

TEACH Bulletin

Thorough Education Achieved in a Caring Home

Number 60

June 2002

Will the Guinea Pigs Survive?

Over 50,000 Year 11 (form five) students are likely to have incomplete academic records as a result of continued industrial action by teachers. These unlucky souls are the guinea pigs who are, for the first time ever, negotiating their way through the NCEA (National Certificate of Educational Achievement) coursework in hopes of having something to show for all those years of compulsory schooling. But Post Primary Teachers' Association members are threatening to derail the whole thing, and with the lost days of instruction and catch up work due to the strikes, they may not have to do much to accomplish that. If the MoE was so set on making these young people guinea pigs, they could have at least ensured that the lab conditions were more tolerable.

Headmaster of King's college John Taylor commented in the *NZ Herald* recently how he reckons secondary education in NZ needs "consistent guiding principles and leadership". He indicates that ideally it is our politicians who should be the ones to identify the key issues and address them in a bipartisan way with something like a 10-year strategy.

Yet at the same time Mr Taylor recognises that it is these same politicians who cause all the trouble by treating the education of our youth as a political football rather than letting professional teachers, some of whom may even yet maintain a reasonable degree of professional pride and the desire for high academic standards, to drive the schools.

Certainly many home educators have watched academic standards slip over the years, wondering if high schools were going to be able to offer their youth anything the parents could not themselves supply. As the old familiar landmarks of School Certificate and Bursary are being demolished, more and more home educating parents – in conference with their youth -- are deciding they can do the job themselves. The often-heard advice that paper qualifications issued by a registered school are "required" for enrolment into University is being understood more widely

now to be false, as it ever was. University admissions officers have always had the discretion to admit anyone they felt was able to handle tertiary-level work.

As the new qualification, NCEA, is being progressively introduced over these three years (2001 – 2003) it is amazing to see the level of dissatisfaction with all aspects of it, even after many years of consultation. But it appears to have been done in a fog of political correctness which prevented many from expressing their fears until now, and as they are being expressed in these ongoing teacher strike actions. According to John Taylor, the NCEA "defies reality" and is "encountering huge problems

(Continued on page 2: Pigs)

NCEA Alternative

Cambridge University will open an office in Auckland this September to enable secondary schools to offer students an alternative to the NCEA. While New Zealand's 300 state secondary schools must offer the new NZQA qualification NCEA (National Certificate of Educational Achievement), they will also be able to offer these British high school exams via Cambridge's Local Examination Syndicate.

A growing list of schools hopes to offer the International General Certificate of Secondary Education (GCSE), a Form 5, or Year 11 qualification, at \$85 a subject, as well as English A levels, for Years 12 and 13, at \$55 a subject. Schools thought to be showing interest in the exams include Auckland Grammar School, the Senior College, the International College, Strathallan, Westlake Girls, Pinehurst, Hamilton Boys,

Palmerston North Boys, Macleans College and Corran.

The newly formed Association of Cambridge Schools of New Zealand, headed by John Morris, principal of Auckland Grammar, is understood to be negotiating with the University of Auckland on how the imported exams will correspond to a points system established by the university to set benchmarks for popular courses such as law.

David Syms of Palmerston North Boys High can see no problem in home educated individuals sitting the exams at local high schools offering it. Contact one of the schools listed above in the first instance for more information.

(From "Cambridge Here for NCEA Unbelievers", *NZ Herald*, 14 June 2002, <http://www.nzherald.co.nz/storyprint.cfm?storyID=2046637>)

(Continued from page 1: *Pigs*)

over workload, resourcing, moderation”, etc.

Even if the PPTA was happy with the NCEA, its academic properties are still highly questionable. Subjects are broken down into bite-sized chunks called Achievement Standards or Unit Standards. The assessments have questions throughout which students MUST get correct to receive any credit at all. These are called Performance Criteria, or PC for short. Some assessments are organised in such a way that even if they get 90% of the assessment quiz correct, but happen to wrongly answer the PC, they fail the whole lot.

They can then re-sit the PC to try to get it right. This adds a lot of extra time. In fact, some students only bother to study for part of the assessment quiz, knowing full well that a failure in any part only means they’ll be able to sit that part again later with no penalty.

On top of that, instead of teaching the big picture, these Achievement or Unit Standards force teachers and students to examine little bits at a time, in isolation to the rest of the subject. Once that

wee bit is examined and tested, it is put aside and another little bit is examined. There is no overall strategy to comprehend the subject as a cohesive whole, unless the teacher is especially eager and committed to doing so. Understanding of the subject as a whole is thereby compromised, although virtually every student will eventually “pass” the subject since they can re-sit failed parts multiple times.

Because specific learning outcomes are the objective, rather than a larger understanding of the whole and how that whole fits into and relates to the rest of reality, teachers themselves, that is, real teachers who know and understand and love their subject in the context of the whole of life, are becoming redundant and disillusioned. All one will need, if we continue with NCEA, are banks of technocrats who can run students through the unit standards, expose them to the material and then ascertain whether their answers on the PCs are in fact PC (pun fully intended!!) or close enough to the prescribed PC answers.

It appears this simple demand for specific learning outcomes, a mastery of a certain type of response to a certain question, is based on a behaviourist philosophical understanding of human behaviour and development as promoted by B.F. Skinner, Pavlov and others. It does so by simplifying human knowledge to a collection of facts offered or responses given to certain stimuli. Reality is centred in one’s response to the environment. Overall understanding or wisdom is not a sought-for outcome.

Classroom teachers in NZ, on the other hand, have been trained to guide students into discovering their own learning,

constructing their own understanding of reality. This is done according to constructivist philosophies of learning and development wherein the role of teacher as the possessor of truth and knowledge is downplayed or laid aside altogether. It is assumed within the constructivist philosophy that there is no propositional truth or body of knowledge that never changes or holds its usefulness (is true) for all people in all times, but that each generation and even each individual within that generation must construct his or her own personal understanding of the world around them since their point of view and personal environment is unique from that of everyone else.

Home educators subscribe to all kinds of philosophies, yet few are as radical in their views of reality as are the behaviourist or the constructivist. Thankfully too, few teachers in school classrooms are consistently constructivist.

However some teachers do see their role as a lot wider than teaching in academic areas. John Taylor again: “As family breakdown continues, and the underpinning of traditional values and ethics through church ties becomes weaker, secondary schools must become well-resourced community centres of character development and socialisation This will not occur without a strong extra-curricular sporting, cultural and socialising programme outside the classroom. Teachers, therefore, must be financially rewarded for their vital role in maintaining the extra-curricular and pastoral dimensions of school life.”

Mr Taylor appears to be making a case for school teachers to replace both parents and the parish priest. Like the politicians who want to ban spanking in the home, it seems Mr Taylor is also trying to extend his influence and powers into an area where he does not belong. Such moves are illegitimate.

(Parts extracted from “Prolonged Teachers’ Dispute Threatens Value of Certificate”, *NZ Herald*, 1 June 2002, <http://www.nzherald.co.nz/storyprint.cfm?storyID=2044453> and “Urgent Need to Address Teaching Ills”, *NZ Herald*, 4 June 2002, www.nzherald.co.nz/storyprint.cfm?storyID=2044695)

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
PO Box 9064
Palmerston North
Ph.: (06) 357-4399 Fax: (06) 357-4389
hedf@xtra.co.nz

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

Trading Post



(Listings under Trading Post are done free of charge.)

Wanted:

Play & Talk Building Thinking Skills Book 3

Contact:

Joanne
Ph. (07) 871-9060

The Best Attracts Attention

Suppose you stumbled across a teaching method boasting higher achievement test scores from standardized primary school exams to USA University Entrance SATs. In fact *The Wall Street Journal*, backed by scores of other sources, reports that students educated under this method consistently score in the 85th percentile on national achievement tests. This system produces winners in national spelling bees, math competitions and debates. Its graduates are welcomed in the most prestigious universities in the country. Suppose you'd seen the results documented not just in academic journals, but splashed across the covers of *Time* and *Newsweek*.

Suppose this measurably superior education could be delivered to children at a fraction -- say no more than one-fifth but usually more like one-tenth -- of the cost of public schooling. Using this method, children can learn in two hours what could easily take two weeks to teach in public schools. Suppose that research also showed that children educated under this method were not only just as socially adjusted as those in conventional schools but also tended to be leaders rather than followers, more independent in their thinking and far less susceptible to negative peer pressure.

What would be your response if you found that the teachers in this system usually had no particular academic qualifications themselves, usually not much more

than high school level and that they also managed without the huge, cumbersome and vastly expensive administrative baggage normally associated with a school? Unbelievably perhaps, this method also instructs the students in perfect harmony with the parents' wishes and in fact has their total support every inch of the way. And this method was used to train up larger-than-life contributors to society such as CWF Hamilton (NZ inventor of the jet boat), Abraham Lincoln, John & Charles Wesley and Mark Twain, who were all self-taught or educated at home.

Your response will probably depend on where your first interest lies.

Teachers' Unions in the USA have regularly condemned home education at their annual conferences. Even though home education is legal (stop and think a moment: in the name of all that's reasonable, why should it be illegal for parents to educate their own children?), home educators are regularly threatened with prosecution by truancy officers. Even in New Zealand these obviously committed parents often suffer the disdain of neighbours, the opposition of relations and have found themselves the objects of hostile investigations by social welfare agents of the state who have been sent to victimize these innocents by bogus and anonymous tipsters.

This writer faced past Labour MP Margaret Austin as she told him in vehement tones that home educators should be subject to every regulation in the Education Act for we are de facto schools! NZ First MP Brian Donnelly told this writer over the phone in 1997 that he intended, as Minister responsible for the ERO, to review all home educated children in their homes to see that they are learning and that they are learning in a safe and secure environment. These were his words, even though the Act specifies that the teaching (not the learning) is to be assessed, and even though the Act does not allow Review Officers into the home unless invited, *nor* does it mention anything among

the powers or duties of such Review Officers to investigate the safety of private homes.

Within the last couple of weeks it was proposed to this writer, simply as a thought for consideration, that perhaps CYFS should be informed of every exemption certificate as it was issued as a way to enhance child safety in this country. This is only slightly less terrifying than the proposal, written in an Education Amendment Bill a few years ago, to give ERO officers *automatic* right of entry into our private homes (that is, more power of entry than police themselves possess). Be assured dear reader: there are people within the MoE who consider that HEs, by definition, should be automatically suspected of child abuse and/or neglect.

This is in spite of the fantastic academic and social results mentioned above of one-on-one tutoring of children by the people most dedicated and committed to the children's success: the parents. Or perhaps these evidences of opposition are *because of* these superior results! As evidence of this: a pioneer group of New Zealand home educators was told, in writing, by J.K. Millar, Assistant Director Resources Development, Dept of Education, Wellington, in 1987: "I was surprised and alarmed by the number [of home educators]. It was a more major issue than I expected which could mean changes in policy beyond my control and was of a magnitude that could involve reaction from the teacher's unions."

There are other issues to consider as well.

Apart from the wee handful of independent schools left in this country, home educators are the only truly independent educators in New Zealand. This is even more true since we do not have to be registered or certified "teachers".

We do not have to teach social studies as if other cultures are to be preferred to our own. We do not have to teach a course in Islam, as is now (since September

11) required in California. We are in fact free to teach, if we are so inclined, that our own culture and our own religion are the best.

Home educators do not have to be politically correct or treat our boys and girls in an androgynous fashion. At home we can raise our children to fulfil specific gender role models or not, according to the dictates of our own consciences. This used to be widely accepted and even protected in law as a fundamental liberty of responsible citizenship.

“Diversity” (the “homosexual rights” agenda) is not for us a mandated subject as it is today from K to grade 12 in California (this writer’s native home). As parents we can teach that certain things are immoral even if they are not deemed illegal. We are not required to teach to our children that serial de facto relationships of whatever gender mix are equivalent to a life-long marriage of one man and one woman if we don’t believe it.

In the pointed words of Phyllis Schlafly of Eagle Forum, “Home schoolers don’t have to study fuzzy math, whole math, new math, new new math, or rain forest math. They won’t waste math time discussing, coloring, playing games or telling their parents how good they feel about incorrect answers.”

We generally teach our children to read by phonics, thereby rejecting one of the foundational planks of state education, the look-say subversion, and incidentally put the lie to the apparent need for 25% of primary-aged students to go through reading recovery programmes. Neither are our children socialised by an unthinking herd of other immature children or by teachers with agendas or by a politically mandated curriculum.

We generally do not assign our children to read depressing modern books by “nobody” authors writing about sex, drugs and suicide, nor subject them to nosey questionnaires on these same topics. Believe it or not, favourite books among home educators of-

ten feature real-life heroes and heroines and inculcate values such as self-discipline, modesty, humility, courage, loyalty, virtue and chivalry.

This is liberty and freedom at its best. No, it is not an anarchistic, every-man-for-himself, I’ll-do-as-I-want kind of thing: it is parents taking upon themselves the full yoke of parental responsibilities toward their children. Such strength of character and independence of thought are sure to be targets for the social engineers who populate government agencies and special interest lobby groups. So take heed: Thomas Jefferson’s life among international political leaders and his role in the birth of a new and independent nation caused him to warn us all: the price of freedom is eternal vigilance.

(Parts extracted from: “County Tries to Limit Home Schooling” by Barbara Curtis, 25 April 2002, *The Press Democrat*, <http://www.pressdemocrat.com/opinion/columns/25close.html> and “Home Schooling Has Come a Long Way” by Phyllis Schlafly, 4 June 2002, *TownHall.com*)

Students Already Know IT

According to a survey of 811 school districts released by the National School Boards Foundation in the U.S.A., 54% of respondents rely on students to provide technical assistance for computer systems. It seems that teachers are “unevenly prepared for using technology as a tool for teaching and learning,” with 69% of respondents rating new teachers as average or novices at computer work.

“Teachers become the guide on the side, instead of the sage on the stage,” says National School Boards Association executive director Anne Bryant. Many schools may not have the resources for technical support and have no choice but to rely on students. What does this say about the millions the MoE is committed to spending on computer technology in order to teach students? That many of them already know more than the teachers through their

own experience. Home education takes place all by itself and costs the taxpayer virtually nothing.

(From “Kids the Teachers in Hi-Tech” by Laurie Kellman, 11 June 2002, *The Australian*, <http://www.theaustralian.news.com.au/printpage/0,5942,4503055,00.html>)

Watch Text Messages

Liz Butterfield, president of Internet Safety Group, warned the School Trustees Association’s annual conference in Hamilton that cellphones can be used for bullying and leaving threatening messages. She further warned that parents and teachers often don’t know what messages young people are sending or receiving. “Research is starting to indicate that young people can lose their inhibition in these environments, thinking that what they say over the Internet or on cellphones isn’t as serious as if they’d said it face to face.” The next issue parents and teachers will have to face is cellphone access to the Internet.

(From “Text Message Warning”, 21 June 2002, *Infotech*, <http://www.stuff.co.nz/inl/print/0,1103,1242349a28,FF.html>)

Noise Study Favours Home over Classroom

In a study released 12 June 2002 by Oticon Foundation Classroom Acoustics, classroom noise is proving a major stumbling block for primary schoolchildren. The study of teachers at seven Auckland primary schools found 71% considered noise from within classrooms was a serious problem. But even more teachers – 86% -- had a problem with outside noise, such as lawn-mowing and sports, coming through open windows.

Research leader Oriole Wilson said many primary school children could not hear teachers and teachers were straining their voices to be heard. “In those rooms (without special ceilings) our measurements show that speech and sounds are blurred together and noise levels increased,” she

said. "In the worst cases, children are trying to listen at a point where the sound within the classroom drowns out the teacher's voice." Recordings of classroom noise found average levels ranged between 50 and 70 decibels (dB).

The report notes primary students find it harder to listen than older children. Home educators can take note of this fact, for it especially holds true the more background noise there is.

The study also revealed interesting things about modern teaching styles. Only 12% of teaching time is spent at the blackboard, while 38% is spent doing group work. One-to-one teaching makes up 16% and mat work 31%. Leaving aside the mystery (to this editor at any rate) as to what on earth mat work might be, the information is given that only 16% of a full day at school of six hours, 9am to 3pm, or precisely 57.6 minutes, is devoted to one-to-one teaching. This is already a generous figure for it makes no allowance for lunch breaks or recess. If the classroom was really privileged and had only 20 students, that means each student would score just under three minutes a day of individual tuition (2.88 minutes to be exact). The student educated at home can expect several *hours* a day of individual attention.

The average reported level of classroom noise, between 50 and 70 dB, is a concern. In a typical living room the highest noise level that permits relaxed conversation with 100% sentence intelligibility throughout the room is 45 dB. People tend to raise their voices when the background noise exceeds 45-50 dB. With a background noise at 50dB sentence intelligibility is 100%, but at 70dB it is down to 60%. This certainly has implications for effective learning, whether in a classroom or the home. It is almost certain that your three or four children at home will be making less noise on average than 20 or so children in a classroom. But do take note of environmental noisemakers: normal conversation takes place at about 50db; a restaurant can be around 70dB; a vacuum cleaner is

85dB, washing machine 60 to 70dB. Urban residential properties can have an average day and night background noise of 59dB and a high-density apartment block would be at 78dB. Rural residential properties experience only 40dB on average.

(Parts from "Primary Teachers Struggle to Be Heard Above Class Noise", *NZ Herald*, 12 June 2002, www.nzherald.co.nz/storyprint.cfm?storyID=2046297&type=nzh and "Protective Noise Levels", Condensed Version of EPA Levels Document, www.nonoise.org/library/levels/levels.htm#speech)

HEs Find Rare Dinosaur

A team of 30 home educators spent a week in May hunting, finding and excavating fossils in the Skullcreek Basin of northwest Colorado, an area once described by *National Geographic* as one of the 50 best fossil dig sites in the world. The dig was led by Doug Phillips, president of Vision Forum and an adjunct professor of apologetics with the Institute for Creation Research, and Peter DeRosa, a veteran archaeologist and paleontologist with Creation Expeditions.

They hit paydirt by unearthing a large, rare, intact allosaurus more than 22 feet long and 10 feet in height. The complete skull, which was found in the closing moments of the expedition, is over three feet long and is only the fourth skull ever recovered world-wide. In fact this allosaurus is nearly 70% complete and may be the most fully articulated, or connected, allosaurus ever excavated.

According to paleontologist DeRosa, "There is wood from trees mixed in among the bones, some of which contains petrified and unpetrified elements in the same piece of wood. If this creature were millions of years old, the evidence would look quite different."

It was Dr. Bruce Bellamy, a home-school father from Clinton, Mo., who broke dirt on what would prove to be the neck vertebrae leading up to the skull. Just

yards away, on a second site, 9-year-old home educated Haley Meadows was dusting away dirt with her brush when she found the claws of a 100-foot sauropod, presently believed to be of the rare ultrasaurus variety.

(Condensed from WorldNetDaily.com, 21 May 2002, http://www.worldnetdaily.com/news/printerfriendly.asp?ARTICLE_ID=27686)

HEs Take Geography Bee

Twelve of the 55 finalists at the National Geographic Bee for this year were home educated, said Ellen Siskind, a spokeswoman for the National Geographic Bee. "This is an all-time high," she said. "Home schoolers tend to be in a lot of these contests, and we have found that they are very bright." The contest is for fifth- to eighth-graders, aged mostly 11 to 14. *National Geographic* estimates that as many as 5 million students around the country participated in local- and state-level contests leading up to the finals.

Home Educators numbered four of the 10 to make it into the final round. On the winning dais in third place was Erik Miller of Kent, Washington, winning a US\$10,000 scholarship; and taking the championship, and a US\$25,000 scholarship, was 10-year-old Calvin McCarter of Jenison, Michigan. Calvin is one of the youngest competitors in the Bee's entire history. Those other two finalists were Isaiah Hess of Colorado Springs, Colorado, and John Rice of Mad-dock, North Dakota.

Evelyn Hess, mother of finalist Isaiah Hess, noted that study of geography, which feeds her son's great interest in Christian missions, can also be tied into a number of other subjects. "He has literally studied every country in the world and drawn a detailed map of each one. He's learned about languages and cultures as well. We weave it all together."

(From "Home Schooler Wins National Geography Bee", <http://nche.hslda.org/docs/BrightSpots/200205220.asp> and "National 'Bees' Buzz with Home Schoolers", 21 May 2002, <http://www.washingtontimes.com/metro/20020521-81829932.htm>)

Coming Events

July 20:

Wanganui Home Educators Workshop

Venue: Central Baptist Church cnr
Wicksteed & Dublin Streets

Cost: \$10.00 person/couple

Ctc: Marice, Ph: (06) 345-3660
email: jmmmhill@xtra.co.nz

Programme

9:30-10:30 "Avoiding Burnout"

10:30-11:00 Morning tea

11:00-12:30 2 Electives:

** "Getting Started" Looking at
both starting 5-6 year olds and
taking older children out of
school

** "Training Our Children's
Minds" -- Practical tips on
Training the Mind, eliminating
stress, making life easy, yet
maintaining excellence.

12:30-14:00 Lunch Time. Talking
freely with people, displays etc.

14:00-15:30 "Home Educating
Through Secondary and
Preparing For Tertiary
Education and the Workforce"

15:30-16:30 Question and answer
session including a section on
the Fathers Role in Home
Education

9:30-10:30 Welcome; Current is-
sues with MOE/ERO; Avoid-
ing Burnout.

10:30-11:00 Morning tea

11:00-12:30 Four Electives

** "Home Educating on a Bibli-
cal Foundation"

** "Using Hospitality as a So-
cialisation Tool"

** "Training our Children's
Minds"

** Tour of Dayspring and a look
at curriculum materials

12:30-1:30 lunch time

1:30-3:00 Three Electives

** "Getting started" - dealing
with MOE/ERO, pulling chil-
dren out of school, filling in an
exemption form

** "Sibling Rivalry or Sibling
Friends"

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

3:00-3:30 afternoon tea

3:30-5:00 Three Electives

** "Home Educating Through
Secondary and Preparing For
Tertiary Education and the
Workforce"

** "Home Business"

** "Training our children and
youth in purity"

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 Abplan-
alp, Michael Edwards, Mary An-
drews, Mike & Jane Limmer, Penny
Bilton, Jim Fulton, Amanda Banks,
John Newbury, Craig & Barbara
Smith, Michelle Peat, Kim Tipene,
Sheryl Larsen.

July 27:

7th Annual TEACH Leadership Forum

Venue: Dayspring Resource Centre,
541 Ruahine Street, Palmerston
North

Contact: C. Smith (06) 357-4399

Email: hedf@xtra.co.nz

Cost: None

Annual forum for all those inter-
ested in starting or co-ordinating
support groups, helping others, na-
tional home education issues.

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 re-
sources

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

1.15 – 2.30pm Session 2

Seven Workshop Electives

2.30 – 3.00pm Afternoon Tea

3.00 – 4.15pm Session 3

Seven Workshop Electives

September 28

Oamaru Home Education Workshop

Contact: Sandra, ph. (03) 434-5547

October 14-19:

Home Education Awareness Week

(Check out what is on or create
something for your own area.)

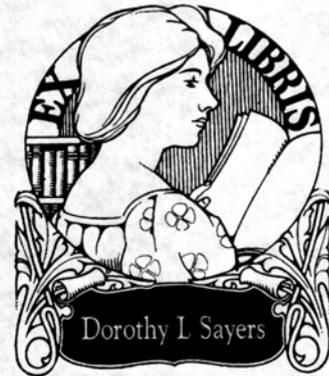
Hot off the Press!!

A New Zealand Home Educator's
Guidebook

Preparing for an ERO Review

by Craig S. Smith

The Lost Tools of Learning



Preparing for an ERO Review

20 pages of insightful and helpful comment on preparing for the arrival of the Review Officer. Chapters include: Overall Strategies, What they're looking for, What if you've changed curriculum, Access to children, At home or a neutral venue, Coping with a negative report, etc.

Classic Essay on Education

Dorothy Sayers' delightful prose outlines the Classical Trivium approach to excellence in education used by most great Scholars, past and present. Train your children to think critically and learn for themselves.

Order Form

Please send _____ copies of Preparing for an ERO Review at NZ\$5.00 each*.....\$ _____

Please send _____ copies of Lost Tools at NZ\$5.00 each*.....\$ _____

Donation to Home Education Foundation (gifts of NZ\$5 or more receive tax-deductible receipts).....\$ _____

Total.....\$ _____

Name:

Address:

State:

Zip:

Phone:

Email:

Enclosed find my cheque/money order (payable to Home Education Foundation) for \$ _____

OR Please charge my MasterCard Visa Bankcard

_____|_____|_____|_____|_____|_____|_____|_____|_____|_____|

Expiry date/..... Amount: \$.....

Name on card.....

Signature.....

* All prices include post and packaging.

Post/email/fax completed order form to:

Home Education Foundation

Freepost 135611

PO Box 9064

Palmerston North

Ph.: (06) 357-4399

Fax: (06) 357-4389

hedf@xtra.co.nz

Just spreading the word about an excellent Home Education Workshop Shore Home Educators Network has planned for Saturday 10 August...

Details follow below, or check out the website;

www.shenetwork.org

Registration forms are available from Denise (09) 479 1488 or Christine (09) 483 6991 or can be printed off from the website.

Please feel free to forward this to others who may be interested in attending.

Mary Anne

HOME EDUCATION WORKSHOP

Hosted by Shore Home Educators Network

“The World is our Classroom”

Saturday 10 August 2002

9.00am to 4.15pm

Website: www.shenetwork.org

shenetwork.org

Email:

info@shenetwork.org

Venue: Rawene Centre, 31 Rawene Rd, Birkenhead, North Shore City (4 minutes north of the Auckland Harbour Bridge)
3 Session Times, 20 Sessions to choose from.

Speakers include Craig & Barbara Smith, Rob Williamson (ERO), Phil Astley, Helen Pearson and many more

Cost: \$35 per couple, \$30 individual.

REGISTER EARLY to ensure your choice of sessions and to receive a FREE theme pen and catalogue from either Elijah Company or Rainbow Resource Centre (400pages). Limited number of catalogues and pens available! (Catalogues to be collected at the workshop).

To request a printed registration form phone Denise (09) 479 1488 or

Christine (09) 483 6991

PROGRAMME;

9.00am Registration, Viewing of Resources, Morning Tea
10.00 – 10.30am Welcome and Introduction of Speakers
10.45 – 12.00noon Session 1
12.00 – 1.15pm Lunch
1.15 – 2.30pm Session 2
2.30 – 3.00pm Afternoon Tea
3.00 – 4.15pm Session 3

SESSION 1 SELECTION

1A

THE INSIDE STORY – ERO'S PERSPECTIVE

An insight into the operation of the ERO & Highlights of successful home educating families from around New Zealand. Rob Williamson, Senior Review Officer, Homeschool Unit, Education Review Office with

Craig Smith, Home Education Foundation

1B

CHOOSING AND USING TEACHING MATERIALS – For beginning home educators –

Carol Munroe & Barbara Smith

1C

PREPARING 0 – 6 YEAR OLDS FOR HOME EDUCATION - Victoria Haldane

1D

A FATHER'S ROLE IN HOME EDUCATION - A discussion panel facilitated by Adam

Claasen

1E

HOW TO CREATE YOUR OWN UNIT STUDY – Integrating ages, subjects and learning styles around a theme/topic to encourage interest and to maximise learning.

Lyn Strong

1F

TEACHING THE BASICS OF MATHS eg the four basic operations, measurement, fractions - Dorinda Duthie

1G

FINANCIAL LITERACY FOR TEENS

Includes Biblical Principles.

(Parents welcome) - Bernie Ogilvy, Director
Worldview Studies, Masters Institute

SESSION 2 SELECTION

2A

LIFE-GIVING LEARNING

True freedom in any pursuit comes when there is an understanding of the big picture, of the principles that will bring success. This session will look

at foundational principles that will provide a framework for each attendee

to consider in order to make the most of learning opportunities throughout the course of life. Developing a framework of foundational

principles for life time learning – in theory and in practice - Helen Pearson

2B

KEEPING GOING WHEN THE GOING GETS TOUGH

Encouragement and strategies to cope through challenging times - Barbara

Smith & Christine Smith

2C

MUSIC – Encouraging a life time love and appreciation of music in our

children - Lyn Strong

2D: BEYOND SECONDARY

Qualifications, Apprenticeships and Employment - Craig Smith

2E TEACHING HISTORY

FROM A CHRISTIAN PERSPECTIVE - Christine Whetton

2F: CAN'T WRITE; WON'T

WRITE Helping children with written language - Dorinda Duthie

2G: Teens are encouraged to attend BEYOND SECONDARY

(2D)

SESSION 3 SELECTIONS

3A

ASK THE VETS - A panel of veteran home educators to answer all your questions.

3B

TAKING A CHILD OUT OF SCHOOL – Applying for an exemption, home education approaches, resources, etc

3C

THE VIRTUAL CLASSROOM - EFFECTIVE USE OF THE INTERNET FOR HOME EDUCATION -

Phil Astley, Webmaster of www.home.school.nz

3D

For Fathers – TEN REASONS WHY NOT TO HOME EDUCATE – Objections answered.

Includes a Christian perspective - Rob Aiken

3E

CLASSICAL EDUCATION - Practical tips on Training the Mind, eliminating stress, making life easy yet maintaining excellence - Barbara Smith

3F - TEACHING YOUR CHILD TO READ - Jill Meyer

3G - TEENS DISCUSSION - Facilitated by David & Andrea Munroe (Teens only)

FOR FURTHER DETAILS OF THESE SESSIONS VISIT: www.shenetwork.org

FOR YOUR INFORMATION:

Refreshments: Morning and afternoon teas will be provided.

BYO Lunch. Muffins will be available for \$1. Cafes nearby. Children: Nursing babies only please

Teenagers: Accompanied by parents are free of charge

Resources: A wide range of resource materials will be available for sale

Facilitators: Please note the information presented reflects the experiences of each individual facilitator.

REGISTRATION

Please complete and return the registration form to; Shore Home Educators Network

46 Woodlands Cresc, Browns Bay, North Shore City

Please make cheques payable to Shore Home Educators

For further information;

Phone: Denise (09) 479 1488

483 6991 Christine (09)

Website: www.shenetwork.org

Email: info@shenetwork.org

Hello Craig and Barbara

Below is the updated version of the programme which we are quite happy to go to print. There will only be very minor changes from this point and I'll notify as soon as they happen. We will have pamphlets to you by the middle of July. Many thanks Peter

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

A "How to get started? Legality and Practicality of Home Schooling."

Facilitated by Vicky Vercoe (THEN), with Gerry Sullivan (MOE), and Craig and Barbara Smith (TEACH & Manawatu HE).

B "Discovering and developing your child's musical abilities." Facilitated by Rosie Boom. (Hamilton West Christian HS)

C "Preparing for Tertiary Education" Facilitated by Mary Anne Abplanalp (Shore Home Educators Network).

D "ERO and Reviews". Facilitated by Rob Williamson (ERO).

E "Science" Facilitated by Michael Edwards (THEN).

F "Reading and writing" Facilitated by Mary Andrews.

12.00 Lunch (A light lunch will be provided for everyone at no extra

cost). Stalls to peruse.

1.00pm Session 2

A "What do you do? Everyday issues in beginning Home schooling."

Facilitated by Craig and Barbara Smith.

B "Home Schooling and single parent families." Facilitated by Jim Fulton and Amanda Banks.

C "Home Schooling and Mothers" Facilitated by Jane Limmer (Canterbury HE).

D "Home Schooling and Fathers". Facilitated by Mike Limmer (Canterbury HE) & John Newbury (Raglan)

E "Art" Facilitated by Michelle Peat. (THEN)

F "Maths". Facilitated by (to be advised)

2.30 Afternoon Tea. Stalls to peruse

3.00 Session 3

A "Home Schooling from a Christian Perspective." Facilitated by Craig and Barbara Smith.

B "Home Schooling and children with learning difficulties" Facilitated by Mary Anne Abplanalp

C "Is there life after Home Schooling?" Facilitated by Penny Bilton. (AHE)

D "Home Schooling from a Maori Perspective" Facilitated by Kim Tipene, with Rob Williamson as ERO expert.

E "From School to Home." Fa-

Facilitated by Sheryl Larsen (THEN)

F “Politics and Home Schooling.” Facilitated by Mike Limmer (NCHENZ)

4.30 Conclusion in main auditorium

For enquires or registrations contact:

Peter George 07 847 2595
email ixoye@paradise.net.nz ,
or

Dawn Williams 07 855 1009
email rowebiz@ihug.co.nz

A - ERO's Perspective, Rob Williamson

B - Choosing/Using Resources,
Carol Munroe & Barbara Smith

C - Preparing 0-6yos for HE, Victoria Haldane

D - Father's Role, Panel

E - Creating Unit Studies, Lyn Strong

F - Math Basics, Dorinda Duthie

G - Financial Literacy for Teens,
Bernie Ogilvie (Biblical