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## **Home Education Association (HEA) guide to making a submission to the Legislative Assembly Select Committee Inquiry into Home Schooling**

This is a guide to making a submission to the Legislative Assembly Select Committee Inquiry into Home Schooling. The goal of this document is not to tell you what you should say, but to provide a structure for, and indications about, how to address the Inquiry's Terms of Reference. You can use any of the ideas contained within, or you may choose to use none of them. It's up to you.

Submissions are open to anyone with an interest in the topic. Therefore, family members can make a submission, as can former home educating parents or formerly home educated adults. Home educated children can make submissions. This is a matter that is all about children; it is very appropriate for them to be involved.

Submissions should address some or all of the terms of reference and may include: facts, opinions, arguments and recommendations for action. You may feel that some of the terms of reference are inappropriate or do not apply to your situation. If that is the case, then simply state so in your submission or do not answer them. The fact that this guide provides ideas about how to address each of the terms of reference does not imply that all of the terms of reference will be applicable.

Committee members take these inquiries seriously and pay close attention to the submissions that are made. This is your opportunity to provide feedback to the government.

The Inquiry website is <http://www.parliament.nsw.gov.au/homeschooling>

Submissions can be sent to:

[homeschooling@parliament.nsw.gov.au](mailto:homeschooling@parliament.nsw.gov.au)

Or

The Director

Select Committee on Home Schooling

Parliament House

Macquarie St

Sydney NSW 2000

Or

Fax: 9230 2981

### **Some general points**

- **Ensure that your spelling, punctuation and grammar are perfect.** If you are unsure get someone else to check your submission before you make it. If submissions from home educators contain spelling, punctuation or grammatical errors, this will undermine our efforts to convince Committee members that parents are able to educate their children.

- Some unregistered home educators have told the HEA that they want a way of making anonymous submissions. Whilst it is not possible for submissions that are sent anonymously to be accepted, anonymous submissions can be made via a 3<sup>rd</sup> party. Thus, unregistered home educators can ask someone else to send in their submission for them. The person who submits for another must attach a cover letter saying that they have permission to share it with the Inquiry. This other person could be another home educator or a friend in NSW or from elsewhere in Australia.
- Avoid general comments denigrating the school system in general. This does not mean that individuals who have had negative experiences with the school system cannot describe their experience (in fact it is really important that they do) but many of the Committee members have strong views about public education and if your submission writes off the school system altogether it may reduce the ability of Committee members to take on the other points that you raise.
- **Ensure what you say is factually accurate.** Don't make statements that can't be backed up with evidence. You are your own evidence when describing personal experience but making statements such as 'all home educated children are ...' or 'home educating parents are ...' should be avoided. Such statements would need comprehensive and robust research to support them.
- Be polite and respectful in your submissions. Try to avoid ranting.
- You can include photographs in your submission if you wish.
- If your submission contains very personal or sensitive information or you make criticism of BoSTES that you believe could have negative ramifications for you, you may like to request that your submission remains confidential. Confidential submissions are not published on the Inquiry website, but it is up to the discretion of the Committee whether they agree to make a submission confidential.

### **Relevant background on Committee members**

This information is provided in order that you understand the audience for your submission.

Trevor Khan (Nat) has spoken publicly about his experience of having dyslexia and his gratitude to teachers who assisted him to succeed at school.

Helen Westwood (Lab) has previously worked in disability services and will have knowledge of the difficulty of accessing appropriate services for people with a disability.

Catherine Cusack (Lib) has an interest in bullying, mental health issues and youth suicide. She once said in a speech in parliament "We do have a problem in schools, and it is especially devastating because schooling is compulsory, children are grouped together simply on the basis of age and their every minute is directed and supervised. When they are victims of bullying there is no avenue of escape."

David Clarke (Lib) is a committed Catholic with conservative views. He believes firmly in the power of the traditional family unit and its ability to protect children.

John Kaye (Greens) has already made his views on home education public at <http://johnkaye.org.au/unregistered-home-schoolers-under-the-spotlight/> (see blog post and response to comments below). John is a strong supporter of public education and has questioned the ability of parents to teach their children. However, he has said that he is keen to hear both sides of the story.

Paul Green (CDP) is a strong supporter of home education. The CDP party has a platform that overtly supports home education. Paul has asked a number of questions of the Minister with regards to the changes in home education in NSW and was the instigator of the inquiry.

Adam Searle (Lab) is an ex-lawyer who grew up in Northern NSW where his family lived an alternative lifestyle.

### **Terms of reference of the Inquiry**

The Inquiry's Terms of Reference present the areas the Committee is looking into and provide a breakdown of the information that submissions should cover.

The terms of reference of the Inquiry into Home schooling are to inquire into and report on home schooling in New South Wales, and in particular:

- (a) the background of home schooling including comparison of practices with other jurisdictions in Australia and New Zealand,
- (b) the current context of home schooling in New South Wales including:
  - (i) outcomes of home schooling including in relation to transition to further study and work,
  - (ii) financial costs
  - (iii) demographics and motivation of parents to home school their children,
  - (iv) extent of and reasons for unregistered home schoolers,
  - (v) characteristics and educational needs of home schooled children,
  - (vi) comparison of home schooling to school education including distance education,
- (c) regulatory framework for home schooling including:
  - (i) current registration processes and ways of reducing the number of unregistered home schoolers,
  - (ii) training, qualifications and experience of authorised persons,
  - (iii) adherence to delivery of the New South Wales Syllabuses,
  - (iv) potential benefits or impediments to children's safety, welfare and wellbeing,
  - (vi) appropriateness of the current regulatory regime and ways in which it could be improved,
- (d) support issues for home schooling families and barriers to accessing support,
- (e) representation of home schoolers within Board of Studies, Teaching and Educational Standards (BoSTES), and
- (f) any other related matter.

When you write your submission you can use the terms of reference that you wish to address as headings and simply write underneath them.

### **Some ideas for addressing the terms of reference**

#### ***(a) the background of home schooling including comparison of practices with other jurisdictions in Australia and New Zealand***

This point is not one that not everyone will necessarily want to, or need to, address. However, some may have opinions about aspects of regulation or access to services or other resources that are available in other states or territories, or experience of other systems, that that they wish to advocate for or against. This is the term of reference where it is appropriate to discuss these experiences and opinions.

#### ***(b) the current context of home schooling in New South Wales including:***

##### ***(i) outcomes of home schooling including in relation to transition to further study and work,***

This is where you get to describe the successes of your children in relation to home education.

- You can tell the committee about things that your children have achieved that are directly related to academic subjects.
- If you have children who have experienced the school system and were failed by it, describing how home education has assisted your child to recover and learn is very worthwhile.
- You can also tell the Committee about how home education has fostered your children's love of learning, their talents in particular areas, their emotional well being, empathy for others or family

relationships.

- If you have had children who have moved from home education into school, TAFE or University you can tell them about this.
- If you have children who have moved from home education into the workforce you can share this.

Many home educators have the view that the school system has a misplaced emphasis on testing and teaching to tests, and that education should be about preparing the whole person for life. If you share this view this is the place where it might be most appropriate to discuss these views.

It would be especially beneficial for home education graduates to make submissions addressing this term of reference. If you know of graduates with successes in further education, employment and in their personal lives please encourage them to make submissions.

### ***(ii) financial costs***

The costs here cover financial costs in relation to both what you spend on home education, forgone income due to lost wages (makes home education the most expensive of all types of education), and also the costs the government saves by your child/ren not being in the government school system. If you have a child with a disability, pointing out the additional costs that would be incurred should that child be enrolled in school may be worthwhile. One of the members of the Committee (John Kaye) has stated that home educated children are at risk of being educationally neglected. However, it may be considered that the high costs of home educating might be an indication of the level of parental investment in their child and their education. If this idea resonates for you, you may wish to discuss this here.

### ***(iii) demographics and motivation of parents to home school their children,***

Here is your opportunity to tell the story of how you came to home educate. You can describe your family, your professional and educational background, the reasons you home educate and the educational philosophy and methods employed in your home education practice, including why you follow that particular approach (those of you who have previously written to your MP about home education registration may be able to cut and paste from those letters!). Feel free to add in supporting documentation such as articles and websites. Families who have removed their child from school because of a crisis, or who have a child with special needs, may choose to explain this as a part of their reasoning. Families whose have chosen to home educate because of reasons related to educational philosophy may wish to explain their reasoning here, also.

### ***(iv) extent of and reasons for unregistered home schoolers,***

This is an opportunity for unregistered home educators to provide the committee with some understanding of why they are not registered- if that is something that they wish to do. If you are unregistered and would consider registering if the regulatory framework was changed, or if registration was of benefit in terms of access to services or resources (or not) then it may be appropriate to share this under this point. Some unregistered home educators have told the HEA that they wanted a way of making anonymous submissions. Whilst it is not possible for submissions that are sent anonymously to be accepted, anonymous submissions can be made via a 3<sup>rd</sup> party. Thus, unregistered home educators can ask someone else to send in their submission for them. The person who submits for another must attach a cover letter saying that they have permission to share it with the Inquiry. This other person could be another home educator or a friend in NSW, or elsewhere in Australia. The Inquiry needs to hear these voices in order to make informed findings! Of course registered home educators are also able to make submissions on this point. Registered home educators who are willing to send in submissions on behalf of unregistered home educators may like to spread the word around that this is the case.

### ***(v) characteristics and educational needs of home schooled children***

The HEA is aware that home educated children have higher rates of special educational needs (including giftedness, learning disability), physical, intellectual or emotional disability or medical issues than the general population and that these special needs contribute to parental decisions to home educate. If your child has special educational or other needs, you may wish to describe these here. If you have found that home education provides flexibility that enables you to tailor their learning experiences to these needs and thereby allow your child to receive a quality education, you may wish to describe this here. If your child

does not have special needs of any kind you may still wish to describe how home education enables you to meet his/her educational. One of the Committee members (John Kaye) has already stated that he thinks that more money should be given to public schools so children with a disability would be better supported and so that parents of children with a disability would not need to home educate them. If this would be the case for you, you may wish to discuss it here. If you believe that regardless of funding or resources, school would not work for your child you may wish to say this here. If you would welcome the opportunity to home educate and also access resources from within the school system for children with a disability you may wish to describe that here also.

***(vi) comparison of home schooling to school education including distance education***

Many people who are unfamiliar with home education (we can assume that this includes the Committee members) believe that home educated children all do “school at home” and essentially sit at a desk all day with their parents teaching them. School-at-home is a legitimate approach to home education however, it is just one of a variety of methods employed. One member of the Committee (John Kaye) has already stated that he does not believe that parents who are not qualified teachers can successfully home educate their children. In support of this argument he has cited research showing that the quality of teacher training has an impact on the learning of children. These ideas can be challenged in submissions under this term of reference.

If you are a family who participates in learning other than by sitting at a desk using books, you can describe how your educational program differs from that model. Many home educators participate in group activities. It is useful to describe how this occurs and how children are provided with the opportunity to socialise. How this varies from socialisation that occurs at school (in that it is across ages and in an environment where inclusion is facilitated so that children with varied interests, abilities and experiences are encouraged in positive relationships with each other, by the presence of many adults) can be pointed out here. Many home educators are involved in learning in their local community. It would be useful for the Committee members to hear about this. Such learning might include participating in library, volunteer, dance, musical theatre, cultural, church, scouting, bushwalking, sporting or choir groups etc It is useful to point out how home education can facilitate learning in context. For example, maths can be taught while shopping, at the bank or while cooking dinner, history by visiting museums or historical sites, and geography by travel to mountains or valleys or the ocean. You may be a family that takes advantage of learning opportunities as they arise and values the flexibility that home education provides (you might point out how the current lobbying has enabled children to be learn about democracy and government). These are just some examples of ways of describing for the Committee members how home education is a rich and varied learning experience for children.

You may have other ideas about how to express this. You may also like to point out that one of the reasons that so many home educators were upset about the changes that were made to the registration process by the Office of the Board of Studies (OBoS) was that they had sought to restrict home education to activities that occurred only in the home. This was described in the 2013 Handbook for Authorised Persons, “*Registration for home schooling requires that the educational program be delivered in the registered child’s home. In assessing an application for home schooling registration, an Authorised Person must be satisfied that the education of the child, as required for registration, including for all key learning areas, will occur in the home.*” Many home educators were told by their AP that they could not count activities that occurred outside of their home in their home education program for the purposes of registration. The Board of Studies, Teaching and Educational Standards (BoSTES) has since backed away from this requirement but it underlines their lack of understanding of home education and their lack of consultation with home educators. BoSTES still refuses to register families who are travelling for more than the school holidays, which again shows their ignorance of the types of environments within which home education can successfully occur.

You may also like to point out how home education is different from school in terms of “teaching.” Many home educators are trained teachers and many feel that home education is so different from school education that their teacher training, not only is not of great assistance, but it can be a barrier. If this is your

experience, you can explain it here. Many home educators do not see themselves as being their child's teacher, but rather as the facilitator of their child's learning. If this is your experience you might like to explain it here. Many home educators outsource particular areas of study to others who are teachers or experts in the area under consideration. If that is your experience you may choose to describe it here. Many home educators access online resources that have been developed or delivered by experts such as Mathletics, Brave Writer or Khan Academy. If that is your experience you can describe it here.

The HEA considers that distance education is a type of home education. However, in NSW accessing distance education can be very difficult (requiring either geographical isolation, travel, or approval from the Department of Education). If you would like to be able to access distance education (either fully or partially) for any of your children you may wish to state so here, or ask why the Department of Education does not allow families to choose distance education for their children.

***(c) regulatory framework for home schooling including:***

***(i) current registration processes and ways of reducing the number of unregistered home schoolers***

Very many home educators have expressed high levels of dissatisfaction with the current home education regulatory framework and the implementation of this framework. The HEA is aware that many home educators are not registered because they feel that the current regulatory framework is inappropriate, or they see no benefit to being registered, or because they are unable to be registered because they have no fixed address. It has already been noted that the government is concerned that there are families who are unregistered in NSW and a link has been made in the media between inappropriate regulation/registration practices and families opting out of the registration system. A similar situation existed in Queensland in the early 2000s. Very few children were registered for home education because of their onerous registration system and it was believed that there were five times more unregistered home educated children than registered ones. The Queensland Government recognised that the poor buy-in of stakeholders to the system was an indication of a broken system and initiated a review of home education. As a result a much less onerous home education regulatory system was implemented. A report describing this process can be read at <http://www.parliament.qld.gov.au/documents/explore/ResearchPublications/ResearchBriefs/2004/200409.pdf>

It is possible that a similar outcome could result from this inquiry. If you wish to discuss this term of reference, you may wish to underline the importance of adequate consultation with home educators. You may wish to make the point that no consultation results in poor regulation and that, in any matter impacting the regulation of home education, home educators should be consulted. You may wish to describe here aspects of the home education regulatory process that you believe are inappropriate and suggest alternative practices or policies. The Committee may be particularly interested to hear the views of unregistered home educators on this term of reference, but as with all the terms of reference, you are not compelled to address it.

***(ii) training, qualifications and experience of authorised persons***

The HEA is aware that there is a very large variation in authorised persons (APs) understanding of home education and in their treatment of home education applicants. Some APs truly understand home education and home educated children and are supportive of home educating families. This is reflected in home educating families' experience of registration visits.

However, there are many APs who do not understand home education, do not understand home educated children and do not support home educating families. The HEA has received many reports from families who have had terrible experiences in the registration process, particularly in the last 2.5 years. For example, families have been refused registration because they did not have a timetable to show the AP. APs have indicated that they have not heard of, do not understand or do not approve of common educational philosophies that underlie the educational programs of many home educators (for example Charlotte Mason or natural learning). APs have also expressed ignorance of disabilities that are common in home educated children such as dyslexia and autism. The 2013 Home Schooling Information Pack which was written and approved by Senior Registration officers and Board Inspectors clearly displayed a lack of understanding of home education as it sought to restrict home educators to parental teaching occurring only at home and restricted according to the child's "school year." The HEA believes that those assessing home education

programs should have an in-depth understanding of home education and be supportive of home education.

If you are registered and have personal experience of an AP who did clearly did not understand home education or particular educational philosophies you may wish to describe this here. If you are not registered and your lack of confidence in the ability of APs to appropriately assess your home education program has deterred you from becoming so, you may wish to describe this here.

If you are registered, have a child with special needs, and your AP has exhibited a lack of sensitivity to these needs, or lack of knowledge of these needs you may wish to describe this here. If your child suffers from anxiety or other mental health issues and interactions with your AP (or indeed even the mere fact that a registration visit was required) negatively affected his/her wellbeing, you may wish to state this here. If your child has special needs and your belief that APs will not understand these needs and will therefore give you a difficult time in registration has deterred you from registering you may wish to describe this here.

APs receive no training from home educators. It seems that Senior Registration Officers and Inspectors within the Home Schooling Unit of BoSTES train them. If you are of the view that APs, Registration Officers and Inspectors within the home education unit should be required to demonstrate that they are knowledgeable about home education, understand home education, preferably have personal experience of home education, and are supportive of home education, you may wish to describe this here. If you are of the view that home educators should be involved in the training of those assessing home education programs you may wish to state this here. If you are of the view that interview panels for appointments related to home education regulation should have a home educator on the panel, you may wish to state this here. If you are of the view that the whole system of APs and inspectors needs to be reevaluated you may wish to state this here.

***(iii) adherence to delivery of the New South Wales Syllabuses,***

The issue of adherence to the delivery of the NSW Syllabuses amongst home educators is one that is central to the concerns of the government. The NSW government is very proud of their Syllabuses and sees them as being the best in Australia. The NSW Ombudsman has also said that he is concerned that home educated children might not be taught, in between registration visits as they are supposed to be. In the aftermath of the publication of the 2013 Home Schooling Information Package, there were some home educators who thought that the changes that were made in that document had come about because of the implementation of the National Curriculum in NSW and that it was a new requirement to follow the NSW Syllabuses. In fact home educators in NSW have had to provide their children with an educational program that is based on the NSW Syllabuses since 2006. When the change to require home educators to follow the NSW Syllabuses was made it made little to no difference to the way home educators practiced. In fact anyone who provides their child with a broad education more than covers the Syllabuses and many believe that the problem with the NSW Syllabuses is that they are too narrow. Home educators commonly say that they provide their children with a far richer learning experience than that which is contained within the Syllabuses. The recent difficulties with home education registration have been unrelated to the Syllabuses themselves but were related to the OBoS' desire to restrict how the Syllabuses were delivered and reported upon. OBoS sought to restrict home educators to the scope and sequence of the Syllabuses preventing children from moving ahead of (and presumably staying behind) particular year levels, they sought to mandate required time periods to be spent on individual subjects and they sought to require home educators to plan, assess and report using the outcomes of the NSW Syllabuses. In the lobbying that the HEA has been involved in it has been made clear that adherence to the NSW Syllabuses is viewed by the NSW government as a quality of education issue. This is all just to explain why this issue is being considered by the inquiry and to explain some of the sensitivities underlying this issue.

Separate from the issue of whether it is difficult or not for home educators to provide an educational program that is based upon the NSW Syllabuses is the philosophical question of whether the government should determine what parents teach their own children. If you wish to discuss this question, you may wish to do so here and make it explicit that this it is not about being unwilling to provide a quality education. Whatever your view is on the NSW Syllabuses, in addressing this term of reference you may like to emphasise your commitment to your child's education and desire to ensure that they have a high quality

education.

***(iv) potential benefits or impediments to children's safety, welfare and wellbeing***

This term of reference provides the opportunity for you to describe how home education has provided the opportunity to improve or protect your child's wellbeing. It would be very valuable if those who have removed their child from school because of bullying, lack of attention to their special needs, or because school made their child anxious or depressed or resulted in self harm, etc, and have found that home education assisted their child to recover or learn would describe their experiences.

In NSW children are not supposed to be removed from school until such time as formal approval for home education has been given. In some other states (for example, Queensland and the ACT), provisional registration is given as soon as an application for home education is received. If you had difficulty removing your child, who was distressed or endangered in school, because the registration process was lengthy, you may wish to describe this here.

One committee member (John Kaye) has already expressed the view that home educated children are vulnerable to being abused because they are not being seen in school every day. If you have not already described how your child is not cloistered in their home, but is actively involved in the community (and therefore seen by many different individuals), you can describe this here and point out the number of mandatory reporters your child interacts with. You may like to point out that a visit from an AP every year or two is insignificant in terms of the contact your children have with people outside of their family. You may wish to point out that the 2013 Home Schooling Information Pack explicitly discouraged families from engaging in activities outside of their home and that this was one of the changes that were made to home education regulation that was vigorously resisted by home educators.

***(vi) appropriateness of the current regulatory regime and ways in which it could be improved***

The HEA is aware that there are very strong views in the home education community about what sort of regulatory regime should be applied to home education in NSW. This is where you get the opportunity to state your views about what you would like. In speaking with politicians and bureaucrats in the lobbying process HEA representatives have found that if a statement is made about home educators wanting "less regulation," that barriers immediately go up. However, use of the term "appropriate regulation" does not result in the same immediate defensive reaction. This may be something that you wish to consider in your submission. In addressing this submission you may like to consider aspects of models in other states in Australia to assist you. For example, in Victoria, registration simply requires a statement of responsibility to home educate and there is no assessment; in Tasmania, home education is regulated by a group that includes home educators and support is a part of the registration process; in Queensland, registration is via documentation and interim registration is given as soon as initial application paperwork is submitted. A summary of the legislative frameworks for home education in each state can be found at [http://www.parliament.nsw.gov.au/prod/parlment/publications.nsf/key/HomeEducationinNSW/\\$File/Home+schooling+GG+3.pdf](http://www.parliament.nsw.gov.au/prod/parlment/publications.nsf/key/HomeEducationinNSW/$File/Home+schooling+GG+3.pdf) The HEA is preparing a summary of the legislation, policy, practice and experience of home educators from each state and New Zealand for the HEA submission. This summary will hopefully be completed by early July. If you wish to read this summary before you put together your own submission you are welcome to ask for a copy from [lobby@hea.edu.au](mailto:lobby@hea.edu.au) from the second week of July.

***(d) support issues for home schooling families and barriers to accessing support***

This term of reference is in relation to the support needs of home educating families. Some home educators feel that they do not need any external support in the home education of their children. If this is the case for you, you may like to explain this here. Other home educators access support in the form of community groups and home education support groups, services provided by local governments through libraries, etc. Some home educators have expressed to the HEA that they would like to access support that is available to students in government and private schools but not to home educated children. Some examples that have been identified by members include denying home educated children access to TVET courses, Open High School, School Sports Programs, Hospital School programs and support programs for students with a disability. In some other states home educated students are able to be part-time enrolled in school in order to



access particular subjects, support or programs but this is not possible in NSW. In addition, some families would like to be able to register children who are younger than 6 years or older than 16 years for home education in order to access resources such as Centrelink benefits (like the Assistance for Isolated Children) and travel concessions but this is not possible in NSW. None of these options might be relevant to your situation but some of you may feel that you would like these options or that it is unjust for home educated students to be excluded from accessing these options. You may wish to raise these issues in your submission.

NSW also has a lack of support for new home educators in that the regulatory system has no built-in support. The HEA has observed that families who had not considered home education until circumstances demanded it (for example, their child is removed from school because of bullying) often struggle with the registration process. This is usually not because they are not committed and capable of home educating, but because there is no support in the system to assist them to make a successful transition to home education. They can obtain support from the HEA if they are aware that the organisation exists, but often they do not know this. APs have actually been instructed not to assist home educators with preparing their plans and as a result many applicants who wish to remove their child from school because of a crisis have been refused registration. Children have been left in bad situations as a result. It is possible to have support integrated into the registration process, as this occurs in Tasmania. If you feel that new home educators should receive (appropriate!) support within the home education registration process, you could discuss it here.

### ***(e) representation of home schoolers within Board of Studies, Teaching and Educational Standards (BoSTES)***

BoSTES is currently required to have members that represent a variety of organisations, groups and areas of expertise related to education. They are:

- the President,
- 3 persons nominated by the Secretary of the Department of Education and Communities who together have knowledge and expertise in primary and secondary school education and vocational education and training,
- one nominee of the New South Wales Vice-Chancellors' Committee,
- 2 nominees of the Council of the Federation of Parents and Citizens Associations of New South Wales (one representing parents of primary school children and being a parent of a child attending a primary government school, and the other representing parents of secondary school children and being a parent of a child attending a secondary government school)
- one nominee of the Catholic Education Commission, New South Wales,
- one nominee of the Association of Independent Schools,
- one non-government school teacher (other than a principal), being a nominee of the New South Wales Independent Education Union,
- one parent of a child attending a non-government school, being a nominee of the Council of Catholic School Parents and the New South Wales Parents' Council,
- 2 principals of government schools, one being a nominee of the New South Wales Primary Principals Association and the other being a nominee of the New South Wales Secondary Principals' Council,
- 2 nominees of the New South Wales Teachers Federation, one being a primary government school teacher (other than a principal) and the other being a secondary government school teacher (other than a principal),
- one person with knowledge and expertise in early childhood education,
- an Aboriginal person with knowledge and expertise in the education of Aboriginal people,
- 6 other persons having, in the Minister's opinion, the qualifications or experience to enable them to make a valuable contribution to primary or secondary education in New South Wales.

There is no member representing home educators on the Board. Given that BoSTES is responsible for the regulation of home education in NSW, many home educators feel that BoSTES should be required to have a member that represents the home education community. If this is your view you may wish to state so here. Many home educators also feel that all those who are responsible for managing the

regulation of home education within BoSTES should be required to have a demonstrated understanding of, and support for, home education. If that is your view, you may wish to state so under this term of reference.

***(f) any other related matter.***

This is a catch-all to express anything that you think is important for the Committee to know

**Conclusion**

The above content is meant as a guide to assist with understanding what each of the Terms of Reference mean and the kinds of content that can be included under each. It is in no way meant to indicate the position you, as a person creating a submission, should take in regards to these issues. The submission you present should be one that you would be happy to stand by, not something that you think you should write or something you think others want to hear.

It is okay to develop your submission through discussion with other people and you might want workshop with friends or other home educators talking over ideas or reviewing each other's submission.

This Inquiry is a chance to put our best foot forward regarding home education.

Please consider becoming a member of the HEA so that home educators have a strong voice.

Good luck with your submission development process.