Changers (from a Biblical Worldview) - Diana Waring

2. Getting Started, dealing with MOE/ERO, pulling children out of school, filling in an exemption form, etc. - Craig Smith

3. Keeping Going When the Going Gets Tough - Barbara Smith

10:45am Morning Tea

11.30pm Keynote Session 1: Roots and Wings by Diana Waring

12:30pm Lunch

1:45pm Keynote Session 2: Got Teens! - Diana Waring

2:45pm Afternoon Tea

3:30pm Things We Wish We'd Known - Panel Discussion

6:00pm Venue closes

Fri/Sat 6/7 February 2004

Mainland Conference

Venue: Bishopdale Reformed Church, 92 Highsted Rd., Bishopdale, Christchurch

Cost: Thursday/Friday or Thursday/Saturday: \$25.00 single, \$35.00 per couple; Full weekend: \$40.00 single, \$60.00 per couple; \$5.00 per day per teenager accompanied by a parent. Pre-registration is required by 31 January 2004 to assist with organisation and catering.

Contact: Adrienne, ph. (03) 347-7168, cheinc@free.net.nz

Main Speaker: Diana Waring
Programme:

Thursday 5 February

6.30pm Registrations, resource viewing

7.30pm Welcome

7.45pm Keynote 1: Box Free Living.

8.45pm Supper & resource viewing

Friday 6 February

8.45am Registration and resource viewing

9.30am Welcome

9.45am Keynote 2: Roots and Wings

10.45am Morning tea and resource viewing

11.30am Keynote 3: Unlocking the Mystery of the Middle Ages

12.30pm Lunch

1.45pm Keynote 4: Got Teens!

2.45pm Resource viewing

3.30pm Venue closes

(Continued on page 5: *Events*)

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4:30pm View resources/Open question time

6:00pm Close

There may possibly be a creche and activities for children at the same venue so that mothers are free to attend.

Sat 31 January 2004

Manawatu Home Education Workshop

Venue: Reformed Church, 541 Ruahine St., Palmerston North.

Map at: www.palm.org.nz/pnmap.asp?Mapxy=357,393&ID=33

Cost: \$25 per person/couple; youth \$5 with parents.

Contact: Barbara Ph: (06)357-4399, email: hedf@xtra.co.nz.

Main Speaker: Diana Waring.
See www.dianawaring.com

Programme:

8:45am Registration

9:30am Welcome

9:45am Three Electives:

1. Raising World Changers (from a Biblical Worldview) - Diana Waring

2. Getting Started, dealing with MOE/ERO, pulling children out of school, filling in an exemption form, etc. - Craig Smith

3. Keeping Going When the Going Gets Tough - Barbara Smith

10:45am Morning Tea

11.30pm Keynote Session 1: Roots and Wings by Diana Waring

12:30pm Lunch

1:45pm Keynote Session 2: Got Teens! - Diana Waring

2:45pm Afternoon Tea

3:30pm Things We Wish We'd Known - Panel Discussion

6:00pm Venue closes

Fri/Sat 6/7 February 2004

Mainland Conference

Venue: Bishopdale Reformed Church, 92 Highsted Rd., Bishopdale, Christchurch

Cost: Thursday/Friday or Thursday/Saturday: \$25.00 single, \$35.00 per couple; Full weekend: \$40.00 single, \$60.00 per couple; \$5.00 per day per teenager accompanied by a parent. Pre-registration is required by 31 January 2004 to assist with organisation and catering.

Contact: Adrienne, ph. (03) 347-7168, cheinc@free.net.nz

Main Speaker: Diana Waring
Programme:

Thursday 5 February

6.30pm Registrations, resource viewing

7.30pm Welcome

7.45pm Keynote 1: Box Free Living.

8.45pm Supper & resource viewing

Friday 6 February

8.45am Registration and resource viewing

9.30am Welcome

9.45am Keynote 2: Roots and Wings

10.45am Morning tea and resource viewing

11.30am Keynote 3: Unlocking the Mystery of the Middle Ages

12.30pm Lunch

1.45pm Keynote 4: Got Teens!

2.45pm Resource viewing

3.30pm Venue closes

Saturday 7 February

8.45am Registration and resource viewing

9.30am Welcome

9.45am Two Electives:

1. Heroes of the Faith — Diana Waring.
2. Avoiding Burnout: Symptoms, Causes, Strategies — Craig & Barbara Smith

10.45am Morning tea and resource viewing

11.30am Two Electives:

1. Whatever Happened to Church History? — Diana Waring
2. Books, Great Books and More Books: Creating your own library and how to use it — Barbara Smith

12.30pm Lunch

1.45pm Two Electives:

1. Raising World Changers — Diana Waring.
2. ERO Reviews — Lennie Harrison

2.45pm Afternoon tea and resource viewing

3.30pm Question time

5:00pm Resource Viewing

6.00pm Venue closes

For more information, including registration forms for each event above, please visit: www.HomeEducationFoundation.org.nz

Sat 13 March 2004

Rotorua Home Educators Workshop

Venue: Destiny Church, Cnr Tutanakai & Pukaki Sts, Rotorua

Cost: \$15.00 per person/couple, \$5.00 per session

Contact: Kate, Phone (07) 345-4135, datamaki@xtra.co.nz

Speakers: Craig and Barbara Smith

Sat 27 March 2004

North Taranaki Home Educators Workshop

Venue: Well of Life Family Church, 150 Ngamotu Road, New Plymouth

Cost: \$15.00 per person/couple, \$5.00 per session

Contact: Virginia (06) 751-3231 email: bryan6@maxnet.co.nz

Programme

9:00am Registrations and view resources

9:15am Introductions

9:30am Two Electives

1. Getting started, dealing with MOE/ERO, pulling children out of School, filling in an exemption form, etc. - Craig Smith
2. Avoiding Burnout (Keeping Going When The Going Gets Tough) - Barbara Smith

10:30am Morning tea

11:00am Two Electives

3. Getting Things Into Perspective - Craig Smith

4. Classical Education (Training Children's Minds, Tools of Learning and Motivation) - Barbara Smith

12:30 Lunch - Bring your own, hot drinks provided.

1:30pm Two Electives

5. Home Educating Through Secondary and Preparing for Tertiary Education and the Workforce - Craig Smith

6. Training Children and Youth in Purity - Barbara Smith

3:00pm Afternoon Tea

3:30pm Two Electives

7. Home Education from a Biblical Perspective - Craig Smith

8. Books, Great Books and More Books - Creating your own library and how to use it - Barbara Smith

4:30pm Final look at resources

5:30pm Finish

Tue-Fri 18-21 January 2005

Christian Worldview Conference

Venue: Willowpark, Auckland

Contact: Carol: Ph. (09) 410-3933, Email cesbooks@intouch.co.nz

Keynote speaker: R C Sproul, Jnr.

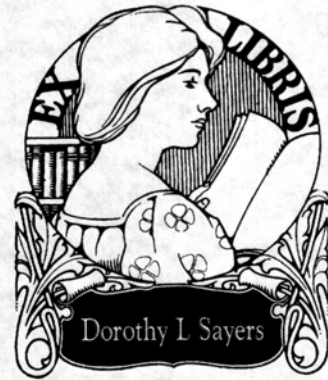
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