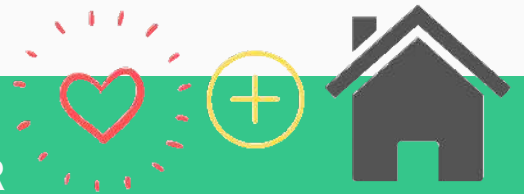


THAT HOMESCHOOL LIFE'S

QUICK TICK CHECKLIST

That Homeschool Life



HOMESCHOOLING HELP FOR
REGISTRATION IN AUSTRALIA

- CELEBRATING A LIFE LEARNING AT HOME

REMOVING THE OVERWHELM

BREAKING IT DOWN INTO STEPS

PRINTABLE SHEETS

LINKS TO SAMPLES, RESOURCES
AND WEBSITES

plan.



OK. You've decided to homeschool your child but let's be honest, it can all feel VERY overwhelming!

Hi! I'm Lusi and I've been homeschooling my 5 kiddos for 12 years.

When I first started I was overwhelmed too.

Now I try and help as many people as I can to make homeschooling as easy, enjoyable and fun as possible.



Grab a cuppa, a pen and let's get started! You've got this!



what we'll

DO

by the end of this:

- You'll make a vision statement
- You'll have an overall plan checklist
- You'll find links to your State/Territory requirements for registration
- You'll see samples for plans and record keeping
- You'll find resource links
- You'll have a learning space checklist
- Australian Homeschooling websites for resources and inspiration

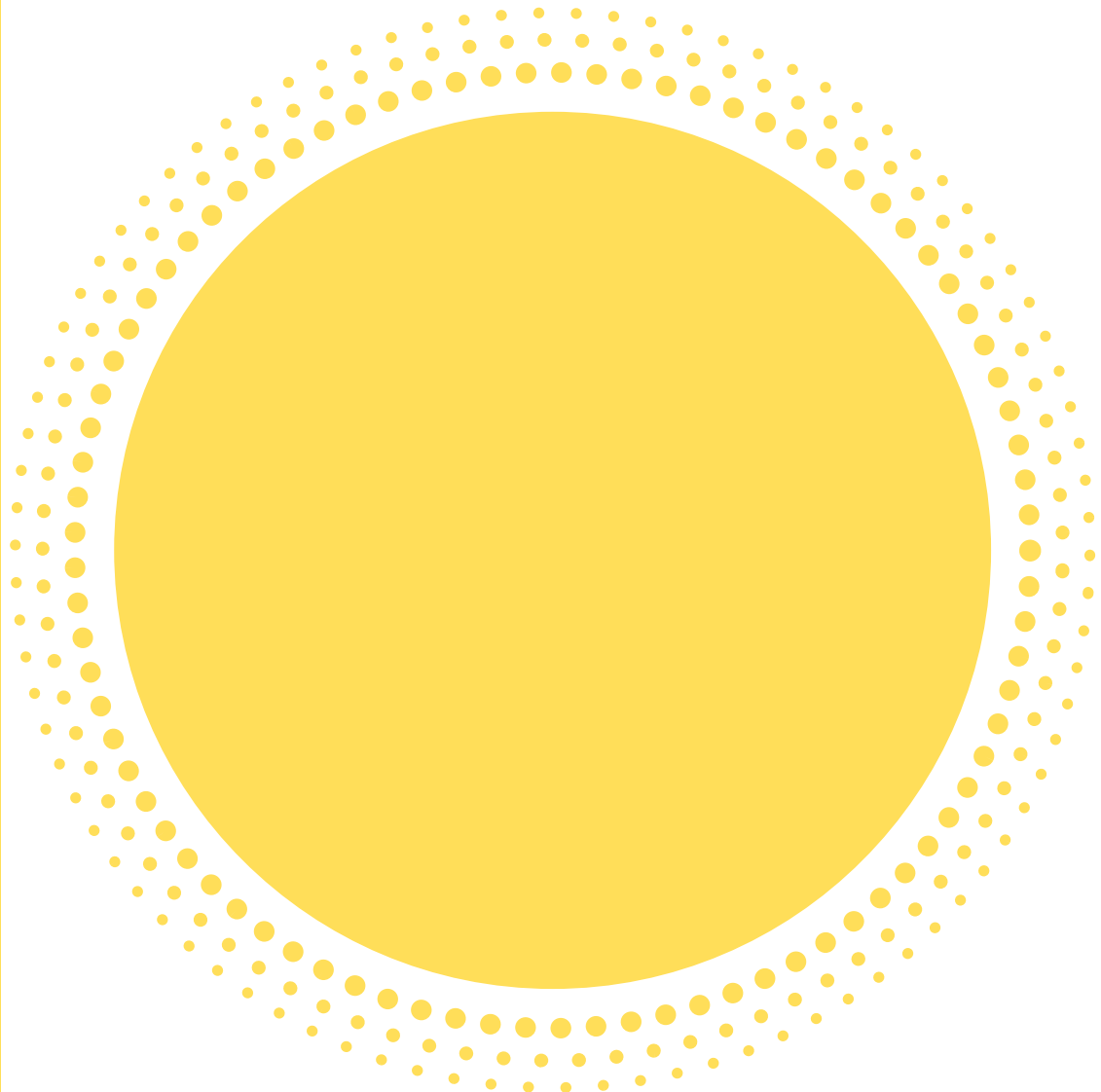
my vision statement.



My Vision Statement:

Come up with a vision statement that embodies WHY you want to homeschool your child. Think about connection, character development and being able to meet your child's needs. On your rough days, this will be an anchor for you.

Write it here:



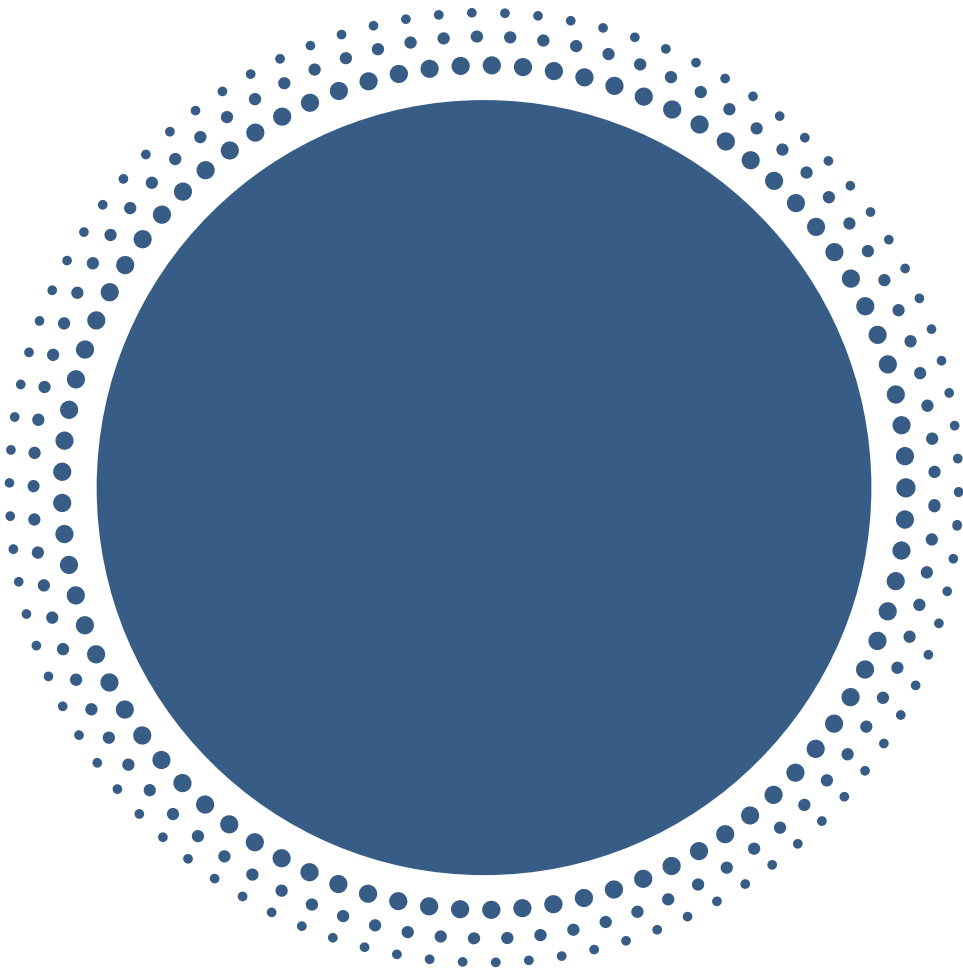


Things to consider about my child:

Observe your child.

What are his/her
interests/hobbies/likes/dislikes/preferences
to receive information/struggles/hobbies?

Write down your observations below.



my child.

WHAT ABOUT EXAMS AND GRADING?

One of the requirements of the Australian Government for homeschoolers is that children's learning progress is recorded in some way. There are SO many different ways this can happen - written tests are just one way. You can see a child is learning by the ways in which they speak about a subject or through a drawing or model they make or a website they created. There are SO many ways to show a child is learning.

WHAT IS UNSCHOOLING?

Unschooling or natural learning are child-led approaches in homeschooling which really allow delight and interest to direct and engage a child's learning journey. As a parent, you can still facilitate and suggest their activities and then record their learning. [READ MORE HERE](#)

HOW DOES REGISTRATION WORK?

You will create a learning program based on the Key Learning Area (KLA) stage statements/outcomes, making some plans for activities for your child. You will fill in the appropriate forms your state/territory requires. You will create a learning space and have a plan for recording your child's learning. In some states, you will have a visit by the AP (approved person) and you will be granted a period of registration.

KNOW THIS

DISTANCE EDUCATION VS HOMESCHOOLING

Both homeschooling and distance education are methods of learning at home. Distance ed means you sign up (and usually pay) for a program of learning to be assigned and sent to you.

Homeschooling or home educating means you take the responsibility upon yourself to provide a rich learning environment for your child, meeting their needs in the best ways you can. [READ MORE HERE](#).

DO I HAVE TO BE A QUALIFIED TEACHER?

Nope! You just have to be willing to facilitate learning for your child. This means you accept responsibility for providing a learning program which aims to meet the subject/key learning area stage statements.



Checklist

REGISTRATION READY

- Copied or referenced your state's syllabus or the Australian Curriculum statements or outcomes for your child's year level or learning stage for each subject / key learning area
- Have a 'We Plan To' section under each stage statement or outcome to make a personalised plan
- Have a learning space with good lighting and access to resources
- Know what is expected by your state/territory education body (see links)
- Know how you will keep your child's work samples together (eg a folder)
- Know how you will record their learning and progress (eg a plain journal)
- Send off paper work to appropriate body, apply for a medical exemption if necessary, notify your school

X
X
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X X X X X X




STAGE STATEMENTS



Work out which grade or stage your child is in.

Kindy: Early Stage 1
Grades 1-2: Stage 1
Grades 3-4: Stage 2
Grades 5-6: Stage 3
Year 7-8: Stage 4
Year 9-10: Stage 5
Year 11-12: Stage 6

Now you know which grade or stage your child is in, some people prefer to work with stage statements whilst others prefer to work with the outcomes. You can use both.



Find the Stage Statements/Outcomes for each KLA.

You will find the Stage outcomes and statements [HERE ON THE NESAWEB SITE](#) or you can find them on the [AUSTRALIAN CURRICULUM website](#). Click on the KLA AND STAGE you want to look at.



STAGE STATEMENTS



Copy and Paste.

Open up a new word document. Copy and paste the Stage Statements (and Outcomes if you like) for the KLA stage you are working on (eg Science Stage 1).

Once you've copied and pasted the Stage Statements and Outcomes, write a heading 'What We Plan to Do' underneath it.



Personalise this part of the plan.

Personalise the plan by adding in some of the strengths and interests your child already has in this KLA. Make some dot points about resources, books, websites, field trips, activities you plan to do/use.

HISTORY

Introductory notes:

Our goal for Elijah in Stage 5 history is that he continues to have a love for learning from the past. Elijah already has a great understanding of historical events, peoples and times and we hope this year he will continue to read about and immerse himself more in these areas. He will be studying in depth The Industrial Revolution, Making A Nation, Australians at War (WW1 and WW2), Rights and Freedoms, Popular Culture and the Roaring Twenties. He will also be going through some of the Stage 4 content to refresh and revise in particular some of the Mediterranean world, Ancient India, The Vikings, The Shoguns and The World's Expansion. We'll continue to work through our Story of the World books, visit museums and discuss what we see in a variety of historical contexts.

Program:

By the end of Stage 5, Elijah will be able to describe, explain and assess the historical forces and factors that shaped the modern world and Australia. He will be able to sequence and explain the significant patterns of continuity and change in the development of the modern world and Australia. Elijah will explain and analyse the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia. He will be able to explain and analyse the causes and effects of events and developments in the modern world and Australia. Elijah can already explain the context for people's actions in the past and explain the significance of events and developments from a range of perspectives. He can also explain different interpretations of the past and recognise the evidence used to support these interpretations.

Elijah will continue to learn to sequence events and developments within a chronological framework, and identify relationships between events across different periods of time and places. When researching, Elijah will develop, evaluate and modify questions to frame an historical inquiry. He will process, analyse and synthesise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Elijah can analyse sources to identify motivations, values and attitudes. When evaluating these sources, he analyses and draws conclusions about their usefulness, taking into account their origin, purpose and context. He will develop and justify his own interpretations about the past. Elijah will develop texts, particularly explanations and discussions, incorporating historical arguments. In developing these texts and organising and presenting his arguments, he will use historical terms and concepts, evidence identified in sources and they reference these sources. Elijah will have undertaken a relevant site study either by visiting an actual site or through a virtual source.

sample

sample plan for
history for Stage 5
using the copied stage statements
and outcomes

stage
statements and
outcomes
copied from
HERE

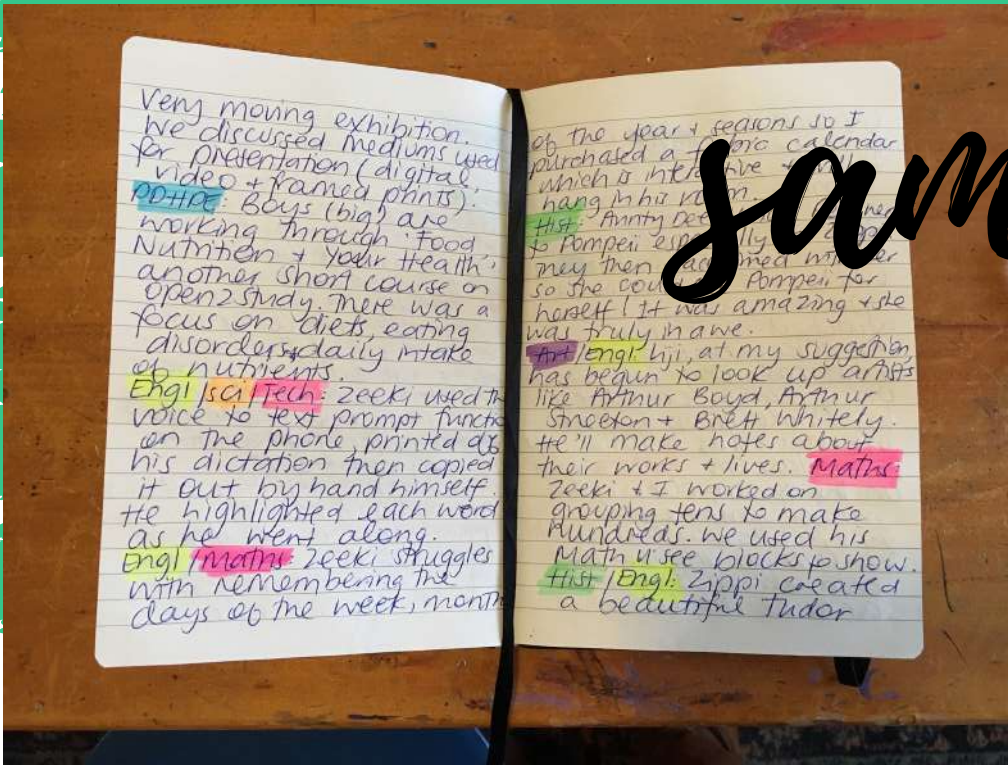
sample

Some of 'our plan'
history for Stage 5
stage statements
and
outcomes and
ideas can be also
found HERE

Some of our plan for 2019

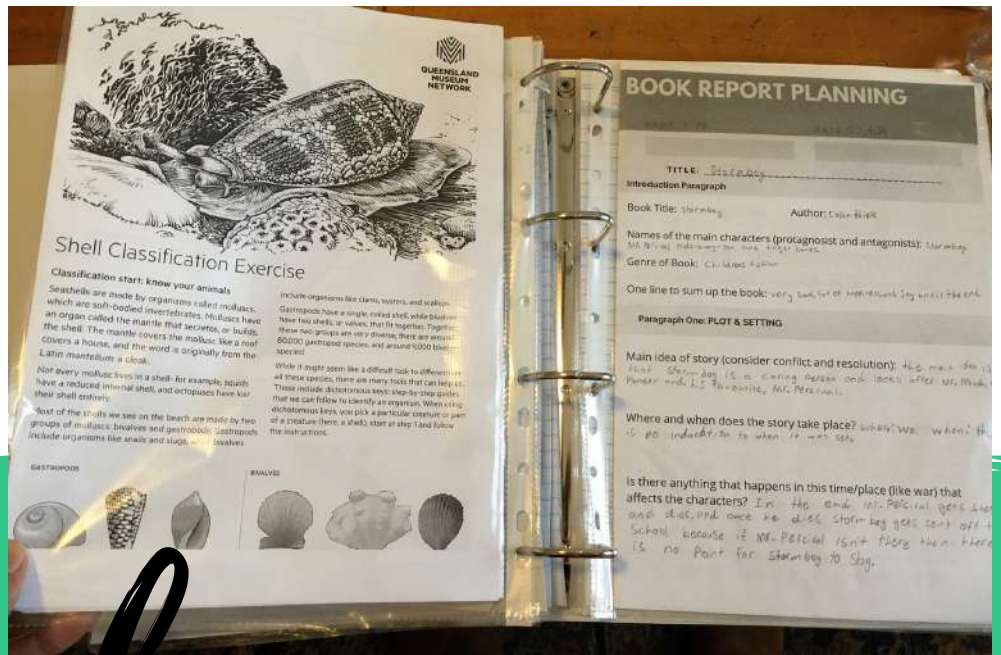
Locate the growth and extent of the British Empire from 1750 to 1900.
Identify raw materials Britain obtained from its empire.
Outline the expansion of European settlement on a map of Aboriginal Australia to 1900.

Outline the experiences of the Chinese in Australia prior to 1900 and be able to describe the contribution of this group to Australia's development.
Elijah will be able to explain how and why federation was achieved.
We will discuss legislation from 1901-1914 including the Harvester Judgement, pensions and the Immigration Restriction Act.
Elijah will be able to confidently outline the main causes of both world wars.
We'd like him to be able to locate and sequence some of the places where Australians fought in both wars.
Look at the nature of warfare during the Gallipoli campaign and explain the outcome of this campaign too.
Outline and nature of warfare and its changes in sequence from WW1 to WW2.
Outline the Universal Declaration of Human Rights and Australia's involvement in it.
Background to the struggle of Aboriginal and Torres Strait Islander people before 1965 and the role and policies of the Aboriginal Protection Board for control of things like wages and reserves.
Discuss in depth the impact of the stolen generations.
Describe the effects of the assimilation policy for the rights and freedoms of Aboriginal and Torres Strait Islander peoples.
Outline aims and methods of US civil rights movement and the impact of this on Australian Aborigines.
Revisit the Freedom Rides in NSW.
Discuss the 1967 Referendum, Mabo decision, the national Apology.
Read in-depth about Charles Perkins.
Elijah will identify the main features of Australian popular culture at the end of WW2 including film, music, sport and fashion from 1945 – present day.
Explain ways in which Australia in the 1950's was influenced by American culture.
Assess the way American and British music influenced post-war Australian entertainment such as rock 'n' roll.
Assess the contribution of Australian men and women to international sport, eg Olympic Games.



sample

an example of a record keeping journal



sample

an example of a student 'portfolio' - a simple A4 folder with plastic sleeves holding work samples, ticket stubs, exhibitions visited, library book borrowing slips, etc



STATE/TERRITORY REQUIREMENTS

Know what is expected by your state or territory and how to contact them

Each state and territory have different requirements for registration.

Here is a link to each one where you'll find links to downloadable forms and contact numbers.

- [NSW: CLICK HERE](#)
- [VIC: CLICK HERE](#)
- [SA: CLICK HERE](#)
- [QLD: CLICK HERE](#)
- [NT: CLICK HERE](#)
- [WA: CLICK HERE](#)
- [A.C.T: CLICK HERE](#)
- [TAS: CLICK HERE](#)

LEARNING SPACE

HOW TO PREPARE IT

An ideal learning space takes a child and family's needs into account. Have ways you can make sure there is suitable lighting and also ways to darken the room if necessary. Consider heating and cooling. A table for writing on, a shelf, cupboard or trolley to store resources and a place to display learning are also helpful to consider. Make sure your child can access learning materials like pencils, paper etc and consider outdoor places for learning too.



- Adjustable lighting
- Heating and cooling
- A table
- A place to store resources
- Access to learning materials
- Space to display learning
- Access to outdoor learning
- Internet access (helpful whilst not essential)



Remember TO:

TAKE INTO ACCOUNT THAT EVERYTHING IS AN OPPORTUNITY FOR LEARNING - BAKING A CAKE, BURYING A PET, WAITING FOR A MEDICAL APPOINTMENT. THESE THINGS ALL TEACH IMPORTANT LIFE SKILLS.

ENGAGE YOUR CHILD IN THEIR AREAS OF INTEREST.

MEET YOUR CHILD'S NEEDS - MAKE THE ACCOMMODATIONS NECESSARY FOR YOUR CHILD TO FEEL SAFE AND SECURE.

CONNECT WITH OTHER HOMESCHOOLERS IN YOUR LOCAL AREA OR ONLINE.

MY FAVOURITE WEBSITES/GROUPS ARE:

[FEARLESS HOMESCHOOL](#)

[BEVERLEY PAINE](#)

[THE EDUCATING PARENTS \(HOMESCHOOLING AND UNSCHOOLING\) FACEBOOK PAGE](#)

[MY FACEBOOK PAGE: THAT HOMESCHOOL LIFE](#)

[CHECK OUT MY TEMPLATE PACKS HERE](#)

**I HOPE THIS HELPS! STAY IN TOUCH!
I LOVE HEARING FROM YOU.**

Lusi xo

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<https://www.thathomeschoollife.com.au>