

# TEACH Bulletin

## Thorough Education Achieved in a Caring Home

Number 78

February 2004

### NCEA Cover-Up?

Education officials are advising schools to hide their students' failure and put a positive media spin on results obtained under New Zealand's controversial new assessment system.

On the advice of the New Zealand Qualifications Authority, many state and private schools, when reporting their results of the new National Certificate in Educational Achievement (NCEA), have left out reporting the failures (known as "non-achievement results") for the internal assessment components.

Many MPs, educators and parents are shocked at what appears to be a deliberate attempt to mask student failure under NCEA. Such manipulated data would be worthless for schools as they try to gauge their own progress, worthless for parents trying to compare schools, and worthless for the government as it makes decisions about funding and resources.<sup>1</sup>

Burnside High School principal Dr Graham Stoop said it was important to emphasise transparency in schools. "If you start not reporting some things, where does that end? I think if schools start hiding things it's the thin edge of the wedge," he said. His school had chosen to ignore the NZQA advice, preferring to take the "honest" approach and record all student results.

But Mairehau High School principal Neil Lancaster pointed out the practical benefits of the NCEA's advice. "It seems a bit ridiculous for students to pay for a qualification which they know that they have failed. In some of our families there isn't a whole lot of money for paying for qualifications if you're not going to pass." And Linwood Col-

lege (Christchurch) principal Rob Burrough said NCEA was a "different beast" to previous assessment systems. "The (NCEA) philosophy is you reach that standard and you get credit for it. It registers what students can do, it is not a comparative system."

National education spokesman Bill English called the advice given by NZQA a deliberate policy to hide failure, which would inevitably lead to lower educational standards. "Parents and teachers alike should be alarmed when the measure that's used to compare schools is being rigged."<sup>2</sup>

NZQA group manager Kate Colbert admits the national data (collated and used by officials including the Education Review Office to compare the performance

of one school against another) is flawed due to this inconsistency. "Data we have at the moment is flawed because some schools do send in non-achieved and some don't," Colbert said. "This data should not be used to compare schools."

Despite the flawed data, in a letter to all secondary schools in October, Minister of Education Trevor Mallard said: "NCEA assessment results provide a new baseline for reporting student achievement and, along with research, contribute richly to our knowledge and evidence base about student learning outcomes."<sup>1</sup>

#### Notes:

1. "Anger as schools told not to record students who fail", *Sunday Star-Times*, 18 Jan 2004, <http://www.stuff.co.nz/stuff/0,2106,2786468a11,00.html>
2. "Split over reporting of NCEA", *The Press*, 19 Jan 2004, <http://www.stuff.co.nz/stuff/0,2106,2786720a7694,00.html>

### More Study Fee-Free

Copying Invercargill's Southern Institute of Technology's successful zero-fees scheme, another tertiary education provider is also offering classes for free. This could well signal a new development with tertiary providers and their surrounding communities vying for students by offering them a place to study fee-free.

Seven students enrolled for the Telford (near Balclutha) Rural Polytechnic's certificates of agriculture, forestry and equine studies and the new diploma in rural studies. These particular students were eligible because they had attended secondary schools in the South Otago area.

Telford's chief executive Jonathan Walmisley said sponsors in the area had contributed \$50,000 to the scheme. The scheme cost Telford nothing yet brought gains all round, he said. "It's a gain for the students, for Telford and also for the local community because the students are staying in the district. After completing their courses they are more likely to stay in the district and find employment."<sup>1</sup>

Telford Rural Polytechnic, Free-post 73901, PO Box 6, Balclutha, South Otago, ph. 0800-835-367, [enquiry@telford.ac.nz](mailto:enquiry@telford.ac.nz), [www.telford.ac.nz](http://www.telford.ac.nz)

Invercargill's Southern Institute of

(Continued on page 2: **Study**)

(Continued from page 1: *Study*)

Technology was the first in New Zealand to offer a zero-fee scheme. Their one allows NZ or Australian Citizens or Permanent Residents the opportunity to study approved programmes at their Invercargill, Gore and Christchurch campuses without paying the usual tuition fee. They also offer a range of courses extramurally, meaning you can study for free from anywhere in New Zealand!

The successful implementation of the scheme has allowed SIT to increase student numbers. This has assisted SIT to continue its development of nationally recognised quality programmes. Centres of excellence are being developed in the disciplines of technology, health, tourism/outdoor recreation, hospitality and performing arts. The provision of Zero Fee Scheme tertiary programmes has enhanced educational opportunities for all students including non-traditional users of tertiary education.<sup>2</sup>

Southern Institute of Technology, Private Bag, 133 Tay St., Invercargill, ph. 0800 748-257, info@sit.ac.nz, www.sit.ac.nz

## 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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www.HomeEducationFoundation.org.nz

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

## Notes:

1. *Southland Times*, Zero-fee Scheme Attracts Students, 17 Feb 2004, [www.stuff.co.nz/stuff/0,2106,2816555a7694,00.html](http://www.stuff.co.nz/stuff/0,2106,2816555a7694,00.html)
2. From SIT website.

## To Catch a Bully

Clover Park Middle School in Manukau City is using the internet to beat bullying. Principal Anne Milne says using their internet narc-a-bully system overcomes the reluctance of kids to report bullying and allows a support operation to swing in behind them. Research shows that a parental attitude that kids “need to harden up” is one of the major barriers to tackling the bully problem.<sup>1</sup>

Home educators have heard this argument used in defense of even violent school-yard socialisation and why we should ensure our children don't miss out on it. Apparently there are many parents, those who have been successfully brainwashed by the state school system of their day, who still insist that the School of Hard Knocks (life in the real world) in which we must all participate in

order to mature is not enough: one must suffer the indignity of humiliation by teachers and peers, the fear of irrational verbal and physical attacks on the playground and the loss of lunches, clothes and property to thieves who are never charged let alone brought to justice (all of this being part of the state school – and increasingly, also part of the private and Christian school – hidden curriculum) before one can say he has been properly “hardened up”. May we all be delivered from such a mind-set.

## Note:

1. *Dominion Post*, “School Chases Bullies Online”, 16 Feb 2004, <http://www.stuff.co.nz/stuff/0,2106,2815189a7694,00.html>

## “School Yard Level” New Benchmark for “Bad”

The comment made national headlines. The National Party's new Maori affairs spokesman Gerry Brownlee rhetorically used the term “black fella” in a debate with Labour's John Tamihere. He apologised and rightfully so. But in his apology he set forth a new benchmark as the example of the level to which one should *not* sink, saying it was indeed wrong of him to bring debating standards down to the school yard level.<sup>1</sup>

Yet it is to the school yard, the place an experienced Member of Parliament says defines what is bad, that the Education Act requires parents to send all children aged six to sixteen. It is here, we home educators are constantly told, where our children will pick up invaluable and necessary socialisation skills. We already knew about the novel cuss words and finger signs to be picked up there, along with the odd head louse and mysterious virus. Now, thanks to Mr Brownlee, we are assured our children can also acquire their share of racist attitudes.

## Note:

1. *Otago Daily Times*, “Apology to House from Brownlee”, 12 Feb 2004, p. 3.

(Continued from page 6: *Events*)

drinks provided.

- 1:30pm Two Electives
5. Home Educating Through Secondary and Preparing for Tertiary Education and the Workforce - Craig
6. Training Our Children and Youth in Purity - Barbara
- 3:00pm Afternoon Tea
- 3:30pm Two Electives
7. Home Education From a Biblical Perspective - Craig
8. Books, Great Books and More Books - Creating your own library; how to use it - Barbara
- 4:30pm View 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](mailto:cesbooks@intouch.co.nz)

Keynote speaker: R C Sproul, Jr.

# Trading Post



## For Sale:

Honey for a Child's Heart....\$13.00  
 Tattletale Sparkie & Other Stories  
 (Rod & Staff reader).....\$14.00  
 Christ Centred Curriculum (almost  
 complete) worth over \$300.00.  
 Complete reading, spelling,  
 maths, etc., 4-7yrs +.....\$100.00  
 o.n.o.

## Contact:

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## For Sale:

BJU Grade 1 English Skills:  
 Teacher's Manual  
 Reading 1-1 (Hardcover)  
 Reading 1-2 (Hardcover)  
 Student Reading Worktest 1-2  
 Flip Charts - Phonics Charts  
 Flip Charts - Teaching Visuals  
 Flip Charts - Phonics & Vocab  
 Practi-slate  
 Spelling - Teacher Edition  
 All these Grade 1 items...\$75  
 BJU Grade 3 Spelling, Student  
 Workbook (unused) and  
 Teacher's book.....\$25  
 BJU Grade 4 Reading Book, plus  
 Teacher Worktext Edition....\$15  
 Curriculum Concepts, Word Power  
 & Answer Book.....\$5  
 Curriculum Concepts, Learning to  
 Learn (aged 9 - 12) and My  
 Homework (aged 10-13). These  
 are general knowledge ques-  
 tions.....\$5 for both  
 "Smart Tables" Flash cards  
 (triangular shaped) and large  
 wall poster (Recommended by  
 Brainworks).....\$15  
 Headworks Book 4 (unused) cost  
 \$22.95 sell.....\$15

## Contact:

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## For Sale:

Learning Language Arts through  
 Literature, The common sense  
 Reading Programme, Blue  
 Book, 1<sup>st</sup> grade skills.....\$100  
 Red Book, 2<sup>nd</sup> grade.....\$15  
 Yellow Book, 3<sup>rd</sup> grade.....\$22

Saxon Maths 1, Teacher's Man-  
 ual.....\$100  
 Saxon Maths 2, Teacher's Man-  
 ual.....\$100

## Wanted:

Learning Language Arts through  
 Literature, Purple Book, 5<sup>th</sup>  
 grade

## Contact:

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## For Sale:

Language Arts...the Easy Way!  
 (Charlotte Mason method)  
 brand new.....\$25  
 Complete Writing Lessons for the  
 Primary Grades, new.....\$28  
 Complete Writing Lessons for the  
 Middle Grades, new.....\$28  
 (The last two if sold as a set)...\$50

## Contact:

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## Media & Politicians Criticise & Control

On February 17 the American television network NBC aired a segment of its "Law and Order – Special Victims Unit" series portraying home education as a cover for child abuse. According to the Home School Legal Defence Association near Washington, D.C., critics of home education are now so desperate to tarnish their excellent image that they are stooping to new lows. This blatantly unfair perpetuation of negative stereotyping, against which home educators have successfully fought for over 20 years, can have serious consequences for the thousands of innocent, law-abiding home school families. Some people might actually believe this TV picture and use the anonymous tip procedure to report home educators for abuse and neglect without any factual basis. Child Protective Services are obligated to follow-up these reports and home educators will face unwarranted harassment. More importantly, real abuse will be missed because the system may be clogged with false reports. The truth is that home education families are not havens of abuse but rather the leading edge of excellence in American education.<sup>1</sup>

Negative rumours cannot be stopped and determined critics will twist or fabricate "first hand accounts" of "bad" home educators. Our individual and collective examples of grace under fire, of excellence in all that we and our children do, the publicising of our noteworthy accomplishments and the exciting "professional development" events (home education workshops, support group meetings, etc.) will all combine to be the constant and consistent positive PR (public relations) that will carry us through.

Ed and Stephanie Garrett submitted almost exactly the same information they had submitted the previous 12 years of their home education career to the Franklin City (Ohio) School Board. This year, like last year, they had stated, "It is our sincerely held belief that God has charged us with the education of our children. This year we will be using the one-on-one tutorial teaching method. We will be using, but not limited to [and here they supplied a list of home education textbooks produced by various publishers]." The public school official said that was not good enough, however, and demanded a "brief outline" of their plans for physical education, first aid, safety and fire prevention. Because the Garretts refused to provide more information than they had in the previous 12, they faced possible legal action.

When the Garretts and their attorney met with Franklin City school officials, they were able to demonstrate within minutes that their home education program was completely legal. So why did the school district suddenly demand so much extra detail?

Superintendent Kimberly Gray and Director of Educational Services Dr. Stephen Buerschen explained that they were trying to use the State's required home education "notice of intent" form to determine who was doing a "good job" and who was not. Dr. Buerschen expressed his concern that some children might fall through the cracks, but that he could tell the difference between a "good application" and a bad one by the way it was written.

That is, Dr. Buerschen viewed his

job as one of “approving” an “application” for “permission” to teach a child at home. Many school officials still instinctively use the word “approve” or “apply” to describe Ohio’s process when, in fact, the Ohio legislature had carefully chosen to avoid any “approval” process in the late 1980s, when the current regulations were adopted. Instead of giving school officials a discretionary power to decide which home education programs were “good enough,” Ohio purposely chose to give parents a right to teach their children at home, subject only to certain documentation “for information purposes only.” These teachers’ effort to use this information to “weed out” the bad home educators was fundamentally flawed at the outset.<sup>2</sup>

What these Ohio school officials were trying to do is nothing more than what the NZ MoE routinely does: approve applications to home educate. The difference is that the Ohio officials were trying to go beyond their legal powers. This is a natural, human characteristic of government officials at almost every level worldwide. While we might understand it, sympathise with it and even tend to excuse it, we must realise that this is how we home educators will lose our freedoms to home educate if we are not vigilant. This means we must be informed and willing to call MoE and ERO officials with whom we deal as well as truancy and police officers and even members of the public to *themselves* stay within their legal parameters when they question us about the legality of *our* home education endeavours.

The State Assembly of New Jersey introduced a Bill in January that would require home educated children to take a statewide assessment test and their parents or guardians to provide documentation to the school board of education that the child has undergone an annual medical examination. The Bill would also give the State Board of Education power to impose regulations on home educators and force students to take the assessment tests in a public school.

Such moves would be highly injurious to the official and public per-

ception of home educated children, since state assessment tests are designed to test material taught in the public school curriculum, a curriculum not generally used by home educators. And no other state requires a medical exam of home educators.<sup>3</sup>

Almost all home educators have experienced a bit of testing of their children on the sly by in-laws and other relations. It is as unfair as the New Jersey Bill. To counter this, home educators can have their children memorise some poetry or prose, a stirring speech, how to identify all the states of Australia (or the USA or Canada) as well as locate their capital cities on a blank map, or name all the bones of the body. Then get the sceptics to match the child’s performance. Their almost guaranteed failure to be able to do so will almost guarantee they won’t trouble you again.

#### Notes:

1. NBC’s Law and Order SVU Smears Homeschooling, 18 Feb 2004, <http://www.hslda.org/docs/news/hslda/200402/200402180.asp>
2. Freedom in Franklin, <http://www.hslda.org/hs/state/oh/200401080.asp>
3. 6 Jan 2004, <http://www.hslda.org/Legislation/State/nj/2004/NJAB4033/default.asp>

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## What Government Does to Families (Part 1)

Austrian economist Ludwig von Mises has contrasted “capitalism” with “socialism,” and concluded: “There is no compromise possible between these two systems. Contrary to a popular fallacy there is no middle way, no third system possible as a pattern of a permanent social order.” The truth of this statement is seen through the fate of family and children in the quintessential “middle way” state of modern Sweden.

In Sweden, we find a classic case of bureaucratic manipulation to destroy the state’s principal rival as a focus of loyalty: the family. While viewing this rivalry, one must understand that a basic level

of “dependency” is a constant in all societies: there are infants and children, persons who are very old, individuals who have severe handicaps and others who are seriously ill. These people cannot take care of themselves. Without help from others they will die. Every society must have a way of giving care to these dependents.

Under the domain of liberty, the natural institution of the family (supplemented and supported by local communities and voluntary organizations) provides the protection and care which these “dependent” people need. Indeed, it is in the autonomous family—*and only in the family*—where the pure socialist principle actually works: “from each according to his ability, to each according to his needs”.

The rise of the welfare state sees the steady transfer of the “dependency” function from the family to the state; from persons tied together by blood, marriage or adoption to persons tied to public employees. The process began in Sweden in the mid-19th century, through bureaucratic projects that began dismantling the bonds between parents and their children. In classic pattern, the first assertion of state control over children came in the 1840s, with the passage of a mandatory school attendance law. While justified as a measure to improve the knowledge and welfare of the people, the deeper dynamic was the socialization of children’s time, through the assumptions that state functionaries—the Swedish kingdom’s bureaucrats—knew better than parents how children’s time should be spent, and that parents could not be expected or trusted to protect their children from exploitation.

The next step came in 1912, with legislation that effectively banned child labour in factories and to some degree on farms. Again, the implicit assumption was that state welfare officials were better judges of the use of children’s time and more compassionate toward children than parents were or could be.

The final step came at about the same time, when the Swedish government implemented a program of old age or retirement pensions that

quickly became universal. The underlying act here was the socializing of another dependency function: the dependency of the “very old” and the “weak” on mature adults. For eons, the care of the elderly had been a family matter. Henceforward, it would be the state’s concern.

Taking all of these reforms together, the net effect was to socialize (conform to socialist dogma) the economic value of children. The natural economy of the household and the value children had brought their parents in the past—be it as workers in the family enterprise or as an ‘insurance policy’ for old age—was stripped away. Parents were still left with the costs of raising the children, but the economic gain they would eventually represent had been seized by “society,” meaning the bureaucratic state.

The predictable result of this change was a diminished demand for children. Starting in the late 1800s, Swedish fertility went into free-fall, and by 1935, Sweden had the lowest birth rate in the world, below the zero-growth level where a generation just managed to replace itself.

Looking at the experience of many nations, Princeton University demographer Norman Ryder traces the central common cause of fertility decline to the introduction of mass public education. “Education of the junior generation is a subversive influence,” he says. “Political organizations, like economic organizations, demand loyalty and attempt to neutralize family particularism. There is a struggle between the family and the state for the minds of the young,” where the mandatory state school serves as “the chief instrument for teaching citizenship, in a direct appeal to the children over the heads of their parents.” Ryder adds that while mandatory education raises the cost to parents of children, bans on child labour further reduce their economic value. Moreover, a state system of social security cuts the natural bonds between generations of a family in still another way, leaving the state as the new locus of first loyalty.

The end result of state intervention, Ryder says, is progressively dimin-

ished fertility with living individuals left standing alone in a dependent relationship with the government.

The contradictions inherent in this method of social organization welled up in Sweden in the early 1930s. With the birth rate having fallen below the zero-growth level, Swedish conservatives grew frantic over the “depopulation threat,” and the disappearance of Swedish children. These voices argued that the root problem was spiritual dislocation or the decline of Christianity or the rise of materialism or personal selfishness. No one—not a single soul on the political right—focused on problems to be found in the educational and social legislation of the past 90 years.

Into this situation walked two young Swedish social scientists, Gunnar Myrdal and his wife, Alva Myrdal. The Myrdals pointed directly at the contradictions created by an *incomplete* welfare state. Prior government actions such as mandatory school attendance, the ban on child labour and state old age pensions, they admitted, had stripped away the value of children to parents. But the costs of children remained at home. In consequence, children had now become the chief cause of poverty. Given the incentives set up by the state, the very persons who contributed the most to the nation’s survival by having children were dragged down into poverty, shoddy housing, poor nutrition and limited recreational opportunities. A voluntary choice between poverty with children or a higher living standard without them was what young couples now faced. Young adults were forced to support the retired and the needy through the state’s welfare system and also the children to which they gave life. Under this multiple burden they had chosen to reduce their number of children as the only factor over which they had control. The result, for Sweden, was depopulation and the spectre of national extinction.

According to the Myrdals, there were only two alternatives. The first—the dismantling of state schooling, child labour laws, and state old-age pensions in order to

restore family autonomy—was “not even worthy of being discussed.” The other, and only practical alternative, was to *complete* the welfare state and remove the existing disincentives to children by socializing virtually all of the direct costs involved in their birth and rearing. The real argument went something like this: in order to solve the problems caused, in large part, by prior state interventions, the government now needed to intervene *completely*.<sup>1</sup>

The state or civil government will always tend to grow in size and extend its powers further unless held in check by a determined populace. The Second Amendment of the US Constitution, also known as item two of the Bill of Rights, was concerned with this very thing. Therefore it reads, “A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.” Any government effort to disarm the people in the USA is viewed with great alarm there: and so should it be here. The present government in NZ has nearly disenfranchised the populace by ignoring polls and dispensing with debate as in the Prostitution Act and the banishing of appeals to the Privy Council. We must all do our part to hold the state accountable: no one else will.

#### **Note:**

1. “What Has Government Done to Our Families?”, 1991, Allan Carlson, author of *The Swedish Experiment in Family Politics*; president of the Howard Center in Rockford, Illinois. Email: allan@profam.org.

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### **Taped Messages of Diana Waring’s NZ Tour, 23 Jan — 7 Feb**

3 Available until 30 April 2004:

Roots & Wings, Got Teens, Raising  
World Changers.....\$10 each.

2 Available now and later:

“Things We Wish We’d Known”  
Panel discussions with Bill & Diana  
Waring, Craig & Barbara Smith  
plus: In Palmerston North, Merle  
Duxfield & Catherine Duxfield.

In Christchurch, Adrienne Braam &  
Monique Posthuma.....\$10 each.  
Order from Home Education Founda-  
tion, contact information on p. 2.

# Coming Events

## 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:**  
4135,

#### **Programme**

- 9:00am Registrations, view resources  
9:15am Introductions  
9:30am Two Electives
1. Getting started, dealing with MOE/ERO, pulling children out of school, doing exemption forms, etc - Craig Smith
  2. Avoiding Burnout (Keeping Going When The Going Gets Tough) - Barbara Smith
- 10:30am Morning tea  
11:00am Two Electives
3. Home Education - Getting Things Into Perspective - Craig
  4. Training Children's Minds, Tools of Learning and Motivation - Barbara
- 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
  6. Training our Children and Youth the Hebrew Way - Barbara
- 3:00pm Afternoon Tea  
3:30pm Two Electives
7. Home Educating From a Biblical Worldview - Craig
  8. Finances - Doug Tamaki then panel "Things we wish we'd known" - Doug & Kate Tamaki, Heidi Breetvelt, Barbara Smith
- 4:30pm View resources  
5:30pm Finish

## 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:**  
email

#### **Programme**

- 9:00am Registrations, 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

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

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

6. Training Children and Youth in Purity - Barbara

3:00pm Afternoon Tea

3:30pm Two Electives

7. Home Education from a Biblical Perspective - Craig

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

4:30pm Final look at resources

5:30pm Finish

## Sat 3 April 2004

### **9th Annual TEACH Leadership Forum**

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

**Cost:** Donation - Bring your own lunch, hot drinks supplied

**Contact:** Craig and Barbara Smith. Phone (06) 357-4399, Email: hedf@xtra.co.nz

#### **Details**

Time: 10am to 4pm

TEACH (Thorough Education Achieved in a Caring Home) Forums have been held annually since 1996 in various parts of New Zealand, by Craig and Barbara Smith of the Home Education Foundation. They are designed to be gatherings of equals to discuss, share and explore any topic the home educators attending wish to raise. The Forums are open to any home educators but are specifically intended for those

carrying some responsibility within the local support group, such as co-ordinator, leaders, newsletter editors and other volunteers. It is also for those wanting to start up a support group or are involved in helping others in their home education endeavours.

## Sat, 3 April 2004

### **Home Education**

#### **Evening - Papakura**

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

**Cost:** \$5 per person/couple

**Contact:**  
burgii

#### **Programme**

6:30pm Registration

7:00pm Two Electives

1. Home Education From a Biblical Worldview - Craig Smith

2. Approaches to Home Education: Charlotte Mason, Classical/Greek vs Hebrew, Unschooling, Unit Studies.

8:00pm panel "Things We Wish We Had Known"

9:15pm supper

## Sat, 10 April 2004

### **Northland Home Educators Workshop - Kaitia**

**Venue:** Kaitia Christian Fellowship, 103 Commerce St.

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

**Contact:**  
Email  
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, doing 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. Home Education - Getting Things Into Perspective - Craig

4. Training Children's Minds, Tools of Learning and Motivation - Barbara

12:30 Lunch - Bring your own, hot

*(Continued on page 2: Events)*

# 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: [ug.co.nz](mailto:ug.co.nz), Ph.: (09) For a map of the area go to: [www.nzmaps.co.nz/viewmap.php3?Map=az17](http://www.nzmaps.co.nz/viewmap.php3?Map=az17). For more information on Diana Waring History Alive go to: [www.dianawaring.com](http://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:** [datan](mailto:datan)

**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:**

**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](http://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](mailto:hedf@xtra.co.nz).

**Main Speaker:** Diana Waring. See [www.dianawaring.com](http://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:**

7168,

**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

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For more information, including registration forms for each event above, please visit: [www.HomeEducationFoundation.org.nz](http://www.HomeEducationFoundation.org.nz)

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### 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:**  
datur

**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:**  
email: [~](mailto:~)

#### **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](mailto:cesbooks@intouch.co.nz)

**Keynote speaker:** R C Sproul, Jnr.



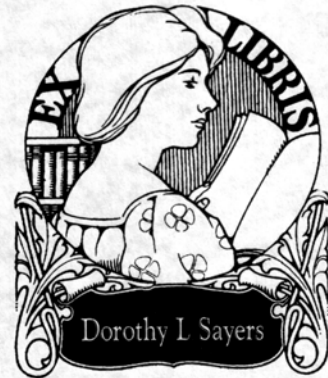
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